Frances Eales
Steve Oakes

Speakout
Starter
Students’ Book
with ActiveBook

Pearson
**ENGLISH PHONEMES**

### CONSONANTS

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<thead>
<tr>
<th>Letter</th>
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### VOWELS

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<table>
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<td>əʊ</td>
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**Книга выложена группой vk.com/englishlibrary**
Starter
Students' Book
with ActiveBook

Frances Eales
Steve Oakes

speakout

Starters
Students' Book
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<tr>
<td>listen to personal introductions</td>
<td>introduce yourself</td>
<td>learn to use capital letters</td>
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<td>listen to conversations at reception</td>
<td>ask questions about people and places</td>
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<tr>
<td><strong>Around The World:</strong> watch an extract from a</td>
<td>learn to check spelling; exchange personal</td>
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<td>documentary about people around the world</td>
<td>information</td>
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<td>listen to someone talk about family photos</td>
<td>talk about photos of family and friends</td>
<td>learn to use contractions</td>
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<tr>
<td>listen to people making suggestions</td>
<td>check information about people</td>
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<tr>
<td><strong>The Royal Wedding: William and Catherine:</strong></td>
<td>learn to respond to suggestions;</td>
<td>write a description of people in your life</td>
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<td>watch an extract from a documentary about a royal</td>
<td>make suggestions about where to go</td>
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<td>wedding</td>
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<td>listen to conversations at a festival</td>
<td>ask personal information;</td>
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<td>talk about your family</td>
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<td>listen to conversations in offices</td>
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<td>talk about clothes</td>
<td>link sentences with and and but</td>
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<td>listen to conversations in a café</td>
<td>learn to say prices;</td>
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<td>do a role-play in a café</td>
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<td><strong>Francesco’s Mediterranean Voyage:</strong> watch an</td>
<td>do a role-play in a market</td>
<td>write a description of a market</td>
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<td>extract from a travel programme about a market</td>
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<tr>
<td>listen to people talk about life in the USA</td>
<td>talk about things you have in common</td>
<td>link sentences with and and because;</td>
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<td>find differences in pictures</td>
<td>write a blog about your life</td>
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<td>listen to conversations about times</td>
<td>tell the time; learn to check times;</td>
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<td>ask people to come to events</td>
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<td><strong>Human Planet: Rivers:</strong> watch a documentary</td>
<td>talk about your favourite season</td>
<td>write a forum reply about your favourite</td>
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<td>about rivers</td>
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<td>season</td>
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<td>listen to a conversation about a woman’s</td>
<td>talk about your favourite thing; guess the jobs</td>
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<td>favourites</td>
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<td>listen to conversations about people’s bad habits</td>
<td>talk about habits that drive people crazy</td>
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<td>answer a questionnaire about your daily routines</td>
<td>link sentences with first, then, after that,</td>
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<td>enquiries in a hotel</td>
<td>learn to show interest;</td>
<td>finally</td>
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<td>do a role-play at a tourist information desk</td>
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<td><strong>Doctor Who:</strong> watch a drama about a</td>
<td>talk about food to take to a desert island</td>
<td>write a forum entry about food to take to a</td>
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<td>time-travelling doctor</td>
<td></td>
<td>desert island</td>
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### LESSON GRAMMAR/FUNCTION VOCABULARY PRONUNCIATION READING

#### UNIT 6 JOURNEYS page 61  Video podcast | How do you get to school or work?
| 6.1 No trains page 62 | there is/are | places | stress in sentences with there is/are | read a text about transport facts |
| 6.2 Getting there page 64 | a/an, some, a lot of, not any | transport | stress in sentences with a/an, some, a lot of, not any | |
| 6.3 Single or return? page 66 | buying a ticket | travel | learn to check numbers | |
| 6.4 Rush Hour page 68 | | transport | | |

#### REVIEW 3 page 71
| | present simple: he/she/it questions; there is/are, a/an, some, a lot of, not any | | sound: /ð/ and /ɒ/ | read a website problem page |

#### UNIT 7 PAST page 73  Video podcast | Where were you on your last birthday?
| 7.1 Where were you? page 74 | past simple: was/were | dates | weak forms of was/were | |
| 7.2 Record breakers page 76 | past simple: regular verbs | actions | past simple regular verbs with /ɪ/, /ɪd/ and /ɪd/ | read an article about amazing records |
| 7.3 How was it? page 78 | giving opinions | adjectives | intonation for positive/ negative feelings | |
| 7.4 The Chilean Miners page 80 | | | | |

#### UNIT 8 PLACES page 83  Video podcast | Where did you go on holiday last year?
| 8.1 Nice place to meet page 84 | past simple: irregular verbs | prepositions of place (1) | | read about how people met their friends |
| 8.2 Good and bad page 86 | past simple: questions | holiday activities | linking in did you | |
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| 8.4 Guided Tour page 90 | | holidays | | |

#### REVIEW 4 page 93
| | past simple: was/were; regular and irregular verbs | sound: /ɜː/ and /ʌ/ | read a newspaper report and police statements about a crime |

#### UNIT 9 SHOPPING page 95  Video podcast | Do you like shopping?
| 9.1 The right gift page 96 | like, love, hate + -ing | activities | | read about gift giving around the world |
| 9.2 A waste of money page 98 | object pronouns | money | pronouns in connected speech | |
| 9.3 What would you like? page 100 | making requests | shopping departments | intonation in polite offers or requests | |
| 9.4 Days That Shook The World page 102 | | music players | | |

#### UNIT 10 PLANS page 105  Video podcast | What did you want to be?
| 10.1 A new job page 106 | can’t | collocations | strong and weak forms of can’t | read adverts for interesting jobs |
| 10.2 Time for a change page 108 | be going to | life changes | pronunciation of going to | |
| 10.3 Hello and goodbye page 110 | starting and ending conversations | saying goodbye | stressed words in phrases | |
| 10.4 Miranda page 112 | | problems | | |

#### REVIEW 5 page 115
| | like, love, hate + -ing; object pronouns; can’t; be going to | | sound: /æ/ and /ɒ/ | do a questionnaire about what you can do in English |

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<tr>
<th>LISTENING/DVD</th>
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<tr>
<td>conversations at a station</td>
<td>ask about places; find differences between two pictures</td>
<td>learn to start and end an email</td>
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<tr>
<td>listen to someone buy a bus ticket</td>
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</tr>
<tr>
<td><strong>Visions Of India: Rush Hour</strong>: watch an extract from a documentary about India</td>
<td>learn to check numbers; do a role-play at a train or bus station</td>
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<tr>
<td>listen to problems in different situations</td>
<td>role-play problems in different situations</td>
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<tr>
<td>listen to conversations about New Year 2000</td>
<td>ask where people were in the past</td>
<td>improve your punctuation</td>
</tr>
<tr>
<td>listen to people giving opinions</td>
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<td><strong>The Chilean Miners’ Rescue</strong>: watch an extract from a documentary about the Chilean miners’ rescue.</td>
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<tr>
<td><strong>The Chilean Miners’ Rescue</strong>: watch an extract from a documentary about the Chilean miners’ rescue.</td>
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<td>write a history quiz</td>
</tr>
<tr>
<td><strong>Days That Shook The World: Into The 21st Century</strong>: watch an extract from a documentary about the arrival of the MP3 player</td>
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<td>listen to job interviews</td>
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<tr>
<td>listen to street interviews about people’s goals</td>
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<td>listen to people start and end conversations</td>
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<td>discuss ways of improving your English; play the Speakout Game</td>
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</table>
NUMBERS 1–10

1A Match the words in the box with the numbers.

- zero   - nine   - three   - one   - seven   - ten   - four   - two   - eight   - five   - six

0  4  8
1  5  9
2  6  10
3  7

B L.1 Listen and check. Then listen and repeat.

C L.2 Listen and write the numbers.

D Work in pairs and take turns. Student A: say a number. Student B: say the next number.

1. A: five   B: six
2. A: zero   B: one

INTERNATIONAL ENGLISH

2A Match the words in the box with photos 1–6.

- DVD   - phone   - hotel   - football   - bus   - chocolate

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

C Work in pairs. Write five more international words.

CLASSROOM LANGUAGE

3A L.4 Listen and underline the correct word.

Conversation 1
A: OK, Antonio. What’s ‘libro’ in English?
B: Sorry, I not / don’t know.
A: It’s ‘book’.
B: Can you write / say it, please?
A: Yes …

Conversation 2
A: OK. Open your books, please.
B: Sorry, I no / don’t understand.
A: Open, like this.
B: Which page / number?
A: Page eight.
B: Can you repeat / write that, please?
A: Yes, page eight.
B: Thank you.

B Work in pairs and take turns. Practise the conversations.
 → page 138 PHOTOBANK

Speakout TIP

Start a phrasebook. Write useful phrases, e.g. Hello, Hi, Good morning, Good afternoon, Good evening, Good night.
UNIT I

SPEAKING
- Introduce yourself
- Ask questions about people
- Give personal information
- Check spelling
- Speak about yourself and your country

LISTENING
- Listen to people say hello
- Listen to people give personal information
- Watch a BBC programme about people around the world

READING
- Read descriptions of people arriving at an airport

WRITING
- Learn to use capital letters
- Write a personal introduction

BBC CONTENT
- Video podcast: Where are you from?
- DVD: Around the World

hello
LISTENING

1A Listen and match conversations 1–4 with photos A–D.

B Listen again and match the person with the country and city.

<table>
<thead>
<tr>
<th>Number</th>
<th>Person</th>
<th>Country/City</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>Carmen</td>
<td>Spain</td>
</tr>
<tr>
<td>2</td>
<td>Cindy</td>
<td>Australia</td>
</tr>
<tr>
<td>3</td>
<td>Tom</td>
<td>USA</td>
</tr>
<tr>
<td>4</td>
<td>Katie</td>
<td>Ireland</td>
</tr>
</tbody>
</table>

D Complete the sentences with 'm or are.

Conversation 1
A: Hello, I'm Janet.
B: Hi, I'm Paul. Nice to meet you.
A: Nice to meet you, too. Where are you from?
B: I'm from South Africa.
A: Oh, where in South Africa?
B: From Cape Town.

Conversation 2
A: Hello, I'm Kasia.
B: Hi, I'm Peter.
A: Nice to meet you.
B: Nice to meet you, too. Where are you from?
A: I'm from Poland.
B: Are you from Warsaw?
A: No, I'm not. I'm from Gdansk.

GRAMMAR be: I/you

2A Complete the tables with 'm and are.

<table>
<thead>
<tr>
<th>1</th>
<th>'m</th>
<th>Carmen, from Spain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>you</td>
<td>from?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes, I am.
No, I'm not.

B Listen and underline the stressed words.

I'm Carmen.

C Listen again and repeat the sentences.

D Work in pairs and practise the conversations.

A: Hello, I'm... B: Hi, I'm...
VOCABULARY  countries

4A Match the countries in the box with pictures 1–10.

Brazil  Japan  Russia  Poland  China  England  Australia  Italy  the USA  Saudi Arabia

B 1.4 Listen and check.

C Listen again and underline the stress. Then listen and repeat.

D Work in pairs and take turns. Student A: say a number. Student B: say the country.

A: four  B: Russia

WIRITING  capital letters

5A Underline the capital letters in sentences a)–f).
a) I'm Karin.
b) I'm Ali Mansour.
c) Are you from Saudi Arabia?
d) No, I'm from England, from London.
e) Are you a student?
f) Yes, I am.

B Match rules 1–5 with sentences a–f above.

Rules:
Use capital letters for:
1 the name of a person  a), b)
2 a country
3 a city
4 I
5 The first word in a sentence.

C Find and correct the mistakes with capitals in the chat messages below.

1 hi, i'm jeanette, and i'm a teacher in france. Hi,

2 hi, i'm makiko. i'm from japan. are you from paris?

3 no, i'm from lyon. are you from tokyo?

4 yes, i am. i'm a student.

6A Work in pairs. Write a chat message to your partner.

Hi, I'm ...

B Swap messages. Answer the message.

A: Hi, I'm ...

B: Hi, I'm ...

SPEAKING

7A Write a country and a city from the country.

England – Manchester

B Work in groups and take turns. Guess the cities.

A: Where are you from?
B: I'm from England.
A: Oh, are you from London?
B: No, I'm not.
A: Are you from ... ?
VOCABULARY jobs

1A Write the jobs in the box under pictures 1–8.

teacher actor engineer doctor taxi driver
businessman/businesswoman singer waiter

1 2
3 4
5 6
7 8

B 1.5 Listen and check. Then listen and repeat.

2A Look at the conversation. Underline the correct alternative in the rules.

A: Are you a teacher?
B: No, I'm a student, an English student. Are you an actor?
A: No, I'm a singer, an Italian singer.

Rules:
1. Use a/an with words starting with vowels (a, e, i, o, u)
2. Use a/an with words starting with consonants (b, c, d...)

B Work in pairs and take turns. Student A: say a job.
Student B: say a or an.
A: doctor B: a doctor

C Work with other students. Student A: mime a job.
Other students: guess the job.
B: Are you an engineer?
A: No, I'm not.
C: Are you a doctor?
A: Yes, I am.

---

Reading

3A Work in pairs. Look at the photos of people at Heathrow Airport, London. Who is a tourist?

B Read the texts and check your answer.

C Complete the table with the correct information.

<table>
<thead>
<tr>
<th>name</th>
<th>Ajay</th>
<th>job</th>
<th>actor/waiter</th>
</tr>
</thead>
<tbody>
<tr>
<td>where from?</td>
<td>Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>first time in London?</td>
<td>no</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

Welcome to Heathrow

Ajay Kumar is a computer engineer from Delhi in India. He's in England for an International Conference. 'It isn't my first time in England, but it's my first time in London.'
Rosa Pérez López is from Mexico. She's a doctor from Acapulco. She's in London on holiday. 'I'm very happy. It's my first time in England.'

Nicolas Dupont is from France. 'I'm an actor in Paris, but now I'm a waiter here in a café in London. London's a good city for actors.'

Gong Yue is a student from China. 'I'm from Shanghai, but now I'm a business student at the University of London.' 'Is it a good university? 'Yes, it is.'

GRAMMAR  be: he/she/it

4A Underline the verb be in the sentences.
1 Ajay Kumar is a computer engineer.
2 She's a doctor from Acapulco.
3 It isn't my first time in England.
4 Is it a good university? Yes, it is.

B Complete the tables.

<table>
<thead>
<tr>
<th>He she it</th>
<th>is</th>
<th>from France</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>is not</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>he/she/it</th>
<th>from India?</th>
<th>a doctor?</th>
<th>your first time here?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes,</td>
<td>he/she/it</td>
<td>is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where he from?

C 1.6 Listen and write sentences 1–5. Then listen and repeat.

PRACTICE

5A Add 's (is) in ten places.
Ellie Turner's from Montreal, Canada. She a teacher at McGill. It a big university in Montreal. She in London for a conference.
Yong-Joon from Korea. He a taxi driver in Seoul, the capital. He in London on holiday. He happy to be here.
Pat a businesswoman from Auckland, New Zealand. She in London on business.

B Write the questions.
1 Ellie / Canada?
   Is Ellie from Canada?
2 she / doctor?
3 McGill University / London?
4 Yong-Joon / Japan?
5 he / London / on holiday?
6 Auckland / New Zealand?

C Match answers a)—f) to questions 1–6 above.
a) No, it isn't.  b) Yes, he is. c) Yes, she is.
d) No, he isn't.  e) Yes, it is. f) No, she isn't.

D Cover the answers above. Work in pairs and ask and answer questions 1–6.

SPEAKING

6 Work in pairs and take turns. Student A: turn to page 148. Student B: turn to page 152.
FUNCTION giving personal information

1A Listen and repeat the letters.

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

B Complete 1–7 with letters from the box. Each group has the same vowel sound.

HA __ E W J M S

1 A H __ K
2 B C D __ G P __ V
3 __ F L N __ X
4 I __
5 O __
6 __ Q U __
7 __

C Listen and check. Then listen and repeat.

D Work in pairs. Student A: turn to page 148. Student B: turn to page 152.

FUNCTION giving personal information

2A Listen and match conversations 1–3 with photos A–C.

1 __ 2 __ 3 __

B Listen again and complete the information.

<table>
<thead>
<tr>
<th>First name</th>
<th>Family name</th>
<th>Room number</th>
</tr>
</thead>
<tbody>
<tr>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>

3A Complete the form with the words in the box.

<table>
<thead>
<tr>
<th>First name</th>
<th>Email address</th>
<th>Nationality</th>
<th>Family name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stefanie</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>Young</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>American</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>0532 419</td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td><a href="mailto:stef@yahoo.com">stef@yahoo.com</a></td>
<td>__</td>
<td>__</td>
<td>__</td>
<td>__</td>
</tr>
</tbody>
</table>
B Underline the correct alternative. Check your answers in audio script 1.9 on page 154.

1. A: What's/are your first name?
   B: Stefanie.

2. A: How do you spell/say that?
   B: S-t-e-f-a-n-i-e.

3. A: What's your phone number?
   B: It's oh five three two, four one nine.

4. A: What's your email address?
   B: It's stef at yahoo point dot com.

C  Listen and tick the correct intonation. Then listen and repeat.

a) What's your email address?

b) What's your email address?

LEARN TO check spelling

5A Listen to the conversation and underline the stressed letters.

A: And your first name?
B: It's Frances.

A: F-r-a-n-c... is it i-s?
B: No, e, E as in England. F-r-a-n-c-e-s.

Some names of letters are difficult, for example 'Y, J and G, I and E. Write words to help you remember, e.g. 'Y as in 'yes', 'J as in 'Japan'. Do this for G, I and E now.

B Work in pairs and correct the spelling.

1. Obdul – Abdul
   A: Is it O-b-d-u-l?
   B: No, A. A as in Australia. A-b-d-u-l.

2. Stevin – Steven
3. Cinthia – Cynthia
4. Suzan – Susan
5. Geanette – Jeanette
6. Eves – Yves

SPEAKING

6 Work in groups and take turns. Ask and answer questions to complete the table.

<table>
<thead>
<tr>
<th></th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>First name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phone number</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1A Work in pairs. Find the words in the box in the photos.

city  countryside  sea  beach  mountain  river  village  building

B Work in pairs and take turns. Say an adjective from the box below and a word from the box above.

old  new  big  small  beautiful  cold  hot

A: an old city  B: an old building  A: an old ...

2 Read the programme information and underline the countries.

3A Watch the DVD and number the places in the order you see them.

a) British Columbia, Canada 1
b) Santiago, Chile 2

c) Helsinki, Finland 3
d) Kuala Lumpur, Malaysia 4
e) Muscat, Oman 5

B Work in pairs. Which things from Exercise 1A are in the places?
Chile  building, mountain

C Watch the DVD again to check your answers.

D Work in pairs and underline the correct alternative. Then watch the DVD again to check your answers.

1 Santiago, Chile is old/old and new.
2 The mountains in Chile are hot/cold.
3 Eric is a waiter/driver on a train.
4 Mizna is a teacher/student at university.
5 She is from a city/village.
6 In Finland, the countryside is good for winter/summer sport.
7 Kuala Lumpur is a(n) old/new city.
8 Aisha is a(n) shop/office assistant.
speak out you and your country

4A 1.12 Listen and answer the questions for Kaitlin.

Name: Kaitlin
1. Where are you from?
2. Is your city big or small?
3. Is your city old or new?
4. What's your job?
5. Where’s your job?
6. Is English important for you?
7. Is the countryside beautiful?

B Listen again and tick the key phrases you hear.

key phrases
Hello or 'dia duit' from Ireland.
I'm/My name's ...
I'm a/an (teacher/engineer) in ...
Dublin/Cannes is a (city/a town/a village) in ...
It's/It isn't very (big/beautiful/hot/small/old/new).
The countryside (in Ireland) is beautiful.
I (really) love it (here).

write back a personal introduction

6A Read the personal introduction for a class blog. Tick the information in the introduction.

a) name ✓
b) nationality
(c) email address
(d) job
(e) city
(f) country
(g) ‘Hello’ and ‘Goodbye’.
h) languages

aboutme.com Rita Peterson's blogspot

Hello, or 'hallo' in German. I'm Rita Petersen and I'm from Germany. I'm a businesswoman with Volkswagen. I speak German and English in my job. I'm from Berlin, the capital city of Germany. Berlin is a city with a mix of old and new buildings. The countryside in Germany is beautiful, with mountains and rivers.

5 comments

B Write a personal introduction. Use the introduction above to help. Write 50–70 words.

5A Prepare to talk for thirty seconds. Write your answers to the questions in Exercise 4A. Use the key phrases to help.

B Work in pairs and take turns. Student A: give your talk. Student B: listen and ask Student A two questions.
A Complete the conversation with the words in the box.

A: 1. Are you from Rome?
B: No, I'm not.
A: 2. Are you from Seoul?
B: Yes, I am.
A: 3. Are you from Tokyo now?
B: No, I'm not.

B Work in pairs and take turns. Student A: choose a sentence from 1–6 below. Student B: ask questions and guess the sentence.

1. I'm from Rome. I'm in London now.
2. I'm from Madrid. I'm in Cork now.
3. I'm from Seoul. I'm in Tokyo now.
4. I'm from Rome. I'm in Cork now.
5. I'm from Madrid. I'm in Tokyo now.
6. I'm from Seoul. I'm in London now.

B: Are you from Madrid?
A: Yes, I am.
B: Are you in Cork?
A: No, I'm not.
B: Number 5!
A: Are you a nurse?
B: No, I'm not.
C: Are you a doctor?
B: Yes, I am.

COUNTRIES

2A Work in pairs. Write the countries.

1. Torino Italy
2. Calcutta India
3. St. Petersburg Russia
4. Mecca Saudi Arabia
5. Xian China
6. Osaka Japan

B Write five countries and a city in each country.
China – Beijing

BE: HE/SHE/IT

4A Find and correct the wrong information in the sentences below.

1. Madrid is in Portugal.
   No, it isn’t. It’s in Spain.
2. Vladimir Putin’s from Canada.
   He’s from Russia.
3. The Eiffel Tower’s in Argentina.
   It’s in France.
4. Jackie Chan’s from South Africa.
   He’s from Hong Kong.
5. Maria Sharapova’s from Poland.
   She’s from Russia.
6. Tokyo’s in Italy.
   It’s in Japan.
7. Queen Elizabeth is from Spain.
   She’s from the United Kingdom.
8. The Taj Mahal’s in Mexico.
   It’s in India.
   He’s from the United States.
10. Kylie Minogue’s from China.
    She’s from Australia.

BE: I/YOU

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

Are you in you not six

A: 1. Are you from Rome?
B: No, I’m not.
A: 2. Are you from Seoul?
B: Yes, I am.
A: 3. Are you from Tokyo now?
B: No, I’m not.
A: 4. Are you number 5?
B: Yes, I am.

B Work in pairs and take turns. Student A: choose a sentence from 1–6 below. Student B: ask questions and guess the sentence.

1. I’m from Rome.
2. I’m from Madrid.
3. I’m from Seoul.
4. I’m from Rome.
5. I’m from Madrid.
6. I’m from Seoul.

B: Are you from Madrid?
A: Yes, I am.
B: Are you in Cork?
A: No, I’m not.
B: Number 5!
A: Are you a nurse?
B: No, I’m not.
C: Are you a doctor?
B: Yes, I am.

THE ALPHABET

5A Correct the spelling.

1. w__t__r
2. t__x__ dr__v__r
3. _ng__n__r
4. d__ct__r
5. _ct__r
6. t__ch__r
7. s__ng__r
8. b__s__m__n

B Work in pairs and take turns.
Ask and answer about the spelling.
A: How do you spell ‘phone’?
B: p-h-o-n-e.
A: Right.

GIVING PERSONAL INFORMATION

6A Look at the information and write questions for 1–5.

Dr ‘Hakan Osman
Bilkent University, Ankara, Turkey.
Phone: 039 387 4425
Email: Osman@mail.bilkent.edu.tr

1. What’s your first name?
B: Change three things in 1–5 above.
Phone: 034 387 4425

C Work in pairs and take turns.
Student A: ask questions 1–5.
Student B: answer the questions.
Student A: find the three changes.

BBC VIDEO PODCAST
Watch people talking about their names and where they come from on ActiveBook or on the website.

Authentic BBC interviews
www.pearsonELT.com/speakout
UNIT 2

SPEAKING
» Talk about photos of family and friends
» Check information about people
» Suggest things to do
» Talk about five people in your life

LISTENING
» Listen to someone talk about photos
» Watch a BBC programme about a royal wedding

READING
» Read about family businesses

WRITING
» Use contractions
» Describe five people in your life

BBC CONTENT
▶ Video podcast: Who is in your family?
▶ DVD: Royal Wedding

people

▶ Family photos p18
▶ A family business p20
▶ Let's have a break p22
▶ Royal Wedding
VOCABULARY family

1A Match people 1–6 with photos A–F.
1 husband and wife
2 brothers and sister
3 father and son
4 mother and daughter
5 parents and children
6 parents and daughter

B 2.1 Listen and underline four words with the sound /ʌ/. Then listen and repeat.
husband

C Work in pairs. Complete the table with the family words from Exercise 1A.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>husband</td>
<td>wife</td>
</tr>
<tr>
<td>parents</td>
<td></td>
</tr>
</tbody>
</table>

LISTENING

2A 2.2 Listen to the conversations. Which four of the photos (A–F) are they talking about?
1   2   3   4

B Listen again. Match the names in the box with sentences 1–6.

Margit  Tim  Erika (x2)  Johnny  Lewis  Flori

1 She's Hungarian. Margit and ...
2 He's a businessman.
3 She's married to an Englishman.
4 She's seven.
5 He's at university.
6 He's a musician.
GRAMMAR  
be: you/we/they
3A Underline the verb be in the sentences.
1 A: Where are you?
   B: We're at home.
2 A: Are they students?
   B: Yes. Johnny's at university.
3 A: You aren't English?
   B: No, we aren't English.
B Complete the tables below with the words in the box.

<table>
<thead>
<tr>
<th></th>
<th>are</th>
<th>aren't</th>
<th>are (x2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are</td>
<td>We're</td>
<td>They are students from Spain.</td>
<td></td>
</tr>
<tr>
<td>You aren't</td>
<td>We aren't</td>
<td>They aren't English. from Poland.</td>
<td></td>
</tr>
<tr>
<td>Yes, you/we/they</td>
<td></td>
<td>you/we/they in the right classroom?</td>
<td></td>
</tr>
<tr>
<td>No, you/we/they</td>
<td></td>
<td>aren't.</td>
<td></td>
</tr>
<tr>
<td>Where you</td>
<td></td>
<td>you from!</td>
<td></td>
</tr>
</tbody>
</table>

C Press 2.3 Listen to the pronunciation of you're, we're, they're. Then listen and repeat.

D Press 2.4 Listen and write the sentences in your notebook. Then listen and repeat.

WRITING  contractions
5A Look at the example. Complete the contractions for sentences 2-4.
1 They are my parents. They're my parents
2 She is my daughter. She's my daughter.
3 We are not sisters. We're not sisters.
4 Tom is my brother. Tom's my brother.
B Underline the correct alternative to complete the rules.
Rules:
1 Use/Don't use contractions in spoken English.
2 Use/Don't use contractions in text messages and emails to friends.
C Rewrite the text messages using eight contractions.

1 Hi, Marianna. I'm at the airport, but your brother is not here. What is his mobile number? It is not in my phone. Tom

2 Hi, Ton. I am sorry, I don't know. We are in an English class now.

3 Hi, Marianna. It is OK. Luca is here now. See you soon. T

D Work in pairs and take turns. Read out the text messages with the contractions.

speakout TIP
Prepositions (at, in, to, from) are small but important. Underline the prepositions in the sentences.
I'm at the airport. We're in a lesson. Are they from Peru? She's married to an Englishman. It's the capital of Italy.

SPEAKING
6A EITHER Use two photos of your family or friends and complete the notes below. OR Work in pairs. Student A: look at the photos on page 148. Student B: look at the photos on page 152.

Photo 1
Name:
Family or friend:
Nationality:
Job:
Where is he or she now?

B Work with other students. Cover your notes and talk about the photos.
This is my brother, Juan. He's South African. He's an office worker in Cape Town.

Photo 2
Name:
Family or friend:
Nationality:
Job:
Where is he or she now?
Morelli's Restaurant is in downtown New York. The managers are Italians Alfonso Morelli and his sister Enrica. Her husband, Frederico, is the cook. ‘Our restaurant is five years old. It’s a real family business. It’s small and friendly and the food is fantastic.’

Star Supermarket is in the centre of Edinburgh, Scotland, and its doors are open 24/7*. Sixty-year-old manager, Alex, is from Jamaica. His wife, Dana, and daughters, Sakina and Mia, and their husbands are the shop assistants. ‘We’re a family business,’ says Dana, ‘and we’re open 24/7 because people shop 24/7.’

*24/7: twenty-four hours a day, seven days a week
Hotel de Coin is a ten-room hotel in Paris. It's a small family business. The manager, Oskar, is Estonian and his wife, Brigitte, is French. 'It's a family business,' says Oskar. 'My wife is the receptionist and our sons are the cooks. The hotel is only fifteen minutes from the city centre. On holiday or on business, it's the perfect place for your stay.'

**GRAMMAR** possessive adjectives

**5A Complete the sentences with my, your, his, her, its, our, their. Then check your answers in the texts in Exercise 4A.**

1. The managers are Italians Alfonso Morelli and _his_ sister Enrica. ______ husband, Frederico, is the cook.
2. Star Supermarket is in the centre of Edinburgh, Scotland, and _____ doors are open 24/7.
3. His wife, Dana, and daughters, Sakina and Mia, and _____ husbands are the shop assistants.
4. 'It's a family business,' says Oskar. '_____ wife is the receptionist and _____ sons are the cooks.' He says, 'It's the perfect place for _____ stay.'

**B Complete the table.**

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>possessive adjective</th>
<th>subject pronoun</th>
<th>possessive adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
<td>it</td>
<td></td>
</tr>
<tr>
<td>you</td>
<td>____</td>
<td>____</td>
<td>our</td>
</tr>
<tr>
<td>_____</td>
<td>his</td>
<td>they</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td>____</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

**6A Underline the correct alternative.**

1. The boss is a woman - _his/her_ name is Mani.
2. _His/Her_ husband Kasem is the receptionist.
3. Kasem isn't happy in _his/my_ job.
4. _Our/Their_ business is in a very beautiful place.
5. _Your/Its_ name is 'Tasanee'.
6. Mani says, ' _Our/Their_ rooms are very good'.
7. Kasem says, 'Yes, but _my/our_ job isn't good!'

**B Work in pairs. What is the business in Exercise 6A?**

**7 Complete the sentences with the words in the box. Do not use one of the words.**

Mama's salsa – from mother of three, Lucia Covas Garcia

'The salsa recipe is from _my_ mother, and _his_ name is Mama's Salsa. It's a hundred years old' says Lucia.

_His_ husband Manolo and _my_ son Pablo are all in the family business. 'Pablo and _my_ wife, Sonja are the cooks and _its_ salsa is on sale all over South America.'

**SPEAKING**

**8A Work in pairs. Student A: turn to page 148. Student B: look at the information below. Make questions to find the missing information.**

**How old is Gerhardt Becker? What's his ... ?**

Gerhardt Becker, ______ (age), and Julia Becker, 35, are husband and wife. Gerhardt is ______ (nationality) and Julia is from Canada. Their business is in ______ (city), and they're taxi drivers. Their company name is ______ (name) and their special taxi-bus is good for families and big groups.

Jon and Liz ______ (family name) are brother and sister, and their Moroccan restaurant, Rocco, is in ______ (country). They're not from Morocco, they're from England, but their restaurant is very good for Moroccan food.

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

1A Match the adjectives in the box with pictures A–F.

- hot
- cold
- hungry
- thirsty
- tired
- bored

B Work in pairs and take turns. Student A: ask about a problem and point to a picture. Student B: say the problem.

A: What’s the problem?
B: I’m tired.

**FUNCTION** making suggestions

2A 🎧 2.8 Listen and match conversations 1–3 with photos A–C.

1 __ 2 __ 3 __

B Listen again. Are the sentences true (T) or false (F)?

1a) They’re in school.
1b) Café Lugo is a Spanish cafe.
2a) It isn’t their first meeting.
2b) His first name’s Lee.
3a) They’re tired and hot. T
3b) They’re hungry.

C Correct the false sentences.

3A Which verbs in the box are in the photos?

- eat
- have a coffee/cola
- have a break
- sit down
- go
- stop

B Listen again and complete the conversations with a verb from Exercise 3A. Do not use one of the verbs.

1 A: I’m hungry.
   B: Yeah, me, too. Let’s ____________

2 A: Nice to meet you, too.
   B: Let’s ____________. Coffee?
   A: Yes, please.

3 A: Let’s ____________.
   B: Good idea. I’m tired.

4 A: Let’s ____________.
   B: Yeah, OK. Let’s ____________.

C Complete the rule.

Rule:
Use ____________ + verb to make a suggestion.

D 🎧 2.9 Listen and underline the stressed words in Exercise 3B. Then listen and repeat.

Let’s eat.
4A Complete the conversations with the words in the box.

I'm  problem  Me  too  break  's  a  Let

A: I'm bored.
B: Me, __________.
A: __________'s stop now.
B: Good idea.

2 A: What's the __________?
B: I'm cold.
A: Me, too. Let __________ go inside.
B: OK.
A: OK, let's have a __________ for fifteen minutes.

3 B: I'm thirsty.
A: __________, too.
B: Let's have __________ coffee.

LEARN TO respond to suggestions

5A 2.10 Listen to the answers. Are they interested (+) or not interested (−)? Tick + or −.

1 + − − 3 + −  4 + −

6A Work in pairs and complete the conversation.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm hungry.</td>
<td>Me, too.</td>
</tr>
<tr>
<td>Let / eat.</td>
<td>OK, Where?</td>
</tr>
<tr>
<td>Let / go / to (name of café)</td>
<td>Good idea.</td>
</tr>
</tbody>
</table>

B Work in pairs and practise the conversation.

7 Work with other students. Start your conversation with the adjectives. Make suggestions for places to go.

<table>
<thead>
<tr>
<th>tired</th>
<th>hungry</th>
<th>hot</th>
<th>thirsty</th>
<th>cold</th>
<th>bored</th>
</tr>
</thead>
</table>

A: I'm tired.
B: Me, too.
A: Let's go and have a coffee.
B: Good idea. Where?
A: Let's go to ...

B Work in pairs and take turns. Student A: say Great/OK/Good idea. Student B: point to + or −.

+ −
1A Work in pairs and look at the photos. What is the relationship to William and Kate?
A: Prince Harry is his brother.
B: Yes, and I think Prince Charles is his ...

B Read the programme information. Who is at the royal wedding? Where is it?

BBC The Royal Wedding: William and Catherine

Thousands of people are in the streets of London and billions of people around the world are by their TVs, all for the royal wedding of Prince William and Kate Middleton. The BBC programme Royal Wedding is the story of their big day. Their families and friends are all at Westminster Abbey for the wedding.

DVD PREVIEW

2A Watch the DVD and number the people in Exercise 1A in the order you see them.
David and Victoria Beckham 1

B Correct one word in each sentence. 

wedding

1 Today is the birthday of Prince William and Kate Middleton.
2 Victoria and David Beckham, friends of Prince William, are hungry.
3 Kate and her brother go to Westminster Abbey.
4 Her sister, Pippa Middleton arrives with daughters of friends and family.
5 The big moment ... and a woman with the ring.
6 The end of a big holiday for Kate and William.

C Watch the DVD again to check your answers.
speakout  five people in your life
3A  2.11 Listen to Jo talk about five people in her life. Match the names with people 1-5.

1  a person in her family  Duncan
2  a student in her class  Rosa
3  a good friend  Sarah
4  her teacher  Mark
5  a person at her work  Wendy

B  Listen again and tick the key phrases you hear.

key phrases
OK, five people in my life. The first is ... (name)
Duncan’s (my brother/a very good friend).
We’re on the phone a lot.
I’m (a shop assistant/an office worker) and Mark’s my manager.
(She/He’s) very nice, very friendly.
Wendy is a (worker in my office/student in my class).
We’re in a Spanish class together.
We’re good friends.

C  Write the names of five people in your life.
D  Work in pairs and take turns. Talk about your five people.

writeback  a description
5A  Read the information and answer the questions.
1  Who is in her family?
2  Who isn’t a friend?
3  Who is her best friend?

Five people in my life
My name is Claudia. I’m twenty-nine and I’m an IT worker. Here are five people in my life:
Betsy: She’s my best friend from university. She’s twenty-eight and she’s in Munich, Germany. She’s an actress.
Dennis: He’s my brother. He’s twenty-six, and he’s a very good friend. He’s a teacher in Japan.
Ali: She’s my mother and she’s my friend. We’re on the phone a lot.
Edith: She’s a friend from work. She’s a happy person and a very good friend.
Pasquale: He isn’t a friend, but he’s a nice person. He’s from Italy. He’s a waiter at a restaurant in my city.

B  Write about five people in your life.
1A Look at the diagram. Write the names of the people.

Sam       Anne
Jim       Sue  Al  Nas
Billy     Tina  Dan

1. My father is Sam and my sister is Sue. Al.
2. My daughter is Tina and my wife is Sue.
3. My mother is Sue and my sister is Tina.
4. My parents are Sam and Anne and my brother is Al.
5. My son is Dan and my husband is Al.
6. My children are Sue and Ali and my husband is Sam.

B Write three more sentences about the people in the diagram.

1. My brother is ...

C Work in pairs and take turns. Student A: read out a sentence. Student B: say the name.

BE: YOU/WE/THEY

2A Complete the conversation with the words in the box.

are (x4)  is (x2)  they (x3)  we’re

1. A: Who __ are __ they?
   B: you’re __my __friends __Ali__ and __Hesna__.
2. A: Where __ are __ you __from__?
   B: __ from __Syria__.
3. A: __ are __ you __friends __from __school__?
   B: No, __ are __they __friends __from __university__.
4. A: __ are __ they __married__?
   B: Ali __aren’t __married. __Hesna __are __married __to __my __brother__.

B Write the names of two of your friends.

C Work in pairs and take turns. Ask and answer questions about the friends.

NUMBERS 11–100

3A Write the numbers in words.

1. twenty-one + (plus) nine = __thirty__
2. ninety-nine – (minus) eleven = __eighty-eight__
3. eighty-three + fourteen = __ninety-seven__
4. thirty-two – five = __twenty-seven__
5. fifty-six + twelve = __sixty-eight__

B Complete the questions with a number.

1. What’s 62 – __?__
2. What’s 15 + __?__
3. What’s 81 – __?__
4. What’s 19 + __?__

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

POSSESSIVE ADJECTIVES

4A Find and correct the mistakes in the sentences.

1. I’m Chinese and I’m name’s Jun.
2. You’re in Room 108 and Mr Watts is you’re teacher.
3. He’s John. He’s family name’s Wayford.
4. She’s name’s Vera and she’s a singer.
5. We’re students and we’re class is Room Ten.
6. They’re names are Ahmed and Ali and they’re from Egypt.

B Complete the sentences about yourself and other students. Write five true sentences and one false sentence.

1. I’m __and my __
2. You’re __and your __
3. __’s from __and his __
4. __’s from __and her __
5. We’re __and our __
6. Their __and they’re __

I’m Veronika and my family name’s Keto.

B Work in pairs. Write one key word from each sentence.

go  tired  stop  thirsty

C Work in pairs and practise the conversation. Use the key words to help.

FEELINGS

5A Add the vowels to complete the feelings.

1. h_p_t
2. h_ngry
3. t_r_d
4. c ld
5. th_rsty
6. b_r_d


MAKING SUGGESTIONS

6A Put the words in the correct order to complete the conversation.
A: go / Let’s / now
B: tired / I’m / No, / Let’s / down / sit.
A: a / let’s / and / have / stop / OK, / break
B: Are / thirsty / you?
A: Yes / am / I
B: to / go / Let’s / café / a
A: idea / Good

B Work in pairs. Write one key word from each sentence.

go  tired  stop  thirsty

C Work in pairs and practise the conversation. Use the key words to help.
1A Work in pairs and look at the pictures. Where are they?

B Read the messages. Write the names next to the letters of the pictures.

A _______ B _______ C _______ D _______ E _______

1 Hi, everybody! I'm Sandra and I'm from Scotland. I'm here with my brother, Neil. He's also Scottish, of course. We're office workers in Edinburgh. Neil is a big music fan. It's my first time, and I'm very happy to be here. We're in the Festival Hotel in room 217 - please come and say hello!

2 Binny is a singer from Jaipur, India. She's twenty-four years old and is at festivals all over the world. Her music is a mix of traditional Indian and modern rock. Her concert is tonight at 8pm. Please come and see her sing!

3 LOST

Fifi and Bruno, my two dogs. Fifi is black and she's one year old. Bruno is white and he's four. They're very friendly. If Fifi and Bruno are with you, text me (Jasmine) on 443 908 9442.

C Read the messages again. What are the numbers? Write age, room, or phone and the name.

4 _______ age, Bruno
217 _______
4439089442 _______
24 _______
1 _______

D What music festivals are in your country? Are they good?
LISTENING

Morelli  Fatimah  Churchill  Cho  Takahashi  Gonzales

4A Work in pairs and look at the names of people at the festival. What nationality are the people?
B R1.1 Listen and check.
C Listen again. Who talks about food (F), drink (D), music (M)?

SPEAKING

5 Work in pairs. Student A: turn to page 153. Student B: look at the table below. Ask questions to complete the information.

<table>
<thead>
<tr>
<th>First name</th>
<th>1 Frank</th>
<th>2 Fatimah</th>
<th>3 Neil and Sandra</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family name</td>
<td>Hassan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nationality</td>
<td>Korean</td>
<td>Scottish</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job</td>
<td>teacher</td>
<td>office workers</td>
<td></td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:33chocho@yahoo.com">33chocho@yahoo.com</a></td>
<td><a href="mailto:NeilMac42@hotmail.com">NeilMac42@hotmail.com</a></td>
<td><a href="mailto:SandyMac@phonex.co.uk">SandyMac@phonex.co.uk</a></td>
</tr>
</tbody>
</table>

B: Number one is Frank. What’s his family name?
A: Cho.
B: How do you spell it?
A: C-h-o. What’s his nationality?

6A Write the names of three people in your family. Write their ages, jobs, relationship to you (brother, mother, etc) and where they are now.

Mike
Name Ana
teacher Jobs cook
Ages 32
brother Relationship
Canada Where are they now?

B Work in pairs and take turns. Look at your partner’s information. Ask and answer about each person.
A: Is Mike your brother?
B: Yes, he is.
A: Is he a teacher?
B: No, he isn’t. He’s a cook.
A: Is he in Canada?

SOUNDS: /æ/ AND /ə/

7A R1.2 Listen to the sounds and the words. Then listen and repeat.

B R1.3 Listen and put the words in the box in the correct group. Then listen and repeat.

doctor actor England nationality computer understand happy daughter
taxi, actor
teacher, doctor

8A Work in groups. Complete the words and circle the sound in each word.

a country /ə/ Br@zil
son and daughter /æ/ ch_n_d_d_h
a number /ə/ se_num_ber
www /ə/ in_web
TV /ə/ te_v
a country /ə/ In_32

B Work with other students and compare your answers.
UNIT 3

SPEAKING
- Ask about objects
- Talk about possessions
- Order food and drink
- Buy things in a market

LISTENING
- Listen to conversations in an office
- Listen to people in a café
- Watch a BBC programme about a famous market

READING
- Read descriptions of famous possessions

WRITING
- Use linkers: and, but
- Write about a market

BBC content
- Video podcast: What are your favourite things?
- DVD: Francesco’s Mediterranean Voyage

things

- What's this? p30
- Whose shoes? p32
- A coffee, please p34
- The Market p33

![DVD cover]
VOCABULARY objects

1A Work in pairs and look at photos A–D. Which objects in the box are not in the photos?

- computer
- printer
- desk
- keys
- clocks
- lamp
- business cards
- boxes
- picture
- chair

B Which words in the box are singular and which are plural? Write S or P.

C 3.1 Look at the pronunciation of the plural words. Then listen and repeat.

- /s/ clocks
- /z/ cards keys
- /iz/ boxes

GRAMMAR this/that/these/those

3A Circle this, that, these, those in the conversations in photos A–D.

B Write this, that, these, those under pictures 1–4.

LISTENING

2A 3.2 Listen and match conversations 1–4 with photos A–D.

1 2 3 4

B Listen again. Who is not happy? Circle two names.

Sam Mr Stanford (Bill) Anne Jill Mr Fletcher Janet Denise

C Work in pairs and look at photos A–D. Complete the conversations with 1–4 below. Check your answers in audio script 3.2 on page 155.

1 And is that your new computer?
2 My keys!
3 It's my new printer.
4 Nice.
PRACTICE

4A Miki is a new student in a language school. Complete the conversations with this, that, these or those.

A: Miki, 1. this is the students' room and 2. these are my friends over there.
B: Where are they from?
A: They're from Italy and Brazil. Hi, everyone. 3. those is Miki, from Japan.
B: Hello.
A: OK, Miki. Here's our classroom and 4. that is our teacher, Mrs King. Mrs King!
C: Yes. Who's 5. those? Oh hello, Sylvie. And you're the new student, yes?
B: Yes, I'm Miki. Hello.
C: Hello, Miki. Welcome to the class. 6. this is your coursebook.
B: Thank you.
C: And have one of 7. these dictionaries here.
B: Thanks.
C: Please sit down. 8. this desk is free, over there by the window.

B Work in groups and practise the conversations.

SPEAKING

5A Work in pairs. Choose three objects in the classroom and three objects from your bag.
B Write the English words for the objects. Look in a dictionary or ask your teacher.
C Work in groups and take turns. Point to your objects and ask questions.
A: What are those in English?
B: They're windows. What's this in English?
C: I don't know.
D: It's a purse.

For your phrasebook: introduce people with This is + name: This is my sister, Tina. This is Dr Meyer.
Mr = man; Mrs = married woman; Miss = single woman;
Ms = married or single woman; Dr = Doctor
The Museum of Memorabilia: Top Six

Are you interested in famous people? What about famous objects? A glove, a dress, a guitar? The Museum of Memorabilia is a museum of famous people’s things, but what are the Top Six? Read the list and find out:

1. Elvis Presley’s guitar. Presley is The King of Rock and Roll, or simply The King. This is his guitar from the film Love Me Tender.
2. Usain Bolt’s gold running shoes. Bolt is Jamaican and is a three-time Olympic gold medallist.
3. Venus Williams’s tennis racquet. Williams and her sister, Serena, both from the USA, are the winners of over 45 major tennis competitions.
4. Daniel Radcliffe’s glasses. They aren’t really Daniel’s but they’re Harry Potter’s glasses from the films. The English actor is famous as Harry Potter, but is also famous for his acting in theatre.
5. Michael Jackson’s glove. Jackson is still called ‘The King of Pop’ and this is the most famous glove in the world.
6. Marilyn Monroe’s white dress. Monroe fans all know this dress – it’s from the 1955 film The Seven Year Itch.

*memorabilia = objects from famous people, places, films, sports, etc.

**READING**

1A Work in pairs and look at photos 1–6 above. What’s in the museum?

B Work in pairs. Match the objects in the photos with the famous people on page 33.

C Read the text and check your ideas.

D Read the text again and find:
   • two names of films
   • two singers
   • two sports people
   • two clothes
   • two nationalities

**GRAMMAR** possessive’s

3A Add ’s in the correct place in each sentence. Use the text to help.

1. These are Daniel Radcliffe’s glasses.
2. These are Usain Bolt gold running shoes.
3. This is Michael Jackson glove.
4. This is Venus Williams tennis racquet.

B 3.4 Listen and check. Then listen and repeat.

C Complete the rule.

Rule: Use a name + ’s for the possessive.

**PRACTICE**

4A Complete the questions.

1. these / Nico / books?
   Are these Nico’s books?

2. that / Yasmin / chair?

3. those / the teacher / shoes?

4. this / Carolyn / phone?

5. these / James / pens?

B Change questions 1–5 to make questions about students and things in your classroom.

1. Are these Nico’s books? Is this Emir’s book?

C Work in pairs and take turns. Ask and answer the questions.
6A Write four sentences about people’s clothes in your class. Write two true sentences and two false sentences.

Nina’s shoes are red.

B Work in pairs and take turns. Student A: read a sentence. Student B: say if it’s true or false.

WRITING linkers and, but

7A Complete the sentences with and or but.

1 Argentinean football shirts are blue _____ white.
2 Marilyn Monroe’s famous dress is white _____ her famous hat is white, too.
3 Serena Williams’s favourite colour is blue _____ her tennis dress is white.

B Complete the sentences with and (x2) or but (x2).

1 These are Gisele Bündchen’s sunglasses and hat. Her name is German she’s Brazilian.
2 This is basketball player Luol Deng’s red shirt. Deng isn’t from Britain he’s in the British basketball team he’s in an American team: the Chicago Bulls.

C Complete the sentences with and and but.

1 This / be / actress Penelope Cruz / hat. Cruz / be / from Spain / she / be / in American films.
2 This / be / football player Miroslav Klose / shirt. Klose / be / from Poland / his / nationality / be / German / he / be / in / the German national team.

SPEAKING

8 Work in pairs. Student A: turn to page 149. Student B: turn to page 151.
The very first American-style Hard Rock Café (now forty years old) is in the centre of London, England. There are Hard Rock Cafés and Hotels in fifty-two countries around the world: from Hong Kong in China to Caracas in Venezuela and Prague in the Czech Republic. The cafés are full of rock and roll memorabilia: guitars, photos and even a Cadillac from the 1950s.

C Work in pairs and answer the questions.
1. What is in every Hard Rock Café? Do you know a Hard Rock Café?
2. What cafés are good in your town / city?

2A Match phrases 1–6 with pictures A–F.

1. A sandwich and a coffee
2. A tea and a cake
3. A mineral water and a sandwich
4. A cola and a cake
5. A tea and a mineral water
6. A coffee and a cola

B Work in pairs and check your answers.

C Work in pairs and cover the words in 1–6 above. Take turns to order the food and drink.
A: Can I help you?
B: A sandwich and a coffee, please.
A: OK, here you are.

FUNCTION ordering in a café

3A 3.6 Listen to the conversations and correct the customers’ orders.
1. 1 white coffee with sugar
2. 2 espresso coffees and 1 cappuccino
3. 1 egg sandwich (white bread), 1 chocolate cake, 1 cola
4. 1 sparkling mineral water, 1 sandwich

B Who says the sentences? Write C (customer) or W (waiter).

a) How much is that? C
b) Anything else? C

c) Still or sparkling? W

d) Can I have a mineral water, please? C
e) No, thank you. W
f) That’s two euros. W

g) Sparkling, please. W

C 3.7 Number sentences a)–g) in order. Then listen and check.
4A Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>a two if yes, mineral water, please?</th>
<th>Still as</th>
<th>Sparkling?</th>
<th>Sparkling, please.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have</td>
<td>1</td>
<td>Still or sparkling?</td>
<td>Rapfucino?</td>
<td>Espresso, please.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Still or sparkling?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B 3.8 Listen and tick the intonation you hear. Then listen and repeat.

1 Still or sparkling?
2 Still or sparkling?

C Work in pairs and take turns. Ask and answer using the words in the box.

Coffee / tea? Espresso / cappuccino?
Still / sparkling?

A: Coffee or tea? B: Tea, please.

5A Complete the conversation.

Student A

I have / coffee, please?

Student B

milk?

yes

two coffees, please?

Another?

mineral water

Still / sparkling?

Yes

Still / sparkling?

No. How much / that?

four euros

B Work in pairs and take turns. Practise the conversation. page 122 LANGUAGE BANK

LEARN TO say prices

6A 3.9 Listen and number the prices in order.

3.00 2.50 10 1.50 1 5.20 12.75

B Listen again and repeat.

speakout TIP

Say prices with the name (e.g. euros) or with no name:
3.99 = three euros ninety-nine OR three ninety-nine.

C Write four prices in your country’s money.

D Work in pairs and take turns. Student A: read the prices. Student B: write the prices.

SPEAKING

7 Work in pairs. Student A: turn to page 148. Student B: turn to page 152.
1A Match objects 1–6 with pictures A–F.
1 spices  E  4 jewellery
2 clothes  5 pottery
3 carpets  6 leather wallets and bags

B Which objects in Exercise 1A are in markets in your town or city?

2 Read the programme information. Where is Francesco? What is his new job?

**BBC Francesco’s Mediterranean Voyage**

Francesco da Mosto is an Italian TV presenter. In this programme Francesco is in Istanbul, Turkey, at the Grand Bazaar – Istanbul’s famous market. His new ‘job’ is a carpet-seller but he says ‘I don’t know anything about carpets!’ His friend and teacher, Harkan, helps him. Is Francesco a good salesman?

3A Watch the DVD. Which objects in Exercise 1A are in the market? Tick the objects.

B Watch the DVD again and underline the word you hear in the sentences.
1 My first/second day in Istanbul.
2 There are four hundred/thousand shops here.
3 I’m here to study/learn.
4 This is new/nice. This looks old but it is not old.
5 This is a free/real art. Like Turkish Picasso.
6 It’s not good/a nightmare!
7 A: Three hundred dollars.
   B: Eight/Nine hundred.
8 Americans are good. They are friendly/beautiful.
9 It’s his first carpet/sale.
10 We will give you a special discount/price, five hundred dollars.

C Work in pairs and answer the questions.
1 Is Francesco a good salesman?
2 Is Harkan (the Turkish man) a good salesman?
**speakout** in a market

4A 3.10 Listen to the conversation. Are the sentences true (T) or false (F)? Correct the false sentences.

1. The lamps are from Morocco. **F**
   
   *They’re from Turkey.*

2. The seller’s first price is 215.
3. The woman’s first price is 50.
4. The final price is 150.

B Listen again and tick the key phrases you hear.

**key phrases**

Excuse me.
Where is (this/that) (lamp/carpet) from?
Where are (these/those) (lamps/carpets) from?
Can I have a look?
This one?
No, that one.
How much (is it/are they?)
That’s expensive.
For you, a special (discount/price.)

C Work in pairs and take turns. Student A: you are the customer. Choose an item from Exercise 1A. Student B: you are the seller. Choose a price. Role-play the situation.

---

**writeback** a description

5A Read the description of a market and answer the questions.

1. What’s the name of the market?
2. Where is it?
3. Is it open every day?
4. What is it good for?

C**  

Covent Garden market is in the centre of London. It’s open every day and it’s good for beautiful jewellery, clothes and pictures. It’s also good for small shops and cafés. It’s a famous tourist attraction for visitors to London and there are people from all over the world. I’m not a tourist, I’m from London, but for me Covent Garden market is a good place to stop and have a break.

B Write about a market in your town/city or another town/city. Answer the questions in Exercise 5A.
OBJECTS
1 Add the vowels to complete the objects.
1 k_y
2 c_mp_t_r
3 _sk
4 ch_r
5 print_r
6 b_s_n_ss c_rd
7 cIck
8 b_x
9 p_ct_r

THIS/THAT/THOSE
2A Complete the conversation with this, that, these or those.
Jan: Maria, 1 this is my husband, Carlos. Carlos, 2 is my friend from school, Maria.
Carlos: Hello, Maria. Nice to meet you.
Maria: Nice to meet you, too. Are 3 your children?
Carlos: Yes, 4 is my daughter, Ana, and 5 is my son, Paolo.
Maria: Hi.
Carlos: Say 'Hi' to Maria.
Ana and Paolo: Hi.
Carlos: Is 6 your car over there?
Maria: Yes, it is. And 7 are my children in the car. Come and say 'Hi'.

B Work in pairs and take turns. Student A: choose a student's possession. Say it's... and the name of the person. Student B: Ask three questions to find the object.
A: It's Radu's.
B: Is it Radu's pen?
A: No, it isn't.
B: Is it...?

CLOTHES AND COLOURS
4A Put the letters in the correct order to make four clothes and four colours. The first letter is underlined.
1 sergs
2 klabc
3 lbeu
4 thirg
5 tajcek
6 logwel
7 rejtwu
8 norbw

B Write three more clothes and three colours.

FOOD AND DRINK
5 Find and circle seven food and drink words.

ORDERING IN A CAFE
6A Complete the conversation.
A: 1 help / you? Can I help you?
B: 2 egg sandwich
A: 3 White / brown?
B: 4 White
A: 5 else?
B: 6 mineral water
A: 7 Still / sparkling?
B: 8 Sparkling. How much / that?
A: 9 $5.90
B: 10 here / are

B Work in pairs and practise the conversation. Then cover your answers and practice it again.

A Complete the pairs with your ideas.
1 coffee /__tea__
2 cappuccino /__
3 still /__
4 euros /__

B Work in groups. Student A: say one of your words and or. The other students: complete the question. Pay attention to the intonation.
A: Coffee or...?
B: Coffee or tea?

BBC VIDEO PODCAST Watch people talking about their things on ActiveBook or on the website.

Authentic BBC interviews www.pearsonELT.com/speakout
UNIT 4

SPEAKING
- Find things in common
- Find differences in pictures
- Tell the time
- Talk about your favourite season

LISTENING
- Listen to people talk about life in the USA
- Listen to people tell the time
- Watch a BBC programme about life on a river

READING
- Read about people and their avatars

WRITING
- Use linkers: and, because
- Write about your favourite season

BBC content
- Video podcast: What do you do for fun?
- DVD: Rivers

life
VOCABULARY verb phrases

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

<table>
<thead>
<tr>
<th>like</th>
<th>study</th>
<th>work</th>
<th>do</th>
<th>have</th>
<th>go</th>
<th>live</th>
<th>drive</th>
</tr>
</thead>
</table>

football

coffee

I like

clothes

a brother

phone

2
cola

a taxi

4
to the shops

English

ten hours a week

at university

5

in a house

with my parents

6

in a flat

to a café

7
to room ten

your homework

Exercise 3A

sport

B Work in pairs. Which phrases from Exercise 1A are in the photos?

C Work in pairs and take turns. Student A: say a sentence about yourself. Student B: say if it’s true for you.

A: I like coffee.

B: Me, too. (✓) I work in an office.

A: I don’t. (✗)

LISTENING

2A Read the programme information. Are the people from the USA?

11 a.m. – The USA Today

People from different countries speak about their life in the USA. Is life in the USA the same or different from their countries?

B Listen and number the topics in the order people talk about them. One topic is not in the listening.

friends students American football houses / cars

C Listen again and underline the correct alternative.

1 ‘In the USA, people live in houses/flats.’
2 ‘Students have jobs in the mornings/evenings.’
3 ‘People drive/walk two hundred metres to the shops.’
4 ‘My American friends like the same/different things.’
**GRAMMAR** present simple: I / you / we / they

3A Underline the verbs in the sentences.
1 We live in flats.
2 They work in the evenings.
3 You like the same things.
4 I don’t drive to the shops.

B Complete the table.

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>like</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sport</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PRACTICE**

4A Complete the sentences with a verb in the positive or negative.
1 I live with a friend. (+)
2 I have two sisters. (+)
3 I have a camera. (-)
4 I have English five hours a week. (+)
5 I live in an office. (-)

B Tick the sentences above that are true for you. Change the sentences that aren’t true.
1 I don’t live with a friend. I live with my parents.

**WRITING** and, because

5A Read the blog entry. Which things are the same in your life?

**My two cities**

I’m from Toronto, Canada, but I work in Osaka, Japan, six months a year. I like life in Japan, but it’s very different. In Toronto, I live in a big house and I drive to the shops because they’re five kilometres from my house. In Osaka, I live in a small flat and I walk to work because I don’t have a car. I’m often tired because we work six days a week.

B Complete the sentences with and or because. Then check in the text.
1 I live in a big house and I drive to the shops.
2 I’m often tired because we work six days a week.

C Complete the sentences with and or because.
1 My English is good and I study a lot.
2 I like coffee and I have ten cups every day.
3 I’m a waiter because I work in the city centre.
4 I don’t walk to work because it’s ten kilometres.

6A Write a blog entry about your life. Use and and because. Write 50–70 words.

B Work in pairs and read your blogs. What is the same and what is different?
**Me and my avatar**

**Rebecca**

In real life, Rebecca Green is a normal twenty-eight-year-old. Rebecca lives in London and works in a bank. She has a small flat one hour from London by train, and she doesn't have a car because it costs a lot of money. She says she likes her job, but she also says she wants a new job, a new life. She watches TV every night, and goes shopping with her friends at the weekend. She doesn't like sport.

In her other life, Rebecca is LittleMe - that's her Second Life avatar. LittleMe lives in a tree house and is a singer at a club. She drives a sports car and has a boyfriend, Rex05. She plays guitar in LittleMe's band. She doesn't know his real life name or identity.

---

**José**

In real life, José Delgado is a normal thirty-year-old. He lives in a small flat in Chicago and he works in a supermarket. He doesn't drive but he likes cycling and always cycles to work. José speaks Spanish because his family is from Ecuador, and he teaches Spanish at a language school on Saturday mornings. José doesn't have a lot of friends in Chicago, so in the evenings he plays computer games and at the weekend he phones and emails his old friends from Ecuador or he watches football on TV.

In his other life, José is Rex05 - that's his Second Life avatar. He lives in a big flat and plays guitar in a band at a club. He drives a sports car and has a girlfriend, LittleMe - she sings in the band. He doesn't know her real life name or identity.

---

**READING**

1A Look at the photos of two people and their avatars. Answer the questions.

1 Who do you think works in a bank?
2 Who do you think sings in a band?
3 Who do you think drives a sports car?
4 Who do you think speaks Spanish?
5 Who do you think lives in a tree house?
6 Who do you think plays guitar in a band?

B Work in pairs and check your answers. Student A: read Rebecca's text. Student B: read José's text. Two answers are not in your text.

C Work with other students. Student A: check your answers. Student B: check your answers.

2A Work in pairs. Student A: you are Rebecca. Complete the questions to ask José. Student B: you are José. Complete the questions to ask Rebecca.

1 Where do you live?
2 What is your job?
3 drive?
4 What do you do in the evening?
5 What do you do at the weekend?
6 What is your avatar's name?

B Work in pairs. Ask and answer questions 1-6. Find three differences between each person in their real life and in their Second Life.

C Work with other students and discuss. Are Rebecca and José a good couple? What about LittleMe and Rex05?
GRAMMAR  present simple: he/she/it

3A Underline the verbs in the sentences.
1 Rebecca lives in London.
2 She has a small flat.
3 She doesn’t have a car.

B Complete the table. Use the sentences above and the text in Exercise 1B to help.

<table>
<thead>
<tr>
<th>He</th>
<th>work_</th>
<th>in a supermarket.</th>
</tr>
</thead>
<tbody>
<tr>
<td>She</td>
<td>watch_</td>
<td>TV every night.</td>
</tr>
<tr>
<td>It</td>
<td>cost_</td>
<td>a lot of money.</td>
</tr>
</tbody>
</table>

He ha_ a small flat.
She know her name.
She have a house.

B Underline the verbs in the sentences.
1 He/she/it + verb +___.
2 With have: use he/she/it +___.
3 With verbs ending -ch and -o: use verb +___.

4A 4.3 Listen and write the verbs.
B Which two verbs have the sound /iz/ at the end? Listen and check, then listen and repeat.

SA Complete the rules.

Rules:
1 He/she/it + verb +_____.
2 With have: use he/she/it +_____.
3 With verbs ending -ch and -o: use verb +_____.

4A 4.4 Listen and check. Then listen and repeat.

SA Complete the phrases with in, on, at or every.

7A Number the days of the week in order.

Saturday ___
Thursday ___
Wednesday ___
Sunday ___
Tuesday ___
Friday ___
Monday ___

B Underline the correct alternative.

1 I have coffee in/on/ every morning.
2 I don’t have coffee in/on/ every the evening.
3 I meet my friends in/at/on Fridays and Saturdays.
4 I don’t work on/at/every the weekend.
5 I study English on/at/ every day.

SA Complete the phrases with in, on, at or every.

My real name’s Dean and my avatar, NeoStar, is very different from me. He 1_____ (live) in a beautiful house, but I 2_____ (live) in a small flat. I 3_____ (work) in a school but he 4_____ (not have) a job and he 5_____ (have) a lot of free time. He 6_____ (know) a lot of people and in the evenings, he 7_____ (go) out to clubs with his friends. I 8_____ (not know) many people here and I 9_____ (not go) out because it 10_____ (cost) a lot. He 11_____ (like) his life, but I 12_____ (not like) my life.

B Work in pairs and close your books. Write what you remember about Dean and NeoStar.
1A Match the words in the box with events A–F. Do not use one of the words.

- film
- party
- play
- concert
- match
- festival
- lesson

B Work in pairs and take turns. Ask and answer about the events in the box.

A: Do you like concerts?
B: No, I don’t. What about you?
A: I don’t like concerts, but I like plays.

FUNCTION telling the time

2A Listen to the conversations. Which event does the person ask about?

Conversation 1
A: Excuse me, what time is it?
B: It’s o’clock.

Conversation 2
B: What time’s the lesson?
A: At half past ______.

Conversation 3
A: Excuse me. What time is the film?
B: At quarter to and half past ______.

Conversation 4
B: What time’s the match?
A: At quarter past ______.

Conversation 5
A: What time is it now?
B: It’s quarter to ______.

Conversation 6
A: What time’s the concert?
B: At quarter past ______.
LEARN TO  check times

4A  Look at the conversation. How does the speaker check the time?
Underline three sentences.
A: What time is the concert?
B: At quarter past seven.
A: Sorry? When?
B: Quarter past seven.
A: Quarter past seven. Thanks.

B  4.7 Look at the intonation in the questions. Then listen and repeat.

"Sorry? When?"

C  Work in pairs and take turns. Student A: say one of the times below.
Student B: check the time and write it.

9:30  5:30  7:30  11:30
7:45

A: Quarter to eight.
B: Sorry? When?
A: Quarter to eight.
B: Quarter to eight. Thanks.

SPEAKING

5A  Work in pairs. Student A: look at the information below.
Ask Student B to come to the events. Student B: turn to page 149.

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.15 a.m. – film</td>
<td>1.45 p.m. – play</td>
</tr>
<tr>
<td>9.30 p.m. – party</td>
<td></td>
</tr>
</tbody>
</table>

A: Let’s go to a film on Saturday!
B: What time is it?
A: It’s at quarter past ten.
B: OK!

B  Write the events and times that Student B suggests.
**DVD PREVIEW**

1A Which words in the box are in the photos?

| river | falls/waterfall | fish | bridge | boat |

B Look at the map. Which countries does the Mekong River cross? Where are the Khone Falls?

![Map of the Mekong River](image)

**C** Match the opposites.

1 wet  a) easy
2 fresh  b) safe
3 difficult  c) dead
4 dangerous  d) dry
5 alive  e) frozen

2 Read the programme information. What are three good things and two bad things about rivers? Who is the man in the photo?

**BBC Human Planet: Rivers**

The BBC series *Human Planet* is about the lifestyles of people around the world. This programme looks at the life of people who live by rivers.

Rivers are alive. They change with the four seasons. Rivers give us many things: fresh water, food, and ways to go from place to place. But life on a river is sometimes difficult and dangerous.

Sam Niang and his family live by the Mekong River near the Khone Falls. This is the story of a day in his life in the rainy season.

**DVD VIEW**

3A Watch the DVD. Tick the correct alternative in each group.

| A family | goes to the market and buys a fish. |
| A man | walks to the river and catches a fish. |
| A woman | crosses a bridge and catches two fish. |

B Work in pairs. Watch the DVD again and underline the correct alternative.

1 The world is a place of extremes: hot and *frozen/cold*, wet and *fresh/dry*.

2 In winter, the dry season, the Falls *are/aren’t* very big but in summer, the *rainy/wet* season, they’re very dangerous.

3 He crosses the river on a *simple/small* bridge. It’s very, very *difficult/dangerous*. A man falls and he’s *frozen/dead*.

4 Sam Niang fishes. He catches his family’s *lunch/dinner*.

5 Tomorrow is a *new/hot* day and Sam Niang will go back to the *river/bridge* to catch fish for his family again.

C Work in pairs and discuss. How do you think Sam Niang feels? Choose words from the box.

afraid happy angry tired hot surprised hungry bored
speak out a favourite season

4A Think about your favourite season. Why do you like it? Think about:
- holidays
- clothes
- activities
- weather

B 4.8 Listen to someone talking about her favourite season. Tick the topics she talks about.

C Listen again and tick the key phrases you hear.

key phrases
- My favourite season is (spring/summer/autumn/winter)
- I like it because it’s ...
- It’s a beautiful season.
- I don’t like the (summer/winter) because I don’t like (very hot/very cold) weather.
- My favourite holiday is in (autumn).
- (The/My family/Friends) come(s) together for (a big dinner/a party).

5A Work in pairs. Practise talking about your favourite season. Use the key phrases to help.

B Work in groups and take turns. One student: talk about your favourite season. Other students: listen and ask one question.

write back a forum reply

6A Read the message from a forum and answer the questions.
1 What is Kylie’s favourite season?
2 Why?
3 What is the problem with this season?

Open Question
What is your favourite season and why?

My favourite season is ________. I like it because I love the cold mornings and the frozen countryside. The trees and the roads are beautiful...all white and fresh. I know that travelling is difficult but it’s not a problem for me. I walk everywhere! I also like ________ because I go skiing in the mountains.

Answers (9)

B Write a reply to the forum about your favourite season. Use 40-60 words and remember to use and, but and because. Answer the questions below.
1 What is your favourite season?
2 Why do you like it?
3 What are the problems?
VERB PHRASES
1A Cross out the word or phrase that is not correct.
1 I like cats / people / kite.
2 You work in pairs / the city / in an office.
3 We go university / to English lessons / to the gym.
4 They have a car / a problem / hungry.
5 You live a flat / in Hong Kong / alone.
6 We study Spanish / five hours / bored.
7 I drive a sports car / work / a taxi.
8 They do tennis / sport / homework.

B Think of a good friend. What is the same about you and your friend? Write three sentences using the verbs above.
Sonia is a good friend from university.
We both like the cinema.
We are twenty-three and we work in the city.

PRESENT SIMPLE: HE/SHE/IT
3A Complete the sentences.
1 He / not / work / hotel
   He doesn't work in a hotel.
2 She / live / in a flat
3 He / not / like / hamburgers
4 She / have / a brother
5 He / not / like / shopping
6 She / do / sport / at the weekend

B Work in pairs. Change he/she in sentences 1-6 above. Write the names of students in your class.
1 Abel doesn't work in a hotel.
2 Patrizia lives in a flat.

C Check the information with the students.
A: Abel, do you work in a hotel?
B: No, I don't.

DAYS; TIME PHRASES
4A Write the days of the week.
Mo Tu We Th Fr Sa Su
Monday
B Match the times 1-6 with the phrases a)–f).
1 Monday, Monday, Monday c)
2 9a.m.
3 Saturday and Sunday
4 3p.m.
5 9p.m.
6 Monday–Sunday
   a) at the weekend
   b) in the evening
   c) every Monday
   d) in the morning
   e) every day
   f) in the afternoon

C Write something you do at the times in Exercise 4B.
I do sport every Monday.

PRESENT SIMPLE: I/YOU/WE/ THEY
2A Use the table to write four questions.

| Do | like ...? | work ...? | read ...? | do ...? | live ...? | watch ...? | have ...? | go ...? |
|    | you       | your friends | you and your friends | the other students in the class |

1 Do you and your friends watch English films?

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

EVENTS
5A Add vowels to complete the events.
1 f_c_im
2 c__nc_rt
3 l__ss_n
4 p__ry
5 pl_y
6 f__st_v__
7 m__tch

B Work in pairs and take turns. Student A: choose an event and say a word to help. Student B: guess the event.
A: Shakespeare.
B: A play?
A: Yes!

TELLING THE TIME
6A Write the times in words.
1 5.45 Quarter to six.
2 12.30
3 7.15
4 3.00
5 3.45
6 11.15

B Write six times in numbers.

C Work in pairs and take turns. Student A: read your times. Student B: write them in numbers. Then check.
A: Half past three.
B: (writes) 2.30
A: (checks) No, it's 3.00.
LISTENING AND GRAMMAR

1A Match the words in the box with the icons.

cafés F clothes films people
places websites

B Work in pairs and take turns. Student A: choose one icon and give an example. Student B: say the icon.
A: The King's Speech.
B: Films.
A: Correct.
B: Chris, my son.
A: People.

2A R2.1 Listen to a woman talking about her favourite things and people. Number the icons in Exercise 1A in order.

3A Complete the sentences.
1 Alicia / be / Beth / sister
Alicia is Beth’s sister.
2 William / say / Alicia / be / beautiful
3 Beth / know / Keith / from university
4 Beth / Monique / be / not / friends
5 Beth / have / red party dress
6 She / like / the BBC website
7 She / go / the Gelatino Café / every day

B Work in pairs. Which sentence in Exercise 3A is false? Check audio script Review 2.1 on page 156.

SPEAKING

4A Complete 1, 2 and 3 in the table with three words in the box.

people places restaurants cafés clothes music films animals

My favourites
1 __________  2 __________  3 __________

B Complete your table with three things or people for each group.

C Work with other students and take turns. Ask and answer about your favourite things and people.
A: What are your groups?
B: Places, clothes, music.
A: OK. What are your favourite places?
B: Rome, Milan and London.
A: Oh, why?
B: I like cities. Rome is very old and beautiful …
READING AND GRAMMAR

5A Read the descriptions of Keith and Alicia. What are their jobs?

My friend Keith works alone. He works from three in the afternoon to twelve at night every day, but he doesn't have time to stop or to eat. He meets people from many different countries. He goes to and from the airport five or six times every day and has about twenty different customers in his car. He also drives people around the city and knows it very well. Keith likes his job but he says he doesn't like working in the evenings and he gets very tired at the end of his day.

My sister Alicia's job isn't very difficult. On a typical day, she sits at her desk from nine to five and welcomes people when they come in. She checks their names, nationalities and car numbers and then gives them their room key. What else? She answers the phone, reads and writes emails and takes people's money when they go. She says she likes her job because every day is different but she doesn't like her work clothes: a white shirt and red trousers.

B Who says 1–8 below? Keith (K) or Alicia (A)?
1 No, I don't have special clothes for work. K
2 No, I don't work in an office. K
3 Yes, I do. I speak on the phone a lot. A
4 Yes, I use a computer in my job. A
5 No, I don't work in the evenings. A
6 Yes, I drive a lot in my job. A

C Look again at the answers in Exercise 5B. Write the questions.
1 Do you have special clothes for work?
2 Do you work in an office?
3 Do you work in a hospital?

SPEAKING

6A Work in groups. Write the names of ten jobs.

B Work in groups and take turns. Student A: choose a job. Other students: ask questions to find the job.
B: Do you work in a hospital? A: Yes, I do.
C: Do you work in a hospital? A: Yes, I do.
UNIT 5

**SPEAKING**
- Discuss bad habits
- Talk about what you eat
- Talk about your routines
- Ask for tourist information

**LISTENING**
- Listen to people say what drives them crazy
- Listen to a tourist asking questions
- Watch a BBC programme about Doctor Who

**READING**
- Read what a sportsman and model eat
- Read about someone's morning routine

**WRITING**
- Use linkers to sequence
- Write a forum entry

**BBC content**
- Video podcast: What do you usually do at the weekend?
- DVD: Doctor Who

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**routines**

- Bad habits p52
- Superman and supermodel p54
- When does it open? p56
- Doctor Who p58
VOCABULARY daily routines

1A 5.1 Listen and match the sounds with the verbs in the box.

get up  go to bed  have dinner

B Work in pairs and take turns. Ask and answer about your daily routines.
A: What time do you get up?
B: I get up at seven o'clock. And you?

B Work in pairs and take turns. Ask and answer about your daily routines.
A: What time do you get up?
B: I get up at seven o'clock. And you?

LISTENING

Practice helps you to remember. Write seven sentences about your daily routine. Practise saying them every day.

2A Work in pairs and look at the photos. Who is angry and why?

B 5.2 Listen to the conversations and underline the correct alternative.
1 She talks about her husband/daughter/neighbour.
2 She talks about her boyfriend/her brother/a person at work.
3 He talks about a person at work/his brother/his neighbour.

C Listen again and tick one true sentence. Correct the false sentences.
1 Clara has a job.
2 Clara talks to her parents.
3 Julio listens to Paula.
4 Paula doesn’t talk about her problems.
5 Wayne’s neighbour works at night.
6 Wayne gets up at eight o’clock.

D Work in pairs. Do you have these problems with family, friends, neighbours or people at work?

GRAMMAR present simple questions: he/she/it

3A Complete the tables with does and doesn’t.

<table>
<thead>
<tr>
<th>What</th>
<th>It</th>
<th>Mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What time</td>
<td>she</td>
<td>get up?</td>
</tr>
<tr>
<td>When</td>
<td>he</td>
<td>go to bed?</td>
</tr>
</tbody>
</table>

| She has a job? | Yes, she has a job. | No, she doesn’t have a job. |
| Has she got a job? | Yes, she has a job. | No, she doesn’t have a job. |

B 5.3 Look at the pronunciation of does he/she/it in the questions. Then listen and repeat.

1 What does it mean?
/dəz/ |

2 When does he go to bed?
/dəz/ |

3 Does she have a job?
/dəf/ |
PRACTICE

4 Add does in four places in each conversation.

1 A: What time does Mike come home in the evenings?
B: At about eight o’clock.
A: So, he play with the children?
B: No, he doesn’t. They go to bed at seven.
A: And he work at the weekends?
B: Yes, he, or he goes out and plays tennis!

2 A: Ana, your sister phone you on your birthday?
B: No, she doesn’t.
A: When she phone you?
B: On her birthday because she wants money!
A: Really? So it drive you crazy?
B: Yes, it.

5A Complete the questions with the verbs in the box.

like study go watch have listen do read

1 (he) _______ English lessons?
2 (she) _______ her homework every day?
3 (he) _______ a job?
4 (she) _______ at university?
5 (your teacher) _______ a newspaper every day?
6 (you) _______ to the radio?
7 (your sister) _______ DVDs a lot?
8 (he) _______ to parties a lot?

B Choose five questions from Exercise 5A. Add the names of students in your class.

1 Does Marcus like English lessons?

C Work in pairs and take turns to ask and answer. If you
don’t know, ask the person or say I don’t know.
A: Does Marcus like English lessons?
B: I don’t know. Excuse me, Marcus. Do you like English
lessons?
C: Yes, I do.
B: Yes, he does. Does Rachel ...

SPEAKING

6A Work in pairs. Ask and answer the questions in the quiz below. Put a tick when your partner answers yes.

B Change partners. Ask and answer the questions about your first partner.
A: Who is your person?
B: Oscar.
A: OK. Does he talk a lot and not listen?

Do you...

- talk a lot and not listen?
- answer the phone all the time?
- stay in the bathroom for hours?
- talk in films?
- eat on trains?
- sing in the bathroom?
- copy other people’s work (e.g. homework)?
- play very loud music in the car or at home?
- smoke?
- drive very fast?
1A Match the words with photos A–L.
1 pasta ___ 7 vegetables ___
2 steak ___ 8 bread ___
3 chicken ___ 9 cereal ___
4 chips ___ 10 eggs ___
5 fish ___ 11 cheese ___
6 fruit ___ 12 sugar ___

B Write the number of syllables (1, 2 or 3) next to each word.
1 pasta 2

C (5.4) Listen and check. Then listen and repeat.
2 Work in pairs and take turns to ask questions. What food do you both like?
A: I like steak. Do you?
B: No, I don't. Do you like pasta?
A: Yes, I do.

Michael Phelps
Swimmer

I love food! I need about 12,000 calories a day, so I have a big breakfast – usually three fried egg sandwiches, a five-egg omelette and three pieces of French toast* with sugar. For lunch I have the same thing every day; I always have a big plate of pasta, and two very big cheese sandwiches. For dinner I have another big plate of pasta and a whole pizza. I don't often eat vegetables or fruit.

*toast: cooked bread

Heidi Klum
Supermodel

I'm never hungry because I eat a lot. In the morning, I usually have a big breakfast with fruit and cereal, and for lunch I eat a lot of vegetables, but in the evening I only have a small dinner. I often eat chicken, but I don't often eat red meat (I have steak maybe once a week) and I sometimes eat fish, maybe two or three times a week. I never eat chips because of my job. It's important for me to look good and be healthy.

C Read the texts again. Is this the food for Michael or Heidi?

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chips</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>fruit</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pizza</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>steak</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>vegetables</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

D Discuss in pairs. Is your diet similar to Michael’s or Heidi’s?
GRAMMAR  adverbs of frequency

Underline the words in the box in the texts on page 54.

sometimes  always  never  often  not often  usually

B Put the words in the box in the correct place on the line below. Use the texts and the chart in Exercise 3 to help you.

100% 80% 60% 40% 10% 0%  sometimes

C 5.5 Listen and underline the stress in the adverbs. Then listen and repeat.
always

D Look at sentences 1–3. Underline the correct alternative in the rules.
1 I’m never hungry because I eat a lot.
2 I usually have a big breakfast ...
3 I don’t often eat red meat.

Rules:
1 The adverb goes before/after the verb be.
2 The adverb goes before/after other verbs.

SPEAKING

6A Read the sentences below. Complete them with always (A), usually (U), sometimes (S), not often (NO) and never (N).

In the morning, I …
[Options: have a coffee before breakfast, have a big breakfast, make a sandwich for lunch, read my emails, drive to work/school, ...]

In the evening, I …
[Options: cook dinner for my family, eat after eight o’clock, watch about two hours’ TV, go out with friends, have a hot drink before I go to bed, ...]

B Work in pairs and compare your answers. Find two things the same.
A: I never have a coffee before breakfast. What about you?
B: I never drink coffee.

WRITING  linkers to sequence

7A Read the description. Is it similar to your morning?

My morning
Every day I get up at six. First, I make a black coffee, and I read my emails. Then I have breakfast and listen to the radio. I usually have cereal and coffee but I sometimes have toast and an egg. After that, I often read the news online. Finally, at half past eight I go to work. I always walk to work because it’s only fifteen minutes to my office. At work I have another coffee and sometimes a cake.

B Read the description again and number the linkers in order.

then  first  finally  after that

C Which linker does not have a comma after it?

8A Write a description of your typical morning. Use linkers and write 60–80 words.

B Read other students’ descriptions. Are they similar to your morning?
VOCABULARY  hotel services

1A Look at the photos. Which services in the box are in photos A–D?

restaurant  gym  café  gift shop
money exchange  hairdresser’s
swimming pool  guided tour

B Match the services from the box with activities 1–8.
1 have dinner  restaurant
2 change money
3 get a haircut
4 do exercise
5 have a coffee
6 go swimming
7 buy gifts
8 see the town

C Discuss in pairs. Which two services are important in a hotel? Which two aren’t important?

FUNCTION  asking for information

2A Listen to the conversations. Which four services does the woman ask about?
1 __________
2 __________
3 __________
4 __________

B Listen again. Find and correct the five mistakes in the woman’s notes.

3A Complete the sentences. Then listen and check.
1 When does the gym open?
2 It __________ from 6a.m. to 10p.m.
3 What __________ is breakfast?
4 From half past six __________ nine o’clock.
5 __________ you have a hairdresser’s in the hotel?
6 Yes, it opens __________ day except Monday.
7 When __________ the tour leave?
8 It __________ at 9a.m. and at 3p.m.
9 How much does it __________?
10 __________ costs fifteen euros.

B Listen again and underline the stressed words. Then listen and repeat.
1 When does the gym open?
4A Complete the conversation.

Student A: When / gift shop / open?

Student B: 10 a.m.–8 p.m.

Student A: swimming pool / open / all day?

Student B: Yes, it / open 6 a.m.–9 p.m. but it / close 12–1 p.m.

Student A: How much / guided tour / cost / for children?

Student B: It / be / free / for children.

Student A: When / it / leave?

Student B: It / leave / 10 a.m.

B Work in pairs and take turns. Practise the conversation.

LEARN TO show interest

5A 5.8 Listen to parts of the conversation. Number the words in the order you hear them.

Great. Oh, good. That’s good. Lovely. 1 That’s great. Wonderful.

5.9 Listen to the intonation. Which person is interested?

1 Great. 2 Great.

C Work in pairs and take turns. Student A: say a phrase. Student B: say Interested or not interested.

A: Oh, good. B: Not interested.

SPEAKING

6A Work in pairs. You are tourists at a hotel in Prague. Make questions about the times and/or the prices.

You want to:
• change money.
• have coffee at Café Slavia or Café Milena.
• have lunch at the hotel.
• go on a guided tour of Prague.
• go to the opera.

What time does the money exchange open?

B Work with a new partner. Student A: you are the tourist. Ask Student B your questions and write the answers. Student B: turn to page 150 and answer the questions.

C Change roles. Student A: turn to page 153 and answer the questions. Student B: ask your questions and write the answers.

D Check your partner’s information. Is it correct?
1A Match the words in the box with photos A–F.

**The London Eye**  
F Big Ben  
fish fingers  
custard  
The O2 Stadium  
beans

1B Read the programme information and answer the questions.

1 Where is Doctor Who from?
2 What's the name of his time machine?
3 What's the Doctor's problem?

**BBC Doctor Who**

Doctor Who is the number one science fiction television programme of all time. The Doctor isn’t from this world. He’s an alien. He travels in time and space in his time machine, the TARDIS, a blue 1950s British police box.

In this episode the Doctor has a new body. He’s very hungry and a little girl gives him food. But what food does he like? He doesn’t know.

2A Watch the DVD. Tick the items in the DVD. Which item is not in the DVD?

1 Doctor Who  
2 The London Eye  
3 Big Ben  
4 the TARDIS  
5 The O2 Stadium

6 an English house  
7 custard  
8 a banana  
9 fish fingers  
10 beans

2B Work in pairs and underline the correct alternative. Then watch the DVD again to check your answers.

1 ‘Can I have an carrot/apple? All I can think about ... carrots/apples. I love carrots/apples.’
2 ‘No, no, no, I love yoghurt/custard. Yoghurt’s/ Custard’s my favourite. Give me yoghurt/custard.’
3 Ah. You see? Carrots/Beans.
   Carrots/Beans are evil. Bad, bad carrots/beans.
4 A: I’ve got some carrots/apples.
   B: Carrots/Apples? Are you insane? No, wait, hang on, I know what I need, I need, I need, I need ..., fish fingers and yoghurt/custard.

2C Work in pairs. How do they feel? Write D (the Doctor) or G (girl) or N (no-one).

1 afraid  
2 unhappy  
3 surprised  
4 bored

5 happy  
6 angry  
7 tired
**speak out** desert island food

3A Read the food forum and write your list.

You have 10 years on a desert island. The island has fresh water but no food. What types of food and drink do you take with you? The maximum is 5 types of food and 2 drinks. Send us your list!

B  5.10 Listen to a woman talking about her list. What food and drink does she talk about?

C Listen again and tick the key phrases you hear.

**key phrases**

What’s on your list?  
Number (one/two/three) on my list is …  
It’s important to have …  
I really like …  
It’s (good/bad) for you …  
Do you really like … ?  
Me too.  
Really?  
What about drinks?  
I don’t like (it/fruit/eggs)  
I like (it/fruit/eggs) too.

4A Work in pairs and take turns to talk about your lists. Use the key phrases to help.

B Work in groups and take turns. One student: talk about your list. Other students: listen and ask one question.

**write back** a forum entry

5A Read the reply to the forum question. Then work in pairs and discuss the questions.

1 Are these things on your list?
2 Which things on the list don’t you like?

My food is very simple because I don’t cook, and I love sandwiches.

Here’s my list:  
bread – I eat sandwiches every day, and I need bread for sandwiches.  
cheese – A cheese sandwich is easy to make.  
sausages – I think meat is important, and I love sausages. Sausages are also good in a sandwich.  
apples – I don’t like apples but they’re good for you. Apples are good with cheese too.  
tomatoes – They’re my favourite food, and great on sandwiches!  
coffee – I start every day with a black coffee.  
orange juice – Very important for vitamin C!

B Write your list and give one reason for each item on your list.
DAILY ROUTINES

1A Add vowels to complete the daily routines.

1 g a t b d
2 h v b r k f st
3 g t p
4 g t h m
5 g w w rk
6 h v n ch
7 h v d nn r

B Work in pairs and take turns. Cover the verbs. Student A: say the first routine people do every day. Student B: repeat the first routine and say the next routine.

A: get up
B: get up, have breakfast

PRESENT SIMPLE: QUESTIONS

2A Complete the questions.

1 When / he / get up?

When does he get up?

2 she / like / coffee / or / tea?

3 What time / he / go / to work?

4 What / she / have / for lunch?

5 he / have / a car?

6 When / she / get home?

7 she / study / at the weekend?

8 he / phone / you / every day?

B Work in pairs and take turns. Student A: ask questions. Student B: answer about a person in your family or a friend.

A: Who is your person?
B: My wife, Vanessa.
A: OK. When does she get up?

FOOD

3A Put the letters in the correct order to make food words. The first letter is underlined.

1 gseg 7 hkiecnc
2 ccrea 8 utfir
3 qadr 9 ece seh
4 rugal 10 spaat
5 isphc 11 hsf
6 kteas 12 vealbeetgs

B Write three foods in each circle. I like, I don’t like.

I don’t eat

ADVERBS OF FREQUENCY

4A Find and correct the mistakes. One sentence is correct.

1 We speak English together always in class.

2 I usually do my homework.

3 I’m late never for English lessons.

4 I not often watch English videos.

5 My English teacher says often ‘Good!’

6 I read an online English newspaper never.

B Tick the sentences that are true for you. Change the others to make them true. Then compare with a partner.

A: We don’t always speak English together in class. We sometimes speak Italian.

HOTEL SERVICES

5 Find and circle eight hotel services.

ASKING FOR INFORMATION

6A Look at the times of the hotel services. Complete questions 1–4.

1 What time ___ the gym close?

2 When ___ the café open?

3 ___ does the gift shop open ___ Mondays?

4 ___ does the swimming pool open and close?

B Work alone. Complete the timetable a)–d) with times.

Hotel services

a) gym 8 a.m.– ___ Mon–Sat (Sun)

b) café ___–10 p.m. Mon–Sun

c) gift shop 11 a.m.–7 p.m. Tue–Sun (Mon)

d) swimming pool ___– ___ (Mon–Sun)

C Work in pairs and take turns. Ask and answer questions 1–4.
UNIT 6

SPEAKING
- Find differences in lifestyles
- Ask and answer questions about transport
- Buy a ticket for travel
- Talk about travel in your country

LISTENING
- Listen to a man stuck at a station
- Listen to someone buy a bus ticket
- Watch a BBC programme about rush hour in India

READING
- Read some fun facts about transport

WRITING
- Start and end emails
- Write in a travel forum

BBC content
- Video podcast: How do you get to school or work?
- DVD: Visions of India: Rush Hour

journeys
1A Match the words in the box with pictures A–H.

internet café C newsagent's hotel
snack bar restaurant pharmacy
payphone cash machine

A     B

B   6.1 Listen to places A–H and underline the stressed syllable(s). Then listen and repeat.

internet café

C Work in pairs and take turns. Ask and answer about the pictures in Exercise 1A.

A: What's G?
B: It's a cash machine. What's ...?

3A Complete the tables with the words in the box.

<table>
<thead>
<tr>
<th>'s Are</th>
<th>There are</th>
<th>Is</th>
<th>there</th>
<th>aren't</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>There 1's</td>
<td>2</td>
<td>a payphone over there.</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>isn't 3</td>
<td>4</td>
<td>an internet café.</td>
<td></td>
</tr>
<tr>
<td>?</td>
<td>there 5</td>
<td>6</td>
<td>a train to Paris tonight?</td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>Yes, 7</td>
<td></td>
<td>is</td>
<td>are.</td>
</tr>
<tr>
<td>-</td>
<td>No,</td>
<td></td>
<td>isn't.</td>
<td>aren't.</td>
</tr>
</tbody>
</table>

B 6.3 Listen and check.

C Listen again and underline the main stress in each sentence. Then listen and repeat.

Before you do an exercise, check new words. Try to guess the meaning, ask your teacher or another student or check in your dictionary.
4A Complete the sentences about a class with There's, There are, There isn't or There aren't.
1. There are three students with black shoes. (+)
2. _______ one person with a red T-shirt. (+)
3. _______ a whiteboard. (-)
4. _______ two women in this room. (+)
5. _______ a book on the teacher's desk. (+)
6. _______ any dictionaries. (-)

B Work in pairs. Which sentences are true about your class?

5A Work in pairs. Student A: write questions about places near the class. Student B: write questions about places near Student A's home.
1. snack bar?
   Is there a snack bar near here?
2. internet café?
3. pharmacy?
4. any restaurants?
5. cash machine?
6. any clothes shops?

B Work in pairs and take turns. Ask and answer the questions.
A: Is there a snack bar near here?
B: Yes, there's a good snack bar. It's two minutes from here.
   Its name is ...

6 Work in pairs. Student A: look at the picture on page 151. Student B: look at the picture on page 153.

7A Read the email. Is the email to the woman's manager, friend or husband?

Hi Ron,
I have good news and bad news. There aren't any trains tonight because the weather's very bad. That's the bad news. So what's the good news? I'm in a very good hotel and there's a nice restaurant, too. Yes, it's expensive, but I have the company credit card.
Give the children a goodnight kiss from me. See you tomorrow.
Love,
Clare

B Complete the table with phrases for starting and ending an email.

<table>
<thead>
<tr>
<th>to a boyfriend/girlfriend/husband/wife</th>
<th>to a friend</th>
<th>to your manager</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Hi Valentina, Hi Valentina,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End  Best wishes, Best wishes,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8A Work in pairs. Which problems often happen to you when you travel by plane?

- plane is late
- no planes
- no ticket
- you're ill
- food is expensive
- no passport
- no restaurants

B Choose two of the problems above. Write an email from the airport to a friend or to your manager. Write about your problems.

C Read other students' emails. Which situation is really bad?

[Image with text and tables]
**VOCABULARY**

**transport**

1A Write the transport words in the box under pictures A–H.

- bus
- train
- plane
- taxi
- underground
- car
- bike
- motorbike

<table>
<thead>
<tr>
<th>A</th>
<th>bus</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
</tr>
</thead>
</table>

B Work in pairs and answer the questions.

1. How do you come to class?
   *By bus or sometimes I walk.*

2. What's your favourite type of transport?
   *Motorbike.*

3. What type of transport do you never use?
   *I never use a bike.*

**READING**

2A Read the text. Which fact is not true?

B Write the name of the place or transport.

1. It doesn't have any stations. **Bhutan**
2. It's the number one place for bikes. **Bhutan**
3. In London, they're usually black. **London**
4. It's a noisy place to play. **Amsterdam**
5. Men don't use these. **Amsterdam**
6. They have two floors and stairs. **Amsterdam**

C Work in pairs and discuss. Which facts are surprising?

*It's surprising that there are taxis for women. It's a good idea.*

---

**Transport facts...**

More and more people are on the move. From Moscow to Beijing, and from Amsterdam to Thailand, we look at transport facts around the world.

There are 3 million cars in Moscow and 22 pink taxis. The pink taxis are for women and the drivers are women.

There are double-decker buses in the UK, Germany, Hong Kong and Singapore. There are double-decker trains in a lot of countries including Switzerland, Australia and the USA.

4.3 million people go by subway (underground) every day in New York City.

There aren't any trains in the country of Bhutan in Asia.

In Saudi Arabia some hotels have London taxis but they are white not black.

In China people often sit in the front seat of taxis.

People usually travel around Venice by car.

In Thailand, there's an airport with a golf course in it.

Amsterdam is the bike capital of the world. 40% of travel in this city is by bike.
**GRAMMAR**  *a/an, some, a lot of, not any*

3A Look at the sentences. Match the words in bold with pictures A–D.

1. In Thailand, there’s **an** airport with a golf course in it.  
2. There are double-decker trains in **a lot of** countries.  
3. There aren’t **any** trains in the country of Bhutan.  
4. In Saudi Arabia **some** hotels have London taxis.

**B** Complete the table with ‘s, are, isn’t or aren’t.

<table>
<thead>
<tr>
<th></th>
<th>There</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>a train at four o’clock.</td>
<td>some buses this afternoon.</td>
<td>a lot of taxis.</td>
</tr>
<tr>
<td>−</td>
<td>an airport here.</td>
<td>any cars in the centre.</td>
<td></td>
</tr>
</tbody>
</table>

C 6.4 Listen and check.

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

**SPEAKING**

5A Work in pairs. Student A: turn to page 150. Student B: ask questions to complete the information for Venice and London.

**B:** Is there a train from the airport to Venice?

**A:** No, there isn’t.

<table>
<thead>
<tr>
<th></th>
<th>Venice</th>
<th>London (Heathrow)</th>
</tr>
</thead>
<tbody>
<tr>
<td>train / from the airport?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>underground?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>airport bus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other information?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** Change roles. Student B: answer Student A’s questions about Barcelona and Edinburgh.

**A:** Is there a train from the airport to Barcelona?

**B:** Yes, there is. It’s three euros.

<table>
<thead>
<tr>
<th></th>
<th>Barcelona</th>
<th>Edinburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>train / from the airport?</td>
<td>€3</td>
<td>no</td>
</tr>
<tr>
<td>underground?</td>
<td>yes but not from the airport</td>
<td>no</td>
</tr>
<tr>
<td>airport bus?</td>
<td>€5</td>
<td>£4</td>
</tr>
<tr>
<td>other information?</td>
<td>taxi, €30</td>
<td>taxi, £15</td>
</tr>
</tbody>
</table>

**C** What’s the best way to go from the airport to the centre in these four cities?

---

*Image credit: © John Catt Educational Limited*
VOCABULARY travel

1A Work in pairs. Do you like long bus journeys? Why/Why not?
B Look at the words in the box. Which things can you see in the photos?

passenger ticket office gate
single (ticket) return (ticket)
monthly pass

C Work in pairs and take turns to ask and answer.

A: What’s this?
B: It’s a gate. What’s ...?

FUNCTION buying a ticket

2 Listen to the conversation at a bus station and tick the correct answer.

1 She wants:
   a) a single  b) a return  c) two returns
2 She wants a ticket for:
   a) today  b) tomorrow  c) today and tomorrow
3 It costs:
   a) €25  b) €29  c) €39
4 It leaves at:
   a) 2.30  b) 2.15  c) 3.30
5 It arrives at:
   a) 3.15  b) 4.15  c) 4.45

3A Complete the conversation. Then listen and check.

Student A
A ticket 1 Amsterdam, please.

Student B
Single or return?

Return, 2 .

Leaving today?

Yes.

When do you want to 3 back?

Tomorrow afternoon.

OK. That’s twenty-nine euros.

What time’s the 4 bus?

There’s one at half past two.

At quarter past four. Here’s your ticket.

The bus leaves 7 gate twenty-four.

B Listen again and say the sentences at the same time.

C Work in pairs and take turns. Practise the conversation.
LEARN TO check numbers

4A 6.7 Listen and underline the stressed syllable in the numbers.
B: The bus leaves from gate twenty-four.
A: Sorry? Gate thirty-four?
B: No, gate twenty-four.
A: Thanks a lot.
B Listen again and repeat.

speakout TIP
Use stress to check and correct numbers. Sorry, fifty-five? No, fifty-nine.

C Work in pairs and take turns. Practise the conversations.
1 A: That's €250.
   B: Sorry? 240?
   A: No, 250.
2 B: It's bus number 72.
   A: Sorry? 72?
   B: Yes, that's right. 72.
3 A: The train leaves at 5 o'clock.
   B: Sorry? 9 o'clock?
   A: No, 5 o'clock.

5A Write down two prices, two train times and two bus numbers. Don't show your partner.
B Work in pairs and take turns. Student A: read your numbers fast. Student B: repeat the numbers to check. 
A: Two dollars and forty cents.
B: Sorry? Ten dollars and forty cents?
A: No, two dollars and forty cents.

SPEAKING

6A Work in pairs. Student A: look at the information below. Student B: turn to page 150.
Student A: you are at a bus station in Amsterdam. You want to buy a ticket. Ask Student B questions to complete the table.

<table>
<thead>
<tr>
<th>ticket</th>
<th>a single to Brussels</th>
</tr>
</thead>
<tbody>
<tr>
<td>price</td>
<td></td>
</tr>
<tr>
<td>time of next bus</td>
<td></td>
</tr>
<tr>
<td>gate</td>
<td></td>
</tr>
<tr>
<td>arrival time</td>
<td></td>
</tr>
</tbody>
</table>

B Change roles. Student A: you work in a ticket office in the central train station in Amsterdam. Look at the information and answer Student B’s questions.

<table>
<thead>
<tr>
<th>ticket</th>
<th>a return to Paris</th>
</tr>
</thead>
<tbody>
<tr>
<td>price</td>
<td>€174</td>
</tr>
<tr>
<td>time of next train</td>
<td>8.30 a.m.</td>
</tr>
<tr>
<td>platform</td>
<td>6</td>
</tr>
<tr>
<td>arrival time</td>
<td>12.45 p.m.</td>
</tr>
</tbody>
</table>
1A What do you know about India? Look at the words in the box below. Cross out the one which is not in or from India.

1 Karachi, Mumbai, Delhi
2 Mahatma Gandhi, Omar Sharif, Mother Teresa
3 Bollywood, coffee, yoga
4 River Ganges, Taj Mahal, Machu Picchu
5 daal, nan, tempura

B Read the programme information and look at the photos. How do people go to work and school in India?

B BBC Visions Of India: Rush Hour

Each programme in the BBC's Visions Of India shows a different side of this country of one billion people. This programme looks at how millions of working Indians travel to work and school every day.

2A Watch the DVD to check your ideas in Exercise 1B.

B Complete the sentences with the adjectives in the box below.

popular crowded slow dangerous noisy expensive

1 A lot of people like it. It's __________.
2 It isn't quiet. It's ________.
3 It costs a lot. It's ________.
4 It isn't safe. It's ________.
5 It has a lot of people. It's ________.
6 It isn't fast. It's ________.

C Watch the DVD again and underline the adjectives you hear for each type of transport.

1 trains – crowded, popular, noisy
2 bikes – dangerous, fast, slow
3 motorbikes – fast, noisy, dangerous
4 tuk-tuks – popular, fast, noisy
5 taxis – fast, safe, expensive
**speak out a travel survey**

3A Work in pairs and discuss. How do people in your country travel in cities and in the countryside?

B 6.8 Listen to a student describe travel in his country and complete the table.

<table>
<thead>
<tr>
<th>in a big city</th>
<th>in the countryside</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

C Listen again and tick the key phrases you hear.

**key phrases**

I live in (London) but I'm from (the countryside).
There's a good public transport system.
(A lot of/Some people) use (the underground/buses).
Some people go to work by (bus/bike).
The best way to travel is by (car/underground).
People also go by (bus).
In (my village/the city), I go everywhere by (car/bike).

4A Work with a new partner and talk about the different ways people travel in your country. Use the key phrases to help.

B Work in groups and tell other students.

**write back a travel forum entry**

5A A travel website asks people to write about transport in their town/city. Read the forum entry. How does the writer usually travel?

I live in Kobe, Japan and I work in Osaka. I think the best way to travel is by train. I go by the JR train line every morning. There are sometimes ten trains every hour. It's about thirty minutes from Kobe to Osaka. I have a monthly pass but I think a single ticket is about 500 yen.

In Kobe, people travel by car, but there's a good public transport system, so a lot of people use buses and the underground. A one-day tourist pass is 1,000 yen. I live near the centre so I usually walk everywhere. Kobe is a small city, and it's a good city for walkers.

B Write about transport in your town/city or a town/city you know for the travel website. Write 80–100 words.
PLACES
1A Add the vowels to the places.
1 internet café
2 r_st_r_nt
3 ph_rm_cy
4 n_ws_g_nt's
5 p_yph_n_
6 c_sh_m_ch_n_
7 h_t_
8 sn_ck b_r

B Work in pairs. Write a thing/activity connected to the places above.
internet café—email

C Work in groups. Student A: say one thing/activity. Other students: guess the place.
A: Email.
B: Internet café.
A: That’s right.

THERE IS/ARE
2A Complete the questions asked in a hotel with Is there or Are there.
1 Is there a swimming pool?
2 ______ a restaurant in the hotel?
3 ______ two beds in my room?
4 ______ a guided tour of the city tomorrow?
5 ______ any cash machines near the hotel?
6 ______ any other hotels near here?

B Match answers a)–f) with the questions above.
a) No, ______, but the city isn’t very interesting.
b) Yes, ______ but they’re all full.
c) Yes, ______, but the water is very cold.
d) Yes, ______, but it’s closed now. It’s open for dinner.
e) No, ______, ______ only one bed.
f) No, ______, but ______ one in the hotel.

C Complete the answers above with there is/’s, are, there isn’t or there aren’t.

TRANSPORT
3A Circle eight transport words.

4A Find and correct the mistakes in the sentences.
In this book:
1 A lot pages don’t have photos.
2 Some page have six photos.
3 There’s an Spanish word on page 6.
4 There’s blue glove on page 32.

B Work in pairs and take turns. Student A: draw a picture of one of the things in Exercise 3A. Other students: guess what it is.

A,I, SOME,A LOT OF, NOT ANY
4A Find and correct the mistakes in the sentences.
In this book:
1 A lot pages don’t have photos.
2 Some page have six photos.
3 There’s an Spanish word on page 6.
4 There’s blue glove on page 32.

B Work in pairs. Which sentences above are true? Change the others to make them true.

BUYING A TICKET
6A Complete the conversation.
A: A single to Lisbon, please.
B: For when?
A: On / want / go / tomorrow morning.
B: OK. That’s €39.
A: What time / first bus?
B: There’s one at 10.40.
A: What time / it / arrive / Lisbon?
B: At 12.15.
A: Where / it / leave / from?
B: It leaves from gate 31.
A: Thanks / lot.

B Work in pairs and Practise the conversation.
**READING AND GRAMMAR**

1A Work in pairs and discuss the questions. When you have a problem, do you usually:
• talk to people in your family about it?
• talk to one or two friends about it?
• phone or email a lot of people about it?
• look on the internet?
• write to a website about it?
• think about it alone?

B Read the text. Match answers a)–c) with problems 1–3.

**QUICK ANSWERS**

You tell us your problem and other people answer

1 My problem is I’m always tired. I work in a snack bar from seven in the morning to six in the evening. I drink a lot of cups of coffee at work because I’m tired. I never have breakfast but I usually have a sandwich and a cake for lunch. I don’t often go out in the evenings because I’m tired. **Jon**

2 My husband does nothing in the house. I often get home after work and there isn’t any food in the flat so I always buy food and cook. He says he isn’t hungry and he doesn’t want a big dinner. He wants to sit down and watch TV all evening. I think it’s important to have dinner together and talk. **Layla**

3 There are a lot of beautiful places in the world but I never see them. My problem is I don’t like travelling by plane, train, boat or car so I never go on holiday. **Rob**

2A Put the words in the correct order to make questions about the three people.

1a) Jon / breakfast / Does / have?
   **Does Jon have breakfast?**

1b) evenings / go / in / Does / he / out / the?

2a) buy / the / Layla / food / Does?

2b) her / home / husband / What / at / does / do?

3a) there / planes / is / problem / a / with?

3b) does / on / holiday / Rob / When / go?

B Match answers 1–6 with questions 1a)–3b) above.

1 No, not often. **1b**
2 Yes, she does. **2**
3 Yes, there is. **3**
4 No, he doesn’t but he has lunch. **4**
5 Nothing. **5**
6 He doesn’t. He always stays at home. **6**

C Work in pairs and read the text again. Write your answers to the three people.

1 After work, go to the gym and do exercise. It’s good for you.
LISTENING AND GRAMMAR

3A R3.1 Listen and match conversations 1–5 with the places in the box. Where is each person? You do not need to use one of the places.

<table>
<thead>
<tr>
<th>Places</th>
</tr>
</thead>
<tbody>
<tr>
<td>snack bar</td>
</tr>
<tr>
<td>pharmacy</td>
</tr>
<tr>
<td>cash machine</td>
</tr>
<tr>
<td>newsagent’s phone</td>
</tr>
<tr>
<td>internet cafe</td>
</tr>
</tbody>
</table>

B Listen again and underline the correct alternative.

<table>
<thead>
<tr>
<th>What’s the problem?</th>
<th>What happens?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The coffee isn’t hot/good.</td>
<td>She gets a tea/another coffee.</td>
</tr>
<tr>
<td>2 The shop never has/doesn’t have the New York Times.</td>
<td>He buys/doesn’t buy another paper.</td>
</tr>
<tr>
<td>3 The cash machine doesn’t have money/is broken.</td>
<td>She/Salvatore has some money.</td>
</tr>
<tr>
<td>4 Computer number three/five is broken.</td>
<td>He goes to another computer/leaves.</td>
</tr>
<tr>
<td>5 He’s cold/ill.</td>
<td>He buys/doesn’t buy something for it.</td>
</tr>
</tbody>
</table>

SPEAKING

4A Work in pairs. Look at audio script Review 3.1 on page 158. Choose one of the conversations and practise it.

B Write six to eight keywords to help you remember the conversations.

A: Excuse, problem, coffee, cold

B: Yeah, sorry, let me ...

C Role-play the situation. Use the keywords to help.

5A Work in pairs. Choose a place from Exercise 3A and a problem. Answer the questions.

1 Where are you?
2 Who are you?
3 What’s the problem?

A: newsagent’s

B: customer and shop assistant

C: I want a newspaper and I only have a 20-euro note

B Role-play a conversation between the two people in the place.

C Work in groups and take turns to listen to other students’ conversations. What place are they in?

SOUNDS: /ð/ AND /θ/ 

6A R3.2 Listen to the sounds and the words. Then listen and repeat.

<table>
<thead>
<tr>
<th>/ð/</th>
<th>/θ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>this</td>
<td>three</td>
</tr>
</tbody>
</table>

B R3.3 Listen and put the words in the box in the correct group. Then listen and repeat.

thanks 
thanks that 
monthly 
thirsty 
father 
with 
think 
these 
together 
thirteen

C R3.4 Listen and circle the correct pronunciation.

1 together a) b)
2 think a) b)
3 these a) b)
4 thirsty a) b)
5 father a) b)
6 the a) b)
7 thank you a) b)
8 three a) b)
9 brother a) b)
10 month a) b)

B Work in pairs and take turns. Say the sentences slowly.

1 These three brothers are dirty and thirsty.
2 They say thanks for the time together.
3 There are three big airports in South Africa.

C Work in pairs. Say each sentence at the same time. Speak fast.
UNIT 7

SPEAKING
- Find out where people were in the past
- Talk about the past
- Give your opinion
- Do a history quiz

LISTENING
- Listen to people talk about New Year 2000
- Listen to people give opinions
- Watch a BBC programme about the Chilean miners

READING
- Read about amazing records

WRITING
- Improve your punctuation
- Write a history quiz

BBC CONTENT
- Video podcast: Where were you on your last birthday?
- DVD: The Chilean Miners
LISTENING

1A Work in pairs and look at the photos. What time of year is it? What do you usually do at this time of year?

B 7.1 Listen to people talk about New Year 2000. Match the speakers and the places.

Speaker 1 at a concert
Speaker 2 at home
Speaker 3 at work
Speaker 4 in hospital
Speaker 5 on a beach

C Listen again and answer the questions.

Who talks about:
- a) family?
- b) friends?
- c) fireworks?
- d) music?
- e) the sunrise?
- f) a party?
- g) money?
- h) hospital?

GRAMMAR  past simple: was/were

2A Underline the correct alternative.

I am/was at home. There is/was a family party.

2 We are/were in Miami.

3 We aren't/weren't alone.

4 Was/were the party for me?

B Complete the table with was, wasn't, were or weren't.

<table>
<thead>
<tr>
<th>I</th>
<th>He/She/It</th>
<th>was</th>
<th>at home. in Beijing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You/We/They</td>
<td></td>
<td>weren't</td>
<td></td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>he</td>
<td>you</td>
<td>here? in class?</td>
</tr>
<tr>
<td>Was</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes,</td>
<td>he</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No,</td>
<td>he</td>
<td>we</td>
<td></td>
</tr>
</tbody>
</table>

3A 7.2 Listen to the sentences and mark the stress.

1 I was at home.

2 We were tired.

3 She was in class.

4 They were here.

B Listen again to the pronunciation of was /waz/ and were /wa/. Then listen and repeat.

page 130 LANGUAGE BANK

PRACTICE

4A Underline the correct alternative.

1 Where was/were you at New Year 2000? Was/Were you alone or with friends?

2 Was/Were you and your friends at a concert last New Year?

3 Was/Were there a party on your last birthday? Where was/were it? Was/Were your friends there?

4 What was/were the last public holiday in your country? Where was/were you? Who was/were there?

B Complete the answers to questions 1–4 above. Use was, wasn’t, were or weren’t.

a) I was on a mountain in Slovakia. I __________ alone – there __________ about twenty of my friends with me.

b) No, we __________. We __________ at a party on a boat on the River Thames.

c) Yes, there __________, but it __________ a big party because my flat’s very small.

d) Our last public holiday __________ Thanksgiving. We __________ at my brother’s house. My parents __________ there because they __________ on holiday in Jamaica.

C Work in pairs and take turns. Ask and answer questions 1–4 from Exercise 4A.

A: Where were you at New Year 2000?

B: I was in Peru.

A: Were you alone?

B: No, I wasn’t. I was at a party with people from work. What about you?

TIP

Three questions are very useful to help you to have a good conversation: What about you? How about you? And you? Write these questions in your phrase book.
VOCABULARY dates

5A Number the months in order.
September 1st  February 2nd  March 3rd
April 4th  May 5th  June 6th  July 7th
August 8th  September 9th  October 10th
November 11th  December 12th

B 7.3 Listen and check. Then listen and repeat.
C Work in pairs and take turns. Student A: say a month.
Student B: say the next month.
A: May  B: June

6A Match the numbers with the words.
1st first  5th fifth  2nd second  6th sixth
3rd third  7th seventh  4th fourth  8th eighth
9th ninth  10th tenth  11th eleventh  12th twelfth

B 7.4 Listen and number the dates in the order you hear them.
October 15th __  August 8th __
December 1st __  September 21st __
April 16th __  March 25th __

C Listen again and repeat the dates.
December the first

7A Work in pairs. Write three important dates in your life or in your country. Student A: say the dates. Student B: write the dates down.
B Why is March the nineteenth important?
A: It's my birthday.

SPEAKING

8A It is Monday at 9 a.m. Number the past time phrases in order.
a) last Friday __
b) last month __
c) yesterday evening __
d) this time last year __
e) on Saturday afternoon __

B Work in pairs and take turns. Ask about the times in Exercise 8A.
A: Where were you last Friday?
B: I was at home.

WRITING punctuation review

9A Match 1-5 with punctuation marks a)–e).
1 comma e) a) !
2 full stop b) .
3 exclamation mark c) ?
4 question mark d) A
5 capital letter e) .

B Read the email. Where's Jane? Where's Paola?

Date 28/7/2012

Hi paola __
How are you __ I'm fine and I'm in **** with matt __. We're on holiday here __.
Yesterday we were at the opening of the olympic games __. Was it on television __ in italy __. It was great __. There was
dancing __ singing and fantastic fireworks __.
Here's a photo __. Write soon __.

Best wishes __
jane

C Complete the email with punctuation marks and change six letters to capital letters.

10A Write an email from a special place and on a special day. Write three things about the place but don't write the name of the place.
B Work in groups and read other students' emails. Guess the place.
VOCABULARY

actions

1A 7.5 Listen and write the number next to the action you hear.

laugh  
start  
walk  
play tennis  
move home  
arrive  
dance  
cry  
talk  

B Work in pairs. Student A: act one of the verbs. Student B: say the verb.

READING

2A Look at the photos. Which actions from Exercise 1A can you see? Where are the people?

B Read the article and write the headlines in the correct place.

Man talks for six days
Dance marathon
Non-stop tennis match
Woman walks round world

C Read the article again and write the names.

1 He laughed. Mike Ritof
2 She moved twenty-four times.
3 He played tennis with Daniel.
4 People listened to him.
5 She cried.

D Read the article again and correct the mistakes in the notes below.

dancing: 5,512 hours and 44 minutes
walking: 32,000 metres
talking: 212 hours
playing tennis: 32 hours, 12 minutes, 6 seconds

1 Ffyona Campbell walked around the world – that’s 32,000 kilometres in eleven years. In Africa, she started in Cape Town in 1991 and arrived in Tangiers in 1993. Why did she walk so much? Well, maybe it was because of her childhood: she moved home twenty-four times before she was sixteen!

2 Mike Ritof and Edith Boudreaux started dancing at the Merry Garden Ballroom, Chicago on August 29th 1930, and danced for 5,152 hours and 48 minutes (with short breaks). When they finally stopped on April 1st 1931, she cried and he laughed.

3 Carlo Santelli and Daniel Burns played tennis for 38 hours, two minutes and nine seconds on May 10th 2010 in Clifton, New Jersey, USA. We didn’t ask them about the winner – they were so happy about getting the world record!
Errol Muzawazi of Zimbabwe talked about democracy for 121 hours from December 9th to 14th 2009. One audience member said, 'I listened for thirteen hours and waited for him to stop, but he didn’t.'

**GRAMMAR**  
past simple: regular verbs

3A Read the article again and find the past form of the verbs below.

| start | started | 5 laugh | 9 talk |
| dance | walk | arrive | wait |
| move | cry | stop | play |

B Complete the table.

Rule: to make the past simple with regular verbs:

<table>
<thead>
<tr>
<th>spelling</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>most verbs</td>
<td>add</td>
</tr>
<tr>
<td>verbs ending in -e</td>
<td>add</td>
</tr>
<tr>
<td>verbs ending in consonant + -y</td>
<td>change to</td>
</tr>
<tr>
<td>most verbs ending in consonant + vowel + consonant</td>
<td>double the final letter, then add</td>
</tr>
</tbody>
</table>

C Look at the sentence and complete the rule.

We didn’t ask them about the winner …

Rule: Use _ _ _ + verb to make the negative of the past simple.

4A 7.6 Listen to the pronunciation of the verbs and write them in the correct place.

/ta/ danced
/id/ moved
/id/ started

B 7.7 Listen and check. Then listen and repeat.

**PRACTICE**

5A Complete the sentences with the past form of the verbs in brackets.

1. He _____ (live) here when he was a boy, but then he _____ (move) to the countryside.
2. We _____ (wait) for hours, but the bus _____ (not arrive).
3. My friend _____ (cook) dinner last night and I really _____ (like) it.
4. I usually drive, but yesterday I _____ (walk) because they _____ (close) the road.
5. The teacher _____ (ask) me a question, but I _____ (not understand).
6. I _____ (watch) a very sad film last night and I _____ (cry) the whole time.

B Work in pairs and take turns. Student A: close your book. Student B: read the first part of the sentences. Stop after the word in bold. Student A: try to remember the end of the sentence.

B: He lived here when he was a boy, but …
A: … then he moved to the countryside.

**SPEAKING**

6A Make three true sentences and three false sentences.

- live
- watch (TV/a film)
- stay
- alone
- talk
- (with/to)
- walk
- my family
- dance
- (with/to)
- play (tennis/golf)
- yesterday
- two days ago
- last weekend
- last year
- when I was young

* Write the name of a friend or student here.

B Work in groups and take turns. Student A: read one of your sentences. Other students: say if it’s true or false.

A: Simon danced with Lena last weekend.
B: False.
A: That’s right. He didn’t dance with Lena. He danced with Bea.
FUNCTION | giving opinions

VOCABULARY | adjectives

1A Work in pairs. Complete the table with the adjectives in the box.

<table>
<thead>
<tr>
<th>all right</th>
<th>terrible</th>
<th>delicious</th>
<th>OK</th>
<th>awful</th>
<th>great</th>
<th>fantastic</th>
<th>not very good</th>
<th>boring</th>
<th>interesting</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>delicious</th>
<th>+</th>
</tr>
</thead>
<tbody>
<tr>
<td>terrible</td>
<td>-</td>
</tr>
<tr>
<td>all right</td>
<td>+/-</td>
</tr>
</tbody>
</table>

B Work in pairs and write:
1 ++ next to three adjectives that mean very good.
2 – – next to two adjectives that mean very bad.
3 F next to an adjective that is only for food.

C Ø 7.8 Listen and underline the stress in the adjectives. Then listen and repeat.

all right

2A Write the name of a person, place or thing for each adjective in Exercise 1A.
fantastic – Daniel Craig
boring – golf
all right – my town

B Work in pairs and take turns. Student A: say a person, place or thing on your list. Student B: guess Student A’s adjective.
A: Golf.
B: Great?
A: No.
B: Boring?
A: Yes!

FUNCTION | giving opinions

3A 7.9 Listen to four conversations. Are the conversations about a concert (C), a film (F), a party (P) or a restaurant meal (R)? Write the letter.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>C</td>
<td>P</td>
<td>R</td>
</tr>
</tbody>
</table>

B Listen again. Match phrases 1–8 with a)–h).

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 This is good.</td>
<td>2 It was very good.</td>
<td>3 It’s terrible.</td>
<td>4 It was boring.</td>
</tr>
<tr>
<td>b) chicken</td>
<td>c) singer</td>
<td>d) ice cream</td>
<td>e) Warren’s party</td>
</tr>
<tr>
<td>f) concert</td>
<td>g) film</td>
<td>h) Alan’s party</td>
<td></td>
</tr>
</tbody>
</table>

4A 7.10 Put the words in order to make questions and opinions. Then listen and check.

I A: was / your / How / steak?
B: Delicious, / right / just

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A: was / your / How / steak?</td>
<td>2 A: your / was / chicken / How?</td>
<td>3 A: How / concert / the / was?</td>
<td>4 A: party / was / the / How?</td>
</tr>
<tr>
<td>B: good / It / very / wasn’t</td>
<td>B: good / It / very / wasn’t</td>
<td>B: fantastic / band / was / The</td>
<td>B: boring / It / was</td>
</tr>
</tbody>
</table>

B Underline two stressed words in each question or phrase above.

C Listen and check. Then listen and repeat.

D Work in pairs and practise the conversations.

page 145 PHOTOBANK

page 130 LANGUAGEBANK
LEARN TO  show feelings

5A  Listen to the phrases again. Is speaker B's voice high (H) or low (L)?
1  H  L  2  H  L  3  H  L  4  H  L

Speakout TIP
When you give an opinion, use high intonation for a positive feeling (Beautiful!), and flat or low intonation for a negative feeling (Terrible!)

B Work in pairs and take turns. Ask and answer questions using the words in the circles. Use high or low intonation in your answers.

the film? the concert? the party? your holiday? the food? your weekend?

A: How was your holiday?
B: It wasn't very good.

SPEAKING

6A  Complete the conversation.

Student A

Where / you / last night?
1 / Kelly's party.

How / it?

It / not very good.

Why not?
The people / boring / the music / awful.

Student B

How / it?

It / great! I / really / like / it.

Who / in it?

(name of actor or actress).

He/She / very good.

The conversation to talk about a restaurant and a concert.

A: Where were you last night?
B: I was at the new Chinese restaurant.

A: Oh, how was it?
1A Work in pairs and match the words in the box with pictures A–H.

<table>
<thead>
<tr>
<th>drill</th>
<th>miner</th>
<th>tunnel</th>
<th>microphone</th>
<th>note</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
</tbody>
</table>

B What do you know about the Chilean miners’ story? Work in pairs and underline the correct alternative.

1. It was in 2008/2009/2010.
   - 2009

2. There was an accident/a lot of rain/a plane crash at the mine.
   - an accident

3. There were 23/33/43 miners underground.
   - 33 miners

4. For the first 3/7/17 days, many people were sure the men were dead.
   - 17 days

5. Then a note/a text message/an email arrived from the men. They were OK!
   - a note

6. Workers drilled a tunnel to the miners for 7 days/weeks/months.
   - 7 days

7. The first miner arrived at the surface in the morning/in the afternoon/at night.
   - in the morning

8. The last man out was the president/chef/boss.
   - the president

C Read the programme information. Which sentences in Exercise 1B does it give information about? Were your answers correct?

BBC The Chilean Miners’ Rescue

In 2010 there was an accident at a mine near Copiapó, Chile. 33 miners were underground at the time. Were they dead or alive? For 17 days, their families and friends waited. Then, on Day 17, a note arrived from the mine: it was from the men. They were OK. Workers drilled down to the miners for many weeks. People around the world watched and waited. Finally, after 69 days, one by one, the miners travelled to the surface. They were free! Watch their story on tonight’s Newsround.
speakout a history quiz

3A Work in pairs. Put the news events on the timeline.
   a) Michael Jackson died
   b) Asian tsunami
   c) Google started
   d) Chernobyl nuclear accident

|-------|------|------|------|------|------|------|

B (7.11) Listen to two people do the task and check your answers.

C Listen again and tick the key phrases you hear.

keyphrases
Which was first?
I think (Chernobyl / the Asian tsunami) was (first / next).
Yes, I agree.
I don’t know. / I’m not sure.
No, (Google) was before (the Asian tsunami).
No, (it) was after (the Asian tsunami).
Which date?
It was before my time.
I remember it well.
Let’s check the answers.
We were (right / wrong) about (three answers / Google.)

D Work in groups. Look at page 151 and do the quiz. Use the key phrases to help.

writeback a history quiz

4A Read and answer three questions from a quiz.

1 When were the first modern Olympic Games?
   a) 776
   b) 1896
   c) 1906

2 Which US president’s father was also president?
   a) John Kennedy
   b) George W. Bush
   c) Barack Obama

3 Why was Evita famous?
   a) she was a politician
   b) she was a singer
   c) she was a sportswoman

See answers at the bottom of the page.

B Work in pairs and write three more questions. Use the prompts to help.

When … ?  Where … ?  Who … ?

Which (king, queen, president, country, etc.) ... ?

What … ?  Why … ?

C Work with a new partner and take turns. Ask and answer your questions.
PAST SIMPLE: WAS/WERE

1A Write the questions for 1–8.
Find someone who ...
1 was very happy yesterday.
2 was tired this morning.
3 was in the town/city centre at the weekend.
4 was here in the last class.
5 was in a café before class.
6 was on a train at eight o'clock this morning.
7 was late for something yesterday.
8 was ill yesterday.

B Work in groups and ask the questions. If a student says yes, write his/her name.
A: Were you very happy yesterday?
B: Yes, I was. It was my birthday.

DATES

2A Write today's date. ________
B Write the dates for the time phrases below.
1 yesterday ____________________
2 last year ____________________
3 last month ___________________
4 last Saturday ________________
5 on Tuesday _________________
6 last night ___________________

C Work in pairs. Student A: say a time phrase from Exercise 2B. Student B: say the date.

D Write a different date and repeat Exercise 2C.

Friday June 3rd 2011
A: Yesterday.
B: Thursday June 2nd 2011.
A: Last year.
B: 2010.

ACTIONS

3A Put the letters in the correct order to make actions.
1 twia 5 gluha
2 kga 6 rys
3 nacle 7 ratts
4 venar 8 klaw

B Complete the sentences with one of the verbs above.
1 People say that I laugh and smile a lot.
2 I never ______ late for the lesson.
3 My day ______ at six o'clock in the morning.
4 The teacher sometimes ______ too fast.
5 Sometimes I ______ to work, sometimes I drive.
6 At a party, I ______ if the music is good.
7 I don't ______ when I'm sad.
8 I never ______ when someone is late for a meeting.

C Work in pairs. Which of the sentences in Exercise 3B are true for you? Change the other sentences to make them true.

PAST SIMPLE: REGULAR VERBS

4A Change the verbs to the past form.
1 watched a film on a plane
2 wait for a bus
3 phone someone in your family
4 ask a question on the internet
5 laugh a lot
6 play with a child
7 cry at a film
8 study English grammar
9 stop someone on the street
10 dance at a club

B Work in pairs and take turns. Ask and answer questions with the phrases above. Start your question: When was the last time you ...?
A: When was the last time you watched a film on a plane?
B: Last year. I was on a plane from Madrid to Berlin. The film was ...

ADJECTIVES

5A Add the vowels to the adjectives.
1 t__rr__bl_
2 d__l_c___s
3 _nt _r__st_ng
4 _wf_ l
5 f__nt_st_c
6 b__ng
7 gr___t
8 ___ll r__ght
9 n___t v__ry g___d
10 ___K

B Work in pairs and make short conversations. Use the adjectives above and words in the box.

the film the food the match the concert the lesson

A: The concert was terrible!
B: Yes, it was awful.

GIVING OPINIONS

6A Put the sentences in order to make a conversation.
A Why not?
A It was great.
A How was the restaurant?
A She thinks it was all right.
B: How was it for Anne?
B: It wasn't very good.

B Work in pairs and practise the conversation.

BBC VIDEO PODCAST

Watch people talking about their birthdays on ActiveBook or on the website.

www.pearsonELT.com/speakout
UNIT 8

SPEAKING
- Talk about first meetings
- Ask and answer about a good holiday
- Give directions in a supermarket
- Tell a bad holiday story

LISTENING
- Listen to a radio programme about holidays
- Watch a BBC comedy about tourists in Spain

READING
- Read about how people met their friends

WRITING
- Use linkers: so and because
- Write a bad holiday story

BBC content
- Video podcast: Where did you go on holiday last year?
- DVD: Little Britain

places

- Nice place to meet p88
- Good and bad p86
- Where’s the fruit? p88
- Guided Tour p90
READING

1A Work in pairs. Where do people usually meet friends for the first time?

B Read the text. Which story is really unusual?

C Underline the mistake in each sentence. Try to remember the correct information from the text.
1 The bridge was in Northern Scotland.
2 Cynthia and Anne were on the bridge for an hour.
3 The taxi driver worked in London.
4 Darnell worked at a shop.
5 Jon was in a train accident.
6 Jon was in hospital for a month.
7 Someone took Alison’s passport.
8 The waitress said, ‘Do you need money?’

D Read the text again and check your answers.

GRAMMAR past simple: irregular verbs

2A Write the past forms of the verbs. Use the text in Exercise 1B to help. Check the meaning of any new words.
1 meet met 6 break ______
2 come ______ 7 go ______
3 take ______ 8 have ______
4 think ______ 9 sit ______
5 become ______ 10 say ______

B 8.1 Listen and check. Then listen and repeat.

C Underline the correct alternative to make the negative. Use the text to help.
I didn’t have/didn’t had any money.

When you learn a new verb, check your dictionary and write the past form in your phrase book, e.g. go – went. For regular verbs, write ‘reg’ e.g. play (reg). Do this with these verbs: drive, know, stay, see, give.

Unusual Stories

Win a holiday for two. Tell us where you met your best friend.

On a rope bridge in Northern Ireland! I walked from one side, and another woman, Anne, walked from the other side. We met in the centre, and we were both very scared. We were there for half an hour. Finally, a guide came and helped us. After that half-hour together we were friends for life. Cynthia

In my taxi in New York City, I was a taxi driver in New York in the 1990s and I worked at night. Darnell worked at a club, and I took him home at 4a.m. every night. I thought he was a really nice person. We talked a lot and became great friends. Oliver

In hospital in China. I was in a car accident and broke my leg. I went to hospital and was there for a week. There was a Chinese guy in my room, Li. We had a lot of time to talk and became great friends. Jon
In a café in Argentina. I was on holiday and someone took my money. I sat down in a café. I didn’t have any money but I was very hungry. The waitress came to my table and said, ‘Hi, I’m Claudia. Do you need help?’ We were instant best friends!  

Alison

**PRACTICE**

3A Read the stories. Who are the people?

1 In the 1990s, 1 _______ was (be) a singer at a club in New York. The first night there I _______ (finish) work at 4 a.m. and I _______ (not want) to walk home so I _______ (stop) Oliver’s taxi and he _______ (drive) me home. I _______ (think) he was a great guy and later we _______ (become) good friends.

2 In 2008, I _______ (work) as a waitress at a café. One day I was at work and I _______ (see) a woman alone and very unhappy. I _______ (go) over to her and _______ (say), ‘Hi, do you need help?’ She _______ (not have) any money and she _______ (not know) anyone in the city. I _______ (give) her some money and food. Now she’s one of my best friends.

B Complete the stories with the past forms of the verbs in brackets.


D Work in pairs and take turns. Student A: read your story. Student B: listen to Student A and stop the story when you hear something different.

A: I was a singer at a club in London.

B: Stop! No, you were a singer at a club in New York.

**VOCABULARY**

prepositions of place

4A Underline the correct alternative.

1 We were at/in/on a bridge.
2 We met at/in/on New York.
3 I was at/in/on work.

B Complete the word webs with in, on or at.

5A Complete the sentences with in, on or at.

1 I met my best friend _______ university.
2 I met one of my friends _______ the internet.
3 I went holiday with a friend _______ last year.
4 I met a great friend _______ English class last month.
5 I was a friend’s party _______ Saturday.
6 I had lunch with a friend _______ the city centre yesterday.

B Tick the sentences that are true for you. Change the other sentences to make them true for you.

---

**SPEAKING**

6A Write the name of three friends on the timeline. Write the year and place you met.

Viki

2005
University

B Work in groups and take turns. Show your timeline and talk about your friends.

Viki is a good friend. We met in 2005 at university. We were students.
**GRAMMAR**

**VOCABULARY**

1A Match verbs 1-4 with a)-d) and verbs 5-8 with e)-h).

1 see   
2 eat   
3 drink 
4 be    
5 go    
6 meet  
7 speak 
8 have  

a) the local water 
b) ill  
c) old buildings 
d) the local food 
e) English  
f) a good time  
g) camping  
h) the local people

**LISTENING**

2A Work alone. Number the holidays in order (1-5). 1 = My favourite type of holiday, 5 = I don't like this type of holiday.

a) camping holiday with your family  
b) a holiday in Sydney, Australia  
c) a weekend in Paris, France  
d) two months in China alone  
e) a walking holiday in Peru with a friend

**C** Work in pairs and take turns. Student A: say the ending. Student B: say the activity.

A: old buildings  
B: see old buildings

**D** Work in pairs and take turns to ask and answer. Which activities do you do when you're on holiday?

A: On holiday, do you drink the local water?  
B: Yes, I do, but I sometimes drink mineral water. How about you?
GRAMMAR  past simple: questions

4A  8.3 Listen and complete the table.

<table>
<thead>
<tr>
<th>Questions and short answers</th>
<th>yes</th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td>__ you like it?</td>
<td>__</td>
<td>__</td>
</tr>
<tr>
<td>speak English?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Wh- questions

| Where __ go?                                  | __      | __       |
| What __ do?                                   | __      | __       |

B Listen to the questions and short answers. Then listen and repeat.

Did you ...?

page 132 LANGUAGE BANK

PRACTICE

5A Put the words in the correct order to make questions.

1 on / go / you / holiday / last / Did / summer?
2 have / weather / on / good / you / Did / holiday?
3 eat / a / restaurant / you / in / Did / yesterday?
4 you / your / last / friends / night / Did / meet?
5 English / you / yesterday / speak / Did?
6 breakfast / this / have / Did / morning / you?

B Complete the answers.

1 (+1 / to Greece) Yes, I did. I went to Greece.
2 (+ we / it / very hot)
3 (-1 / at home)
4 (-1 / last weekend)
5 (+1 / with my teacher)
6 (+ we / toast and coffee)

C Work in pairs and take turns. Ask the questions in Exercise 5A and answer about you.

A: Did you go on holiday last summer?
B: Yes, I did. I went to Bulgaria, to the Black Sea.

page 146 PHOTO BANK

WRITING so and because

7A Match sentences 1–3 with a)–c).

Holiday mistakes

1 In Denmark, we went camping because the hotels were expensive.
2 In Hong Kong, I thought the city was dangerous so I didn’t go out at night.
3 In Barcelona, we were hungry at 6p.m. so we looked for a restaurant.

a) Big mistake – we went out on the last night and it was
great!
b) Big mistake – they only open at 9p.m.!
c) Big mistake – it was cold at night!

B Underline so and because in sentences 1–3 above. Which word answers the question why?

C Underline the correct alternative.

1 We walked so / because there were no buses.
2 There were no buses so / because we walked.

8A Add so or because to the sentences.

1 Our plane was at eleven we got to the airport at quarter past ten.
2 I didn’t book a hotel I didn’t have time.
3 We went to New Zealand in July we have school holidays in the summer.
4 We didn’t find any mineral water we drank the local water.

B Work in pairs. What was the ‘big mistake’ in situations 1–4 above? Write your ideas.

1 Big mistake – the check-in closed at ten so we ...
**VOCABULARY** prepositions

1A Match the prepositions in the box with pictures A–H.

- on the right of B
- on the left of
- in front of C
- near D
- behind E
- between F
- next to G
- opposite H

B Work in pairs and take turns. Choose a picture and ask about it.

A: Where’s the ball in picture G?
B: It’s between the boxes.

2A Tick the sentences that are true for your class.
1. There are windows next to the door.
2. The teacher usually stands behind a table.
3. I sit opposite another student.
4. There’s a noticeboard on the right of the door.
5. Our coats and jackets are near the window.
6. My bag is between my table and another table.

B Change the other sentences to make them true for your class.

**FUNCTION** giving directions

3A Listen to three conversations. What does the person want to find? Write the number of the conversation next to the food.

- vegetables __
- bread __
- fish __
- fruit __
- cereal __
- cakes __
- snacks __
- meat __

B Listen again. Match places a)–f) with the food. Do not use two of the places.

fruit __
bread __
cereal __
cakes __

You are here

Drinks

Snacks

Vegetables
4A Complete the conversation with the words in the box.

Excuse behind where see Let over of Do

A: I ___ you ___ the vegetables ___ there?
B: The vegetables are in front ___ the fruit. Over there.
A: ___ check. The fruit's ___ the vegetables.
B: Yes, that's right.

B Work in pairs and practise the conversation.

5A 8.5 Listen and complete the conversations.

1 A: Vegetables? Where are they?
   B: Vegetables ... you tomatoes, potatoes, carrots.
   A: Oh, vegetables.

2 B: Do you see the snacks?
   A: Snacks? I don't know 'snacks'.
   B: Snacks, for , chocolate, nuts and crisps.
   A: Oh, I understand.

3 A: Cereal? What's ?
   B: Cereal. Corn Flakes.

When you don't know a word, examples can help. Use the phrases you know, like and for example to give examples.

B Work in pairs and practise the conversations.

C Work in pairs and take turns. Student A: choose one type of food below and ask Student B about it. Student B: ask for an example.

meat fruit vegetables dairy

A: Where's the meat?
B: Meat? For example?
A: You know, chicken, beef, lamb.
B: Oh, meat!

B Work in pairs and take turns. Ask and answer about the food in your partner's supermarket. Write the food in the correct place.

A: Excuse me, where's the meat?
B: It's in front of the ...
**GUIDED TOUR**

**1A** Complete the holiday questionnaire. Tick the sentences that are true for you.

On holiday, I always:
- read about the place.
- take bus tours.
- take a lot of photos.
- go out in the evenings.
- relax and do nothing.

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

2 Read the programme information. Are sentences 1–4 true (T) or false (F)?
1. *Little Britain* is funny.
2. A woman plays the tour guide Carol.
3. Carol is friendly.
4. This episode is in Spain.

3A Work in pairs and look at the photos. Which woman is Carol?

**B** Watch the DVD to check your answer.

**C** Watch the DVD again and number the phrases in the order you hear them.

- a) questions or problems
- b) look to your right
- c) stop the coach
- d) Sunsearchers Holidays
- e) Welcome to Spain
- f) fun, fun, fun
- g) get out

**D** Discuss in pairs. What do you think the man and woman do next?

**BBC Little Britain Abroad**

The BBC comedy show, *Little Britain*, is about British people in typical situations. Carol Beer (the actor, David Walliams) is often on the show. Carol is always bored and is usually rude to people. In this episode, she is a tour guide for a group of British tourists on holiday in Majorca, Spain.
**speakout** a bad holiday story

**4A** Work in pairs and look at the pictures. Why did the man have a bad holiday? Use the words/phrases in the box below.

- bored
- it rained
- noisy
- expensive
- missed the plane

**B** 8.6 Listen to the man tell the story. Which picture is different from his story?

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

**key phrases**

- I missed my (plane/train/bus).
- I arrived (in Honolulu) one (hour/day/week) late.
- I lost my (passport/money/bags).
- It rained for (the first three days/all week).
- I stayed in (my hotel room/the café) (all day).
- The hotel was (noisy/expensive/dirty).
- The food was (bad/expensive).
- I was very happy to go home.

**5A** Work in pairs and change three things about the story. Use the key phrases and practise telling your story to each other.

**B** Work with a new partner. Take turns to tell your stories. How many differences can you find?

**writeback** a holiday story

**6A** Read the story and underline six positive things.

---

**Last year we went to Edinburgh on holiday, and I didn't have a good time.**

We took a boat from Dublin to Holyhead in Wales, and then a train to Edinburgh. In Holyhead, we were hungry, so we went to a restaurant in the station. The food was great and the waiter was very nice, but we were there for too long and we missed our train. There were no other trains that day, so we stayed in the station.

The next day, we arrived in Edinburgh. We were very tired but the weather was good and the place was beautiful. We were happy - for one hour! Our hotel was lovely and the people were friendly, but then I became ill and I was in bed for five days. We were there for one week. It was a very long week.

**B** Write your own bad holiday story.

Use 70–100 words.

**C** Read other students' stories.

Which one was really bad?
**PAST SIMPLE: IRREGULAR VERBS**

1A Complete the sentences about the past.

1 I meet a friend in a café yesterday.
2 Two students come to class late for this lesson.
3 I think English was difficult, but it’s easy.
4 I go home by train last night.
5 I not sit here last lesson.
6 I not have breakfast at home.
7 I see the teacher in a supermarket yesterday.

B Change the sentences so they are true for you.

C Work in pairs. Student A: read your sentences. Student B: listen and say your sentence.

A: I met a friend in a restaurant yesterday.
B: I didn’t meet a friend yesterday.

**PREPOSITIONS OF PLACE**

2A Work in pairs. Complete the sentences with the words in the box.

In the morning I have two coffees. I have my first coffee at _________ and then my second coffee at _________.

1 I always listen to music in my _________, but not on my _________ because it’s too dangerous.
2 I was on _________ in _________ last year.
3 I like speaking English with the teacher in _________, but I don’t like speaking with people in the _________.

B Work alone. Write four sentences about you. Start with the words in bold in Exercise 2A and use in, on or at.

In the morning I have tea at home but I drink water at work.

C Work in pairs and compare your sentences.

**HOLIDAY ACTIVITIES**

3A Add vowels to complete the activities.

1 go__c__mp__L__ng
2 sp__k__ng
3 __ld __ld__ngs
4 dr__nk th__c__l__ w__r__ng
5 __tt th__c__l__ f__d
6 b__ll
7 h__v__d__ng
t__m__
8 m__t th__l__ pl__

B Work in pairs. Which activities above do you do:
• on a family holiday in your country with not a lot of money?
• on a weekend city break?
• in a different country?

**PAST SIMPLE: QUESTIONS**

4A Find and correct the mistakes in the questions about last weekend. One question is correct.

1 Did you had a good weekend?
2 What did you?
3 Met you any friends?
4 Where did you went?
5 a) Did you buy anything?
   b) What you buy?
6 a) You did see a film at the cinema or on TV?
   b) What were it?

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

**PREPOSITIONS**

5A Put the letters in bold in the correct order to make prepositions.

1 The tree is on the thirg of the shop.
2 The tree is etenweb the shop and the car.
3 The road is txne to the house.
4 The car is on the flet of the shop.
5 The man is hidben the house.
6 The woman is in tornf of the shop.

B Work in pairs and practise the conversation.

**GIVING DIRECTIONS**

6A Complete the conversation with the words in the box.

are next the no of near there left

A: Excuse me, where the vegetables?
B: Do you see the fruit over?
A: Where?
B: Over there, the magazines.
A: Yes, I see it.
B: Well, the vegetables are to the fruit. On the left.
A: Let me check that. They’re on the left the fruit.
B: Right.
A: On right?
B: No, you were right. On the.
A: I see. Thank you.
B: problem.

B Work in pairs and practise the conversation.

**BBC VIDEO PODCAST**

Watch people talking about their last holiday on ActiveBook or on the website. Authentic BBC interviews
**Businessman, 35, dies in hotel**

This morning, Rose Green, a cleaner at the Adolphi Hotel, Edinburgh, found millionaire businessman Jim Black dead behind the hotel. Police think he died between 10 o'clock and midnight last night. Mr Black and his wife, Carla, were at the hotel with Black's business partner, Mike Brown.

**Witness Statement**

Jim was my husband. Jim and Mike were in business together, but they (not be) friends. Mike (not like) Jim.

Yesterday afternoon they (play) tennis. I (walk) to the shops and then I (go) back to the hotel at half past four and (write) some letters. Jim (come) back at six. He (not talk) to me. He was very angry. We (meet) Mike for dinner at seven. Jim was very quiet, so I talked a lot. We (have) dinner, then Mike went to his room at ten. Jim and I danced from ten to eleven, and then Jim (want) a walk. He went out and I went to our room. I (be) very tired, so I went to bed. The next morning Jim was dead. I think Mike killed my husband.

Carla Black

**Complete the police's questions to Mike Brown.**

1. Were you and Jim friends?
2. Did you see Jim yesterday afternoon?
3. Did you have dinner with Jim and Carla?
4. What time did you go to your room?
5. Where did you be between ten o'clock and midnight?

**Witness Statement**

Jim Black was a good friend and we were business partners. We sometimes visited places together at weekends – me, Jim and his wife Carla. Carla didn’t like me, and she wasn’t happy with Jim. I think Carla killed Jim.

Yesterday afternoon I played tennis with Jim for an hour. We started at two o’clock and then at half past three, we went to our rooms in the hotel. I met Jim and Carla at seven o’clock in the restaurant. Jim was very quiet, but Carla talked a lot. I think she was angry with Jim. We ate dinner together and after that I went to my room at ten. I think Jim went out. I didn’t go to bed. I wasn’t tired and so I listened to the radio. I went to bed at half past eleven.

Mike Brown

**Underline two differences between Carla’s and Mike’s statements.**

**Work in pairs and check your answers.**
LISTENING AND GRAMMAR

3A R4.1 Listen to five people at the Adolfi Hotel and complete the times in the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Information</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receptionist</td>
<td>a) Mr Black and Mr Brown went out.</td>
<td>1.45</td>
</tr>
<tr>
<td></td>
<td>b) They went back to their hotel rooms.</td>
<td></td>
</tr>
<tr>
<td>Waiter</td>
<td>Two men and a woman left the restaurant.</td>
<td></td>
</tr>
<tr>
<td>Hotel guest</td>
<td>The radio was on in the Blacks’ room.</td>
<td></td>
</tr>
<tr>
<td>Night receptionist</td>
<td>a) Mr Black went out.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b) Another man went out.</td>
<td></td>
</tr>
<tr>
<td>Hotel guest</td>
<td>I came back to the hotel.</td>
<td></td>
</tr>
</tbody>
</table>

B Listen again. Are the sentences true (T) or false (F)?
1 Mr Black came back to the hotel alone. F
2 A man and a woman danced for half an hour in the restaurant. T
3 Two people went out of the hotel at 10.15 p.m. T
4 The other person was Mr Brown. T
5 The other person was a woman. T

C Work in pairs. Who do you think killed Jim Black?

SPEAKING

4A Work in groups. Students A and B: turn to page 150. Other students: you are the police. Read the information and put the words in 1–4 in the correct order to make questions.

On Monday at half past one in the afternoon there was a robbery at a clothes shop. Police think it was two students from your class. The students say they were at a restaurant.

1 restaurant / arrive / What / at / you / the / did / time?
2 name / was / the / restaurant’s / What?
3 you / did / eat / What?
4 cost / much / it / How / did?

B Write two more questions for Students A and B.

C Ask your questions to Student A. Then ask the questions to Student B. Check their answers are the same.

SOUNDS: /ʌ/ AND /u:/

5A R4.2 Listen to the sounds and the words. Then listen and repeat.

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/u:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>book</td>
</tr>
</tbody>
</table>

B R4.3 Listen and put the words in the box in the correct group. Then listen and repeat.

lunch, put, good, month, country, cook, hungry, look, colour, full

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/u:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup, lunch</td>
<td>book, put</td>
</tr>
</tbody>
</table>

6A Work in pairs. Complete the words and circle the sound in each word.

<table>
<thead>
<tr>
<th>/ʌ/</th>
<th>/u:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>other</td>
</tr>
<tr>
<td>family words</td>
<td>four family words</td>
</tr>
<tr>
<td>b</td>
<td>h</td>
</tr>
<tr>
<td>a type of transport in a city</td>
<td>a type of transport in a city</td>
</tr>
<tr>
<td>b</td>
<td></td>
</tr>
<tr>
<td>a big country</td>
<td>a big country</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>two days of the week</td>
<td>two days of the week</td>
</tr>
<tr>
<td>S</td>
<td>M</td>
</tr>
<tr>
<td>a number</td>
<td>a number</td>
</tr>
<tr>
<td>o</td>
<td></td>
</tr>
<tr>
<td>a sport</td>
<td>a sport</td>
</tr>
<tr>
<td>f</td>
<td></td>
</tr>
<tr>
<td>you read it and like it</td>
<td>you read it and like it</td>
</tr>
<tr>
<td>a</td>
<td>b</td>
</tr>
<tr>
<td>two signs on a door</td>
<td>two signs on a door</td>
</tr>
<tr>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>a month</td>
<td>a month</td>
</tr>
<tr>
<td>j</td>
<td></td>
</tr>
<tr>
<td>a food</td>
<td>a food</td>
</tr>
<tr>
<td>s</td>
<td></td>
</tr>
</tbody>
</table>
UNIT 9

SPEAKING
- Find the right gift
- Talk about how you spend money
- Ask people to do things
- Describe a favourite possession

LISTENING
- Listen to a radio programme about shopping mistakes
- Listen to someone shopping
- Watch a BBC programme about the iPod

READING
- Read a website forum about gift-giving around the world

WRITING
- Write photos captions
- Write about a favourite possession

BBC content
- Video podcast: Do you like shopping?
- DVD: Days That Shook The World

shopping

The right gift p56
A waste of money p91
What would you like? p100
Days That Shook The World p102
What’s the right gift in your country?

A visitor to your country wants to give a gift. What’s the right gift in your country? We asked you to give us your ideas.

Gifts are very important in Japan. We always wrap gifts but we don’t like using white paper because it’s unlucky. Never give four gifts. The word ‘four’ in Japanese is ‘shi’ and means death. People like pens – they are easy to carry and they mean ‘learning’. Hitomi, Japan

When people give gifts, we often say ‘no’ at first. We never open a gift in front of the giver. We wait and open it later. We always use two hands to give a present. Khun, Thailand

In Mexico, people like gifts, especially gifts from a different country. People like giving flowers but we don’t give red or yellow flowers because red and yellow are unlucky. Chantico, Mexico

In the UK, we usually open gifts immediately. British people love getting chocolates or flowers, but red roses are for lovers. Nowadays ‘activity’ gifts are popular, for example theatre tickets or a dinner for two. Susan, UK

READING

1 Work in pairs and discuss. When do you give gifts? Who do you give gifts to?

2A Read the text. Which things are the same as your country?

B Work in pairs and cover the text. Which country/countries are the sentences about?

1 Always use two hands. Thailand
2 Chocolates are good.
3 Don’t give four gifts.
4 It isn’t OK to open gifts in front of the person.
5 People like flowers.
6 Yellow roses are a bad idea.
7 Pens are good gifts.
8 People often give ‘activities’.

C Read the text again and check your ideas.

D Complete the sentences. Then work in pairs and tell your partner.

1 In my country, good gifts are ...
2 On my last birthday, I got ...
3 On my friend’s last birthday, I gave him/her ...

GRAMMAR like, love, hate + -ing

3A Look at the sentences. Put the verbs in bold on the line.

We don’t like using white paper.
People like giving flowers.
British people love getting chocolates or flowers.
I hate buying gifts for people. I always buy boring gifts.

<table>
<thead>
<tr>
<th>I/You/We</th>
<th>love</th>
<th>like</th>
<th>pens.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She</td>
<td>doesn’t like</td>
<td>buying gifts.</td>
<td></td>
</tr>
</tbody>
</table>

Rules:
1 Use love, (not) like, hate + singular/plural noun.
2 Use love, (not) like, hate + verb/verb + -ing

B Look at the table and underline the correct alternative in rules 1 and 2.

C 9.1 Listen to the sentences. Then listen and repeat.

PRACTICE

4A Complete the sentences with the -ing form of the verbs in the box. Pay attention to the spelling.

<table>
<thead>
<tr>
<th>eat</th>
<th>live</th>
<th>get up</th>
<th>go</th>
<th>read</th>
<th>watch</th>
<th>wrap</th>
<th>have</th>
</tr>
</thead>
</table>

1 I love eating vegetables.
2 I hate watching sport on TV.
3 I like having two sisters.
4 I don’t like getting up in bed.
5 I like going to parties.
6 I love having a city.
7 I don’t like getting up before eight o’clock.
8 I hate having gifts.

B Tick the sentences that are true for you. Change the ones that are false.

I love eating vegetables.

C Work in pairs and find two things the same for you and your partner.
VOCABULARY
activities

5A Write the -ing form of the verbs to make activities.
1 running
2 relax
3 play computer games
4 cook
5 take photos
6 go to the theatre
7 swim
8 chat online
9 camp
10 go on long walks

B Which activities above do you usually do:
• outside?
• in special clothes?
• inside?
• with a machine?
• with someone?

C Work in pairs and take turns. Ask and answer about the activities. Start with Do you like ...
A: Do you like running?
B: No, I hate it. I never run.

Speakout TIP
Short answers give a lot of information. Look at the different ways to answer the question, Do you like ...? No, not at all. No, not really. It depends. Yes, I do. Yes, sometimes. Yes, a lot. Write them in your phrasebook.

SPEAKING

6A Look at the website. Which of the activities are in the photos?
B Work in pairs and take turns. Ask questions to complete the information.

<table>
<thead>
<tr>
<th>love</th>
<th>like</th>
<th>not like</th>
<th>hate</th>
</tr>
</thead>
<tbody>
<tr>
<td>animals</td>
<td>![checkmark]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>dancing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>relaxing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sweets</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cooking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>being outside</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eating out</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>watching plays</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>driving fast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>doing exercise</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A: Do you like animals?
B: Yes, I do.

C Work alone and choose the best activity gift from the website for your partner. Then tell your partner the gift.

D Tell the class about your activity gift. Was it right for you? Why/Why not?
VOCABULARY money

1A Work in pairs and discuss. Do you like shopping? Why/Why not?

B Work in pairs. Look at the verbs in bold and underline the correct alternative.

1 You see something in a shop. You want it, but you don’t need it. Do you:
   a) walk out of the shop?
   b) buy/sell it and then never use it?

2 You have a lot of things at home. You don’t need everything. Do you:
   a) buy/sell things on the internet?
   b) give things to friends?

3 How much did you pay/cost for your last coffee or tea? Do you think it was:
   a) too much?
   b) the right price?

4 How much does transport pay/cost you every week? Is this:
   a) too much?
   b) OK?

5 It’s your birthday. You get/give an expensive gift, but you hate it. Do you:
   a) keep it but never use it?
   b) give it to someone else?

C Work in pairs and take turns. Ask and answer questions 1–5.

2A Write the past forms of the verbs. Check in your dictionary.

   1 buy bought
   2 sell ______
   3 pay ______
   4 cost ______
   5 give ______
   6 get ______

B ☀️ Listen and repeat the verbs.

C Work in pairs and take turns. Student A: say a verb. Student B: say the past form.

LISTENING

3A Match the words in the box with pictures A–E.

hat lamp tent drums exercise bike

B Look at the pictures. Do you like the objects or do you think they are a waste of money?

C ☀️9.3 Listen to people talk about their shopping mistakes. Match speakers 1–5 with pictures A–E.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___

D Work in groups. Look at the shopping mistakes. Choose one mistake and tell the other students about it.

A: I bought a bike. It was a very good bike, but I didn’t use it so I gave it to a friend.
GRAMMAR  object pronouns

4A Complete the sentences with the words in the box. Do not use one of the words.

1 My wife bought ___ an exercise bike for my birthday. I used ___ three times.
2 My boyfriend wanted to go camping so I bought ___ a tent.
3 I phoned ___ yesterday, but she didn’t answer.
4 He loves those drums. He plays ___ every day.
5 My mother gave ___ a lamp, but we didn’t like it.

B Look at the sentence and complete the table.

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>object pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

C Underline the correct alternatives in the rule.

Rule:
Use a subject pronoun before/after a verb. Use an object pronoun before/after a verb.

D 9.4 Listen to the sentences. Notice how we link the verbs and the object pronouns. Then listen and repeat.

I used it. I bought him a tent.
She gave us a lamp. I phoned her yesterday.

WRITING captions

6A Which of captions 1–4 goes with the photo?

1 New women’s Silver Sports trainers, size 38
I got the new trainers in Rome. The new trainers are the wrong size.

2 A signed photo of Johnny Depp
I met Johnny Depp in Los Angeles last year. Johnny Depp gave me two photos and I want to sell one of the photos.

3 For sale: my Honda 500T
I bought my Honda 500T in 1998. My Honda 500T is a beautiful motorbike but I don’t use my Honda 500T much now.

4 The 2009 Tour Book of Beyoncé I AM
I saw Beyoncé in Caracas. Beyoncé was fantastic but my new flat is too small for all my books.

B Rewrite the captions using pronouns.

1 New women’s Silver Sports trainers, size 38. They
I got the new trainers in Rome. The new trainers are the wrong size.

C Work in pairs. Write captions for two objects to sell online.

D Work in groups and read your captions. Which object do you think is best?

SPEAKING

7A Work alone and think of examples of the things below:
• something that was a waste of money.
• something big you bought last month.
• something you really want to buy now.
• a shop you think is great.
• something you sold because you didn’t like it.
• something you gave to someone for free.
• something very expensive you bought.

B Work in pairs and compare your answers.
A: Tell me something that was a waste of money.
B: An electric guitar. I bought it but I never played it.
FUNCTION I
making requests

1 A Work in pairs and look at pictures A–F. Where do you buy these things in your town/city?

A: [chair]
B: [computer]
C: [suitcase]
D: [car]
E: [ring]
F: [t-shirt]

B Look at the store guide and match the departments with pictures A–F.

**STORE GUIDE**

THIRD FLOOR (3)
- Furniture & Lighting
- Bed & Bath
- Travel & Luggage
- Sky Restaurant

SECOND FLOOR (2)
- Children's Clothes & Shoes
- Toys
- Computers & Phones
- Home Entertainment
- Sports

FIRST FLOOR (1)
- Women's Clothes & Shoes
- Star Café

GROUND FLOOR (G)
- Beauty
- Jewellery & Watches
- Menswear & Shoes

FUNCTION II
making requests

3A 9.6 Listen to the conversations and tick the correct answers.

1 Tom wants a World Cup:
   a) T-shirt.  b) computer game.  c) DVD.
2 Lisa goes first to:
   a) the Sports Department.  b) Home Entertainment.  c) Computers and Phones.
3 Lisa:
   a) finds a gift for Tom.  b) doesn't find a gift.  c) finds three gifts.

B 9.7 Complete the sentences. Then listen and check.

1 _______ would you like for your birthday?
2 _______ you like a football shirt?
3 I'd _______ a DVD.

C Look at the table and underline the correct alternatives in the rules.

<table>
<thead>
<tr>
<th>Would you</th>
<th>like</th>
<th>a computer game</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'd</td>
<td></td>
<td>this DVD?</td>
</tr>
</tbody>
</table>

Rules:
1 I'd like means I like/I want.
2 I'd like is polite/not polite.
4A. Put the words in the correct order to make conversations.

1. A: like / you / Would / coffee / a?
   B: I'd / tea / but / No / a / thanks, / like

2. A: like / her / Sue / birthday / What / would / for?
   B: think / she'd / bike / I / like / a

3. A: a / you / Would / break / like!
   B: let's / Yes, / for / an / half / stop / hour

4. A: sweaters / these / Can / of / I / have / one?
   B: like / you / colour / Yes, / which / would?

B. 9.8 Listen to the intonation and circle the correct letter: P (polite) or NP (not polite). Then listen again and repeat.

1. Would you like a coffee?  
   P   NP

2. Would you like a coffee?  
   P   NP

3. I'd like a tea, please.  
   P   NP

4. I'd like a tea, please.  
   P   NP

C. Work in pairs and take turns. Practise the conversation.

5A. Look at the sentences from the conversation. Underline six different ways to give yourself time to think.

A: What would you like for your birthday?
B: Oh, I don't know. Let me think ...
B: Um ... well ... maybe something from the World Cup.
A: Which DVD is best?
E: Er ... let me see ... this one has all the important games.

When you need time to think, use hesitation phrases: Er/Um ..., Let me think/see/look ..., Well ... . What sounds or words do you use in your language to do this?

B. 9.9 Listen to the questions and use hesitation phrases before you answer.

C. Work in pairs. Student A: turn to page 150. Student B: turn to page 152. Ask and answer the questions. Use hesitation phrases.

6A. Work in pairs and complete the conversation.

Student A: read out a request from Exercise 4B. Student B: listen and say polite or not polite.

Student A: What / you / like / your birthday?

Student B: I'd like / a new pen.

Student A: Which colour / you / like?

Student B: I'd like / a black one.

B. Work in pairs and take turns. Practise the conversation.

C. Work alone. Write three things you would like for your birthday.

D. Work in pairs and practise the conversation with different gifts. Change the words in bold.
1A Put items A–F in order on the timeline.

<table>
<thead>
<tr>
<th>Year</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>CD (compact disc)</td>
</tr>
<tr>
<td>1960</td>
<td>video cassette</td>
</tr>
<tr>
<td>1970</td>
<td>jukebox</td>
</tr>
<tr>
<td>1980</td>
<td>iPod</td>
</tr>
<tr>
<td>1990</td>
<td>audio cassette</td>
</tr>
<tr>
<td>2000</td>
<td>Walkman</td>
</tr>
</tbody>
</table>

B Read the programme information and check your answers. One item is not in the text.

** Days That Shook The World: Into The 21st Century

In the nineteen-fifties people listened to music on jukeboxes; in the sixties and seventies it was the audio cassette. When the Sony Walkman and the compact disc, or CD, arrived in the nineteen-eighties, there was a big change in the music world, but that was only the start. Apple introduced its first MP3 player, the iPod, in October 2001, and the music world changed forever. This episode of the BBC's Days That Shook The World looks at how this small machine changed our lives.
speak out a possession

3A Think about one of your favourite possessions. Use the questions below to make notes about it.
Possession: ________
• Where did you get it?
• Where is it now?
• What do you do with it?
• Why do you like it?
Other information: __________

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

C 9.10 Listen to someone talk about a favourite possession and answer the questions in Exercise 3A.

D Listen again and tick the key phrases you hear.

key phrases
One of my favourite (things/possessions) is …
It’s (very small/big/red).
I keep it (in my bag/pocket/at home).
I bought it (last year/in New York).
(My brother/wife/best friend) gave it to me …
for (my birthday/Christmas)
I like it because it’s (easy to use/useful/beautiful).

writeback a favourite possession

5A Read the text. Which questions from Exercise 3A does it answer?

My bike
One of my favourite things is my bike. My friends gave it to me for my eighteenth birthday. It’s a 1990s TREK 720. It’s now twenty years old but I like it because it’s good in all types of weather. It’s also good in the city. I ride it to work every day and I keep it in the street near my workplace. At home I keep it in the garden. It’s not new, but it’s a fantastic little bike.

B Write a description of a favourite possession. Write 50–80 words.

4A Work with a new partner. Practise talking about a favourite possession. Use the key phrases to help.

B Work in groups and take turns. Tell other students about your favourite possession.
LIKE, LOVE, HATE + -ING

1A Complete the questions.

1 you / like / read?
Do you like reading?
2 What / you / like / read?
3 What / TV programme / you / like / watch?
4 Who / you / like / phone?
5 What / you / like / eat / for dinner?
6 you / like / travel / by plane?
7 What / sport / like / do?
8 What / music / like / listen / to?

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

ACTIVITIES

2A Add the vowels to complete the activities.

1 c____mp_n_g
2 c____k_n_g
3 g____ng l_n_g w__lks
4 ch____t_n_g __n_l_n__
5 r____n_n_g
6 g____ng t__ th__ th__ n__
7 pl_y____ng c____mp_t_r
8 r____x_n_g
9 t____n_g p_h_t_s
10 sw____mm_n_g

B Work in pairs and take turns.
Student A: choose an activity. Think of the place you do it and an object you need. Student B: ask questions and guess the activity.

B: Where do you do it?
A: In the countryside.
B: What do you need?
A: A tent.
B: Camping?
A: Yes!

3A Put the letters in the correct order to make verbs.

1 ybu b_y
2 vegi 5 _eg
3 leis 6 _py

B Complete the sentences with the correct form of the verbs above.

1 I ___ a new mobile phone once a year.
2 Food ___ too much.
3 My manager ___ me well.
4 I ___ money to poor people.
5 For my birthday I always ___ clothes from my family.
6 I never ___ things to my friends.

C Tick the sentences in Exercise 3B that you agree with. Then compare with a partner.

MONEY

4A Match sentences 1–6 with a)–f). Use the underlined pronoun to help.

1 I don’t know them. f
2 I hate it.
3 They bring us food.
4 I like him.
5 They often phone me.
6 I saw her yesterday.

a) my sister
b) my friends
c) waiters
d) ice cream
e) Robert Pattinson
f) The Rolling Stones

B Write people and things that are true for you for 1–6.

1 I don’t know them.
2 I hate it.
3 They bring us food.
4 I like him.
5 They often phone me.
6 I saw her yesterday.

A: Elvis Presley.
B: You like him.
A: Yes!

SHOPPING DEPARTMENTS

5A Correct one spelling mistake in each department name.

1 Jewellery & Waches
2 Computers & Fones
3 Furniture & Liting
4 Travel & Lugage
5 Home Entertainment
6 Bed & Bath
7 Menswear & Shoes
8 Beautey
9 Childrins clothes & Shoes
10 Toys

B Work in pairs and discuss. What’s your favourite department in a store? What do you usually buy there?

MAKING REQUESTS

6A Find and correct six mistakes in the conversation.

A: Can I help you?
B: Yes. I would this pen.
A: OK. Is he a present?
B: Er ... yes.
A: Which wrapping paper you would like – red or green?
B: I’d like the green paper.
A: Where is the gift for?
B: For I. Today is my birthday!

B Work in pairs and practise the conversation.

C Work alone. Change the words in bold for your part (A or B).

D Work in pairs. Practise the new conversation.

BBC VIDEO PODCAST

Watch people talking about going shopping on ActiveBook or on the website.

www.pearsonELT.com/speakout
UNIT 10

SPEAKING
- Discuss the best job for you
- Talk about plans
- Start and end conversations
- Talk about when you tried something new

LISTENING
- Listen to job interviews
- Listen to street interviews about people’s goals
- Listen to people start and end conversations
- Watch a BBC comedy about a funny woman

READING
- Read about interesting jobs

WRITING
- Check your writing
- Write an interview about something new

BBC CONTENT
- Video podcast: What did you want to be?
- DVD: Miranda

plans

- A new job p106
- Time for a change p108
- Hello and goodbye p110
- Miranda p112
1A Work in pairs and complete the word webs with the verbs in the box. Which activities are in the photos?

cook  ride  speak  drive  play  make  read  remember

dinner  
Italian food  rice  

1. cook  

cook  ride  speak  drive  play  make  remember  

cook  drive  ride  speak  play  make  remember  

2. tennis  

tennis  

fascinate  inevitably  

fascinate  inevitably  

3. English  

English  

Spain  two  languages  

Spanish  

Spanish  

4. words in Arabic  

a map  music  

a map  music  

5. English words  

information  phone numbers  

information  phone numbers  

6. a pizza  

clothes  a coffee  

a pizza  

clothes  a coffee  

7. a bus  

a taxi  a car  

a bus  

a taxi  a car  

8. a motorbike  

a bike  a horse  

a motorbike  

a bike  a horse  

B Work in pairs and take turns. Student A: say a verb. Student B: say three nouns that go with the verb. Student A: try to add more nouns.

A: read  
B: read music, read a map, read Arabic  
A: read a book, read a newspaper  

A NEW JOB

10.1 GRAMMAR | can/can't

VOCABULARY | collocations

HOW TO | talk about ability
2A Read the job adverts below. Which job is best for you? Which one is not good for you? Why?

JOBS

1 Tour guide
Tourist service needs a tour guide to take small groups of tourists on visits to the old town. You need to speak English and one other language, and you need a good memory for facts. Driving licence also needed. Contact us at tourguides.extra@hayoo.com.

2 Pizza delivery person
Can you ride a motorbike? Do you know the city well? Are you friendly but can you also work alone? We are a small pizza business. We need a delivery person to take pizzas to people’s houses. Sometimes we need help in the kitchen, cleaning and cooking. Contact us at superzza@bigmail.com.

3 Singer/Guitarist
We’re a student rock band and last week we lost our lead singer/guitarist. There are two of us (on drums and bass guitar) and we play rock music from the 90s and write new songs. Are you a good singer? Can you play guitar? It’s also good if you can dance. Email daylee111@bigmail.com or phone 0382 444 1836 and ask for Davy.

B Read about jobs 1–3 again. Correct the sentences below. One sentence is correct.

2a) You work in the kitchen every day.
2b) You need to live in the city.
3a) The rock band would like a dancer.
3b) The group’s songs are from the 90s.

3A 10.1 Listen to three interviews. Which job do the people want? Do they get the jobs?

B Listen again. Why do/don’t they get the jobs?

GRAMMAR can/can’t

4A Complete the sentences with can or can’t.

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>sing?</th>
<th>make pizzas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes,</td>
<td>I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No,</td>
<td>I</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I/You/He/She</th>
<th>play guitar, or piano</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We/They</td>
<td>drive.</td>
</tr>
</tbody>
</table>

B Underline the correct alternative to complete the rule.

Rule:
Use can or can’t to talk about your ability/activities you do every day.

C 10.2 Listen. Then listen and repeat.
1 can /kan/
2 can /kæn/
3 can’t /kænt/

D 10.3 Listen to six sentences. Which of the sounds (1, 2 or 3) above do you hear? Write the number.

PRACTICE

5A Complete the questions with can.
1 you / play tennis? Can you play tennis?
2 he / sing?
3 Barbara / ride a horse?
4 you / dance?
5 you and your friend / speak Italian?
6 George / read Chinese?

B Write answers to the questions above.
1 No, I can’t, but I can play football.
2 Yes, I can’t.
3 No, I can’t.
4 Yes, I can, and I can sing, too.
5 No, I can’t, but I can speak Spanish.
6 Yes, I can’t, but I can speak Chinese.

SPEAKING

6A Work in pairs and look at the quiz. Take turns to ask questions and complete the quiz for your partner.

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

What is your perfect job?

<table>
<thead>
<tr>
<th></th>
<th>very well</th>
<th>quite well</th>
<th>not very well</th>
<th>I can’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can you ...</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td>play football</td>
<td>play tennis</td>
<td>play chess</td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td>play tennis</td>
<td>ride a horse</td>
<td>read a map</td>
<td></td>
</tr>
<tr>
<td>act</td>
<td>run five kilometres</td>
<td>language</td>
<td>speak another</td>
<td></td>
</tr>
<tr>
<td>play guitar</td>
<td>play guitar, or piano</td>
<td>remember information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B Turn to the key on page 152. What’s the best job for your partner?

C Work in pairs and answer the questions.
1 Do you think the quiz is right about you?
2 What job would you like to do?
A: The quiz says a good job for me is in sports, but I’d like to be a doctor. I like helping people. What about you?
B: I’d like to be a ...
VOCABULARY life changes

1A Read the list of top ten goals. Which ones can you see in the pictures?

Top ten goals

People often want to make changes in their life: their job, their lifestyle, their relationships. They talk about it, they buy a self-help book ... but usually nothing changes, and then a year later the same goal comes back again. They say, 'This time, I'm really going to make a change!'

We asked our readers: 'What are your goals?'

Here are their top ten:

1. stop smoking
2. get fit
3. spend more time with friends and family
4. work less and relax more
5. help others
6. get organised
7. lose weight
8. learn something new
9. save money
10. change jobs

B Read the list again. Work in pairs. Do you want to do any of these things?

A: I want to get organised.
B: Me, too! And I want to ...

LISTENING

2A 10.4 Listen to five people talk about their goals. Write the number(s) from the list in Exercise 1A next to the name.

1. Tom ___ 4. Rudi ___
2. Fiona ___ 5. Alex ___
3. Liam ___

B Listen again. Are the sentences true (T) or false (F)?

1. Tom's girlfriend can't cook. T
2. He wants to learn Japanese cooking. F
3. Fiona wants to work in an office. T
4. Liam plans to stop watching TV. F
5. Rudi's a good tennis player. T
6. He plans to walk a lot. T
7. Alex plans to spend more time with her friends. T
8. She likes shopping. F

C Work in pairs and discuss. Which people are similar to you? Why?
**GRAMMAR**  
**be going to**

**3A** Look at sentences a)–d) and answer the questions.
1. Are they about the present or future?
2. Which are positive (+) and negative (−)?
   a) I’m going to learn to cook.
   b) My friend Sheila is going to help me.
   c) Then you aren’t going to save money!
   d) Yes, but I’m not going to stop shopping.

**B** Complete the table.

<table>
<thead>
<tr>
<th>I’m</th>
<th>You’re</th>
<th>She’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>going</td>
<td>going</td>
<td>going</td>
</tr>
<tr>
<td>change jobs, work less, get fit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C** Complete the negative form. Put n’t in the correct place in the sentences.

1. He is going to be there.
2. We are going to come.

**D** 10.5 Listen and check your answers to Exercises 3B and 3C. Then listen again and repeat. Pay attention to the pronunciation of going to /ˈɡoʊɪŋ tə/.

---

**SPEAKING**

**5A** Look at the picture. Write your five plans or goals in the boxes.

**B** Work in groups and take turns. Tell other students your plans.

Next summer, I’m going to work in a hotel.

---

**WRITING**

**Checking your work**

**6A** Read the email. Find and correct:
- five mistakes with the punctuation/capitalisation.
- five mistakes with the verbs.

Hi Elif,

Thanks for your email. Here’s the information about my plans. I’m going to be in Istanbul on Sunday for three days. Can we meet? My hotel is the FiveStar in Topsu Street. I’m going to visit the Blue Mosque on Monday and I’d like to look around the markets. Can we have lunch together one day. Are Tuesday good for you? Email me or texted me.

Jayne

---

**After you write something, check your writing. You can check punctuation and verbs. What other things can you check?**

**B** Write an email to another student. Give your plans and arrange a time to meet for lunch. Use the email above to help.

**C** Work in pairs. Check each other’s emails. Use your ideas from the Speakout Tip to help.

**D** Answer your partner’s email.
FUNCTION conversations

1A Work in pairs and answer the questions.
1 How do you say hello and goodbye in your country?
2 How do you start a conversation with a stranger? What do you talk about?

B 10.6 Listen to the conversations and write friends (F) or strangers (S).
1... 2... 3...

C Listen again. Why does the person end the conversation? Tick the correct reason a)–c).
Conversation 1
a) He wants a coffee.
b) He has a lesson.
c) He has no money for lunch.
Conversation 2
a) She’s going to get off the train.
b) She lost her bank card.
c) She doesn’t like the man.
Conversation 3
a) She wants to leave the party.
b) She doesn’t speak any languages.
c) She thinks he’s boring.

2A Complete the conversations with the words in the box. Then check audio script 10.6 on page 160.

great going have (x 2) talk around this think friend time

1 A: Hey, this is a... great place.
    B: Yes, it’s really good. I often come here.
2 B: ... Let’s have coffee.
    A: OK ... wait, is that the...? I’m sorry, I... a lesson at two.
3 A: Excuse me, do you... the time?
    B: Yes, it’s half past four.
    A: So where are you...?
4 B: ... I moved to Madrid when I was ten.
    A: I see ... oh, look, ... is my station.
5 A: What do you... of the music?
    B: It’s not bad.
6 A: So are you from... here?
7 B: I’m sorry, I can see an old... over there. Nice to... to you.
    A: Oh ... and you.

B Work in pairs and look at the conversations above. Find:
1 five phrases for starting a conversation
   This is a great place.
2 five phrases for finishing a conversation
   Is that the time?

C 10.7 Listen and underline the stressed words. Then listen and repeat.
1 What do you think of the music?
2 Are you from around here?
3 Is that the time?
4 Nice to talk to you.
Complete the conversations.

**Student A**

This / be / good / party.

Yes, / it / be. What / you / think / food?

It / be / good.

1 / be / (your name).

Hi, / I / be / (your name).

Yes / I / live in / (place).

be / that / time?

And my train / leave / quarter past.

Nice / talk / you, too.

**Student B**

Yes, / it / be. What / you / think / food?

1 / be / (your name).

you / around / here?

Yes, / I / have / class / half past six.

Nice / talk / you.

Work in pairs and take turns to practise the conversations.

**LEARN TO** respond naturally

4A Work in pairs. How can B respond naturally to A?

1. A: This is a great place.
   B: ____________________________

2. A: Very nice to meet you.
   B: ____________________________

3. A: I hope we meet again.
   B: ____________________________

4. A: Here's my card.
   B: ____________________________

B Work in pairs and take turns. Student A: say goodbye. Student B: answer with a different phrase.

A: Bye.
B: See you later.

**SPEAKING**

6A You are going to role-play a party. Work in pairs and write three ways to start a conversation. You can say/ask something about:

- the food
- the music
- the party
- the other person's plans for the weekend
- last weekend

B Role-play the party. Have conversations with other people. After about one minute, finish the conversation politely and move to another person.

Hi, Luca. This is a great ...

Hi, Jan. What do you think of the ...?

Hi, Marta. What are your plans for ...?

Nice to chat to you.

Is that the time?
**DVD PREVIEW**

**1A** Work in pairs and discuss the questions. Use the ideas below to help. What problems can you have when you:
- learn something new?
- change jobs?
- go to a new place?
- spend time with friends?
- try to get fit?

<table>
<thead>
<tr>
<th>Problem</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have the wrong clothes.</td>
<td>The teacher doesn’t like you.</td>
</tr>
<tr>
<td>You break something.</td>
<td>It’s too expensive.</td>
</tr>
<tr>
<td>You make mistakes.</td>
<td>You don’t feel stupid.</td>
</tr>
<tr>
<td>You don’t know the people.</td>
<td>You don’t understand what to do.</td>
</tr>
</tbody>
</table>

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

1. What does Miranda want to do?
2. Which things from Exercise 1A does she try?

---

**DVD VIEW**

**2A** Watch the DVD. Match the problems and the places.

1. the gym
2. the restaurant
3. the gym

<table>
<thead>
<tr>
<th>Problem</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) The teacher didn’t like her.</td>
<td>a</td>
</tr>
<tr>
<td>b) She broke things.</td>
<td>b</td>
</tr>
<tr>
<td>c) She didn’t understand what to do.</td>
<td>c</td>
</tr>
<tr>
<td>d) She wasn’t good at it.</td>
<td>d</td>
</tr>
<tr>
<td>e) She was stuck.</td>
<td>e</td>
</tr>
</tbody>
</table>

**B** Which phrases did Miranda say? Write M next to them.

a) Excuse me. **M**
b) Are you OK? c) Help! Make it stop please!
d) Sorry about this.
e) Hello again.
f) She is amazing.
g) You are a natural.
h) Really!

**C** Watch the DVD again to check your answers.
**speak out** something new

3A Think about a time when you tried to learn something new. Look at the questions below and make notes:

1. What did you try to learn? When? Why?
2. Did you do it alone or with a friend?
3. Did you have a teacher? Was he or she good?
4. What happened?

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

C Listen to a woman talk about learning something new. Answer the questions in Exercise 3A.

D Listen again and tick the key phrases you hear.

- **key phrases**
  - I wanted to learn (to play guitar/to cook) because ...
  - I went to a class.
  - I tried to learn it (alone/with a friend).
  - I was/wasn't (very) good at it.
  - The teacher was (great/good/not very good).
  - After (four/six) months I (played guitar/did it) really well.
  - I still (do it/play) every day.

4A Work with a new partner and tell each other your stories. Use the key phrases to help.

B Work in groups and take turns. Student A: tell your story. Other students: ask one question.

**writeback** an interview

5A Read the start of the magazine interview and answer the questions.

1. What did the person try to learn? Why?
2. Do you know how to do this activity?
3. If yes, do you like it? If no, would you like to learn to do it?

**Something new**

Q: What did you try to learn?
A: How to use Twitter.
Q: Why did you want to learn it?
A: Because all my friends use Twitter.
Q: When was this?
A: Last summer. I can’t remember when exactly.
Q: So, how did you learn?
A: Well, I asked a friend for help.
Q: What happened?
A: We tried ...

B Write a magazine interview about another student’s learning story.
**COLLOCATIONS**

1A The verbs are in the wrong sentences. Put them in the correct sentence.
1. I often speak Italian food. **cook**
2. I read tennis every weekend. **play**
3. It’s easy to ride maps. **remember**
4. I play two languages. **speak**
5. I cook all my clothes. **cook**
6. I remember my bike to work. **work**
7. I would like to make a bus. **spend**
8. It’s easy to drive phone numbers. **learn**

2A Use the words to make five questions with *What ... can ...?*
What languages can you speak?

**LIFE CHANGES**

3A Underline the correct alternative.
1. get *organised/new*
2. change *smoking/jobs*
3. save *money/weight*
4. learn something *new/others*
5. spend more *jobs/time with friends*
6. work *money/less and relax more*
7. help *organised/others*
8. stop *smoking/fit*
9. lose *weight/time with friends*
10. get less and relax *more/fit*

B Work in pairs and discuss. Which life changes are easy, and which are difficult?
A: I think it’s easy to get organised.
B: For me, it’s difficult.

**BE GOING TO**

4A Look at the list. Write the man’s plans for the day.
He’s going to go to the supermarket.
He’s going to buy some milk and cheese.

**To do:**
- supermarket — milk, cheese
- café — Sue and Jenny
- gym
- cash machine — 200 euros
- newsagent’s — newspaper
- pharmacy — aspirin

B Write a list of four places you’re going to next week.

C Work in pairs. Look at your partner’s list and guess what he/she is going to do.
A: The park. OK, you’re going to walk in the park.
B: No.
A: You’re going to play football.
B: Yes.

**SAYING GOODBYE**

5 Find and correct the mistakes.
1. See you late.
2. By.
3. See you one week.
4. Keep on touch.
5. See soon

**CONVERSATIONS**

6A Complete the conversations with the words in the box.

**A:** Hi!
**B:** Oh, hi. How are you?
**A:** Good, thanks. This is a nice hotel.
**B:** Yes, I sometimes come here for dinner.

**BE GOING TO**

4A Look at the list. Write the man’s plans for the day.
He’s going to go to the supermarket.
He’s going to buy some milk and cheese.

**To do:**
- supermarket — milk, cheese
- café — Sue and Jenny
- gym
- cash machine — 200 euros
- newsagent’s — newspaper
- pharmacy — aspirin

B Write a list of four places you’re going to next week.

C Work in pairs. Look at your partner’s list and guess what he/she is going to do.
A: The park. OK, you’re going to walk in the park.
B: No.
A: You’re going to play football.
B: Yes.
Now is a good time to stop and think about your learning. Look at the questionnaire. What can you do in English?

Tick the boxes for You.

1. I can count to a hundred and say the alphabet.
2. I can talk about my family.
3. I can order food and drink in a café.
4. I can pronounce /bæg/ and /mæd/.
5. I can ask someone about their daily routines.
6. I can describe my breakfast this morning.
7. I can tell the time.
8. I can talk about transport in my town.
9. I can buy a train ticket.
10. I can use correct punctuation in my writing.
11. I can answer questions about my last holiday.
12. I can use intonation to sound interested.
13. I can give simple directions in a shop.
14. I can talk about my likes and dislikes.
15. I can talk about my plans for next year.

Reading and Grammar

1A Work alone and complete the questionnaire for you.

B Work in pairs and take turns. Complete the questionnaire for your partner.

A: Can you ...?
B: Yes, I can. How about you?
A: Yes, I think I can. Can you ...?

C Complete the sentences about you with the words in the box.

- reading
- listening
- speaking
- writing
- grammar
- pronunciation
- spelling
- vocabulary

1. _______ and _______ in English are OK for me.
2. I want to improve my _______ and _______ in English.

D Work in pairs and compare your answers.

2A Read the text from a student’s diary. Then replace the underlined words with the pronouns in the box.

her she we they me he us (x 2)

them him

Julia, my teacher, often corrects my pronunciation and so I asked her teacher to help me.

In the next lesson, Julia took the class to the computer room and Julia gave the class books.

The books were in very easy English and the books were all different. Then the class read our books and listened to the books on a CD. Then Julia asked the class to say the words with the speaker on the CD.

I think this is a good way to improve my pronunciation and my friend Juan, said it was good for him too.

Juan has problems with listening in English. He said reading and listening together was useful.

B Work in pairs and answer the questions.

1. Do you read books or magazines or websites in English? Which ones?
2. Do you read and listen to books at the same time? Why is this useful?
3. Do you sometimes listen and say the words with the speaker? Why is this useful?
LISTENING AND GRAMMAR

3A  R5.1 Listen to students talk about learning English. Match the speaker and the problem.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Speaking</td>
</tr>
<tr>
<td>2</td>
<td>Grammar</td>
</tr>
<tr>
<td>3</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>4</td>
<td>Writing</td>
</tr>
<tr>
<td>5</td>
<td>Listening</td>
</tr>
</tbody>
</table>

B Listen again and underline the correct alternative.
1 I'm going to learn seven/ten new words every day.
2 I'm going to look at the BBC news website and read/write down new words.
3 In the lesson/coffee break, I'm not going to speak in my language.
4 I'm going to listen to my CD and read the audio scripts at the same time/sometimes.
5 I'm going to write/read a diary every night, in English.
6 I'm going to write about my life/day.

C Which three things in Exercise 3B do you think are the best ideas?

SPEAKING

4A Work alone. Choose two learning goals from column A. Make notes about your plans in column B. Use ideas from Exercise 3A and your own ideas.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want to improve my reading</td>
<td>so I'm going to ...</td>
</tr>
<tr>
<td>writing</td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td></td>
</tr>
<tr>
<td>speaking</td>
<td></td>
</tr>
<tr>
<td>vocabulary</td>
<td></td>
</tr>
<tr>
<td>grammar</td>
<td></td>
</tr>
<tr>
<td>pronunciation</td>
<td></td>
</tr>
</tbody>
</table>

B Work in groups and take turns. Tell other students about your plans.
5 Work in groups. Look at page 117 and play the Speakout Game.

SOUNDS: /ə:/ AND /ɜ:/

6A  R5.2 Listen to the sounds and the words. Then listen and repeat.

<table>
<thead>
<tr>
<th>/ə:/</th>
<th>/ɜ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>car</td>
<td>person</td>
</tr>
</tbody>
</table>

B  R5.3 Listen and put the words in the box in the correct group. Then listen and repeat.

start word first last party learn girlfriend guitar can't work circle dance

<table>
<thead>
<tr>
<th>/ə:/</th>
<th>/ɜ:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>car, start</td>
<td>person, word</td>
</tr>
</tbody>
</table>

7A Work in pairs. Complete the word and circle the sound in each word.

A country /ə:/
Argentina

A fruit /ɜ:/

A month /ə:/

A form of be /ɜ:/

An adjective /ə:/

A time of day /ɜ:/

A verb /ə:/

A nationality /ɜ:/

A colour /ɜ:/

A type of clothes /ɜ:/

A day /ə:/

A form of be /ɜ:/

An adjective /ə:/

A number /ɜ:/

B Work with another pair and compare.
Work in groups and take turns. Student A: roll the dice and move your counter to the correct square. Look at the colour of the square and follow the instructions on the square in the same colour at the top.

<table>
<thead>
<tr>
<th>Start</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>your town/city or country</td>
<td>transport</td>
<td>what you usually do at the weekend?</td>
<td>ordering in a café</td>
<td>your family</td>
<td></td>
</tr>
<tr>
<td>countries</td>
<td>why you like to speak English?</td>
<td>asking for information about a concert</td>
<td>a favourite object</td>
<td>places</td>
<td></td>
</tr>
<tr>
<td>buying a train ticket</td>
<td>shopping</td>
<td>drink</td>
<td>what you do last weekend?</td>
<td>telling the time</td>
<td>what you do tonight?</td>
</tr>
<tr>
<td>food</td>
<td>you here this time last week?</td>
<td>giving directions</td>
<td>your diet</td>
<td>adjectives for feelings</td>
<td>what your favourite subject/in school?</td>
</tr>
<tr>
<td>starting a conversation</td>
<td>how you travel</td>
<td>colours</td>
<td>be good in a restaurant/near here?</td>
<td>in a hotel</td>
<td>your life ten years ago</td>
</tr>
<tr>
<td>jobs</td>
<td>what time you get home/every day?</td>
<td>asking the teacher a classroom question</td>
<td>last weekend</td>
<td>clothes</td>
<td>you happy?</td>
</tr>
<tr>
<td>making a request</td>
<td>your perfect job</td>
<td>office objects</td>
<td>when you last travel by boat?</td>
<td>ending a conversation</td>
<td>Finish!</td>
</tr>
</tbody>
</table>
1.1 be: I/you

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ I'm am junho, from Japan. You're are.</td>
<td>- I'm not am not Felipa, from Peru. You aren't are not.</td>
</tr>
</tbody>
</table>

I'm = I am. You're = You are. Use contractions (I'm, you're) in speaking.

Questions

<table>
<thead>
<tr>
<th>Where</th>
<th>am I?</th>
<th>are you from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I right?</td>
<td>Are you Ed Black? from Sydney?</td>
<td></td>
</tr>
</tbody>
</table>

I'm in classroom 3. Am I in classroom 3?

You're Jim. Are you Jim?

Use be + subject (I/am, you/are) for questions.

Short answers

<table>
<thead>
<tr>
<th>Yes,</th>
<th>I am. you are.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No,</td>
<td>I'm not. you aren't.</td>
</tr>
</tbody>
</table>

Use short answers to yes/no questions: Are you David Snow? Yes, I am David Snow.

Don't use contractions in positive short answers: Yes, I am. NOT Yes, I'm.

Use be with names: I'm Olga.

Use be to say or ask where a person is from: Are you from Russia?

Use be with ages: I'm nine.

1.2 be: he/she/it

Positive and negative

<table>
<thead>
<tr>
<th>+ He</th>
<th>She</th>
<th>It is a doctor. from Germany.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- He/She/It</td>
<td>isn't not right.</td>
<td></td>
</tr>
</tbody>
</table>

He's, she's, it's = he is, she is, it is.

He isn't, she isn't, it isn't = he is not, she is not, it is not.

Use contractions (he's, she's, etc.) in speaking.

Questions

<table>
<thead>
<tr>
<th>Where</th>
<th>is he/she/it from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is he/she/it in Australia?</td>
<td></td>
</tr>
</tbody>
</table>

Use be + subject (he/she/it) for questions.

She's a student. Is she a student?

Short answers

<table>
<thead>
<tr>
<th>Yes,</th>
<th>he/she/it is.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No,</td>
<td>isn't.</td>
</tr>
</tbody>
</table>

Use short answers to yes/no questions: Is she from Spain? Yes, she is.

Don't use contractions in positive short answers: Yes, it is. NOT Yes, it's.

Use be + a/an to talk about jobs: I'm a nurse. He's an actor.

1.3 giving personal information

<table>
<thead>
<tr>
<th>What's your first name? family name? nationality? job? phone number? email address?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm Argentinian. an engineer.</td>
</tr>
<tr>
<td>It's Marie. 0147385. <a href="mailto:marie.973@hotmail.com">marie.973@hotmail.com</a></td>
</tr>
</tbody>
</table>

For email addresses, say: marie dot nine seven three at hotmail dot com.

For telephone numbers, for 0, say oh in British English. In American English, say oh or zero.
1.1 A Complete the conversation with words in the box.

A: Hi, I'm Wayne.
B: Hi, I'm Jed.
A: Are you from Australia?
B: No, I'm not. I'm from New Zealand.
A: Yes.
B: Thanks.
A: Where are you from?
B: I'm from Wellington.
A: Oh, how are you from Wellington, New Zealand. Nice.
B: Thanks.
A: Are you OK?
B: No.

B Complete the answers.

1. Where's Kuala Lumpur?
   It's in Malaysia.
2. Where's Edinburgh?
   It's in Scotland.
3. Where's Roger Federer from?
   He's from Switzerland.
4. Is Angela Merkel from Germany?
   Yes, she is.
5. Is Hyundai from Japan?
   No, it's from South Korea.
6. Where's the Maracanã Stadium?
   It's in Brazil.
7. Is Emma Watson from the US?
   No, she's from England.
8. Is Buenos Aires in Brazil?
   No, it's in Argentina.

1.2 A Complete the questions.

1. Where's Kuala Lumpur?
   It's in Malaysia.
2. Where's Edinburgh?
   It's in Scotland.
3. Where's Roger Federer from?
   He's from Switzerland.
4. Is Angela Merkel from Germany?
   Yes, she is.
5. Is Hyundai from Japan?
   No, it's from South Korea.
6. Are you from New Zealand? Where in New Zealand?
   Yes, from New Zealand.
7. Are you from Wellington?
   Yes, I'm from Wellington.
8. Are you from Rome?
   No, I'm not.
   I'm from Venice.
9. Where in Wellington?
   I'm from Wellington.
10. Are you from Rome?
    I'm not.
    I'm from Venice.

B Complete the questions.

1. Where's Frank?
   He's in New York.
2. Where's Maria?
   She's from Portugal.
3. Where's Auckland?
   It's in New Zealand.
4. Where's Dublin?
   It's in Ireland.
5. Is the waiter?
   No, he's a customer.
6. Is the teacher?
   No, she's a student.
7. Is Emma Watson from the US?
   Yes, she is.
8. Is Magda from Germany?
   Yes, she is.

1.3 A Find and correct the mistakes in the conversation. There are six mistakes.

A: What is your first name?
B: Ana.
A: And what's your family name?
B: I'm Fernandez.
A: What's your nationality?
B: I'm Italian.

A: And your number phone?
B: It's 0372 952 594.
A: What's email address?
B: It's anastella247@hotmail.com.
A: How you spell 'anastella'? With one 'n'?
B: Yes, one 'n' and two 'l's.
2.1 be: you/we/they

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>+ You are students from India.</td>
<td></td>
</tr>
<tr>
<td>- We aren’t married.</td>
<td></td>
</tr>
<tr>
<td>- They aren’t married.</td>
<td></td>
</tr>
</tbody>
</table>

*married = husband and wife

Use you for one person or for two, three, four, etc. people.

Questions and short answers

<table>
<thead>
<tr>
<th>?</th>
<th>Where</th>
<th>are you/we/they from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>?</td>
<td>Are you we/they in the right room?</td>
<td></td>
</tr>
<tr>
<td>Yes,</td>
<td>you/we/they are.</td>
<td></td>
</tr>
<tr>
<td>No,</td>
<td>you/we/they aren’t.</td>
<td></td>
</tr>
</tbody>
</table>

They’re married. Are they married?

Use be + subject (you/we/they) for questions.

Use short answers to yes/no questions: Are you students?

Yes, we are. NOT Yes; we’re students.

Don’t use contractions in positive short answers: Yes, they are. NOT Yes, they’re.

2.2 possessive adjectives: my/your/his/her/its/our/their

<table>
<thead>
<tr>
<th>subject pronoun</th>
<th>possessive adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

Use your pens, NOT yours pens.

Use its for things and animals.

Look at the spelling:

It’s = it is. It’s a cat.

Its = possessive: Its name is Lucky. NOT It’s name is Lucky.

2.3 making suggestions

<table>
<thead>
<tr>
<th>suggestions</th>
<th>response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Let’s go.</td>
<td>Good idea.</td>
</tr>
<tr>
<td>Let’s stop.</td>
<td>OK.</td>
</tr>
<tr>
<td>Let’s eat.</td>
<td>Great.</td>
</tr>
<tr>
<td>Let’s not have a coffee.</td>
<td></td>
</tr>
<tr>
<td>Let’s not have a break.</td>
<td></td>
</tr>
<tr>
<td>Let’s not sit down.</td>
<td></td>
</tr>
</tbody>
</table>

Use let’s + verb to suggest a good idea.

It is a suggestion for you and me.

The negative is Let’s not + verb: Let’s not go.
2.1 A Change the words in bold to they, we or you.
1 Kevin and Nick are actors. 
They’re actors.
2 Michelle and I are from France.
3 You and Chan are in the wrong room.
4 Are your mother and father Brazilian?
5 My teachers are Louise and Kerri.
6 Ryan and I are married.
7 The students aren’t in class.
8 A: Where are you and Jeff?
B: Jeff and I are in class.

B Complete the conversation.
A: Hi, where / you / from?
B: We / California.
A: you / Los Angeles?
B: No / we / not. We / San Francisco.
A: you / Kathy and Chris!
B: No, / they / in Room 205!

2.2 A Complete the sentences with the words in the box.
my our its her their his your (x 2)

my
A: Hi, name’s Gina. What’s name?
B: Hi, I’m Brad.
2 A: Who’s she?
B: Oh, name’s Julia.
3 A: And who’s the man with Julia?
B: I don’t know name.
4 A: It’s an American sport.
B: What’s name?
A: American football!
5 A: Mr and Mrs Black, what’s phone number?
B: phone number’s 2048 306 8420473.
6 A: This is a photo of the children.
B: What are names?
A: Jake and Patsy.

B Complete the conversations with the correct subject pronoun (I, you, he, etc.) or correct possessive adjective (my, your, his, etc.).
Conversation 1
A: Excuse me, is name Black?
B: No, isn’t. name’s Depp.
A: Are Johnny Depp, the actor?
B: No, ’m not! Please go away!
Conversation 2
A: Where’s Angela?
B: isn’t here.
A: What’s mobile number?
B: Sorry, I don’t know.
Conversation 3
A: Are students?
B: Yes, are. Are you teacher?
A: Yes, am.

2.3 A Find and correct the mistakes. There are three mistakes in each conversation.
Conversation 1
A: I’m very tired.
B: OK, let stop now. let’s
A: That a good idea.
B: And let’s a coffee.
A: No, thanks. I’m not thirsty.
Conversation 2
A: I hungry.
B: I too.
A: Let we eat at the pizzeria.
B: Good idea.
3.1 this/those/these/those

<table>
<thead>
<tr>
<th></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>here</td>
<td>this key</td>
<td>these keys</td>
</tr>
<tr>
<td>there</td>
<td>that key</td>
<td>those keys</td>
</tr>
</tbody>
</table>

With *this*/that, use *is*:  *This is my book. That's your book.*

With *these*/those, use *are*:  *These are my DVDs. Those are your DVDs.*

3.2 possessive 's

<table>
<thead>
<tr>
<th></th>
<th>my father's</th>
<th>my friend's</th>
<th>Rob's</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's</td>
<td>brother</td>
<td>children</td>
<td>keys.</td>
</tr>
<tr>
<td>They're</td>
<td>key</td>
<td>keys</td>
<td></td>
</tr>
<tr>
<td>They're</td>
<td>Francis's</td>
<td>mobile?</td>
<td></td>
</tr>
<tr>
<td>Is that</td>
<td>Francis's</td>
<td>mobile?</td>
<td></td>
</tr>
<tr>
<td>Mariam is</td>
<td>Jalil and Laila's</td>
<td>daughter.</td>
<td></td>
</tr>
<tr>
<td>Catherine's</td>
<td>family name is Hart.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use 's to show possession.

Use 's with objects: *Rebecca's car, Wei's book.*

Use 's with personal information:  *James's email address, Lorenzo's phone number.*

Use 's with family: *Eva's parents, Lucy's brother.*

With two people, put the 's after the second person:  *That is Carl and Olga's house.*

Note:  *Tony's a waiter = Tony is.*

I'm Tony's father = possessive 's.

Use 's after a word ending in s: *I like Boris's coat.*

3.3 ordering in a café

**Ordering**

<table>
<thead>
<tr>
<th></th>
<th>tea, mineral water, cake,</th>
<th>please?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I have</td>
<td>coffee, cola, sandwiches,</td>
<td></td>
</tr>
<tr>
<td>two</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Taking orders**

Can I help you?
Anything else?
That's £8.

<table>
<thead>
<tr>
<th>giving alternatives</th>
<th>response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still</td>
<td>sparkling?</td>
</tr>
<tr>
<td>White or</td>
<td>brown bread?</td>
</tr>
<tr>
<td>Espresss</td>
<td>cappuccino?</td>
</tr>
</tbody>
</table>
3.1 A Look at the picture and complete the conversation with this, that, these or those.
A: Excuse me, is this your shop?
B: Yes, it is.
A: And is this your window?
B: Yes, is this your football?
A: No, it’s their football.
B: Are these your children?
A: Yes, Jerry’s and Ed’s.

Complete the sentences with possessive’s.
I Jon and Ellen

Mark Sarah

1 Jon is Ellen’s husband.
2 Ellen is Mark’s mother.
3 Mark is Sarah’s brother.
4 Sarah is Mark’s sister.
5 Mark is Sarah’s son.
6 Sarah is Mark’s daughter.
7 Ellen is Mark’s wife.
8 Jon and Ellen are Mark’s parents.

B Find and correct the mistakes with this/that/these/those in the conversations.
Conversation 1
A: These are our photos of Thailand.
B: Is this your hotel?
A: Yes, it is, and this are our friends, Sanan and Chai.

Conversation 2
A: What’s this over there?
B: It’s Red Square. And this is your hotel here.
A: Thank you.

Conversation 3
A: What are those in English?
B: They’re ‘coins’. That one here is a pound coin.

Conversation 4
A: Who are that people over there?
B: That’s my brother, Juan and his friends.

Conversation 5
A: Where are those students from?
B: They’re from Bogotá, in Colombia.
A: And those student?
B: She isn’t a student. She’s our teacher!

3.2 A Write sentences about the family. Use possessive’s.

Jon and Ellen

Mark Sarah

I Jon is Ellen’s husband.
2 Ellen is Mark’s mother.
3 Mark is Sarah’s brother.
4 Sarah is Mark’s sister.
5 Mark is Sarah’s son.
6 Sarah is Mark’s daughter.
7 Ellen is Mark’s wife.
8 Jon and Ellen are Mark’s parents.

B Complete the sentences with possessive’s.
1 He’s Matt. This is his computer.
   This is Matt’s computer.
2 That’s Josh. I’m his friend.
   I’m Josh’s friend.
3 She’s Emily. Are you her sister?
   Are you Emily’s sister?
4 He’s Eric. His family name’s White.
   Eric’s White.
5 They’re Bella and David. These are their children.
   These are Bella and David’s children.
6 This is Rex. His phone number is 396 294.
   Rex’s phone number is 396 294.

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

you that’s have or one can else

you
A: Can I help you?
B: Yes, can I an egg sandwich, please?
A: White brown bread?
B: Brown, please.
A: Anything?
B: Yes, I have two coffees, please?
A: Espresso or cappuccino?
B: One espresso and cappuccino.
A: OK, six fifty.
4.1 present simple: I / you / we / they

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>Wh- questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I</strong> work in an office.</td>
<td>Where do you live?</td>
</tr>
<tr>
<td><strong>You</strong> have two children.</td>
<td>Do you study?</td>
</tr>
<tr>
<td><strong>We</strong> don't like egg sandwiches.</td>
<td>When do you work?</td>
</tr>
<tr>
<td><strong>They</strong> do not like egg sandwiches.</td>
<td></td>
</tr>
</tbody>
</table>

For the negative, use don't + verb: I don't live here. Don't = do not. Use the contraction don't in speaking.

Use the present simple to talk about things that are always true.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you / we / they have a car?</td>
<td>Yes, I / we / they do. No, I / we / they don't.</td>
</tr>
</tbody>
</table>

For a question, use do + subject + verb. Do you understand? NOT understand you?

In short answers, use Yes, I do. No, I don't. NOT Yes, I understand. No, I don't understand.

4.2 present simple: he / she / it

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>Spelling rules: present simple: he / she / it</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>He</strong> likes children.</td>
<td>verbs type: rule example</td>
</tr>
<tr>
<td><strong>She</strong> goes to Mexico.</td>
<td>+ -s work – he works love – she loves</td>
</tr>
<tr>
<td><strong>It</strong> has an airport.</td>
<td>verbs ending in: -ch, -o, -s, -sh, -x + -es teach – he teaches do – she does</td>
</tr>
<tr>
<td><strong>He</strong> doesn't live in Barcelona.</td>
<td>consonant + -y y + -ies study – he studies cry – she cries</td>
</tr>
<tr>
<td><strong>She</strong> does not work in a bank.</td>
<td></td>
</tr>
<tr>
<td><strong>It</strong> doesn't have a market.</td>
<td></td>
</tr>
</tbody>
</table>

For the negative, use doesn't + verb: She doesn't like chocolate. Doesn't = does not. Use the contraction doesn't in speaking.

Have is irregular: He has a new computer.

4.3 telling the time

**Asking the time**

What time is it?
What time is the film / match / lesson?

**Telling the time**

It's two o'clock. The match is at three o'clock.
**PRACTICE**

**A.** Complete the sentences with the verbs in the box.

- read, write, eat, have, know, drive, like, live

1. I **don’t read** newspapers. (-)
2. You **like** the colour red. (+)
3. They **have** a sister. (-)
4. We **write** to work. (-)
5. I **eat** emails in English. (+)
6. We **like** in Rome. (+)
7. They **know** a lot of cakes! (+)
8. You **drive** the answer. (-)

**B.** Put the words in the correct order to make questions.

1. like / Do / children / you?
   Do you like children?
2. and / live / you / Jack / together / Do?
3. you / in / work / Do / an / office?
4. sweater / Do / have / black / you / a?
5. Do / Spanish / understand / parents / your?
6. work / to / walk / you / Do?

**C.** Complete the short answers for questions 1–6 in Exercise B.

1. Yes, **I do**.
2. No, **I don’t**.
3. Yes, **I do**.
4. No, **I don’t**.
5. Yes, **I do**.
6. No, **I don’t**.

**D.** Write the questions. Use the words in bold to help.

1. **What do you study?** (you)
   I study English.
2. **Where does your mother work?** (you)
   We work in Hong Kong.
3. **Do you have a break at ten?** (we)
   You have a break at ten.
4. **Is his English good?** (you)
   G-e-o-r-g-e.
5. **What lessons do they like?** (they)
   They like sport and TV.

**4.2**

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

1. My mother **lives** in Paris because she **likes** cities. (live, like)
2. Rudy **emails** me but he **phones** me every week. (not email, phone)
3. My husband **drives** to work or he **walks**. (drive, walk)
4. Lana **walks** at home but she **goes** it. (work, not like)
5. Marco **drinks** four coffees every day because **has** tea. (have, not like)
6. Gina **speaks** English but she **understands** it. (understand, not speak)

**B.** Find and correct three mistakes in each conversation.

**Conversation 1**

A: My wife, Kalila, is a teacher.
B: Near here?
A: Yes, she has a job at City School. She teaches Arabic.
B: Is it a good place to work?
A: Yes, but she doesn’t like the travel every day.

**Conversation 2**

A: My son Jaime studies engineering at Madrid University.
B: Oh, my daughter goes there. She likes it a lot.
A: Yes, Jaime says it’s good too.

**4.3**

**A.** Write the times in words.

- 5:00
- 6:15
- 9:30
- 8:45
- 12:30
- 11:00
- 7:15

**C.** Write the answers in words.

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
5.1 present simple questions: he/she/it

<table>
<thead>
<tr>
<th>Yes/No questions:</th>
<th>? Does it have a big breakfast?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short answers:</td>
<td>Yes, it does.</td>
</tr>
<tr>
<td></td>
<td>No, it doesn't.</td>
</tr>
</tbody>
</table>

Use does + subject + verb for a question. Does she cook dinner? NOT cooks she dinner?

In short answers, use Yes, he does. No, he doesn't. NOT Yes, she cooks. No, she doesn't cook.

5.2 adverbs of frequency

| Positive and negative | + | 1/You/We | always work on Sundays. |
|                       | - | He/She   | don’t usually cook breakfast. |

Adverbs of frequency go before most verbs. I sometimes write emails in English.

5.3 asking for information

<table>
<thead>
<tr>
<th>Questions</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What time</td>
<td>does</td>
<td>the tour leave?</td>
</tr>
<tr>
<td>When</td>
<td>is</td>
<td>lunch?</td>
</tr>
<tr>
<td></td>
<td>does</td>
<td>it cost?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Responses</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>It opens</td>
<td>at nine.</td>
<td>from 6a.m. to 10p.m.</td>
</tr>
<tr>
<td></td>
<td>It closes</td>
<td>at two o’clock.</td>
</tr>
<tr>
<td></td>
<td>It leaves</td>
<td>at half past nine.</td>
</tr>
<tr>
<td>It costs</td>
<td>twenty euros.</td>
<td></td>
</tr>
</tbody>
</table>
PRACTICE

5.1 A Put the words in the correct order to make questions.
1 live / Does / here / Patrizia?
2 Does Patrizia live here?
3 Chinese / Stefan / Does / speak?
4 your / like / job / brother / his / Does?
5 a / cat / have / Does / name / your?
6 word / this / Does / mean / 'very big'?

B Complete the answers with does or doesn't.
a) Yes, she _______ does ______. A son and a daughter.
b) Yes, she _______. In flat five.
c) No, it _______. It means 'very good'.
d) Yes, he _______. but he works from eight to seven.
e) No, he _______. but he speaks Japanese.
f) Yes, it _______. Its name is Fluffy.

C Match questions 1–6 with answers a)–f).
1b)

D Complete the questions. Use the words in brackets.
Conversation 1
A: Where _______ does your brother live? (your brother)
B: He lives in Copenhagen.
A: Where _______ (he)
B: He works in a school.
Conversation 2
A: What time _______? (Cristina)
B: She gets home at half past four.
A: And when _______? (she)
B: She has dinner at six o'clock.
Conversation 3
A: What time _______? ('late')
B: It means after the correct time.
A: Oh. And what time _______? (the lesson)
B: It starts at 9 a.m.

5.2 A Complete the sentences. Use the words in brackets.
1 I do sport. (never)
I never do sport.
2 My mother phones me on Monday evenings. (usually)
3 He's tired in the mornings. (often)
4 We have a drink after work on Fridays. (always)
5 Do you walk to work? (usually)
6 I'm at home in the afternoons. (not usually)
7 Classes are on Saturdays. (sometimes)
8 I watch TV. (not often)

B Look at the chart and complete the conversation. Use adverbs of frequency.

<table>
<thead>
<tr>
<th></th>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>vegetables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chicken</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>steak</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fish</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chips</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✓</td>
<td>✔</td>
</tr>
</tbody>
</table>

A: So, Mr Price, let's look at your diet. Do you eat vegetables and fruit?
B: Er, no, doctor. I _______ eat ______ vegetables and I _______ ______ fruit.
A: What about meat and fish?
B: Well, I _______ fish, maybe once or twice a week and I _______ chicken. I like steak so I _______ ______ steak for lunch and I _______ ______ it with chips.

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

me do to it does what opens except

A: Excuse _______?
B: Can I help you?
A: Yes, time is dinner?
B: From seven half past ten.

A: And you have a swimming pool?
B: Yes, it opens every day Sunday.
A: When does open?
B: It at seven in the morning.
A: When it close?
B: It closes at nine in the evening.
6.1 *there is/are*

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ There</td>
<td>is a restaurant in the station.</td>
<td>isn't a hotel over there.</td>
</tr>
<tr>
<td>is a snack bar here.</td>
<td>aren't any cafes near here.</td>
<td></td>
</tr>
<tr>
<td>are payphones here.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions**

<table>
<thead>
<tr>
<th>Is there a cash machine here?</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, there is.</td>
<td>No, isn't.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are there any shops in the station?</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, there are.</td>
<td>No, aren't.</td>
</tr>
</tbody>
</table>

6.2 *a/an, some, a lot of, not any*

Use *a/an* + singular noun for one thing or person. Use *a* before consonants (b, c, d, f, etc.) and *an* before vowels (a, e, i, o, u).

*There's a problem. Can I have an egg sandwich?*

Use *some* + plural noun for a small number of things or people.

*I have some stamps in my bag.*

Use *a lot of* + plural noun for a large number of things or people.

*Are there a lot of students in your class?*

Use *not any* + plural noun for zero (0).

*I don't have any bananas.*

6.3 *buying a ticket*

**Asking for a ticket**

- A single to Cairo, please.
- A return to Paris for tomorrow, please.
- Two singles
- A monthly pass to Victoria Station, please.

**Giving information**

- What time do you want to go?
- To go? to come back?
- There's a bus one at half past four.
- The train leaves from platform 2.
- The bus leaves from gate 21.

**Asking for information**

- What time is the next bus?
- When does it arrive in Dublin?
6.1 A Look at the picture and read the sentences. Write sentences beginning with There's, There are. There isn't or There aren't.
1 There's a book, so I think the woman likes reading.
2 ________ , so I think she likes the cinema.
3 ________ , so she works in a bank.
4 ________ , so she doesn't have a car.
5 ________ , so she's married.
6 ________ , so she doesn't have good eyes.
7 ________ , so she likes cats.
8 ________ , so maybe she doesn't have any children.

B Complete the conversations with the words in the box.
Is there aren't there (x 2) are (x 3) there's isn't are is (x 2)

Conversation 1
A: 1 Is there a wallet on the table?
B: No, there 2 ________ , but 3 ________ a bag.

Conversation 2
A: Excuse me, 4 ________ 5 ________ any toilets near here?
B: Yes, there 6 ________ men's and women's toilets over there.

Conversation 3
A: 7 ________ there any night buses?
B: No, there 8 ________ , but there 9 ________ taxis.

Conversation 4
A: Excuse me, 10 ________ 11 ________ a doctor here?
B: Yes, there 12 ________ . Dr Mantel!

6.2 A Look at the picture and complete the sentences with There's/ are and a/an, some, a lot of or not (not) any.
1 ________ phone.
2 ________ photos.
3 ________ computer.
4 ________ apple.
5 ________ pens.
6 ________ keys.

B Put the words in order to make sentences.
1 have / lot / money / Students / a / of / don't
2 a / pages / has / lot / book / A / usually / of
3 have / Some / don't / people / home / a
4 any / but / sister / Ben / have / has / brothers / he / doesn't / a
5 of / Our / has / lot / students / school / a
6 a / of / Some / have / lot / children / people

6.3 A Complete the conversation with the words in the box.
singles a 's do it tomorrow

singles
A: Two [ ], to Glasgow, please.
B: For today?
A: Sorry, no, for.
B: When you want to go?
7.1 past simple: was/were

Positive and negative

| + | I/He/She/It was here yesterday. |
| + | You/We/They were at work on Friday. |
| - | I/He/She/It wasn’t tired this morning. |
| - | You/We/They weren’t |

The past simple of be is was/were. Use was/were to talk about the past.

Add n’t (not) for the negative: wasn’t = was not, weren’t = were not.

Use contractions in speaking: I wasn’t here yesterday.

Wh- questions with was/were

Where was your party?
When were the last Olympic Games?

Use Wh- question words + was/were + subject to ask questions in the past.

What was the problem?

Questions

<table>
<thead>
<tr>
<th>Was</th>
<th>I/he/she/it OK?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>I/he/she/it was.</td>
</tr>
<tr>
<td>No</td>
<td>I/he/she/it wasn’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Were</th>
<th>You/we/they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>You/we/they were.</td>
</tr>
<tr>
<td>No</td>
<td>You/we/they weren’t.</td>
</tr>
</tbody>
</table>

Use was/were + subject (I, you) for questions.

She was in Spain. Was she in Spain?
You were at school together. Were you at school together?

Use short answers to yes/no questions:

Was it good? Yes, it was. NOT Yes, it was good.

7.2 past simple: regular verbs

Positive and negative

| + | I/You/He/She/It/We/They worked yesterday. |
| + | closed at four. |
| + | cried all night. |
| + | stopped last week. |
| - | didn’t wait. |
| - | did not start. |

Spellings: regular past simple verbs

- verbs ending in:
  - + -ed: work - worked
  - -e + -d: close - closed
  - consonant + -y: cry - cried
  - consonant-vowel-consonant: double the final consonant + -ed: stop - stopped

Note: opened, listened NOT openned, listened

The past simple is the same for I/You/He/She/It/We/They.

In the negative, use didn’t + verb. I didn’t dance. NOT I didn’t danced.

Use the contraction didn’t in speaking.

Use the past simple to talk about:

- something which happened at a point in the past.
  We arrived at three o’clock.

- something which started and finished in the past.
  We played tennis for three hours.

7.3 giving opinions

Asking for opinions

| How was the food? |
| How was the party? |

Giving opinions

| It is/was delicious, lovely, great. |
| They’re/were fantastic, good, boring. |
| It wasn’t very good. |

Use I think with opinions: I think it’s very good.
PRACTICE

7.1 A Complete the sentences with the correct form of be in the present or the past.
1 I ___ (+) here now but I ___ (-) here yesterday.
2 He ___ (-) at home today, but he ___ (+) at home yesterday.
3 The shops ___ (-) open yesterday, but they ___ (+) open today.
4 We ___ (+) all tired yesterday, but we ___ (-) tired today.
5 She ___ (-) at work yesterday, but she ___ (+) at work today.
6 You ___ (+) relaxed today, but you ___ (-) relaxed yesterday.

B Complete the questions about the past and write the short answers.
1 James / here / this morning? X
Was James here this morning? No, he wasn’t.
2 the film / good? ✓
3 your brothers and sisters / nice to you? ✓
4 you / cold / in Scotland? X
5 you and Emma / at the party? X
6 there / a gift shop / in the hotel? ✓

7.2 A Write the sentences in the past simple with the words in brackets.
1 The shop opens at ten. (Yesterday / nine)
   __________

2 My father plays golf at the weekend. (Last weekend / tennis)
   __________

3 Francisco works in a bank. (Last year / shop)
   __________

4 The baby cries a lot. (Last night / all night)
   __________

5 My parents often move home. (In 2009 / to Barcelona)
   __________

6 The train stops for a quarter of an hour. (Yesterday / half an hour)
   __________

B Complete the sentences with the correct form of the past simple.
1 In 2010 / we / live / in London, but / we / not / like / it.
   _ __________

2 I / not / watch / TV last night. I study / for three hours.
   _ __________

3 Noriko / email / me yesterday, but she / not / phone.
   _ __________

4 The film / not / start / until eight, and / it / finish / at eleven.
   _ __________

5 James / want / to see the concert, but he / arrive / an hour late.
   _ __________

6 I / repeat / the instructions because / the students / not / understand.
   _ __________

7.3 A Find and correct the mistakes. There are three mistakes in each conversation.

Conversation 1
A: Hi, Sally. Who was the film?
B: It was delicious, really great.
A: Who was in it?
B: Tom Hanks.
A: How is he?
B: He was fantastic.

Conversation 2
A: Who’s the chicken?
B: It’s very good — really awful.
A: Oh, I’m sorry.
B: How about your steak?
A: I think it’s OK.
B: And this restaurant is very expensive.
A: Yes, it is!
8.1 past simple: irregular verbs

<table>
<thead>
<tr>
<th>+</th>
<th>/You/We/They/He/She/It</th>
<th>went camping</th>
<th>had a good time</th>
<th>met a lot of people</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>/You/We/They/He/She/It</td>
<td>didn’t go on holiday</td>
<td>didn’t have breakfast</td>
<td>met our friends</td>
</tr>
</tbody>
</table>

Many common verbs have an irregular past simple form.
The negative form is the same for regular and irregular verbs.
I didn’t go camping. NOT I didn’t went camping.
He didn’t have a good time. NOT He didn’t had a good time.

8.2 past simple: questions

<table>
<thead>
<tr>
<th>Yes/No questions</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did /you/he/she/it/we/they start in New York?</td>
<td>Yes, /you/he/she/it/we/they did.</td>
</tr>
<tr>
<td>Did /you/he/she/it/we/they go to Paris?</td>
<td>No, we/they didn’t.</td>
</tr>
</tbody>
</table>

Use Did + subject + verb for a question. Did you start? NOT Did you started? Did you went?
The question form is the same for regular and irregular verbs.
In short answers, use Yes, I did/No, I didn’t. NOT Yes, I started. No, I didn’t go.

<table>
<thead>
<tr>
<th>Wh- questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
</tr>
<tr>
<td>Where</td>
</tr>
<tr>
<td>Why</td>
</tr>
<tr>
<td>How</td>
</tr>
<tr>
<td>What</td>
</tr>
<tr>
<td>Who</td>
</tr>
</tbody>
</table>

The question word is before did.

8.3 giving directions

<table>
<thead>
<tr>
<th>Asking for directions</th>
<th>Giving directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excuse me, where’s the fruit?</td>
<td>Do you see the vegetables?</td>
</tr>
<tr>
<td>where are the DVDs?</td>
<td>the shop over there?</td>
</tr>
<tr>
<td>is there a post office near here?</td>
<td>The fruit is next to the vegetables.</td>
</tr>
</tbody>
</table>

The DVDs are opposite the magazines.
Near the yoghurts.

There’s a post office over there.

To check instructions, use: Let me check or Can I check!
PRACTICE

8.1 A Complete the sentences with the correct form of the verb in bold.
1. They didn't come to class on Monday but they _____ come on Tuesday.
2. He took a taxi, he didn't ______ a bus.
3. You said hello, but you didn't ______ your name.
4. She didn't think the film was good but he ______ it was great.
5. I didn't become a nurse, I ______ a doctor.
6. We didn't sit here, we ______ over there.

B Complete the story with the past form of the verbs in the box.
meet break drive go have (x 2) give see become not have eat

I ______ my wife Manuela one weekend on a mountain in Scotland. On that Saturday morning the weather was good and I ______ out at eight o'clock. But around two o'clock the weather ______ very bad. At five o'clock I was lost, cold, very hungry and scared. Then I ______ someone on the mountain. It was Manuela. She ______ any food but she ______ some chocolate and some water. She ______ the chocolate in two and ______ me half. We ______ the chocolate and talked. Then she helped me down the mountain. She ______ a car and she ______ me back to my hotel. I asked her to dinner and that was the beginning of our story.

8.2 A Complete the conversations with the past form of the verbs in brackets.
1. A: ______ Did ______ you ______ leave home at six in the morning? (leave)
   B: Yes, we ______ did. But the plane ______ left ______ at six in the evening!
2. A: ______ you ______ David at school? (meet)
   B: No, I ______. We ______ last year at work.
3. A: ______ you ______ at the party? (dance)
   B: Yes, I ______. I ______ with Sally, and Anne, and Julia.
4. A: ______ you ______ Mike yesterday afternoon? (see)
   B: No, I ______, but I ______ him in the morning.
5. A: ______ you ______ this email? (write)
   B: Yes, I ______. I ______ it yesterday. Is there a problem?
6. A: ______ you ______ a good time in Uruguay? (have)
   B: Yes, we ______. We ______ a fantastic time, thanks.

B Write questions about the underlined information.
1. I met an old friend.
   Who did you meet?
2. We went to a restaurant.
   Where did you go?
3. We ate pizza.
   What did you eat?
4. We drank mineral water.
   What did you drink?
5. We saw a film.
   Where did you see the film?
6. I came home at midnight.
   What time did you come home?

8.3 A Find and correct the mistakes in the conversation.
There are six mistakes.
A: Excuse me, where ______ are the sweets?
B: Are you see the newspapers over there?
A: Where?
B: Over there, near of the snacks.
A: Oh, yes.
B: Well, the sweets are next the newspapers, on the right.
A: Can I check? They're the left of the newspapers.
B: No, they're on right.
A: Ah, yes. Thanks a lot.
B: No problem.
9.1 **like, love, hate + -ing**

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>Spellings: -ing forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They like/love/hate cats.</td>
<td><strong>type of verb</strong></td>
</tr>
<tr>
<td>He/She/It likes/loves/hates computer games.</td>
<td><strong>most verbs</strong></td>
</tr>
<tr>
<td><strong>+</strong></td>
<td></td>
</tr>
<tr>
<td>I/You/We/They don't like going to parties.</td>
<td><strong>verbs ending in:</strong></td>
</tr>
<tr>
<td>He/She/It doesn't like doing nothing.</td>
<td>-e</td>
</tr>
<tr>
<td><strong>-</strong></td>
<td>consonant-vowel-consonant</td>
</tr>
<tr>
<td></td>
<td>+ -ing</td>
</tr>
</tbody>
</table>

Be careful with the short answers:

**Do you like playing tennis?** Yes I do. **NOT** Yes, *I like*.  
**No, I don't. NOT** No, *don't like*.

To talk about your feelings:
- use *love/(don't) like/hate + plural noun*.
- use *love/(don't) like/hate + verb + -ing*.

**9.2 object pronouns**

<table>
<thead>
<tr>
<th>subject pronouns</th>
<th>object pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

Subject pronouns go **before** the verb.  
Object pronouns go **after** the verb.

Karen loves cats but I hate **them**.

**Don't repeat nouns and noun phrases. Use a pronoun:**

*Megan's brother is a doctor and I like Megan's brother** **him** very much.*

**A:** *Do you know Amelia?*  
**B:** *No, I don't know Amelia** her.*

*After prepositions, use nouns or object pronouns.*  
*Listen to the teacher/ to me.*  
*I went to the cinema with friends/ with them.*

**9.3 making requests**

<table>
<thead>
<tr>
<th>I/He/She etc.</th>
<th>Would like</th>
<th>question</th>
<th>response</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>two coffees, please.</td>
<td>Would you like</td>
<td>Yes, please.</td>
</tr>
<tr>
<td></td>
<td>a new computer.</td>
<td>I like</td>
<td>No, thanks/thank you.</td>
</tr>
</tbody>
</table>

*Would like* is polite.

Use **would like + noun = I want.**

**Note:** *I'd like a banana = I want a banana now.*   
*I like bananas = I always like bananas.*

<table>
<thead>
<tr>
<th>question</th>
<th>response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you like a drink?</td>
<td>Yes, please.</td>
</tr>
<tr>
<td>What would you like?</td>
<td>I'd like a cola, please.</td>
</tr>
<tr>
<td>Which one would you like?</td>
<td></td>
</tr>
</tbody>
</table>

For questions, use **Would + you + like (+ noun)?**  
Or use **Wh- question word + would + you + like?**

For the answer, use: **Would you like (a sandwich)? with Yes, please. or No, thanks/ thank you.**
PRACTICE

9.1 A Write the -ing form of the verbs.
1 be
2 chat
3 work
4 write
5 say
6 have
7 start
8 stop
9 cook
10 email

B Complete the conversations.

Conversation 1
A: you / like / do / sport? Do you like doing sport?
B: Well, / like / swim / but I / not / like / run.
A: you / like / play / tennis?
B: Yes, / I.

Conversation 2
A: Sam / not / like / speak / on the phone.
B: he / like / write / emails?
A: No, he / but / he / love / meet / people / online.
B: And / he / like / play / computer games?
A: Yes, / he.

9.2 A Find and correct the mistakes in the sentences. There are mistakes in eight of the sentences.
1 Leo and Irena were here yesterday. I had lunch with her. them
2 That's your sister's toy. Give it to him.
3 Deena lived with we for three years.
4 I love this music. Come and dance with l.
5 I spoke to Muhammed last night and asked him about it.
6 These apples aren't very good. I don't like these.
7 When did I first talk to you?
8 Andy's good at tennis. I played with he yesterday.
9 Diana's in my class. I like she a lot.
10 The exit is over there, in front of your.

B Look at the conversations. Complete B's part with an object pronoun.

1 A: Did you see John yesterday? him
B: Yes I saw him at lunch.
2 A: How was the chicken?
B: I didn't like.
3 A: Do you have the tickets?
B: Oh, no! I put in my other coat.
4 A: You're very late!
B: Sorry, I sent you a text. Did you get?
5 A: Where's Alex?
B: He phoned this morning from home. He isn't well.
6 A: Was Jennifer at the party?
B: No, I asked but she didn't want to go.
7 A: How did you and Al get to your hotel?
B: A taxi met at the airport.
8 A: Thank you Mr Abaasi.
B: Wait a minute, class. Did I give your homework?

9.3 A Complete the conversations with the words in the box.

Can like Do thanks I'd have Would 'd

Conversation 1
A: 1__ Can I help you?
B: Yes, please. 2__ like one of those shirts.
B: OK. Which colour would you 3__?
A: Um ... Can I 4__ the red one, please?

Conversation 2
A: 5__ you like something to drink?
B: Er ... Yes, 6__ like a tea please.
A: 7__ you take sugar?
B: No, 8__. 

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**10.1 can/can't**

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>can</th>
<th>can't</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ I/You/He/She/It/We/They</td>
<td>can swim.</td>
<td>can't play tennis.</td>
</tr>
</tbody>
</table>

Use can/can’t + verb. I can dance. NOT I can’t dance.  
Use short answers to yes/no questions: Can you sing? Yes, I can. No, I can’t.  
NOT Yes, I can swim. No, I can’t swim.

**Questions**

<table>
<thead>
<tr>
<th>Can</th>
<th>I/you/he/she/it/we/they</th>
<th>drive?</th>
<th>Yes, I/he/she/it/ we/they can.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I/you/he/she/it/we/they</td>
<td>cook Mexican food?</td>
<td>No, we/they can’t.</td>
</tr>
</tbody>
</table>

Use can/can’t to talk about ability. You know how to do something.  
Use very well, well, quite well, not very well with can.  
I can speak English very well. (✓✓✓)  
I can sing well. (✓✓)  
I can cook quite well. (✓)  
I can speak English, but not very well. (✗)

**10.2 be going to**

<table>
<thead>
<tr>
<th>Positive and negative</th>
<th>I’m</th>
<th>I’m not</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>He/She/It’s</td>
<td>get fit.</td>
</tr>
<tr>
<td>You/We/They’re</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>He/She/It</td>
<td>lose weight</td>
</tr>
<tr>
<td>You/We/Theyaren’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Use be going to + verb to talk about future plans.

Yes, I’m going to lose weight.  
But not today!

**10.3 starting and ending conversations**

**Starting conversations**

Hi, how are you?  
This is a great/nice place.  
Excuse me, do you have the time?  
What do you think of the music/food/party?  
So are you from around here?  
So, where are you going?*

**Ending conversations**

Is that the time?  
I’m sorry, I have a lesson at two.  
Oh look, this is my station.  
I’m sorry. I can see an old friend over there.  
Nice to talk to you/meet you.  
I hope we meet again.

*Use this when you meet someone on a bus, train, plane, etc.
A. Complete the sentences with the verb in brackets and the correct form of can.

1. Help, help! I can't swim! (swim)
2. Excuse me, can you speak English? (speak)
3. Martin can ride a horse, but not very well. (ride)
4. I'm sorry. I can't remember your name. (remember)
5. Rita can take very good photos so let's ask her. (take)
6. These words are very small. Can you read them for me? (read)
7. I can't play the game of chess. (never understand)
8. I don't have my glasses with me so I can't see very well. (see)

B. Complete the conversation with can (x 5) and can't (x 4).

Can
A: Are you OK? Can you stand up?
B: Let me try. Yes, I can.
A: you walk on it?
B: I don't know. Oh no, I can't.
A: What's the problem?
B: I got a phone signal here. You go and get help!
A: Yes, no problem. Don't move!

A. Find and correct the mistakes in the sentences 1–8. There are mistakes in six of the sentences.

1. I am going to see Juan this afternoon.
2. Charlotte's going to be a writer.
3. I am going to stay at home tomorrow.
4. We aren't going to arrive before seven o'clock.
5. Antonio is going to leave work at five.
6. I not going to pay!
7. Kiera and Sam is going to drive to Chicago.
8. My daughter isn't going to sell her flat.

B. Complete the conversation with the words in the box. You do not need to use one of the words.

' I m not buy ' re go to ' s he going

A: I'm not going to get up early tomorrow and go running. Do you want to come?
B: No, I'm going to stay up late tonight, so I'm going to get up early tomorrow.
A: Oh, is there something good on TV?
B: No, it's my father's fiftieth birthday and he's going to have a party.
A: Oh, that's right. You are going to give him a new mobile phone.
B: No, I'm going to buy him a GPS for his car. Do you want to come and help me choose one?
A: Sorry, I can't. Celia's here. She is going to help me with my computer.
B: OK. I'm going to go to the shop now. See you later.

A. Put the words in bold in the correct order.

Conversation 1
A: Excuse me, the / you / time / do / have? Do you have the time?
B: Yes, it's half past eight.
A: He / is / place / a / This.
B: It's OK. You / What / of / music / do / think / the?
A: It's great.

Conversation 2
A: I'm sorry, old / there / friend / can / see / an / over / I.
B: Oh, right.
A: You / talk / to / Nice / to.
B: You / talk / to / Good / you / to.

Conversation 3
A: that / time / is / the? Oh, no!
B: What's the problem?
A: minutes / meeting / in / ten / a / have / I.
B: OK. Goodbye.
A: Bye.
1A Match the words with photos A–N.
1 bank
2 camera
3 cinema
4 computer
5 email
6 information
7 internet
8 pizza
9 restaurant
10 supermarket
11 taxi
12 television/TV
13 tennis
14 university

B Are the words the same in your language?

CLASSROOM LANGUAGE

1 Match the verbs with pictures A–L.
1 answer
2 ask
3 listen
4 read
5 write
6 look
7 circle
8 tick
9 underline
10 work alone
11 work in pairs
12 check your answers
COUNTRIES AND NATIONALITIES

1A Match the countries with the flags.

1 Canada
2 Egypt
3 France
4 Germany
5 Greece
6 India
7 Mexico
8 New Zealand
9 Portugal
10 Scotland
11 South Korea
12 Venezuela

B Complete the table with the correct countries.

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Country</th>
<th>Nationality</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>-an/-ian</td>
<td></td>
<td>-ese</td>
<td></td>
</tr>
<tr>
<td>1 American</td>
<td></td>
<td>17 Chinese</td>
<td></td>
</tr>
<tr>
<td>2 Argentinian</td>
<td></td>
<td>18 Japanese</td>
<td></td>
</tr>
<tr>
<td>3 Australian</td>
<td></td>
<td>19 Portuguese</td>
<td></td>
</tr>
<tr>
<td>4 Brazilian</td>
<td></td>
<td>-ish</td>
<td></td>
</tr>
<tr>
<td>5 Canadian</td>
<td></td>
<td>20 English</td>
<td></td>
</tr>
<tr>
<td>6 Egyptian</td>
<td></td>
<td>21 Irish</td>
<td></td>
</tr>
<tr>
<td>7 German</td>
<td></td>
<td>22 Polish</td>
<td></td>
</tr>
<tr>
<td>8 Hungarian</td>
<td></td>
<td>23 Scottish</td>
<td></td>
</tr>
<tr>
<td>9 Indian</td>
<td></td>
<td>24 Spanish</td>
<td></td>
</tr>
<tr>
<td>10 Italian</td>
<td></td>
<td>other</td>
<td></td>
</tr>
<tr>
<td>11 Korean</td>
<td></td>
<td>25 French</td>
<td></td>
</tr>
<tr>
<td>12 Mexican</td>
<td></td>
<td>26 Greek</td>
<td></td>
</tr>
<tr>
<td>13 Russian</td>
<td></td>
<td>27 New Zealand</td>
<td></td>
</tr>
<tr>
<td>14 Saudi Arabian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 South African</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Venezuelan</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

JOBS

1A Match the jobs with photos A–N.

1 cleaner
2 cook/chef
3 hairdresser
4 hotel manager
5 IT worker
6 musician
7 office worker A
8 personal assistant
9 pilot
10 police officer
11 receptionist
12 retired
13 shop assistant
14 tourist information assistant

B Put the jobs in the correct group.

sportswoman actor businesswoman waitress actress waiter sportswoman businessman
FEELINGS

1A Match the adjectives with photos A–H.
1 angry 5 scared/afraid
2 happy 6 surprised
3 ill 7 unhappy
4 interested 8 well/fine

B Are the adjectives good (+) or bad (−)? Complete the table.

<table>
<thead>
<tr>
<th>+</th>
<th>−</th>
</tr>
</thead>
<tbody>
<tr>
<td>happy</td>
<td></td>
</tr>
</tbody>
</table>

OBJECTS

1A Match the names of the objects with photos A–L.
1 bag
2 credit card
3 cup
4 diary
5 dictionary
6 glass
7 mouse
8 newspaper
9 notebook
10 pencil
11 table
12 watch

B Work in pairs. Which objects are in the classroom?

2A Write the plurals of the words in Exercise 1A in the correct place.

<table>
<thead>
<tr>
<th>most words</th>
<th>+ -s</th>
<th>key – keys</th>
<th>pens</th>
</tr>
</thead>
<tbody>
<tr>
<td>after -x, -ss, -sh, -ch</td>
<td>+ -es</td>
<td>box – boxes</td>
<td></td>
</tr>
<tr>
<td>after consonant + -y</td>
<td>y + ies</td>
<td>city – cities</td>
<td></td>
</tr>
</tbody>
</table>

B Write the words in the box under the photos.

boy man children girls boys woman girl men child women
CLOTHES AND COLOURS

1 Match the names of the clothes with photos A–S.

1 boots 8 jacket 15 sweater
2 coat 9 jeans 16 tie
3 dress 10 shirt 17 trainers
4 glasses 11 shoes 18 trousers
5 gloves 12 skirt 19 T-shirt
6 handbag 13 socks
7 hat 14 suit

2 Write words 1–10 under the colours.

1 black
2 blue
3 brown
4 green
5 orange
6 pink
7 purple
8 red
9 white
10 yellow
A Write verbs 1–8 under the photos.
1 be
2 cost
3 listen
4 play
5 read
6 write
7 watch
8 want

B Complete the word webs with a verb from 1–8 in Exercise 1A.

TIMES
1 Write the times under the photos.

DAILY ROUTINES: MOVEMENT VERBS
1 Match phrases 1–4 with pictures A–D.
DAILY ROUTINES: VERB PHRASES

1A Complete the word webs with a verb in the box.

have go make get leave start/finish

swimming → 1. __________ → to bed

1. __________ → to the shops

to university → 2. __________

to London → 3. __________ → to work

dinner → 5. __________ → a coffee

a sandwich → 4. __________ → a lesson

lunch → 6. __________ → your homework

B Work in pairs and take turns. Cover the word webs.
Student A: say a verb from the box. Student B: say three verb phrases.

FOOD

1 Match the names of the food with photos A–U.

A: apples
B: bananas
C: beans
D: beef
E: biscuits
F: carrots
G: custard
H: grapes
I: ice cream
J: lamb
K: milk
L: noodles
M: nuts
N: pasta
O: peas
P: potatoes
Q: rice
R: sausages
S: tomatoes
T: yoghurt

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PLACES

1 Match the places with photos A–P.
1 airport
2 bank
3 cinema
4 factory
5 farm
6 gym
7 hospital
8 library
9 museum
10 park
11 post office
12 school
13 shopping centre
14 supermarket
15 theatre
16 zoo

PLACES: SIGNS

1 Match the signs with photos A–J.
1 danger – keep out
2 entrance
3 fire exit
4 look both ways
5 no entry
6 no smoking
7 pull
8 push
9 toilets (Ladies, Gentlemen)
10 way out / exit
DATES: YEARS
1. Match 1–8 with A–H.
   1. nineteen eighty-four
   2. two thousand and one
   3. nineteen ninety-nine
   4. sixteen twenty-three
   5. two thousand and eight
   6. eighteen fifty
   7. nineteen forty-five
   8. twenty twenty

DATES: TIME PHRASES
1. Match the time phrases with the days/dates/times.
   1. last month
   2. last night
   3. last week
   4. last weekend
   5. last year
   6. yesterday morning
   7. yesterday evening
   8. on Tuesday afternoon
   a) Saturday June 9 – Sunday June 10
   b) Thursday June 14, 6a.m.–12 noon
   c) Thursday June 14, 10p.m.–6a.m.
   d) Thursday June 14, 6p.m.–10p.m.
   e) May
   f) Tuesday June 12, 1p.m.–6p.m.
   g) Monday June 4 – Sunday June 9
   h) 2011

ADJECTIVES
1A. Match the adjectives with photos A–I.
   1. far E _______
   2. soft _______
   3. heavy _______
   4. dark _______
   5. long _______
   6. full _______
   7. expensive _______
   8. noisy _______
   9. fast _______

B. Write the words in the box next to the opposites above.
   short near
   light (x2) quiet
   slow cheap
   hard empty

15
JUNE 2012
FRIDAY
B Correct the sentences about photos 1–6.

1. The cat’s over the table.
2. There’s a man in a car.
3. There’s a plane at the sea.
4. There are two elephants over a river.
5. I live on number sixty-six.
6. Rome is in the River Tiber.

1A Match the prepositions in the box with pictures A–F.

in under at on (x 2) over

The weather

1A Match the weather in 1–6 with photos A–F.

1. It was hot and sunny.
2. It was cold.  F
3. It was cloudy.
4. It was windy.
5. It rained.
6. It snowed.

B Write answers to the questions.

How was the weather:
1. yesterday?
2. last weekend?
3. on your last holiday?
4. on your last birthday?

Gifts

1A Match the gifts with photos A–O.

1. a bath set
2. a candle
3. a coffee machine
4. a cookbook
5. flowers
6. a gift certificate
7. jewellery
8. perfume
9. a photo frame
10. a plant
11. a scarf
12. a set of glasses
13. a set of luggage
14. socks
15. a vase

B Work in pairs and discuss. Which things are good gifts for you/your best friend/people in your family?
**MONEY**

1A Match the words with photos A–H.
1. cash
2. a cash machine
3. change
4. a cheque
5. a coin
6. a credit card
7. a note
8. a receipt

B Work in pairs and discuss. Which things do you have in your bag now?

**ABILITY VERBS**

1 Match the sentences with photos A–J.
1. He can draw.
2. She can't lift it.
3. She can climb.
4. He can throw it.
5. He can't catch.
6. He can't type.
7. She can paint.
8. She can run.
9. She can't hear.
10. She can jump.
6A Student A: write three yes/no questions about photos A–C.
A: Is she an actress? Is she from France? Is she a singer?

A: Is she an actress? Is she from France? Is she a singer?

B Ask Student B your questions about photos A–C.

C Listen to Student B and answer questions about photos D–F.

1D Student A: read the letters below to Student B.

E Listen to Student B and write the letters.

2A Student A: look at the information below. Make questions to find the missing information.

How old is Julia Becker?
Where is she …?

Gerhardt Becker, 38, and Julia Becker, _____ (age), are husband and wife. Gerhardt is German and Julia is from _____ (country). Their business is in Berlin, and they’re _____ (jobs). Their company name is Rod and their special taxi-bus is good for families and big groups.

Jon and Liz Henderson are brother and sister, and their Moroccan restaurant, _____ (name), is in Ireland. They’re not from Morocco, they’re from _____ (country), but their restaurant is very good for Moroccan food.

7 Student A: you are the waiter. Take the customer’s order.

Name: ____________________________________________________________
Nationality: _______________________________________________________
Job: ______________________________________________________________
Where is he now? ____________________________________________________

Name(s): __________________________________________________________
Nationality: _______________________________________________________
Job(s): ____________________________________________________________
Where are they now? ________________________________________________

B Work with other students. Cover your notes and talk about the photos.
8 Student A: ask and answer questions to compare your picture with Student B's. Don't look at Student B's picture. Find six differences between the pictures.

A: In your picture, is Bai's jacket black?
B: No, it isn’t. It’s ...

5A Student B: look at the information. Write the events and times that Student A suggests.

<table>
<thead>
<tr>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.15 a.m. – film</td>
<td>9.30 a.m. – festival</td>
</tr>
<tr>
<td>2.00 p.m. – football match</td>
<td>8.15 p.m. – concert</td>
</tr>
</tbody>
</table>

A: Let's go to a film on Saturday!
B: What time is it?
A: It's at quarter past ten.
B: OK!

B Ask Student A to come to your events.
B: Let’s go to a football match on Saturday.

6A Student A: work with another Student A and look at Yong's desk. Say five things about Yong.
He studies English.
6B Student B: you are a hotel receptionist. Read the information and answer Student A’s questions.

Hotel money exchange at reception:
8.30 a.m.—12.30 p.m. and 4.30 p.m.—6.30 p.m.
Lunch: hotel café: 12 p.m.—3 p.m.
Guided walking tour of the town: 9.30 a.m., 12.30 p.m., 3.30 p.m. £25.
Café Slavia: 8 a.m.—11 p.m.
Opera at the National Theatre: 8 p.m., €35

5A Student A: answer Student B’s questions about Venice and London.

A: Is there a train from the airport to Venice?
B: No, there isn’t.

<table>
<thead>
<tr>
<th></th>
<th>Venice</th>
<th>London (Heathrow)</th>
</tr>
</thead>
<tbody>
<tr>
<td>train / from the airport?</td>
<td>no</td>
<td>£18</td>
</tr>
<tr>
<td>underground?</td>
<td>no</td>
<td>£5</td>
</tr>
<tr>
<td>airport bus?</td>
<td>€3</td>
<td>£15</td>
</tr>
<tr>
<td>other information?</td>
<td>waterbus, €20</td>
<td>train tickets £16.50 online, £23 on the train</td>
</tr>
</tbody>
</table>

B Ask Student B questions to complete the information for Barcelona and Edinburgh.

B: Is there a train from the airport to Barcelona?
A: Yes, there is. It’s three euros.

<table>
<thead>
<tr>
<th></th>
<th>Barcelona</th>
<th>Edinburgh</th>
</tr>
</thead>
<tbody>
<tr>
<td>train / from the airport?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>underground?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>airport bus?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other information?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C What’s the best way to go from the airport to the centre in these four cities?

6A Student B: you work in a ticket office in the bus station in Amsterdam. Look at the information and answer Student A’s questions.

<table>
<thead>
<tr>
<th></th>
<th>a single to Brussels</th>
<th>\€14</th>
</tr>
</thead>
<tbody>
<tr>
<td>price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time of next bus</td>
<td>9 a.m.</td>
<td></td>
</tr>
<tr>
<td>gate</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>arrival time</td>
<td>2.15 p.m.</td>
<td></td>
</tr>
</tbody>
</table>

B Change roles. Student B: you are at the central train station in Amsterdam. You want to buy a ticket. Ask Student A questions to complete the table.

<table>
<thead>
<tr>
<th></th>
<th>a return to Paris</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>time of next train</td>
<td></td>
<td></td>
</tr>
<tr>
<td>platform</td>
<td></td>
<td></td>
</tr>
<tr>
<td>arrival time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

REVIEW 4: UNITS 7–8

4A Students A and B: work in pairs. Read the situation and answer the questions.

On Monday at half past one in the afternoon there was a robbery at a clothes shop. You were the robbers! You said you were at a restaurant, but you weren’t.

1 Where was the robbery?
2 Where were the robbers?
3 Were you at the restaurant?

B Work in pairs and write answers to the police’s questions. Do not tell the truth!

1 What time did you arrive at the restaurant?
2 What was the name of the restaurant?
3 What type of restaurant was it?
4 What did you eat?
5 How much did it cost?

C Write down other important information.

D Work in groups and answer the police’s questions.

5C Student A: ask Student B the questions.

1 Where were you this time last year?
2 What was your first teacher’s name?
3 Spell your first name backwards (e.g. John: n-h-o-J).
4 What would you like for your next meal?
6.1

6 Student A: ask and answer questions to compare your picture with Student B’s. Don’t look at Student B’s picture. Find five differences between the two pictures.
A: Are there two hotels in your picture?
B: No, there’s one hotel. That’s one difference!

3.2

8 Student B: ask and answer questions to compare your picture with Student A’s. Don’t look at Student A’s picture. Find six differences between your pictures.
B: In your picture, are Paul’s trousers black?
A: No, they aren’t. They’re ...

7.4

3D Work in groups. Do the quiz. Use the key phrases from page 81 to help.
• Nelson Mandela was free
• Obama was the new president of the USA
• The end of the Berlin Wall
• YouTube started
• Russian Yuri Gagarin was the first man in space
• September 11 terrorist attacks in the USA
• Princess Diana died

E Turn to page 153 to check your answers.
1.2

6A Student B: write three yes/no questions about photos D–F.
B: Is he a doctor? Is he from China? Is he a businessman?

B: Yolanda is from England. She's a sports teacher.
C: Niko is a taxi driver from Greece.
D: It's the city of Kobe, in Japan.

B Listen to Student A and answer questions about photos A–C.
C Ask Student A your questions about photos D–F.

1.3

1D Student B: listen to Student A and write the letters.
E Read the letters below to Student A.

DVD EU WWW IBM UK

2.1

6A Student B: look at the photos of your friends. Complete the notes below.

1 Name:
   Nationality:
   Job:
   Where is she now?

2 Names:
   Nationalities:
   Jobs:
   Where are they now?

B Work with other students. Cover your notes and talk about the photos.

3.3

7 Student B: you are the customer. You have nine euros. Order food and drink for two people.

9.3

5C Student B: ask Student A the questions.
   1 What's your favourite colour?
   2 Count backwards from 10–1.
   3 Where were you this time last week?
   4 Would you like a cat?

10.1

6B

Section A: 10+ points. You're good at the arts, so maybe the best job for you is a singer, an actor, a dancer or a musician. But maybe you don't like singing and dancing in front of a lot of people. That's OK, you can teach other people.

Section B: 10+ points. OK, you're active and sporty, but there aren't a lot of jobs for sportsmen or women. You can play sports at the weekend and get a job in the week teaching sports in a school or a gym. Or maybe you can be a salesperson in a sports shop.

Section C: 10+ points. You're good with your head. Maybe an office job is best for you, but do you like working with people? Then how about a job in a bank or as a manager in a big company? Do you like working alone? Then maybe a job with computers is good for you.

10+ points in no sections? Don't worry, there's a job for you... but we can't tell you what it is! What do you think?
6.1

6 Student B: ask and answer questions to compare your picture with Student A’s. Don’t look at Student A’s picture.
Find five differences between the two pictures.
A: Are there two hotels in your picture?
B: No, there’s one hotel. That’s one difference!

4.2

6A Student B: work with another Student B and look at Danny’s desk. Say five things about Danny.
He studies Portuguese.

5.3

6C Student A: you are a hotel receptionist. Read the information and answer Student B’s questions.

Key to quiz
1961 Russian Yuri Gagarin was the first man in space
1989 The end of the Berlin Wall
1990 Nelson Mandela was set free
1997 Princess Diana died
2001 September 11 terrorist attacks in the USA
2005 YouTube started
2008 Obama was the new president of the USA
UNIT 1  Recording 1
Conversation 1
A: Hello, I'm Simon.
B: Hi, I'm Carmen.
A: Nice to meet you.
B: Nice to meet you, too.
A: Where are you from?
B: I'm from Spain.
A: Oh, where in Spain?
B: From Madrid.
Conversation 2
A: Hello, I'm Dave.
B: Hi, I'm Cindy.
A: Nice to meet you.
B: Nice to meet you, too.
A: Where are you from?
B: I'm from the US.
A: Oh, where in the US?
B: From New York.
Conversation 3
A: Hi, I'm Sue.
B: Hello, I'm Tom.
A: Nice to meet you.
B: Nice to meet you, too.
A: Where are you from?
B: I'm from Australia.
A: Oh, are you from Sydney?
B: No, I'm not. I'm from Melbourne.
Conversation 4
A: Hi, I'm Martin.
B: Hi, I'm Katie.
A: Nice to meet you.
B: Nice to meet you, too.
A: Are you from Ireland?
B: Yes, I am.
A: Oh, where in Ireland?
B: From Dublin.
UNIT 1  Recording 2
Conversation 1
A: Yes, page eight.
B: Yes, page eight.
A: Thank you.
UNIT 1  Recording 3
Conversation 1
A: Hello, I'm Simon.
B: Hi, I'm Paul. Nice to meet you.
A: Nice to meet you, too. Where are you from?
B: I'm from South Africa.
A: Oh, where in South Africa?
B: From Cape Town.
Conversation 2
A: Hello, I'm Kasia.
B: Hi, I'm Peter.
A: Nice to meet you.
B: Nice to meet you, too. Where are you from?
A: I'm from Poland.
B: Are you from Warsaw?
A: No, I'm not. I'm from Gdańsk.
UNIT 1  Recording 4
Conversation 1
A: OK, Antonio. What's 'libro' in English?
B: Sorry, I don't know.
A: It's 'book'.
B: Can you write it, please?
A: Yes ...
Conversation 2
A: OK. Open your books, please.
B: Sorry, I don't understand.
A: Open, like this.
B: Which page?
A: Page eight.
B: Can you repeat that, please?
A: Yes, page eight.
B: Thank you.
UNIT 1  Recording 5
Conversation 1
A: Good evening. Can I help you?
B: My name's Taylor. Frances Taylor.
A: How do you spell that?
B: T - a - y - l - e - r .
B: Yes.
A: And your first name?
B: It's Frances.
A: F - r - a - n - c - e ...
B: No, e. E as in England. F-r-a-n-c-e-s.
A: Thanks, OK, here's your visitor's card. You're in studio 379.
B: Thank you.
A: You're welcome.
Conversation 2
A: Can I help you?
B: Yes, I'm a student, a new student.
A: Welcome to the school. What's your family name?
B: Almeida.
A: How do you spell Almeida?
B: A - l - m - e - i - d - a.
A: And what's your first name?
B: Anabella.
A: OK, Anabella. Here's your student card.
B: Thank you. Oh, my first name's wrong.
A: Oh, sorry. How do you spell it?
B: It's Anabella, A - n - a - b - e - l - l - a.
B: That's right.
B: 124?
A: Yes.
Conversation 3
A: OK, what's your family name?
B: Young, Y-o-u-n-g.
A: Ah-huh. And what's your first name?
B: Stefanie.
A: How do you spell that?
B: S - t - e - f - a - n - i - e.
A: Ah yes, for the fitness class in room ten.
B: That's right.
A: What's your phone number?
B: Er ... It's on five three two, four one nine.
A: And what's your email address?
B: It's stef at yahoo dot com.
A: OK, thank you.
UNIT 1  Recording 6
Conversation 1
1. He's an actor.
2. She's a student.
3. Is he from India?
4. Is it your first time here?
5. Yes, it is.
UNIT 1  Recording 7
Conversation 1
A: Good evening. Can I help you?
B: My name's Taylor. Frances Taylor.
A: How do you spell that?
B: T - a - y - l - e - r .
B: Yes.
A: And your first name?
B: It's Frances.
A: F - r - a - n - c - e ...
B: No, e. E as in England. F-r-a-n-c-e-s.
A: Thanks, OK, here's your visitor's card. You're in studio 379.
B: Thank you.
A: You're welcome.
Conversation 2
A: Can I help you?
B: Yes, I'm a student, a new student.
A: Welcome to the school. What's your family name?
B: Almeida.
A: How do you spell Almeida?
B: A - l - m - e - i - d - a.
A: And what's your first name?
B: Anabella.
A: OK, Anabella. Here's your student card.
B: Thank you. Oh, my first name's wrong.
A: Oh, sorry. How do you spell it?
B: It's Anabella, A - n - a - b - e - l - l - a.
B: That's right.
B: 124?
A: Yes.
Conversation 3
A: OK, what's your family name?
B: Young, Y-o-u-n-g.
A: Ah-huh. And what's your first name?
B: Stefanie.
A: How do you spell that?
B: S - t - e - f - a - n - i - e.
A: Ah yes, for the fitness class in room ten.
B: That's right.
A: What's your phone number?
B: Er ... It's on five three two, four one nine.
A: And what's your email address?
B: It's stef at yahoo dot com.
A: OK, thank you.
UNIT 1  Recording 8
Conversation 1
A: Hello, I'm Simon.
B: Hi, I'm Paul. Nice to meet you.
A: Nice to meet you, too. Where are you from?
B: I'm from South Africa.
A: Oh, where in South Africa?
B: From Cape Town.
Conversation 2
A: Hello, I'm Kasia.
B: Hi, I'm Peter.
A: Nice to meet you.
B: Nice to meet you, too. Where are you from?
A: I'm from Poland.
B: Are you from Warsaw?
A: No, I'm not. I'm from Gdańsk.
UNIT 1  Recording 9
Conversation 1
A: Good evening. Can I help you?
B: My name's Taylor. Frances Taylor.
A: How do you spell that?
B: T - a - y - l - e - r .
B: Yes.
A: And your first name?
B: It's Frances.
A: F - r - a - n - c - e ...
B: No, e. E as in England. F-r-a-n-c-e-s.
A: Thanks, OK, here's your visitor's card. You're in studio 379.
B: Thank you.
A: You're welcome.
Conversation 2
A: Can I help you?
B: Yes, I'm a student, a new student.
A: Welcome to the school. What's your family name?
B: Almeida.
A: How do you spell Almeida?
B: A - l - m - e - i - d - a.
A: And what's your first name?
B: Anabella.
A: OK, Anabella. Here's your student card.
B: Thank you. Oh, my first name's wrong.
A: Oh, sorry. How do you spell it?
B: It's Anabella, A - n - a - b - e - l - l - a.
B: That's right.
B: 124?
A: Yes.
Conversation 3
A: OK, what's your family name?
B: Young, Y-o-u-n-g.
A: Ah-huh. And what's your first name?
B: Stefanie.
A: How do you spell that?
B: S - t - e - f - a - n - i - e.
A: Ah yes, for the fitness class in room ten.
B: That's right.
A: What's your phone number?
B: Er ... It's on five three two, four one nine.
A: And what's your email address?
B: It's stef at yahoo dot com.
A: OK, thank you.
UNIT 2  Recording 4
1. We’re from England.
2. They’re actors.
3. We’re in Japan.
4. You’re right.
5. We’re in class.
6. They’re here.

UNIT 2  Recording 8
A: Hello, are you Mr Tajima?
B: Yes.
A: I’m Lee Smith.
B: Oh, hello. Nice to meet you, Mr Smith.
A: Nice to meet you too.
B: Ermm... let’s sit down. Coffee?
A: Yes, please.

UNIT 2  Recording 9
1. Let’s eat.
2. Let’s sit down.
3. Let’s have a break.
4. Let’s stop.
5. Let’s have a cola.

UNIT 2  Recording 10
1. A: Let’s have a break.
2. B: Good idea.
3. A: Let’s sit down.
4. B: OK.
5. A: Let’s have a coffee.
6. B: OK.

UNIT 2  Recording 11
OK, five people in my life. The first is Duncan. Duncan’s my brother. He’s thirty-one and he’s a businessman. And Sarah... Sarah’s a very good friend, my best friend really. She’s from Scotland and she’s a teacher. We’re on the phone a lot! She’s great. And this, this is Mark. I’m an office worker and Mark’s my manager but he’s very nice, very friendly! And Wendy is in my class. We’re in a Spanish class together. Our teacher is Rosa. She’s from Madrid in Spain and Wendy and I sit together in the class and now we’re friends. The class is good... but our Spanish isn’t very good!

UNIT 3  Recording 2
A: Hello, I’m Tony Morelli.
B: Hi, I’m Frank Choo.
A: Nice to meet you.
B: Nice to meet you too. Is Morelli an Italian name?
A: Yes, it is, but I’m American.
B: I see.
A: And are you from China?
B: No, Choo is a Korean name. I’m from Korea. It’s good music, yeah!
A: Yeah, it’s good. The singer is my friend...

UNIT 3  Recording 4
A: These are Elvis Presley’s white trousers from a concert in Nashville.
B: I’m sure you know this from photos of Marilyn Monroe. It’s her black jacket.
C: This is very famous. It’s Michael Jackson’s red shirt from the 1990s.
D: This is from a tennis match in Mexico in 2009. It’s Venus Williams’s blue hat. It’s the winner’s hat.
E: This is a typical schoolboy sweater, so you probably know it’s Harry Potter’s brown sweater.
F: That’s Lluis Boit’s yellow t-shirt. It’s his t-shirt for running.

UNIT 3  Recording 6
A: Can I have a coffee, please?
B: With milk?
A: No thanks. Black.
B: Sugar?
A: Yes, please.
B: One black coffee with sugar. That’s five euros.

UNIT 3  Recording 8
A: Hello, Mr Stanford.
B: Thank you, Mr Stanford.
A: Bill.
B: Thank you... Bill.
A: These are your keys.
B: My keys?
A: Yes, keys to the building and the office, and the company car.
B: Great, thanks.
A: Hey, Anne. What’s that?
B: This is my new phone, my work phone.
A: Nice.
C: Ahem.
B: Yeah, some great games. Look at this, Jill.
A: Oooh... You know.
B: And music.
A: Wow, great.
UNIT 3 Recording 10
A: Excuse me.
B: Yes.
A: Where are those lamps from?
B: They're from Turkey.
A: Can I have a look?
B: Yes. This one.
A: No, that one. The blue one.
B: It's very nice.
A: How much is it?
B: It's two hundred.
A: That's expensive. Hmm. Fifty.
B: One hundred and fifty.
A: For you, a special discount. Only one hundred.
B: OK. One hundred.
A: It's a very good price.

UNIT 4 Recording 1
A: Excuse me. Do you have a moment?
B: Yes.
A: You aren't American?
B: No, no. I'm from Japan. I'm on holiday here.
A: OK. So, my question is: what's different for you about life here?
B: Err ... well, here people live in houses ... they live in big houses. I'm from Tokyo, and we live in flats, small flats. So that's very different.
A: ... and so for you, what's different about life here?
C: Err ... well I study at university here. And it's very different from my country because here in the United States, the students have jobs. They work in the evenings, maybe ten hours a week.
A: And you? Do you work?
C: Me? No, I don't. I don't have time. And in my country students don't work, they only study.
D: What's different here? Err ... oh yeah, people drive everywhere. I mean, they drive two hundred metres to the shops.
A: Do you have a car?
D: Yes, I do, but I don't drive to the shops. Not two hundred metres I walk.
A: And where are you from?
D: I'm from England.
E: I think it's not so different. I'm from Italy and my American friends are not so different from me. Err ... we like sport ... we like clothes ...
W: ... we go to the cinema, restaurants, have a coffee ...
A: So you like the same things.
E: Yeah, the same ... not different,
UNIT 5  Recording 6
A: Excuse me?
B: Yes, can I help you?
A: I have a reservation for tonight.
B: And your name?
A: Shannon.
B: Ah, yes. Miss Shannon. A single for two nights.
A: That's right.
B: I'm very sorry, but your room isn't ready yet.
A: Oh, am I early? What time is check-in?
B: 2p.m. Usually. Your room is almost ready. Please have a seat.
A: Thank you. I have one question.
B: Yes?
A: When does the gym open?
B: It opens from 6a.m. to 10p.m., except lunchtime. It closes from twelve to one.
A: Lovely. Oh, just one ...
B: Do you have a hairdresser's in the hotel?
A: Yes, it opens every day except Monday.
B: And today's Monday.
A: That's right.
B: And from ten to six. Actually, I'm wrong. On Tuesdays it closes at nine o'clock in the evening.
A: That's great, thank you.
B: Your room's ready now. Here's your key card.
A: Room 538 on the fifth floor.
B: Wonderful, thank you.
A: You're welcome.
B: I want to go on a guided tour of the old town. Do you know a good one?
A: Yes. We do a tour from the hotel.
B: Ah, yes. When does the tour leave?
A: Oh, good. When does the tour leave?
B: It leaves at 9a.m. and at 3p.m.
A: And how much does it cost?
B: It costs fifteen euros.
A: Great. Thank you.

UNIT 5  Recording 8
A: When does the gym open?
B: It opens from 6a.m. to 10p.m., except lunchtime. It closes from twelve to one.
A: Lovely. Oh, just one ...
B: Do you have a hairdresser's in the hotel?
A: Yes, it opens every day except Monday.
B: And today's Monday.
A: That's right.
B: And from ten to six. Actually, I'm wrong. On Tuesdays it closes at nine o'clock in the evening.
A: That's great, thank you.
B: Your room's ready now. Here's your key card.
A: Room 538 on the fifth floor.
B: Wonderful, thank you.
A: You're welcome.
B: I want to go on a guided tour of the old town. Do you know a good one?
A: Yes. We do a tour from the hotel.
B: Ah, yes. When does the tour leave?
A: Oh, good. When does the tour leave?
B: It leaves at 9a.m. and at 3p.m.
A: And how much does it cost?
B: It costs fifteen euros.
A: Great. Thank you.

UNIT 5  Recording 10
A: What's on your list?
B: Well, number one on my list is fruit.
A: Fruit? Why fruit?
B: It's good for you.
A: Do you really like it?
B: I like bananas and apples.
A: Bananas and apples. That's two things.
B: OK, fine. One is bananas and two is apples.
A: And what's number three on your list?
B: Number three is ice cream. I love ice cream.
A: Me too. It's on my list.
B: Maybe it's bad for you, but ...
A: Ice cream and fruit. That's OK.
B: Yeah, with fruit, it's good.
A: And number four?
B: Pasta with cheese.
A: Hmm ... that's two ...
B: No, I think it's one. I eat pasta every day. With butter, with cheese ...
A: Yeah.
B: And number five is cereal.
A: Really? Do you really like cereal?
B: I do, yes.
A: What about drinks?
B: Milk for my cereal.
A: Yes. And what other drink do you have?
B: I have tea. English tea.
A: Of course. Me too.

UNIT 6  Recording 2
A: Excuse me ...
B: Sorry, I'm in a hurry.
A: Excuse me?
B: Yes.
A: Is there a train to Paris tonight?
B: No, sorry, there aren't any trains tonight. It's the weather. It's very bad.
A: Not any trains! Not one!
B: No, not tonight. Maybe tomorrow. They ...
A: Hello? Pete, where are you?
B: Hi, I'm here in London, in the station, but there aren't any trains and ... oh, no, excuse me, is there a payphone near here? My phone's dead.
A: Yes, there's a payphone over there.
B: Thanks. Oh, and there is an internet café?
A: Yes?
B: Which is it?
A: Yes?
B: Oh, I don't think so. No, there isn't an internet café. Not in the station but there's one in Judd Street.
A: Judd Street. Thanks.
B: Can I help you?
A: Yes. Are there any restaurants in the station?
B: Yes, there are ... but ... what's the time?
A: Half past eleven.
B: Ah, they're closed now, but there's a snack bar over there. That's open.
A: And is there a cash machine here?
B: Yes, over there.
A: Thanks. And hotels?
B: There are two hotels near here. The Charlotte Street Hotel . . . that's about two hundred and fifty pounds a night.
A: Two hundred and fifty pounds? That's expensive.
B: Yes, that's the Ridgemount, that's about eighty pounds.
A: Where's that?
B: It's here on the map.
A: OK ... thank you for your help.

UNIT 6  Recording 5
A: A ticket to Amsterdam, please.
B: Single or return?
A: Return, please.
B: Leaving today?
A: Yes.
B: When do you want to come back?
A: Tomorrow afternoon.
B: OK. That's twenty-nine euros.
A: What time is the next bus?
B: There's one at half past two.
A: What time does it arrive in Amsterdam?
B: At quarter past four. Here's your ticket.
A: Thanks a lot.
B: The bus leaves from Gate twenty-four.
A: Sorry? Gate thirty-four?
B: No, gate twenty-four.
A: Thanks a lot.

UNIT 6  Recording 6
A: A ticket to Amsterdam, please.
B: Single or return?
A: Return, please.
B: Leaving today?
A: Yes.
B: When do you want to come back?
A: Tomorrow afternoon.
UNIT 6 Recording 8
I live in London but I'm from the countryside. British people love their cars, but it's expensive to drive in London. There's a good public transport system and a lot of people use the underground or buses. Some people go to work by bike but I don't. I think bikes are dangerous in the city. The best way to travel is by underground, but it's very crowded in the mornings. In the countryside, a lot of people drive, of course, or they use buses. In my village, I go everywhere by bike.

UNIT 7 Recording 11
A: OK, so which was first?
B: I think Chernobyl was first.
A: Yes, I agree. But which date – 1986 or 1991?
B: I think it was 1986.
A: OK, let's put that. So, what was next?
B: I think Google started.
A: I'm not sure. Maybe the Asian tsunami?
B: No, Google was before the Asian tsunami.
A: OK. Which date?
B: Ermm ... 1991, I think.
B: And I think the Asian tsunami was next, in 2004. I remember it well. It was in December at the end of the year.
A: OK, so that's 2004. And Michael Jackson?
B: He died in 2009, I think.
A: 2009. Right, let's check the answers.
B: OK, we were right about three answers. The Chernobyl nuclear accident was in 1986, the Asian tsunami was in 2004 and Michael Jackson died in 2009.
B: But we were wrong about Google?
UNIT 8 Recording 4

Conversation 1
A: Excuse me, where's the fruit?
B: Do you see the vegetables over there?
A: Vegetables? What are they?
B: Vegetables...you know, tomatoes, potatoes, carrots.
A: Oh, vegetables.
B: Yeah, Vegetables.
A: OK...vegetables.
B: The fruit’s behind the vegetables.
A: Sorry?
B: You see the vegetables? They’re in front of the fruit. Over there.
A: Let me check. The fruit’s behind the vegetables.
B: Yes, that’s right.
A: Oh, OK. Thanks.
B: No problem.

Conversation 2
A: Excuse me, where’s the bread?
B: Er... Do you see the snacks?
A: Snacks? I don’t know ‘snacks’.
B: Snacks, for example, chocolate, nuts and crisps.
A: Oh, I understand.
B: The bread is on the right of the snacks.
A: Can I check? On the right of the snacks?
B: Yes. Opposite the fruit.
A: Thank you.
B: You’re welcome.

Conversation 3
A: Excuse me, where are the cakes?
B: I think they’re near the snacks.
A: Near the snacks. Which way?
B: I’m not sure. I know the cereal is opposite the snacks...
A: Cereal? What’s that?
B: Cereal. Like Corn Flakes.
A: Er...
B: Ern, for breakfast. You have it with milk.
A: Oh, OK.
B: Yes, so the cereal is opposite the snacks.
A: OK, and the cakes?
B: I think they’re on the right of the cereal.
A: On the right. Thank you.
B: No problem. Or maybe...
A: Thank you!

UNIT 8 Recording 6
This is my bad holiday story. Last year I went to Hawaii on holiday. First, I missed my plane, so I took another plane. I arrived in Honolulu one day late. The weather was very bad, and it rained for the first three days. I stayed in my hotel room and read a book. The hotel was noisy because my room was next to the road. There was a restaurant, but the food was expensive, and it wasn’t very good. I was there for two weeks, and I was very happy to go home.

UNIT 9 Recording 1
My name’s Sara. I’m the receptionist in the hotel. Mr. Black and Mr. Brown went out yesterday afternoon, so a quarter to two. They came back together...at about half past three, and they went to their rooms.

2 My name’s Alan. I’m a waiter in the hotel restaurant. I was in the restaurant last night. There were two men and a woman in the restaurant all evening. One man and the woman danced for about half an hour—from half past nine to ten o’clock. They all left at ten o’clock.
3 I’m a guest in the hotel. My room is on the right of Mr. and Mrs. Black’s room. Their radio was on last night from about ten to eleven. It was very noisy.

4 I’m the night receptionist. Mr. Black went out at ten o’clock. He said he wanted to take a walk. Then at a quarter past ten, another man went out. I didn’t see him very well. Maybe it was Mr. Brown. I don’t know.
5 My name’s Mary White. I’m a guest in the hotel. I came back from the town at about half past ten. I saw a woman in front of the hotel. She had men’s clothes: a man’s jacket, a man’s trousers and a man’s hat. I was surprised, you know. A woman in a man’s clothes. Was there a party or something?

UNIT 9 Recording 3
1 A shopping mistake? Um...well my boyfriend wanted to go camping, so I bought him a tent. It was a good tent. I paid seventy pounds for it. Anyway, he put it up in the garden—once, I think. Imagine, that just one time! He never used it again. It was a waste of money. The truth is he really likes hotels!
2 I don’t really know...Oh, yeah, last year my wife bought me an exercise bike. I thought it was a good idea, too, but you know, I think I used it three times. It was hard work! A real waste of money!

3 Shopping mistakes! Oh, that’s easy. Clothes. I often buy clothes and then when I get them home I don’t like them. For example, last month I went shopping with a friend and I bought a hat. It cost a hundred euros. My friend said it looked beautiful. My boyfriend said it was terrible...so I sold it...on the internet. I got fifty euros for it. It was a real waste of money.

4 A shopping mistake? Oh yes, all the time. For example, I get my sister’s little boy some drums, for his birthday. I thought it was a good idea. He loves those drums. He plays them all day. So he’s happy...but my sister isn’t happy. Now she doesn’t talk to me! I phoned her yesterday, but she didn’t answer.

5 A shopping mistake. Ern...oh yeah, my mother gave me a lamp. We didn’t like it, but I know it cost her a lot of money. Then after a week I broke it. I tried to fix it but it was impossible. Whoops!

Conversation 1

A: OK. Tom. Can you look at this list? It's people's top ten goals in life.
B: OK. OK.
A: So, do you have a goal for this year?
B: A goal? Yes, I want to learn something new. My girlfriend can cook really well, but she doesn't like cooking. So I'm going to learn to cook.
A: That's interesting. Any special type of cooking?
B: Yeah, Japanese food. I lived in Japan and I love Japanese food.
A: I see, well …

Conversation 2

A: So, Fiona, do you have a goal for this year?
B: I'm going to change jobs.
A: That's a big change!
B: Yeah, well, I work in an office, and I don't like it. I'd like to work outside.
A: Great.
B: My friend Sheila is going to help me.
A: Well, good luck with that.
B: Thanks!

Conversation 3

A: Liam, do you have a goal for this year?
B: Yes, I do.
A: So, what are you going to do?
B: Well, I work with computers, sometimes twelve hours a day and I often take work home. It isn't good ...
A: Right.
B: So this year I'm going to spend more time with my friends and I'm not going to take work home.
A: Great.

Conversation 4

A: Rudi, what are your goals?
B: Er … I'm going to get fit. I never do sport.
A: Can you play tennis or anything, but I'm going to start exercising. Something easy. Take a walk every day.
B: Sounds good.

Conversation 5

A: What's your goal this year, Alex?
B: I have two goals really.
A: Oh, and what are they?
B: One is to save more money. The other is to see my friends more.
A: That's great. And what are your plans? With your friends?
B: Well ... hmm ... maybe go shopping together.
A: Go shopping? Then you aren't going to save money?
B: Yeah, but I'm not going to stop shopping!

UNIT 10 Recording 9

Three years ago I bought a guitar. I wanted to learn to play guitar because I can sing and I like music. I tried to learn it alone. I had a book and I practised every day. I learned some songs, and I played guitar and sang the songs. I was happy, but my boyfriend said I wasn't very good at it. He said I needed a teacher. So I found a teacher, and studied guitar with him. The teacher was great but it was very different because he gave me homework every week. After four months I played guitar really well. I still play every day.

UNiT 10 Recording 6

Conversation 1

A: Hi, Duncan.
B: Hi, how are you?
A: Good thanks. Hey, this is a great place.
B: Yes, it's really good. I often come here.
A: … well, that was delicious. Let's have coffee.
B: OK … wait. Is that the time? I'm sorry, I have a lesson at two. Here's some money for lunch.
A: No, that's all right. Keep in touch!
B: See you in two weeks, after the holidays, yeah?
A: Oh yes, that's right. See you then …

UNIT 10 Recording 4

Conversation 1

A: Hi, do you have a minute?
B: Yeah, sure.
A: What's your name?
B: Tom.

Conversation 2

A: Excuse me, do you have the time?
B: Yes, it's half past four.
A: Thanks. So … err … where are you going?
B: Me! I'm going to … so you're from Madrid. That's interesting.
A: Yes, well, I come from Córdoba. I moved to Madrid when I was ten.
B: I see … oh, look, this is my station.
A: Look, here's my card.
B: And here's mine.
A: Very nice to meet you.
B: Nice to meet you, too.
A: I hope we meet again.
B: I hope so, too.
A: Goodbye.
B: Bye!

Conversation 3

A: What do you think of the music?
B: It's not bad.
A: Hi, I'm Doug.
B: Oh, hello. I'm Jo.
A: So, you are from around here?
B: No. I'm not actually. I'm from …
A: … yes and I was in China the next year. I speak Chinese, you know.
B: Oh, really?
A: And I speak four other languages. French, German, Spanish …
B: I'm sorry, I can see an old friend over there. Nice to talk to you.
A: Oh … and you.
B: See you later.
A: See you soon.

UNIT 10 Recording 8

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REVIEW 5 Recording 1

I want to learn a lot of vocabulary, so I'm going to learn seven new words every day. I like reading, so I'm going to look at the BBC news website and write down new words.

UNIT 10 Recording 7

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