Time to Talk
21st Century Communication Skills

Beginner A1
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<td>I Went to India Last Year</td>
<td>56 - 59</td>
<td>Tell your partner about your week</td>
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<td>15</td>
<td>I Really Love It</td>
<td>60 - 63</td>
<td>Tell people about a special object</td>
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<td>Let’s Meet for a Coffee Tomorrow</td>
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<td>Decide on a class outing</td>
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<td>Describe a problem in a shop</td>
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<tr>
<td>Function</td>
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<tr>
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<tr>
<td>Grammar</td>
<td>14-16</td>
<td></td>
<td></td>
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<tr>
<td>Grammar</td>
<td>17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>18-19</td>
<td></td>
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<tr>
<td>Skills</td>
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<td></td>
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<td>Grammar</td>
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<td>Grammar</td>
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<td></td>
</tr>
<tr>
<td>Skills</td>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Function**  
*Asking for and giving personal information*

**Grammar**  
*Adverbs of frequency*

**Grammar**  
*Have got for possession*

**Grammar**  
*Like and don’t like with the -ing form of the verb*

**Skills**  
*Extended speaking and vocabulary*

**Grammar**  
*There is/There are + prepositions of place*

**Grammar**  
*Countable and uncountable nouns*

**Grammar**  
*Present continuous for what is happening around now*

**Grammar**  
*Want and need*

**Skills**  
*Extended speaking and vocabulary*

**Grammar**  
*Can for requests and asking permission*

**Grammar**  
*Comparative and superlative forms of adjectives*

**Function**  
*Giving directions by train*

**Grammar**  
*Past simple with regular and irregular verbs and time expressions*

**Skills**  
*Extended speaking and vocabulary*

**Function**  
*Suggesting, accepting, and refusing*

**Grammar**  
*Too and not enough with adjectives*

**Grammar**  
*Zero conditional*

**Grammar**  
*First conditional*
1 a Work with a partner.

Match the flags with the countries and the countries with the nationalities.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britain</td>
<td>French</td>
</tr>
<tr>
<td>the USA</td>
<td>Russian</td>
</tr>
<tr>
<td>Japan</td>
<td>Vietnamese</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
</tr>
<tr>
<td>Vietnam</td>
<td>American</td>
</tr>
<tr>
<td>India</td>
<td>British</td>
</tr>
<tr>
<td>Russia</td>
<td>South Korean</td>
</tr>
<tr>
<td>France</td>
<td>Indian</td>
</tr>
<tr>
<td>South Korea</td>
<td>Japanese</td>
</tr>
</tbody>
</table>
In this lesson: Introduce yourself and ask questions about people

Function: Asking for and giving personal information

2 Work with a partner.

a Match the places in Column 1 with the pictures in Column 2.

b Match the pictures in Column 2 with the jobs in Column 3. More than one answer is possible.

c Take turns to talk about the pictures.

example A businesswoman works in an office.
**Listening**

3 **Track 01** Listen and write the missing information.
Use words from the box.

<table>
<thead>
<tr>
<th>I’m from</th>
<th>I’m a</th>
<th>my name’s</th>
<th>I’m a</th>
<th>I’m from</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a Hi, **my name’s** Raj.
__________ Bangalore in India.
__________ computer programmer.
b Hello, ___________ Wenjing and I’m Chinese.
__________ teacher.
c Hello, ___________ Kate.
__________ London in Britain.
__________ secretary.

4 Work with a partner. Write the missing words below.

a Hello, ___________ Nadia.
__________ Moscow in Russia.
__________ housewife.
b Hi, ___________ Pierre.
__________ French and
__________ waiter.
c Hi, ___________ Bill.
__________ New York in America.
__________ mechanic.

4 **Track 02** Listen and check.
Introduce yourself to the class.

**Language Focus**

5 Work with a partner. Look at the table below.
Match the questions with the answers.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s his name?</td>
<td>He’s a computer programmer.</td>
</tr>
<tr>
<td>Where’s she from?</td>
<td>No, she isn’t. She’s from Russia.</td>
</tr>
<tr>
<td>What does he do?</td>
<td>Yes, he is.</td>
</tr>
<tr>
<td>Is she from China?</td>
<td>London in Britain.</td>
</tr>
<tr>
<td>Is he from France?</td>
<td>Bill.</td>
</tr>
</tbody>
</table>
Practice

6 Write the questions for the answers.

a _______ Where’s he from ________? He’s from India.
b __________________________? She’s a secretary.
c __________________________? She’s from Russia.
d ___________a waiter? Yes, he is.
e ___________ America? Yes, he is.

Sounding Natural

7 Listen to the nationalities. How many syllables are there? Write 2, 3 or 4.

a Japanese 3 e Portuguese i Brazilian
b Norwegian f Finnish j Italian
c Icelandic g Bulgarian k Danish
d Canadian h Polish l Spanish

8 Listen again and copy the pronunciation.

Time to Talk

9 Work with a partner.

a Ask and answer questions about the people in activities 3 and 4.

example A: What’s his name?
B: His name’s Raj.
A: Where’s he from?
B: He’s from Bangalore in India.

b Ask and answer similar questions about other people in the class.

If you don’t know the answer, you can say: “I don’t know!”

Homework - turn to page 88
Introduction

1 Work with a partner.
   a Match the words in the box with the pictures.
      a office worker  b teacher  c student  d taxi driver  e housewife/homemaker  f doctor  g mechanic
   b Ask and answer questions about the people’s jobs.
      example  A: What does he do?  B: He’s an office worker.

2 Work with a partner. Discuss the questions below.
   a Do you know anyone who does the jobs in activity 1?
   b What do you do? Do you like it?
In this lesson: Discuss your daily life
Grammar: Adverbs of frequency

Reading

3 Read the magazine article below about Kirsty.

WORKING LIVES

Emma Jones interviews Kirsty Smith about her working life.

So, Kirsty, what do you do?
I’m an office worker. I work in a company in the city.

What do you like about your job?
The people in the office – they’re all really nice!

What don’t you like?
I hate going on the train in the morning. It’s always very crowded, so I usually stand all the way. I sometimes get a seat, and that’s great.

What do you do after work?
I never leave the office on time – I always work late! Sometimes, I go for a drink with friends from work, but not very often - I usually just go home.

4 Work with a partner. Read the article again and write the answers to the questions below.

a  What’s Kirsty’s job? ________________________________
    She’s an office worker.

b  How does Kirsty travel to work? ________________________________

c  Does Kirsty like the people in her office? ________________________________

d  What does Kirsty do after work? ________________________________

5 Work with a partner. Find and underline these words in the article in activity 3.

sometimes  never  always  often  usually
Language Focus

6 We use the words below to say how frequently something happens.

sometimes  never  always  often  usually

Write them in the correct place below the green line.

Adverbs of frequency can come after the verb be.

The weather is usually sunny.

Adverbs of frequency can come before other verbs.

I never go surfing.

Practice

7 Work with a partner. Underline the correct options to complete the sentences.

a I usually stay at home at weekends, but I sometimes / never go shopping with friends.

b He's always / often late for work – he's never on time.

c We never / often go on holiday because we don't have any money!

8 Work with a partner. Find the mistakes in the sentences below. Write the corrected sentences.

a I go usually to the beach in the summer.

 I usually go to the beach in the summer.

b I go sometimes to the park on Saturdays.

c We eat never Italian food.

d He's late usually.

e I always am tired.

Listen and check your answers.
Sounding Natural

9 a  Track 04  Listen again to the sentences in activity 8. Mark (●) the stressed words.

● I usually go to the beach in the summer.

b  Track 04  Listen again and copy the pronunciation.

Time to Talk

10 a  Read the questions below. Make notes.

- What do you do?

- What time do you start work or studying? Is it the same every day?

- What do you usually do every day? What do you sometimes do?

- What do you do in the evenings?

b  Work with a partner. Discuss your daily lives.

Try to use the words sometimes, never, always, often, and usually.

c  Tell the class about your partner’s answers.

Homework - turn to page 88
### Introduction

1. Work with a partner.

Match the words in the box with the pictures.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>digital camera</td>
<td>f</td>
<td>briefcase</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>books</td>
<td>g</td>
<td>pencil case</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>business papers</td>
<td>h</td>
<td>lipstick</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>tripod</td>
<td>i</td>
<td>basketball</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>trainers</td>
<td>j</td>
<td>money</td>
<td></td>
</tr>
</tbody>
</table>

- ![Digital Camera](image1)
- ![Basketball](image2)
- ![Briefcase](image3)
- ![Pencil Case](image4)
- ![Lipstick](image5)
- ![Basketball](image6)
- ![Tripod](image7)
- ![Trainers](image8)
- ![Money](image9)
In this lesson: Talk about your possessions
Grammar: *Have got* for possession

**Listening**

2 [Track 05] Listen to the woman in the photo talking. Answer the questions.
   a What does she do?
   b What things from activity 1 are in her bag? Put a circle (○) or a cross (×) in the table.

<table>
<thead>
<tr>
<th>Item</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>briefcase</td>
<td>○</td>
</tr>
<tr>
<td>business papers</td>
<td></td>
</tr>
<tr>
<td>lipstick</td>
<td></td>
</tr>
<tr>
<td>digital camera</td>
<td></td>
</tr>
<tr>
<td>tripod</td>
<td>×</td>
</tr>
<tr>
<td>books</td>
<td></td>
</tr>
<tr>
<td>pencil case</td>
<td></td>
</tr>
<tr>
<td>trainers</td>
<td></td>
</tr>
<tr>
<td>basketball</td>
<td></td>
</tr>
<tr>
<td>wallet</td>
<td></td>
</tr>
<tr>
<td>money</td>
<td></td>
</tr>
</tbody>
</table>

3 [Track 06] Listen to the man in the photo talking and answer the questions.
   a What does he do?
   b What things from activity 1 are in his bag? Put a circle (○) or a cross (×) in the table.

4 a Work with a partner. Write the missing words to complete the sentences below.

In my bag? Well, **I’ve got** a lot of books and a pencil case. I’m an art student at university. Today also **take** my trainers and basketball with me. I like playing basketball after school. **Put** my wallet, but I **don’t have** any money!

b [Track 06] Listen again and check your answers.
### Language Focus

We can talk about possessions with **have got** and **haven't got**.

**have got**

I've got a car. (I've = I have)
She's got three brothers. (She's = She has)
We've got a very nice house. (We've = We have)

**haven't got**

I haven't got a computer. (haven't = have not)
He hasn't got a sister. (hasn't = has not)
They haven't got a car.

**question**

Have you got a car?
Yes, I have.
No, I haven't.

### Practice

**5**  Look at the table in **activity 2** again.
Write five sentences about what the woman has got and hasn't got.

a. She's got a briefcase.

b. 

c. 

d. 

e. 

**6**  Look at the table in **activity 2** again.
Write six sentences about what the man in **activity 3** has got and hasn't got.

a. He's got a lot of books.

b. 

c. 

d. 

e. 

f.
Sounding Natural

7 Listen to the questions below.
How do we say the ‘t’ in ‘got’ when we speak naturally?

a Have you got a car?

b Has she got a brother?

c Have you got a computer?

8 Listen again and copy the pronunciation.

Time to Talk

9 What have you got?

a Put a circle (◯) or a cross (×) in the you column in the table below.

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have you got a car?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have you got a bicycle?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have you got a motorbike?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have you got a cat?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Have you got an umbrella?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Write three more Have you got questions.

c Work with a partner. Ask and answer the questions.
Put a circle (◯) or a cross (×) in the your partner column in the table.

d Tell the class about your partner’s answers.

Homework - turn to page 89
Introduction

1a Write the words from the box under the free time activities in the pictures.

- playing tennis
- taking photographs
- going hiking
- cooking
- swimming
- watching TV
- gardening
- going to the gym
- walking in the park

b Tick (✓) the activities you do.
In this lesson: Tell people what you like doing in your free time
Grammar: Like and don’t like with the -ing form of the verb

2 a Work with a partner.
   Ask which things in activity 1 your partner does.

   example A: Do you play tennis?
   B: Yes, I do. / No, I hate sports.

b Tell the class about your partner’s answers.

   example Mari plays tennis, but she doesn’t...

Listening

3 Listen to Alice and Ben talk about their hobbies.
   What free time activities in activity 1 do you hear?

4 Listen again and complete the table below.

<table>
<thead>
<tr>
<th></th>
<th>Ben</th>
<th>Alice</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like</td>
<td></td>
<td>playing tennis and golf</td>
</tr>
<tr>
<td>I quite like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t mind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dislike / I don’t like</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can’t stand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I hate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Language Focus

When we talk about likes and dislikes, we can use the **-ing form** of the verb as a kind of noun (some grammar books call this the **gerund**).

**statement**

<table>
<thead>
<tr>
<th>I like playing golf.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He likes watching TV.</td>
</tr>
</tbody>
</table>

**question**

<table>
<thead>
<tr>
<th>Do you like playing sports?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I do. / No, I don’t.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does she like shopping?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, she does. / No, she doesn’t.</td>
</tr>
</tbody>
</table>

To say how much we like something, we can use:

<table>
<thead>
<tr>
<th>I hate</th>
<th>I can’t stand</th>
<th>I dislike</th>
<th>I don’t mind</th>
<th>I quite like</th>
<th>I like</th>
<th>I love</th>
</tr>
</thead>
</table>

Practice

5 Change the words in **bold** and write the corrected sentences.

a. I **doesn’t** like dancing. **I don’t like dancing.**

b. I don’t mind **do** housework. **I don’t mind doing housework.**

c. She **love** watching baseball. **She loves watching baseball.**

d. I **don’t** stand doing homework. **I don’t stand doing homework.**

e. I quite **likes** gardening. **I quite like gardening.**

f. She **hate** shopping. **She hates shopping.**

g. I like **get** up early in the morning. **I like getting up early in the morning.**

6 Read your answers to activity 5. Change the sentences and make them true for you.

a. ___________________________

b. ___________________________

c. ___________________________

d. ___________________________

e. ___________________________

f. ___________________________

g. ___________________________
Sounding Natural

7  Track 09 Listen to the questions below. How do we say *do you* when we speak naturally?

   a  *Do you* like dancing?  b  *Do you* like going clubbing?  c  *Do you* like having hot baths?

8  Track 09 Listen again and copy the pronunciation.

9  Work with a partner.
    Practise asking and answering 'do you like' questions with the free time activities in **activity 1**.

   A: *Do you* like playing tennis?
   B: Yes, I love it. / No, I hate sports.

Time to Talk

10 a  Think about things you do at different times and places.

    Make notes about three things you like and three things you don't like doing in each situation.

    | At home | In the evening |
    |---------|---------------|
    | love - reading |
    | can't stand - watching TV |

    | At the weekend | On holiday |

    b  Work with a partner. Discuss what you like and dislike doing.
    Try to say how much you like/don't like doing things.

    example  A: What do you like doing at home?
    B: Well, I love reading in bed.

    c  Tell the class about your partner's answers.
    Who likes the same things?
    Who dislikes the same things?
Lesson 5  I Want to Ride a Cable Car

Introduction

1 Work with a partner. Match the words with the pictures.

- Alcatraz
- The Floating Market
- Arc de Triomphe
- Fisherman's Wharf
- tuk tuk
- The Louvre
- The Eiffel Tower
- tram
- The Grand Palace

2 Match the words with the cities.

Bangkok  Paris  San Francisco  a
In this lesson: Talk about travel plans
Skills: Extended speaking and vocabulary

Reading

3 Read what Steve wrote about his holiday.
   a Which place in activity 2 is he going to visit?
   b What are his plans when he gets there?

   There are three things I’m going to do when I arrive. First, I plan to go to Alcatraz because I’m reading a book about its history at the moment. Second, I want to go to Fisherman’s Wharf. A friend told me that it has the best seafood in the world. The other thing I’m going to do is ride a tram! I’ve always wanted to do that!

4 a Work with a partner.
   Read what Steve wrote again.
   Underline the expressions Steve uses to talk about his plans.

   b Take turns to tell your partner about Steve’s plans. Try not to look at your books.

   example Steve’s going to San Francisco. There are three things he wants to do.
Time to Talk 1

5 Choose one of the cities below.

**Bangkok**

**Paris**

Imagine you are going there on holiday.
Use the pictures to tell your partner your plans.

*example*  I'm going to Paris.
There are three things I'm going to do...
Work with a partner.

Imagine you can go anywhere you want on a three-day holiday.

a Decide on a place you both want to visit on holiday (inside or outside your country).

Plan at least four things to do in the place you choose. Make notes.

b Tell the class about your holiday plans.

example We plan to go to...

There are four things we’re going to do. First...

As a class, decide which pair has the most interesting plans.
Lesson 6

Is There a Bank near Here?

Introduction

1 Work with a partner.
   If you get lost in a new or strange city, what do you do?
   Rank the options in the box from 1-5 (1 = the best).

2 Discuss your answers with the class.

look at a map
ask a stranger the way
ask a police officer
get a taxi
start crying
In this lesson: Talk about where things are
Grammar: *There is/There are + prepositions of place*

Listening

3 🎧 Track 10 🎧 Track 11 🎧 Track 12  Listen to the three conversations.
Write the places in the box on the map below.

post office  restaurants  bank

4 🎧 Track 10 🎧 Track 11 🎧 Track 12  Listen again.
Complete the sentences with *next to, on the corner*, or *opposite*.

a There’s a bank ___________________________ the station.

b There’s a post office ___________________________ of Bishop’s Road and High Street.

c There are some nice restaurants ___________________________ the swimming pool.
Language Focus

For single things (only one), we say:

**Is there a** bank near here?  
*There's a* bank opposite the station. (*There's = There is*)  
*There isn't a* cinema on Carson Street. (*There isn't = There is not*)

For plural things (more than one), we say:

**Are there any** good restaurants near your house?  
*There are some* nice shops in the High Street.  
*There aren't any* clothes shops near the station. (*There aren't = There are not*)

Practice

5 Work with a partner. Answer the questions below with information from the map in activity 3.

a  Where can you buy some stamps?  
   *There's a post office on the corner of Bishop's Road and High Street.*

b  Where can you change some money?  
   *There's a bank next to the chemist on Howard Road.*

c  Where can you buy some headache medicine?  

f  Where can you eat some pasta?  

b  Where can you catch a bus?  

h  Where can you catch a train?  

i  Is there a bank near here?  
   *There's a bank opposite the station.*  
   *There isn't a* cinema on Carson Street.  

j  Are there any good restaurants near your house?  
   *There are some* nice shops in the High Street.  
   *There aren't any* clothes shops near the station.

k  Are there any good restaurants near your house?  
   *There are some* nice shops in the High Street.  
   *There aren't any* clothes shops near the station.
Sounding Natural

6 a Listen to the sentences below.

How do we say *there’s a* and *there are* when we speak naturally?

There’s a bank next to the chemist.
There’s a bus stop near my house.
There are some shops in the High Street.
There are some clothes shops near here.

b Listen again and copy the pronunciation.

Time to Talk

7 a Look at the map in activity 3.

Write three questions for directions to three places on the map.

Excuse me. Is there a cinema near here?

b Work with a partner. Ask and answer the questions.

*example*  A: Excuse me. Is there a cinema near here?
B: Yes. There’s one next to the post office.

c Ask and answer the same questions about the area around your school or home.

Make notes.

d What is near your school or partner’s home? Tell the class.
Lesson 7

Are There Any Apples?

Introduction

1. Discuss these questions with a partner:
   a. Do you like cooking?
   b. What’s your favourite dish?
   c. Do you prefer eating in restaurants or eating at home? Why?

2. Match the words with the pictures.

   a. pasta  
   b. cheese  
   c. butter  
   d. mushrooms  
   e. rice  
   f. garlic bread  
   g. tomatoes  
   h. eggs  
   i. chicken  
   j. bacon

   1  
   2  
   3  
   4  
   5  
   6  
   7  
   8  
   9  
   10
In English, some nouns (e.g. tomatoes, eggs) are countable.
Other nouns (e.g. milk, cheese) are uncountable.

With singular countable nouns, we use a or an.
Is there a tomato? There’s an egg. There isn’t an apple.

With plural countable nouns:
We use are... any in questions.
Are there any eggs? There are some apples.
We use are some in positive statements.
There are some apples.
We use are not (aren’t) any in negative statements.
There aren’t any tomatoes.

With uncountable nouns:
We use is... any in questions.
Is there any cheese? There’s some milk.
We use is some in positive statements.
There’s some milk.
We use is not (isn’t) any in negative statements.
There isn’t any cheese.
5 Complete the sentences below with words from the box.

<table>
<thead>
<tr>
<th>any</th>
<th>some</th>
<th>isn’t</th>
<th>aren’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>a Do we have _______ pasta?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b I’d like ____________ spaghetti.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c There ____________ pasta.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d Would you like ____________ rice, instead?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e We need ____________ rice.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f There ____________ cheese.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g There ____________ tomatoes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h Is there ____________ garlic bread?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen and check.

6 Work with a partner. Complete the table.

Write C next to the countable nouns. Write U next to the uncountable nouns.

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>U</td>
</tr>
<tr>
<td>banana</td>
<td>C</td>
</tr>
<tr>
<td>egg</td>
<td></td>
</tr>
<tr>
<td>ice cream</td>
<td></td>
</tr>
<tr>
<td>ham</td>
<td></td>
</tr>
<tr>
<td>apple</td>
<td></td>
</tr>
<tr>
<td>beer</td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
</tr>
<tr>
<td>spaghetti</td>
<td></td>
</tr>
<tr>
<td>sandwich</td>
<td></td>
</tr>
<tr>
<td>hot dog</td>
<td></td>
</tr>
<tr>
<td>sushi</td>
<td></td>
</tr>
<tr>
<td>bacon</td>
<td></td>
</tr>
<tr>
<td>cherry</td>
<td></td>
</tr>
<tr>
<td>carrot</td>
<td></td>
</tr>
</tbody>
</table>

7 Write a, an, some, or any to complete the sentences.

a There isn’t _______ orange juice.
b We need _______ bananas.
c Do we have _______ cheese?
d There’s _______ milk in the cup.
e There isn’t _______ ham.
f There aren’t _______ eggs.
g Do you want _______ apple?
h Are there _______ melons?
i Do you have _______ butter?
j Do you have _______ pineapple?

When we offer or ask for things, we use ‘some’ (we do not use ‘any’).
Would you like some chicken? Can I have some milk?
Sounding Natural

8 a  Listen to the words below. Write them in the table under the correct stress patterns.

<table>
<thead>
<tr>
<th>banana</th>
<th>Bolognese</th>
<th>spaghetti</th>
<th>pineapple</th>
<th>cucumber</th>
<th>salami</th>
<th>pastrami</th>
</tr>
</thead>
</table>

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

b Practise saying the words with the correct stress.

---

Time to Talk

9 Think about a dish you like.

a What do you need to cook it? Can you cook it? Make notes.

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

b Work with a partner. Discuss your favourite dishes.

example  A: I love curry. You need some onions and...
           B: Do you need any potatoes?

c Tell the class about your partner’s favourite dish.

---

Homework - turn to page 92
1. Look at these three people. What do they usually do in their lives and jobs?

2. Work with a partner. Look at the words below.

- helps students
- drives a bus
- teaches English
- eats school lunch
- picks up passengers
- does homework every night
- goes to school
- wears a bus driver’s uniform
- gives homework

Which person does what? Write their names. Can you think of any more things they do?
In this lesson: Write a postcard about a holiday
Grammar: Present continuous for what is happening around now

Reading

3 Look at the pictures on the three postcards.
Which countries do you think they are from?

4 Read the messages from the people in activity 1.
Match the pictures with the messages.

Dear Amy,
I'm having a great time here in Thailand.
Right now, I'm writing this postcard and drinking mango juice at the beach! I'm swimming every day in the beautiful sea and eating lots of fresh fruit. I'm meeting lots of nice people and enjoying my holiday.
See you soon!
Love Jamie

Dear Emma,
I'm having a wonderful time here.
I'm staying in the famous Ritz hotel with my mum and dad.
I'm drinking lots of tea and eating scones and cream for lunch every day.
I'm going to the theatre every night. There are so many things to do here.
London is great!
Lots of love
Judy

Dear Jo,
I love Canada!
I'm hiking and climbing mountains every day. It's a bit cold so I'm wearing a big jacket and gloves. I love the nature here. It's so big and wild.
I'm travelling to many new places. I'm taking lots of photos! Yesterday I saw a grizzly bear!
Wish you were here.
Steven

5 Work with a partner. Read Steven's and Judy's messages again. Complete the table below.

<table>
<thead>
<tr>
<th>Steve</th>
<th>normally</th>
<th>now, on holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steven</td>
<td>He drives a bus.</td>
<td>He's hiking and climbing mountains.</td>
</tr>
<tr>
<td>Judy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Language Focus**

When we talk about what usually happens in our lives, we use the present simple.

I work in a company.
He drives a bus.
She goes to school.

We use the present continuous for the following:

1. Talk about what’s happening now.
   - **be + -ing form of the verb**
     
     I’m drinking mango juice at the beach.

2. Talk about what is happening around now.
   - **be + -ing form of the verb**
     
     I’m staying in a hotel.

We make questions like this:

Are you enjoying the party?
Yes, I am. / No, I’m not.

Is he working today?
Yes, he is. / No, he isn’t.

**Practice**

7 Write present continuous sentences using the prompts.

a I / eat / breakfast
   I’m eating breakfast.

b I / drink / tea

c She / do / exercise

d I / do / homework

e I / listen to / music

f They / cook / dinner

g I / wear / jeans

h He / speak / English

Write three sentences about what you are doing now or around now.

I’m studying for an exam.
Sounding Natural

8 a Listen and underline the words that you hear.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>shut</td>
<td>shirt</td>
</tr>
<tr>
<td>hut</td>
<td>hurt</td>
</tr>
<tr>
<td>cut</td>
<td>curt</td>
</tr>
<tr>
<td>bun</td>
<td>burn</td>
</tr>
</tbody>
</table>

b Work with a partner. Take turns to read a word from the table. Is the word you hear from A or B?

Time to Talk

9 a Imagine you are on holiday and you want to write a postcard. Make notes.

- Who do you want to write the postcard to?

- Where are you staying?

- What are you doing every day?

- What are you doing now?

- How are you feeling?

b Work with a partner.

You have a problem. You have hurt your hand, and you can't write.

Ask your partner to write the postcard for you. Use your notes.

Take turns to tell your partner what to write.

example Dear Emi,

How are you? I'm having a lovely time.

I'm lying by the beach drinking beer.

I'm staying in a lovely hotel by the beach.

c Read your partner's postcard to the class.
Introduction

1 Work with a partner. Match the words with the pictures.

- a tent
- b torch
- c portable stove
- d sleeping bag
- e backpack
- f insect repellent
- g sun tan lotion
- h beach towel
- i sunglasses
- j batteries

2 a Discuss which things in activity 1 you take when you go camping.
   b Discuss which things in activity 1 you take when you go to the beach.
In this lesson: Decide what to take on holiday
Grammar: Want and need

Listening

3 Look at the picture of Kate and Brian. Where do you think they are going?
   a What items do you think they need to take with them?

b Listen and tick (✓) the items in activity 1 that you hear.
   Were you correct about where they are going?

4 Listen again and answer the questions.
   a Why are they going to the shop?
   b What are they going to buy? Tick (✓) the answers.
      batteries
      torch
      beach towel
      sleeping bag
      insect repellent
      backpack
Language Focus

We use **want** for things that we would like to do or would like to have.

- **want to + base form** of the verb
  
  I want to leave before noon.

- **want + noun**
  
  I want a new sleeping bag.

We use **need** for things that we must do or must have.

- **need to + base form** of the verb
  
  We need to buy some more.

- **need + noun**
  
  We need some batteries for the torch.

Practice

5 Underline **need** or **want** to complete the sentences below.

a. I have an important appointment before work tomorrow. I need / want to get up early.

b. He doesn’t like his suitcase. He needs / wants a new one for his vacation.

c. I’m going to the ice cream shop. Do you need / want an ice cream?

d. She’s going to America next month. She needs / wants to renew her passport.

e. It’s raining outside. You need / want to take your umbrella to stay dry.

6 Write sentences using **need to** or **want to** and the prompts in the parentheses below.

a. Your shoes have a small hole in them. (buy/shoes)
   
   I need to buy some new shoes.

b. Your leg is broken. (see/doctor)
   

c. It’s your birthday. (eat/cake)


d. You love surfing. (go/Hawaii)
   


e. You’re starting a new job tomorrow. Your suit is old and has a hole in it. (buy/suit)
**Sounding Natural**

7 a  Track 19  Listen to the sentences below.
How do we say **to** when we speak naturally?

What do you need **to** buy this week?
I want **to** see that new action film tonight.
I need **to** buy some batteries.
I want **to** leave before noon.
Where do you want **to** go?

b  Track 19  Listen again. Copy the pronunciation.

**Time to Talk**

8 a  Work with a partner.
Choose a holiday below.
Decide what you need to take and what you want to do when you get there.
Make notes.

- A weekend **skiing holiday in the Swiss Alps**
- A **sightseeing week in London**
- A **one-week hiking holiday**
- A **day trip to a baseball match**

We need to take some warm clothes.
I want to eat lots of cheese.

b  Tell the class what you decided, but don’t tell them the holiday you chose.
Can they guess where you’re going?
Lesson 10: When We Were Young...

Introduction

1. Think about when you were a child.
   Work with a partner. Ask and answer these questions.
   a. Where did you go to school? Who was your best friend at school?
   b. What was your favourite toy?
   c. Did you have a pet? What was it? What was its name?
   d. Do you remember a family holiday? Where did you go?

2. Tell the class about your partner’s answers.

Vocabulary

3. Which words from the box can you see in the pictures?
   - upset
   - escape
   - beach
   - broken wrist
   - rocks
   - wardrobe
   - hamster
   - frightened
   - older brothers
   - cage

4. You will hear two people tell stories about when they were young.
   One story is about a pet. One story is about a holiday.
   Before you listen, work with a partner to decide which story the words in the box are from.
   Write the words in the table below.

<table>
<thead>
<tr>
<th>story about a pet</th>
<th>story about a holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>cage</td>
<td></td>
</tr>
</tbody>
</table>

Listening

5. Listen and check.

Track 20
Track 21
In this lesson: Tell people a story about when you were young
Skills: Extended speaking and vocabulary

Listen to the first story again. Answer the questions.

a. How old was the speaker when it happened?

b. Where did the hamster live?

c. Where did the hamster run?

d. How did the speaker feel?

e. How long was the hamster missing?

f. Who found the hamster?

g. Where was the hamster?
7 **Track 21** Listen to the second story again.
Answer the questions.

a How old was the speaker when it happened?

b Where did they go on holiday?

c What happened on the beach?

d What did the speaker tell his father?

---

8 Work with a partner.
Look at the pictures from the second story.
What happened? Make notes.
Practise telling the story.
Time to Talk

9 a Think about a story from when you were young.
   Use the questions below to make notes.

   • How old were you?

   • Where did the event happen?

   • Who was there?

   • What happened?

   • How did you feel?

b Work with a partner. Tell your stories.

c Tell the class about your partner’s story.

Homework - turn to page 94
Introduction

1. a. How often do you eat in a restaurant?
   What's your favourite kind of restaurant?

   b. Look at the menu below. What would you order?
In this lesson: Ask for things in shops and restaurants
Grammar: Can for requests and asking permission

Listening

2 Track 22 Listen to someone ordering in a restaurant.
Tick (✓) the things from activity 1 that the man ordered.

3 a Read the restaurant conversation below.

Waiter: **Can I take** your order?

Customer: Yes. ____________
a fruit tart, please?

Waiter: ____________ you something
to drink?

Customer: Hmm, ____________ some tea
with milk, please?

Waiter: Yes, of course. Anything else?

Customer: No, that’s all, thank you.

b Track 23 Work with a partner.
Listen and write in the spaces to complete the conversation.

c Track 23 Listen and check.

Language Focus

We use can:

When we ask for something.

**Can** I have some coffee, please?
Can I have a fruit tart, please?

When we ask if it’s OK to do something.

**Can** I take your order?
Can I open the window?
4 Write the sentences in the correct order.

a I / see / your / can / ticket / ?  
   Can I see your ticket?

b borrow / I / a / pencil / can / ?

c have / can / I / water / some / ?

d I / your / passport / can / see / ?

e student / can / I / see / your / card / ?

f I / a / ticket / have / can / for / the 8.00 show / ?

5 Track 24 Listen and check.

6 In which situations below can you ask the questions in activity 4? (More than one situation may be possible.)

- train station
- airport check-in
- school
- restaurant
- theatre
- library

7 a Number the speech bubbles in the correct order to make a conversation.

Yes. Can I have a maple latte and an orange juice, please?
Here you are.
Do you want ice in the orange juice?

Yes, please.
Can I help you?
Thanks.

b Work with a partner. Practise the conversation.
Sounding Natural

8 Track 25 Listen to the five sentences. Tick (✓) the box next to the sentences you hear.

a □ Can you feel it?
   □ Can you fill it?

b □ What a beautiful, white sheep.
   □ What a beautiful, white ship.

c □ The tap is leaking.
   □ The tap is licking.

d □ Can you heat the soup?
   □ Can you hit the soup?

e □ Don’t put the orange peel on the table.
   □ Don’t put the orange pill on the table.

9 Work with a partner. Practise the pronunciation.

Time to Talk

10 Look at the pictures below.

a What do people ask for in these places? Write a question using can for each picture.

________________________________________________________________________
________________________________________________________________________

b Work with a partner. Choose one of the pictures. Write the conversation.

Excuse me, can I

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Homework - turn to page 94
Introduction

1 Work with a partner. Look at the pictures.
   What cities are they? Write the names below the pictures.

Listening

2 Listen to Anna and Kim talk.
   Tick (✓) the cities in activity 1 they talk about.
In this lesson: Compare places you know
Grammar: Comparative and superlative forms of adjectives

3 Listen again. What do Anna and Kim think about London and Tokyo?
Write T (True) or F (False) next to the sentences.

a  London is colder than Tokyo.

b  Tokyo has a better choice of food than London.

c  London has the prettiest parks in the world.

d  London has the best trains in the world.

e  London has more interesting shops than Tokyo.
Language Focus

For comparing two items:

- tall > taller than (one syllable)
- pretty > prettier than (two syllables, ending in -y)
- expensive > more expensive than (two or more syllables)

We call these **comparative forms** of adjectives.

Tokyo is bigger than London.
London shops are more interesting than Tokyo shops.

For comparing three or more items:

- tall > the tallest (one syllable)
- pretty > the prettiest (two syllables, ending in -y)
- expensive > the most expensive (two or more syllables)

We call these **superlative forms** of adjectives.

Everest is the tallest mountain.

Common exceptions:

- good > better > the best
- bad > worse > the worst
- far > further > the furthest

Practice

4 Use the prompts below to write comparisons.

a. Canada / big / Japan
   
   Canada is bigger than Japan.

b. dachshunds / smaller / labradors
   
   ________________________________

   ________________________________

c. I / a good cook / my father
   
   ________________________________

   ________________________________

d. Sue / tall / my brother
   
   ________________________________

   ________________________________

e. Joe / interesting / Pete
   
   ________________________________

   ________________________________

5 Use the prompts below to write endings to the sentences in activity 4.

a. ... but Russia ____ is the biggest ____ country in the world.
   
   ________________________________

b. ... but chihuahuas ________________________ dogs.
   
   ________________________________

c. ... but my mother ________________________ cook in our family.
   
   ________________________________

d. ... but I’m ________________________ person in my family.
   
   ________________________________

e. ... but Sue is ________________________ person I know.
   
   ________________________________

6 Track 27 Listen and check your answers.
Sounding Natural

7 Listen again.
Where do the pauses come in the sentences?
Listen again and copy the pronunciation.

Time to Talk

8 a Work with a partner. Choose three places you both know (they can be inside or outside your country). Write the names of the places.

b Discuss which is the best place to go on holiday. Compare the places you chose.
Think about:
• Shops • Transport (buses, trains) • People • Food
Use these words, and ideas of your own:
• polite • cheap • quiet • big • interesting • crowded

example  A: Osaka is bigger than Kyoto, but Tokyo is the biggest.
          B: Yes, but Osaka is more exciting than Kyoto!

c Tell the class which town you think is the best for a holiday, and why.
Introduction

1 Work with a partner. Match the words with the pictures.

a taxi
b bus
c underground train
d car
e bicycle
f motorcycle
g train

2 Are the words in activity 1 public transport (1) or private transport (2)? Write 1 or 2 next to each picture.

3 Work with a partner. Discuss the following questions.
   a What form of transportation in activity 1 do you use the most?
   b How much time do you spend on public transport a week?

4 Tell the class about your partner’s answers.
In this lesson: **Tell people how to get to places**
Function: **Giving directions by train**

### Listening

5. Look at the train map.

Listen to conversations 1-3.

Circle the names of the stations you hear.

![Train Map](image)


Write the names of the stations in the table.

<table>
<thead>
<tr>
<th>now</th>
<th>transfer stations</th>
<th>wants to go to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timperley</td>
<td>Sleaford</td>
<td>Spennel</td>
</tr>
<tr>
<td>Summerhill</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruston</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Language Focus**

To ask for directions by train, we can use these expressions:

- How do I get to...?
- What's the best way to get to...?
- How do I get from... to...?

To give directions, we can use these expressions:

- Take the (Bank Line).
- Take a (northbound / southbound / westbound / eastbound) train.
- Change at (Kinver).
- (Roseland) is the (first / second / last) stop.
- (Roseland) is (two) stops from (Kinver).

**Practice**

7 Look at the map on page 53. Complete the directions.

**Conversation 1**

A: How do I get to West Bank from Shipmeadow?

B: Take a [westbound] train on the [Circle] Line. Change at Sleatord. Next, [a Bank Line train]. West Bank is the [stop].

**Conversation 2**

A: How do I get to Oxted from Martindale?

B: Take a westbound [Line train] at Tankersley to the [Line]. Take a [train]. Oxted is [stops from Tankersley].

**Conversation 3**

A: What's the best way to get from Broadwater to Abbott’s Inn?

B: [a southbound train on the [Line]. Change at [ ]. Next, the [Line to [ ]. Change again and take a [Coastal Line train]. Abbott’s Inn is the [stop].

8 [Track 31] [Track 32] [Track 33] Listen and check your answers.

9 Work with a partner. Practise the conversations in activity 7.
10 a Track 34 Listen to the words in the table. Tick (✓) the box with the correct sounds.

<table>
<thead>
<tr>
<th>eats</th>
<th>lives</th>
<th>tells</th>
<th>studies</th>
<th>likes</th>
<th>makes</th>
<th>works</th>
<th>drives</th>
<th>loves</th>
<th>hates</th>
</tr>
</thead>
<tbody>
<tr>
<td>/s/</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/z/</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Practise the pronunciation.

11 Think about where you live.

a Write two places you often go to by train.

______________________________
______________________________

b Work with a partner. Show each other the places you wrote down. Ask for and give directions how to get to the places by train.

**Example**

A: How do you get to Brighton from here?  
B: Well, take a southbound train on the...
Introduction

1 Write the time expressions in the correct order.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
</tr>
</thead>
<tbody>
<tr>
<td>last year</td>
<td>yesterday</td>
<td>ten minutes ago</td>
<td>last Monday</td>
<td>five years ago</td>
<td>two weeks ago</td>
<td>in 1999</td>
<td>last month</td>
</tr>
</tbody>
</table>

2 Work with a partner. Discuss the questions below.

   a. What kinds of problem do people have when they go on holiday?
   b. Have you ever had any problems on holiday?
   c. What happened?
   d. How did you fix the problems?

3 Tell the class about your partner’s answers.
In this lesson: Tell your partner about your week
Grammar: *Past simple* with *regular* and *irregular verbs* and *time expressions*

**Reading**

4 Last year Justin and Julia went on holiday. Where did they go?

5 Justin and Julia had a lot of problems on holiday.
Look at the pictures. What problems do you think they had?

6 Work with a partner.
Read Justin’s and Julia’s problems below. Match them with the pictures. Write the letters in the boxes.

- a They didn’t find their luggage at the airport.
- b Justin was ill. He stayed two nights in the hospital.
- c At the airport, Justin and Julia couldn’t find their tickets and passports.
- d A taxi hit Justin and broke his leg.
- e Their bed was very uncomfortable, so they didn’t sleep well.
- f The weather was very hot, and they got sunburn.
- g They stayed in a very old hotel.
- h During the flight, the weather was very bad.
Language Focus
We can talk about the past with the past simple form of verbs.

We add -ed to the base form of regular verbs to make the past simple form.

stay > stayed
He stayed two nights in the hospital.

Irregular verbs have different past simple forms.

break > broke  A taxi hit Justin and broke his leg.
go > went I went to India.

To make past simple verbs negative, we use didn’t (did not) + base form of the verb.

They didn’t find their luggage at the airport.

To make questions in the past simple, we use did + subject + base form of the verb.

Did you play tennis yesterday? Yes, I did.
What did you do last year? We went to India.

We often use the past simple with a time expression.

Last year we went to India.
On Friday I saw a film.
I met my friend three days ago.
I graduated in 1990.

Practice
7 Complete the sentences using the past simple form of the verbs in the parentheses.
See the Irregular Verbs section on page 107 for a list of irregular verbs.

a (buy) I _______bought____ a new car on Friday.
b (fall, break) Last Saturday I __________ off my bike and __________ my arm.
c (play) When I was at school, I __________ tennis every day.
d (eat) I __________ pizza two days ago.
e (watch) Bob __________ four DVDs on Sunday.
f (do, do) A: What __________ you __________ last Friday?
g (cook) B: I __________ dinner for my friends.
h (do, go) A: Where __________ you __________ last week?
i (go) B: I __________ to New York with my girlfriend.
j (get) We __________ married 13 years ago.
Sounding Natural

8  Track 35  Read the words below. Listen and copy the pronunciation.

   pit / bit
   pull / bull
   to / do
   ten / den

9  Read the sentences below.
   a  Den dared Tim to dial ten two ten, but Tim didn’t do it; he dialled two ten two.
   b  Bill patted the pit bull on the back, but the pit bull pulled at Bill’s bag, and bit Bill back.

10 Track 36  Listen and copy the pronunciation.

Time to Talk

11 a  Write down ten things you did last week.

b  Work with a partner. Ask each other questions about last week.
   Use the question words below.
   • Where  • What  • Why  • When  • Who  • How long

   example  A: What did you do last week?
             B: I saw a film on Tuesday.
             A: Did you like it?
             B: Yes, I did. / No, I didn’t.

c  Tell the class about your partner’s answers.

Homework - turn to page 96
Introduction

1 Work with a partner. Discuss these questions.
   a Do you keep things a long time, or do you throw them away?
   b Do you like old things or new things? Why?
   c What is the oldest thing you have? What is the newest thing?

2 Tell the class about your partner’s answers.

3 Look at the pictures. Which of the things do you like the most? Tell the class.
In this lesson: **Tell people about a special object**

**Skills:** *Extended speaking and vocabulary*

### Listening

4  **Track 37** Listen to Kate and Bob talk about two of the things in **activity 3**.

Write the names of the objects they talk about in the table below.

<table>
<thead>
<tr>
<th></th>
<th><strong>Kate</strong></th>
<th><strong>Bob</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Object</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where he/she got it</strong></td>
<td>She bought it from a friend.</td>
<td>From his best friend.</td>
</tr>
<tr>
<td><strong>When he/she got it</strong></td>
<td>She bought it about six months ago.</td>
<td>About a hundred years old.</td>
</tr>
<tr>
<td><strong>What it is like</strong></td>
<td>expensive F goes fast T</td>
<td>made of gold always tells the right time</td>
</tr>
<tr>
<td><strong>Why he/she likes it</strong></td>
<td>She can go on holiday in it.</td>
<td>Because his father gave it to him.</td>
</tr>
</tbody>
</table>

5  **Track 37** Read the information in the table.

a) **Track 37** Listen again. Write T (True) or F (False) next to the information in the table.

b) Rewrite the false information in the table to make it correct.
Listen to Helen and Simon talk about two of the things in **activity 3**.

Write the names of the objects they talk about in the table below.

<table>
<thead>
<tr>
<th></th>
<th>Helen</th>
<th>Simon</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Object</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Where he/she got it</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>When he/she got it</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What it is like</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Why he/she likes it</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 15**

---

Listen again. Complete the rest of the table.
Time to Talk

8 Think about an object that is important to you. You are going to tell people about it.

a Complete the you column of the table below.

<table>
<thead>
<tr>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Object</td>
<td></td>
</tr>
<tr>
<td>Where you/he/she got it</td>
<td></td>
</tr>
<tr>
<td>When you/he/she got it</td>
<td></td>
</tr>
<tr>
<td>What it is like</td>
<td></td>
</tr>
<tr>
<td>Why you like/he/she likes it</td>
<td></td>
</tr>
</tbody>
</table>

b Work with a partner. Ask and answer questions about your objects.

Complete the your partner column of the table.

c Tell the class about your partner’s object.
Introduction

1. Work with a partner. Write the name of the free time activities under each picture.

- go hiking
- see a film
- have a picnic
- eat out
- go shopping
- go to a club

b. Do you do any of these free time activities with your friends?

c. What activities do you like doing with friends?
In this lesson: **Decide on a class outing**  
**Function:** *Suggesting, accepting, and refusing*

**Listening**

2 a  [Track 39] Listen to Tony call Sarah for a date. What do they decide to do?

b [Track 39] Listen again. Write the missing words.

Sarah  Hello?

Tony  Hi Sarah, it’s Tony. Are you doing anything on Saturday night?  
      ________________ [S] to a club?

Sarah  Oh, hi Tony. Sorry, I ________________ [ ] to a club this weekend.  
      ________________ [ ].
      There’s a new Indian restaurant on the High Street.

Tony  ________________ [ ].

Sarah  ________________ [ ] around six o’clock?

Tony  I’m afraid I’m working until six.  
      ________________ [ ] around seven o’clock?

Sarah  ________________ [ ] to the pub after dinner.

Tony  OK. Sounds good. See you later.

Sarah  Bye.

---

c Work with a partner. Look at the phrases you wrote in the conversation.  
Decide if they are **suggesting**, **accepting**, or **refusing**.  
Write **S** (=suggesting), **A** (=accepting), or **R** (=refusing) in the boxes.
Language Focus

Suggesting
How about + -ing form of the verb
Let’s + base form of the verb
Shall we + base form of the verb

Accepting
That’s a good idea.
Fine.

Refusing
I don’t feel like + -ing form of the verb
After refusing, we often make another suggestion.

Practice

3 Read the prompts below. Write the conversations.

   I’m hungry. How about going for a pizza?

B: You don’t like pizza. You like Thai food.
   I don’t feel like going for a pizza...

A: You agree.

A: You like dancing.

B: You are tired. You like beer.

A: You agree.

A: You like going to movies.

B: There’s a new James Bond movie you want to see.

A: You don’t like action movies. You like comedies.

B: You agree.

4 Work with a partner. Practise the conversations.
Sounding Natural

5 a  Listen to the sentences below. Mark (●) the stressed words.

Shall we go to a movie?  How about going for a walk?

That’s a good idea.  Let’s go to a club.

b  Practise saying the sentences.

Time to Talk

6 a  Add two more free time activities to the list below.

- go hiking
- have a picnic
- eat out
- go shopping
- go to a club

b  Work with a partner.
   Decide which activity you would most like to do with other people in the class.
   Decide which you would least like to do with other people in the class.
   Rank the activities from 1-7 (1 = most like to do).

c  Change partners.
   Compare your ideas.
   Decide on one thing you want the class to do together.

   example  How about going to a club?

d  Tell the class what you decided. Can everybody agree on one thing to do?
**Introduction**

1. **a** When you go shopping, do you have any of the problems below? Tick (✓) the problems you have.
   - You can never find the right size.
   - There is never enough time.
   - It’s always too crowded.
   - Things are too expensive.

   b. Tell the class about your problems.

2. Match the words in the box with the pictures (one of the words matches with two pictures).

   - **a** torn
   - **b** broken
   - **c** scratched
   - **d** tight
   - **e** stained

3. Complete the sentences below by using the words in activity 2.

   a. The computer **is broken**.
   b. The lens ____________________________________________
   c. The T-shirt _________________________________________
   d. The jeans __________________________________________
   e. The clock __________________________________________
   f. The shirt __________________________________________
4 Read the questions below. Match the underlined words in the questions with their meanings on the right.

<table>
<thead>
<tr>
<th>Question</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I have a <strong>refund</strong>?</td>
<td>A promise to repair or replace for free something broken.</td>
</tr>
<tr>
<td>Can I exchange them?</td>
<td>Give something and get something back in return.</td>
</tr>
<tr>
<td>Can you give me a <strong>receipt</strong>?</td>
<td>Money that is paid back to you.</td>
</tr>
<tr>
<td>Can I have a <strong>guarantee</strong>?</td>
<td>A piece of paper that shows you paid for something.</td>
</tr>
<tr>
<td>Can you <strong>repair</strong> it?</td>
<td>To mend a broken item.</td>
</tr>
</tbody>
</table>

**Listening**

5 a Listen to the four conversations.
Write what each person bought.
Write the problem next to the item.

<table>
<thead>
<tr>
<th>Conversation</th>
<th>Item</th>
<th>Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track 41</td>
<td>1</td>
<td>shoes</td>
</tr>
<tr>
<td>Track 42</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Track 43</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Track 44</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

b  Listen again.
Write what each person asked the shop assistant.

1  **Can I exchange them?**
2  
3  
4  
Language Focus

To explain a problem in a shop, we can use these patterns:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>be + adjective</td>
<td>This computer is <strong>broken</strong>.</td>
</tr>
<tr>
<td>be + too + adjective</td>
<td>These shoes are <strong>too small</strong>. (= I want bigger shoes.)</td>
</tr>
<tr>
<td>be + not + adjective + enough</td>
<td>These trousers aren't <strong>long enough</strong>. (= I want longer trousers.)</td>
</tr>
</tbody>
</table>

To ask for something:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can + I + base form of the verb</td>
<td>Can I <strong>have</strong> a refund?</td>
</tr>
</tbody>
</table>

To ask someone to do something:

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can + you + base form of the verb</td>
<td>Can you <strong>repair</strong> it?</td>
</tr>
</tbody>
</table>

Practice

6 Look at the pictures below.

Use be + too + the adjectives in the box to complete the sentences.

a) The shoes are **too big**.

b) The dress ____________________________

c) The suitcase __________________________

d) The street ____________________________

e) The car ________________________________
7 Rewrite the sentences in the correct order.

a. this / jacket / torn / last / it / is / week / bought / I / but
   I bought this jacket last week, but it is torn.

b. I / watch / yesterday / doesn’t / but / this / work / it / bought

c. shirt / I / bought / stained / it / is / this / today / but

d. computer / last / month / I / bought / but / broken / is / it / this

8 Write what the person might request for each problem to be sorted out in activity 7.

Sounding Natural

9a Track 45 Listen to the sentences below. Mark (●) the stressed words.

Can I have a refund?  Can I exchange them?  Can you give me a receipt?

Can I have a guarantee?  Can you repair it?

b Practise saying the sentences.

Time to Talk

10 Work with a partner.

Take turns to choose a picture below.
Explain the problem to your partner.
Can your partner guess the picture?

Homework - turn to page 98
Lesson 18

When We Meet Someone for the First Time...

Introduction

1 Work with a partner.
   a Discuss these pictures and questions.

What do you do when you meet someone at the airport?

What do you do when you meet someone for the first time?

What do you do when someone gives you a business card?

What do you do when you visit someone's home for the first time?

b Compare your answers with the class.

What do you do when it's your mum's birthday?
Listening

2 Listen to Carl. What situations does he talk about? Tick (✓) the pictures in activity 1.

3 Listen again. Write T (True) or F (False) next to the sentences.

- When he meets someone for the first time, he usually shakes hands. T
- When he meets someone for the first time, he says, ‘How do you do?’ F
- If someone gives him a business card, he reads it carefully. T
- If someone gives him a business card, he puts it in his wallet. F
- If he visits someone’s house for the first time, he arrives a little late. F
- If he visits someone’s house for the first time, he takes a present. T

Language Focus

We can use when or if to talk about what usually happens in a situation.

**When/If + present simple, present simple**

When someone gives me a business card, I read it carefully.
If I visit someone’s house for the first time, I take a present.
4. Complete the sentences in Column A by matching them with the endings in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. When I get home after work,</td>
<td>I go shopping and spend lots of money.</td>
</tr>
<tr>
<td>b. If I don't feel very well,</td>
<td>I have a nice, relaxing bath.</td>
</tr>
<tr>
<td>c. When it's very hot,</td>
<td>I drink lots of water.</td>
</tr>
<tr>
<td>d. When I get paid,</td>
<td>I go snowboarding.</td>
</tr>
<tr>
<td>e. If I go to the beach,</td>
<td>I swim all day.</td>
</tr>
<tr>
<td>f. When it snows,</td>
<td>I take some medicine.</td>
</tr>
</tbody>
</table>

5. Write about yourself to complete the sentences below.

a. When I get home after work, **I switch on the TV.**

b. If I don't feel very well, **I have a nice, relaxing bath.**

c. When it's very hot, **I drink lots of water.**

d. When I get paid, **I go snowboarding.**

e. If I go to the beach, **I swim all day.**

f. When it snows, **I take some medicine.**

6. a. Compare your answers with a partner.

b. Tell the class about your partner's answers.
Sounding Natural

7 a Circle the commas in the sentences below.

If I go shopping, I take my bag with me.

When I drive my car, I wear my glasses.

When a friend visits my house, I offer them a drink.

b Listen to the sentences. What happens to the comma when we speak naturally?

c Listen again and copy the pronunciation.

Time to Talk

8 a Work with a partner. Think about and discuss what information is useful for a visitor to your country. Make notes about what people usually do in the different situations below.

- Meeting people for the first time
- Visiting someone’s home
- Using trains
- Eating food

example When we meet people for the first time, we usually...

If we visit someone’s home, we...

b Tell the class what you discussed.

Homework - turn to page 99
What If You Lose Your Passport?

Introduction

1a Write the words below the pictures.

- watch TV
- listen to music
- cook
- surf the net
- paint
- read
- clean the house
- walk the dog

b Work with a partner. Ask and answer the questions below.

Do you do any of the activities above when the weather is bad?
What other activities do you do when the weather is bad?

c Tell the class about your partner’s answers.
In this lesson: Discuss problems
Grammar: First conditional

2 Look at the picture of Tina. How do you think she feels?

Listening

3 Track 48 Listen to a phone call between Tina and her friend, Betty. Tick (✔) the pictures of the things in activity 1 that they talk about.

4 a Match the phrases in Column A with the phrases in Column B to complete the sentences.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I read a book,</td>
<td>he’ll probably invite me for dinner.</td>
</tr>
<tr>
<td>If I take the dog for a walk,</td>
<td>my eyes will get tired.</td>
</tr>
<tr>
<td>If I watch TV,</td>
<td>I’ll get dirty.</td>
</tr>
<tr>
<td>If I clean the house,</td>
<td>I’ll get wet.</td>
</tr>
<tr>
<td>If I call him,</td>
<td>I’ll fall asleep.</td>
</tr>
</tbody>
</table>
Language Focus

<table>
<thead>
<tr>
<th>Possible action</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>if + present simple</td>
<td>will + base form of the verb</td>
</tr>
<tr>
<td>If I read a book,</td>
<td>my eyes will get tired.</td>
</tr>
<tr>
<td>I’ll get wet</td>
<td>if I take the dog for a walk.</td>
</tr>
</tbody>
</table>

We make questions like this:

What (will you do) if it rains?
What (will we do) if they’re late?

Practice

5 Complete the sentences with the prompts and your own ideas.

a. the weather / be good (if... will)  
   If the weather is good, I’ll go jogging.

b. I / buy you a present (will... if)  
   I’ll buy you a present if I win some money.

c. I / study hard (if... will)  
   ____________________________

d. I / visit a foreign country (will... if)  
   ____________________________

e. it / rains on Sunday (if... will)  
   ____________________________

f. tomorrow / be your birthday (if... will)  
   ____________________________

g. I / call the police (will... if)  
   ____________________________

6 Steve is going to San Francisco tomorrow for six months. His mother is very worried. Practise their conversation in pairs.

Mum  So, are you ready for San Francisco?
Steve  Yes, I packed last night.
Mum  I’m a bit worried about you. Are you going to be alright?
Steve  Oh, Mum, don’t worry!
Mum  But what if you lose your money?
Steve  If I lose my money, I’ll call the insurance company. They’ll send more money.
Mum  And what if you lose your passport?
Steve  I won’t lose my passport! But if I do, I’ll go to the British Embassy.

7 Continue the conversation with the ideas below.

have a car accident  become ill  get lost  have too much to drink
Sounding Natural

8 a  ◆ Track 49 Listen and underline the words that you hear.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>lack</td>
<td>rack</td>
</tr>
<tr>
<td>lick</td>
<td>Rick</td>
</tr>
<tr>
<td>look</td>
<td>rook</td>
</tr>
<tr>
<td>parrot</td>
<td>palate</td>
</tr>
</tbody>
</table>

b Work with a partner. Take turns to read a word from the table. Is the word you hear from A or B?

Time to Talk

9 a Work with a partner.

Student A: You are a teenager.
You are going to ask your mum or dad if you can have a pet.

1 Choose one pet you want: a big dog, a horse, a snake

2 Think about the problems your mum/dad will talk about and what you can say.

Student B: You are Student A’s mum or dad.
You think having a pet is a bad idea.
Think about the problems of having a pet and what you will say.

b Do the role-play.

example A: Mum, can I have a horse?
B: A horse! If you have a horse, you’ll...
Introduction

1 Discuss the questions below.
   a Do you enjoy karaoke? Why?
   b What’s your favourite song at karaoke?
   c Why do you like it?

Vocabulary 1

2 Work with a partner.
   Match the kinds of music with the pictures.

3 Which kinds of music in **activity 2** do you listen to?

- classical
- jazz
- pop
- rock
- hip-hop
- dance
- blues
- opera
In this lesson: Discuss the music you like
Skills: Extended speaking and vocabulary

Time to Talk 1

4 Work on your own.
Read the questions below.
Make notes on your answers.

a What was the first album or CD you owned?

b What kind of music did you listen to when you were younger?

c How many CDs/downloads do you have?

d Do you play a musical instrument? What is it?

e When do you usually listen to music?

f Do you go to concerts?

5 a Write two more questions about music.

b Work with a partner. Ask and answer the questions above. Write down your partner’s answers.

c Tell the class about your partner’s answers.
6 Complete the sentences with the adjectives in the box.

- exciting
- boring
- relaxing
- interesting
- moving

a. Taking a hot bath after a hard day is very **relaxing**.
b. I cried because the film was so _________.
c. My professor is really _________. I always fall asleep in his class.
d. History is my favourite subject. Learning about our past is _________.
e. Motor racing is really _________. I love the noise!

7 Work with a partner.

Use the words from **activity 6** to describe the kinds of music on **page 80**.

a. Jazz **is relaxing.**
b. Classical

c. Pop

d. Rock

e. Hip-hop

f. Dance

g. Blues

h. Opera
Time to Talk 2

8 Work with a partner.

a Look at the list of kinds of music.
Add three more kinds of music to the list.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>classical</td>
<td></td>
</tr>
<tr>
<td>jazz</td>
<td></td>
</tr>
<tr>
<td>pop</td>
<td></td>
</tr>
<tr>
<td>rock</td>
<td></td>
</tr>
<tr>
<td>hip-hop</td>
<td></td>
</tr>
<tr>
<td>dance</td>
<td></td>
</tr>
<tr>
<td>blues</td>
<td></td>
</tr>
</tbody>
</table>

b Read the list above. Which kinds of music are good to listen to before you go to bed?
Rank them in column A from 1-10 (1 = the best).

c Which kinds of music are good to listen to in the morning?
Rank them in column B from a-j (a = the best).

9 Change partners and compare your lists.

a Choose the best three kinds of music for listening to before you go to bed, and the best three for listening to in the morning.
b Share your ideas with the class.