



CAMBRIDGE

# EMPOWER

SECOND EDITION

STUDENT'S BOOK  
WITH EBOOK

**A1**

STARTER

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Better  
Learning



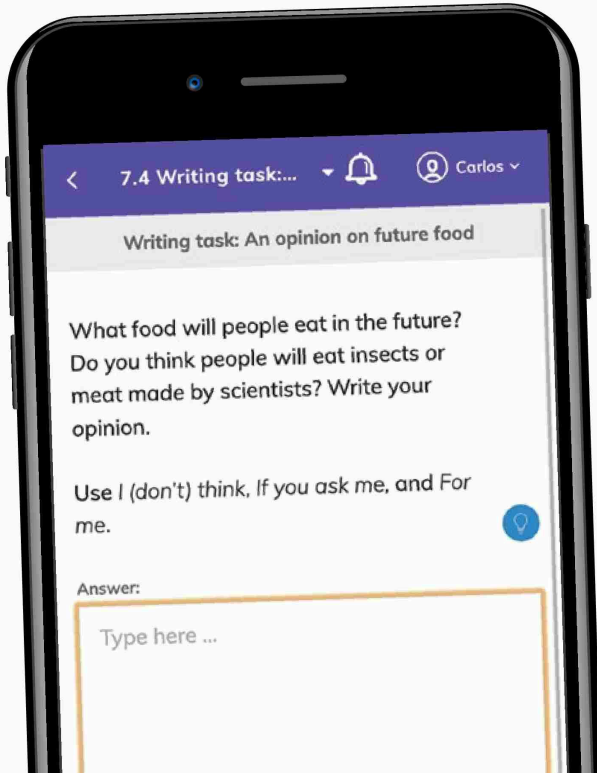
**EMPOWER SECOND EDITION** is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *Empower Second Edition* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

*Empower Second Edition's* unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

**Content you love.**

**Assessment you**

**can trust.**




**CAN DO OBJECTIVES**

- Talk about past events
- Describe events in the past
- Make and respond to suggestions

**UNIT 8**


**PAST EVENTS**

**GETTING STARTED**

**a**  Look at the picture of a New Year's Eve celebration and talk about the questions.

- 1 Do you want to go there? Why / Why not?
- 2 What do you think is happening at this New Year's Eve celebration? Here are some ideas:

<input type="checkbox"/> music	<input type="checkbox"/> fireworks
<input type="checkbox"/> dancing	<input type="checkbox"/> eating food
<input type="checkbox"/> shopping	<input type="checkbox"/> meeting friends

**b**  Talk about the questions.

- 1 Where were you last New Year's Eve?
- 2 Who were you with?
- 3 What things did you do?
- 4 Did you have fun?

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**Better Learning** with *Empower Second Edition*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.



# Learner engagement

## 1 Content that informs and motivates

### Insights

Sustained motivation is key to successful language learning and skills development.

### Content

Clear learning goals, thought-provoking images, texts and speaking activities, plus video content to arouse curiosity.

### Results

Content that surprises, entertains and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

### 8A I WAS ON TOUR WITH MY BAND

Learn to talk about past events  
 G Past simple: be  
 V Past time expressions

#### 1 READING

**a** Look at the events in pictures a–d. Choose one you like and one you don't like. Tell a partner. Say why.

**b** Read about Cara, Antonio and Ava. Which events in 1a do they talk about?

**c** Read the texts again. Which cities does each person talk about?

**d** Talk about Cara, Antonio and Ava's lives with a partner. Who would you like to meet? Why?

**My name's Cara.** I'm a photographer. I was in New York three days ago for work and then I was in Dublin yesterday at a meeting about newspaper photography. Life's busy right now!

**'Yesterday I was in Dublin.'**

**'I was at a game in Bristol. It was the Final!'**

**The people in our team ...**  
 My name's Antonio Marotto. I'm the doctor for our team. It's a great job – I really like helping our players. I often go away with the team. We were in Newcastle two weeks ago for a game and we were in Bristol last week. It's fun to travel with the team.

**Ava on the road ...**  
 Hi everyone, it's Ava. Last week I was on tour with my band in Europe – three cities in five days. We were in Munich on Wednesday and then we were in Vienna on Thursday. But Saturday was the best night. We were in Milan and about 1,000 people were at our concert.

**'In this photo we were in Milan.'**

#### 2 GRAMMAR Past simple: be positive

**a** Complete the table. Find examples of the past simple of be in the texts about Cara, Antonio and Ava.

I _____	we _____
you were _____	you were _____
he/she/it _____	they were _____

**b** **08.01 Pronunciation** Listen to sentences 1–4. Are you and were stressed? Practise saying the sentences.

1 We were in Munich.      3 We were in Newcastle.  
 2 I was in Madrid.      4 I was in New York.

**c** Now go to Grammar Focus BA Part 1 on p. 128.

**d** Write sentences about where you were:

- this morning    • last night    • yesterday afternoon

**e** Compare your sentences in 2d with a partner. Were you in the same places?

Chan and I were at the supermarket yesterday afternoon.

#### 3 VOCABULARY Past time expressions

**a** Today is Friday of week 3. Put the number of sentences 1–4 in the correct place on the timeline.

week 1	week 2	week 3

1 We were in Munich on Wednesday.  
 2 We were in Madrid two weeks ago.  
 3 ... we were in Bristol last week.  
 4 I was in Dublin yesterday.

**b** Look at the underlined words in 3a. Replace them with words in the box.

months    this morning    Saturday    year

**c** Now go to Vocabulary Focus BA on p. 149.

**d** **Work in pairs.**  
 Student A: Say a past time expression.  
 Student B: Say where a person you know was.  
 Then swap roles.

last weekend  
 My parents were in London last weekend.

two years ago  
 My friend Marco was in Thailand two years ago.

UNIT 8

#### 4 LISTENING AND GRAMMAR

**Past simple: be negative and questions**

**a** **08.00** Review the texts about Cara, Antonio and Ava again. Then listen to them talking to friends. Write the correct name for each conversation.

**Conversation 1** \_\_\_\_\_  
**Conversation 2** \_\_\_\_\_  
**Conversation 3** \_\_\_\_\_

**b** **08.00** Match events 1–3 with adjectives a–c. Listen again and check.

1 the meeting      a exciting  
 2 the game      b interesting  
 3 the concert      c fun

**c** **08.01** Listen to Conversation 1 again. Complete the conversation with the words in the box.

was (x2)    were (x2)    wasn't

**WILL** \_\_\_\_\_ you at work yesterday?  
**CARA** Yes, I \_\_\_\_\_, but I \_\_\_\_\_ here in the office.  
**WILL** Where \_\_\_\_\_ you?  
**CARA** I was at a meeting in Dublin.  
**WILL** Oh, \_\_\_\_\_ it interesting?  
**CARA** Yes, it was really interesting.

**d** Now go to Grammar Focus BA Part 2 on p. 128.

**e** **08.11** Complete the conversation with was, were, wasn't or weren't. Listen and check.

**A** You \_\_\_\_\_ at work yesterday.  
**B** No, it \_\_\_\_\_ a holiday for me.  
**A** Nice. \_\_\_\_\_ you at home all day?  
**B** No, I \_\_\_\_\_ in town in the morning and then I \_\_\_\_\_ at a party last night.  
**A** \_\_\_\_\_ the party good?  
**B** Yes, it \_\_\_\_\_ a lot of fun.

**f** Practise the conversation in 4e with a partner. Change some of the information.

I was at a football match in the morning and then at the cinema last night.

Was the film good?

#### 5 SPEAKING

Communication BA Student A: Go to p. 113.  
 Student B: Go to p. 111. Student C: Go to p. 115.

## 2 Personalised and relevant

### Insights

Language learners benefit from frequent opportunities to personalise their responses.

### Content

Personalisation tasks in every unit make the target language more meaningful to the individual learner.

### Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil



# Measurable progress

## 1 Assessment you can trust

### Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

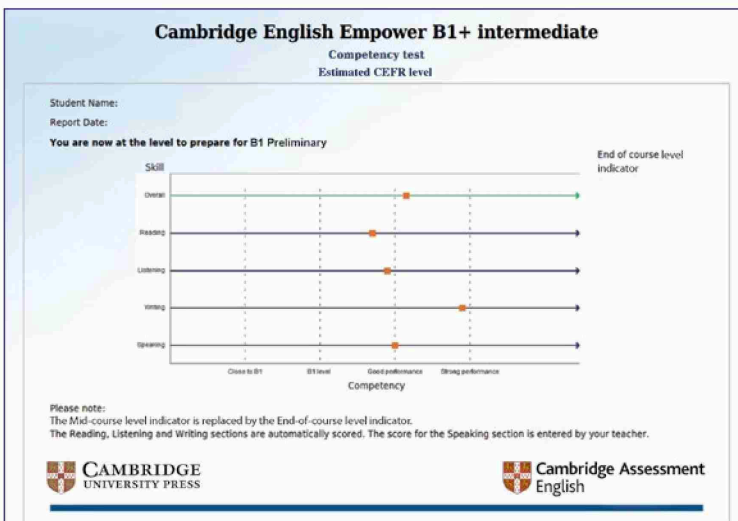
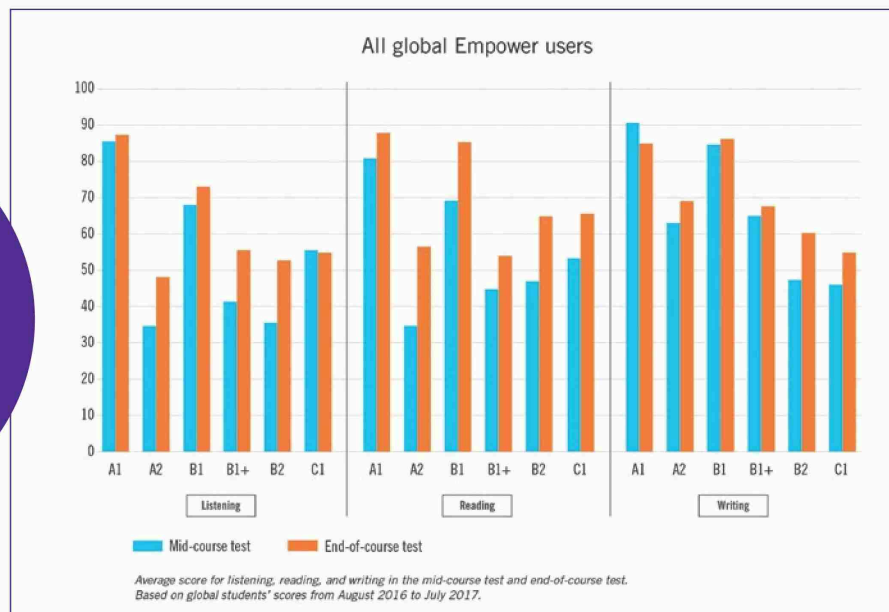
### Content

End-of-unit tests, mid- and end-of-course competency tests and personalised CEFR test report forms provide reliable information on progress with language skills.

### Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global *Empower* students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

**Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia**

## 2 Evidence of impact

### Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programmes.

### Content

*Empower* (First edition) impact studies have been carried out in various countries, including Russia, Brazil, Turkey and the UK, to provide evidence of positive impact and progress.

### Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.



# Manageable learning

## 1 Mobile friendly

### Insights

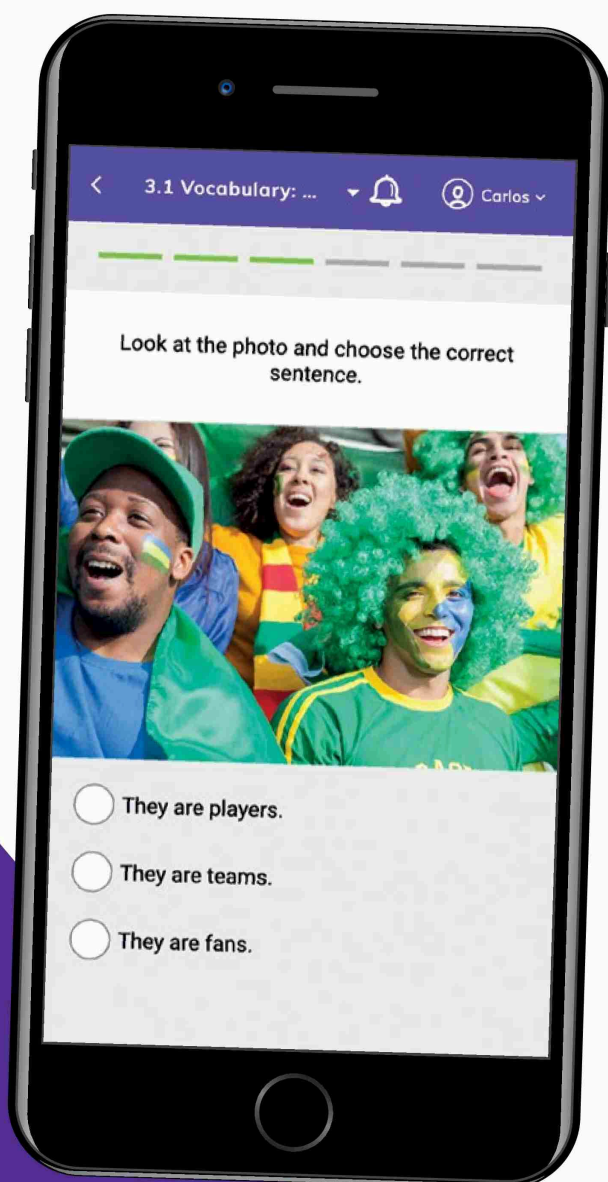
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

### Content

*Empower Second Edition* provides easy access to Cambridge One: Digital Workbook content that works on any device and includes practice activities with audio.

### Results

Cambridge One: Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“ I had been studying English for 10 years before university and I didn't succeed. But now with Empower I know my level of English has changed. ”

**Nikita, Empower Student,  
ITMO University, Saint  
Petersburg, Russia**

## 2 Corpus-informed

### Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

### Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

### Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.



# Rich in practice

## 1 Language in use

### Insights

It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

### Content

Throughout the *Empower Second Edition* Student's Book, learners are offered a wide variety of practice activities, plenty of controlled practice and frequent opportunities for communicative spoken practice.

### Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

## 8B HE SAW A BEAR

Learn to describe events in the past  
● Past simple, positive  
● Free time activities

**1 READING**

**a** Look at pictures 1–3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?

\_\_\_\_\_ deer \_\_\_\_\_ bear \_\_\_\_\_ hippo

**b** Read the stories below. Write the story titles next to the sentences.

- Hippos were on a rugby field. \_\_\_\_\_
- Three deer were in a woman's flat. \_\_\_\_\_
- A bear was in a man's garden. \_\_\_\_\_

**c** Read the stories again. Complete the information.

Where?	When?	Animal activity?
Andrew from Utah	at home	
Ben from South Africa	evening	
A woman from Indiana		jump

### WILD STORIES!



**CURIOUS CREATURE**

Andrew Singer from Utah was at home in his house on a farm. One evening he was in the kitchen and he heard something strange in the garden, so he looked out of the window. He saw a bear in the garden. The bear walked around the garden and looked in the windows of the house. It tried to open the kitchen door and Andrew was really scared. It wasn't possible for the bear to get in, so it went away. Andrew thinks the bear was hungry, but it's not a good idea to give bears food.



**SURPRISE VISITORS**

A woman from Indiana had a ground floor flat with a garden. In the evening, she went into her living room and watched TV. She heard something in her bedroom, so she went to look. She saw three deer near her bed. They came into the living room and jumped on her sofa, then they went into the bathroom. The woman called the police and they came to catch the deer. She had an exciting night with her three new friends!



**READY TO PLAY**

Ben Kruger from South Africa loves playing rugby. He has a business in Limpopo, a city in the north of South Africa. One night after work, he went to a rugby field nearby. It was dark and he saw something on the field. It was large, but it wasn't a person – it was a hippopotamus (hippo)! Then he saw another hippo and then another – there were a lot of them. The hippos ate some grass and then went away. Ben thinks the hippos were from a river near the rugby field.

**2 GRAMMAR Past simple: positive**

**a** Read the stories again and find the past simple forms of the verbs in the table. Listen and check.

Verb	Past form	Verb	Past form
look	looked	have	had
watch		hear	
call		eat	
jump		see	
walk		go	
try		come	

**b** Answer the questions about the table in 2a.

- What do we add to the verbs in A to make the past form?
- Do the verbs in B all change in the same way or in different ways?

**c Sound and spelling /t/ and /d/**

- Listen and practice these sounds.
  - talked
  - lived
- Listen to the past forms in the box. Which -ed endings sound ...?
  - more like /t/
  - more like /d/

looked watched called tried  
walked played finished
- Practise saying the words.

**d** Cover the table in 2a. Test a partner. Student A: Say a verb. Student B: Say the past form. Then swap roles.

**e** Now go to Grammar Focus 8B on p. 128.

**f** Complete the sentences so they are true for you.

- Yesterday I called \_\_\_\_\_ (a person)
- Last month I saw \_\_\_\_\_ (a TV programme)
- Last weekend I went to \_\_\_\_\_ (a place)
- Last night I ate \_\_\_\_\_ (food)

**g** Tell your partner about your sentences.

**3 LISTENING AND VOCABULARY Free time activities**

**a** Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**UNIT 8**

**b** Listen to the sentences from the conversations. Use the correct verb in the box.

read (x2) talked went had watched heard

- I just \_\_\_\_\_ to a café.
- I \_\_\_\_\_ a large coffee.
- And I \_\_\_\_\_ the newspaper.
- I \_\_\_\_\_ this funny story.
- I \_\_\_\_\_ this story on a podcast.
- I \_\_\_\_\_ to my friend Katie last night.
- She \_\_\_\_\_ the video online.

**c** Match verbs 1 to 6 with a word or phrase in the box to make more past simple phrases.

a book to my parents home dinner a film for a walk breakfast a song on the radio to my friend

- went \_\_\_\_\_
- had \_\_\_\_\_
- read \_\_\_\_\_
- heard \_\_\_\_\_
- talked \_\_\_\_\_
- watched \_\_\_\_\_

**d** Listen to Emily talk about the things she did yesterday. Put pictures a–e in the correct order.







**e** Complete what Emily says with phrases from 3c. Then listen again and check.

Yesterday I \_\_\_\_\_ at about 9:00, and then I went to a café and had coffee with my friend Karen. After that, I went to work and was there all day. I \_\_\_\_\_ with my brother and then I \_\_\_\_\_ and called my parents. I \_\_\_\_\_ Rosie in Brazil on Skype. After that, I \_\_\_\_\_ online and then I went to bed and \_\_\_\_\_ before going to sleep.

**f** Now go to Vocabulary Focus 8B on p. 150.

**g** Complete the sentences about free time activities.

- When I was a child, I \_\_\_\_\_
- After work / school, I often \_\_\_\_\_
- On weekends, I like to \_\_\_\_\_

**h** Tell other students your sentences in 3g. What free time activities were/are popular ...?

a. when everyone was a child  
b. after work / school  
c. at the weekend

**4 SPEAKING**

Communication 8B Student A: Go to p. 113.  
Student B: Go to p. 111.

“There are plenty of opportunities for personalisation.”

**Elena Pro,**  
Teacher, EOI  
de San Fernando  
de Henares,  
Spain

### Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

### Content

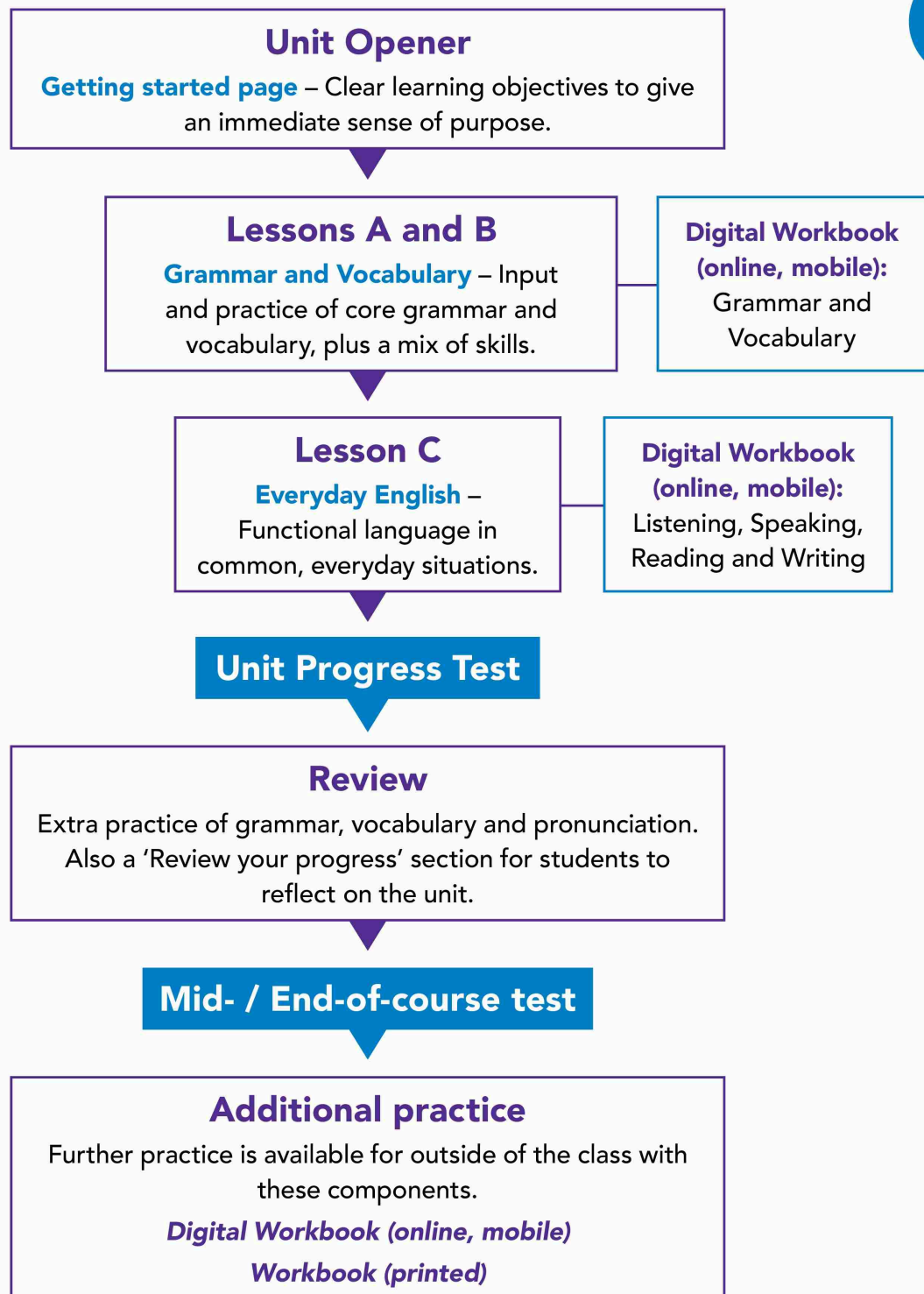
*Empower Second Edition* is available with a print workbook, online practice documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

### Results

This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.



# Unit overview



## Components

### Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- Audio
- Video
- Unit Progress Tests (Print)
- Unit Progress Tests (Online)
- Mid- and end-of-course assessment (Print)
- Mid- and end-of-course assessment (Online)
- Digital Workbook (Online)
- Photocopiable Grammar, Vocabulary and Pronunciation worksheets

# CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 1 Hello!</b>				
<b>Getting started</b> Talk about countries and flags				
<b>1A</b> Say your name and country	<i>be: I / you / we</i>	Countries	Sound and spelling: <i>I'm, we're</i>	
<b>1B</b> Talk about people you know	<i>be: he / she / they</i>	Nationalities; <i>this / these</i>	Syllables and word stress	
<b>1C</b> Meet and greet new people			Syllables and word stress; Main stress; Intonation	Greeting people; Meeting new people
<b>Unit 2 All about me</b>				
<b>Getting started</b> Talk about objects				
<b>2A</b> Talk about your home town	<i>be: it's / it isn't;</i> Possessive adjectives	Common adjectives; <i>in / near</i>	Sound and spelling: <i>/h/</i> and <i>/w/</i>	
<b>2B</b> Talk about possessions and common objects	Plural nouns; <i>I have / you have; a / an</i>	Common objects 1; Numbers 1	Sound and spelling: <i>/s/, /z/, /ɪz/;</i> <i>Do you ... ?</i>	
<b>2C</b> Ask for and give personal information			Main stress in questions; Intonation in questions	Asking for and giving personal information
<b>Unit 3 Food and drink</b>				
<b>Getting started</b> Talk about the food in a shopping trolley				
<b>3A</b> Say what you eat and drink	Present simple: <i>I / you / we / they</i>	Food 1	Syllables and word stress; Sound and spelling: <i>/i:/, /ɪ/</i> and <i>/aɪ/</i>	
<b>3B</b> Talk about food and meals	Adverbs of frequency	Food 2; Time; <i>What time / When ... ?</i>	Sound and spelling: <i>/ɑ:/</i> and <i>/ɔ:/</i>	
<b>3C</b> Order and pay in a café			Syllables and word stress; Sentence stress	Ordering and paying in a café
<b>Unit 4 My life and my family</b>				
<b>Getting started</b> Talk about who people are and what they do				
<b>4A</b> Talk about your life and ask about others'	Present simple: <i>Wh-</i> questions	Common verbs; <i>study</i>	Stressed words	
<b>4B</b> Talk about your family	Present simple: <i>he / she / it</i> positive	Family and people; Numbers 2; <i>How old ... ?</i>	Sound and spelling: <i>/ð/</i>	
<b>4C</b> Ask and talk about photos			Sound and spelling: <i>/tʃ/</i> and <i>/dʒ/</i>	Asking and talking about photos
<b>Unit 5 Places</b>				
<b>Getting started</b> Talk about an unusual museum				
<b>5A</b> Describe a town	<i>there is / there are:</i> positive	Places in a town; <i>a few, a lot of</i>	<i>there's / there are;</i> Sound and spelling: <i>/u:/</i> and <i>/ʌ/</i>	
<b>5B</b> Talk about hotels and hostels	<i>there is / there are:</i> negative and questions	Hotels	Sound and spelling: <i>/ʃ/;</i> Stressed syllables	
<b>5C</b> Ask and say where places are			Emphasising what you say 1	Asking and saying where places are
<b>Unit 6 Work and routines</b>				
<b>Getting started</b> Talk about a job				
<b>6A</b> Talk about people's jobs	Present simple: <i>he / she / it</i> negative	Jobs; <i>work / job</i>	Main stress in compound nouns; Sound and spelling: <i>/ɜ:/</i>	
<b>6B</b> Talk about daily routines and habits	Present simple: <i>he / she / it</i> questions	Daily routine; <i>for, from ... to ... , until</i>	Consonant clusters; Sentence stress	
<b>6C</b> Make and accept offers			<i>would;</i> Emphasising what you say 2	Making and accepting offers



Listening	Reading	Speaking	Writing
A conversation about who you are	Three conversations meeting other students	Who you are and where you're from	
A conversation about people in pictures		People in a picture	
First day at work	An online profile	Greeting and meeting new people	A personal profile; Capital letters and full stops <b>Unit Progress Test</b>
Three conversations about home towns	Three posts: <i>Our Homes</i>	Homes and home towns	My home town; A friend's home
A conversation at the airport		Possessions; What's in the bag?	
Finding a new flat	A personal information form	Asking for and giving personal information	A personal information form; Spelling <b>Unit Progress Test</b>
A conversation about food likes and dislikes	Three families' weekly food: <i>Food for One Week</i>	Food likes and dislikes	
Three conversations about dinner	An article: <i>The Number One Breakfast</i>	Saying the time; Meal times and what you eat	
In a café	A text message	Ordering and paying in a café	A text message; Contractions <b>Unit Progress Test</b>
A conversation about work and travel to work	A blog: <i>Breakfast in Málaga and Lunch in London</i>	Work, home and study	About you
Photos of famous people and their families	Photo captions; <i>An International Family</i>	Your family	
Talking about family photos	A photo caption	Photos	Photo captions; Word order <b>Unit Progress Test</b>
A conversation about places in a town	An article: <i>Very hot! Very cold!</i>	A street in your town	On my street
A conversation at a hostel reception	A hostel review	Hotels and hostels	Questions about a town
Looking for a shop	An email	Places in a town	About your town; <i>and and but</i> <b>Unit Progress Test</b>
Four people talk about their jobs	A website: <i>Jobs International</i>	People's jobs	Questions about jobs
A conversation about taking photos at night	An article: <i>A Good Night's Sleep</i>	People's daily routines and habits	Questions about daily routines
A visit to the new flat	An email about daily life	Offering to pay for food and drink	An email about daily life; <i>because and also</i> <b>Unit Progress Test</b>

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 7 Shopping and fashion</b>				
<b>Getting started</b> Talk about the clothes on a market stall				
<b>7A</b>	Talk about things you want to buy	<i>this, that, these, those</i>	Common objects 2; Prices	Sound and spelling: /b/, /p/, /g/ and /k/ Sound and spelling: <i>this, that, these and those</i>
<b>7B</b>	Talk about the clothes that people wear	Possessive 's; Revision of adverbs	Clothes; Colours; <i>dark / light</i>	Sound and spelling: /f/ and /dʒ/
<b>7C</b>	Ask about and pay for things in a shop		Connected speech	Going shopping
<b>Unit 8 Past events</b>				
<b>Getting started</b> Talk about your last New Year's Eve				
<b>8A</b>	Talk about past events	Past simple: <i>be</i>	Past time expressions	<i>was / were</i>
<b>8B</b>	Describe events in the past	Past simple: positive	Free time activities	Sound and spelling: /t/ and /d/
<b>8C</b>	Make and respond to suggestions			Main stress and intonation Making and responding to suggestions
<b>Unit 9 Holidays</b>				
<b>Getting started</b> Talk about an interesting holiday				
<b>9A</b>	Talk about travel and holiday experiences	Past simple: negative	Transport: <i>go</i>	Sound and spelling: the letter <i>a</i> ; Sentence stress
<b>9B</b>	Talk about past holidays	Past simple: questions	The seasons; The weather; <i>like</i>	Sound and spelling: the letter <i>o</i>
<b>9C</b>	Make and respond to requests			Syllables and spelling Making and responding to requests
<b>Unit 10 Here and now</b>				
<b>Getting started</b> Talk about communicating online				
<b>10A</b>	Talk about your home	Present continuous: positive	The home; <i>in / on</i>	Sound and spelling: /tʃ/ and /θ/; Sentence stress
<b>10B</b>	Ask where people are and what they're doing	Present continuous: negative and questions	Place phrases with prepositions	Sound and spelling: /ə/; Main stress in questions
<b>10C</b>	Ask for travel information			Sound and spelling: /ɪə/ and /eə/ Asking for travel information
<b>Unit 11 Achievers</b>				
<b>Getting started</b> Talk about a climber's experience				
<b>11A</b>	Talk about people's lives	Object pronouns	Life events; Years	Sound and spelling: /ɜː/
<b>11B</b>	Talk about things you know how to do	<i>can</i> for ability	Abilities; ( <i>very / quite</i> ) <i>well</i>	<i>can / can't</i>
<b>11C</b>	Talk about opinions			Main stress; Consonant clusters Talking about opinions
<b>Unit 12 Plans</b>				
<b>Getting started</b> Talk about a family holiday				
<b>12A</b>	Talk about future plans	<i>be going to</i> : positive and negative	Months and future time expressions; Ordinal numbers; The date	Sentence stress; <i>be going to</i>
<b>12B</b>	Ask and answer about future plans	<i>be going to</i> : questions	Common verbs and collocations	Sound and spelling: /v/ and /w/
<b>12C</b>	Make and accept invitations			Sound and spelling: <i>oo</i> Making and accepting invitations
<b>Phonemic symbols and Irregular verbs p. 103</b>		<b>Communication Plus p. 104</b>		<b>Grammar Focus p. 116</b>
			<b>Vocabulary Focus p. 136</b>	



Listening	Reading	Speaking	Writing
A conversation at a home store	Places to go shopping	At a home store	
A conversation about old clothes	An article: <i>They Make Colourful Clothes ...</i>	The clothes you wear	A question about clothes
In a shop	An advertisement and an email	Going shopping	An email reply to an advertisement; Commas, exclamation marks, and question marks  Unit Progress Test
Three conversations about past events	People who travel for work	Past events	Sentences about past events
Conversations about animal stories	A website: <i>WILD Stories!</i>	Yesterday's activities	Sentences about free time activities
Monday morning at work	A thank you note	Making plans	A thank you note; Writing short emails, notes and texts  Unit Progress Test
A conversation about a trip to Colombia	A website: <i>Garden Camping</i>	A past travel experience	Sentences about your last holiday
A conversation about summer holidays	A blog post: <i>New Year's Fun in the Big Apple</i>	A past holiday	Questions about a past holiday
A day trip to Henley	An online post	Asking for help and responding	An online post about a trip; Making the order clear  Unit Progress Test
A monologue about a flat	Text messages	Present activities	A text message to a friend
Five phone conversations about present activities	A message board: <i>How much do you use your phone?</i>	A phone conversation to make plans	A message board comment
At the train station	A message to a friend	A conversation about travel information	A message asking for information; Word order in questions  Unit Progress Test
A conversation about Valentina Tereshkova	An article: <i>They Were the First!</i>	Past life events	Sentences about past life events
A conversation about a job description	An article: <i>Amazing Humans</i>	Your abilities	Questions about abilities
At Sophia's flat	An email to a friend	Interesting places to visit in a town / city	An email to a friend; Pronouns  Unit Progress Test
Three conversations about summer holiday plans	A TV programme review: <i>Danger Zone</i>	Your next holiday	Notes about holiday plans and everyday activities
Two conversations about weekend plans	An article: <i>Only 4,000 Weekends in Your Life!</i>	Your future plans	Questions about future plans
At a dinner party	Invitations and replies	Inviting a friend	An invitation and a reply; Paragraphs  Unit Progress Test

# CLASSROOM LANGUAGE

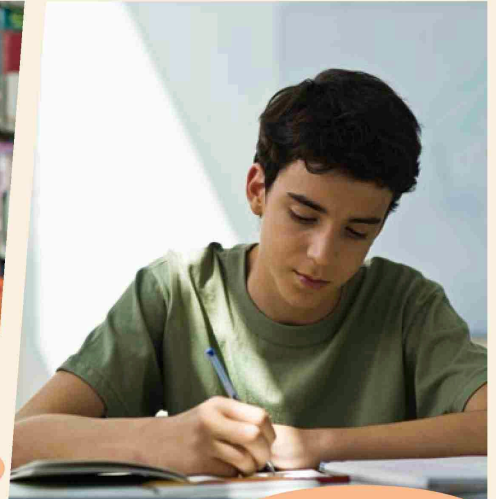
00.02 Listen and read.



Listen.



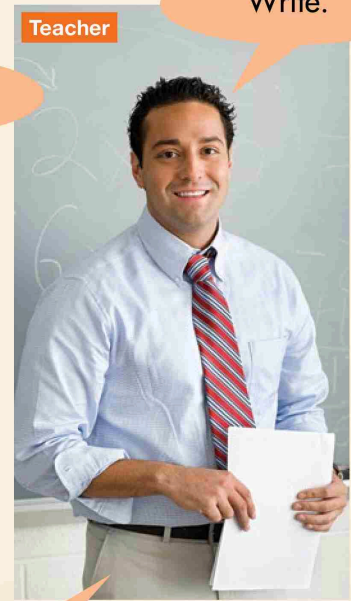
Read.



Write.

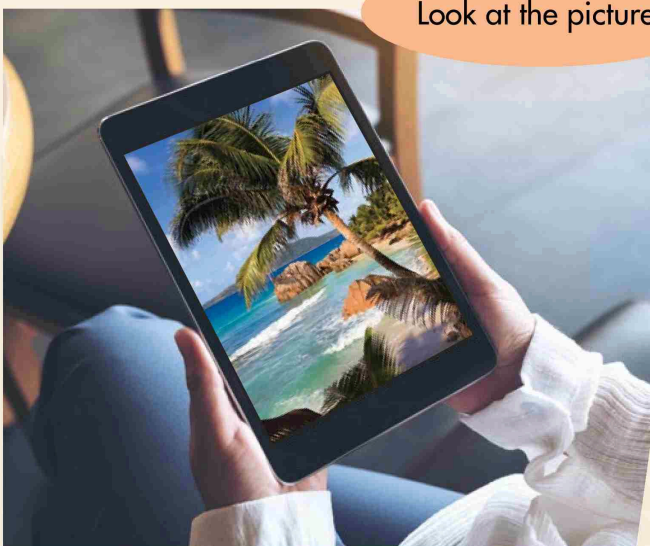


Watch.



Teacher

Look at the pictures.



Work in pairs.





## 🔄 CAN DO OBJECTIVES

- Say your name and country
- Talk about people you know
- Meet and greet new people





# HELLO!

## UNIT

# 1

### GETTING STARTED

- a  Look at the picture. What countries' flags do you see?
- b  What other countries do you know in English?

# 1A

## I'M FROM MEXICO

Learn to say your name and country

**G** be: I / you / we

**V** Countries

### 1 READING AND GRAMMAR

**be: I / you / we positive and questions**

**a** **01.01** Listen. Then say *Hi, I'm ...* or *Hello, I'm ...* and say your name.



Hi, I'm Berkay.



Hello, I'm Harumi.

**b** **01.02** Read and listen to conversations 1–3. Match the conversations with groups of people a–c in the picture below.

**c** Complete the sentences in the table.

I/we	you
I _____ Camila. (= I am ...)	_____ you from the UK?
We _____ from Spain. (= we are ...)	How _____ you?

**d** **>>>** Now go to Grammar Focus 1A Part 1 on p. 116.

**e** **Sound and spelling** *I'm, we're*

1 **01.06** Listen to the sound of *I'm* and *we're*.

a I am    b I'm    c we are    d we're

2 **01.06** Practise saying *I'm* and *we're*.

**f** **01.06** Practise the conversations in 1b.

- 1 Work in pairs. Practise Conversation 1.
- 2 Work in groups of three. Practise Conversation 2.
- 3 Work with a new partner. Practise Conversation 3.

**g** **01.06** Practise the conversations in 1b again. Use your own name.

1

**V** Hi, I'm Vilma. What's your name?

**C** I'm Camila.

**V** Hi, Camila. Nice to meet you.

2

**H** Hello, I'm Harumi.

**K** Hi, I'm Katia.

**P** And I'm Pablo. Hi.

**H** Are you from the UK?

**P** No, we're from Spain.

3

**L** Hi, Berkay. How are you?

**B** Hi, Li. I'm fine. How are you?

**L** Fine, thanks.





## 2 LISTENING AND GRAMMAR *be: I / you / we negative*

a **01.07** Read and listen to the conversation. Choose the correct answers.

**KELLY** Are you Berkay?

**BERKAY** Yes, I am.

**KELLY** Hi, I'm Kelly.

**BERKAY** Oh, hi. Are you a student here?

**KELLY** No, I'm not a student. I'm your teacher!

**BERKAY** Oh ... sorry.

1 Berkay is:

a a student.    b a teacher.

2 Kelly is:

a a student.    b a teacher.

b Complete the sentences in the table.

Positive (+)	Negative (-)
I'm _____ a student. (= I am)	I'm _____ a student. (= I am not)
We _____ from the UK. (= we are)	We <u>aren't</u> from the UK. (= we are not)

c **»»** Now go to Grammar Focus 1A Part 2 on p. 116.

d Read the sentences. Make them true for you.

1 I'm a student.

2 We're teachers.

3 I'm from the UK.

4 I'm Laura.

5 We're from Tokyo.

e **»»** Tell a partner your sentences in 2d. Are they the same?

## 3 VOCABULARY AND READING *Countries*

a **01.09** Match the countries in the box with maps 1–8. Listen and check.

the United Kingdom / the UK    China    the United States / the USA    Spain    Japan    Turkey    Brazil    Mexico



b **01.10** Complete the sentences with the correct country. Listen and check.

### OUR GROUP

**Vilma 17:02**  
I'm Vilma. I'm from Rio de Janeiro, in <sup>1</sup> \_\_\_\_\_.

**Pablo 17:02**  
Hi, I'm Pablo. I'm from <sup>2</sup> \_\_\_\_\_. I'm from Barcelona.

**Camila 17:03**  
Hello. I'm from Puebla, in <sup>3</sup> \_\_\_\_\_, and my name's Camila.

**Li 17:03**  
Hi, I'm Li. I'm from Beijing, in <sup>4</sup> \_\_\_\_\_. But I'm not in Beijing now. I'm a student in Shanghai.

**Harumi 17:03**  
My name's Harumi. I'm from Tokyo, in <sup>5</sup> \_\_\_\_\_.

**Michael 17:03**  
I'm Michael. I'm from <sup>6</sup> \_\_\_\_\_. I'm a teacher in London.

**Berkay 17:03**  
I'm from Istanbul, in <sup>7</sup> \_\_\_\_\_, and my name's Berkay.

**Kelly 17:03**  
Hello. I'm a teacher, and my name's Kelly. I'm from New York, in <sup>8</sup> \_\_\_\_\_.

c **»»** Now go to Vocabulary Focus 1A on p. 136.

d Choose a city and a country in 3a. Write it on a piece of paper.

Puebla, Mexico

e **»»** Give your piece of paper to the teacher and take a new one. Try to find the student with the information on your piece of paper.

Are you from Puebla?  
No, I'm not. I'm from Mexico City.

## 4 SPEAKING

**»» Communication 1A**

Student A: Go to p. 104.

Student B: Go to p. 106.

# 1B


## HE'S ITALIAN

Learn to talk about people you know

**G** be: he / she / they

**V** Nationalities

### 1 VOCABULARY Nationalities


- a**  Do you know the people in pictures a–h? Ask your partner.


Do you know Serena and Venus Williams?


- b** Match the nationalities with pictures a–h.

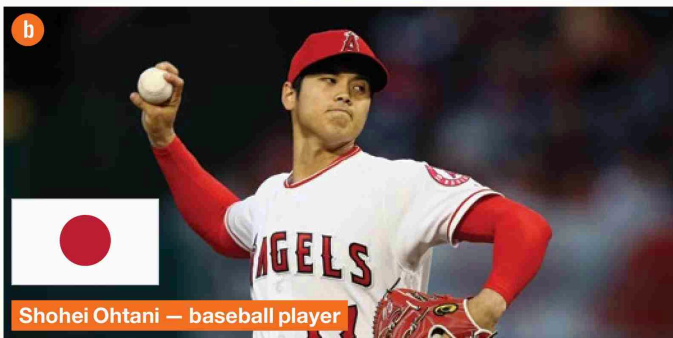
A|mer|i|can Chi|nese Mex|i|can I|tal|ian  
Span|ish Brit|ish Jap|a|nese Bra|zil|ian

- c**  **01.12 Pronunciation** Listen to the words in 1b. How many syllables are in each word?  
A|mer|i|can = 4 syllables

- d**  **01.13** Listen and notice the stressed syllable.

- e**  **01.12** Listen to the words in 1b again. Underline the stressed syllables. Then listen and repeat.

- f**  Now go to Vocabulary Focus 1B on p. 136.





**2 GRAMMAR** *be: he / she / they positive*

- a **01.15** Match 1–3 with a–c. Listen and check.
- 1 Heather Watson is a tennis player.
  - 2 Shohei Ohtani is a baseball player.
  - 3 Serena and Venus Williams are tennis players.
- a He's Japanese.  
b They're American.  
c She's British.

b Complete the table.

+	
she is ...	she's ...
he is ...	1 _____ ...
they are ...	2 _____ ...

c **»»** Now go to Grammar Focus 1B Part 1 on p. 116.

d Write two sentences about the people below.

- 1 Ricky Rubio
- 2 Zhu Ting
- 3 Javier Hernández and Guillermo Ochoa

e **»»** Tell a partner your sentences in 2d. Are they the same?

**3 LISTENING**

a **01.17** Look at the photo below. Read and listen to Mia talk about the people on her holiday. Complete 1–6 with the words in the box.

Spanish Luis Lucia Italian Ana

- MIA** This is <sup>1</sup> \_\_\_\_\_. She's my friend from Madrid. She's Spanish.  
**NED** OK. And who's this?  
**MIA** This is <sup>2</sup> \_\_\_\_\_. He's a teacher in Brazil.  
**NED** Is he Brazilian?  
**MIA** No, he isn't Brazilian. He's <sup>3</sup> \_\_\_\_\_.  
**NED** Oh, really.  
**MIA** And these are my friends <sup>4</sup> \_\_\_\_\_ and Matteo. They're married.  
**NED** Are they American?  
**MIA** No, they aren't American. They're <sup>5</sup> \_\_\_\_\_ – from Rome.

b **»»** Tell a partner about two of your friends. What nationality are they?

**4 GRAMMAR**

*be: he / she / they negative and questions*

a Complete the tables with the words in the box.

they isn't is are aren't she

+	–
She's Spanish. They're Chinese.	She _____ Spanish. They _____ Chinese.

?
_____ Spanish? _____ Chinese?

b **»»** Now go to Grammar Focus 1B Part 2 on p. 116.

c **01.21** Complete the sentences. Listen and check.

- 1 **A** \_\_\_\_\_ he Italian?      4 **A** \_\_\_\_\_ they Mexican?  
**B** No, \_\_\_\_\_      **B** No, \_\_\_\_\_.
- 2 **A** \_\_\_\_\_ they Spanish?      5 **A** \_\_\_\_\_ he British?  
**B** Yes, \_\_\_\_\_      **B** Yes, \_\_\_\_\_.
- 3 **A** \_\_\_\_\_ she Chinese?  
**B** No, \_\_\_\_\_.

d **»»** Practise saying 1–5 in 4c with a partner.

**Language Plus** *this / these*



**This is** Ana  
*this* = one person



**These are** my friends Lucia and Matteo.  
*these* = two or more people

**5 SPEAKING**

**»»** **Communication 1B** Student a: Go to p. 104.  
Student B: Go to p. 106.





### 1 LISTENING

- a** Look at picture a. Is she in a new place?
- b** **01.22** Watch or listen to Part 1 and check your answer in 1a.
- c** **01.22** Watch or listen to Part 1 again. Complete the sentences with words in the box.

Hi Good morning

**RECEPTIONIST** \_\_\_\_\_, Electric Blue Technology.

**SOPHIA** \_\_\_\_\_, my name's Sophia Taylor. It's my first day.

### 2 USEFUL LANGUAGE Greeting people

- a** Complete 1–3 with the words in the box.

evening morning afternoon

7 am – 12 pm = <sup>1</sup> \_\_\_\_\_

12 pm – 5 pm = <sup>2</sup> \_\_\_\_\_

5 pm – 10 pm = <sup>3</sup> \_\_\_\_\_

- b** **01.23 Pronunciation** Listen. How many syllables are in the words and expressions?
- hi (1)      good |mor|ning      good |eve|ning  
hel|lo      good |af|ter|noon

- c** **01.23** Listen to the words and expressions in 2b again. Underline the stressed syllables.
- hello

- d** Look at the times with a partner. Use the correct expression.

1 8 pm                      3 11 am                      5 6 am  
2 3 pm                      4 10 pm                      6 1 pm

Good morning.

Good afternoon.



### 3 LISTENING AND USEFUL LANGUAGE Meeting new people 1

- a** **01.24** Watch or listen to Part 2. Sophia meets the manager of Electric Blue Technology. What's his name?
- Daniel                       Darren                       David



- b** **01.25** Listen to the sentences. Underline the words you hear. Are both options in 1–2 possible?
- 1 I'm / My name's Sophia Taylor.  
2 I'm / My name's David.

- c** **01.26 Pronunciation** Listen and notice the main stress.

- A** How are you?  
**B** I'm good, thank you. And you?  
**A** I'm fine, thanks.

- d** Practise the conversation in 3c with a partner.

- e** **01.27** Put the expressions in the table. Listen and check.

I'm fine, thanks.    I'm OK, thank you.  
Oh, not bad, thanks.    I'm good, thank you.

A 😊	B 😊

- f** Practise the conversation in 3c again, but change roles and use expressions in 3e to reply.

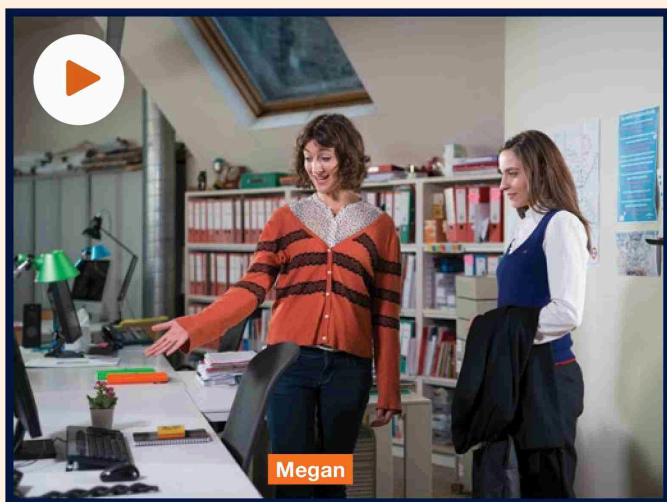


## 4 LISTENING AND USEFUL LANGUAGE Meeting new people 2

- a** **01.28** Watch or listen to Part 3. Are Sophia and Megan friends?
- b** **01.28** Watch or listen to Part 3 again. Underline the correct answer.
- MEGAN** Nice to *meet / see* you too, Sophie.
  - DAVID** So, this is your *home / office*.
  - MEGAN** So, ... this is your *desk / chair*.
- c** **01.29** Put the conversation in the correct order. Listen and check.
- MEGAN** Nice to meet you too, Sophie.
- SOPHIA** Nice to meet you, Megan.
- DAVID** This is Megan Jackson.
- d** Work in groups of three. Practise the conversation in 4c. Use your names.
- This is Hassan.
- Nice to meet you, Hassan.

## 5 PRONUNCIATION Intonation

- a** **01.30** Listen to phrases 1–5. Does the intonation change or stay the same →?
- Hello.
  - How are you?
  - I'm good.
  - Nice to meet you.
  - Thank you.
- b** **01.30** Listen to the phrases in 5a again and repeat.



## 7 WRITING

- a** Read Sophia's profile. What information about her is new?

### ELECTRIC BLUE TECHNOLOGY

#### Our people in London



Hi, my name's Sophia Taylor. I'm from Toronto in Canada. I'm in an office with Megan Jackson.

- b** Now go to Writing Plus 1C on p. 158 for capital letters and full stops.
- c** Write a profile about you and your English class. Here are some ideas:
- Hi/Hello, my ...
- I'm from ... in ...
- I'm in a class with ... in room ...
- d** Read other students' profiles. Is everyone from the same place?

## 6 SPEAKING

- a** **01.31** Complete the conversation. Listen and check.

“

**LARISSA** Hi.

**AMIRA** Good evening.

**KARL** Hello.

**LARISSA** I'm Larissa and this <sup>1</sup> \_\_\_\_\_ Amira.

**KARL** Nice to meet you. I'm Karl.

**AMIRA** Nice to <sup>2</sup> \_\_\_\_\_ you too. How are you?

**KARL** I'm good. And <sup>3</sup> \_\_\_\_\_?

**AMIRA** I'm fine.

**LARISSA** I'm <sup>4</sup> \_\_\_\_\_ too.

”

- b** Work in groups of three. Practise the conversation in 6a. Use your names.

## UNIT PROGRESS TEST

### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 1

## Review


### 1 GRAMMAR

a Underline the correct answer.

- 1 Hello. I'm / are Ana.
- 2 'Are you students?' 'Yes, we're / we are.'
- 3 You am not / aren't a teacher.
- 4 'Am I / I am right?' 'Yes, you are.'
- 5 Where are you / you are?
- 6 We're / am at home.

b Add *is*, *isn't*, *are* or *aren't*.

- 1 'Is your name Sandy?' 'No, it \_\_\_\_\_.'
- 2 'Are Javier Hernández and Guillermo Ochoa from Mexico?' 'Yes, they \_\_\_\_\_.'
- 3 'Is Ricky Rubio Spanish?' 'Yes, he \_\_\_\_\_.'
- 4 '\_\_\_\_\_ London and Manchester in the UK?' 'Yes, they are.'
- 5 'Are your friends football players?' 'No, they \_\_\_\_\_.'
- 6 '\_\_\_\_\_ your teacher English?' 'No, she \_\_\_\_\_.'

c  Ask and answer the questions in 1b.

d Correct the sentences.

> They's Spanish.  
They're Spanish.

- 1 No, he aren't from China.
- 2 You are OK?
- 3 Yes, I'm.
- 4 She is Mexican?
- 5 I not am Italian.
- 6 They are from the UK?

### 2 VOCABULARY

a Write the names of the countries.



- 1 endiUt sSatte \_\_\_\_\_
- 2 eixMco \_\_\_\_\_
- 3 ipSan \_\_\_\_\_
- 4 hiCan \_\_\_\_\_
- 5 anaJp \_\_\_\_\_
- 6 larBiz \_\_\_\_\_

b Complete the nationalities.



> Spa\_nish \_\_\_\_\_



1 Tur\_\_\_\_\_



4 Jap\_\_\_\_\_



2 Brazil\_\_\_\_\_



5 Brit\_\_\_\_\_



3 Mex\_\_\_\_\_





6 Ital\_\_\_\_\_

### 3 SOUND AND SPELLING


a Write the short forms in the table.

Full forms	Short forms
I am	I'm
They are	They're
She is	_____
We are	_____
He is	_____
I am not	_____ not
He is not	He _____

b  01.32 Listen and practise saying the short forms.

c  01.33 Listen to these phrases. Underline the stressed word or syllable.

- 1 Good morning.
- 2 How are you?
- 3 They're American.
- 4 We're teachers.
- 5 Nice to meet you.

d  01.33 Listen again to check. Practise saying the sentences.

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

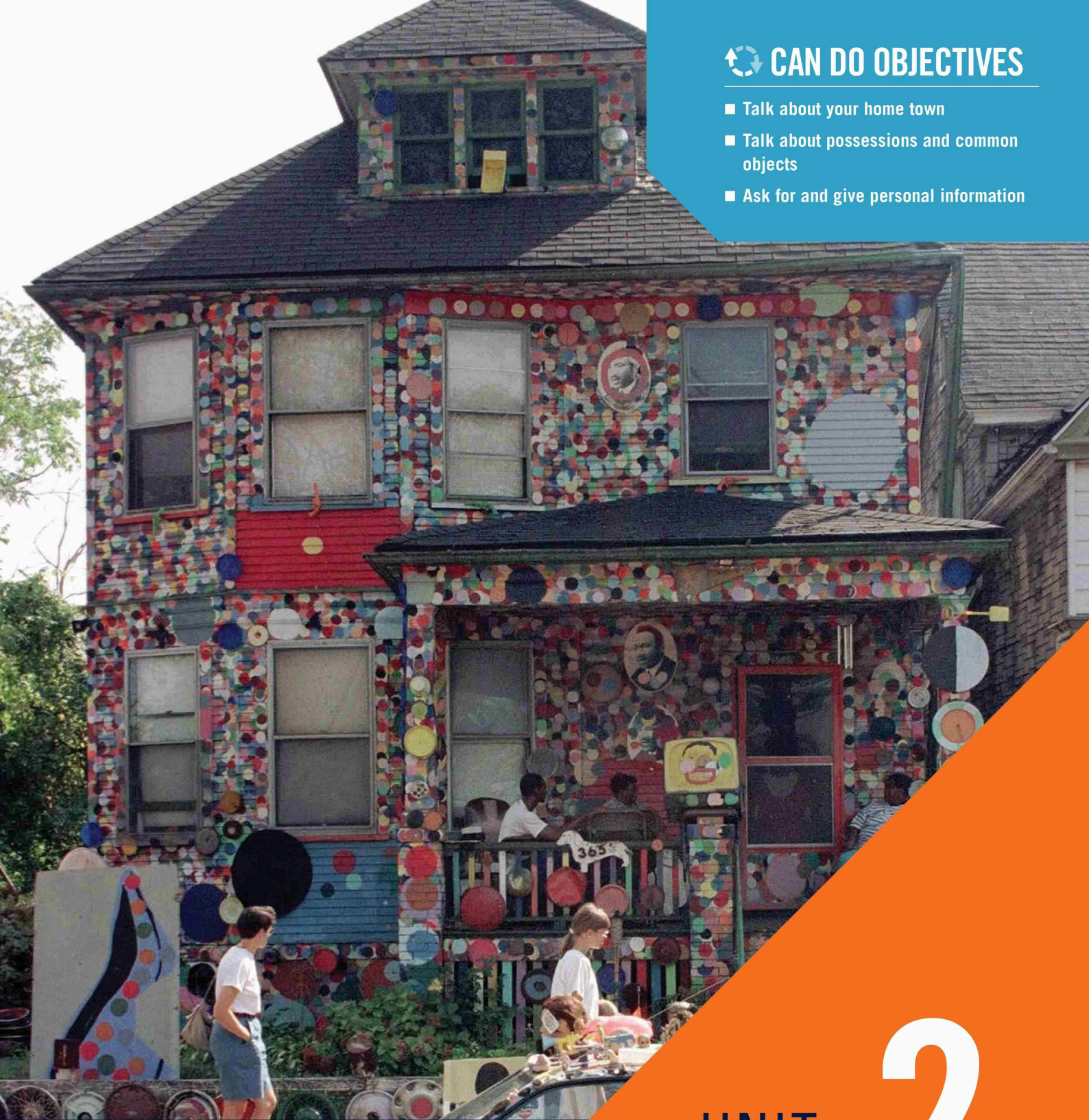
### I CAN ...

- |                            |                          |
|----------------------------|--------------------------|
| say my name and country    | <input type="checkbox"/> |
| talk about people I know   | <input type="checkbox"/> |
| meet and greet new people. | <input type="checkbox"/> |



## CAN DO OBJECTIVES


- Talk about your home town
- Talk about possessions and common objects
- Ask for and give personal information



# UNIT 2

## ALL ABOUT ME

### GETTING STARTED

**a**  Look at the picture and answer the questions.


1 Is it a ... ?

- hot country
- big city
- new house

2 What country do you think it is?

3 Count (1, 2, 3 ... ):

- the windows on the house
- the people in the picture

**b**  What colours do you see on the house?



# 2A

## IT'S A BIG CITY

Learn to talk about your home town

**G** *be: it's / it isn't*; Possessive adjectives

**V** Common adjectives

### 1 LISTENING

**a** **02.01** Match the words in the box with pictures a–c. Listen and check.

city town village

Which are you from?

**b** **02.02** Listen and match pictures a–c with the names in the box.

Giovanna Nuria Robin

**c** **02.02** Listen again. Complete the sentences with the words in the box.

is it it's it isn't

#### Conversation 1

**A** Is <sup>1</sup> \_\_\_\_\_ a big city?

**B** No, no. <sup>2</sup> \_\_\_\_\_ a city.

#### Conversation 2

**A** <sup>3</sup> \_\_\_\_\_ a big city.

**B** Yes, it <sup>4</sup> \_\_\_\_\_.

#### Conversation 3

**A** <sup>5</sup> \_\_\_\_\_ it a city?

**B** No, it <sup>6</sup> \_\_\_\_\_.

### 2 GRAMMAR *be: it's / it isn't*

**a** Complete the table with *it* or *it's*.

+	Ravello is in Italy.	_____ in Italy.
–	Ravello isn't in Mexico.	_____ isn't in Mexico.
?	Is Ravello in Italy?	Is _____ in Italy?

**b** Complete the sentences with *he's*, *she's* or *it's*.

- Giovanna's from Ravello in Italy. \_\_\_\_\_ a town near Naples.
- Robin's from Polperro in the UK. \_\_\_\_\_ British.
- Nuria's Spanish. \_\_\_\_\_ from Valencia.
- Akira's from Sōka in Japan. \_\_\_\_\_ a city near Tokyo.
- Selim's from Bursa in Turkey. \_\_\_\_\_ a big city near Istanbul.

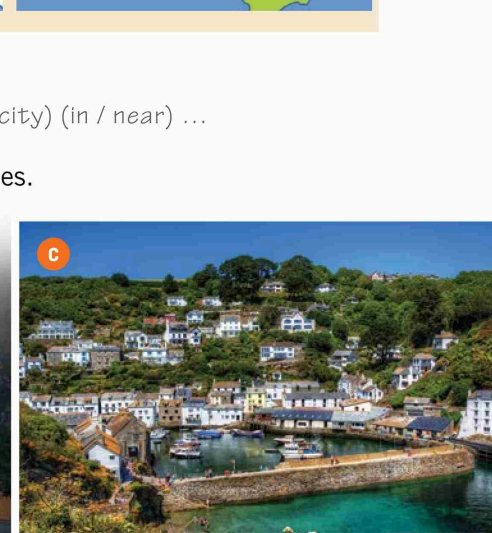
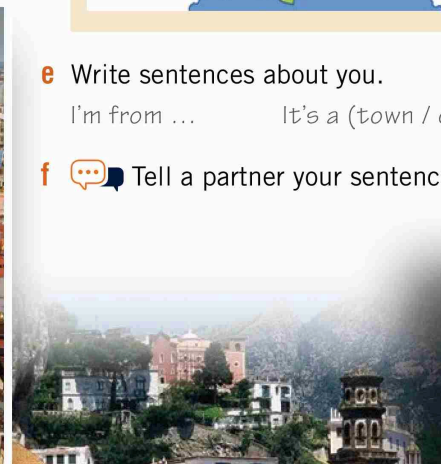
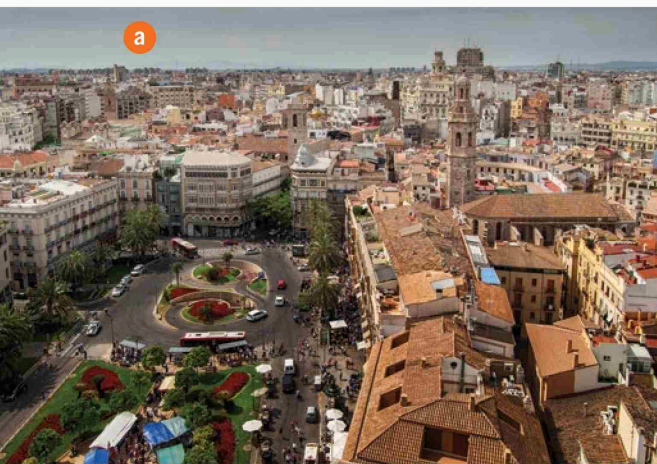
**c** **02.03** Listen and check.

**d** **>>>** Now go to Grammar Focus 2A Part 1 on p. 118.

#### Language Plus *in / near*

Naples is **in** Italy.

Ravello is **near** Naples.



**e** Write sentences about you.

I'm from ... It's a (town / city) (in / near) ...

**f** **>>>** Tell a partner your sentences.



**3 READING AND VOCABULARY**

**Common adjectives**

**a** **02.06** Read and listen to *Our Homes*. Complete the table.

	home		home
Nuria	big flat	Miguel	
Giovanna		Pietro and Susanna	
Robin		Sonia	

**b** **Sound and spelling /h/ and /w/**

1 **02.07** Listen to the words. Which words have a /h/ sound? Which words have a /w/ sound?

home hi who what how hotel

2 Practise saying the words.

**c** **02.08** Complete the sentences with the words in the box. Listen and check.

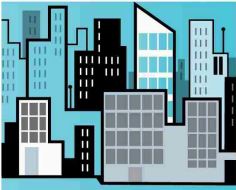
big small old new



1 It's a \_\_\_\_\_ house.



2 It's a \_\_\_\_\_ flat.



3 It's a \_\_\_\_\_ city.



4 It's an \_\_\_\_\_ house.

**d** Now go to Vocabulary Focus 2A on p. 137.

**4 GRAMMAR**

**Possessive adjectives**

**a** Read *Our Homes* again. Complete the table.

Pronoun	Possessive adjective
I	_____
you	<u>your</u>
he	_____
she	<u>her</u>
we	<u>our</u>
they	_____

# Our Homes

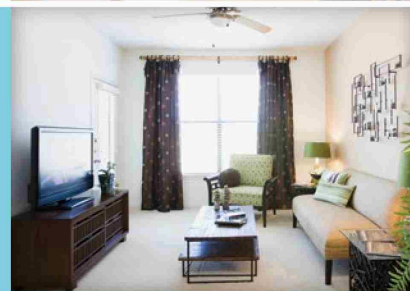
My flat is in a new part of Valencia. It's very big. My friend Miguel is from Sagunto. It's a beautiful town near Valencia. This is his home – it's a small house. **Nuria**



My flat in Ravello is big, old and beautiful. My friends Pietro and Susanna are from Naples. This is their home. It's a big flat in a nice part of town. **Giovanna**



My home is a small house in Polperro. It's an old village. My friend Sonia is from Plymouth. This is her home. It's a small flat, and it's new and beautiful. **Robin**



**b** Complete the sentences.

- Javier is from Barcelona. \_\_\_\_\_ home is in a nice part of the city.
- Are you from Berlin? Where's \_\_\_\_\_ flat?
- We're from Tokyo. \_\_\_\_\_ home is near a big hotel.
- Sarah is from England. \_\_\_\_\_ town is near Hastings.
- Pedro and Eva are from Mexico City. \_\_\_\_\_ flat is very big.

**c** Now go to Grammar Focus 2A Part 2 on p. 118.

**d** Complete the sentences about a friend.

My friend \_\_\_\_\_ is from \_\_\_\_\_. His / Her home is \_\_\_\_\_.

**e** Tell a partner about your friend's home.

**5 SPEAKING**

**Communication 2A**

- Student A: Go to p. 104.  
 Student B: Go to p. 106.  
 Student C: Go to p. 108.

# 2B

## DO YOU HAVE A PHONE?

Learn to talk about possessions and common objects

**G** Plural nouns; *have*

**V** Common objects 1; Numbers 1

### 1 VOCABULARY Common objects 1

**a** **02.11** Match 1–10 in picture a with the words in the box. Listen and check.

a computer a newspaper a knife a phone a key  
a watch an umbrella a ticket a book a bottle of water

**b** **02.12** Two objects in 1a are not OK at an airport. What are they?

#### Language Plus a / an

We use *a* before most nouns. • a key • a book  
We use *an* before *a, e, i, o, u*. • an apple • an umbrella

**c** **02.13** Cover the words in the box in 1a. Ask a partner questions about the objects in the picture.

What's this?

It's a watch.

**d** **02.14** Now go to Vocabulary Focus 2B Common objects 1 on p. 138.

### 2 LISTENING AND GRAMMAR Plural nouns

**a** **02.13** Listen to the conversation with an airport customs official. Tick (✓) the words you hear.

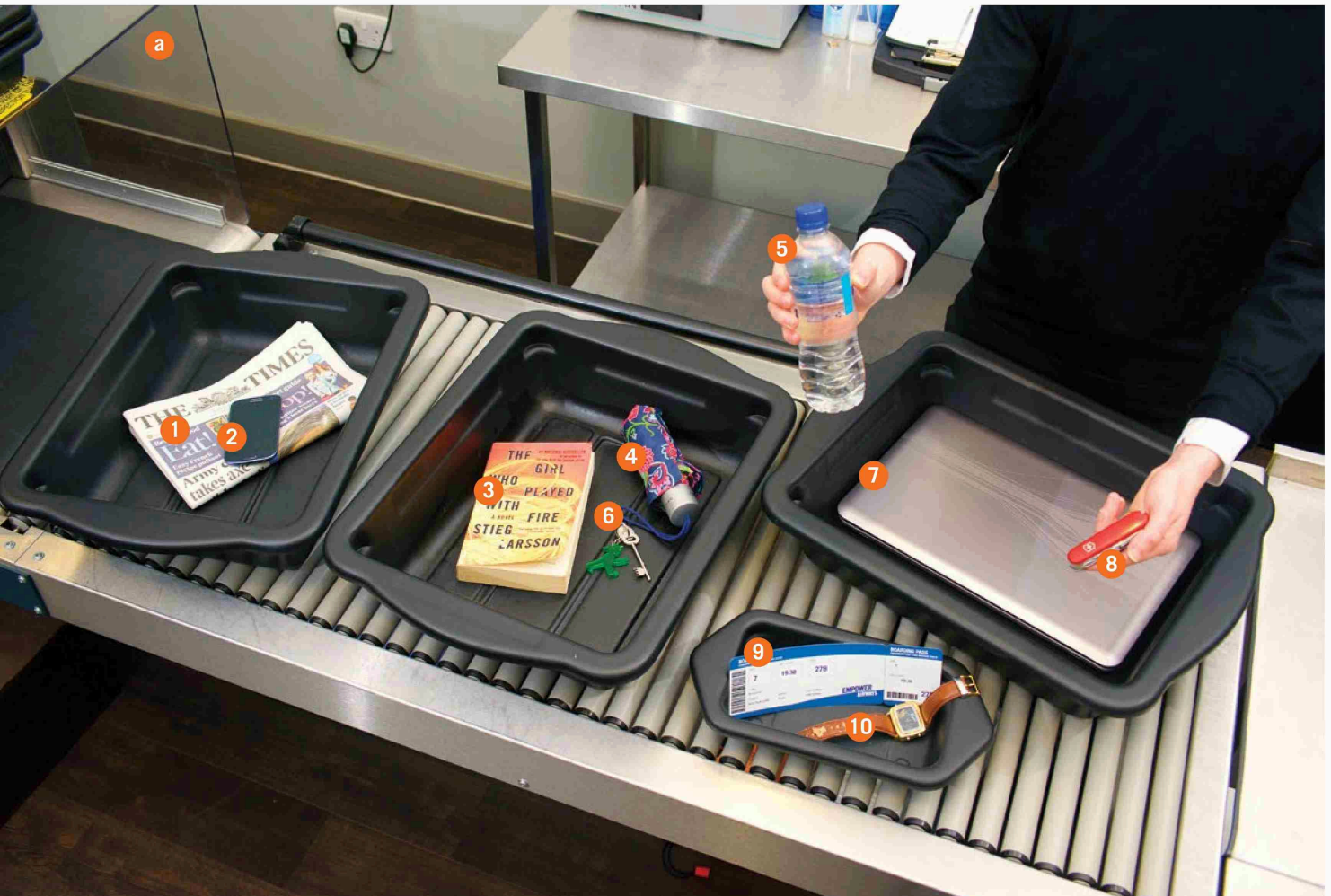
- books
- computers
- phones
- watches
- umbrellas
- bottles
- newspapers
- knives



**b** Complete the table.

Singular (= 1)	Plural (= 2+)
a key	keys
a newspaper	_____
a watch	_____
a knife	_____

**c** Most nouns add *-s* in the plural. How are the plurals of *watch* and *knife* different?





**d Sound and spelling /s/, /z/ and /z/**

- ▶ **02.14** Listen and practise these sounds. Which word has an extra syllable in the plural?  
1 /s/ books 2 /z/ keys 3 /z/ watches
- ▶ **02.15** Listen to these words. Which word has an extra syllable in the plural? Listen again and repeat.  
knives bottles tickets apples villages phones

**e** Work in pairs.  
Student A: Say a singular word.  
Student B: Say the plural.  
Then swap roles.

**f** Now go to Grammar Focus 2B on p. 118.

**3 GRAMMAR I have / you have**

- a** ▶ **02.16** Look at the X-ray picture and complete the conversation. Listen and check.
- A** What's in your bag?  
**B** Mm, I have a <sup>1</sup>b\_\_\_\_\_ and my <sup>2</sup>k\_\_\_\_\_s and an <sup>3</sup>u\_\_\_\_\_.  
**A** Do you have a <sup>4</sup>p\_\_\_\_\_?  
**B** Yes. Oh, and a <sup>5</sup>b\_\_\_\_\_ of w\_\_\_\_\_. Sorry!



**b** ▶ **02.17** Listen to the forms of *have*.

+	?
I <b>have</b> a book.	<b>Do you have</b> a book?

**c** ▶ **02.17 Pronunciation** Listen again. Practise saying the sentences.

- d** Ask a partner about objects 1–5 in 3a. Ask about:
- here (in class)
  - at home

Do you have an umbrella here?

No.

Do you have an umbrella at home?

Yes.

**4 VOCABULARY Numbers 1**

**a** ▶ **02.18** Listen and repeat the numbers.



**b** Match the words in the box with numbers 1–12 in 4a.

seven two nine four eight eleven  
three six one ten twelve five

**c** Work in pairs.  
Student A: Say a number.  
Student B: Say the next number.  
Then swap roles.

**d** **Communication 2B** Student A: Go to p. 104.  
Student B: Go to p. 106.

**e** Now go to Vocabulary Focus 2B Numbers 1 on p. 141.

**5 SPEAKING**

**a** Write three things you have in your bag.

*a bottle of water*

*an apple*

*a computer*

**b** Guess what is in your partner's bag.

Do you have a phone?

Yes.

Do you have a knife?

No!



### 1 LISTENING

a Think about a good home for you. Tick (✓) four boxes.

- |   |  |
|---|--|
| 1 <input type="checkbox"/> a house      | 3 <input type="checkbox"/> old         |
| <input type="checkbox"/> a flat         | <input type="checkbox"/> new           |
| 2 <input type="checkbox"/> in a village | 4 <input type="checkbox"/> near a park |
| <input type="checkbox"/> in a city      | <input type="checkbox"/> near shops    |

b Tell a partner about your home in 1a.

A good home for me is ...

c **02.21** Watch or listen to Part 1. Answer the questions.

- Who asks questions, Sophia or the woman?
- What kind of home does Sophia need, a flat or a house?

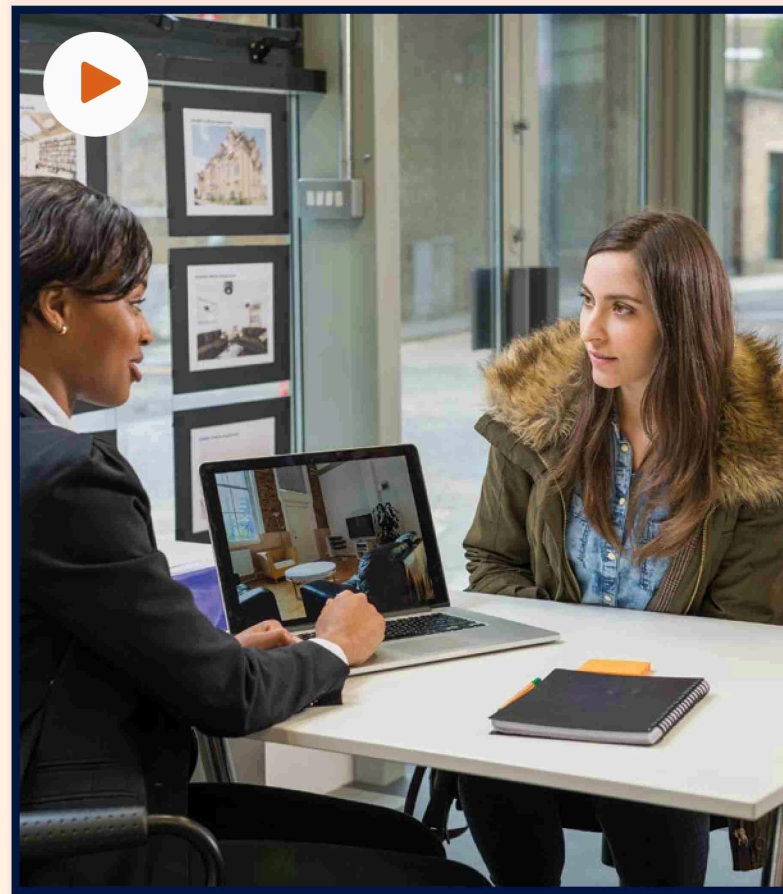
d **02.21** Watch or listen to Part 1 again. Tick (✓) the correct answer.

- Sophia's surname:
 

a <input type="checkbox"/> Tailor	b <input type="checkbox"/> Taylor
-----------------------------------	-----------------------------------
- Her address in London:
 

a <input type="checkbox"/> Alpha Hotel	b <input type="checkbox"/> Alfa Hotel
--	---------------------------------------
- Her phone number:
 

a <input type="checkbox"/> 07832 674893	b <input type="checkbox"/> 07832 647893
---	---



### 2 USEFUL LANGUAGE Asking for and giving personal information

a **02.22** Underline the correct answer. Listen and check.

- A What's your surname?  
B *It's / I'm* Robinson.
- A What's your address?  
B *It's / It's on* 7 King Street.
- A What's your phone number?  
B *They're / It's* 0124 352738.
- A What's your email address?  
B *He's / It's* chrisrobinson@powermail.com.

b **02.23** Listen to the answers to questions 3 and 4 in 2a again. Tick (✓) the correct answer.

- a  oh-one-two-four-three-five-two-seven-three-eight  
b  oh-twelve-four-three-five-two-seven-three-eight
- a  chris-robinson-from-powermail-point-com  
b  chris-robinson-at-powermail-dot-com

c **02.24** Underline the correct word. Listen and check your answer.

- RACHEL** Sophia Taylor. *What / How* do you spell that?  
**SOPHIA** T-A-Y-L-O-R.

d **02.25** **Pronunciation** Listen to the questions. Notice the main stress in each question.

- How do you spell that?
- Can you spell that?
- Sorry, what's the spelling?

**02.25** Listen again and repeat.

e Now go to Writing Plus 2C Part 1 on p. 158 for The alphabet.

f Ask a partner his/her surname. Then ask how to spell it.

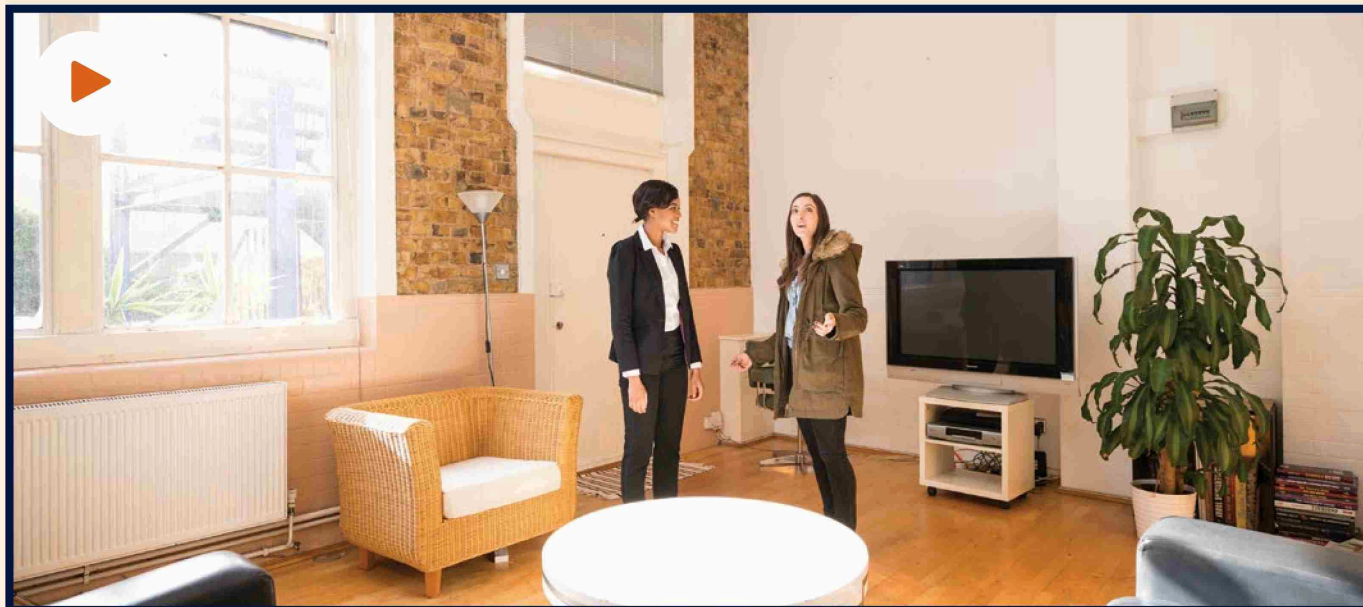
g **Communication 2C** Student A: Go to p. 105.  
Student B: Go to p. 108.



### 3 LISTENING

- a **02.27** Watch or listen to Part 2. What does Sophia think? Tick (✓) the correct sentence.
- The flat's really nice.
  - The flat isn't very nice.

- b **02.27** Watch or listen to Part 2 again. Tick (✓) the correct information about the flat.
- |  |  |
|--|--|
| 1 <input type="checkbox"/> small               | <input type="checkbox"/> big                 |
| 2 <input type="checkbox"/> good for one person | <input type="checkbox"/> good for two people |
| 3 <input type="checkbox"/> near a supermarket  | <input type="checkbox"/> near a park         |



### 4 PRONUNCIATION

#### Intonation in questions

- a **02.28** Listen to the questions. Does the intonation go up ↗ or down ↘ at the end?
- What's your surname?
  - What's your phone number?
- b **02.28** Listen again and repeat the questions.
- c **02.29** Practise asking the questions with a partner. Then listen and check the intonation.
- What's your address?
  - Where are you from?
  - What's the spelling?

### 6 WRITING

- a Read about Sophia. What's the new information?

#### Local Rentals: Customer Information

First name:	Sophia
Surname:	Taylor
Address:	Alpha Hotel, High Street
Phone number:	07832 647893
Email:	sophiat@electricblue.com

- b Now go to Writing Plus 2C Part 2 on p. 158 for Spelling.
- c Complete the form with your information.

#### Local Rentals: Customer Information

First name:	
Surname:	
Address:	
Phone number:	
Email:	

### 5 SPEAKING

- a Talk to different students. Ask about:
- names (first name and surname)
  - address
  - phone number
  - email address

Write down the information. Ask about the spelling.

What's your last name?

It's Mishkin.

Can you spell that, please?

M-I-S-H-K-I-N.

## UNIT PROGRESS TEST

### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 2

## Review

### 1 GRAMMAR

a Correct the underlined word.

- > It's big houses. *They're*  
 1 This is Katia and this is she house.  
 2 'Excuse me! Is this you bag?' 'Yes, it is! Thank you.'  
 3 Hiro's from Sōka. She's a city in Japan.  
 4 It not a big flat.  
 5 They live in Madrid. This is they home.  
 6 'Hi, we're from New York. We city is big!'

b Complete the sentences with the plural form of the nouns in brackets.

- 1 They're my \_\_\_\_\_. (key)  
 2 Are they your \_\_\_\_\_? (knife)  
 3 I have two \_\_\_\_\_. (watch)  
 4 Are they your \_\_\_\_\_? (bottle of water)  
 5 Oxford and Cambridge are \_\_\_\_\_ in the UK. (city)  
 6 Where are the \_\_\_\_\_? (book)

c Complete the sentences with the words in the box.

are his is they  
 they're it's it isn't

- 1 I'm from Ravello. \_\_\_\_\_ a town in Italy.  
 2 The men \_\_\_\_\_ at home.  
 3 'Are they big houses?' 'Yes, \_\_\_\_\_ are.'  
 4 \_\_\_\_\_ my books.  
 5 \_\_\_\_\_ it a city?  
 6 This is John and this is \_\_\_\_\_ flat.  
 7 'Is Madrid in Italy?' 'No, \_\_\_\_\_.'

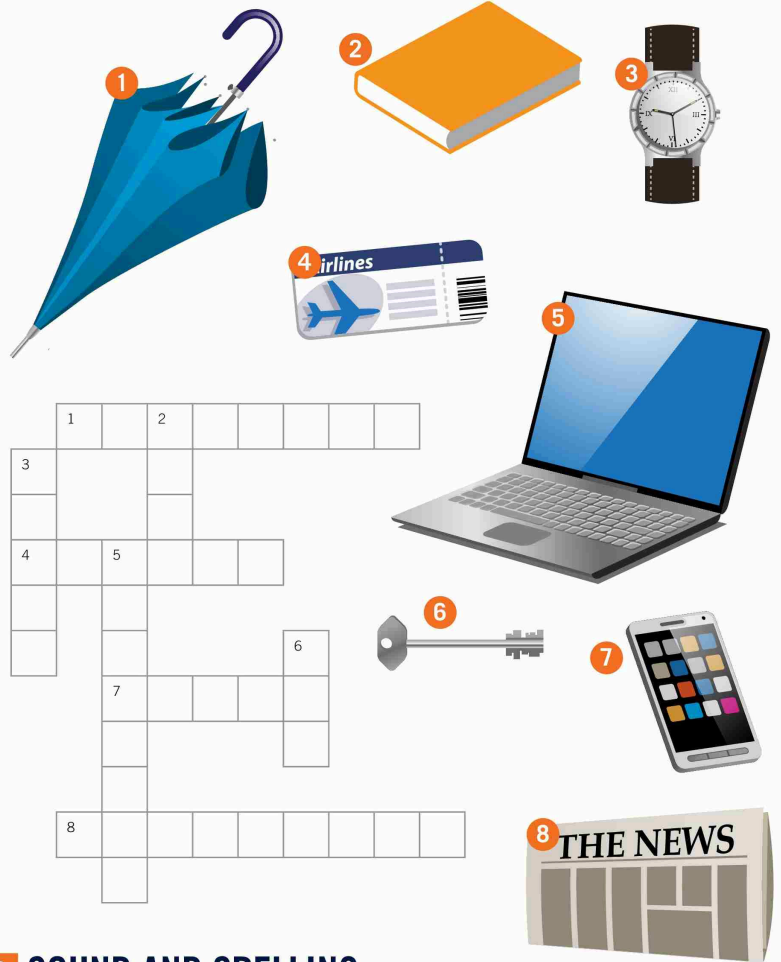
### 2 VOCABULARY

a Match 1–6 with the opposite adjectives in the box.

boring difficult good  
 happy old **small** wrong

- > big \_\_\_\_\_ *small*  
 1 easy \_\_\_\_\_  
 2 bad \_\_\_\_\_  
 3 right \_\_\_\_\_  
 4 sad \_\_\_\_\_  
 5 interesting \_\_\_\_\_  
 6 new \_\_\_\_\_

b Complete the crossword with the objects in pictures 1–8.



### 3 SOUND AND SPELLING

a **02.31** Look at the words in the box. Is the final sound /s/, /z/ or /ɪz/? Complete the table. Practise saying the words.

phones watches keys addresses houses  
 flats umbrellas tickets books computers

/s/	/z/	/ɪz/
	phones	

b **02.32** Tick (✓) the words with a /h/ sound. Practise saying the words.

- |                                |                                |                                |                                |
|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| <input type="checkbox"/> hello | <input type="checkbox"/> is    | <input type="checkbox"/> how   | <input type="checkbox"/> watch |
| <input type="checkbox"/> her   | <input type="checkbox"/> home  | <input type="checkbox"/> who   | <input type="checkbox"/> happy |
| <input type="checkbox"/> our   | <input type="checkbox"/> house | <input type="checkbox"/> she   | <input type="checkbox"/> right |
| <input type="checkbox"/> his   | <input type="checkbox"/> where | <input type="checkbox"/> phone |                                |

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |   |                          |
|---|--------------------------|
| talk about my home town                   | <input type="checkbox"/> |
| talk about possessions and common objects | <input type="checkbox"/> |
| ask for and give personal information.    | <input type="checkbox"/> |






## CAN DO OBJECTIVES

- Say what you eat and drink
- Talk about food and meals
- Order and pay in a café

# UNIT 3


## FOOD AND DRINK

### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What food can you see in the shopping trolley?
- 2 Which food in the shopping trolley do you like?

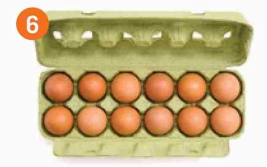
- 3 Which food in the shopping trolley don't you like?
- 4 What food do you buy?

**b**  What other food do you know in English?

### 1 VOCABULARY Food 1

a **03.01** Match pictures 1–7 with the words in the box. Then listen and check.

fruit rice meat bread vegetables eggs fish



b **03.01** **Pronunciation** Listen to the words in 1a again. Which word has more than one syllable? Underline the stressed syllable.

c **03.01** Say two things you like 😊.

I like fruit and I like fish.

d **Sound and spelling** /i:/, /ɪ/ and /aɪ/

1 **03.02** Listen and practise these sounds.

1 /i:/ meat    2 /ɪ/ fish    3 /aɪ/ I'm

2 **03.03** Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

big **eat** nine sister **it's** **me** milk  
China five his **teacher** hi

Sound 1 /i:/	Sound 2 /ɪ/	Sound 3 /aɪ/
meat	fish	I'm

3 **03.03** Practise saying the words.

e Now go to Vocabulary Focus 3A on p. 139.

### 2 READING AND GRAMMAR

**Present simple: / / you / we / they positive and negative**

a Which words in 1a can you see in pictures 1–3? Which word isn't in the pictures?

b **03.06** Read and listen to texts a–c. Match them with the families in pictures 1–3.

# FOOD

## FOR ONE WEEK

**a** They eat a lot of fruit and vegetables every day. And they eat meat with rice. They like eggs, but they don't eat bread or fish. They don't like fish. They drink a lot of water.

**b** They eat meat and eggs every day, but they don't eat fish. And they don't eat vegetables, but they eat fruit. They really like bread.

**c** They eat a lot of rice and vegetables. They like fruit and they eat bread. They don't eat fish or meat. They are vegetarians.



Tang family, China



c Complete the table.

+			-		
I	eat	meat.	I	_____ eat	meat.
We	like	fish.	We	_____ like	fish.
They			They		

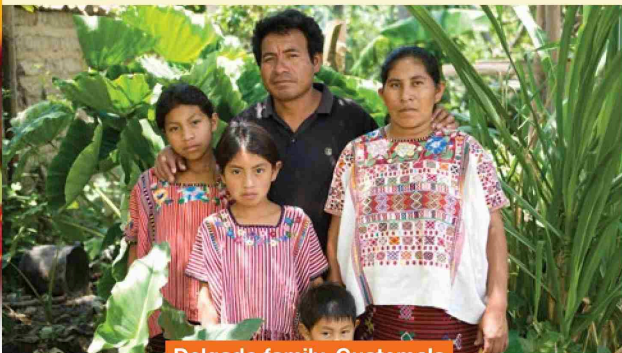
d Underline the correct words.

- The Tangs *eat / don't eat* fish.
- The Delgados *eat / don't eat* bread.
- The Donatis *like / don't like* meat.
- The Tangs *eat / don't eat* a lot of eggs.
- The Donatis *like / don't like* vegetables.

e Which family's food would you like to have for a week? Why?



Donati family, Italy

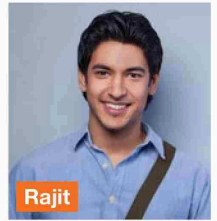


Delgado family, Guatemala

### 3 LISTENING AND GRAMMAR Present simple: I / you / we / they questions

a **03.07** Listen to a conversation with Rajit. Tick (✓) the different food he eats.

- bread     vegetables     meat  
 fish     rice     fruit



b **03.07** Listen again. Complete the conversation.

A Rajit, what do you eat in a week?

B Oh, a lot of things. I eat rice every day, and bread. I eat a lot of fruit. I eat fish ...

A <sup>1</sup>\_\_\_\_\_ you eat meat?

B No, I don't like meat.

A Do you <sup>2</sup>\_\_\_\_\_ vegetables?

B Oh yes, I like vegetables. I eat a lot of vegetables.

A Do you <sup>3</sup>\_\_\_\_\_ them every day?

B Yes. They're very good for me.

c **03.08** Complete the questions in the table. Then listen and check.

+	-	?
I eat fish.	I don't eat fish.	_____ you _____ fish?
We like fruit.	We don't like fruit.	_____ you _____ fruit?

d Now go to Grammar Focus 3A on p. 118.

e Practise the conversation in 3b with a partner.

### 4 SPEAKING

a Ask and answer questions with a partner. Complete the table with their answers.

Do you eat meat?

Yes, (I do).

Do you eat bread every day?

No, not every day.

Do you like fish?

No, I don't like fish.

	yes / no?	every day?	like?
meat			
fish			
rice			
bread			
vegetables			
fruit			
eggs			

b Write three words for drinks. Then ask your partner questions.

Do you drink cola?

Do you like milk?

# 3B

## I USUALLY HAVE DINNER EARLY

Learn to talk about food and meals

**G** Adverbs of frequency

**V** Food 2; Time

### 1 READING

**a** Tick (✓) the boxes about your breakfast.

**b** Talk about your answers in 1a with a partner.

I have coffee – I don't have ice cream.

**c** Look at the pictures. What's the number one breakfast in Italy? Make a guess below.



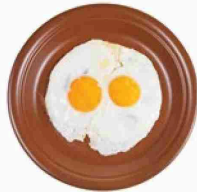
fruit



cereal



toast



eggs



coffee



pastry

**d** Read the text and find the answer to 1c.

#### THE NUMBER ONE BREAKFAST

In Italy, people like different food for breakfast. They sometimes eat cereal or fruit, but a pastry is the number one breakfast food. Italian people also like toast with jam for breakfast, or sometimes just biscuits. But Italians always have coffee with their food!

**e** What's the number one breakfast food in your country? What's the number one drink?

I think \_\_\_\_\_ is the number one breakfast food in my country.

### For my breakfast, I have ...

	YES	NO		YES	NO
coffee 			tea 		
bread 			fruit 		
ice cream 			fish 		
cold pizza 			nothing 		

### 2 VOCABULARY Food 2; Time

**a** Match sentences 1–3 with pictures a–c.

1 I have lunch at *twelve / one* o'clock.

2 They have dinner at *six / seven* o'clock.

3 In my family, we have breakfast at *seven / eight* o'clock.





b >>> Now go to Vocabulary Focus 3B Food 2 on p. 140.

c **03.13** Listen to sentences 1–3 in 2a. Underline the correct words.

d **03.14** Match the clocks with the times. Listen and check.



- (a) quarter past four
- (a) quarter to five
- four o'clock
- half past four

e Point to a clock in 2d for a partner to say the time.

f >>> Now go to Vocabulary Focus 3B Time on p. 141.

**g Sound and spelling /ɑː/ and /ɔː/**

1 **03.16** Listen and practise these sounds.  
1 /ɑː/ **past** **half** 2 /ɔː/ **four** **quarter**

2 **03.17** Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

class **a**ll **f**ather **a**fternoon **w**ater **d**aughter

Sound 1 /ɑː/	Sound 2 /ɔː/
past	four

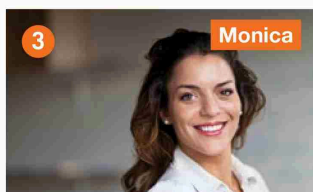
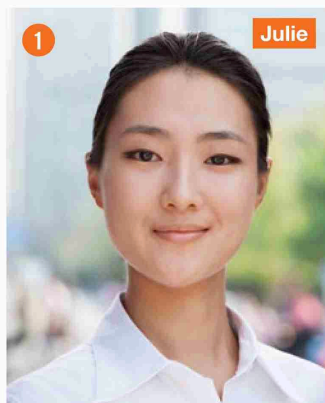
3 Practise saying the words.

h >>> **Communication 3B** Student A: Go to p. 105.  
Student B: Go to p. 107.

**3 LISTENING**

a **03.18** Listen to three people talk about dinner. Match 1–3 with a country in the box.

Turkey Spain the USA Brazil Mexico China



b **03.18** Listen again. Complete the table.

Name	Dinner time	Food
Julie		
Lucas		
Monica		

c Do you like the same food as Julie, Lucas and Monica?

**4 GRAMMAR Adverbs of frequency**

a **03.19** Listen and complete the sentences with the words in the box.

always usually sometimes never

- JULIE** We \_\_\_\_\_ have rice with meat and vegetables.
- LUCAS** I \_\_\_\_\_ have fish for dinner.
- MONICA** People \_\_\_\_\_ have dinner early in Spain.
- MONICA** I \_\_\_\_\_ have bread and cheese.

b Complete 2 and 4 with words in the box in 4a.

- always (100%)
- \_\_\_\_\_ (80%)
- sometimes (50%)
- \_\_\_\_\_ (0%)

c >>> Now go to Grammar Focus 3B on p. 120.

d Put the words in brackets in the correct place in the sentences.

- I have breakfast at 9:00 at weekends. (sometimes)
- I have a sandwich for lunch. (usually)
- I have breakfast. (never)
- In the evening, I have dinner at about 7:00. (always)

e Which sentences in 4d are true for you?

**Language Plus** What time ... ? / When ... ?

**What time** do you have dinner? = **When** do you have dinner?

**5 SPEAKING**

a Answer questions 1–4. Write another question with your own idea.

- In the morning, do you eat breakfast?
- In the evening, do you eat a big dinner?
- What time do you have lunch?
- What do you eat for lunch?

b Ask and answer the questions in 5a with other students. Who has the same answers as you?

Jaime and I never eat breakfast.



### 1 LISTENING

**a** What food on the menu do you like? Tell a partner.



**b** **03.21** **Pronunciation** Listen. This word has two syllables:  
coff|ee

**03.22** Which words have two syllables? Listen and check.

sandwich banana orange tomato

**c** **03.22** Listen to the words in 1b again. Underline the stressed syllable.  
coffee

**d** Practise saying the words in 1b with a partner.

**e** Find 1–3 in pictures a–c.

1 a piece of chocolate cake    2 a key    3 ten pounds

**f** **03.23** Watch or listen. Put pictures a–c in the correct order.

**g** **03.23** Watch or listen again. Are the sentences true or false?

- 1 Sophia has a new flat.
- 2 Sophia has a cup of tea.
- 3 Sophia likes her flat.
- 4 The text message is from Sophia's cousin.

### 2 PRONUNCIATION Sentence stress

**a** **03.24** Listen to 1–3. Is the pronunciation of *of* the same?

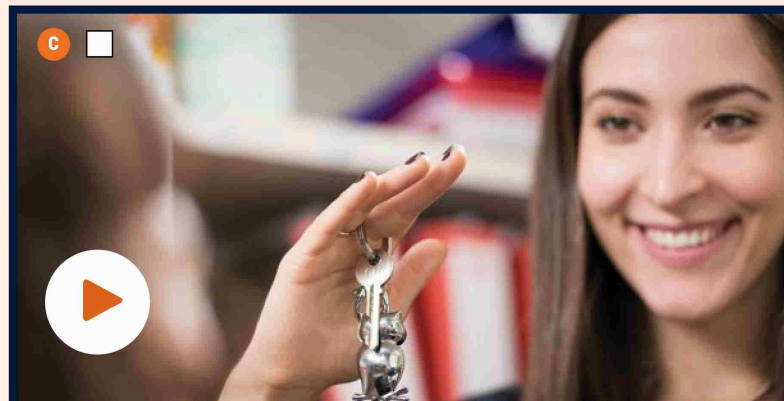
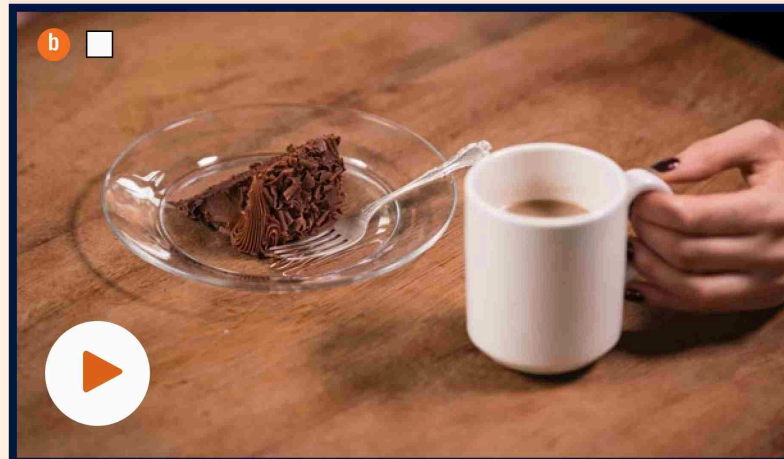
1 of                    2 a cup of tea                    3 a glass of cola

**b** **03.25** Listen to these phrases. Which other word isn't stressed?

a cup of coffee                    a piece of banana cake

**c** Practise saying the phrases in 2b.

**d** Work in pairs. Practise more phrases with *a cup / a glass / a piece of ...*. Use the menu in 1a or your ideas.







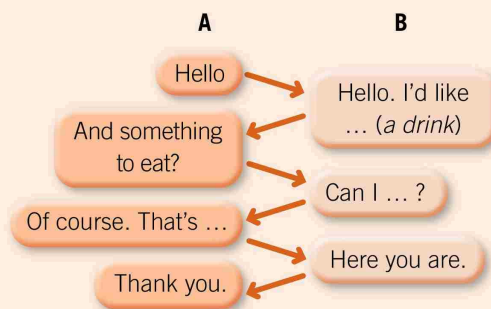
### 3 USEFUL LANGUAGE Ordering and paying in a café

- a** **03.26** Listen and complete the sentences.
- MEGAN** I'd \_\_\_\_\_ a cup of coffee, please.
  - SOPHIA** Can I \_\_\_\_\_ a cup of tea, a cup of coffee and a piece of chocolate cake, please?
- b** **03.26** Listen again and repeat.
- b** **03.27** Put the words in the correct order. Listen and check.
- have / I / a cup of / can / coffee / please ?
  - please / an egg sandwich, / I'd like .
  - two / can / have / we / tomato sandwiches ?
- c** Practise saying the sentences in 3b with a partner.
- d** **03.28** Put the conversation in the correct order. Listen and check.
- A cheese sandwich, please.
  - Of course. That's £6.00, please.
  - Certainly. And to eat?
  - Here you are.
  - Can I have a glass of cola, please?
  - Thank you.
- e** Practise the conversation in 3d with a partner. Change the drink, food and price.

Can I have a cup of tea, please?

### 4 SPEAKING

- a** Work with a partner. Student A: you work in a café. Student B: you're a customer. Use the menu on p. 28 and the conversation map below.



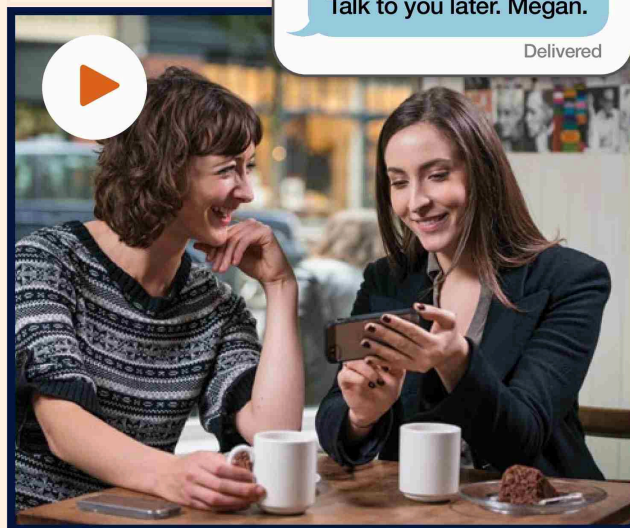
- b** Swap roles and repeat the conversation.

### 5 WRITING

- a** Read the text message. Who is it from? Who is it for?

Hi, James. I'm in a café with Sophia. She's my new friend at work. She's from Canada. She has a new flat here in London! Talk to you later. Megan.

Delivered



- b** Now go to Writing Plus 3C on p. 159 for Contractions.

- c** Write a text message to a friend. Here are some ideas:
- Hi, ...  
 I'm ... (at school / at work / in a café / in a restaurant) with ...  
 He's / She's ... (Spanish / a student / very nice)  
 Talk (to you) / See you soon / later.
- d** Read a partner's text message. Who does he/she write about?

## UNIT PROGRESS TEST

### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 3

## Review


### 1 GRAMMAR

a Write present simple sentences and questions with the words and phrases.

- > (-) I / have / lunch at home.  
I *don't have lunch at home.*
- (?) you / like / eggs
  - (+) we / eat / bread every day.
  - (-) I / drink / fruit juice.
  - (-) we / eat / meat.
  - (+) you / like / fruit.
  - (?) they / eat / fish

b Underline the correct answer.

- Always I / I always* have a sandwich for lunch.
- I *drink sometimes / sometimes drink* cola.
- I *eat usually / usually eat* lunch at home.
- I *never / never don't* drink milk.
- Never I have / I never have* dinner at 9:00.
- I *don't sometimes / sometimes don't* have breakfast.

c  Are the sentences in 1b true or false for you? Tell a partner.

d Correct the sentences.

- > I not like rice.  
I *don't like rice.*
- No, we not do.
  - Always I have breakfast.
  - We not eat fish.
  - I drink usually water.
  - You like tea?
  - Yes, do I.

### 2 VOCABULARY

a Complete the groups with words in the box.

coffee dinner fish cakes fruit juice banana

- water, milk, \_\_\_\_\_
- tea, \_\_\_\_\_
- orange, apple, \_\_\_\_\_
- breakfast, lunch, \_\_\_\_\_
- meat, eggs, \_\_\_\_\_
- ice cream, biscuits, \_\_\_\_\_


b Which is your favourite group in 2a?

c Look at 1–6 in the picture and complete the food words.


- |            |            |
|------------|------------|
| 1 a _____s | 4 m _____  |
| 2 o _____s | 5 b _____  |
| 3 r _____  | 6 e _____s |



### 3 SOUND AND SPELLING

a  03.29 Which sounds are the marked letters – /ɪ/, /i:/ or /aɪ/? Tick (✓) a or b. Practise saying the sentences.

- > It's a biscuit.
- /i:/ /i:/ /i:/
  - /ɪ/ /ɪ/ /ɪ/
- Tea, please.
    - /i:/ /i:/
    - /ɪ/ /ɪ/
  - I'd like ice cream.
    - /aɪ/ /aɪ/ /aɪ/ /i:/
    - /i:/ /i:/ /i:/ /aɪ/
  - We drink milk.
    - /aɪ/ /aɪ/ /i:/
    - /i:/ /ɪ/ /ɪ/
  - Rice is nice.
    - /aɪ/ /ɪ/ /aɪ/
    - /i:/ /i:/ /i:/

b  03.30 Listen to the words. Tick (✓) the words with the /ɔ:/ sound. Practise saying the words.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> water   | 5 <input type="checkbox"/> potato  |
| 2 <input type="checkbox"/> tomato  | 6 <input type="checkbox"/> orange  |
| 3 <input type="checkbox"/> glass   | 7 <input type="checkbox"/> quarter |
| 4 <input type="checkbox"/> morning | 8 <input type="checkbox"/> all     |

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

### I CAN ...

- |                           |                          |
|---------------------------|--------------------------|
| say what I eat and drink  | <input type="checkbox"/> |
| talk about food and meals | <input type="checkbox"/> |
| order and pay in a café.  | <input type="checkbox"/> |



## 🔄 CAN DO OBJECTIVES

- Talk about your life and ask about others'
- Talk about your family
- Ask and talk about photos



# UNIT 4

## MY LIFE AND MY FAMILY

### GETTING STARTED

**a** 🗨️ Look at the picture and answer the questions.

- 1 Look at person a. Can you see ... ?
  - her mother
  - her father
  - her grandparents
- 2 Do you think this family all live together in one house?

3 Who in the picture ... ?

- works
- studies

4 What do you think the people in the picture do next?

**b** 🗨️ Who lives in your home?

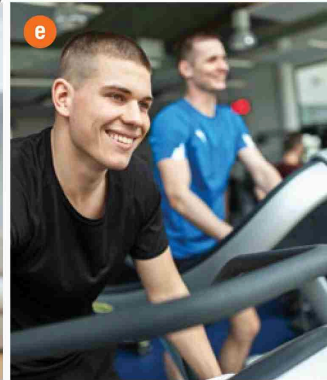
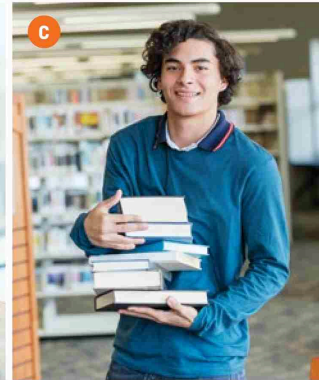
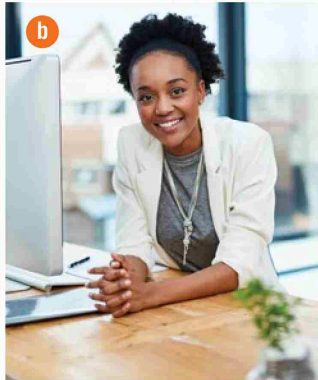
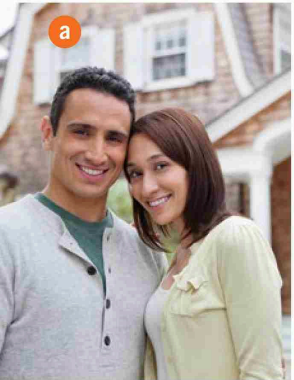
# 4A

## WHAT DO YOU STUDY?

Learn to ask and talk about your life

**G** Present simple: *Wh-* questions

**V** Common verbs



### 1 VOCABULARY Common verbs

**a** **04.01** Match sentences 1–5 with pictures a–e. Listen and check.

- |                                 |                                      |
|---------------------------------|--------------------------------------|
| 1 I <b>study</b> at university. | 4 We <b>live</b> in London.          |
| 2 I <b>work</b> in an office.   | 5 We <b>go</b> to the gym every day. |
| 3 I <b>speak</b> Japanese.      |                                      |

**b** Which sentences in 1a are true for you?

**c** Now go to Vocabulary Focus 4A on p. 142.

### 2 READING

**a** Read Matt's blog. Which sentence is true?

- 'I live and I work in London.'
- 'I live in Málaga and I work in London.'
- 'I speak Spanish very well.'

**b** Read Matt's blog again. What does he say about these things?

- |                                      |                                      |
|--------------------------------------|--------------------------------------|
| 1 flats in London                    | 4 number of days at work (in Málaga) |
| 2 beaches in Málaga                  | 5 Spanish classes                    |
| 3 number of days at work (in London) | 6 Málaga                             |

**c** What do you think of Matt's life?

#### Language Plus study

... at university / at school / at an English language school

**study** ... English / Spanish / Arabic  
... a subject (art, maths)

**d** Write sentences about you.

I live ...      I work / study ...      I study English ...

**e** Tell a partner your sentences in 2d.

## Breakfast in MÁLAGA and Lunch in LONDON

# JUST A NORMAL DAY!

### I work in London.

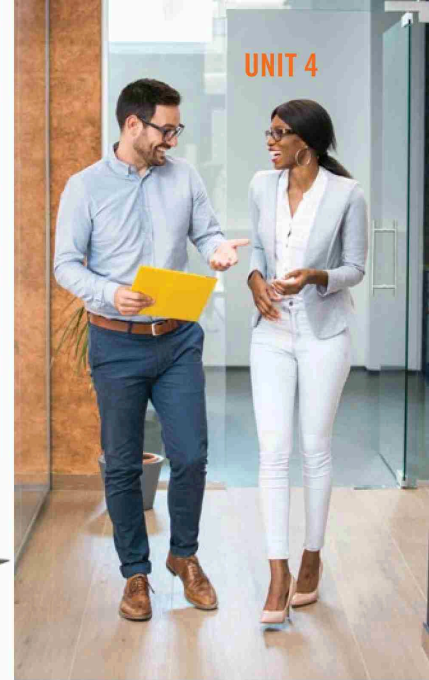
Flats are very expensive there. In Málaga, Spain, flats aren't very expensive and the beaches are beautiful. So I work in London, but I live in Málaga! I fly from Málaga to London on Monday. I work there for three days and I stay with my sister. Then I fly to Málaga again and I work at home two days a week. I don't speak Spanish very well, so I study Spanish at a language school and I go to classes on Saturday. I love Málaga – it's a beautiful city and it's great to live here!





### 3 LISTENING

- a **04.03** Listen to Tom and Miriam. Who lives in Auckland, but works in Wellington?
- b **04.03** Listen again. Underline the correct answers.
- 1 Miriam is *Brazilian* / a *New Zealander*.
  - 2 Her home's in *Brazil* / *New Zealand*.
  - 3 Her job is / *isn't* near her home.
  - 4 She *is* / *isn't* married.
  - 5 Miriam and Bernardo speak *English* / *Portuguese* together.



### 4 GRAMMAR

#### Present simple: *Wh-* questions

- a **04.04** Complete the questions in the table. Listen and check.

Yes/No questions	
_____ you work at home?	Yes, I work two days at home. No, I work in an office.
<i>Wh-</i> questions	
Where _____ you live?	I live in Auckland.
When _____ you have dinner?	I have dinner at 8:00.
What _____ you study at university?	I study Italian.

- b **04.04** Now go to Grammar Focus 4A on p. 120.

- c **04.07** Put the words in the correct order to make questions. Listen and check.

- |                                  |   |
|----------------------------------|---|
| 1 you work / do / in an office ? | 4 university / study at / do you / what ? |
| 2 do / where / you work ?        | 5 do / speak Spanish / you ?              |
| 3 where / you live / do ?        |   |

- d **04.07 Pronunciation** Listen to the questions in 4c again. Notice the stressed words and syllables.

- 1 Do you work in an office?

- e **04.07** Tick (✓) the words we stress. Then listen to the questions in 4c again and repeat.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> question word (e.g., <i>where</i> ) | 3 <input type="checkbox"/> main verb (e.g., <i>work</i> ) |
| 2 <input type="checkbox"/> <i>do</i>                           | 4 <input type="checkbox"/> preposition (e.g., <i>in</i> ) |

- f **04.07** Ask and answer the questions in 4c with a partner.

### 5 SPEAKING

#### Communication 4A

- Student A: Go to p. 105.  
Student B: Go to p. 108.

# 4B

# SHE HAS A SISTER AND A BROTHER

Learn to talk about your family

**G** Present simple: *he / she / it* positive

**V** Family and people; Numbers 2

## 1 READING AND LISTENING

**a** Match 1–6 with pictures a–f.

- 1 Football player Lionel Messi with his children.
- 2 Pop star Beyoncé with her husband, Jay-Z, and her sister Solange.
- 3 Film star Kate Hudson with her parents.
- 4 Film director Alejandro González Iñárritu with his wife, his son and his daughter.
- 5 Actor Colin Hanks and his father, Tom Hanks.
- 6 Singer Camila Cabello with her mother.

**b** **04.08** Listen and check.

**c** What other things do you know about the people in the pictures?



## 2 VOCABULARY Family and people

**a** Complete the table. Use words from 1a.

mother	father
_____	son
wife	_____
_____	brother

**b** Which word in the sentences in 1a means ... ?

- 1 mother and father
- 2 boys and girls

**c** Look at the family tree. Which people ... ?

- 1 are married
- 2 have a brother
- 3 have a sister
- 4 have a child / children

**d** Work in pairs.

Student A: Choose a person from the family tree.  
Student B: Ask questions to guess who Student A is.

Then swap roles.

Are you married?

Yes.

Do you have children?

Yes.

**e** Now go to Vocabulary Focus 4B Family and people on p. 143.

**f** Sound and spelling /ð/

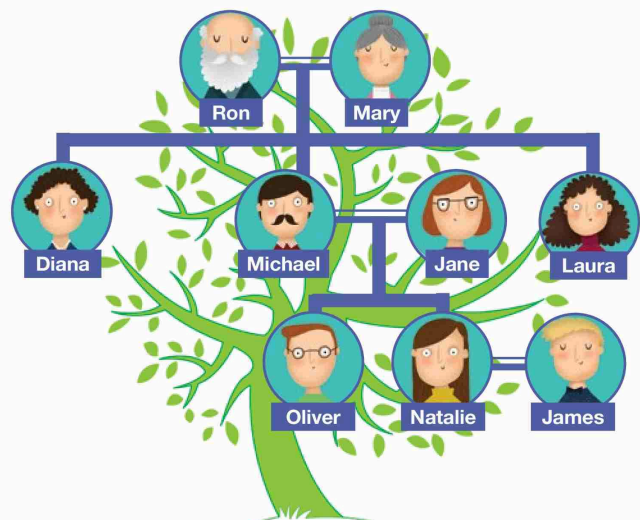
1 **04.11** Listen and practise this sound.

/ð/ mother

2 **04.12** /ð/ is usually spelled *th*. Listen to the words and repeat.

this that father they brother then

3 Practise saying the words.







### 3 READING AND VOCABULARY Numbers 2

a Read *An International Family*. Are the sentences true (T) or false (F)?

- 1 Pablo and Alicia have two small children.
- 2 María is married and lives in Turkey.
- 3 Pablo and Alicia live in Mexico.

## An International Family

**Pablo and Alicia Moreno are married.** Pablo is from Spain and Alicia is from Buenos Aires, in Argentina, but they live in New York. Their family is very international!

Alicia has a sister and a brother. Her sister, Daniela, is 46. She lives in Buenos Aires and her mother lives there too. Her brother, Carlos, is 37. He lives in Brazil and he works in São Paulo.

Alicia and Pablo have two children. Their son, Alex, is 19. He's at university in Mexico and he lives there too. Their daughter, María, is 24. She lives in Istanbul with her Turkish husband, Mehmet.



b Where do they live? Write the names of the countries.

- |           |          |
|-----------|----------|
| 1 Daniela | 4 María  |
| 2 Carlos  | 5 Mehmet |
| 3 Alex    |          |

c Daniela is forty-six. How old is ... ? (Write the numbers in words.)

- |          |        |         |
|----------|--------|---------|
| 1 Carlos | 2 Alex | 3 María |
|----------|--------|---------|

**Language Plus** How old ... ?

*How old is she?*

**She's 25.**

*How old are her children?*

**They're three and five.**

**Note:** We use *be*, not *have*, to talk about age.



d >>> Now go to Vocabulary Focus 4B Numbers 2 on p. 141.

e Write the names of three famous people. How old are they? If you don't know, guess! Read out the names. What do other students think?

Lady Gaga

I think she's 38.

### 4 GRAMMAR

**Present simple: he / she / it positive**

a Look at the verbs in the table and answer the questions.

- 1 How are the verbs in A different from the verbs in B?
- 2 How is *has* different?

I / we / you / they	he / she / it
A I <b>work</b> in an office. We <b>have</b> two children.  They <b>live</b> in New York.	B He <b>works</b> in São Paulo. She <b>has</b> a sister and a brother. She <b>lives</b> in Buenos Aires.

b Complete the sentences with verbs from 4a.

- 1 He \_\_\_\_\_ in an office.
- 2 He \_\_\_\_\_ at home with his parents.
- 3 Her mother \_\_\_\_\_ a flat in New York.

c Now go to Grammar Focus 4B on p. 120.

d **Communication 4B** Student A: Go to p. 105.  
Student B: Go to p. 109.

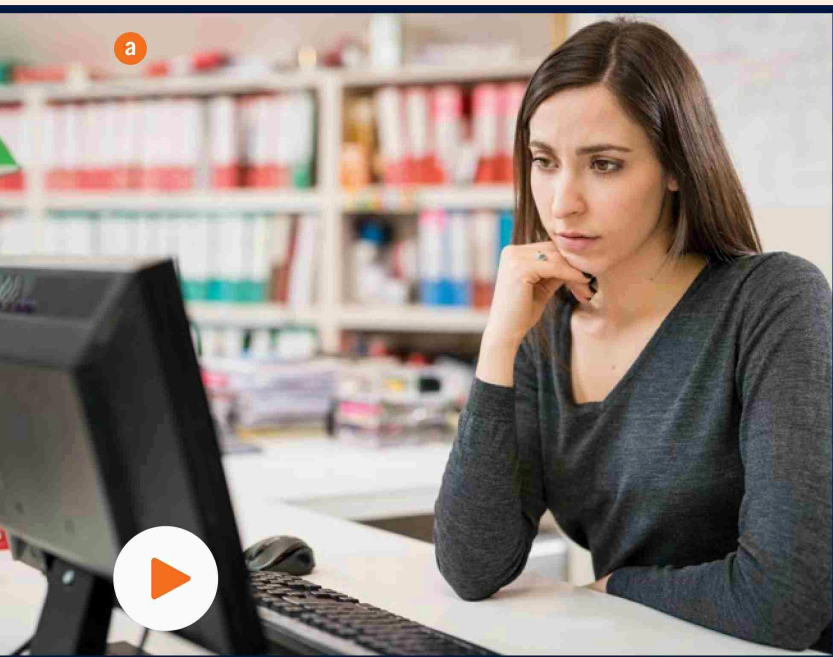
### 5 SPEAKING

a Tell your partner about your family. Use the verbs in the box. Listen, but don't make notes.

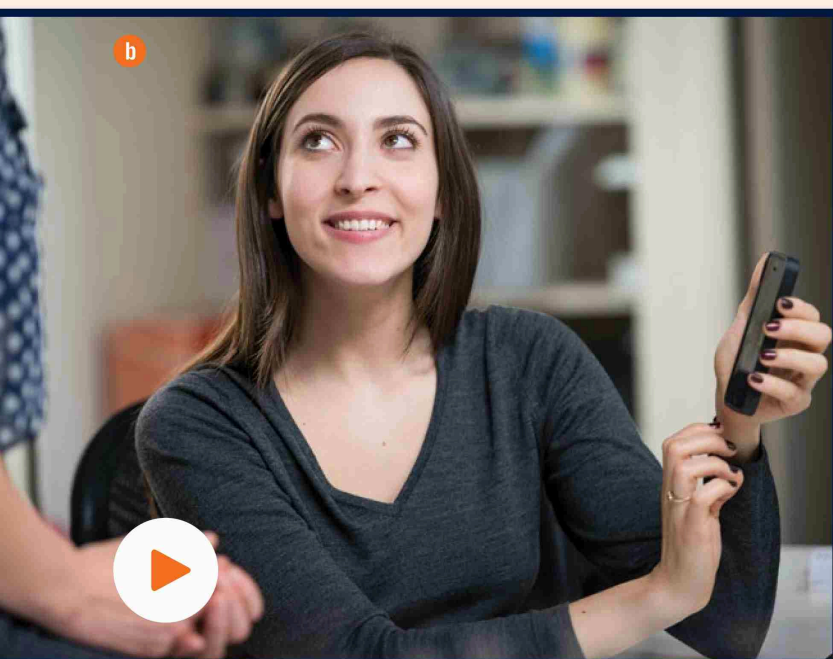
have go study live work

My brother has two children – a boy and a girl.

b Say what you remember about your partner's family. Are you correct?



a



b



## 1 LISTENING

a Ask and answer the questions.

- 1 Do you have photos of family and friends with you?
- 2 Where do you have them, on your phone or in your wallet?
- 3 How often do you look at them?

b Look at picture a and answer the questions.

- 1 Is Sophia happy or sad?
- 2 Why does she feel happy / sad?

c 04.15 Watch or listen to Part 1. Are your ideas in 1b correct?

d 04.16 Watch or listen to Part 2. Answer the questions.

- 1 How many people does Sophia talk about?
- 2 How many people does Megan talk about?

e 04.16 Complete the information about Sophia and Megan's families with the words in the box. Then watch or listen to Part 2 again and check your answers.

sister cousin teacher hotel computers  
supermarket

Sophia's mother's a <sup>1</sup> \_\_\_\_\_ and her father's the manager of a <sup>2</sup> \_\_\_\_\_. She has a <sup>3</sup> \_\_\_\_\_, Jackie. Jackie has two girls, Kylie and Amanda.

Megan has a brother, Mike. He works with <sup>4</sup> \_\_\_\_\_ and is married to Helen. She's the manager of a <sup>5</sup> \_\_\_\_\_. Megan also has a <sup>6</sup> \_\_\_\_\_, James.

f Talk about a favourite photo of your family. Who's in it?



## 2 USEFUL LANGUAGE Asking and talking about photos

- a** Look at expressions 1–7 from Part 2. Do we use them to ... ?
- a ask about photos
  - b talk about your photos
  - c talk about another person's photos
- 1 This is my mother.
  - 2 Do you have photos of your family?
  - 3 Nice picture!
  - 4 Can I see them?
  - 5 Who's this?
  - 6 They're lovely.
  - 7 This is my sister, Jackie.
- b** **04.17** Look at expressions 1–4. Are they in group a, b or c in 2a? Listen and check your answers in 2a and 2b.
- 1 This is a picture of my town.
  - 2 It's really nice.
  - 3 Do you have any pictures of your home?
  - 4 These are my friends, Sayeed and Mona.
- c** **04.18** **Pronunciation** Listen to the sentence. Answer the questions. Listen again and repeat.

This is my mother.

- 1 Do the first two words join?
  - 2 Is the pronunciation of s the same in *this* and *is*?
- d** **04.19** Complete the conversation with expressions in the box. Listen and check.

Great photo!      Can I see them?  
 He's funny.  
 Do you have any photos of your friends?

- A** <sup>1</sup> \_\_\_\_\_
- B** Yes, I do.
- A** <sup>2</sup> \_\_\_\_\_
- B** Sure. This is a photo of my friend, Marco.
- A** <sup>3</sup> \_\_\_\_\_
- B** And this is me with my friend, Emilio.
- A** Yes, I know Emilio. <sup>4</sup> \_\_\_\_\_
- B** You're right – he's really funny.
- e** **04.19** Practise the conversation in 2d. Take turns to be A and B.

## 3 PRONUNCIATION

### Sound and spelling: /tʃ/ and /dʒ/


- a** **04.20** Listen and practise these sounds.
- 1 /tʃ/ teacher picture
  - 2 /dʒ/ manager James
- b** **04.21** Listen to the **marked** sounds in the words. Which one is different in each group?
- 1 chips jeans question
  - 2 large job choose
  - 3 orange cheap match
  - 4 page cheese Germany
- c** **04.21** Practise saying the words in 3b.

## 4 SPEAKING

» **Communication 4C** Student A: Go to p. 105. Student B: Go to p. 108.

## 5 WRITING

- a** Read Sophia's information about her sister. What information is new?

 This is my sister Jackie with her two beautiful daughters, Kylie and Amanda. They live in a new house in Toronto – it's very nice. Her husband Tom isn't there, because it's his photo! They're a great family.



- b** » Now go to Writing Plus 4C on p. 159 for Word order.
- c** Write about your photo from 1f. Here are some ideas:
- This is my ... with ...      He's / She's / They're ...  
 They live ... It's nice / lovely / great!
- d** Read about your partner's photo. How many people does he/she write about?

## UNIT PROGRESS TEST

### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.


# UNIT 4

## Review

### 1 GRAMMAR

a Look at the words and write present simple questions.

- > where / you / live    *Where do you live?*  
 1 what / your name  
 2 when / you / have lunch  
 3 what time / you / go to work  
 4 where / your friends / from  
 5 what / you / study  
 6 where / your school

b  Ask and answer the questions in 1a.

c Correct the underlined words.

- > My son like football. *likes*  
 1 Yoshi work in Berlin.  
 2 Our daughter eat rice every day.  
 3 My city haves two universities.  
 4 Naif go to school at 8:30.  
 5 My dad teachs Spanish.  
 6 My brother studys Spanish.

d Underline the correct answer.


- 1 When *are* / 's / *do* you work?  
 2 Maria *is live* / *live* / *lives* in Istanbul.  
 3 Where *are* / *is* / *do* you from?  
 4 What *are* / *is* / *do* you have for breakfast?  
 5 What *are* / *is* / *do* their names?  
 6 What time do you *gos* / *go* / *goes* to school?

### 2 VOCABULARY

a Cross out the answer that is NOT possible.

- > I work *in a factory* / *in an office* / *tennis*.  
 1 I meet my friends for *coffee* / *to the gym* / *people at work* every day.  
 2 I play *home* / *football* / *the guitar*.  
 3 I live in *Italian* / *a small house* / *a big city*.  
 4 I teach *at university* / *to the cinema* / *young children*.  
 5 I study *English* / *at university* / *to school*.  
 6 I speak *Spanish* / *Japan* / *Chinese*.



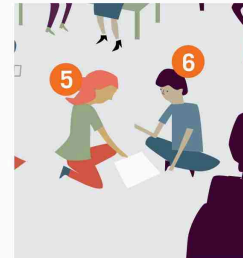
b  Which information in 2a is true for you? Tell a partner.

c Complete the numbers.


- > 29 twenty-nine                      5 96 \_\_\_\_\_six  
 1 31 \_\_\_\_\_one                        6 53 \_\_\_\_\_three  
 2 24 \_\_\_\_\_four                      7 48 \_\_\_\_\_eight  
 3 75 \_\_\_\_\_five                      8 67 \_\_\_\_\_seven  
 4 82 \_\_\_\_\_two                      9 100 a \_\_\_\_\_

d Match 1–6 with the words in the box.


baby   boy   girl   men   woman   women




### 3 SOUND AND SPELLING

a  04.22 Underline ONE or TWO /ð/ sounds in each sentence. Practise saying the sentences.

- 1 These are my friends.                      5 They teach at the university.  
 2 I study there.                                      6 I like their daughter.  
 3 This is my father.  
 4 They're at the cinema.

b  04.23 Look at the information in the table.

/tʃ/	/dʒ/	/s/
teach	manager	study
picture	gym	office
child	Julia	cinema

c  04.24 Are the sounds in **bold** the same (S) or different (D)? Practise saying the sentences.

- > We're on page **seventy**-two.    D  
 > The **office** is number **sixty**-six.    S  
 1 **G**ary is a **m**anager.  
 2 **J**ohn speaks **G**erman.  
 3 It's a **p**icture of the **g**ym.  
 4 Is the **u**niversity **n**ice?  
 5 It's a question about **ch**ildren.  
 6 It's a **s**mall **c**inema.

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well    2 = well    1 = not so well

I CAN ...	
talk about my life and ask about others	<input type="checkbox"/>
talk about my family	<input type="checkbox"/>
ask and talk about photos.	<input type="checkbox"/>



## CAN DO OBJECTIVES


- Describe a town
- Talk about hotels and hostels
- Ask about and say where places are




# UNIT 5

## PLACES

### GETTING STARTED

**a**  Look at the picture and tick (✓) the things you think are in the museum.

- |                                       |                                  |
|---------------------------------------|----------------------------------|
| <input type="checkbox"/> art          | <input type="checkbox"/> a phone |
| <input type="checkbox"/> photos       | <input type="checkbox"/> tickets |
| <input type="checkbox"/> a restaurant | <input type="checkbox"/> a shop  |

**b**  Talk about the questions.

- 1 Who do you think visits this museum?
- 2 What other buildings do you think are near this museum?
- 3 Would you like to visit this museum?

# 5A

## THERE ARE A FEW SHOPS

Learn to describe a town

**G** *there is / there are:* positive

**V** Places in a town

### VERY HOT!

#### Timbuktu, Mali

Timbuktu is a small town in Mali in West Africa. It's in the desert, so it's very dry and there's sand in the streets. It's also very hot during the day – sometimes 49°C in the summer. There's a large market and it's a very important UNESCO World Heritage site. In the town, there's only one petrol station, but there are some shops and there are a few hotels and restaurants.



### VERY COLD!

#### Harbin, China

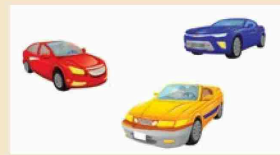
Harbin is a large city in China with a population of about 10 million people. It's nice in summer (25°C), but it's very cold in winter (-20°C). Lots of people call it the 'ice city'. From December to February every year, there is an ice and snow festival in Harbin. So, there are a lot of tourists in the winter. There are a lot of shops, good roads and hotels in the city.



## 1 READING

- a** Look at the pictures of Timbuktu and Harbin. Which place is ... ?
- in a desert
  - in the snow
  - a good place for tourists
- b** Read about the two places and check your answers in 1a.
- c** Are the sentences about Timbuktu (T) or Harbin (H)?
- 1 'We can only get petrol in one place here.'
  - 2 'It's always busy here in January.'
  - 3 'The shops are busy. There are a lot of people here.'
  - 4 'It's always hot here.'
  - 5 'Tourists come here in winter.'
- d** Do you think Timbuktu and Harbin are ... ?
- nice places to live?
  - nice places for a holiday?
- Why / Why not?

**Language Plus** *a few, a lot of*



**a few cars**



**a lot of cars**



**a few shops**



**a lot of shops**



**Tip**  
a lot of → lots of

## 2 GRAMMAR *there is / there are:* positive

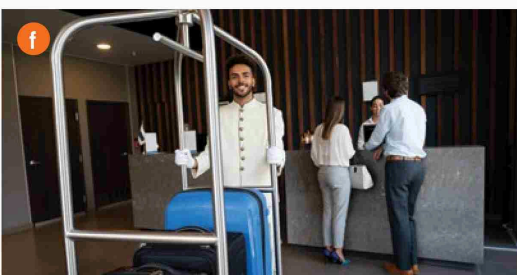
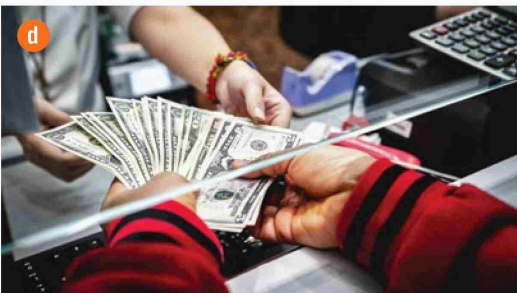
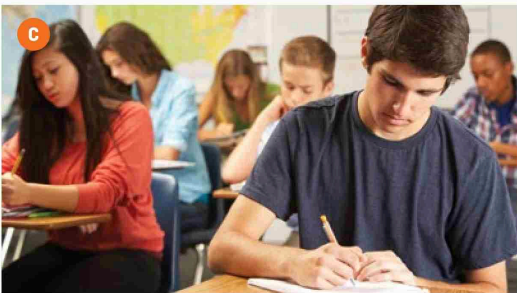
- a** Complete the sentences. Check your answers in the texts in 1b.
- Singular: <sup>1</sup>\_\_\_\_\_ is a market / a petrol station.  
Plural: There <sup>2</sup>\_\_\_\_\_ good roads / hotels.
- b** **05.01 Pronunciation** Listen and write the sentences. Tell the sentences to your partner.
- c** Now go to Grammar Focus 5A on p. 122.
- d** Cover the texts. Make sentences about the two places:
- hotels
  - restaurants
  - a market
  - shops
  - good roads
  - tourists
- e** Write two true sentences about your street. Use *there is* or *there are*. Check your partner's sentences.



### 3 VOCABULARY Places in a town

a **05.03** Match the words in the box with the places in pictures a–f. Listen and check.

café shop restaurant  
school bank hotel



b Which places in 3a are these?

- 1 'My daughter goes there every day.'
- 2 'We go there for dinner every Saturday night.'
- 3 'I often drink coffee there with my friends.'
- 4 'You're in room 305. Here's your key.'
- 5 'They have fruit and vegetables and also newspapers and magazines.'
- 6 'I'd like £500, please.'

c **»»»** Now go to Vocabulary Focus 5A on p. 144.

d **Sound and spelling /u:/ and /ʌ/**

- 1 **05.05** Listen and practise these sounds.  
1 /u:/ school    2 /ʌ/ lunch
- 2 **05.06** Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

food **n**ew **t**wo who mother  
umbrella **b**eautiful **s**ometimes

Sound 1 /u:/

school

Sound 2 /ʌ/

lunch

- 3 **»»»** Practise saying the words.

### 4 LISTENING

a **05.07** Listen to a conversation about places in a town. Look at the map and match 1–5 with the words in the box.

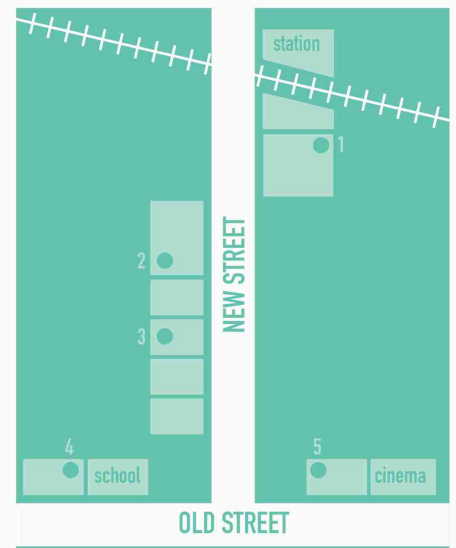
bookshop café bank restaurant supermarket

b **05.07** Listen again.

Are the sentences true (T) or false (F)?

- 1 There are lots of shops on New Street.
- 2 Nice people work in the bookshop.
- 3 The café is Italian.
- 4 The coffee and cakes in the café aren't good.
- 5 It's a Chinese restaurant.
- 6 The restaurant is cheap.

c **»»»** What is the same about the town on the map and your town?



### 5 SPEAKING

a Think of a street in the town where you are now. Make notes. Use words from this lesson.

There's a ... There are ... It's in ... It's near ...

b **»»»** Describe your street, but don't say its name. Do other students know the name of the street?



# 5B

## IS THERE A HOSTEL IN YOUR TOWN?

Learn to talk about hotels and hostels

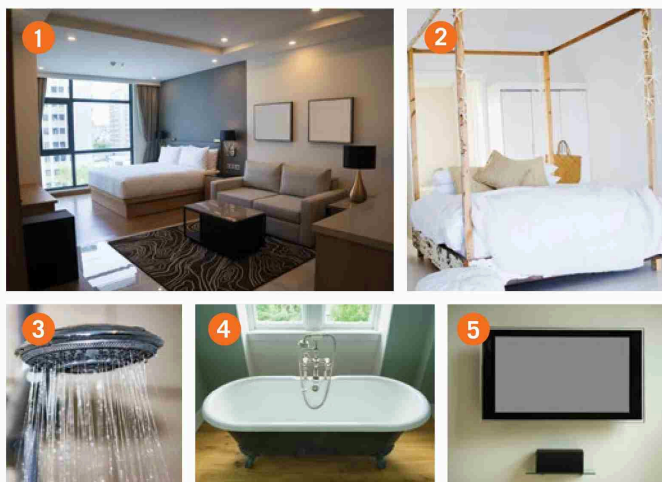
**G** *there is / there are:* negative and questions

**V** Hotels

### 1 VOCABULARY **Hotels**

**a** **05.08** Match the words in the box with pictures 1–5. Listen and check.

bath room bed TV shower



**b** **Sound and spelling /ʃ/**

- 05.09** Listen and practise this sound. /ʃ/ **shower**
- 05.10** Listen to the words in the box. Underline the /ʃ/ sound in each word.  
shop fish sure station
- Practise saying the words.

**c** **>>>** Now go to Vocabulary Focus 5B on p. 138.

**d** **05.12** **Pronunciation** Listen to the words. Notice the stressed syllables. Practise saying them.

hostel hotel

**e** Which things in pictures 1–5 in 1a aren't in a hostel room?



### 2 READING

**a** Look at pictures 1–3 of Turkey. Choose adjectives to talk about them. Compare your ideas with your partner.

- beautiful
- exciting
- great
- interesting
- nice
- old
- boring
- big

**b** Read Sandra's review of a hostel in Turkey. Does Sandra like the hostel?

**c** Read the review again. Tick (✓) what's in the hostel.

second floor	<input type="checkbox"/> small rooms	<input type="checkbox"/> big rooms	<input type="checkbox"/> café
first floor	<input type="checkbox"/> restaurant	<input type="checkbox"/> TV room	<input type="checkbox"/> small rooms
ground floor	<input type="checkbox"/> café	<input type="checkbox"/> kitchen	<input type="checkbox"/> TV room

**d** Would you like to stay at the hostel? Why / Why not?



#### **The Cave Hostel** ★★★★★

This is a great hostel in Göreme, in Turkey. It's in Cappadocia, a very old part of the country. You can do a lot of things here. My favourite thing is going in a hot air balloon. You can see really beautiful places from the air.

The hostel has different rooms with different prices. On the first floor, there are small rooms for two people with baths. On the second floor, there are big rooms with six beds in them. They're very cheap, but there isn't a shower or a bath in the big rooms. There aren't any blankets or pillows – you pay for those. There isn't a restaurant or café in the hostel, but there's a kitchen on the ground floor. There aren't any TVs in the rooms, but there's free wi-fi. It's a very simple place to stay and it's clean. And the people are very friendly. Faruk, the manager, sings karaoke really well!

**Sandra**



**3 GRAMMAR** *there is / there are: negative*

a **05.13** Complete the sentences with *isn't* or *aren't*. Listen and check.

- 1 There \_\_\_\_\_ any blankets.
- 2 There \_\_\_\_\_ a restaurant.

b Find more examples of *there isn't* and *there aren't* in Sandra's review.

c Think about the town or city you're in now. Tick (✓) the sentences that are true. Correct the false sentences.

- 1  There's a big museum in this town / city.
- 2  There are a lot of shops here.
- 3  There aren't any hostels.
- 4  There are two stations.
- 5  There aren't any parks.

d **05.13** Read your sentences and listen to your partner's sentences. Are they the same?

There aren't any museums in this town.

Yes, there is a museum in this town – on Cromwell Road.

**4 LISTENING**

a **05.14** Listen to a hostel receptionist and George, a guest. Is George happy with the hostel?

b **05.14** Listen again. Tick (✓) the things in the hostel.

- |                                     |                                  |                                  |
|-------------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> free rooms | <input type="checkbox"/> café    | <input type="checkbox"/> wi-fi   |
| <input type="checkbox"/> car park   | <input type="checkbox"/> kitchen | <input type="checkbox"/> showers |

c **05.14** Why do people like hostels? Why do people like hotels?



**5 GRAMMAR** *there is / there are: questions*

a **05.15** Complete the questions. Listen and check.

- 1 Singular: \_\_\_\_\_ a car park here?  
Yes, there's a car park here.
- 2 Plural: \_\_\_\_\_ any cafés near here?  
Yes, there are cafés near here.

b **05.15** Now go to Grammar Focus 5B on p. 122.

c Write questions using *Is there ... ?* and *Are there ... ?* about your partner's town, city or street. Here are some ideas:

- cafés
- swimming pool
- cinema
- supermarket
- hospital
- restaurants

d **05.15** Ask your partner about their town, city or street.

Are there any cafés in your town?

Yes, there are two cafés.

Is there a supermarket on your street?

No, but there are two shops.

**6 SPEAKING**

**Communication 5B**

Student A: Go to p. 109.

Student B: Go to p. 107.







### 1 LISTENING

a Ask and answer the questions.

- 1 What food shops or markets are there near your home?
- 2 Do you go to these shops or markets? How often?
- 3 Is the food good / expensive?

b 05.18 Watch or listen to Part 1. Answer the questions.

- 1 Does Megan like Sophia's flat?
- 2 What does Sophia need?
- 3 Does Sophia know where to buy food near her flat?



### 2 PRONUNCIATION Emphasising what you say 1

a 05.19 Listen to the sentence.

**MEGAN** It's a really nice flat, Sophia.

05.20 Listen to the sentence again. Is *really* more or less stressed the second time?

b Tick (✓) the correct rule.

We say *really* with a strong stress to:

- 1  speak loudly
- 2  make the meaning stronger

c 05.21 Listen to the sentences. Underline one word with strong stress in each sentence.

- 1 My country is very hot in the summer.
- 2 James's new car is really fast.
- 3 This film is so boring.

d 05.21 Listen again and repeat.

### 3 LISTENING

a 05.22 Watch or listen to Part 2. Answer the questions.

- 1 Do Sophia and Megan find a shop?
- 2 Who do they meet in the street?


b 05.22 Watch or listen to Part 2 again. Are the sentences true (T) or false (F)?

- 1 Sophia thinks a café is a shop.
- 2 James sees Megan and Sophia first.
- 3 James lives in the next street.
- 4 There's a supermarket in the next street.
- 5 There's a shop near James's flat.






#### 4 USEFUL LANGUAGE Asking and saying where places are


- a  05.23 Complete the questions with words in the box. Listen and check.

near where there


- 1 \_\_\_\_\_'s your flat?
- 2 Is \_\_\_\_\_ a supermarket near here?
- 3 Are there any shops \_\_\_\_\_ here?

- b  05.24 Match the two possible answers in a–c with questions 1–3 in 4a. Listen and check.

- a Yes, there are. There's one in this street. / No, sorry, there aren't.
- b Yes, there's one near my flat. / No, sorry, there isn't.
- c It's in the next street. / It's in this street.

- c  05.25 Put the conversation in the correct order. Listen and check.

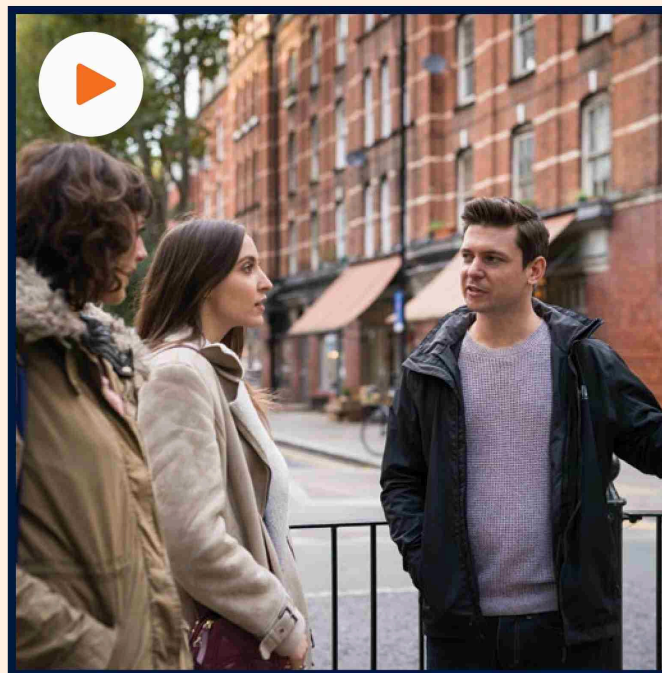
- A  Great, thank you. And is there a good restaurant in this part of town?
- A  1 Excuse me, can you help me?
- A  OK, thanks for your help.
- A  Are there any good cafés near here?
- B  Yes, there's one in the next street – Café Milano.
- B  No, I'm sorry, there aren't any restaurants near here. But there's one near the station.
- B  Yes, of course.
- B  No problem.

- d  Practise the conversation in 4c with a partner.

#### 5 SPEAKING

 **Communication 5C** Student A: Look at the information below. Student B: Go to p. 106.


- a **Conversation 1.** You're on a street you don't know. Ask Student B about:
- a hotel
  - cafés
- b **Conversation 2.** Now you're on a street you know. Use the information to answer Student B's questions.
- a bank: in the next street
  - shops: not near here – near the hospital



#### 6 WRITING

- a Read part of an email from Sophia to her parents. She writes about her new flat. Does she only write about the good things?

My new flat is great. It's big and it's in a nice part of town. The flat is near my office and there's a beautiful park in the next street. There isn't a supermarket near me, but there's a shop in the next street.

- b  Go to Writing Plus 5C on p. 160 for *and* and *but*.
- c Write about your part of town. Use *there's / there isn't / there are / there aren't*. Use *and* and *but*.
- d Read about your partner's part of town. Is it the same?

### UNIT PROGRESS TEST

#### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 5

## Review

### 1 GRAMMAR

#### a Correct the sentences.

- > There an Italian restaurant. *There's an Italian restaurant.*  
 1 There is a hotel on this street?  
 2 Yes, there's.  
 3 There are a shower.  
 4 There aren't a free rooms.  
 5 Is there swimming pool at the hotel?  
 6 No, there not is.

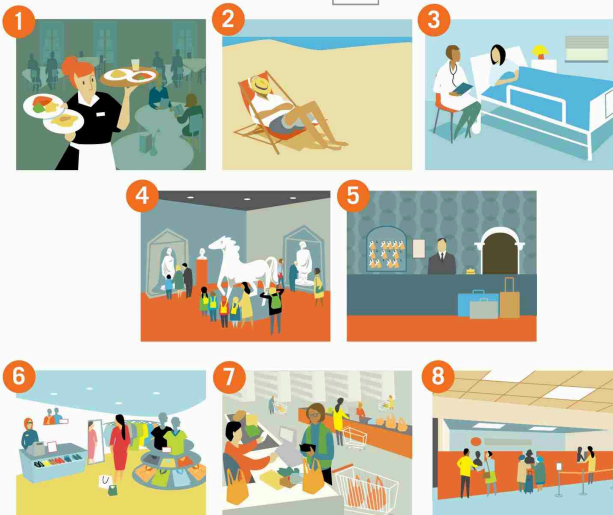
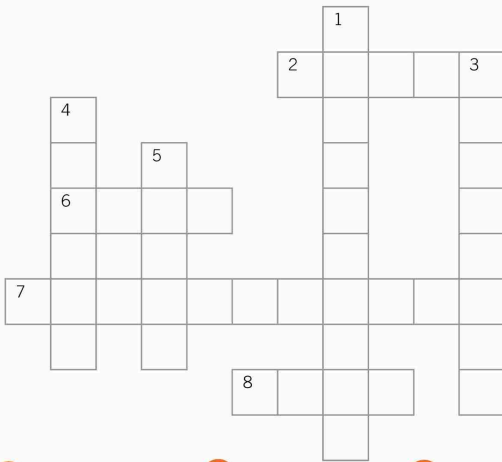
#### b Complete the sentences.

- 1 Is \_\_\_\_\_ a bank near here?  
 2 Are there \_\_\_\_\_ bottles of water in the room?  
 3 \_\_\_\_\_ there a supermarket on this street?  
 4 Is there \_\_\_\_\_ TV in the room?  
 5 \_\_\_\_\_ there any cafés near here?  
 6 Is there \_\_\_\_\_ teacher in the room?

#### c Ask and answer the questions in 1b.

### 2 VOCABULARY

#### a What are these places? Use the words to complete the crossword.



#### b Write the words.



1 deb \_\_\_\_\_



5 orom \_\_\_\_\_



2 werhos \_\_\_\_\_



6 wotel \_\_\_\_\_



3 ipowll \_\_\_\_\_



7 iw-if \_\_\_\_\_



4 thab \_\_\_\_\_



8 kanblet \_\_\_\_\_

### 3 SOUND AND SPELLING

#### a 05.26 Complete the table with the words in the box. Practise saying the words.

~~up~~ ~~you~~ umbrella lovely beautiful new  
 brother school mother museum pool

/u:/	/ʌ/
you	up

#### b 05.27 Look at the information in the table.

/ɒ/	/aʊ/	/oʊ/
shop	shower	pillow
hospital	flower	know
hot	towel	hotel

#### c 05.28 Are the sounds in **bold** the same (S) or different (D)? Practise saying the words.

- > town – shop **D**  
 1 hot – **hotel**  
 2 shower – **how**  
 3 **OK** – know  
 4 go – **pillow**  
 5 **hot** – towel  
 6 **flower** – hospital

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

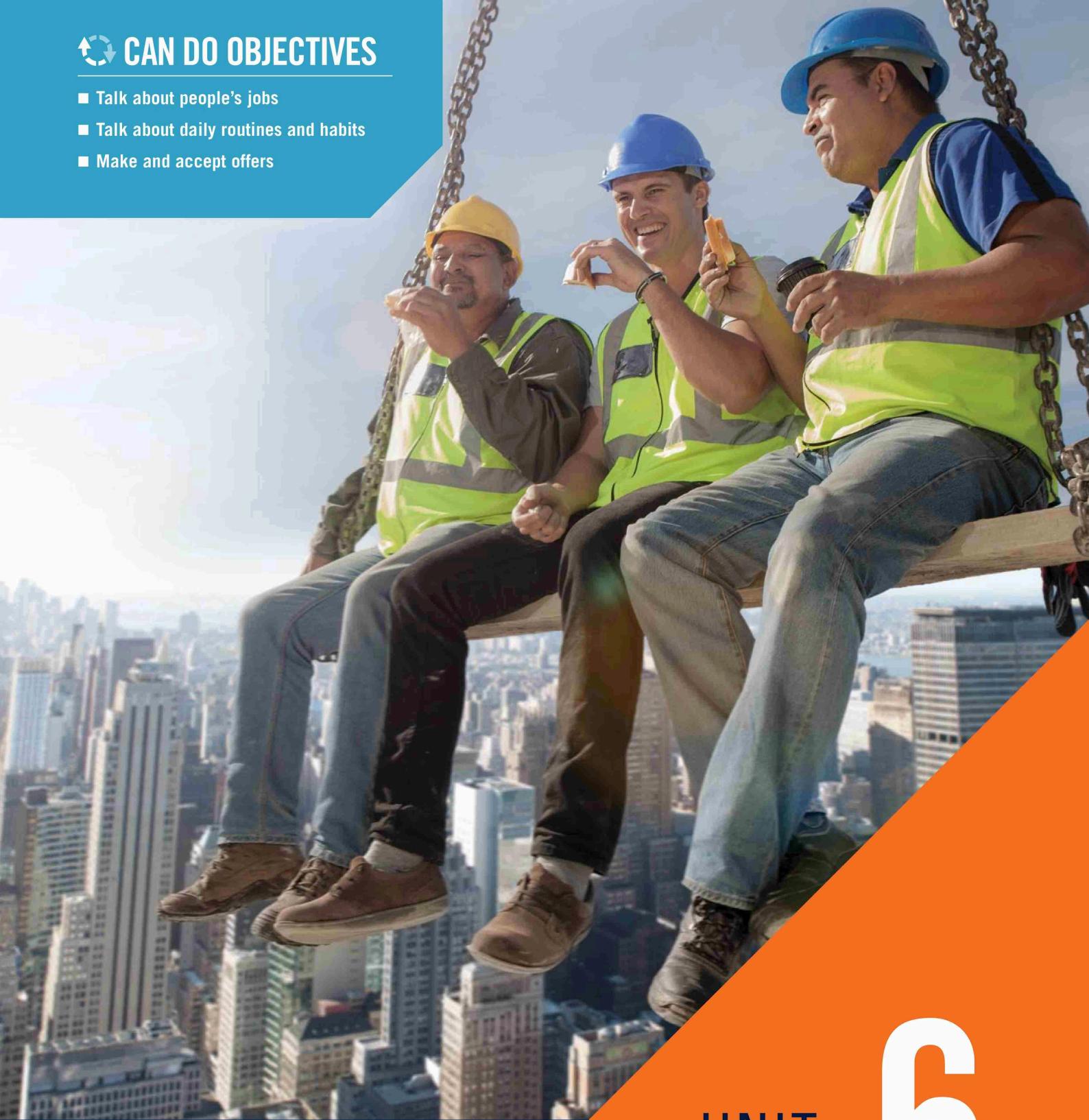
### I CAN ...

- describe a town   
 talk about hotels and hostels   
 ask and say where places are.



## CAN DO OBJECTIVES


- Talk about people's jobs
- Talk about daily routines and habits
- Make and accept offers




# UNIT 6

## WORK AND ROUTINES

### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What do the people do?
- 2 Where do the people work?
- 3 Would you like to do this job?

**b**  Think of two questions to ask the people in the picture.



a



b

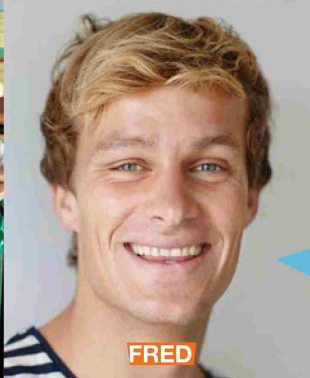
## HELP AROUND THE WORLD ...

Welcome to Jobs International. Our people go around the world and help others. Meet two of them.



LUIZA

I'm a doctor from Brazil and I work in a small hospital in Ghana. I love the work here because it's very interesting. I do different things every day. And the people are so friendly. Life isn't always easy here, but it's great to help people.



FRED

I'm a teacher at a school in Samoa, but I'm from Australia. I teach English here and after school, I play sports with the children. They love rugby and volleyball. The children are really happy – a lot of fun. This is a really good job.

### 1 READING

- a Look at pictures a and b. What places are in the pictures? What jobs do people do there?
- b Read about Luiza and Fred on the *Jobs International* website. Are your ideas in 1a correct?
- c Read the website again. Are the sentences true or false?
- Jobs International* people don't work in their home countries.
  - Luiza works in a big hospital.
  - Her work is sometimes boring.
  - She likes the people in Ghana.
  - Fred goes home after classes.
  - His students like playing sport.
- d Write questions for Luiza and Fred.  
What ... do? → What do you do?
- Where ... work?
  - ... like the people?
  - ... like the job?
- e You are Luiza or Fred. Ask and answer the questions in 1d.

What do you do?

I'm a teacher.

#### Language Plus work / job

I **work** in a hospital.

work = verb

I like my **work**.

work = noun

It's a good **job**.

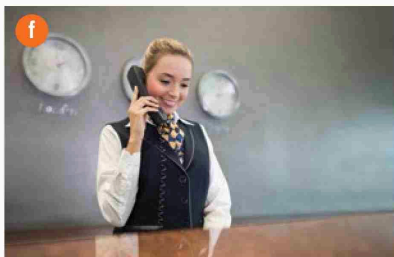
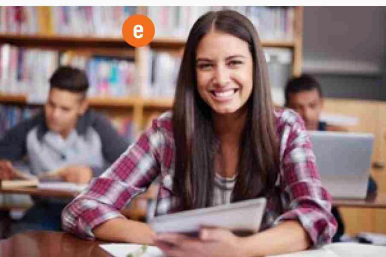
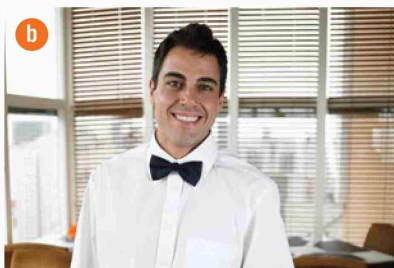
job = noun (doctor, teacher)



## 2 LISTENING AND VOCABULARY Jobs

a Match the words in the box with pictures a–h.

football player   student   receptionist   waiter   taxi driver   factory worker   office worker   shop assistant



b **06.01 Pronunciation** Listen to the two-word jobs in 2a. Which word is stressed?

- 1 the first word
- 2 the second word

**Practise saying the words.**

c **06.02** Listen to four people talk about their jobs. What do they do?

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

d **06.02** Listen again. Complete the sentences with the words in the box.

study   play (x2)   sit   meet (x2)

- 1 **DIANA** I \_\_\_\_\_ all day, but I \_\_\_\_\_ some interesting people and go to a lot of different places. I don't work at night.
- 2 **FELIPE** I \_\_\_\_\_ in a team, and the weekend is the most important time of the week in my job. I don't \_\_\_\_\_ games in the week – well, sometimes on Wednesdays.
- 3 **FATIMA** I \_\_\_\_\_ business at university. It's really interesting.
- 4 **SHONA** I work in a shop and \_\_\_\_\_ a lot of different people.

e **Practise saying the words.** Which job do you like in 2c? Which job don't you like? Say why.

f **Now go to Vocabulary Focus 6A on p. 145.**

## 3 GRAMMAR Present simple: he / she / it negative

a **06.04** Complete the sentences with *does* or *doesn't*. Listen and check.

**DIANA** I don't work at night.

1 She \_\_\_\_\_ work at night.

**FELIPE** I don't play games in the week.

2 He \_\_\_\_\_ play games in the week.

b **Now go to Grammar Focus 6A on p. 124.**

c Complete the sentences with the correct form of the verbs in brackets.

- 1 Alex is a taxi driver. He \_\_\_\_\_ in the morning. (not work)
- 2 Sam is a bank worker. He \_\_\_\_\_ his job. (not like)
- 3 Lucy is a shop assistant. She \_\_\_\_\_ much each day. (not sit)
- 4 Matteo is a waiter. He \_\_\_\_\_ on Monday. (not work)

d **Sound and spelling /ɜ:/**

1 **06.06** Listen to the words. Do the **marked** letters sound the same?

**work**   **university**

2 **06.07** Listen to the words in the box. Which words have the sound /ɜ:/?

**first**   **verb**   **near**   **girl**   **receptionist**   **world**

3 Which letter often comes after the vowel to spell the sound /ɜ:/?

4 **Practise saying the words with /ɜ:/.**

## 4 SPEAKING

**Communication 6A** Student A: Go to p. 109. Student B: Go to p. 107.

# 6B

## I WAKE UP AT 4:00

Learn to talk about daily routine and habits

**G** Present simple: *he / she / it* questions

**V** Daily routine

# A Good Night's Sleep



People say it's good to sleep for eight hours every night ... but is it true? Some people sleep for only five or six hours, and they feel fine in the morning. And some people sleep twice every night ...

### Anneli Hanka, 24, Finland

I always **wake up** at about 4:00 in the morning. I don't want to sleep, so I **get up** and I do yoga. Then I **go to bed** again. Then I get up at 8:00 in the morning and I go to work. I feel fine – I never feel tired.

### Beatriz Romero, 32, USA

I finish work at 6:00 in the evening, and I arrive home at 6:30. I read the news or text a friend. Then I go to bed for three hours. My husband works in a restaurant and he gets home at about 12:00 at night. So I get up, we have dinner and then we watch TV until about 3:00. Then I sleep until 7:00.



## 1 READING AND VOCABULARY Daily routine

**a** Talk about when you do these things. Use the phrases in the box.

in the morning    in the afternoon    in the evening    at night

- |                       |                 |
|-----------------------|-----------------|
| 1 have dinner         | 4 have coffee   |
| 2 go to English class | 5 read the news |
| 3 work                | 6 sleep         |

**b** Read the text above. Match what Beatriz and Anneli say with pictures a and b.

**c** Match the underlined words from the text with pictures 1–3.



**d** Complete the verb phrases with the words in the box. Then read the text again to check your answers.

have    watch    go    arrive / get    finish

- |                 |              |
|-----------------|--------------|
| 1 _____ to work | 4 _____ TV   |
| 2 _____ home    | 5 _____ work |
| 3 _____ dinner  |              |

**e** Now go to Vocabulary Focus 6B on p. 146.

**f** Ask and answer the questions with a partner.

- Do you sleep ... ?
  - for eight hours
  - for five or six hours
  - twice every night
- When do you usually ... ?
  - wake up
  - get up
  - go to bed
- When do you usually ... ?
  - go to work or school
  - finish work or school
  - get home in the evening

**Language Plus** *for, from ... to ... , until*

8 hours

11:00 pm 7:00 am

*I sleep **for** eight hours.*  
*I sleep **from** 11:00 **to** 7:00.*  
*I sleep **until** 7:00.*

**g Sound and spelling** Consonant clusters

- 06.10** These words start with two consonant sounds together. Listen and practise saying them.  
 sleep    breakfast    twelve
- 06.11** Listen to the words in the box. Underline the two consonant sounds that are together.

play    small    bread    fruit    flat    study    speak

**3** Practise saying the words.



## 2 LISTENING

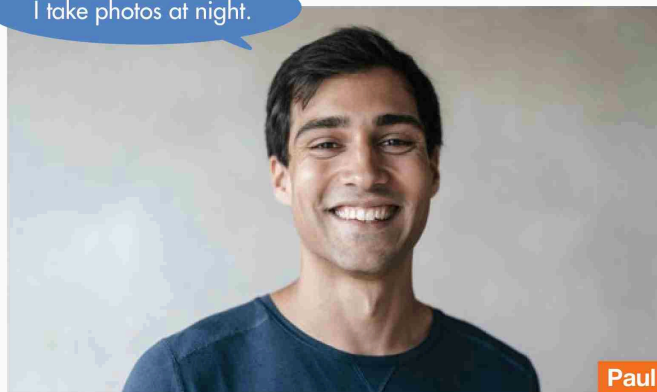
a 06.12 Listen to an interview with Paul. What are his answers to the questions?

- 1 Do you go to bed early?
- 2 When do you wake up?
- 3 What do you do then?
- 4 What about your wife? Does she wake up then?

b Talk about the questions with a partner.

- 1 What do you think about Paul's daily routine?
- 2 What do you think about his photos? Think of adjectives to talk about them.

I take photos at night.



Paul



## 3 GRAMMAR Present simple: he / she / it questions

a Complete the questions in the table with *do* or *does*.

you	he/she/it
<u>Do</u> you go to bed early?	_____ she wake up?
When _____ you wake up?	When _____ he get up?

b Now go to Grammar Focus 6B on p. 124.

c 06.15 **Pronunciation** Listen to the questions with *when* in 3a and notice the stressed words. Tick (✓) the words we stress.

- 1  question word (*when*)
- 2  *do*
- 3  *up*

d Write questions about Beatriz and Anneli on page 50.

- 1 What time / Beatriz / finish work?
- 2 Where / her husband / work?
- 3 What time / he / get home?
- 4 When / Anneli / wake up?
- 5 What / she / do then?
- 6 How / she / feel in the morning?

e Ask and answer the questions in 3d with a partner.

f Ask about your partner's routine.

- the morning
- meals
- work / school / university
- the evening
- sleep

When do you get up?

I get up at 7:30.

g Work with a new partner. Ask questions about their first partner's routine.

When does Emma get up?

Emma gets up at 7:30.

## 4 SPEAKING

**Communication 6B** Student A: Go to p. 109. Student B: Go to p. 107.







### 1 LISTENING

- a** It's your first week in a new flat. Tick (✓) four things you need.
- |                                    |                                    |
|------------------------------------|------------------------------------|
| 1 <input type="checkbox"/> a bowl  | 4 <input type="checkbox"/> a spoon |
| 2 <input type="checkbox"/> a glass | 5 <input type="checkbox"/> a knife |
| 3 <input type="checkbox"/> a cup   | 6 <input type="checkbox"/> a plate |
- b** Tell a partner your ideas in 1a. Do you need the same things?
- c** **06.16** Watch or listen to Part 1. Answer the questions.
- Who do Megan and Sophia meet?
  - Where do they all go?
- d** **06.16** Watch or listen to Part 1 again. Underline the correct word.
- The flowers are for *Megan / Sophia*.
  - Megan and James want *tea / coffee*.
  - Sophia needs another *cup / spoon*.
  - Sophia wants to go shopping *today / tomorrow*.



### 2 USEFUL LANGUAGE Making and accepting offers 1

- a** **06.17** Complete the conversations with the words in the box. Listen and check.
- thanks   please   like (x2)
- SOPHIA** Would you \_\_\_\_\_ a cup of coffee?  
**JAMES** Yes, \_\_\_\_\_.
  - SOPHIA** ... I have biscuits! Would you \_\_\_\_\_ one, Megan?  
**MEGAN** No, it's OK, \_\_\_\_\_.
- b** **06.17** **Pronunciation** Listen to the mini-conversations in 2a again. Do you hear a /l/ or a /d/ sound in *would*? Listen again and repeat.

- c** **06.18** Put A's questions in the correct order in the conversation. Listen and check.
- A** like a / would you / cup of tea ?  
**B** Yes, please.  
**A** piece of cake / you like a / and would ?  
**B** No, it's OK, thanks.
- d** Practise the conversation in 2c with a partner. Ask about different food and drinks.

Would you like a glass of orange juice?

Yes, please.

Would you like a sandwich?

No, thanks.



### 3 LISTENING AND USEFUL LANGUAGE

#### Making and accepting offers 2

a **06.19** Watch or listen to Part 2. Answer the questions.

- 1 What does James want to do?
- 2 Do Sophia and Megan want him to help?

b **06.20** Complete the sentences with words in the box. Listen and check.

can help I'll

- 1 I \_\_\_\_\_ go with you.
- 2 I'll \_\_\_\_\_ you buy things.
- 3 \_\_\_\_\_ come with you.

c **06.21** Do these replies answer yes or no? Listen and check.

That's great, thanks. Don't worry, it's OK.  
Thanks, but I'm fine. Thank you, that's very kind.

d **06.22** Complete the conversation with the words in the box. Listen and check.

great can help right supermarket

- A I need to go to the <sup>1</sup>\_\_\_\_\_.
- B I <sup>2</sup>\_\_\_\_\_ come with you.
- A That's <sup>3</sup>\_\_\_\_\_! And I need to make dinner.
- B I'll <sup>4</sup>\_\_\_\_\_ you.
- A All <sup>5</sup>\_\_\_\_\_, thank you very much.

e Practise the conversation in 3d with a partner.

f Use different words and expressions to make a new conversation.

I need to go to the shops.

I'll go with you.

### 4 PRONUNCIATION

#### Emphasising what you say 2

a **06.23** Listen to the sentences and notice the strong stress. Then listen again and repeat.

- 1 I can go with you.
- 2 I'll come with you.

b **06.24** Listen to the mini-conversations. Underline the strong stress.

##### Conversation 1

- A I can't do this exercise.  
B Joe can help you.

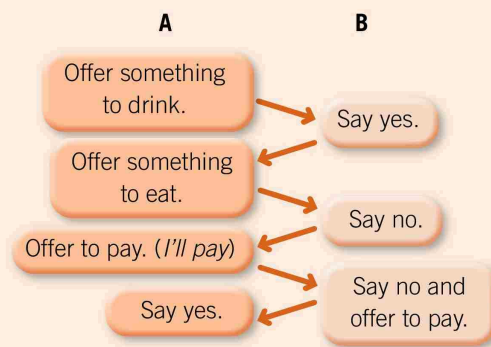
##### Conversation 2

- C I need to get to the station this afternoon.  
D I'll drive you.

c Practise the mini-conversations in 4b with a partner.

### 5 SPEAKING

a You're in a café with your partner. Use the ideas below to make a conversation.



### 6 WRITING

a Read part of an email from Sophia to her sister. She writes about a day in her life in London. Where do Sophia and Megan have coffee? Why?

I walk to work every day because my flat is near the office. I start work at 8:30 and I finish at 5:30. I work with Megan. We go out to a café for coffee every day because the coffee machine in the office isn't very good. We also have lunch there. They have nice sandwiches and chocolate cake – my favourite! Megan always says, 'I'll pay.' She's very nice.

b Now go to Writing Plus 6C on p. 160 for *because* and *also*.

c Write about a day in your life. Use *because* and *also*.

d Read about your partner's day. Do you do the same?

## UNIT PROGRESS TEST

### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 6

## Review

### 1 GRAMMAR

a Tick (✓) the sentences that are correct. Correct the mistakes.

- > My sister doesn't lives at home.  
*My sister doesn't live at home.*
- >  I don't study Chinese.
- 1  She don't like cake.
- 2  Marcus doesn't meets many people.
- 3  This town doesn't have a university.
- 4  I work not on Fridays.
- 5  We don't talk much at work.
- 6  Isabella speaks not Italian.

b Complete the sentences with *do*, *don't*, *does* or *doesn't*.

- 1 \_\_\_\_\_ your sister work in a bank?  
No, she <sup>2</sup> \_\_\_\_\_.
- 3 \_\_\_\_\_ you meet people at work?  
Yes, I <sup>4</sup> \_\_\_\_\_.
- 5 \_\_\_\_\_ you and your friends play football?  
No, we <sup>6</sup> \_\_\_\_\_.

c Write present simple questions with the words and phrases.

- > what time / you / get up  
*What time do you get up?*
- 1 what / you / eat in the morning
- 2 where / your brother / work
- 3 you / speak / English
- 4 your teacher / speak / Spanish
- 5 what time / the lesson / start
- 6 when / it / finish

d Ask and answer the questions in 1c.

### 2 VOCABULARY

a Complete the job words.



1 w \_\_\_\_\_ s



2 t \_\_\_\_\_ i d \_\_\_\_\_ r



3 d \_\_\_\_\_ r



4 r \_\_\_\_\_ t



5 t \_\_\_\_\_ r



6 c \_\_\_\_\_ f

b Complete the table with the words and phrases in the box.

arrive get start to bed lunch  
shower to school

go	<u>to school</u> / to work 1 _____
wake	up 2 _____
finish	work 3 _____
have	breakfast / <sup>4</sup> _____ / dinner a coffee / a <sup>5</sup> _____
get	home 6 _____

c What do you do every day? Tell a partner.

### 3 SOUND AND SPELLING

a 06.25 Look at the information in the table.

/ʌ/	/ɔ:/
up, lunch, cup, rugby come, lovely, worry	sport, boring four small, always

b 06.26 Are the **marked** sounds the same (S) or different (D)? Practise saying the words.

- 1 **always** – boring
- 2 **small** – lunch
- 3 **lovely** – rugby
- 4 **four** – cups
- 5 **sport** – worry
- 6 **come** – up

c 06.27 Match the words that start with the same consonant group. Practise saying the words.

bread class **flowers** player sport start twenty

> flat – flowers

1 **twelve** – \_\_\_\_\_

2 **study** – \_\_\_\_\_

3 **plate** – \_\_\_\_\_

4 **clock** – \_\_\_\_\_

5 **breakfast** – \_\_\_\_\_

6 **spoon** – \_\_\_\_\_

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

### I CAN ...

talk about people's jobs

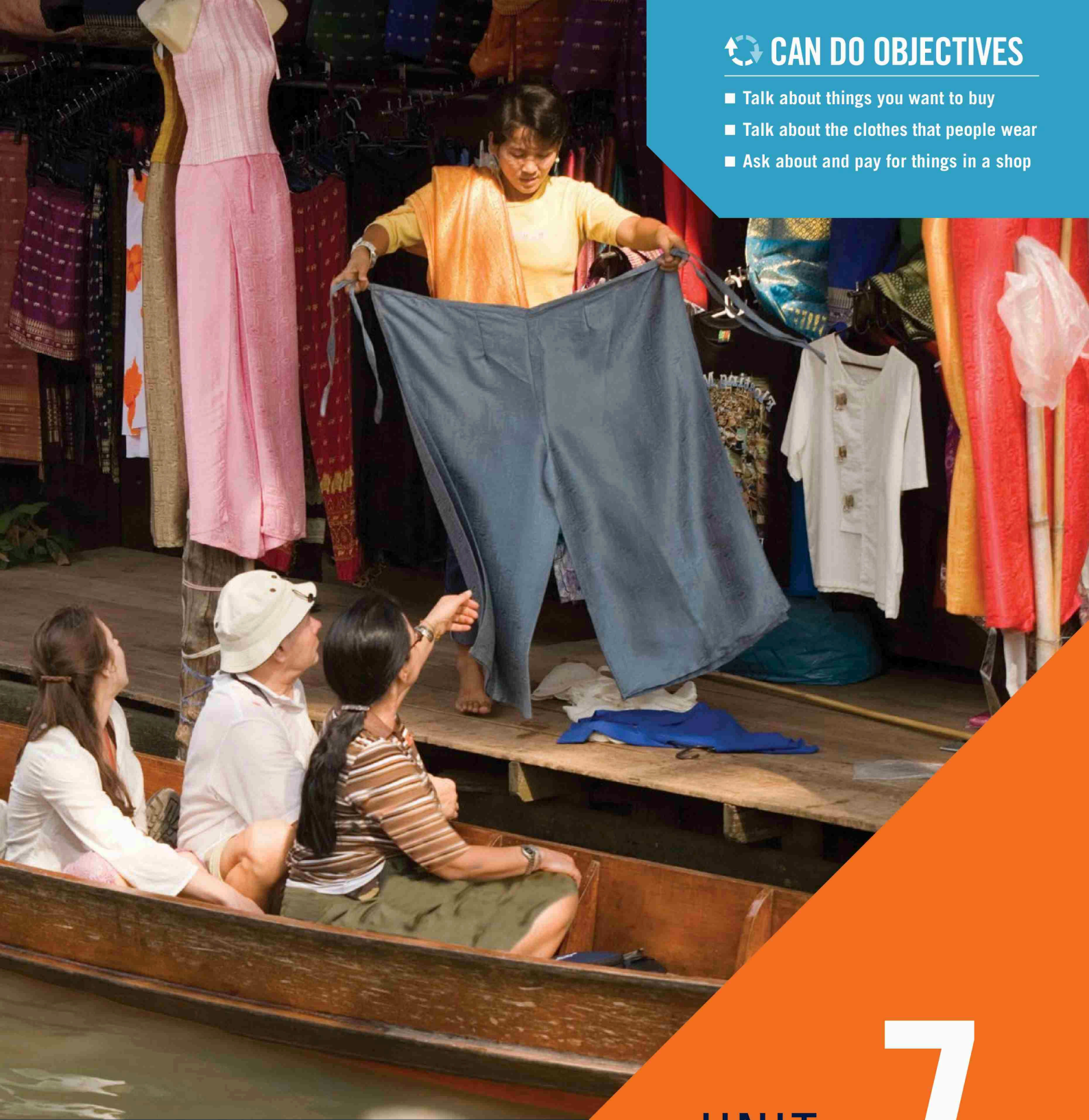
talk about daily routines and habits

make and accept offers.



## CAN DO OBJECTIVES

- Talk about things you want to buy
- Talk about the clothes that people wear
- Ask about and pay for things in a shop



# UNIT 7

## SHOPPING AND FASHION

### GETTING STARTED

**a** Look at the picture and answer the questions.

- Are the people in the boat ... ?  
 on holiday                       friends  
 shopping for food               family  
 shopping for clothes
- What question does the woman in the boat ask?
- What clothes can you see in the picture?

**b** Talk about the questions.

- What do you like to buy when you go shopping?
- What clothes do you have?
- What colour clothes do you like?



## 1 READING AND VOCABULARY Common objects 2

**a** Read about three places to shop. Which place is in the pictures?

**b** Which place is good for these people?

- 1 'I want a new bed for my flat.'
- 2 'I love old books and magazines.'
- 3 'I always finish work at 7:00 pm.'
- 4 'I think old lamps are beautiful.'

**c** Look at the pictures and read about The Sunday Flea Market again. Match the objects a–f with the words in the box.

suitcase lamp clock guitar picture chair

**d** Talk with other students about which object you would like to buy in the pictures. Say why. Which object do most people want?

**e** Now go to Vocabulary Focus 7A on p. 147.

**f** Sound and spelling /b/, /p/, /g/ and /k/

1 Complete the words in the table. They are all common objects.

Sound 1 /b/	Sound 2 /p/	Sound 3 /g/	Sound 4 /k/
___ag	___lant	___lass	___up
foot___all	___late	___uitar	suit___ase
	___icture		___lo___

- 2 **07.02** Listen and check.
- 3 Which sound is spelled in different ways in the table?
- 4 Practise saying the words.

**g** Work in pairs.

Student A: You have a stall at the flea market. Write five things you sell. Don't show Student B.

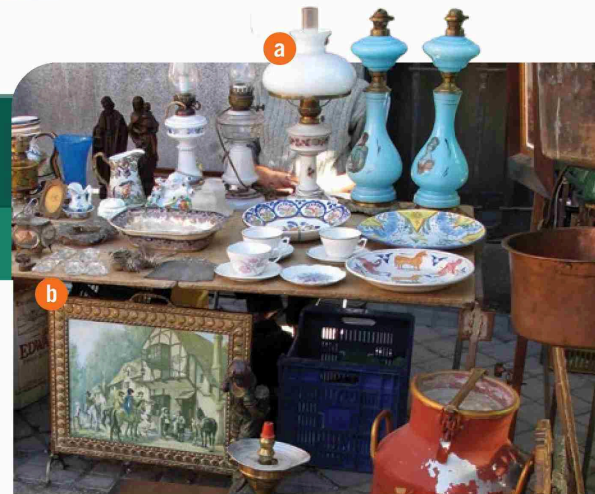
Student B: What does Student A sell?

Do you sell guitars?

No, sorry.

Do you have glasses?

Yes, I do. Here you are.



## SHOPPING PLACES TO GO

### MEGA HOME STORE

Open 8 am–8 pm

A great place to buy things for your home. They sell beds, pillows, tables, chairs and lamps. Everything is new, but it isn't expensive. There's also a good café with drinks, pizza and sandwiches.

### THE SUNDAY FLEA MARKET

Open 6 am–4 pm

Here you can buy something for your home or you can just look around. They sell a lot of old things. You can buy clocks, guitars, suitcases, lamps, pictures, chairs ... anything! Just look at these pictures from our readers!

### BOOKS & CO.

Open 9 am–6 pm

A very interesting bookshop. They sell old and new books and they also have magazines, pictures, old photographs and music. If you like old books and pictures, this is the place for you.





## 2 LISTENING AND GRAMMAR

### this, that, these, those

a **07.03** Kate and Edward are at Mega Home Store. Listen to their conversation and answer the questions.

- Who likes the plant and the chairs?
- Who likes the phone, Kate or Edward?
- How much is the speaker?
- Does Kate think it's a good price?

b **07.04** Listen to Kate and Edward. Complete the sentences with *this, that, these* or *those*.

- 'I like \_\_\_\_\_ plant. What do you think?'
- 'Or \_\_\_\_\_ chairs. They're really nice.'
- 'Oh, look. \_\_\_\_\_ plates are beautiful.'
- 'Look at \_\_\_\_\_ speaker! That's so cool.'

c Complete the table with the words in 2b.

Singular	this	
Plural		

Which words mean ... ?

- 1 here, near me                      2 there, not near me

d **Sound and spelling** *this, that, these* and *those*

1 **07.05** Listen to *this, that, these* and *those*. Which words ... ?

- end in a /s/ sound
- end in a /z/ sound

2 **07.06** Practise saying the words.

e **07.07** Now go to Grammar Focus 7A on p. 126.

f **07.08** You and your partner are in the shop below. Talk about the objects in the box with *this, that, these* or *those*.

glasses plates speaker plant chairs phone lamp

Look at those glasses. Those are really nice.

I like this lamp – it's a great colour!

## 3 VOCABULARY Prices

a **07.07** Listen to the prices. Tick (✓) the phrase you hear.

- £3.80
  - three pound eighty
  - three pounds eighty
  - three pounds and eighty
- €25
  - twenty-five euro
  - twenty-five euros
  - twenty-five of euros

b **07.08** Practise saying the prices below. Listen and check.

- |           |         |
|-----------|---------|
| 1 £5.99   | 3 €4.50 |
| 2 \$16.50 | 4 \$100 |

c **07.09** Listen. Then complete the conversation.

- A Excuse me. <sup>1</sup> \_\_\_\_\_ is that **clock**?  
 B <sup>2</sup> \_\_\_\_\_ €13.50.  
 A Hmm. And <sup>3</sup> \_\_\_\_\_ are these **cups**?  
 B <sup>4</sup> \_\_\_\_\_ €5 each.

d **07.10** Practise the conversation in 3c with a partner. Change the words in **bold** and the prices.

e **07.11** How much are these things in your country?

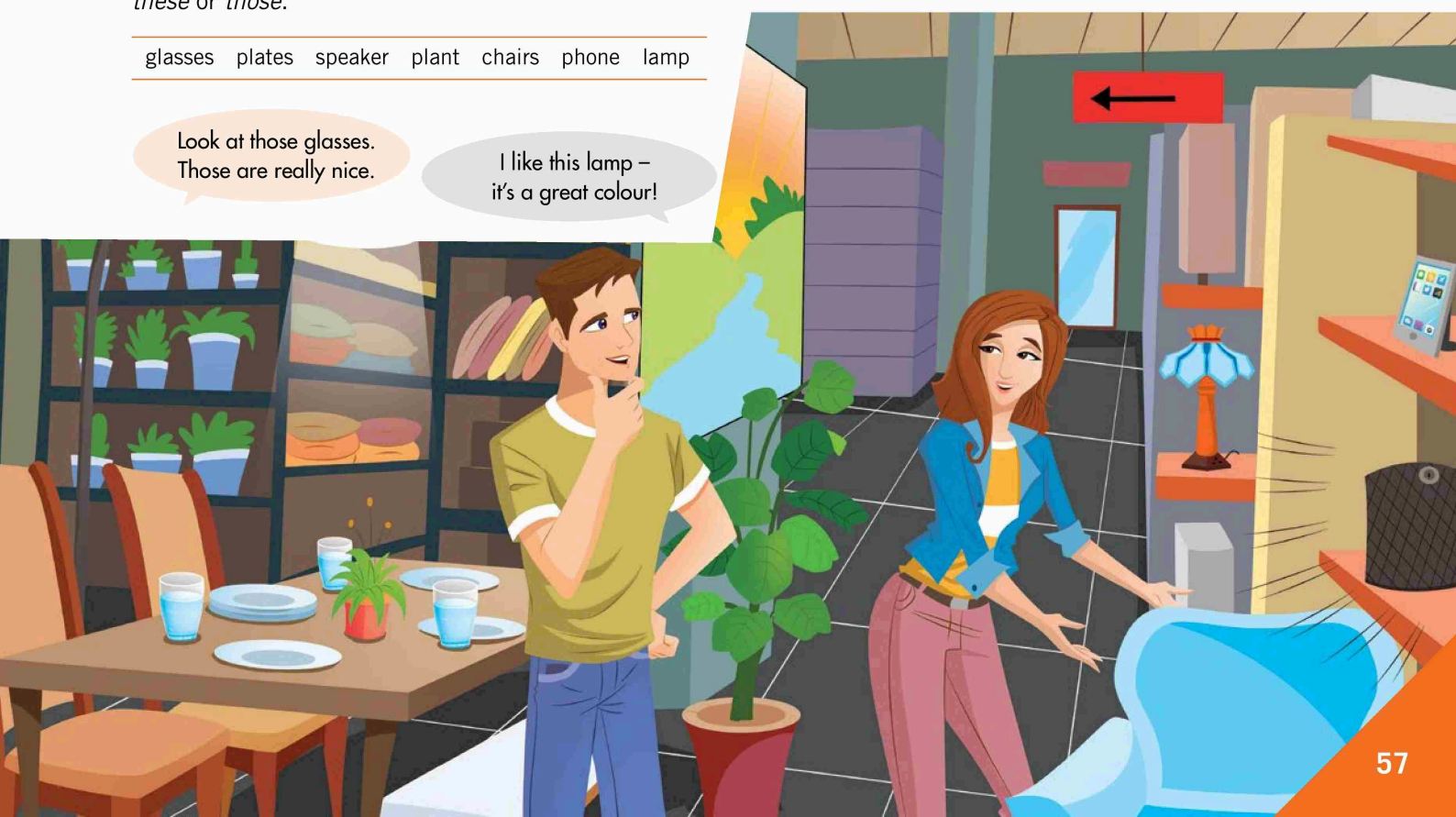
- a cup of coffee in a café
- a pizza
- a phone
- a bottle of water

## 4 SPEAKING

### Communication 7A

Student A: Go to p. 113.

Student B: Go to p. 111.



# 7B

## IT'S GREG'S T-SHIRT

Learn to talk about clothes that people wear

**G** Possessive 's; Revision of adverbs

**V** Clothes; Colours

They make  
**colourful**  
 clothes,  
 but do they  
 wear them?

**F**ashion designers often make very different and interesting clothes for people, but they don't usually wear colourful clothes. They often wear the same clothes and the same colours.



**TOM FORD** makes beautiful clothes for men and for women, but he often wears a white shirt and a black or dark grey jacket.

### 1 VOCABULARY Clothes

- a** Look at the pictures of the models and the fashion designers. Which clothes do you like?
- b** **07.10** Match the words in the box with a–h in the pictures. Listen and check.
- jacket coat shirt skirt trousers T-shirt dress blouse
- c** Which clothes do you often wear together?
- d** **Sound and spelling /f/ and /dʒ/**

- 1 **07.11** Listen and practise these sounds.  
 1 /f/ shirt    2 /dʒ/ jacket
- 2 **07.12** Look at the words in the box. What sounds do the letters in **bold** have? Listen and add the words to the sound groups below.

German international **f**ashion large **l**anguage **v**illage **s**ugar

Sound 1 /f/

Sound 2 /dʒ/

shirt

jacket

- 3 Practise saying the words.

- e** **Communication 7B** Student A: Go to p. 110. Student B: Go to p. 114.

### 2 READING

- a** Read about the fashion designers. What is the same about them?
- b** Read the text again. Are the sentences true (T) or false (F)? Correct the false sentences.
- 1 Fashion designers sometimes wear boring clothes.
  - 2 Tom Ford never wears a black jacket.
  - 3 Carolina Herrera often wears a white skirt.
  - 4 Michael Kors often wears a jacket.
- c** Is it a good idea for fashion designers to wear their clothes? Why / Why not?

### 3 VOCABULARY Colours

- a** Look at the picture of Tom Ford. Complete the sentence about him with colours in the box.

black ● grey ● white ○

Tom Ford often wears a \_\_\_\_\_ shirt and a \_\_\_\_\_ or dark \_\_\_\_\_ jacket.



**5 GRAMMAR Possessive 's; Revision of adverbs**

**a** **07.16** Complete the sentences with a name from 4b. Listen and check.

- 1 **GIUSEPPE** Is this my old T-shirt?  
**KATE** No, it's \_\_\_\_\_'s T-shirt. (= It's **his** T-shirt.)
- 2 **GIUSEPPE** Are these your jeans?  
**KATE** No, they're \_\_\_\_\_'s jeans. (= They're **her** jeans.)

**b** Now go to Grammar Focus 7B on p. 126.

**c** Look at the picture of Greg, Sara, Giuseppe and Kate. Ask and answer questions about the Costa family.

Who's Giuseppe?

He's Kate's husband.

**d** **07.18** Kate talks about the people in her office. Put the word in brackets in the correct place in the sentences. Listen and check.

“

Everyone wears different clothes at work. <sup>1</sup>My boss wears a blouse and trousers (always). <sup>2</sup>She wears a skirt (never) – she doesn't like them. <sup>3</sup>Johnnie wears jeans and a white shirt (usually), <sup>4</sup>but he wears black trousers (sometimes). <sup>5</sup>And Fran wears a dress (often), <sup>6</sup>but on Fridays she wears jeans (usually).

”

**e** Think of people you work or study with. What do they usually wear? Tell a partner.

**6 SPEAKING**

**a** Put the words and phrases in the correct order to make questions. Write another question with your own idea.

- 1 wear / at work (or school) / do you / what ?
- 2 wear / do you / what colour clothes ?
- 3 your brother's (or sister's, father's, mother's) clothes / do you / wear ?
- 4 at home / do you / wear shoes ?

**b** Ask and answer the questions in 6a. Add extra information to your answers.

What do you wear at work?

I usually wear a blue or black dress and dark shoes. I like dark colours.



**CAROLINA HERRERA** makes clothes with a lot of different colours, but she usually wears a black skirt and a white blouse.

**MICHAEL KORS** designs colourful clothes, but he often wears a black T-shirt, black trousers and a black jacket.

**Language Plus** dark / light

- dark blue      light blue
- dark green      light green

**b** Now go to Vocabulary Focus 7B on p. 148.

**c** Work with a partner.

Student A: Choose a picture in 1a. Don't tell your partner!  
Talk about the colours and the clothes.  
Student B: Guess the picture your partner talks about.

Then swap roles.

**4 LISTENING**

**a** **07.15** Listen to Kate and Giuseppe Costa. Tick (✓) the clothes you hear.

- T-shirt       skirt       shoes
- jeans       trousers       shirt

**b** **07.15** Listen again and complete the information.

Who?	What clothes?	Why?
Greg	_____	doesn't wear / doesn't like
Sara	_____	doesn't wear / doesn't like
Giuseppe	_____	doesn't wear / doesn't like





### 1 LISTENING

- a** Number the things you can buy from 1 to 4.  
 1 = I like going shopping for this / these very much.  
 4 = I really don't like going shopping for this / these.
- food    clothes    things for the home    IT things
- b** Talk with a partner about your ideas in 1a. Do you like shopping for the same things?
- c** **07.19** Watch or listen to Part 1. Answer the questions.  
 1 Who sees some nice cups?      2 Who buys something?
- d** **07.19** Watch or listen to Part 1 again. Complete the information about the cups with a number.  
 1 Price: £ \_\_\_\_\_      3 Sophia needs: \_\_\_\_\_  
 2 Number in the shop: \_\_\_\_\_      4 Megan wants: \_\_\_\_\_



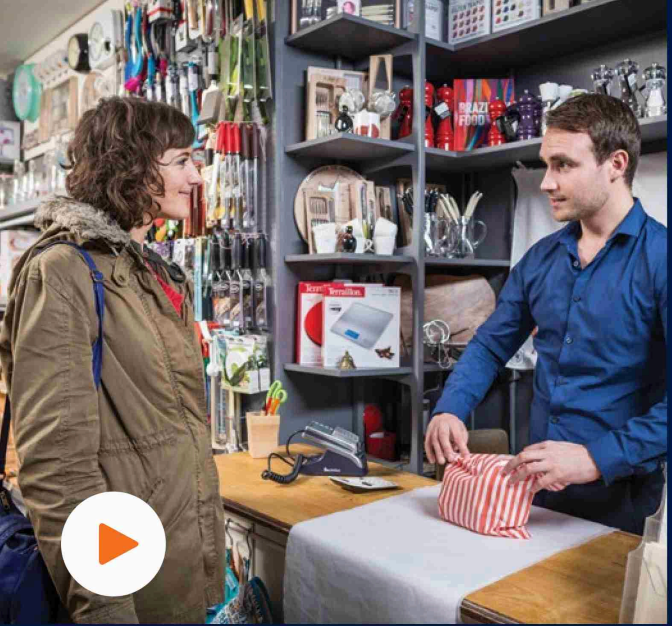
### 2 USEFUL LANGUAGE Going shopping 1

- a** **07.20** Who says each expression – the customer (C) or the shop assistant (S)? Listen and check.
- How much are these cups?
  - I'd like two of these cups, please.
  - They're three pounds each.
  - Certainly.
  - Can I look around?
  - Can I help you?
  - Of course.
- b** **07.21** Put the conversation in the correct order. Listen and check.
- It's fifteen pounds.  
 Certainly.  
 It's ten pounds for the small one.  
 1 Can I help you?  
 And how much is the small bowl?  
 OK, then I'd like the large bowl, please.  
 Yes, thank you. How much is this large bowl?
- c** Practise the conversation in 2b with a partner.
- d** Practise the conversation in 2b again, but ask about glasses. Change the prices.

### 3 PRONUNCIATION Connected speech

- a** **07.22** Listen and notice the extra sounds in these sentences.
- We /j/ only have three.
  - I'd like two /w/ of these cups.
- Practise saying the sentences.
- b** Complete the rules with the sounds in the box.
- /w/ /j/
- We add a \_\_\_\_\_ sound between words ending with /i:/ and words starting with a vowel.  
 We add a \_\_\_\_\_ sound between words ending with /u:/ and words starting with a vowel.
- c** **07.23** Listen to these sentences. Which extra /j/ or /w/ sound can you hear? Listen again and repeat.
- Would you like two        or three?
  - These are for me        and you.
  - Would you like three        or four?
  - Are they for you        or me?
- d** Practise the sentences in 3c with a partner.






## 6 WRITING

a Sophia saw an online advertisement.

**FOR SALE**

Chairs, lamps, small tables, a big bed –  
*all in good condition.*

**Not expensive!**



Email me for more information
[jack@icemail.com](mailto:jack@icemail.com)

Read her email. What information does she want to know?


✉ ✎ ☆ 🚩
✕

Dear Jack,

You have an online ad for things you want to sell. I need a chair, a bed and a lamp. How old are these things? How much are they? Can I pay online by credit card?

Thank you!

Sophia

b  Now go to Writing Plus 7C on p. 161 for Commas, exclamation marks and question marks.

c You see these online advertisements.

**FOR SALE**

Sports T-shirts and balls – a lot of different sports – signed by professional players: football, basketball, rugby and more.

**Great prices!**

Email me for more information
[ilovesports@travelmail.com](mailto:ilovesports@travelmail.com)

**FOR SALE**

Books for learning English – dictionaries, grammar books, coursebooks.

**All in good condition.**

Email me for more information
[melissa@mymail.com](mailto:melissa@mymail.com)



Write an email to ask about one of the advertisements. Here are some ideas:

- |                            |                 |
|----------------------------|-----------------|
| You have a / an / some ... | How much ... ?  |
| I need ...                 | Can I pay ... ? |
| How old ... ?              |                 |


d Read a partner's email. What objects does your partner ask about? Do you ask about the same things?

## 4 LISTENING AND USEFUL LANGUAGE

### Going shopping 2


a   07.24 Watch or listen to Part 2. Are the sentences true (T) or false (F)?

- 1 Megan pays five pounds.
- 2 She uses a card to pay.
- 3 Sophia doesn't buy anything.


b  07.25 Complete the sentences with words in the box. Listen and check.

your that's here's you no

- S OK, \_\_\_\_\_ ten pounds, please.  
 C Here \_\_\_\_\_ are.  
 S Enter \_\_\_\_\_ PIN, please.  
 C OK, \_\_\_\_\_ problem.  
 S \_\_\_\_\_ your receipt.

c  07.26 Complete a conversation between a shop assistant and customer. Use phrases in 4b. Listen and check.

- C How much ... ? (*shoes*)  
 S Twenty pounds.  
 C Here ...  
 S Enter ...  
 C OK ...  
 S And ... receipt

d  Practise the conversation in 4c with a partner. Change the things you buy and the price.

## 5 SPEAKING

### Communication 7C

Student A: Go to p. 111.  
 Student B: Go to p. 112.

## UNIT PROGRESS TEST

### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 7

## Review

### 1 GRAMMAR

a Complete the sentences with the phrases in the box.

these this those that's



1 \_\_\_\_\_ is my dad's car.



2 I love \_\_\_\_\_ flowers.



3 \_\_\_\_\_ an expensive car.



4 \_\_\_\_\_ flowers in the windows are nice!

b Underline the correct answers to complete the conversation.

**ZOE** Hi, Lee. Do you know Kate? <sup>1</sup>*This / That / These* are

<sup>2</sup>*Kate's / Kates / Kates' daughters*, Amy and Anna.

**LEE** Hello! Nice to meet you, girls. Who's who?

**ZOE** This <sup>3</sup>*is / are* Amy.

**ANNA** And I'm Anna.

**LEE** I like your bag, Anna.

**ANNA** Oh, thanks. It's <sup>4</sup>*Amy's / Amys' / Amy's*. Amy and I have a swimming lesson today.

**ZOE** Yes, the <sup>5</sup>*girl's / girls / girls'* lesson starts at nine.

**ANNA** And then we go to our favourite restaurant!

c Practise the conversation in 1b in groups of three.

### 2 VOCABULARY

a Complete the names of these common objects.



1 a p \_\_\_\_\_ e



2 a g \_\_\_\_\_ r



3 a c \_\_\_\_\_ r



4 a g \_\_\_\_\_ s



5 a l \_\_\_\_\_ p



6 a p \_\_\_\_\_ t

b Complete the descriptions using the colours and clothes.

white light blue light brown red green dark blue

shirt coat skirt jeans shoes



1 a \_\_\_\_\_ dress

2 \_\_\_\_\_ trousers and black \_\_\_\_\_

3 a grey \_\_\_\_\_ and a \_\_\_\_\_ jacket

4 a light green \_\_\_\_\_ and a \_\_\_\_\_ hat

5 a \_\_\_\_\_ blouse and a red \_\_\_\_\_

6 dark blue \_\_\_\_\_ and a \_\_\_\_\_ T-shirt

c How many hats/coats/jackets/shoes do you have? What colour are they? Tell a partner.

### 3 SOUND AND SPELLING

a 07.27 Answer the questions. Practise saying the words.

1 Which words have the /k/ sound? Underline them.

suitcase clock place chair cup jacket coat dark

2 Which words have the /b/ sound? Underline them.

blue black brown blouse bed bowl

3 Which words have the /p/ sound? Underline them.

pink lamp photograph picture pillow plate plant

4 Which words have the /g/ sound? Underline them.

magazine bag light grey green thing

b 07.28 Complete the table with the words in the box. Practise saying the words.

dress shoes sugar Spain international jeans  
large fashion T-shirt jacket Germany this skirt

/ʃ/	/s/	/dʒ/
shoes		

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

### I CAN ...

talk about things I want to buy

talk about the clothes that people wear

ask about and pay for things in a shop.



## CAN DO OBJECTIVES


- Talk about past events
- Describe events in the past
- Make and respond to suggestions



# UNIT 8


## PAST EVENTS

### GETTING STARTED

**a**  Look at the picture of a New Year's Eve celebration and talk about the questions.

- 1 Do you want to go there? Why / Why not?
- 2 What do you think is happening at this New Year's Eve celebration? Here are some ideas:

<input type="checkbox"/> music	<input type="checkbox"/> fireworks
<input type="checkbox"/> dancing	<input type="checkbox"/> eating food
<input type="checkbox"/> shopping	<input type="checkbox"/> meeting friends

**b**  Talk about the questions.

- 1 Where were you last New Year's Eve?
- 2 Who were you with?
- 3 What things did you do?
- 4 Did you have fun?

# 8A


## I WAS ON TOUR WITH MY BAND

Learn to talk about past events

**G** Past simple: *be*

**V** Past time expressions

### 1 READING

**a**  Look at the events in pictures a–d. Choose one you like and one you don't like. Tell a partner. Say why.



a party




a sports game



a concert



a meeting

- b** Read about Cara, Antonio and Ava. Which events in 1a do they talk about?
- c** Read the texts again. Which cities does each person talk about?
- d**  Talk about Cara, Antonio and Ava's lives with a partner. Who would you like to meet? Why?

My name's Cara. I'm a photographer. I was in New York three days ago for work and then I was in Dublin yesterday at a meeting about newspaper photography. Life's busy right now!



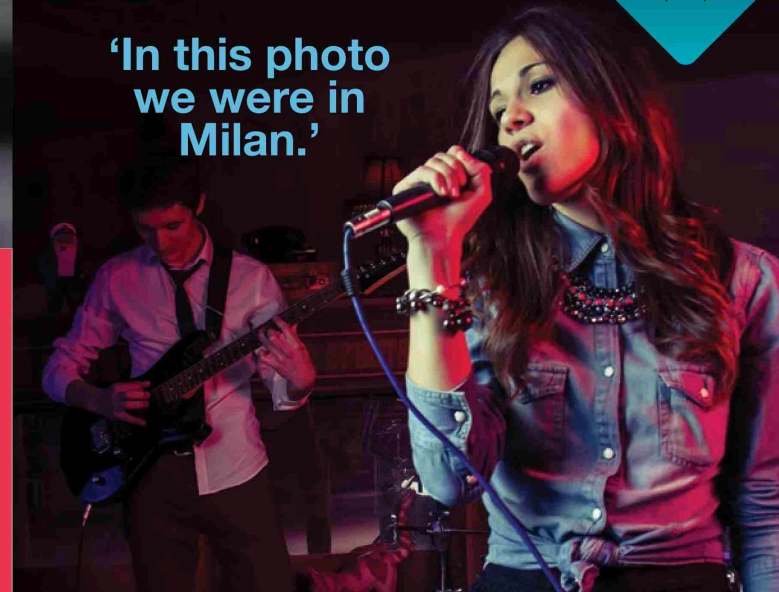
'Yesterday I was in Dublin.'



### Ava on the road ...

Hi everyone, it's Ava. Last week I was on tour with my band in Europe – three cities in five days. We were in Munich on Wednesday and then we were in Vienna on Thursday. But Saturday was the best night. We were in Milan and about 1,000 people were at our concert.

'In this photo we were in Milan.'



'I was at a game in Bristol. It was the Final!'



### The people in our team ...

My name's Antonio Marotto. I'm the doctor for our team. It's a great job – I really like helping our players. I often go away with the team. We were in Newcastle two weeks ago for a game and we were in Bristol last week. It's fun to travel with the team.



## 2 GRAMMAR Past simple: *be* positive

a Complete the table. Find examples of the past simple of *be* in the texts about Cara, Antonio and Ava.

+	
I <sup>1</sup> _____	we <sup>3</sup> _____
you were	you were
he/she/it <sup>2</sup> _____	they were

b **08.01 Pronunciation** Listen to sentences 1–4. Are *was* and *were* stressed? Practise saying the sentences.

- 1 We were in Munich.
- 2 I was in Madrid.
- 3 We were in Newcastle.
- 4 I was in New York.

c **»»** Now go to Grammar Focus 8A Part 1 on p. 128.

d Write sentences about where you were:

- this morning
- last night
- yesterday afternoon

e **»»** Compare your sentences in 2d with a partner. Were you in the same places?

Chan and I were at the supermarket yesterday afternoon.

## 3 VOCABULARY Past time expressions

a Today is Friday of week 3. Put the number of sentences 1–4 in the correct place on the timeline.

week 1	week 2	week 3
		Monday Tuesday Wednesday Thursday <b>Friday</b>

- 1 We were in Munich on Wednesday.
- 2 We were in Madrid two weeks ago.
- 3 ... we were in Bristol last week.
- 4 I was in Dublin yesterday.

b Look at the underlined words in 3a. Replace them with words in the box.

months this morning Saturday year

c **»»** Now go to Vocabulary Focus 8A on p. 149.

d **»»** Work in pairs.

Student A: Say a past time expression.  
Student B: Say where a person you know was.  
Then swap roles.

last weekend

My parents were in London last weekend.

two years ago

My friend Marco was in Thailand two years ago.

## 4 LISTENING AND GRAMMAR

### Past simple: *be* negative and questions

a **08.06** Review the texts about Cara, Antonio and Ava again. Then listen to them talking to friends. Write the correct name for each conversation.

Conversation 1 \_\_\_\_\_  
Conversation 2 \_\_\_\_\_  
Conversation 3 \_\_\_\_\_

b **08.06** Match events 1–3 with adjectives a–c. Listen again and check.

- 1 the meeting
- 2 the game
- 3 the concert
- a exciting
- b interesting
- c fun

c **08.07** Listen to Conversation 1 again. Complete the conversation with the words in the box.



was (x2) were (x2) wasn't

**WILL** \_\_\_\_\_ you at work yesterday?

**CARA** Yes, I \_\_\_\_\_, but I \_\_\_\_\_ here in the office.

**WILL** Where \_\_\_\_\_ you?

**CARA** I was at a meeting in Dublin.

**WILL** Oh, \_\_\_\_\_ it interesting?

**CARA** Yes, it was really interesting.

d **»»** Now go to Grammar Focus 8A Part 2 on p. 128.

e **08.11** Complete the conversation with *was*, *were*, *wasn't* or *weren't*. Listen and check.

**A** You \_\_\_\_\_ at work yesterday.

**B** No, it \_\_\_\_\_ a holiday for me.

**A** Nice. \_\_\_\_\_ you at home all day?

**B** No, I \_\_\_\_\_. I \_\_\_\_\_ in town in the morning and then I \_\_\_\_\_ at a party last night.

**A** \_\_\_\_\_ the party good?

**B** Yes, it \_\_\_\_\_ a lot of fun.

f Practise the conversation in 4e with a partner. Change some of the information.

I was at a football match in the morning and then at the cinema last night.

Was the film good?

## 5 SPEAKING

**»» Communication 8A** Student A: Go to p. 113.  
Student B: Go to p. 111. Student C: Go to p. 115.

# 8B

## HE SAW A BEAR

Learn to describe events in the past

**G** Past simple: positive

**V** Free time activities

### 1 READING

**a** Look at pictures 1–3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?

\_\_\_\_\_ deer    \_\_\_\_\_ bear    \_\_\_\_\_ hippo

**b** Read the stories below. Write the story titles next to the sentences.

- Hippos were on a rugby field. \_\_\_\_\_
- Three deer were in a woman's flat. \_\_\_\_\_
- A bear was in a man's garden. \_\_\_\_\_

**c** Read the stories again. Complete the information.

	Where?	When?	Animal activity?
Andrew from Utah	at home		
Ben from South Africa		evening	
A woman from Indiana			jump

**d** Talk about the questions.

- Which story do you like?
- Which animals sometimes come into houses in your country?



cat



dog



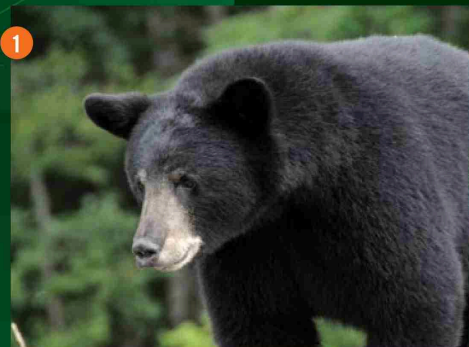
bird



snake

- What do you do if a wild animal comes into your house?

# WILD STORIES!



## CURIOUS CREATURE

Andrew Singer from Utah was at home in his house on a farm. One evening he was in the kitchen and he heard something strange in the garden, so he looked out of the window. He saw a bear in the garden. The bear walked around the garden and looked in the windows of the house. It tried to open the kitchen door and Andrew was really scared. It wasn't possible for the bear to get in, so it went away. Andrew thinks the bear was hungry, but it's not a good idea to give bears food.



## SURPRISE VISITORS

A woman from Indiana had a ground floor flat with a garden. In the evening, she went into her living room and watched TV. She heard something in her bedroom, so she went to look. She saw three deer near her bed. They came into the living room and jumped on her sofa, then they went into the bathroom. The woman called the police and they came to catch the deer. She had an exciting night with her three new friends!



## READY TO PLAY

Ben Kruger from South Africa loves playing rugby. He has a business in Limpopo, a city in the north of South Africa. One night after work, he went to a rugby field nearby. It was dark and he saw something on the field. It was large, but it wasn't a person – it was a hippopotamus (hippo)! Then he saw another hippo and then another – there were a lot of them. The hippos ate some grass and then went away. Ben thinks the hippos were from a river near the rugby field.



## 2 GRAMMAR Past simple: positive

**a** **08.12** Read the stories again and find the past simple forms of the verbs in the table. Listen and check.

A		B	
Verb	Past form	Verb	Past form
look	looked	have	had
watch		hear	
call		eat	
jump		see	
walk		go	
try		come	

**b** Answer the questions about the table in 2a.  
 1 What do we add to the verbs in A to make the past form?  
 2 Do the verbs in B all change in the same way or in different ways?

### c Sound and spelling /t/ and /d/

- 1 **08.13** Listen and practise these sounds.  
 1 /t/ talked      2 /d/ lived
- 2 **08.14** Listen to the past forms in the box. Which -ed endings sound ... ?  
 • more like /t/      • more like /d/
- looked    watched    called    tried  
 walked    played    finished
- 3 **08.15** Practise saying the words.

**d** **08.16** Cover the table in 2a. Test a partner.  
 Student A: Say a verb.  
 Student B: Say the past form.  
 Then swap roles.

**e** **08.17** Now go to Grammar Focus 8B on p. 128.

**f** Complete the sentences so they are true for you.

- Yesterday I called \_\_\_\_\_ (a person)
- Last month I saw \_\_\_\_\_ (a TV programme)
- Last weekend I went to \_\_\_\_\_ (a place)
- Last night I ate \_\_\_\_\_ (food)

**08.18** Tell your partner about your sentences.

## 3 LISTENING AND VOCABULARY

### Free time activities

**a** **08.17** Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**b** **08.18** Listen to the sentences from the conversations. Use the correct verb in the box.

read (x2)    talked    went    had    watched    heard

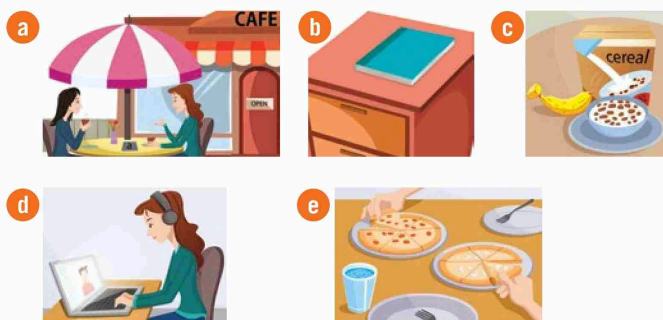
- I just \_\_\_\_\_ to a café.
- I \_\_\_\_\_ a large coffee.
- And I \_\_\_\_\_ the newspaper.
- I \_\_\_\_\_ this funny story.
- I \_\_\_\_\_ this story on a podcast.
- I \_\_\_\_\_ to my friend Katie last night.
- She \_\_\_\_\_ the video online.

**c** Match verbs 1 to 6 with a word or phrase in the box to make more past simple phrases.

a book    to my parents    home    dinner    a film  
 for a walk    breakfast    a song on the radio    to my friend

- went \_\_\_\_\_, \_\_\_\_\_
- had \_\_\_\_\_, \_\_\_\_\_
- read \_\_\_\_\_
- heard \_\_\_\_\_
- talked \_\_\_\_\_, \_\_\_\_\_
- watched \_\_\_\_\_

**d** **08.19** Listen to Emily talk about the things she did yesterday. Put pictures a–e in the correct order.



**e** **08.19** Complete what Emily says with phrases from 3c. Then listen again and check.

Yesterday I <sup>1</sup> \_\_\_\_\_ at about 9:00, and then I went to a café and had coffee with my friend Karen. After that, I went to work and was there all day. I <sup>2</sup> \_\_\_\_\_ with my brother and then I <sup>3</sup> \_\_\_\_\_ and called my parents. I <sup>4</sup> \_\_\_\_\_ Rosie in Brazil on Skype. After that, I <sup>5</sup> \_\_\_\_\_ online and then I went to bed and <sup>6</sup> \_\_\_\_\_ before going to sleep.

**f** **08.20** Now go to Vocabulary Focus 8B on p. 150.

**g** Complete the sentences about free time activities.

- When I was a child, I \_\_\_\_\_.
- After work / school, I often \_\_\_\_\_.
- On weekends, I like to \_\_\_\_\_.

**h** **08.21** Tell other students your sentences in 3g. What free time activities were/are popular ... ?

- when everyone was a child
- after work / school
- at the weekend

## 4 SPEAKING

**08.22** **Communication 8B** Student A: Go to p. 113.  
 Student B: Go to p. 111.



### 1 LISTENING

**a** Ask and answer the questions.

- 1 On the first day at work / university / school after the weekend, how do you feel?
- 2 What do you talk to your friends about on this day?

**b** Sophia arrives at work. Choose the answer you think is correct.

- 1 Sophia asks David about:
  - a London and work
  - b his home town and family
- 2 Sophia and Megan talk about:
  - a shopping
  - b a party

**b**



**c** **08.22** Watch or listen to Part 1. Are your answers in 1b correct?

**d** **08.22** Watch or listen to Part 1 again. Tick (✓) the correct sentence.

- 1 a  Sophia helped Megan on Saturday.  
 b  Sophia doesn't like shopping.  
 c  Sophia and Megan both enjoyed shopping.
- 2 a  Sophia wants to go shopping again.  
 b  Megan wants to go shopping this afternoon.  
 c  Sophia wants to go to a café and then go shopping.

**e** **08.23** Watch or listen to Part 2. Who went to a party? Who watched TV?

**f** **08.23** Watch or listen to Part 2 again and answer the questions.

- 1 What was the problem with the party?
- 2 What's difficult for Sophia?
- 3 What's Megan's idea for next weekend?
- 4 Does Sophia feel happy or sad at the end of the conversation? Why?

**g** Talk about the questions.

- 1 Is it difficult to meet new people in your town / city? Why / Why not?
- 2 What are good ways to meet new people?



## 2 USEFUL LANGUAGE Making and responding to suggestions

a 08.24 Listen to the conversations. Underline the word you hear. Are both options possible?

- MEGAN** We *can* / *could* go shopping again some time.  
**SOPHIA** Yes, OK. *Good* / *Great* idea.
- MEGAN** So, *shall we* / *let's* go there for the day next Saturday?  
**SOPHIA** OK, that's a *nice* / *lovely* idea.

b 08.25 Complete the conversation with the words in the box. Listen and check.

we idea go sorry

- Let's \_\_\_\_\_ for dinner on Saturday.
- Saturday? I'm \_\_\_\_\_, I can't. I'm away on Saturday.
- Shall \_\_\_\_\_ go on Sunday?
- Yes, that's a great \_\_\_\_\_.

c Practise the conversation in 2b with a partner.



d Complete the conversation with words or expressions in 2a and 2b. There is sometimes more than one answer.

- \_\_\_\_\_ go to the cinema tonight.
- \_\_\_\_\_, I'm not free. I have a dinner with my family.
- \_\_\_\_\_ go tomorrow night.
- OK, \_\_\_\_\_.

e Practise the conversation in 2d with a partner. Take turns to be A and B.

## 3 PRONUNCIATION Main stress and intonation

a 08.26 Listen to the expressions. Notice the main stress.

- Yes, that's a great idea.
- Yes, that's a lovely idea.

b 08.26 Listen to the expressions in 3a again. Does the intonation rise or fall after the main stress?

c Work with a partner.

Student A: say sentences 1 and 2.  
 Student B: answer with phrases in 3a.

- Let's have a cup of coffee.
  - Shall we go for a walk?
- Then swap roles.

b Have a phone conversation with your partner. Then swap roles.

Shall we go to a restaurant on Friday?

I'm sorry, I'm not free. I have a work dinner.

## 5 WRITING

a Read Sophia's text to Megan. Why did Sophia write it?



Hi Megan!

Thank you for your help on Saturday.

It was fun to go shopping with you and you helped me find some good shops. I hope we can go shopping again some time soon. See you soon!

b Now go to Writing Plus 8C on p. 161 for Writing short emails, notes and texts.

c Write a note to a friend to thank them for something. Here are some ideas:

Here are some flowers / chocolates to say thank you for ...  
 It was ... I hope ...

d Read another student's note. What do they say thank you for?

## 4 SPEAKING

a Work in pairs. Read the ideas below and think about what you want to say.

**A**

Suggest going to a restaurant on Friday.

Suggest Saturday.

You went to an Italian restaurant last weekend. Suggest a Mexican restaurant.

Agree with Student B. Say goodbye.

**B**

You're not free on Friday. You have a work dinner.

Say yes. Suggest an Italian restaurant.

Say yes. Suggest a time.

Thank Student A and say goodbye.

## UNIT PROGRESS TEST

### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 8

## Review

### 1 GRAMMAR

a Write past simple sentences and questions with *be* and the words and phrases.

> (?) where / you yesterday

*Where were you yesterday?*

- 1 (+) I / in a meeting.
- 2 (?) / you OK
- 3 (-) James / at work this morning.
- 4 (?) where / he
- 5 (+) Yasmin and Kylie / in New York two weeks ago.
- 6 (-) we / in Paris six years ago

b Complete the text with the past simple form of the verb in brackets.

Last week my family and I <sup>1</sup>\_\_\_\_\_ (be) in Dublin. We <sup>2</sup>\_\_\_\_\_ (arrive) on Wednesday morning. First, we <sup>3</sup>\_\_\_\_\_ (visit) my dad's family. My dad and his brothers <sup>4</sup>\_\_\_\_\_ (talk) for a long time. Then we <sup>5</sup>\_\_\_\_\_ (go) to a big museum in the city centre. We <sup>6</sup>\_\_\_\_\_ (see) lots of interesting things there. In the evening, we <sup>7</sup>\_\_\_\_\_ (watch) a film at the cinema. We <sup>8</sup>\_\_\_\_\_ (stay) at the Dylan Hotel. The rooms <sup>9</sup>\_\_\_\_\_ (not / be) very big, but I <sup>10</sup>\_\_\_\_\_ (like) the bathroom and the food <sup>11</sup>\_\_\_\_\_ (be) great! Every morning I <sup>12</sup>\_\_\_\_\_ (have) toast, eggs, fruit and coffee for breakfast.

### 2 VOCABULARY

a Tick (✓) the correct answer.

**Today is WEDNESDAY 21 OCTOBER.**  
**It's 7:30 pm.**

- 1 Wednesday 7 October
  - a  two weeks ago
  - b  yesterday
- 2 2:30 pm on Wednesday 21 October
  - a  last night
  - b  this afternoon
- 3 21 August
  - a  two months ago
  - b  last month
- 4 Tuesday 20 October
  - a  yesterday
  - b  a few days ago
- 5 Saturday 17 October
  - a  this morning
  - b  last Saturday
- 6 Sunday 18 October
  - a  six months ago
  - b  last Sunday

b Ask and answer questions with *Where were you ... ?* and a past time expression.

c Complete the table with the words and phrases in the box.

a video game a football match (x2)  
a magazine a pizza a podcast a shower

have	a drink, a coffee, <sup>1</sup> _____, <sup>2</sup> _____
listen to	music, <sup>3</sup> _____
watch	<sup>4</sup> _____, a film
read	a book, <sup>5</sup> _____, the newspaper
play	the guitar, <sup>6</sup> _____, football
go to	the cinema, a party, <sup>7</sup> _____, a café

d Correct the sentences.

- 1 I was in Munich before two weeks ago.
- 2 We were in Milan last the weekend.
- 3 I had coffee with Lily at Friday.
- 4 We went a party yesterday.
- 5 I listened music last night.
- 6 We played the football this morning.

### 3 SOUND AND SPELLING

a 08.27 Look at the words in the box. Is the final sound /t/ or /d/? Complete the table. Practise saying the words.

called talked lived watched  
listened played finished

/t/	/d/
	called

b 08.28 Look at the information in the table.

/eɪ/	/aɪ/
play, stay, day game, paper, radio great, grey	white, knife, wife night, right

c 08.29 Are the **marked** sounds the same (S) or different (D)? Practise saying the words.

- |                        |                       |
|------------------------|-----------------------|
| 1 white – <b>night</b> | 4 <b>stay</b> – grey  |
| 2 <b>great</b> – game  | 5 paper – knife       |
| 3 <b>right</b> – day   | 6 radio – <b>play</b> |

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

### I CAN ...

talk about past events	<input type="checkbox"/>
describe events in the past	<input type="checkbox"/>
make and respond to suggestions.	<input type="checkbox"/>



## CAN DO OBJECTIVES


- Talk about travel and holiday experiences
- Talk about past holidays
- Make and respond to requests




# UNIT 9

## HOLIDAYS


### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What country do you think this is?
- 2 What transport can you see?
- 3 What time of year is it?
- 4 What is the weather like in this place?

**b**  Talk about the questions.

- 1 Where did you go on your last holiday?
- 2 What weather do you like while on holiday? Why?

**c**  Ask your partner one question about their last holiday.

## GARDEN CAMPING

Home | Find A Garden | Reviews | Contact Us

### How Does It Work?

Do you want a cheap holiday in a beautiful place? Why not camp in someone's garden? It's cheap and you can make new friends. We have more than 1,000 gardens in 70 countries and you can camp in all of them!



**STEVE'S PLACE,**  
MELBOURNE, AUSTRALIA

Modern house with a big garden on a lake. 20 minutes from Melbourne airport.

**COST** \$15 a night

#### HOW TO GET THERE

Go to Jolimont Station by bus, train or tram. Then get a taxi or drive a car to the house (10 minutes).



**YOUSSEF'S PLACE,**  
MARRAKESH, MOROCCO

42 big tents with beds and showers inside. 40 minutes from the city of Marrakesh.

**COST** \$30 a night

#### HOW TO GET THERE

Fly to Marrakesh and then take a taxi or drive a car.

### 1 READING

**a** Where do you usually stay on holiday? Here are some ideas:

- at a hotel
- at a campsite
- at a hostel
- with friends or family

**b** Read *How Does It Work?* on the *Garden Camping* website. What do you think of the idea?

It's a great idea!

Hmm, interesting.

No, thanks!

**c** Read about three gardens on the *Garden Camping* website. Which answers (a–d) are incorrect? Correct the wrong answers.

- 1 Steve's place:
  - a old house
  - b big garden
  - c in Melbourne
  - d near the train station
- 2 Youssef's place:
  - a small tents
  - b showers
  - c not in Marrakesh
  - d not very cheap
- 3 Guadalupe's place:
  - a big garden
  - b pool
  - c near some restaurants
  - d expensive

### 2 VOCABULARY Transport

**a** **09.01** Find words on the *Garden Camping* website to match pictures 1–7. Listen and check.



**b** Find words on the *Garden Camping* website to complete the tables.

go _____	bus plane	train tram	_____/_____ a bus a taxi
----------	--------------	---------------	--------------------------------

**c** Find verbs in the texts that mean:

- a go by car                      b go by plane

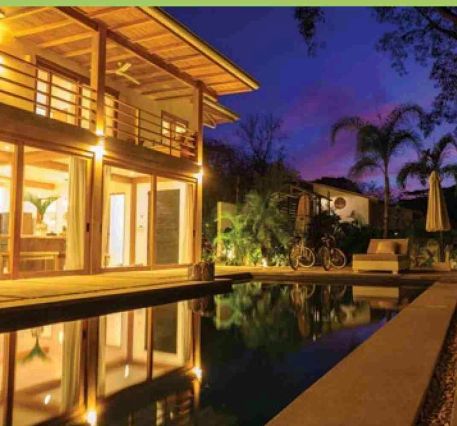
**d** Now go to Vocabulary Focus 9A on p. 151.

**e** How do you ... ?

- 1 go to work or school
- 2 go to a big town or city nearby
- 3 go home late at night
- 4 go to a party
- 5 go on holiday

I usually get a bus to work.





**GUADALUPE'S PLACE,  
CUMARAL, COLOMBIA**

House with a big garden and swimming pool. Free bikes. Near restaurants, a river and a zoo.

**COST:** \$4 a night

**HOW TO GET THERE:** Go to Villavicencio by plane or get a bus. Then take a taxi or another bus to our house.



**Julian**

**WEEK 3**

**Through the Country by Bus**

✕

We didn't go to big cities. We went by bus, and we stayed in small places in the country. In one place, we stayed with a family. We didn't stay in their house – we camped in their garden. We bought food in the town and we cooked meals in the house. And we went swimming every morning in their pool. It was very cheap and the family were very friendly. We stayed for four days!

♡ 15 💬 7

**b** Read the blog post again. Tick (✓) the correct sentences.

- |  |   |
|--|---|
| 1 a <input type="checkbox"/> They went to small places.    | 3 a <input type="checkbox"/> They stayed in the house.    |
| b <input type="checkbox"/> They didn't go to small places. | b <input type="checkbox"/> They didn't stay in the house. |
| 2 a <input type="checkbox"/> They had a car.               | 4 a <input type="checkbox"/> They used the kitchen.       |
| b <input type="checkbox"/> They didn't have a car.         | b <input type="checkbox"/> They didn't use the kitchen.   |

**c** Look at the b sentences in 3b. Complete the rule.

Past simple negative (-):  
I / you / he / she / it / we / they + \_\_\_\_\_ + verb

**d** ➤➤➤ Now go to Grammar Focus 9A on p. 130.

**e** 🎧 **09.08 Pronunciation** Listen to the sentences. Is *didn't* stressed or unstressed?

- We didn't stay in their house.
- We didn't have a car.

**f** 🎧 **09.09** Listen to Julian. He says more things about his trip. What does he say about ... ?

- emails
- money
- bikes
- photos

**g** 💬 What do you like about Julian's holiday? What don't you like?

**h** Think about your last holiday. Which sentences are true? If they aren't true, make them negative. Then write a true positive sentence.

- |                              |                          |
|------------------------------|--------------------------|
| 1 I stayed in a hotel.       | 5 I went to bed early.   |
| 2 I visited museums.         | 6 I cooked my own food.  |
| 3 I bought a lot of clothes. | 7 I watched TV.          |
| 4 I had my computer with me. | 8 I read a lot of books. |
- 1 I *didn't stay* in a hotel. I *stayed* in a hostel.

**i** 💬 Tell a partner your sentences in 3h.

I *didn't visit* museums. I *went to the zoo*.

### 4 SPEAKING

➤➤➤ **Communication 9A** Student A: Go to p. 114. Student B: Go to p. 110.

#### Language Plus go



**go to the cinema**     **go to work** NOT ~~to the work~~     **go home** NOT ~~to home~~     **go on holiday**

**f** Sound and spelling the letter a

1 🎧 **09.04** The letter *a* can have different sounds. Listen and practise the words.

1 /æ/ taxi    2 /ɑ:/ car    3 /eɪ/ plane    4 /ɒ/ watch

2 🎧 **09.05** Listen to these words. Are the letters in **bold** Sound 1, 2, 3 or 4?

what    flat    train    father

3 🎧 **09.06** Listen to these words. Which one in each group has a different *a* sound?

- |         |       |        |
|---------|-------|--------|
| 1 bank  | want  | man    |
| 2 have  | cake  | Spain  |
| 3 party | bag   | garden |
| 4 plant | glass | want   |

4 💬 Practise saying the words.

### 3 GRAMMAR AND LISTENING

#### Past simple: negative

**a** Read the post from Julian's travel blog. Which place from the *Garden Camping* website does he write about?



# 9B

# HOW DID YOU GET THERE?

Learn to talk about past holidays

**G** Past simple: questions

**V** The seasons; The weather

## 1 VOCABULARY The seasons

**a** **09.10** Match the words in the box with pictures a–d. Listen and check.

winter summer spring autumn

**b** Ask and answer the questions.

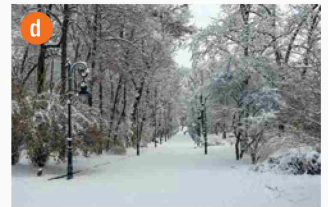
- 1 Do you have four seasons in your country?
- 2 Which seasons do you like? Which seasons don't you like?

## 2 READING

**a** Read about the Ortega family's holiday. What was different about this New Year's Eve and New Year's Day for them?

**b** Complete Miguel's notes with the words in the box.

party shopping watched cold



The Ortega family from Tenerife went to New York City for New Year's Eve. Read Miguel Ortega's blog post.



MY BLOG

# MIGUEL ORTEGA

## New Year's Fun in the BIG APPLE



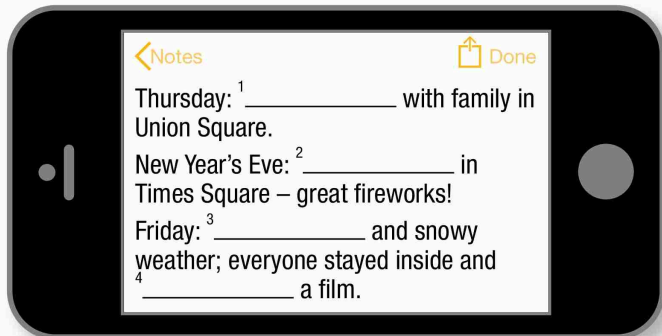
Times Square ball drop

### Thursday 31 December

We went shopping in Union Square – it has a lot of big shops, restaurants and cafés. The weather is cold and windy in December, but we enjoyed it! We went to a big New Year's Eve party in Times Square in the evening and watched the ball drop. My sister and I loved the fireworks!

### Friday 1 January

It's winter here, and it's very different to have our New Year in the cold. I like the hot, sunny weather in Tenerife on New Year's Day, but in New York it was very cold and snowy. It didn't feel like New Year's Day. Everyone stayed inside and watched a film!

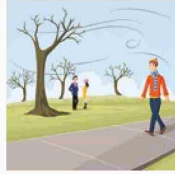




### 3 VOCABULARY The weather

a **09.11** What does Miguel say about the weather in New York City and Tenerife? Complete the sentences with *hot* or *cold*. Listen and check.

1 The weather is \_\_\_\_\_ and windy in December.



2 I like the \_\_\_\_\_, sunny weather in Tenerife on New Year's Day.



**Language Plus** *like*

*I like sunny weather.* = I think sunny weather is good.  
*What's the weather like?* = How's the weather?

b **09.12** Now go to Vocabulary Focus 9B on p. 152.

c **Sound and spelling** the letter *o*

1 **09.14** The letter *o* can have different sounds. Listen and repeat the words.

1 /əʊ/ snow    2 /aʊ/ cloudy    3 /ɒ/ hot

2 **09.15** Listen to these words. Are the letters in **bold** Sound 1, 2 or 3?

holiday    **to**wn    **co**ld

3 **09.16** Listen to these words. Which one in each group has a different *o* sound? Listen again and repeat.

1 **g**ot            **j**ob            **g**o  
 2 **k**now        **n**ot            **s**low  
 3 **ph**one        **n**ow            **d**own

d **09.13** **Communication 9B** Student A: Go to p. 111.  
 Student B: Go to p. 113.

### 4 LISTENING AND GRAMMAR

**Past simple: questions**



a **09.17** Listen to Kiril and Angie talk about summer holidays. Tick (✓) the correct sentence.

- 1  They're on holiday now.
- 2  They talk about past and future holidays.
- 3  They only talk about past holidays.

b **09.17** Listen again. Match 1–3 with a–c.

- |                       |                       |
|-----------------------|-----------------------|
| 1 Kiril last year     | a an island in Greece |
| 2 Angie last year     | b the south of France |
| 3 Angie two years ago | c Moscow              |

c **09.18** Listen to the end of the conversation. Choose one word from the box to complete the two questions.

do    did

**Kiril** How \_\_\_\_\_ you get there?

**Angie** By train. And, you know, the weather was really warm.

**Kiril** \_\_\_\_\_ you enjoy it there?

**Angie** Yes, I did. I had a great time. Try to go this year!

d **09.19** Now go to Grammar Focus 9B on p. 130.

e **09.21** Complete the two conversations about last weekend. Listen and check your answers.

**Conversation 1**

**A** go / cinema last weekend?

**B** Yes, I did.

**A** What / see?

**B** The new James Bond film.

**Conversation 2**

**C** go / restaurant last night?

**D** Yes, I did.

**C** Where / go?

**D** A new Thai restaurant.

f **09.20** Tell a partner about last weekend. Use the conversations in 4e and your own ideas.

Did you see your friends last weekend?

Yes, I did.

Who did you see?

I saw Daniele.

g **09.21** Work in new pairs. Tell your new partner about your first partner.

Jacob saw his friend Daniele last weekend.

### 5 SPEAKING

a Think about a past holiday. Make notes about the:

- place
- weather
- food
- things you did

b Write questions to ask about your partner's holiday.

- 1 When ... the holiday? *When was the holiday?*
- 2 Where ... go?
- 3 What ... the weather like?
- 4 What ... eat?
- 5 What ... do?
- 6 (your idea for a question)

c **09.22** Ask and answer the questions in 5b about your holiday.

When was the holiday?

It was last spring.

Where did you go?

We went to Lombok, in Indonesia.

What was the weather like?

It was hot and sunny.



### 1 LISTENING

- a** Talk about a place near your town or city with a partner. Ask and answer the questions.
- Where's a nice place to visit for a day? Why?
  - What can you see and do there?
  - Do you go there often?
- b** **09.22** Look at pictures a and b and talk about the questions. Watch or listen to Part 1 and check your answers.
- Do you think Sophia and Megan like Henley?
  - What do they see in the shop?
- c** **09.22** Watch or listen to Part 1 again. Are the sentences true (T) or false (F)?
- They decide to go to the museum before lunch.
  - Megan decides to go in the shop.
  - The clock is difficult to carry.
- d** What do you buy when you visit another place?

### 2 PRONUNCIATION Syllables and spelling

- a** **09.23** Listen to the **marked** word in the sentence. Do you hear all the letters?  
It's very **different** from Toronto.
- 09.23** Listen again and repeat the **marked** word.
- b** **09.24** Listen to these words. Underline the letters you don't hear.
- restaurant interesting favourite  
every family vegetable camera
- c** Practise saying the words in 2b.

### 3 LISTENING

- a** **09.25** Look at picture c and answer the questions. Watch or listen to Part 2 and check your answers.
- Who does Megan call?
  - What does she want?
- b** **09.25** Watch or listen to Part 2 again. Underline the correct answer.
- Sophia and Megan *take the train / drive* home.
  - Megan says the problem is the *clock / weather*.
  - James *can / can't* meet Megan and Sophia at the station.
- c** Who do you usually ask for help – a friend or someone in your family? Why?





### 4 USEFUL LANGUAGE Making and responding to requests

**a** 09.26 Listen to the questions. Underline the word you hear. Then answer the question below.

- 1 *Can / Could* you take it for a minute?
- 2 *Can / Could* you do something for me?
- 3 *Can / Could* you pick us up from the station later, please?
- 4 *Can / Could* you meet us at the station, please?

Is it OK to use *can* and *could* in all the sentences?

**b** 09.27 Put the possible replies to the questions in 4a into the table. Listen and check your answers.

Of course. No, I can't. Yes, certainly.  
I'm sorry, I can't. Sure, no problem.

Yes	No

**c** 09.28 Complete mini-conversations 1 and 2 with the phrases in the box. Listen and check.

Oh, OK, I'll do it then.  
Thanks, that's really kind of you.

- 1 **A** Could you help me with the shopping?  
**B** Sure, no problem.  
**A** \_\_\_\_\_.
- 2 **C** Can you get the children from school?  
**D** I'm sorry, I can't. I have a lot of work to finish.  
**C** \_\_\_\_\_.

**d** Work in pairs. Take turns to make requests and reply. Use the ideas below and *can / could*.

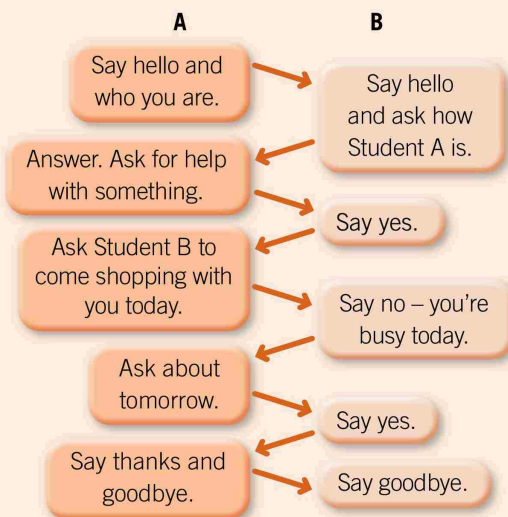
- 1 help me with my work
- 2 give me your book
- 3 meet me after class
- 4 phone me this evening

Could you meet me after class?

I'm sorry, I can't.  
I'm busy.

### 5 SPEAKING

**a** Work in pairs. You talk on the phone. Look at the ideas below and think about what you want to say.



**b** Have a phone conversation with your partner. Then swap roles.

### 6 WRITING

**a** Read what Sophia wrote online about her weekend. What information about the clock is new?

Last weekend I went to Henley with my new friend, Megan. First, we went for a walk by the river. It was beautiful. Next, we went to a small museum and had lunch. Then, we went shopping and I saw a lovely clock. It was quite expensive (£150!), but I bought it and we took it back to London. It was really heavy! Henley is a nice town – it's very different from Toronto.



12 3

**b** Now go to Writing Plus 9C on p. 162 for Making the order clear.

**c** Write an online post about a trip to another place. Here are some ideas:

Last weekend, / month, / summer, I went to ... with ...  
First, we ... It was ... Next, we ... Then, we ...  
... is a nice / beautiful / lovely city / town / place.

**d** Read another student's online post. Do you like the activities he / she did?

## UNIT PROGRESS TEST

### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 9

## Review


### 1 GRAMMAR

a Underline the correct answer.

- We didn't *stay / stayed* in a hotel last year.
- I didn't *take / took* any photos this morning.
- She *doesn't / didn't* buy a book yesterday.
- They didn't *have / had* fish for dinner last night.
- We *don't watched / didn't watch* a film last week.
- He *didn't got / didn't get* a taxi to the airport.

b Look at the answers and complete the questions.

- > 'Did it rain yesterday?' 'Yes, it did. It rained in the morning.'
- '\_\_\_\_\_ football last week?' 'No, I didn't – but I played tennis!'
  - 'What time \_\_\_\_\_ yesterday?' 'I got up at six o'clock.'
  - '\_\_\_\_\_ any photos on New Year's Eve?' 'Yes, I did. I took some photos at the party.'
  - 'Where \_\_\_\_\_ yesterday?' 'I went to the park.'
  - '\_\_\_\_\_ your phone yesterday?' 'Yes, of course! I use my phone every day!'
  - 'What \_\_\_\_\_ for breakfast today?' 'I had cereal and coffee.'

c  Work in pairs. Ask and answer the questions in 1b.

d Correct the past simple sentences.

- > Where they did stay? *Where did they stay?*
- Do you arrived last night?      6 What you cooked?
  - Yes, I do arrived.                      7 We don't visit Pedro yesterday.
  - No, I not.                                      8 Saw you the garden?
  - What did you bought?
  - I didn't watched TV.

### 2 VOCABULARY

a Write the words.




- ritan \_\_\_\_\_
- atix \_\_\_\_\_
- rungedundro \_\_\_\_\_
- mart \_\_\_\_\_
- elnap \_\_\_\_\_
- pish \_\_\_\_\_

b Underline the correct answers.

- Was it <sup>1</sup>*cold / wet / warm*?
- Yes! It was  $-10^{\circ}\text{C}$ ! There was a lot of <sup>2</sup>*snow / snowy*.
- Wow! It never <sup>3</sup>*snows / snowy* in my country.
- Do I need an umbrella?
- I don't know. It's <sup>4</sup>*rainy / rain* – but it's very <sup>5</sup>*wind / windy* too!
- Was it <sup>6</sup>*wet / hot*?
- Yes, very! It was about  $35^{\circ}\text{C}$ ! But it was <sup>7</sup>*cloud / cloudy* all the time. We didn't see the sun.



### 3 SOUND AND SPELLING

a  09.29 Which of the letters in **bold** in each group has a different sound? Underline the word. Practise saying the words.

- train **car** plane **rain**
- camp **what** **hot** **not**
- go **boat** **snow** wind
- flat **camp** take tram
- cloud home cold **no**
- bus sun **drove** lovely

b  09.30 Complete the table with words in the box.

cinema beautiful ~~different~~ expensive  
interesting camera lovely difficult  
restaurant business favourite museum

We always say all the letters	We don't always say all the letters
cinema	different

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well    2 = well    1 = not so well

I CAN ...	
talk about travel and holiday experiences	<input type="checkbox"/>
talk about past holidays	<input type="checkbox"/>
make and respond to requests.	<input type="checkbox"/>




- Talk about your home
- Ask where people are and what they're doing
- Ask for travel information


# UNIT 10

## HERE AND NOW

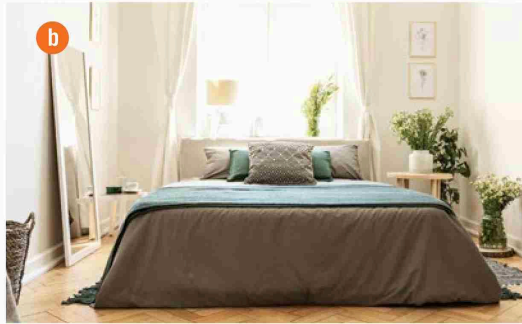
### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What is the boy doing?
- 2 Who is the woman? Where is she?
- 3 What do you think they're saying?
- 4 How often do you think they do this?
- 5 How do they feel? Why?

**b**  Talk about the questions.

- 1 Do you speak to family and friends online? How often? Who do you speak to?
- 2 What programs or apps do you use to talk to people online?
- 3 What are the good things and bad things about using the Internet to speak to people?



## 1 VOCABULARY The home

**a** **10.01** Match the words in the box with pictures a–f. Listen and check.

bedroom garden living room  
dining room kitchen bathroom

**b** Now go to Vocabulary Focus 10A on p. 153.

**c** **Sound and spelling /tʃ/ and /θ/**

- 10.03** Listen and practise these sounds.  
1 /tʃ/ kitchen    2 /θ/ bathroom
- 10.04** What sound do you hear in the words in the box, Sound 1 or Sound 2? Listen and add the words to the sound groups below.

cheese month birthday thanks chips  
both March question three watch

**Sound 1 /tʃ/**

kitchen

**Sound 2 /θ/**

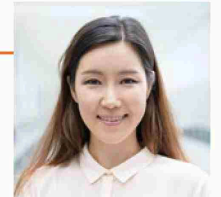
bathroom

- Which letters usually spell /tʃ/ and which spell /θ/?
- Practise saying the words.

**d** Ask and answer the questions with a partner.

- How many bedrooms are there in your home?
- Where do you eat your dinner?
- Is there a TV in your home? Where?
- Do you have a garden? If yes, is it big or small?
- Which room is your favourite?

## 2 LISTENING AND SPEAKING



**a** **10.05** Listen to Grace talk about her flat. Put pictures a–c on page 81 in the order Grace talks about them.

**b** **10.05** Listen again. Are the sentences True (T) or false (F)?

- Grace's flat isn't big.
- The light in her flat is good.
- There isn't a TV in the living room.
- There's a dining room in her flat.
- She uses her computer in her living room.

**c** Do you like Grace's flat? Why / Why not?

**Language Plus** *in / on*

*in* + room

*There's a desk in my bedroom.*

*Put the cake in the kitchen.*

*on* + floor, wall

*The books are on the floor.*

*There are pictures on the wall.*

**d** Think about your home and the rooms it has. Tell a partner about your home.

In my home there are four bedrooms and a big bathroom.

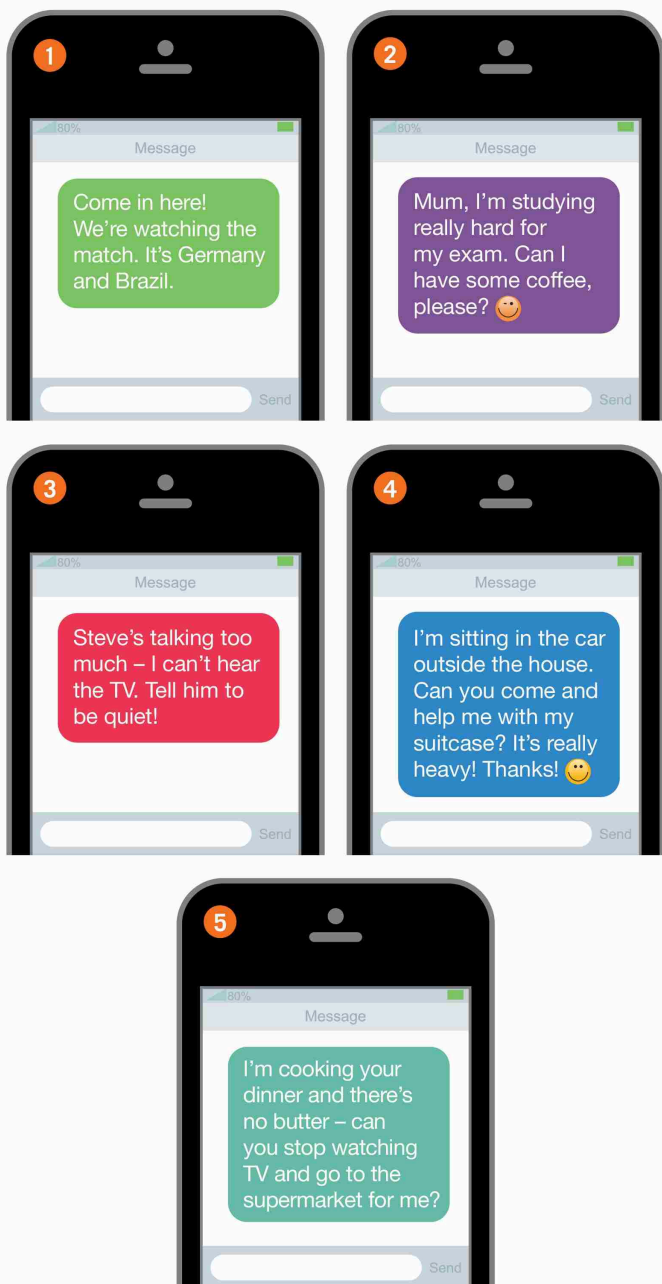
**e** Choose a room in your home and write the names of some objects in that room. Then tell your partner about them.

In my bedroom there's a bed, a chair and a small desk.



### 3 READING

a Read the texts. Are they for people who are near or far away?



b Read the texts again. Where are the writers?

c Do you sometimes send a text to someone when you're in the same place? Why / Why not?

### 4 GRAMMAR

#### Present continuous: positive

a Look at the sentence from text 1. Does it mean *now* or *usually*?

We're watching the match.

b Complete the rule with *-ing* and *be*.

Present continuous positive (+):

*I/you/he/she/it/we/they* + \_\_\_\_\_ + verb + \_\_\_\_\_

c **10.06 Pronunciation** Listen to the sentence in 4a. Underline the stressed words.

d Underline four more examples of the present continuous in texts 2–5 in 3a.

e **Now go to Grammar Focus 10A on p. 130.**

f It's 2 pm on Sunday. What are you doing? Write a text to a friend.

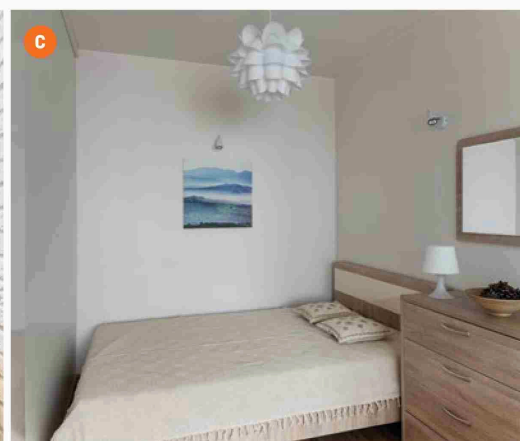
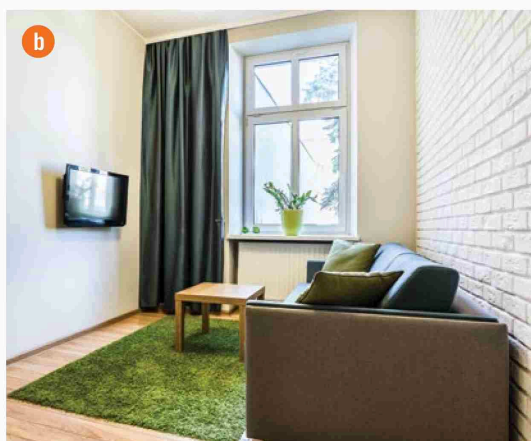
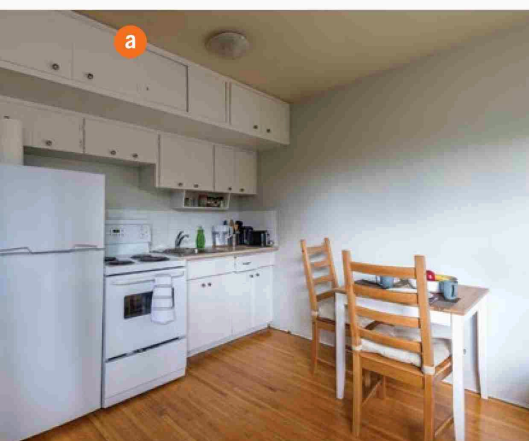
Hi!

I'm having lunch at a new restaurant in the centre of town with my sister. It's really good! We're eating lots of food.

g Read your text to the class. Listen to the other students. Is anyone doing the same thing?

### 5 SPEAKING

**Communication 10A** Student A: Go to p. 115. Student B: Go to p. 112.



- G** Present continuous: negative and questions
- V** Place phrases with prepositions

### How much do you use your phone?

Some people always have their phone on and they use it all the time — in a café, in the car, even in bed! Is this a good idea? Tell us what you think! And do you use your phone all the time?



**RAOUL**

My phone's always on, day and night, and I use it all the time — I talk on it, play games on it, send messages. When I wake up, I sit in bed, check my messages and read the news on my phone. It's a great way to start the day!



**YASMIN**

I never talk on the phone when I'm with people in a restaurant. I have it on 'silent' and put it in my bag — I don't want to talk while I'm eating. But I often take photos of the food with it. It's always by my bed at night, so I can wake up in the morning. I don't like talking on the phone much — I usually send text messages.



**BRYAN**

I always have my phone with me — when I'm at home and when I'm at work and I use it on the way to work to talk and check my emails. But I don't have it by the bed at night — I put it on 'silent' and leave it in the kitchen. I want to sleep!



**SAM**

I use my phone all the time, but not at the cinema and not on a plane. I have it on at night by the bed. You never know — maybe someone needs to call you.



**JENNY**

My phone is usually off and I don't use it much. I use it to call people at the airport or on a bus — sometimes I need to say I'm late. But I don't like sending text messages.



### 1 READING

- a** Match the phrases in the box with pictures a–e.

at the cinema   in bed   in the car  
in a restaurant   on a mountain

- b** Look at pictures a–e again. Answer the questions.

- What object is in all the pictures?
- Which are ... ?
  - a good idea   • normal   • a bad idea

- c** Read the message board comments and answer the questions.

- You call the five people. They're in a restaurant. Who answers?
- You call the five people at 3 am. Who answers?

- d** Which person do you think ... ?

- has good ideas
- has a problem

- e** Write a comment about you and your phone for the message board.

- f** Read your comment to your partner. Are you the same?

### 2 VOCABULARY Place phrases with prepositions

- a** Find phrases in the message board with *in*, *on* or *at* and the nouns in the box. Add them to the table.

café   airport   car   work   bed   plane  
cinema   bus   restaurant   home

in	on	at
<i>in a café</i> _____	_____	_____
_____	_____	_____

- b** You're in a place in 2a and your partner calls you. Tell your partner what you're doing. Your partner guesses the place.

I'm going to work.

Are you in the car?

- c** Now go to Vocabulary Focus 10B on p. 147.

#### d Sound and spelling /ə/

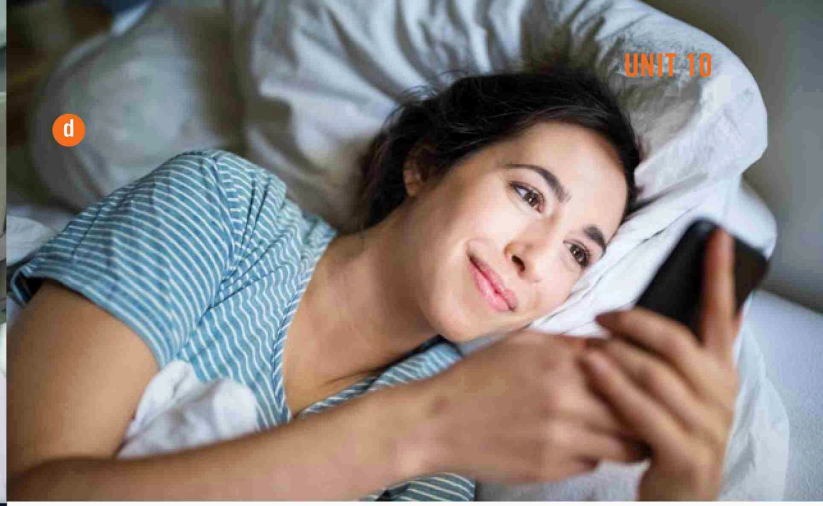
- Listen to the sound /ə/ in these words. Is it stressed or unstressed?  
teacher   student   cinema   station

- Listen to these words. Underline the /ə/ sound in each word.

dinner   England   garden   television  
waiter   breakfast   listen   driver

- Practise saying the words.





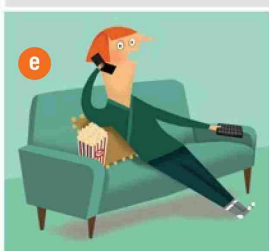
### 3 LISTENING AND GRAMMAR Present continuous: negative and questions

a **10.11** Listen and match conversations 1–5 with pictures a–e.



b **10.12** Do you think ... ?

- 1 Dan likes Lou
  - 2 Lou likes Dan
- How do you know?



c **10.12** Complete the table. Listen and check.

+	–
I'm working.	I'm _____.
I'm having dinner.	I'm _____ dinner.

d **10.13** Complete Dan's questions. Listen and check.

- 1 **DAN** What \_\_\_\_\_ doing?  
**LOU** I'm at the bus stop. I'm going home.
- 2 **DAN** \_\_\_\_\_ working?  
**LOU** No, I'm not working.
- 3 **LOU** I'm watching a film.  
**DAN** Oh, what \_\_\_\_\_ watching?

e **10.14 Pronunciation** Listen to the questions in 3d again. Which word has the main stress in each question?

f **10.15** Now go to Grammar Focus 10B on p. 132.

g **10.16 Communication 10B** Student A: Go to p. 114.  
Student B: Go to p. 112.

### 4 SPEAKING

a You and a partner are in different places. You want to meet. Before you speak on the phone, make notes. Think about these questions:

- Where are you? (Choose a place from Vocabulary Focus 10B on page 147.)
- What are you doing? (Think of two or more activities.)
- When do you want to meet? (Think of a day, a time and a place.)

b Phone your partner and have a conversation.

- Ask where your partner is and what he/she is doing.
- Plan when and where to meet your partner.

Hi, Tom.  
What are you doing?

I'm writing a report.

Are you free this evening? Do you want to go to Café Cabana?





### 1 LISTENING

**a** Look at picture a and talk about the questions.

- 1 How does Sophia feel?
- 2 What does Megan offer to do?

**b** **10.18** Watch or listen to Part 1. Check your ideas in 1a.

**c** **10.18** Watch or listen to Part 1 again. Answer the questions.

- 1 What does Megan say about James?
- 2 Do they know what time the train leaves?

### 2 PRONUNCIATION Sound and spelling: /ɪə/ and /eə/

**a** **10.19** Listen to these words. Which word has a different sound?

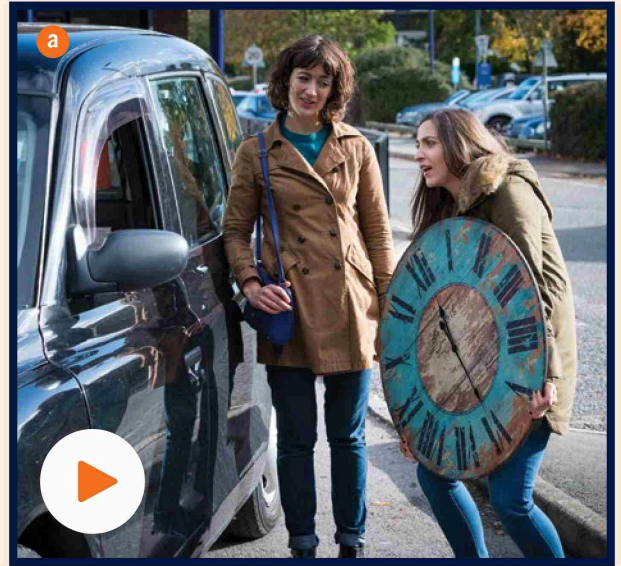
here yeah really

**b** **10.20** Listen and complete the table with the words in the box.

chair care hear real hair  
near there clear pair meal

Sound 1 /ɪə/	Sound 2 /eə/
here	yeah

**c** **10.20** Listen again and repeat.



### 3 LISTENING

**a** Look at picture b. What questions do Megan and Sophia ask the station official?

**b** **10.21** Watch or listen to Part 2. Check your ideas in 3a.

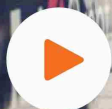
**c** **10.21** Watch or listen to Part 2 again. Complete the information.

- 1 Time of next train: \_\_\_\_\_
- 2 Time now: \_\_\_\_\_
- 3 Platform: \_\_\_\_\_

**d** In your country, what is an easy way to travel – train, bus, car?







#### 4 USEFUL LANGUAGE Asking for travel information

a Who says these expressions – a passenger (P) or the station official (SO)?

- 1 The next train is at 4:35.
- 2 Which platform is it?
- 3 Excuse me.
- 4 The train leaves in three minutes.
- 5 No, you change at Reading.
- 6 Yes? How can I help you?
- 7 What time's the next train to London?
- 8 Is it a direct train?
- 9 It's Platform 3.

b 10.22 Listen and check your answers in 4a. Then listen again and repeat.

c 10.23 Complete the sentences with *at* or *in*. Listen and check.

- 1 The next train leaves \_\_\_\_\_ half an hour.
- 2 The next train leaves \_\_\_\_\_ five o'clock.

d 10.24 Put the conversation in the correct order. Then listen and check.

**A**

- So, at 5:15. And is it a direct bus?
- Great! Thanks for your help.
- What time's the next bus to Cambridge?
- Excuse me.
- OK, and which bus stop is it?

**B**

- The next bus leaves in 20 minutes.
- It's Stop 7, near the ticket office.
- No problem.
- Yes? How can I help you?
- No, you change at Birmingham.

e Practise the conversation in 4d with a partner. Take turns to be the station official and the passenger. Change the times, kind of transport and the platforms / bus stops.

#### 5 SPEAKING

»» Communication 10C

Student A: Go to p. 110.

Student B: Go to p. 112.

#### 6 WRITING

a Megan helped her friend Amelia plan a holiday in Paris. Amelia sends Megan a message. Read it and answer the questions.

- 1 Where's Amelia now?
- 2 Which two questions does she ask?

Hi, Megan. I'm travelling to Paris right now on the train. Sorry, I can't remember two things. First, where can I find a taxi at the station? And how much is it from the station to the hotel? I don't have a lot of euros with me! Thanks!

b »» Now go to Writing Plus 10C on p. 162 for Word order in questions.

c Write a message to a friend. Ask two questions in your message. Here are some ideas:

Hi ...  
I'm going / doing / having ...  
Sorry, I can't remember ...  
Where / How / When ... ?  
Thanks ...

d Read another student's message. Try to answer the questions.

### UNIT PROGRESS TEST

#### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 10

## Review

### 1 GRAMMAR

**a** Correct the present continuous sentences.

- > Carmen be wearing a yellow T-shirt.  
*Carmen's wearing a yellow T-shirt.*
- |                          |                        |
|--------------------------|------------------------|
| 1 You wearing my shoes!  | 4 The lesson starting. |
| 2 They're geting a taxi. | 5 She's haveing lunch. |
| 3 I'm writeing to Kelly. | 6 We waiting.          |

**b** Write present continuous questions with the words and phrases.

- |                              |                                 |
|------------------------------|---------------------------------|
| 1 where / you / sit ?        | 5 why / you / study / English ? |
| 2 you / wear / black shoes ? | 6 what / your friends / do ?    |
| 3 it / rain ?                |                                 |
| 4 you / use / a computer ?   |                                 |

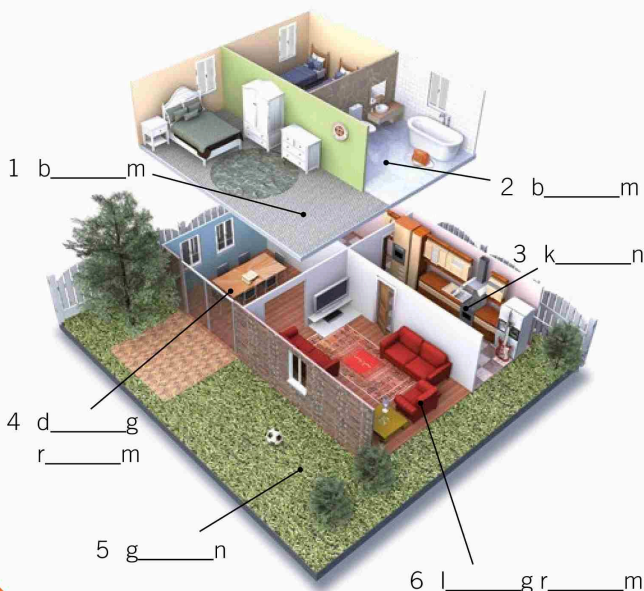
**c** Ask and answer the questions in 1b.

**d** Complete the phone conversation with the verbs in brackets.

- GABY** Hi, it's me.  
**JUAN** Oh, hi. What <sup>1</sup> \_\_\_\_\_ (you / do)?  
**GABY** I <sup>2</sup> \_\_\_\_\_ (talk) to you, of course. I'm on the train.  
**JUAN** Oh, very funny. Well, I <sup>3</sup> \_\_\_\_\_ (cook) dinner. So, <sup>4</sup> \_\_\_\_\_ (you / listen to) music?  
**GABY** Mm, no. I <sup>5</sup> \_\_\_\_\_ (read) a book.  
**JUAN** Oh, great. What's the weather like there?  
**GABY** Not good. It <sup>6</sup> \_\_\_\_\_ (rain) outside.  
**JUAN** Well, it <sup>7</sup> \_\_\_\_\_ (not / rain) here – it <sup>8</sup> \_\_\_\_\_ (snow)! But Gwen and Carla are in the garden.  
**GABY** The garden? Why? What <sup>9</sup> \_\_\_\_\_ (they / do)?  
**JUAN** They <sup>10</sup> \_\_\_\_\_ (make) a snowman!

### 2 VOCABULARY

**a** Write the rooms.



**b** Complete the questions with *in, on or at*.

- Do you listen to music \_\_\_\_\_ the car?
- Do you sleep \_\_\_\_\_ trains / buses / planes?
- Do you read \_\_\_\_\_ bed?
- Do you eat \_\_\_\_\_ the cinema?
- Were you \_\_\_\_\_ home yesterday for lunch?
- Did you play football \_\_\_\_\_ school?
- What's \_\_\_\_\_ the floor in this room?
- Are there any pictures \_\_\_\_\_ the walls?

**c** Ask and answer the questions in 2b.

### 3 SOUND AND SPELLING

**a** Notice the two sounds and the letters in **bold**.

- /tʃ/ **choose**
- /θ/ **three**
- /ð/ **they're**

**b** Complete the table with the words in the box. Practise saying the words.

bathroom birthday **change** **choose**  
 kitchen mother question **thanks**  
**the** **three** **they're** weather

/tʃ/	/θ/	/ð/
choose	three	they're

**c** Are the two sounds in **bold** in each sentence the same (S) or different (D)? Practise saying the sentences.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1 <b>We're</b> here.                  | 4 It's <b>real</b> hair.            |
| 2 <b>Wear</b> a <b>pair</b> of shoes. | 5 <b>Yeah</b> , it's <b>there</b> . |
| 3 <b>Their</b> house is <b>near</b> . | 6 <b>Where's</b> the <b>chair</b> ? |

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |   |                          |
|---|--------------------------|
| talk about my home                          | <input type="checkbox"/> |
| ask where people are and what they're doing | <input type="checkbox"/> |
| ask for travel information.                 | <input type="checkbox"/> |





## ↻ CAN DO OBJECTIVES

- Talk about people's lives
- Talk about things you know how to do
- Talk about opinions

# UNIT 11

## ACHIEVERS

### GETTING STARTED

**a** Look at the picture and answer the questions.

- 1 What did this man do before he went into his tent? What are his plans tomorrow?
- 2 Tick (✓) the things the man can do in his tent tonight. Why can't he do some things?

<input type="checkbox"/> listen to music	<input type="checkbox"/> cook dinner
<input type="checkbox"/> read a magazine	<input type="checkbox"/> do yoga
<input type="checkbox"/> play the guitar	<input type="checkbox"/> sleep well

- 3 What do you think he is writing in his book?
- 4 What questions do you want to ask him? Write down three.

**b** Would you like to be where this man is? Why / Why not?



## 1 READING

- a** Think of two famous people from your country (present or past). Ask and answer the questions with a partner.
- Why are / were they famous?
  - What do you know about them?
  - Do you think people from other countries know about them? Why / Why not?
- b** Read *They Were the First! Who ... ?*
- died over 15 years ago
  - had new ideas for computers
  - studied and worked at the same time
  - came from a poor family
  - lived in a few different places
  - had one child
- c** Read *They Were the First!* again. Choose one thing about each person you think is interesting and say why.

## THEY WERE THE FIRST!

### #1 THE FIRST WOMAN IN SPACE

**Valentina Tereshkova (born 1937)**

#### Who is she?

A Russian cosmonaut.

#### What did she do?

In 1963, she flew in *Vostok 6*. She went around the Earth 48 times and she was in space for almost three days.

#### Her life

She was born in 1937 in a small village in Russia. Her father was a tractor driver and her mother worked in a factory. She finished school at 16 and started work in a factory. In her free time, she studied and she also went parachute jumping.

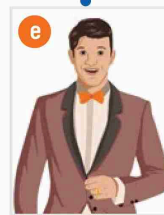
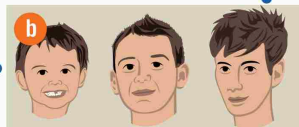
In 1963 she got married and the next year she had a daughter, Elena. After that, Valentina never flew into space again.



## 2 VOCABULARY Life events

- a** **11.01** Look at these events in a person's life. Match events 1–6 with pictures a–f. Listen and check.

- die
- grow up
- finish university
- get married
- go to school
- be born



- b** Write the events in three lists.
- everyone does this
  - most people do this
  - only some people do this

- c** Compare your lists with other students. Are they the same?

- d** Read *They Were the First!* again. Write past simple sentences about the years below.

Valentina Tereshkova  
 • 1937 • 1953 • 1963 • 1964  
 1937 – Valentina was born.

William Higinbotham  
 • 1910 • 1928 • 1932 • 1949

### Language Plus Years

To say a year, we usually say the numbers in pairs:

1937 → 19 37    *nineteen thirty-seven*    2021 → 20 21    *twenty twenty-one*

We usually use *two thousand and* with single-digit years after 2000, but not with double-digit numbers:

2001 = *two thousand and one*

2015 = *twenty fifteen*

**Note:** 1900 = *nineteen hundred*

2000 = *two thousand*

1905 = *nineteen oh five*



3 LISTENING AND GRAMMAR

Object pronouns

a **11.06** Listen to two friends talking about Valentina Tereshkova. Tick (✓) the questions you can answer after listening to their conversation.

- 1  Where did she go to school?
- 2  Why did she get the job?
- 3  How did she meet her husband?
- 4  Where does she live now?
- 5  What does she want to do in the future?



b **11.06** Listen again and answer the questions you ticked in 3a.

c **11.07** Complete the sentences from the conversation with the words in the box. Listen and check.

he him she her

- 1 \_\_\_\_\_'s a Russian cosmonaut. Do you know about \_\_\_\_\_?
- 2 She married a cosmonaut. She met \_\_\_\_\_ in 1963. \_\_\_\_\_ was in the same space programme.

d Underline the correct words to complete the rules.

- 1 We use **he** and **she** *before / after* a verb.
- 2 We use **him** and **her** *before / after* a verb or preposition.

e **»»** Now go to Grammar Focus 11A on p. 132.

4 SPEAKING

a Write four or five events in your life and the years.

2005–2019 – I *lived* in Florence.  
2019 – I *started* university.

b **»»** Work in pairs. Read your partner's sentences and ask some questions.

Where did you ...?

When did you ...?

Why did you ...?

c **»»** Tell the class two things about your partner's life.



#2 THE GRANDFATHER OF VIDEO GAMES

William Higinbotham (1910–1994)

Who was he?

An American scientist

What did he do?

In 1958, he made a video game called 'Tennis for Two'. It was the first video game in the world and people waited in line all day to play it.



His life

He was born in 1910 and he grew up in Caledonia, New York. When he was 18 he went to college and four years later he studied at Cornell University.

When he was 39 he got married and moved to Bellport, New York, where he worked at a science lab. William wanted to make a fun game for people to play at his science lab, so he made 'Tennis for Two', and he showed it during Visitor Day. It was a big success – but he didn't make any money from it!

e Sound and spelling /ɜ:/

1 **11.02** Listen to the words.

university worked thirty

Are the **marked** letters ... ?

- a all the same sound
  - b two different sounds
  - c three different sounds
- 2 **11.03** Underline the letters in these words that have the sound /ɜ:/. Listen and check.

Thursday first world shirt early weren't girl

3 **»»** Practise saying the words.

f **»»** Now go to Vocabulary Focus 11A on p. 154.

# 11B


## SHE CAN PULL A PLANE

Learn to talk about things you know how to do

**G** can for ability

**V** Abilities

### 1 READING

**a**  Look at 1–3 below. What's difficult for you to do? Why / Why not?


- 1 be cold for a long time
- 2 swim underwater
- 3 pull or carry big objects



**b** Read *Amazing Humans*. Are the amazing humans real or not?

**c** Read *Amazing Humans* again. Answer the questions.

- 1 How long can Wim Hof stay in a cold bath?
- 2 How long can the Bajau Laut people stay underwater?
- 3 How does Seema Bhadoria pull things?

**d**  Which real person/people in *Amazing Humans* can do something useful?

### 2 GRAMMAR *can*: positive and negative

**a** Complete the table. Check your answers in the text.

Positive			
I <b>can</b>	swim	We <b>can</b>	swim
You <b>can</b>	underwater.	They _____	underwater.
He/She _____			
Negative			
I <b>can't</b>	make ice.	We <b>can't</b>	make ice.
You <b>can't</b>		They _____	
He/She _____			

**b** Underline examples of *can/can't* in *Amazing Humans*. What is after *can/can't*, a noun or a verb?

**c**  Now go to Grammar Focus 11B Part 1 on p. 134.

# AMAZING HUMANS

Do you sometimes do things that are different and interesting? Do you make videos of these things? Maybe you're not Superman or Wonder Woman, but you can do something amazing. Here are some stories about people who can do amazing things!

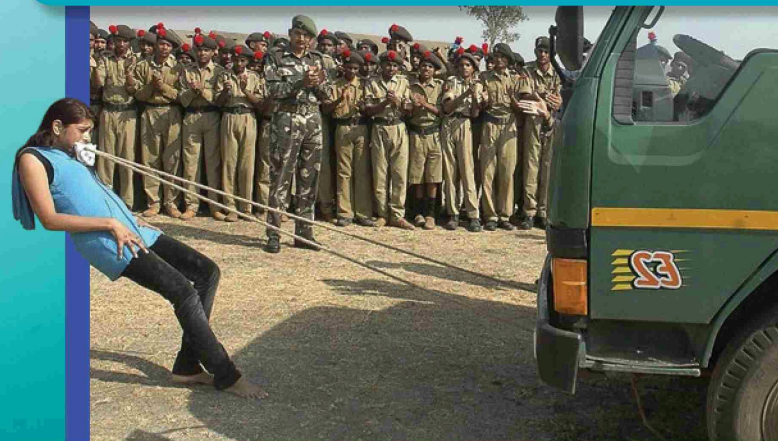
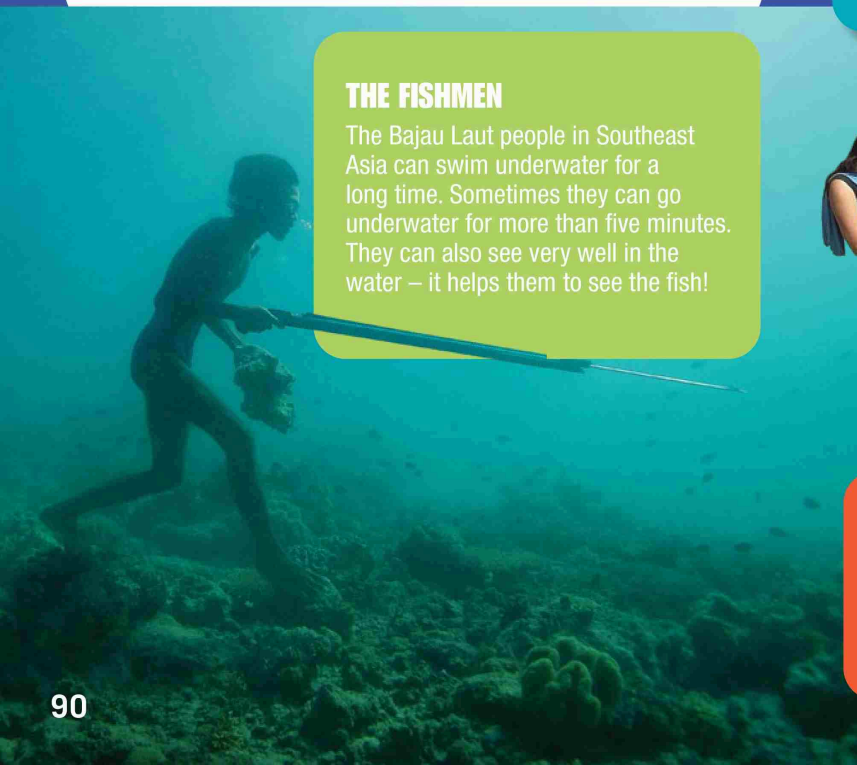


### THE ICEMAN

Wim Hof is from the Netherlands and he's often called 'The Iceman'. He can't make ice, but he can sit in a bath of ice for one hour, 52 minutes and two seconds. He doesn't feel cold. In 2009, he ran more than 40 kilometres in  $-20^{\circ}\text{C}$  wearing only shorts!

### THE FISHMEN

The Bajau Laut people in Southeast Asia can swim underwater for a long time. Sometimes they can go underwater for more than five minutes. They can also see very well in the water – it helps them to see the fish!



### THE STRONG WOMAN

Seema Bhadoria is an amazing young woman from India – she can pull really big objects with only her teeth. When she was only 18 years old she pulled a plane with her teeth! She can also pull a ship or a big truck.



### 3 VOCABULARY Abilities

a Match the verbs in the box with pictures a–d.

cook sing swim paint



b >>> Now go to Vocabulary Focus 11B on p. 155.

#### Language Plus (very / quite) well

I can swim **very well**. = I'm very good.

I can swim **well**. = I'm good.

I can swim **quite well**. = I'm OK.

I can't swim **at all**. = It's impossible for me.

c >>> Talk about people you know and what they can or can't do.

My brother can't dance very well.

### 4 LISTENING

a Read the job description. Does the school want someone who can do one thing or a lot of things?

#### JOB ALERT

CLOSE X

#### We need people to work at our summer school in Chapel Hill.

We want people who can do a lot of different things – sing, dance, play the guitar, draw, ride a horse, but we also want good teachers!

If you're interested, please send us an email or give us a call ...

b >>> Listen to Celia, the head teacher at the school, talk to Andy. Is he a good person for the job?

c >>> Listen again. What can Andy do? Complete sentences 1–4 with the words and phrases in the box.

teach ride a horse play the guitar sing dance

- 1 He can \_\_\_\_\_ and \_\_\_\_\_ quite well.
- 2 He can \_\_\_\_\_ very well.
- 3 He can't \_\_\_\_\_ very well.
- 4 He can't \_\_\_\_\_ at all.

### 5 GRAMMAR can: questions

a >>> Complete the conversations. Listen and check your answers.

1 CELIA And \_\_\_\_\_ sing?

ANDY Yes, \_\_\_\_\_.

2 CELIA \_\_\_\_\_ dance well?

ANDY No, \_\_\_\_\_.

b >>> Now go to Grammar Focus 11B Part 2 on p. 134.

c >>> Pronunciation Listen to the sentences. Tick (✓) when *can* / *can't* is stressed.

1  I can sing quite well.

3  Can you sing?

2  I can't dance very well.

4  Yes, I can.

d >>> Practise saying the sentences. Underline the correct words to complete the rules.

*Can* is / *isn't* stressed in positive sentences and questions.

*Can* is / *isn't* stressed in negative sentences and short answers.

e >>> Complete the conversation with the correct form of *can*. Listen and check.

A \_\_\_\_\_ Andy play the guitar?

B Yes, he \_\_\_\_\_.

A And \_\_\_\_\_ he ride a horse?

B Yes, he \_\_\_\_\_ ride a horse very well.

A \_\_\_\_\_ he teach?

B No, he \_\_\_\_\_ teach at all.

f >>> Practise the conversation in 5e with a partner.

### 6 SPEAKING

a >>> Work in pairs. Write one question with *can* for each topic.

• sports

Can you play tennis?

• food

Can you make a cake?

• language

• music / art

b >>> Work with a new partner. Ask and answer your questions in 6a.

Can you play tennis?

No, I can't play tennis at all.

c >>> Work with your first partner again. Tell them about your second partner.

Lola can speak German quite well, but she can't speak Italian.



### 1 LISTENING

**a** Ask and answer the questions.

- 1 What's your favourite room in your house?
- 2 What things have you got there?

**b** Look at pictures a–c. Which is the best description of the story, 1 or 2?

- 1 Sophia, Megan and James arrive home. They tell James about the fun things they did in Henley. Sophia knows where she wants to put the clock.
- 2 Sophia, Megan and James arrive home. Megan and James talk about places to visit in London. They like different places. Sophia can't choose a good place for the clock.

**c** **11.17** Watch or listen. Check your answer in 1b.

**d** **11.17** Watch or listen again and answer the questions.

- 1 What does James think of the clock?
- 2 What did Sophia think of Henley?
- 3 Why doesn't Megan like London Zoo?
- 4 Why doesn't James like the Tower of London?
- 5 Why does James think a clock in the bedroom is a bad idea?
- 6 Where does Sophia choose to put the clock?

**e** Are there any interesting places to visit in / near your town or city?



### 2 USEFUL LANGUAGE Talking about opinions

**a** Look at the expressions. Do we use them to ... ?

- a ask an opinion
- b give an opinion
- c have the same opinion
- d have a different opinion

- 1 Did you like Henley?
- 2 I don't think so.
- 3 Maybe you're right.
- 4 I don't think the bedroom is a good idea.
- 5 I think London Zoo is very nice.
- 6 What about the Tower of London?
- 7 I think you're right.
- 8 What do you think?

**11.18** Listen and check your answers.

**b** **11.18** **Pronunciation** Listen to sentences 1–8 in 2a again. Underline the main stress. Listen again and repeat.

**c** **11.19** Look at expressions 1–4. Are they in group a, b, c or d in 2a? Listen and check.

- 1 Yes, I agree.
- 2 Do you like this clock?
- 3 What do you think of London?
- 4 I'm not so sure.

**d** **11.20** Put the words in the correct order to make expressions. Listen and check.

- 1 very interesting / museum is / I think the .
- 2 you think / what do / new restaurant / of the ?
- 3 you're / I think / right .
- 4 so / think / I don't .
- 5 the colour blue / I don't think / is a good idea .

**e** Complete the conversation with your ideas.

**A** What do you think of English?

**YOU** \_\_\_\_\_

**A** Yes, maybe you're right. What about the grammar?

**YOU** \_\_\_\_\_

**A** Really? I don't think so. I think your language is very difficult.

**YOU** \_\_\_\_\_

**A** Well, all languages are a bit difficult.

**YOU** \_\_\_\_\_

**f** Practise the conversation in 2e with a partner. Take turns to be A.





### 3 PRONUNCIATION Consonant clusters

**a** 11.21 Listen to the words. Notice how the **marked** letters are pronounced. Listen again and repeat.

- 1 /t/ right
- 2 /ŋk/ think
- 3 /st/ tourist

**b** 11.22 Listen and match the **marked** letters in 1–6 with a–f.

- |         |             |              |
|---------|-------------|--------------|
| 1 ask   | 3 find      | 5 restaurant |
| 2 dance | 4 difficult | 6 six        |
| a /nt/  | c /sk/      | e /nd/       |
| b /lt/  | d /ks/      | f /ns/       |

**c** Practise saying the words.

### 4 SPEAKING

**Communication 11C**

Student A: Go to p. 113.

Student B: Go to p. 114.

### 5 WRITING

**a** Read Sophia's email to a friend in Canada. What does she like about her life in London?



Hi Lisa,  
 Thanks for your email – it was nice to hear from you. Things in London are going well. It's a big city and there are lots of things I can do. I'm making some new friends here. I work in an office with a girl called Megan. She's from London and she's very friendly. She helped me a lot when I arrived. I also know her cousin James. He's very kind. I often see them at the weekend.  
 My flat is quite big. It's comfortable and I like it a lot. It's near my office, so I can walk to work every day. I like that!  
 I miss my family at home and I miss my friends, too! Write again soon.  
 Love,  
 Sophia

**b** Now go to Writing Plus 11C on p. 163 for Pronouns.

**c** Write an email to a friend. Tell them about your life now. Here are some ideas:

- Say hi and thank the person for his/her email. (*Hi ... Thanks ...*)
- Write about your life – your job or studies. (*I'm working / studying ...*)
- Write about family and/or friends. (*My parents are well ... I see my friend Luisa every ...*)
- Say goodbye and ask the person to write to you. (*Goodbye for now ... Love / Best wishes ...*)

**d** Read another student's email. What's interesting about their life?

## UNIT PROGRESS TEST

### CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 11

## Review

### 1 GRAMMAR

a Complete the sentences with the correct pronoun.

- I like Rob, but I don't think he likes \_\_\_\_\_.
- Those shoes are beautiful. Can I buy \_\_\_\_\_, please?
- Sarah's a good friend. I met \_\_\_\_\_ at university.
- My husband and I live in the city, but my parents live in a small village. They sometimes visit \_\_\_\_\_ at the weekend.
- They had a baby boy and they called \_\_\_\_\_ Antonio.
- Happy birthday! I got \_\_\_\_\_ a present!
- Your car is dirty. You need to clean \_\_\_\_\_.

b Look at the table. Then complete the conversation with the words and phrases in the box.

	dance	play tennis	ride a horse
Beto	x	✓✓	✓
Melanie	✓	x	✓✓

can (x4) can't can she can you  
he can't I can she can

- A <sup>1</sup> \_\_\_\_\_ Beto dance?  
 B No, <sup>2</sup> \_\_\_\_\_. But he <sup>3</sup> \_\_\_\_\_ play tennis very well and he <sup>4</sup> \_\_\_\_\_ ride a horse.  
 A What about Melanie? <sup>5</sup> \_\_\_\_\_ ride a horse?  
 B Yes, <sup>6</sup> \_\_\_\_\_. She can ride a horse very well and she <sup>7</sup> \_\_\_\_\_ dance, but she <sup>8</sup> \_\_\_\_\_ play tennis.  
 A What about you? <sup>9</sup> \_\_\_\_\_ play tennis?  
 B Yes, <sup>10</sup> \_\_\_\_\_.
- c Ask a partner about the activities in 1b. Use *Can you ...?*

### 2 VOCABULARY

a Complete the text with the correct form of the verb phrases in the box.

have a baby boy finish school be born  
go to university die grow up get married

My parents met in London and I <sup>1</sup> \_\_\_\_\_ in England, but my family came here to New Zealand when I was three. I <sup>2</sup> \_\_\_\_\_ here and I don't remember anything about England. I <sup>3</sup> \_\_\_\_\_ when I was sixteen. I got a job at a hotel, but it wasn't very interesting. Then I <sup>4</sup> \_\_\_\_\_ in Australia. I studied engineering and I met Daniela – she's now my wife! Daniela and I <sup>5</sup> \_\_\_\_\_ five years ago. We both got good jobs in Australia, but then my father <sup>6</sup> \_\_\_\_\_, so we came back here to New Zealand to be near my mum. We <sup>7</sup> \_\_\_\_\_ last year. Life is good!

b Complete the verb phrases with the words in the box.

dinner basketball a motorbike songs to work walls

play	cards, <sup>1</sup> _____, volleyball
sing	<sup>2</sup> _____
paint	a picture, <sup>3</sup> _____
ride	a horse, <sup>4</sup> _____, a bike
drive	a car, <sup>5</sup> _____
cook	<sup>6</sup> _____



c Which of the things in 2b do you do every day? Which do you sometimes do? Which do you never do?

### 3 SOUND AND SPELLING

a **11.23** Tick (✓) the words with an /ɜ:/ sound. Practise saying the words.

- |                                     |                                  |
|-------------------------------------|----------------------------------|
| <input type="checkbox"/> thirteen   | <input type="checkbox"/> cooked  |
| <input type="checkbox"/> born       | <input type="checkbox"/> swam    |
| <input type="checkbox"/> university | <input type="checkbox"/> thirty  |
| <input type="checkbox"/> rode       | <input type="checkbox"/> worked  |
| <input type="checkbox"/> sand       | <input type="checkbox"/> married |
| <input type="checkbox"/> weren't    |                                  |

b **11.24** Are the sounds in **bold** the same (S) or different (D)? Practise saying the words.

- |                                |                                  |
|--------------------------------|----------------------------------|
| 1 six – <b>thanks</b>          | 4 <b>tourist</b> – <b>danced</b> |
| 2 <b>dance</b> – <b>answer</b> | 5 <b>ask</b> – <b>school</b>     |
| 3 <b>right</b> – <b>white</b>  | 6 <b>sing</b> – <b>sang</b>      |

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

### I CAN ...

- |                                    |                          |
|------------------------------------|--------------------------|
| talk about people's lives          | <input type="checkbox"/> |
| talk about things I know how to do | <input type="checkbox"/> |
| talk about opinions.               | <input type="checkbox"/> |



- Talk about future plans
- Ask and answer about future plans
- Make and accept invitations



# UNIT 12

## PLANS

### GETTING STARTED

**a** 🗨️ Look at the picture and answer the questions.

- 1 Do you think this family are going to ... ?
  - go on a long or short holiday
  - go somewhere near or far
  - go somewhere hot or cold
  - go by car or drive to the airport

Why?

- 2 What did the man do ... ?
  - the day before the trip
  - the morning of the trip
  - a month before the trip
- 3 What do you think this family is going to do on the trip? Why?

**b** 🗨️ Talk about the questions.

- 1 When you go on holiday, do you pack too much or not enough?
- 2 What do you sometimes forget to take when you go on holiday?







### 3 VOCABULARY Months and future time expressions; Ordinal numbers

a It's Monday morning. Put time expressions 1–6 in the correct place on the timeline.

- 1 this evening    2 on Friday    3 next Monday    4 tomorrow    5 at the weekend    6 this Wednesday



**Language Plus** The date

What's the date today? It's **the fifth of August**.

When's your birthday? It's **on the twentieth of March**.

**Note:** With dates we use ordinal numbers:  
first, second, third, fourth ...

b **➤** Now go to Vocabulary Focus 12A on p. 156.

c **💬** Ask and answer the questions with a partner. Use time expressions in your answers.

- When's your next English class?
- When's your next English test?
- When's your birthday?

It's on the **fifteenth** of November.

### 4 LISTENING

a **▶ 12.06** Listen to Paola (P), Yaz (Y) and Nikita (N) talk about their holiday plans this summer. Match them with pictures a–c.

b **▶ 12.06** Listen again. Are the sentences true (T) or false (F)?

- Paola often goes to a cooking school for her holiday.
- The trip to Norway is a different kind of holiday for Yaz.
- Nikita doesn't want to make money on the farm.

c **💬** Which holiday plan do you like? Which don't you like? Why?



### 5 GRAMMAR be going to: negative

a **▶ 12.07** Listen and complete the sentences.

- PAOLA** I \_\_\_\_\_ going \_\_\_\_\_ have a normal holiday.
- YAZ** We \_\_\_\_\_ going \_\_\_\_\_ do that this year.

b **➤** Now go to Grammar Focus 12A Part 2 on p. 134.

c **▶ 12.09** Complete the conversations. Listen and check.

- A** After class, I' \_\_\_\_\_ not \_\_\_\_\_ to do my homework.  
**B** Why not?  
**A** I'm tired. I'm going \_\_\_\_\_ do it tomorrow.
- C** After class, I' \_\_\_\_\_ not \_\_\_\_\_ to go home.  
**D** Why not?  
**C** I'm going \_\_\_\_\_ meet friends in a café.

d **💬** Practise the conversations in 5c. Use your own ideas to have similar conversations.

### 6 SPEAKING

a Write two things you're going to do on your next holiday. Think about:

- places
- activities
- places to stay
- things to buy
- sports
- people

b Write two things from your everyday life you aren't going to do on your holiday.

- things you do at school / work
- things you do at home

c **💬** Talk to other students about your ideas in 6a and 6b. Do you all have the same ideas?

I'm going to go to the beach.

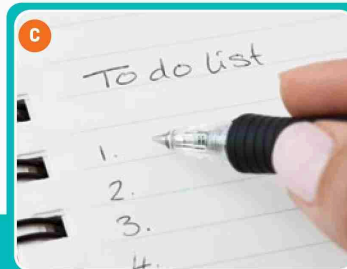
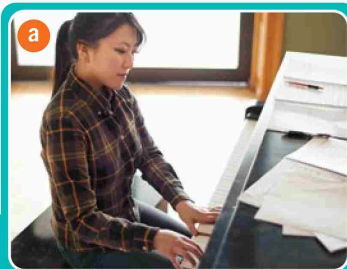
I'm not going to read work emails.



## ONLY 4,000 WEEKENDS IN YOUR LIFE! So, What Are You Going To Do With Them?

What's your answer to this question? Perhaps it's 'I don't know' or 'Not a lot'. In her new book, *What the Most Successful People Do on the Weekend*, Laura Vanderkam says these are bad answers. She says the weekend is a time to relax, but also a time to do interesting things. With only 4,000 weekends in our life, each one is important. So don't just sit on the sofa and watch TV. It's a good idea to plan the weekend – then you can use the time well. Here are some of her ideas:

- 1 Plan three to five activities to do at the weekend and write them down. Be sure you do these things.
- 2 Plan to read a book. Buy a book for the weekend and then plan a time to read it.
- 3 Write a list of 100 'big' things you'd like to do in your life. Choose one to do this weekend.
- 4 Get up early. Between 6:00 and 8:00 in the morning is the best time to do things. Plan to wake up early and do something before breakfast!
- 5 Turn off your phone and don't use your computer. You can read your emails on Monday. On Sunday evening, go for a run, play some music or do yoga so you relax and don't think about work.
- 6 Don't clean your house or flat at the weekend. It's a time to do things you like!



### 1 READING

- a** Talk about sentences 1–3 in small groups. Which are true for you?
- 1 Weekends are too short and we don't have many of them.
  - 2 It's not a good idea to do a lot at the weekend.
  - 3 It's important to use the time well at the weekend.
- b** Read about Laura Vanderkam's new book. Which sentence in 1a is her main idea?
- c** Look at pictures a–e. Which does Laura say are good things to do at the weekend? Which aren't good?
- d** Look at Wendy's, David's and Rachel's plans for the weekend. Match them with ideas 1–3 in the text.
- e** What do you think of Laura's ideas? Which do you like? Which don't you like? Why / Why not?

Great ideas! I'd like to try them.

That's not my idea of a good weekend.

Interesting ideas, but ...

### Wendy's big ideas

- I'd like to ...
- make a cheesecake
  - visit Paris
  - paint my room
  - learn Chinese
  - read a book by Stephen King
  - start a blog
  - go skydiving

### DAVID'S SCHEDULE

SUNDAY	
10:00	
11:00	
12:00	Sit in the park and read my new book.
1:00	
2:00	Play football with friends.

### Rachel's weekend to-do list

This weekend I'm going to:

- 1 go for a long run (10 km or more!).
- 2 invite some friends for dinner.
- 3 have my first tennis lesson.



## 2 VOCABULARY Common verbs and collocations

a 12.10 Match the verbs in the box with the words and phrases in 1–8. Listen and check.

paint clean use make invite visit go do

- 1 \_\_\_\_\_ sport / your homework
- 2 \_\_\_\_\_ someone to a party
- 3 \_\_\_\_\_ a friend
- 4 \_\_\_\_\_ a list / lunch
- 5 \_\_\_\_\_ a picture / a wall
- 6 \_\_\_\_\_ your flat / your windows
- 7 \_\_\_\_\_ your phone / the Internet
- 8 \_\_\_\_\_ for a walk / shopping / to a museum

b Find examples of each verb on page 98. Add them to 1–8 in 2a.

c Tell a partner which activities in 2a and 2b you do at the weekend.

I always ... I often ...  
I sometimes ... I never ...

d Now go to Vocabulary Focus 12B on p. 157.

e Sound and spelling /v/ and /w/

1 12.12 Listen and practise these sounds.

1 /v/ visit      2 /w/ weekend

2 12.13 Listen to these words and practise saying them.

invite verb watch with evening well never

## 3 LISTENING AND GRAMMAR *be going to*: questions

a 12.14 Listen to Lee and Marcus talk to a friend about their weekend plans. Write their names on the line.

NO PLAN



CLEAR PLAN

b 12.14 Listen again. Tick (✓) the things you know after listening to the conversations.

- 1  the name of the film Lee's going to see
- 2  Lee's plans for Sunday
- 3  Marcus's shopping plans
- 4  the name of the restaurant Marcus is going to go to
- 5  Marcus's plans for Sunday

c 12.15 Tick (✓) the correct questions in 1–2. Listen and check.

- 1 a  What are you going to do on Saturday?  
b  What you are going to do on Saturday?
- 2 a  You going to go shopping?  
b  Are you going to go shopping?

d Now go to Grammar Focus 12B on p. 134.

e 12.18 Put the words in the correct order to make questions. Listen and check.

- 1 what / you / this weekend / do / going to / are ?
- 2 go out / you / are / going to ?
- 3 what / going to / film / see / are / you ?
- 4 you / are / buy / going to / what ?
- 5 go / going to / where / you / are ?

f Have two conversations with a partner.

- 1 Student A: You're Lee.  
Student B: Ask questions 1, 2 and 3 in 3e.
- 2 Student B: You're Marcus.  
Student A: Ask questions 1, 4 and 5 in 3e.

## 4 SPEAKING

a Write questions to ask your partner about their plans. Use the ideas below and *be going to*.

- this evening
- the weekend
- on your next birthday

b Ask your partner your questions in 4a. Listen to the answers and write your partner's name on the line in 3a.

c Compare your line with other students. Who has clear plans for the future?





### 1 LISTENING

- a** You invite friends for a meal. Which of these things do you do? Write *Yes*, *No* or *Sometimes*.
- make special food
  - use the best plates
  - wear your best clothes
  - play music when you eat
  - eat at a fixed time
  - cook with your friends
- b** Talk about your ideas in 1a with a partner.
- c** Look at pictures a and b. Why do you think James calls Sophia?
- d** **12.19** Watch or listen to Part 1. Check your answer in 1c.
- e** **12.19** Watch or listen to Part 1 again. Underline the correct answer.
- 1 Sophia's plates are *new* / *old*.
  - 2 Sophia wants to *help James* / *thank James*.
  - 3 James *is* / *isn't* happy about the invitation.



### 2 USEFUL LANGUAGE Making and accepting invitations

- a** Look at the expressions. Do we use them to ... ?
- a make an invitation      c say no to an invitation  
b accept an invitation
- 1 Would you like to come for dinner?
  - 2 I'd love to, but ...
  - 3 I'd love to come. Thank you.
  - 4 Are you free on Friday?
  - 5 Sorry, I'm busy then.
  - 6 Saturday's OK.

**12.20** Listen and check your answers.

- b** **12.21** Complete the conversation with the words in the box. Listen and check.

sorry   thank   love   like   OK   free   busy

- A** Would you <sup>1</sup>\_\_\_\_\_ to come to the cinema?  
**B** Yes, I'd <sup>2</sup>\_\_\_\_\_ to come. <sup>3</sup>\_\_\_\_\_ you.  
**A** Are you <sup>4</sup>\_\_\_\_\_ on Saturday?  
**B** No, <sup>5</sup>\_\_\_\_\_, I'm <sup>6</sup>\_\_\_\_\_ on Saturday. But Sunday's <sup>7</sup>\_\_\_\_\_.  
**A** OK, we can go on Sunday.

- c** Practise the conversation in 2b with a partner.

### 3 LISTENING

- a** Look at picture c and talk about the questions.
- 1 Where is James going?
  - 2 Why did he buy flowers?
- b** **12.22** Watch or listen to Part 2. Check your answers in 3a.
- c** **12.22** Watch or listen to Part 2 again. What is Sophia's news? Tick (✓) the correct answer.
- 1  She's going to leave her job.
  - 2  She's going to go back to Canada.
  - 3  She's going to stay in London.
- d** Match 1–4 with a–d.

1 James is surprised	because	a James and Megan helped her.
2 Sophia wants to say thank you		b Megan is there too.
3 Sophia wasn't happy in London		c she has new friends.
4 Now she wants to stay		d she missed her friends in Canada.



#### 4 PRONUNCIATION Sound and spelling: oo

a 12.23 Listen to these sentences. When is *oo* an /u:/ sound? When is it an /ʊ/ sound?

- 1 Good – now you're both here.
- 2 I'll bring the food.

b 12.24 Listen to these words. Put them in the correct place in the table.

cool cook spoon look  
book soon football

Sound 1 /ʊ/	Sound 2 /u:/
good	food

c Practise saying the words in 2b with a partner.

#### 5 SPEAKING

##### » Communication 12C

Student A: Go to p. 110.

Student B: Go to p. 115.



#### 6 WRITING

a James and Megan wrote invitations to friends. Read the invitations and the replies. Do Jon and Emma say yes or no? Why?

✉ ✎ ☆ 🚩
✕

**Birthday on Saturday**

Hi Jon,  
It's my birthday on Saturday. Would you like to come to my party? It's at my flat and it starts at 9:00.  
See you then, I hope.  
James

✉ ✎ ☆ 🚩
✕

**RE: Birthday on Saturday**

Hi James,  
Thanks, I'd love to come, but I'm not in London. I'm in Sheffield and I'm staying here till Sunday.  
Hope you have a great time! See you next week.  
Jon

✉ ✎ ☆ 🚩
✕

**Let's meet up**

Hi Emma,  
I'm in town this afternoon. Would you like to meet for coffee?  
We could go to Café Roma. It's just near your office. I'm free at 4:00. Is that OK for you?  
Megan

✉ ✎ ☆ 🚩
✕

**RE: Let's meet up**

Hi Megan,  
Sorry, I'm working till 6:30.  
Café Roma's a great idea. Maybe we could meet there tomorrow for lunch. Are you in town then?  
Emma

b Now go to Writing Plus 12C on p. 163 for Paragraphs.

c You want to meet a friend. Think of a place and time. Write an invitation. Here are some ideas:

Would you like to ... ?                      We could ...  
I'm free at ...                                      Is that OK for you?  
See you ...

d Read another student's invitation. Write a reply.

### UNIT PROGRESS TEST

#### ➔ CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

# UNIT 12

## Review

### 1 GRAMMAR

a Complete Emily's email with *be going to* and the verbs in brackets.

✉ ✍ ★ 🚩 ✕

Hi Mia,

I have so many plans for this week! This afternoon I <sup>1</sup>\_\_\_\_\_ (study), and then I <sup>2</sup>\_\_\_\_\_ (work) from Tuesday to Thursday. On Wednesday evening I <sup>3</sup>\_\_\_\_\_ (cook) for my parents and then on Thursday evening Marco <sup>4</sup>\_\_\_\_\_ (cook) dinner for me!

I <sup>5</sup>\_\_\_\_\_ (not / work) on Friday morning because you <sup>6</sup>\_\_\_\_\_ (arrive) at lunchtime! James <sup>7</sup>\_\_\_\_\_ (have) a party on Friday evening. Do you want to go? He <sup>8</sup>\_\_\_\_\_ (not / invite) a lot of people.

It's a busy week for me! So I <sup>9</sup>\_\_\_\_\_ (not / do) any work or housework at the weekend and we <sup>10</sup>\_\_\_\_\_ (not / go) to a lot of different places! I hope that's OK.

See you on Friday!

Emily

b Correct the sentences.

- > 'Is your friend going to have lunch with us?' 'No, she not.'  
No, she isn't.
- 'You are going to watch TV this evening?' 'No, I'm not.'
  - Are your mum going to cook your dinner this evening?
  - 'Are you going to clean your bedroom?' 'Yes, I'm going.'
  - What do you going to wear tomorrow?
  - 'Are your friends going to visit you today?' 'Yes, they're.'
  - What you going to do next summer?

c Ask and answer the questions in 1b. Use *be going to*.

### 2 VOCABULARY

a ~~Cross out~~ the answers that are NOT possible.

- |                                |                       |
|--------------------------------|-----------------------|
| 1 tomorrow / on tomorrow       | 5 next / at weekend   |
| 2 this / in / next / on Friday | 6 on / in Sunday      |
| 3 at / in the weekend          | 7 in / on three weeks |
| 4 on / this / in / next June   | 8 this / at afternoon |

b Complete the ordinal numbers.

- > 6th    s i x ± h  
 1 2nd    s \_\_\_\_\_ d  
 2 30th    t \_\_\_\_\_ h  
 3 21st    t \_\_\_\_\_ y-f \_\_\_\_\_ t  
 4 3rd    t \_\_\_\_\_ d  
 5 15th    f \_\_\_\_\_ h  
 6 9th    n \_\_\_\_\_ h

c Complete the questions with the words in the box.

clean do invite make use go

- Do you often \_\_\_\_\_ to museums?
- Are you going to \_\_\_\_\_ a cake this weekend?
- Did you \_\_\_\_\_ any sport yesterday?
- Are you going to \_\_\_\_\_ your bedroom today?
- Do you \_\_\_\_\_ your computer every day?
- Are you going to \_\_\_\_\_ someone for lunch next week?



d Ask and answer the questions in 2c.

### 3 SOUND AND SPELLING

a 12.25 Circle the /v/ sounds in the phrases and underline the /w/ sounds. Practise saying the phrases and sentences.

- visit in the evening
- We never invite Wendy.
- I love weekends in winter.
- win video games every week
- watch TV with Vicky and William
- on Wednesday, the twelfth of November

b 12.26 Complete the table with the words in the box. Practise saying the words.

good book football boots  
cool look school soon

/ɒ/	/u:/
cooking	spoon

## REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well    2 = well    1 = not so well

### I CAN ...

- |                                   |                          |
|-----------------------------------|--------------------------|
| talk about future plans           | <input type="checkbox"/> |
| ask and answer about future plans | <input type="checkbox"/> |
| make and accept invitations.      | <input type="checkbox"/> |



# Phonemic symbols

## Vowel sounds

### Short

/ə/	/æ/	/ʊ/	/ɒ/	/ɪ/	/i/	/e/	/ʌ/
break <b>fast</b>	ma <b>n</b>	pu <b>t</b>	go <b>t</b>	chi <b>p</b>	happ <b>y</b>	me <b>n</b>	u <b>p</b>

### Long

/ɜ:/	/ɑ:/	/u:/	/ɔ:/	/i:/
shi <b>rt</b>	pa <b>rt</b>	wh <b>o</b>	walk	chea <b>p</b>

## Diphthongs (two vowel sounds)

/eə/	/ɪə/	/ʊə/	/ɔɪ/	/aɪ/	/eɪ/	/əʊ/	/aʊ/
hair	near	tour	boy	nine	eight	window	now

## Consonants

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/
pic <b>nic</b>	bo <b>ok</b>	fa <b>ce</b>	ve <b>ry</b>	ti <b>me</b>	do <b>g</b>	co <b>ld</b>	g <b>o</b>
/θ/	/ð/	/tʃ/	/dʒ/	/s/	/z/	/ʃ/	/ʒ/
thi <b>nk</b>	th <b>e</b>	ch <b>air</b>	jo <b>b</b>	se <b>a</b>	zo <b>o</b>	sh <b>oe</b>	televi <b>sion</b>
/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/
me	no <b>w</b>	sing	h <b>ot</b>	la <b>te</b>	re <b>d</b>	w <b>ent</b>	ye <b>s</b>

## Irregular verbs

Infinitive	Simple past
be	was
begin	began
buy	bought
catch	caught
choose	chose
come	came
do	did
drink	drank
drive	drove
eat	ate
feel	felt
find	found
fly	flew
forget	forgot
get	got
give	gave
go	went
grow up	grew up
have	had
hear	heard
know	knew
learn	learned / learnt
leave	left
lose	lost

Infinitive	Simple past
meet	met
pay	paid
put	put
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spell	spelled / spelt
swim	swam
take	took
teach	taught
tell	told
think	thought
understand	understood
wake up	woke up
wear	wore
write	wrote

# COMMUNICATION PLUS

## 1A STUDENT A

- a** You're Yoshi from Japan. You're a student. Complete the conversation.
- A** Hello, I'm \_\_\_\_\_.
- B** Hi, I'm Bella. Nice to meet you.
- A** Are you from the UK?
- B** No, I'm not. I'm from the USA. And you?
- A** I'm from \_\_\_\_\_.
- B** Are you a teacher?
- A** No, I'm a \_\_\_\_\_. And you?
- B** I'm a teacher.
- b** Have a conversation with Student B.
- c** Choose a name and a country and have another conversation.

## 1B STUDENT A



Jenna = British   Doruk = Turkish   Sandra = Italian

- a** Look at the picture and the information box. Then cover the box.
- b** Tell Student B the names of the people and answer Student B's questions.
- c** Listen to Student B talk about the people in the picture. Then ask Student B about the nationalities of the people.

Are they Spanish?

No, they aren't.  
They're Brazilian.

This is ...

## 2A STUDENT A

- a** Read the information about Kate.
- Name:** Kate
- Town/city:** Ely – small city near Cambridge, in England
- Home:** beautiful, old house
- b** Tell Students B and C about Kate.

Her name's ...

She's from ...

Her home is ...

- c** Listen to Students B and C talk about two people. What information is the same about all three people?

## 2B STUDENT A

- a** Look at the picture. Student B has a similar picture. Ask and answer questions to find seven differences.



Do you have a phone in your picture?

I have two phones.

- b** ➤➤➤ Now go back to p. 19.



### 4C STUDENT A

- a Look at the pictures. The two people are your friends. You want to show the pictures to Student B. Think about what you want to say.



Rob, teacher, interesting



Carla, hotel manager, happy

- b Cover the information under the pictures. Show them to Student B and talk about your friends.

These are my friends Rob and Carla.

- c Ask Student B about his/her two friends.

Do you have photos of your friends?

- d >>> Now go back to p. 37.

### 4A STUDENT A

- a Read the information.

- You live in Paris, France, but you work three days a week in London, in the UK.
- You work two days a week at home.
- You study French and you go to lessons on Friday.



- b Start a conversation with Student B about their life. Use the questions below to help you.

Where do you live?

Do you work in ... ?

Do you speak ... ?

- c Listen to Student B and reply.

I live in ...

I speak a little ...

### 2C STUDENT A

- a Ask Student B about his/her:

- surname
- address
- phone number
- email address

What's your surname?

- b Read the information on your card. Answer Student B's questions.

**Surname:** Ramirez  
**Address:** 5 High Street  
**Phone number:** (714) 555-4321  
**Email address:** toniramirez@travelmail.com

- c >>> Now go back to p. 20.

### 3B STUDENT A

- a Ask Student B the time in these cities:

- Paris
- Rio de Janeiro
- Beijing
- Los Angeles

- b Answer Student B's questions about the time in these cities.



Tokyo



New York



Mexico City



Berlin

- c >>> Now go back to p. 27.

### 4B STUDENT A

- a Read the information about Omar on your card.

'I'm a student. I'm 19 and I study English at Cairo University, in Egypt. I live at home with my parents. My mother is a teacher and my father works at the Bank of Cairo. He's a bank manager. I have one brother. He's married and he lives in Dubai. He works at Dubai Airport.'

- b Tell Student B about Omar.

He's a student.  
He studies English ...

- c Listen to Student B talk about Monica. Find six things that are the same about Omar and Monica.

1 They're both students.

- d >>> Now go back to p. 35.

## 1A STUDENT B

**a** You're Bella from the USA. You're a teacher. Complete the conversation.

**A** Hello, I'm Yoshi.

**B** Hi, I'm \_\_\_\_\_. Nice to meet you.

**A** Are you from the UK?

**B** No, I'm not. I'm from \_\_\_\_\_. And you?

**A** I'm from Japan.

**B** Are you a \_\_\_\_\_?

**A** No, I'm a student. And you?

**B** I'm a \_\_\_\_\_.

**b** Have a conversation with Student A.

**c** Choose a name and a country and have another conversation.

## 1B STUDENT B



Sara = Spanish   Luis and Marta = Brazilian   Thomas = French

**a** Look at the picture and the information in the box. Then cover the box.

**b** Listen to Student A talk about the people in the picture. Then ask Student A about the nationalities of the people.

Is he British?

No, he isn't. He's Turkish.

**c** Tell Student A the names of the people and answer Student A's questions.

This is ...

## 2A STUDENT B

**a** Read the information about Carla.

**Name:** Carla

**Town/city:** Hamilton – small city near Toronto, in Canada

**Home:** nice, new flat

**b** Listen to Student A.

**c** Tell Students A and C about Carla.

Her name's ...

She's from ...

Her home is ...

**d** Listen to Student C talk. What information is the same about all three people?

## 2B STUDENT B

**a** Look at the picture. Student A has a similar picture. Ask and answer questions to find seven differences.



Do you have keys in your picture?

I have one key.

**b** >>> Now go back to p. 19.

## 5C STUDENT B

**a Conversation 1.** You're on a street you know. Use the information to answer Student A's questions.

a hotel: not near here – near the train station

cafés: Black Cat Café on this street

**b Conversation 2.** Now you're on a street you don't know. Ask Student A about:

- a bank
- shops

**c** >>> Now go back to p. 45.



**5B STUDENT B**

a Read the information about a hotel on your card.

### Hotel Helena

- Rooms with showers and TVs
- Restaurant
- Swimming pool
- Car park

**Note:** *There isn't free wi-fi in the hotel. You pay for it.*

b Student A has information about a hostel. Ask and answer questions to find what things are the same and what things are different at the hotel and the hostel.

Is there free wi-fi at the hostel?

Yes, there is.

**6A STUDENT B**

a Look at the information about Sarah and Hassan. Make positive (+) and negative (-) sentences.

<ul style="list-style-type: none"> <li>+ meet a lot of people</li> <li>+ work in a restaurant</li> <li>→ a waitress</li> </ul>	<ul style="list-style-type: none"> <li>- work in the morning</li> <li>- sit a lot</li> </ul>
--	--

**Sarah**

<ul style="list-style-type: none"> <li>+ meet a lot of of people</li> <li>+ like his job</li> <li>→ a taxi driver</li> </ul>	<ul style="list-style-type: none"> <li>- work during the day</li> <li>- work very hard</li> </ul>
--	---

**Hassan**

b Ask Student A about Rosa and Franco. Say: *Tell me about ...*. Can you guess their jobs?

**Rosa**

**Franco**

c Tell Student A about Sarah and Hassan. Don't say their jobs.

Sarah meets a lot of people.

**3B STUDENT B**

a Answer Student A's questions about the time in these cities.

Paris

Rio de Janeiro

Beijing

Los Angeles

b Ask Student A the time in these cities:

- Tokyo
- Mexico City
- New York
- Berlin

c >>> Now go back to p. 27.

**6B STUDENT B**

a Peter and Gamal live in the same flat. Read about Peter's daily routine.

Peter works at a bank. He always wakes up at 6:30. He gets up at 7:00, has a coffee and goes to work. He starts work at 8:30 and he finishes at 5:30. He gets home at 6:00, has dinner and watches TV. Sometimes he goes out, but he always goes to bed at 10:30.



b Answer Student A's questions about Peter.

c Ask Student A questions about Gamal. Then write the answers.

When does he go to class?

What does he do in the afternoon?

- When / get up? 9:00
- What / do in the evening?
- When / go to class?
- When / start work?
- What / do in the afternoon?
- When / finish work?
- When / get home?
- When / go to bed?

d When does Peter see Gamal?

## 4A STUDENT B

a Read the information.

- You live in Monterrey, Mexico, but you work four days a week in Austin, Texas, in the USA.
- You work one day a week at home.
- You study Spanish and you go to lessons on Saturday.



b Listen to Student A and reply.

I live in ...

I speak a little ...

c Start a conversation with Student A about their life. Use the questions below to help you.

Where do you live?

Do you work in ... ?

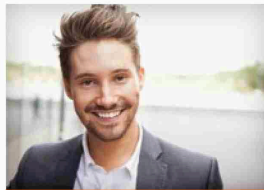
Do you speak ... ?

## 4C STUDENT B

a Look at the pictures. The two people are your friends. You want to show the pictures to Student A. Think about what you want to say.



Haley, student, kind



Will, bank manager, funny

b Ask Student A about his/her two friends.

Do you have photos of your friends?

c Cover the information under the pictures. Show them to Student A and talk about your friends.

These are my friends Haley and Will.

d >>> Now go back to p. 37.

## 2A STUDENT C

a Read the information about Dave.

**Name:** Dave

**Town/city:** Newcastle – small city near Sydney, in Australia

**Home:** big, new flat

b Listen to Students A and B talk about two people.

c Tell Students A and B about Dave. What information is the same about all three people?

His name's ...

He's from ...

His home is ...

## 2C STUDENT B

a Read the information on your card. Answer Student A's questions.

**Surname:** Adams

**Address:** 8 Park Road

**Phone number:** (714) 555-9876

**Email address:** alexadams@travelmail.com

b Ask Student A about his/her:

- surname
- address
- phone number
- email address

What's your surname?

c >>> Now go back to p. 20.



**4B STUDENT B**

a Read the information about Monica on your card.

'I'm Spanish. I'm 20. I live in Madrid and I study English at university. I live at home with my parents. I have a brother and two sisters. My brother works at the airport. He's married and he has two children.'

b Listen to Student A talk about Omar.

c Tell Student A about Monica. Find six things that are the same about Omar and Monica.

She's a student.  
She studies English ...

1 They're both students.

d >>> Now go back to p. 35.

**5B STUDENT A**

a Read the information about a hostel on your card.

## HARRY'S HOSTEL

- Big rooms with no shower
- Small rooms with a shower
- Free wi-fi
- A small café

*Note: There isn't a swimming pool or a car park.*

b Student B has information about a hotel. Ask and answer questions to find what things are the same and what things are different at the hotel and the hostel.

Is there a swimming pool at the hotel?

Yes, there is.

**6B STUDENT A**

a Gamal and Peter live in the same flat. Read about Gamal's daily routine.

Gamal is a student. He usually gets up at 9:00 and has breakfast. Then he goes to class at 10:00. In the afternoon, he studies in the library and he gets home at 5:00. In the evening, he works in a café near their flat. He starts work at 7:00 and finishes at 11:00. He goes to bed at 12:00.



b Ask Student B questions about Peter. Then write the answers.

When does he get up?

What does he do then?

- When / wake up? 6:30
- When / get up?
- What / do then?
- When / start work?
- When / finish work?
- When / get home?
- What / do in the evening?
- When / go to bed?

c Answer Student B's questions about Gamal.

d When does Gamal see Peter?

**6A STUDENT A**

a Look at the information about Rosa and Franco. Make positive (+) and negative (-) sentences.

- + work very hard
- + work at a hospital
- a doctor
- have a lot of free time
- sit a lot



- + work long hours
- + like his job
- a teacher
- sit a lot
- work in the summer



b Tell Student B about Rosa and Franco. Don't say their jobs.

Rosa works very hard.

c Ask Student B about Sarah and Hassan. Say: Tell me about ... . Can you guess their jobs?



## 7B STUDENT A



- a Look at picture 1. Make notes about their clothes.
- b Tell Student B about the clothes the people in picture 1 are wearing. Find out their names and write them under each picture.

This person has a blouse and a skirt. What's this person's name?

- c Listen to Student B talk about the clothes in picture 2. Tell him/her the people's names.
- d >>> Now go back to p. 58.

## 9A STUDENT B

- a Read notes about your trip to Dubai, in the UAE. Make sentences from the notes. Use the past simple.

- in the north of the UAE
- plane to Dubai ...
- didn't stay in a hotel ...
- ... my brother's flat (he lives in Dubai)
- ... then taxi around the city
- a lot of photos
- shopping – a lot of clothes
- restaurants – very good food

- b Listen to Student A talk about a trip to Seville.
- c Tell Student A about your trip. Find four things you both did on your trips.

## 12C STUDENT A

- a You want to invite Student B to:
- 1 go for a walk at the weekend.
  - 2 meet for coffee.

Think about what you want to say. Start the conversation with Student B. Try to find times when you're both free.

Do you want to go for a walk at the weekend?

YOUR DIARY			
SUN	visiting parents 12:00–5:00	THURS	work 8:00–6:00
MON	work 8:00–6:00	FRI	work 8:00–6:00 yoga 7:00–8:30
TUES	work 8:00–6:00	SAT	concert 7:00 pm
WED			

- b >>> Now go back to p. 101.

## 10C STUDENT A

- a **Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B with *Excuse me*.

- 1 You want to go to Manchester.
- Time now: 11:15 am
  - Ask about the next train.
  - Ask about the platform.
  - You have a big suitcase – it's difficult to run.

- b **Conversation 2.** Now read your second card. Think about what you want to say. Listen to Student B and reply.

- 2 You're a ticket agent at a bus station.
- Time now: 2:45 pm

	Time	Bus stop	Price
Oxford	3:00 pm	4	£16
Oxford	4:00 pm	3	£11

- c >>> Now go back to p. 85.



### 7A STUDENT B

a You have a stall at a flea market. You sell the objects in the box.

pictures   clocks   lamps   chairs   old books

Write a price for each object.

b At Student A's stall, you see three things you like:

- some beautiful plates
- an interesting plant
- a good knife for your kitchen

Try to buy them for a good price.

They're expensive. Is £2 OK?

c Try to sell things to Student A.

They're £10 each.  
They're very old.

It's only £5 –  
it's very cheap.

### 8A STUDENT B

a Answer Student A's questions about Morgan.

**1 year ago** in Germany   **last weekend** at a party at her home   **on Monday** at university



Morgan

b Ask Student C about Marcella.

Where was she  
a year ago?

Where was she last  
weekend?

Was she at work on Monday?

c Listen to Students A and C talk about Henri.

d What is the same for all three people?

### 7C STUDENT A

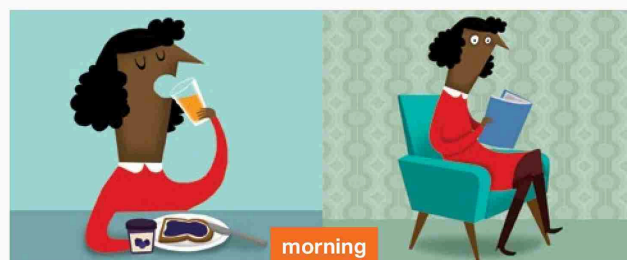
a **Conversation 1.** You're a shop assistant. Student B is your customer. You have six glasses and they are £2.00 each. Your customer can pay by card. Start a conversation with *Hello, can I help you?*

b **Conversation 2.** You're a customer in a shop. Student B is a shop assistant. You want to buy four plates. Ask how much they are.

c >>> Now go back to p. 61.

### 8B STUDENT B

a Look at the pictures of Charlotte's day yesterday. Make notes about what she did.



b Listen to Student A talk about what Leo did yesterday.

c Tell Student A what Charlotte did yesterday. What activities are the same?

### 9B STUDENT A

a Read the information about the weather in Mumbai, in India. Listen to Student B and reply.

Weather in Mumbai	
Yesterday	hot, sunny
Today	cloudy, warm
Summer	a lot of rain, hot

b Ask Student B these questions about the weather in Berlin, in Germany.

What was the weather  
like yesterday?

What's the weather  
like today?

What's the weather  
like in winter?

c >>> Now go back to p. 75.

## 10A STUDENT B



- a Listen to Student A. Are they talking about picture 1, 2 or 3?
- b Ken is in picture 6. Tell Student A:
- where he is (*He's sitting in ...*)
  - what's in the next room (*There's a ... next door.*)
  - what he's doing (*He's ...*)
- c Listen to Student A again. Which picture are they talking about now?
- d Choose picture 1 or 3. Describe it to Student A.

## 10B STUDENT B

- a Look at the picture. What are the people doing? Make notes.
- b Student A has a similar picture. Ask and answer questions to find five differences. Student A starts.

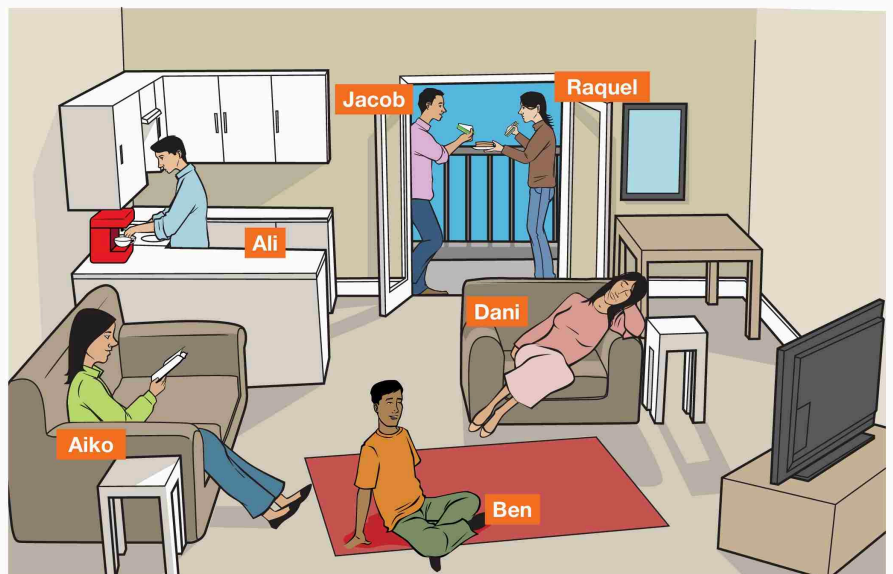
Is Ali in the kitchen?

Yes, he is.

Is he eating?

No, he isn't. He's ...

- c >>> Now go back to p. 83.



## 7C STUDENT B

- a **Conversation 1.** You're a customer in a shop. Student A is a shop assistant. You want to buy four glasses. Ask how much they are. You'd like to pay by card.
- b **Conversation 2.** You're a shop assistant. Student A is your customer. You have four plates and they are £3 each. Your customer can pay by card. Start a conversation with *Hello, can I help you?*
- c >>> Now go back to p. 61.

## 10C STUDENT B

- a **Conversation 1.** Read your first card. Think about what you want to say. Listen to Student A and reply.

1 You're a ticket agent at a train station.

- Time now: 11:15 am
- Platform 6 is a two-minute walk.

	Time	Platform
Manchester	11:17 am	6
Manchester	11:35 am	6

- b **Conversation 2.** Now read your second card. Think about what you want to say. Then start the conversation with Student A with *Excuse me.*

2 You want to go to Oxford.

- Time now: 2:45 pm
- Ask about the next bus.
- Ask about the bus stop.
- Ask about the price. (You only have £15 with you.)

- c >>> Now go back to p. 85.



**7A STUDENT A**

a You have a stall at a flea market. You sell the objects in the box.

cups glasses plates plants knives

Write a price for each object.

b Try to sell things to Student B.

It's only £5 – it's very cheap.

They're £3 each. They're very beautiful.

c At Student B's stall, you see three things you like:

- a beautiful old picture
- a lamp
- some interesting old books

Try to buy them for a good price.

It's very expensive. Is £10 OK?

**8A STUDENT A**

a Ask Student B about Morgan.

Where was she a year ago?

Where was she last weekend?

Was she at work on Monday?

b Listen to Students B and C talk about Marcella.

c Answer Student C's questions about Henri.

<b>1 year ago</b> in Chile	<b>last weekend</b> at a party in Paris	<b>on Monday</b> at work in Germany
-------------------------------	---	---



Henri

d What is the same for all three people?

**11C STUDENT A**

a You and Student B live in the same city. Talk about good places for tourists to visit. This is what you think of the four main places to visit:

- the Museum of History – very interesting
- Central Park – OK, nice
- the Old Town – a bit boring
- the Mega Department Store – very expensive

What do you think of Central Park?

I think Central Park is OK.

Really? I don't think so.

b **»»»** Now go back to p. 93.

**9B STUDENT B**

a Ask Student A these questions about the weather in Mumbai, in India.

What was the weather like yesterday?

What's the weather like today?

What's the weather like in summer?

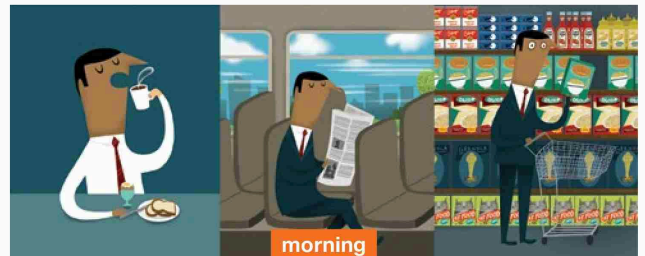
b Read the information about the weather in Berlin, in Germany. Listen to Student A and reply.

Weather in Berlin	
Yesterday	wet, windy
Today	sunny, cold
Winter	snows, cold

c **▶** Now go back to p. 75.

**8B STUDENT A**

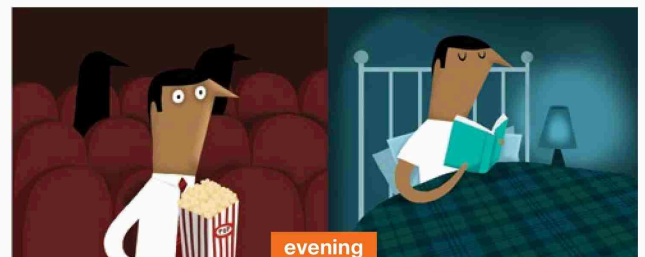
a Look at the pictures of Leo's day yesterday. Make notes about what he did.



morning



afternoon



evening

b Tell Student B what Leo did yesterday.

c Listen to Student B talk about what Charlotte did yesterday. Which activities are the same?

## 7B STUDENT B



- a** Look at picture 2. Make notes about their clothes.
- b** Listen to Student A talk about the clothes in picture 1. Tell him/her the people's names.
- c** Tell Student A about the clothes the people in picture 2 are wearing. Find out their names and write them under each picture.

This person has a coat and trousers.  
What's the person's name?

**d** >>> Now go back to p. 58.

## 10B STUDENT A

- a** Look at the picture. What are the people doing? Make notes.
- b** Student B has a similar picture. Ask and answer questions to find five differences. You start. Ask about Ali.

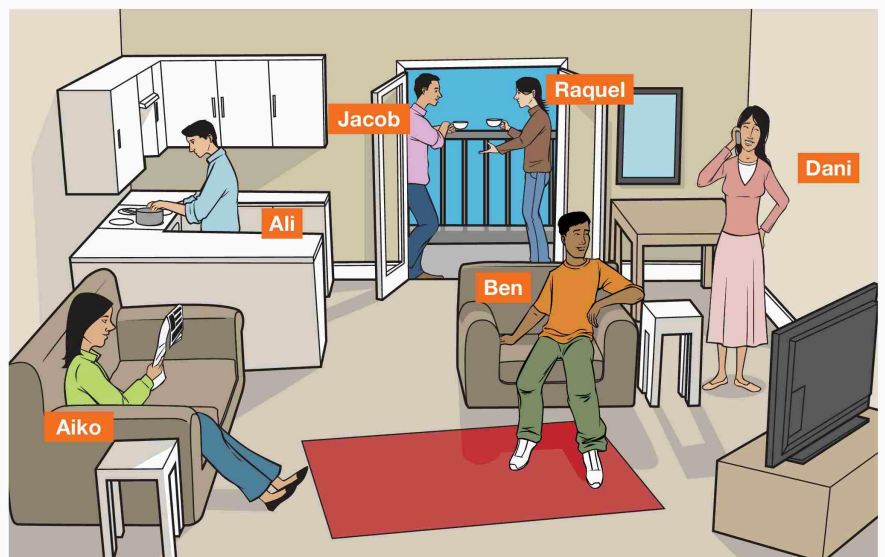
Is Ali in the kitchen?

Yes, he is.

Is he eating?

No, he isn't. He's ...

**c** >>> Now go back to p. 83.



## 9A STUDENT A

- a** Read notes about your trip to Seville, in Spain. Make sentences from the notes. Use the past simple.

- in the south of Spain
- plane to Madrid ...
- ... then train to Seville
- small hotel – city centre
- a lot of photos
- shopping – didn't buy anything
- restaurants – very good food
- a concert – you liked it!

**b** Tell Student B about your trip.

**c** Listen to Student B talk about a trip to Dubai. Find four things you both did on your trips.

## 11C STUDENT B

- a** You and Student A live in the same city. Talk about good places for tourists to visit. This is what you think of the four main places to visit:

the Museum of History – OK

Central Park – boring

the Old Town – beautiful

the Mega Department Store – a lot of fun

What do you think  
of the Museum of History?

Really? I don't  
think so.

I think the museum is OK.

**b** >>> Now go back to p. 93.



**8A STUDENT C**

- a Listen to Students A and B talk about Morgan.
- b Answer Student B's questions about Marcella.

**1 year ago** in Greece    **last weekend** at a party in Venice    **on Monday** in a meeting at work



- c Ask Student A about Henri.

Where was he a year ago?

Where was he last weekend?

Was he at work on Monday?

- d What is the same for all three people?

**12C STUDENT B**

- a You want to invite Student A to:
  - 1 go out for dinner one evening.
  - 2 go shopping for clothes.

Think about what you want to say. Listen to Student A and reply. Try to find times when you're both free.

Do you want to go out for dinner?

YOUR DIARY	SUN	
	MON	work 8:00-6:00 theatre 8:00 pm
	TUES	
	WED	work 8:00-6:00 Spanish lesson 7:00-8:30
	THURS	on holiday - not here
	FRI	on holiday - not here
	SAT	football 9:00-2:00

- b >>> Now go back to p. 101.

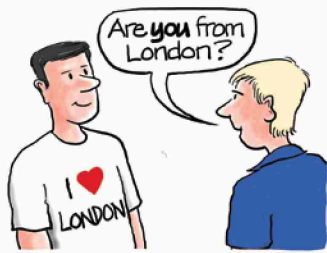
**10A STUDENT A**



- a Ken is in picture 2. Tell Student B:
  - where he is (*He's sitting in ...*)
  - what's in the next room (*There's a ... next door.*)
  - what he's doing (*He's ...*)
- b Listen to Student B. Are they talking about picture 4, 5 or 6?
- c Choose picture 4 or 5. Describe it to Student B.
- d Listen to Student B again. Which picture are they talking about now?

# GRAMMAR FOCUS

## 1A be: I / you / we



### Part 1: Positive and questions

▶ 01.03

	Positive (+)
I	I'm fine.
you	You're right.
we	We're from the USA.
you	You're John and Hannah.



I am → I'm  
You are → You're  
We are → We're

▶ 01.05

	Wh- questions (?)
I	Where <b>am</b> I?
you	How <b>are</b> you?
we	Where <b>are</b> we?
you	Where <b>are</b> you?

▶ 01.04

Yes/No questions (?)		Short answers	
Am I	at home?	Yes, I <b>am</b> .	No, I'm <b>not</b> .
Are you	OK?	Yes, you <b>are</b> .	No, you <b>aren't</b> .
Are we	in London?	Yes, we <b>are</b> .	No, we <b>aren't</b> .
Are you	students?	Yes, you <b>are</b> .	No, you <b>aren't</b> .

Are you from Spain? NOT ~~You are from Spain?~~  
Yes, I **am**. NOT ~~Yes, I'm.~~

### Part 2: Negative

▶ 01.08

	Negative (-)
I	I'm <b>not</b> from Italy.
you	You <b>aren't</b> a teacher.
we	We <b>aren't</b> from the USA.
you	You <b>aren't</b> teachers.



I am not → I'm not  
You are not → You aren't / You're not  
We are not → We aren't / We're not

I'm **not** from Brazil. NOT ~~I amn't from Brazil.~~

## 1B be: he / she / they

### Part 1: Positive

▶ 01.16

	+
he	He's Japanese.
she	She's Mexican.
they	They're American.



He is → He's  
She is → She's  
They are → They're



### Part 2: Negative and questions

▶ 01.18

	-
he	He <b>isn't</b> Japanese.
she	She <b>isn't</b> Mexican.
they	They <b>aren't</b> American.



He is not → He **isn't** / He's **not**  
She is not → She **isn't** / She's **not**  
They are not → They **aren't** / They're **not**

▶ 01.20

	Wh- questions (?)
he/she	Where's he/she from? Who's he/she?
they	Where <b>are</b> they from? Who <b>are</b> they?

Is he Japanese? NOT ~~Is Japanese?~~ OR ~~He is Japanese?~~

Are they American? NOT ~~Are American?~~ OR ~~They are American?~~  
Yes, **he is**. NOT ~~Yes, he's.~~

▶ 01.19

Yes/No questions (?)		Short answers	
he	Is he Japanese?	Yes, he <b>is</b> .	No, he <b>isn't</b> .
she	Is she Mexican?	Yes, she <b>is</b> .	No, she <b>isn't</b> .
they	Are they American?	Yes, they <b>are</b> .	No, they <b>aren't</b> .



Where **is** he from? → Where's he from?  
Who **is** she? → Who's she?



1A *be: I / you / we*

## Part 1: Positive and questions

a Write sentences with 're or 'm.

- I am from New York. I'm from New York.
- We are students.
- You are Roberto.
- I am fine, thanks.
- We are from Mexico.

b Put the words in the correct order to make questions.

- you / are / how? *How are you?*
- are / from / the USA / you?
- we / in / Turkey / are?
- OK / I / am?
- name / your / what's?

c &gt;&gt;&gt; Now go back to p. 8.

## Part 2: Negative

a Write one positive (+) and one negative (-) sentence for 1–5.

- We / from Brazil  
*We're from Brazil. We aren't from Brazil.*
- You / Rebecca
- I / a teacher
- We / in Paris
- I / OK

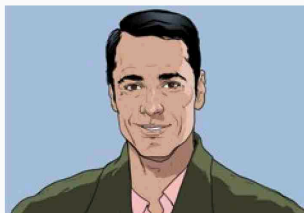
b Write short answers.

- |                                  |                              |
|----------------------------------|------------------------------|
| 1 <b>A</b> Are you from the USA? | 3 <b>A</b> Are we in Spain?  |
| <b>B</b> No, <u>I'm not</u> .    | <b>B</b> No, _____.          |
| 2 <b>A</b> Are you Eric?         | 4 <b>A</b> Are you students? |
| <b>B</b> Yes, _____.             | <b>B</b> Yes, _____.         |

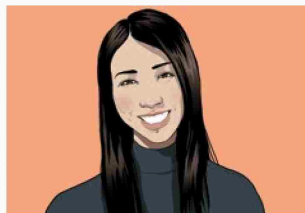
c &gt;&gt;&gt; Now go back to p. 9.

1B *be: he / she / they*

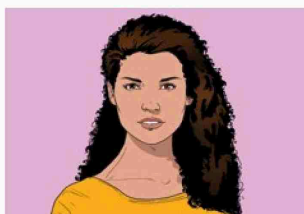
## Part 1: Positive

a Complete the sentences with *he's*, *she's* or *they're*.

1 \_\_\_\_\_ Italian.



2 \_\_\_\_\_ Chinese.



3 \_\_\_\_\_ Brazilian.



4 \_\_\_\_\_ Mexican.



5 \_\_\_\_\_ Spanish.



6 \_\_\_\_\_ British.

b &gt;&gt;&gt; Now go back to p. 11.

## Part 2: Negative and questions

a Complete the sentences with *isn't* or *aren't*.

- She \_\_\_\_\_ Italian. She's Brazilian.
- They \_\_\_\_\_ American. They're English.
- He \_\_\_\_\_ Chinese. He's American.
- They \_\_\_\_\_ Turkish. They're English.
- He \_\_\_\_\_ Spanish. He's Italian.
- She \_\_\_\_\_ Brazilian. She's Mexican.

b Tick (✓) the correct questions. Correct the wrong questions.

- |  |   |
|--|---|
| 1 <input type="checkbox"/> He is Turkish?    | 4 <input type="checkbox"/> Are he Italian?    |
| 2 <input type="checkbox"/> Is she Brazilian? | 5 <input type="checkbox"/> She is Chinese?    |
| 3 <input type="checkbox"/> Are English they? | 6 <input type="checkbox"/> Are they Japanese? |

c Complete the conversations with *is*, *isn't*, *'s*, *are*, *aren't* or *'re*.

- A** Who is this?  
**B** He <sup>1</sup>\_\_\_\_\_ my friend Lee.  
**A** <sup>2</sup>\_\_\_\_\_ he Chinese?  
**B** No, he <sup>3</sup>\_\_\_\_\_. He <sup>4</sup>\_\_\_\_\_ from the USA.  
**A** Who are they?  
**B** They <sup>5</sup>\_\_\_\_\_ my friends Nick and Anna.  
**A** <sup>6</sup>\_\_\_\_\_ they from England?  
**B** No, they <sup>7</sup>\_\_\_\_\_. They <sup>8</sup>\_\_\_\_\_ Brazilian.

d &gt;&gt;&gt; Now go back to p. 11.

## 2A be: it's / it isn't; Possessive adjectives

### Part 1: it's / it isn't

it = a place/thing

they = 2+ places/things



**Tip**  
It **is** in Spain. → It's in Spain.  
It **is not** in Italy. → It **isn't** in Italy.

#### 02.04

	+	-
<b>it</b>	It's an old hotel.	It <b>isn't</b> a new hotel.
<b>they</b>	They're old houses.	They <b>aren't</b> big houses.

#### 02.05

	Yes/No questions	Short answers	
<b>it</b>	Is it a big hotel?	Yes, it <b>is</b> .	No, it <b>isn't</b> .
<b>they</b>	Are they new houses?	Yes, they <b>are</b> .	No, they <b>aren't</b> .

Is it in Japan? NOT ~~Is in Japan?~~ OR ~~It is in Japan?~~

Yes, **it is**. NOT ~~Yes, it's.~~

### Part 2: Possessive adjectives

Pronoun	Possessive adjective	02.10
I	<b>my</b>	<b>My</b> flat is small.
you	<b>your</b>	Is this <b>your</b> book?
he	<b>his</b>	<b>His</b> home is old and beautiful.
she	<b>her</b>	She's here with <b>her</b> friend.
we	<b>our</b>	This is <b>our</b> home in Madrid.
they	<b>their</b>	Is that <b>their</b> home?

**your** bag NOT ~~you're bag~~

**their** house NOT ~~they're house~~

## 2B Plural nouns

### SPELLING: Plural nouns

most words → add -s	book → <b>books</b> boy → <b>boys</b> house → <b>houses</b>
consonant + -y → -y add -ies	city → <b>cities</b> baby → <b>babies</b>
ends in -o, -ch, -ss, -s, -sh and -x → add -es Exception: For some -o words, add -s.	watch → <b>watches</b> glass → <b>glasses</b> photo → <b>photos</b>
irregular	knife → <b>knives</b>

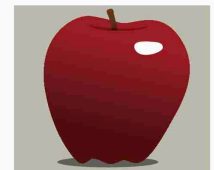
books NOT ~~a-books~~



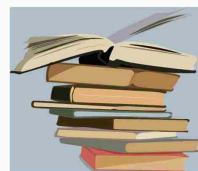
a book



a ticket



an apple



books



two tickets



apples

## 3A Present simple: I / you / we / they

#### 03.09

	+		-	
<b>I</b>	I <b>like</b>	fish.	I <b>don't like</b>	fish.
<b>you</b>	You <b>eat</b>	meat.	You <b>don't eat</b>	meat.
<b>we</b>	We <b>eat</b>	a lot of vegetables.	We <b>don't eat</b>	a lot of vegetables.
<b>they</b>	They <b>like</b>	eggs.	They <b>don't like</b>	eggs.

I **don't like** fish. NOT ~~I not like fish.~~



I **do not** like rice. → I **don't like** rice.

#### 03.10

Yes/No questions	Short answers	
<b>Do I like</b> fish?	Yes, I <b>do</b> .	No, I <b>don't</b> .
<b>Do you eat</b> meat?	Yes, you <b>do</b> .	No, you <b>don't</b> .
<b>Do we eat</b> a lot of vegetables?	Yes, we <b>do</b> .	No, we <b>don't</b> .
<b>Do they like</b> eggs?	Yes, they <b>do</b> .	No, they <b>don't</b> .

**Do you eat** meat? NOT ~~You eat meat?~~

Yes, **I do**. NOT ~~Yes, I like.~~

No, **we don't**. NOT ~~No, we don't like.~~



## 2A be: it's / it isn't; Possessive adjectives

### Part 1: it's / it isn't

a Complete the sentences with *it's* or *they're*.

- \_\_\_\_\_ a beautiful town near Barcelona.
- São Paulo and Rio de Janeiro are big cities. \_\_\_\_\_ in Brazil.
- My flat is small. \_\_\_\_\_ in a new part of town.
- Our homes are old. \_\_\_\_\_ in a nice part of town.
- The flats are in an old part of town. \_\_\_\_\_ big and beautiful.
- They're from a small town in China. \_\_\_\_\_ near Beijing.

b Complete the sentences with *it isn't* or *they aren't*.

- The houses are in Ravello. \_\_\_\_\_ in Naples.
- 'Is this your flat?' 'No, \_\_\_\_\_.'
- Mumbai is a big city. \_\_\_\_\_ small.
- They are from Switzerland. \_\_\_\_\_ a big country.
- They are from Sydney. \_\_\_\_\_ from Melbourne.
- Their flats are very old. \_\_\_\_\_ in a new part of town.

c >>> Now go back to p. 16.

### Part 2: Possessive adjectives

a Complete the sentences.

- 'Hi, I'm Jack. What's \_\_\_\_\_ name?' 'I'm Selim.'
- She's from Brazil and \_\_\_\_\_ name's Maria.
- They're from the UK, and \_\_\_\_\_ names are Sam and Erica.
- We live in Bangkok. \_\_\_\_\_ flat is in an old part of town.
- 'Is this \_\_\_\_\_ book?' 'Yes, it is. Thank you.'
- They're from London, but \_\_\_\_\_ parents are from Mumbai.

b >>> Now go back to p. 17.

## 2B Plural nouns

a Write the plurals.

- |                   |                 |
|-------------------|-----------------|
| 1 an egg _____    | 5 a town _____  |
| 2 a knife _____   | 6 a phone _____ |
| 3 a girl _____    | 7 a house _____ |
| 4 a country _____ | 8 a city _____  |

b Underline the correct words.

- Rome is *big city* / *a big city*.
- Villajoyosa is *a town* / *towns* in Spain.
- It's *small* / *a small* house.
- They're new *flat* / *flats*.
- Two *bottle* / *bottles* of water, please.
- He's a big *baby* / *babies*.
- New York and Washington are *cities* / *citys* in the USA.
- Two *tickets* / *ticketes* to London, please.

c >>> Now go back to p. 19.

## 3A Present simple: I / you / we / they

a Complete the sentences with the words in the box.

do (x2) don't (x3) eat

- I like rice, but I \_\_\_\_\_ like bread.
- \_\_\_\_\_ you like fruit?
- A** Do they eat meat? **B** Yes, they \_\_\_\_\_.
- We \_\_\_\_\_ fruit every day.
- I eat rice, but I \_\_\_\_\_ like it.
- A** Do you like fish? **B** No, I \_\_\_\_\_.

b Look at the information about the Brown family. Write five sentences about them.

meat	✓
fish	✗
vegetables	✓
rice	✓
bread	✗

They eat ... They don't eat ...

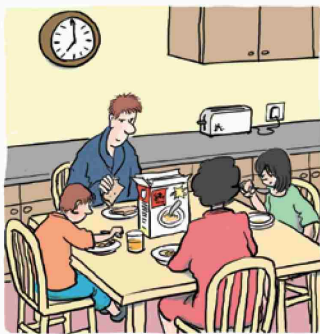
c Write sentences about things you eat and drink.

*I eat rice. I eat vegetables every day. I don't like coffee ...*

d >>> Now go back to p. 25.

### 3B Adverbs of frequency

▶ 03.20



We **always** have breakfast at 7:00.



I **usually** have a sandwich for lunch.



We **sometimes** eat fish for dinner.



I **never** eat cake.  
NOT *+never don't eat cake.*

#### Tip

Adverbs of frequency go **before** the verb.

NOT **Always we have** breakfast at 7:00. OR **We have always** breakfast at 7:00.

The adverb of frequency **sometimes** can go **at the beginning of the sentence**, too.

**We sometimes eat** fish for dinner. OR **Sometimes we eat** fish for dinner.

### 4A Present simple: Wh- questions



▶ 04.05

Wh- questions with <i>be</i>	
What's your name?	My name's Lucia.
When <b>are</b> you at home?	We're at home this evening.
Where <b>are</b> they from?	They're from Brazil.

NOT *What your name is?* OR *Where you are from?*

#### Tip

Wh- word + *is/are* + person (*you, they, etc.*)?

▶ 04.06

Wh- questions with other verbs	
Where <b>do</b> you <b>live</b> ?	I <b>live</b> in Barcelona.
What <b>do</b> you <b>study</b> ?	We <b>study</b> Italian.
When <b>do</b> they <b>go</b> to school?	They <b>go</b> to school at 8:00.

NOT *Where you live?* OR *Where live you?*

#### Tip

Wh- word + *do* + person (*you, they, etc.*) + verb?

### 4B Present simple: *he / she / it* positive

▶ 04.14

	+	
he	My brother <b>works</b> He <b>lives</b>	in a hotel. in a small house.
she	Ingrid <b>lives</b> She <b>works</b>	in Berlin. in an office.
it	My room <b>has</b> It <b>has</b>	a big window. a big table.

#### Tip

If You/We/They **work** in a hotel.  
He/She **works** in a hotel.

#### SPELLING: verb + -s

most verbs → add <b>-s</b>	work → <b>works</b> live → <b>lives</b>
consonant + <b>-y</b> → <b>-y</b> add <b>-ies</b>	study → <b>studies</b>
ends in <b>-o, -ch, -ss, -s,</b> <b>-sh</b> and <b>-x</b> → add <b>-es</b>	go → <b>goes</b> do → <b>does</b> teach → <b>teaches</b>
irregular	have → <b>has</b>

He **studies** NOT *He-studys*  
She **has** NOT *She-haves*



### 3B Adverbs of frequency

a Put the words in the correct order to make sentences.

- 1 sometimes / at 10:00 / have dinner / we
- 2 I / in the evening / have coffee / never
- 3 have a sandwich / I / for lunch / usually
- 4 we / at home / always / have dinner
- 5 at lunchtime / always / eat fruit / I
- 6 usually / in a café / I / have lunch

b Look at Monica's diary. Complete her sentences with adverbs of frequency.

- 1 'I \_\_\_\_\_ have coffee in a small café.'
- 2 'I \_\_\_\_\_ eat breakfast.'
- 3 'My friends and I \_\_\_\_\_ have lunch at work.'
- 4 'We \_\_\_\_\_ have dinner at home.'

c >>> Now go back to p. 27.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	
	8:00 coffee at Café Blanc		8:00 coffee at Café Blanc			
	12:30 lunch at work	12:30 lunch at work	12:30 lunch at work	12:30 lunch at work	12:30 lunch at work	
	7:00 dinner with family	7:00 dinner with family	7:00 dinner with family	7:00 dinner with family	7:00 dinner with family	

### 4A Present simple: Wh- questions

a Complete the questions with 's, are or do.

- 1 Where \_\_\_\_\_ they work?
- 2 What \_\_\_\_\_ you eat for breakfast?
- 3 Where \_\_\_\_\_ your home?
- 4 When \_\_\_\_\_ you at university?
- 5 Where \_\_\_\_\_ you study English?
- 6 Where \_\_\_\_\_ you from?
- 7 What time \_\_\_\_\_ you go to university every day?
- 8 What \_\_\_\_\_ your address?

b Write questions for the sentences. Use the question word in brackets.

- 1 I work in Madrid. (where)  
*Where do you work?*
- 2 We go to work at 7:00 in the morning. (when)
- 3 I eat a sandwich for lunch. (what)
- 4 We study at a big language school in Madrid. (where)
- 5 I study business at university. (what)
- 6 I go to my lesson at 6:00 in the evening. (when)

c >>> Now go back to p. 33.

### 4B Present simple: he / she / it positive

a Underline the correct words.

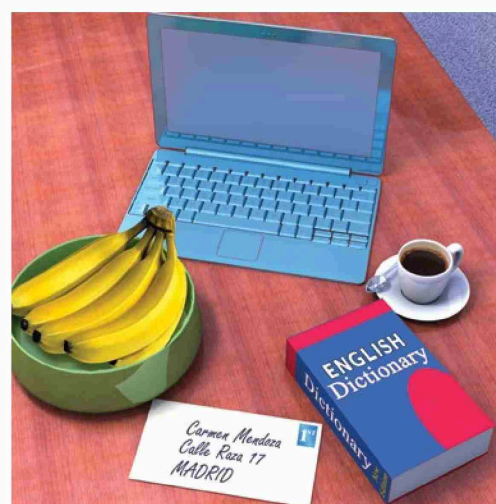
- 1 She always *drink* / *drinks* tea for breakfast.
- 2 My son *studies* / *studys* Spanish at university.
- 3 He *works* / *workes* in a supermarket.
- 4 The car *have* / *has* new lights.
- 5 She has breakfast and then she *gos* / *goes* to school.
- 6 The dog *play* / *plays* in the garden.

b Look at the picture. Complete the sentences about Carmen with the verbs in the box.

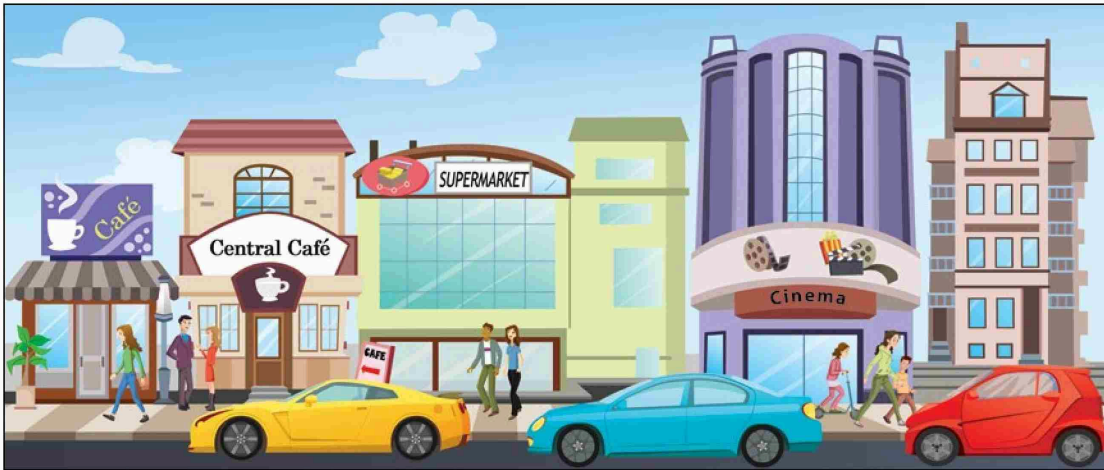
have drink eat live study

- 1 She \_\_\_\_\_ in Madrid.
- 2 She \_\_\_\_\_ English.
- 3 She \_\_\_\_\_ bananas.
- 4 She \_\_\_\_\_ coffee.
- 5 She \_\_\_\_\_ a computer.

c >>> Now go back to p. 35.



## 5A there is / there are: positive



On Regent Street, ...  
 ... **there's** a cinema.  
 ... **there are** two cafés.  
 ... **there are** a lot of people.

*There's = There is*  
**There's** a café. NOT ~~There~~ a café.  
**There are** three cafés.  
 NOT ~~There's~~ ~~three~~ cafés.

### 05.02

	+	
Singular	<b>There's</b>	a café. one café.
Plural	<b>There are</b>	cafés. three cafés.

## 5B there is / there are: negative and questions

### 05.16

	-		-	
Singular	<b>There isn't</b>	a shower. a blanket.	<b>There's no</b>	shower. blanket.
Plural	<b>There aren't</b>	any pillows. any rooms.	<b>There are no</b>	pillows. rooms.

NOT ~~There's~~ ~~isn't~~ shower. OR ~~There's~~ ~~no~~ a shower.  
 NOT ~~There are~~ ~~no~~ any pillows.

#### Tip

There **is not** a hotel. → There **isn't** a hotel. → There's **no** hotel.  
 There **are not** any cafés. → There **aren't** any cafés. → There **are no** cafés.  
 Use any after there are not and there aren't.

### 05.17

	Yes/No questions		Short answers	
Singular	<b>Is there</b>	a café?	Yes, <b>there is.</b>	No, <b>there isn't.</b>
Plural	<b>Are there</b>	any small rooms?	Yes, <b>there are.</b>	No, <b>there aren't.</b>

NOT ~~There is~~ a café? OR ~~There are~~ small rooms?  
 NOT Yes, ~~there's~~. OR No, ~~there not~~.

#### Tip

Use any after Are there ... ?





### 5A *there is / there are: positive*

- a** Write three more sentences about Regent Street on page 122. Use *there's* or *there are* and the words in the box.

flat car supermarket

- 1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_

- b** Look at the picture. Change the sentences to make them true.

- |                              |                          |
|------------------------------|--------------------------|
| 1 There's a taxi.            | 5 There are three girls. |
| 2 There are two restaurants. | 6 There's a boy.         |
| 3 There's one shop.          | 7 There are two schools. |
| 4 There are three women.     |                          |

- c** >>> Now go back to p. 40.



### 5B *there is / there are: negative and questions*

- a** Complete the sentences with a negative (–) or question (?) form of *there is* or *there are*.

- \_\_\_\_\_ any cafés on my street.
- \_\_\_\_\_ a cinema in this part of town.
- \_\_\_\_\_ a hotel near the underground station?
- \_\_\_\_\_ any shops near the hotel?
- \_\_\_\_\_ any restaurants on High Street.
- \_\_\_\_\_ a café near here?
- \_\_\_\_\_ a restaurant near the cinema.
- \_\_\_\_\_ any supermarkets near the hostel?

- b** Add *any* to the sentences if possible.

- There aren't good restaurants in this town.
- Are there shops near the hotel?
- Is there a TV in the room?
- Sorry, there aren't free rooms.
- There's a café on the first floor.
- There are two cinemas near here.

- c** Complete the conversation with the correct form of *there is / there are*.

**A** Excuse me, \_\_\_\_\_ any hotels near here?

**B** No, \_\_\_\_\_. But \_\_\_\_\_ one near the train station.

**A** And \_\_\_\_\_ a restaurant near the hotel?

**B** Yes, \_\_\_\_\_. It's a very good one.

- d** Rewrite the sentences using *there's no* or *there are no*.

- There isn't a TV in the room. There's no TV in the room.
- There aren't hotels on this street. \_\_\_\_\_
- There aren't any pillows in the room. \_\_\_\_\_
- There isn't a swimming pool. \_\_\_\_\_
- There isn't a school in the town. \_\_\_\_\_
- There aren't petrol stations on this road. \_\_\_\_\_

- e** >>> Now go back to p. 43.

## 6A Present simple: *he / she / it* negative

▶ 06.05

–		
he	He <b>doesn't work</b>	on Monday.
she	She <b>doesn't study</b>	Spanish.
it	The village <b>doesn't have</b>	a school.

He **doesn't work** on Monday. NOT ~~He doesn't works~~ on Monday.  
 OR He ~~don't works~~ on Monday.  
 OR He ~~not works~~ on Monday.



**Tip**

I **do not work** at night. → I **don't work** at night.  
 He **does not work** at night. → He **doesn't work** at night.

## 6B Present simple: *he / she / it* questions

▶ 06.13

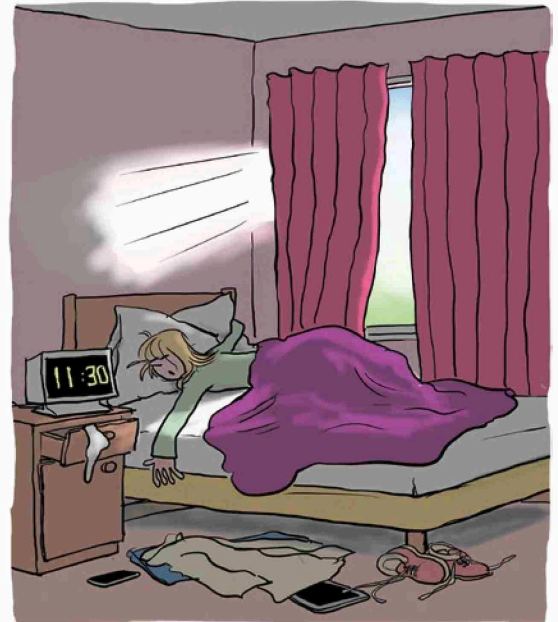
	Yes/No questions		Short answers	
he	<b>Does he</b>	<b>work</b> at a bank?	Yes, he <b>does</b> .	No, he <b>doesn't</b> .
she	<b>Does she</b>	<b>get up</b> early?	Yes, she <b>does</b> .	No, she <b>doesn't</b> .
it	<b>Does the party</b>	<b>start</b> at 9:00?	Yes, it <b>does</b> .	No, it <b>doesn't</b> .

**Does he work** in a bank? NOT ~~Does he works~~ ...?  
 Yes, **she does**. NOT ~~Yes, she works~~.  
 No, **she doesn't**. NOT ~~No, she doesn't work~~.

▶ 06.14

	Wh- questions		
he	Where	<b>does he</b>	<b>work?</b>
she	When	<b>does she</b>	<b>get up?</b>
it	What time	<b>does it</b>	<b>start?</b>

Where **does she** work? NOT ~~Where she does~~ work?  
 OR ~~Where she works?~~



Does she **get up early**?



**6A Present simple: he / she / it negative****a** Complete the sentences with *don't* or *doesn't*.

- 1 They don't speak French.
- 2 He \_\_\_\_\_ like chocolate cake.
- 3 She \_\_\_\_\_ eat eggs for breakfast.
- 4 We \_\_\_\_\_ go to work early.
- 5 Eva and Ben \_\_\_\_\_ like their jobs.
- 6 Penelope and her sister \_\_\_\_\_ live in Spain.
- 7 Her brother \_\_\_\_\_ work in a bank.
- 8 My sister, Lucia, and I \_\_\_\_\_ eat fish.

**b** Make the sentences negative.

- 1 Pia works in a shop. *Pia doesn't work in a shop.*
- 2 My brother works in a car factory.
- 3 My parents like coffee.
- 4 We live near the station.
- 5 He studies Italian.
- 6 They go to work early.
- 7 Akira lives in Tokyo.
- 8 Their son works in a bank.

**c** >>> Now go back to p. 49.**6B Present simple: he / she / it questions****a** Complete the questions.

- 1 **A** He works in a restaurant.  
**B** \_\_\_\_\_ he like it?
- 2 **A** I'm a taxi driver.  
**B** \_\_\_\_\_ you meet interesting people?
- 3 **A** My brother's in London.  
**B** \_\_\_\_\_ he live there?
- 4 **A** My children go to school at 7:30.  
**B** What time \_\_\_\_\_ they get up?
- 5 **A** She often works in the evenings.  
**B** When \_\_\_\_\_ she get home?

**b** Underline the correct words.

- 1 **A** Does your daughter like school?  
**B** Yes, she *likes / does*. She thinks it's great.
- 2 **A** Do you like ice cream?  
**B** *Yes / No*, I don't. I never eat it.
- 3 **A** Does he watch football?  
**B** No, he *don't / doesn't*. He only likes tennis.
- 4 **A** Do you start work early?  
**B** Yes, we *are / do*. We start at 5:00 in the morning!
- 5 **A** Does your wife work in a restaurant?  
**B** No, she *doesn't work / doesn't*. She's a hotel receptionist.

**c** >>> Now go back to p. 51.

## 7A *this, that, these, those*

▶ 07.06

*this, these* = here, near me



'My brother wants **this** car.'



'I love **these** flowers.'

*that, those* = there, not near me



'My sister wants **that** car.'



'I love **those** flowers.'

Singular	<b>this</b> car	<b>that</b> car
Plural	<b>these</b> flowers	<b>those</b> flowers

**this / that / these / those + be**      **this / that / these / those + noun**

**That's** my car.  
**These are** your flowers.  
**Those are** my books.  
**Is this** your bag?

I like **that** car.  
**These flowers** are beautiful.  
**Those books** are big.  
**This bag** is red.

## 7B Possessive 's

▶ 07.17

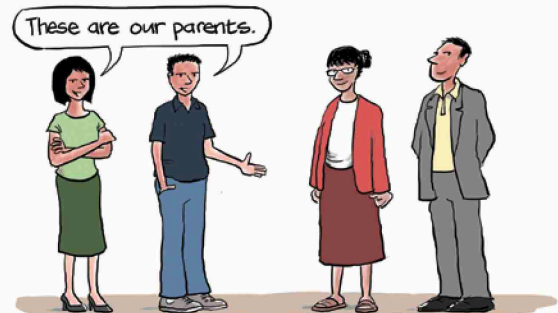


Kristina's Zane's sister. → Kristina is Zane's sister.

Millie's Kristina's friend. → Millie is Kristina's friend.

**KRISTINA** My brother's jeans are light blue. NOT ~~The jeans of my brother~~ are light blue.

The girls' dresses are beautiful.



Zane and Kristina's parents are Lara and Jim.

### Tip

We use ' after the -s for plural nouns ending in -s.

→ The **girls'** dresses are beautiful. (2+ girls)

We use 's after a singular noun.

→ The **girl's** dresses are beautiful. (1 girl)



## 7A *this, that, these, those*

a Underline the correct words.

- Excuse me, is *this* / *these* your coat?
- Who's *this* / *that* man in the next room?
- How much are *those* / *that* watches?
- This *is* / *are* my wife, Tammy.
- Are *this* / *these* your glasses?

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



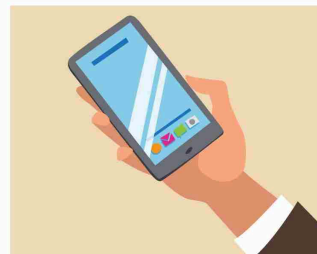
1 'Look at \_\_\_\_\_ beautiful house.'



2 '\_\_\_\_\_ are our tickets.'



3 'Who are \_\_\_\_\_ people?'



4 'Is \_\_\_\_\_ your phone?'

c **>>>** Now go back to p. 57.

## 7B Possessive 's

a Complete the sentences with the words in brackets.

- It's Mara's skirt. (Mara / skirt)
- It's \_\_\_\_\_. (Steven / shirt)
- It's \_\_\_\_\_. (Beth / dress)
- They're \_\_\_\_\_. (Luke / jeans)
- They're \_\_\_\_\_. (Sara / shoes)
- It's \_\_\_\_\_. (Matthew / jacket)

b Write new sentences. Use the names in brackets.

- His** new jeans are dark blue. (Sam)  
*Sam's new jeans are dark blue.*
- His** house is near the train station. (Jacob)
- Her** shoes are brown. (Vanessa)
- I like **her** new coat. (my friend)
- Their** new car is blue. (Rob and Emma)
- Her** new dress is pretty. (Penelope)
- He's **his** best friend. (Ryan)
- Their** room is on the first floor. (the boys)

c **>>>** Now go back to p. 59.

## 8A Past simple: *be*

### Part 1: Positive

▶ 08.02

	+	
I/you/he/she/it	I <b>was</b> You <b>were</b> He/She <b>was</b> It <b>was</b>	in Munich yesterday. in Madrid yesterday. in Rome yesterday. fun.
we/you/they	We <b>were</b> You <b>were</b> They <b>were</b>	in Istanbul last weekend. in Moscow last weekend. in Paris last weekend.

She **was** in Rome yesterday. NOT ~~She **is** in Rome yesterday.~~  
OR ~~She **were** in Rome yesterday.~~

### Part 2: Negative and questions

▶ 08.08

	-	
I/you/he/she/it	I <b>wasn't</b> You <b>weren't</b> He/She <b>wasn't</b> It <b>wasn't</b>	in Munich yesterday. in Madrid yesterday. in Rome yesterday. fun.
we/you/they	We <b>weren't</b> You <b>weren't</b> They <b>weren't</b>	in Istanbul last weekend. in Moscow last weekend. in Paris last weekend.

I **wasn't** at home yesterday. NOT ~~I **in not** at home yesterday.~~  
OR ~~I **not was** home yesterday.~~



**Tip**  
I **was not** in Munich yesterday. → I **wasn't** in Munich yesterday.  
You **were not** in Madrid yesterday. → You **weren't** in Madrid yesterday.



**Tip**  
We often use past forms of *be* with past time expressions like *yesterday*, *last night*, *two days ago*, *on Saturday*, *this morning*. (See Vocabulary Focus 8A on p. 149.)

▶ 08.09

Yes/No questions		Short answers	
<b>Were</b> you	in Madrid yesterday?	Yes, I <b>was</b> .	No, I <b>wasn't</b> .
<b>Was</b> she	in Rome yesterday?	Yes, she <b>was</b> .	No, she <b>wasn't</b> .
<b>Were</b> they	in Paris yesterday?	Yes, they <b>were</b> .	No, they <b>weren't</b> .

▶ 08.10

Wh- questions		
Where	<b>was</b> she	yesterday?
When	<b>was</b>	the meeting?
Where	<b>were</b> you	yesterday?
When	<b>were</b> they	in Milan?

Where **were you** yesterday? NOT ~~Where **you were** yesterday?~~

## 8B Past simple: positive

▶ 08.15

Regular verbs	+	
talk	I <b>talked</b>	to Sue yesterday.
play	They <b>played</b>	tennis on Saturday.
like	He was nice – I <b>liked</b>	him.
arrive	They <b>arrived</b>	last night.

I **talked** to her. NOT ~~I **was talk** to her.~~

### SPELLING: -ed endings

most verbs → add <b>-ed</b>	talk → <b>talked</b> play → <b>played</b>
verb ends in <b>-e</b> → add <b>-d</b>	like → <b>liked</b>

▶ 08.16

Irregular verbs	+	
go	I <b>went</b>	to a party on Friday.
have	We <b>had</b>	sandwiches for lunch.
see	I <b>saw</b>	Peter yesterday.

I **went** to a party. NOT ~~I **goed** to a party.~~  
We **had** sandwiches. NOT ~~We **did** have sandwiches.~~

» See Irregular verbs on p. 103.



**Tip**  
The past simple form is the same for all persons, e.g. *I played tennis*, *He played tennis*, *We played tennis*, etc.



**8A Past simple: be**

**Part 1: Positive**

a Complete the sentences with *was* or *were*.

- I \_\_\_\_\_ at home yesterday.
- He \_\_\_\_\_ in the office in the morning, but not in the afternoon.
- We \_\_\_\_\_ at the cinema last night.
- They \_\_\_\_\_ in Bangkok last month.
- Two nights ago you \_\_\_\_\_ at your sister's house.

- The film \_\_\_\_\_ really good.
- You \_\_\_\_\_ at school last week.
- Ben and Jorge \_\_\_\_\_ at the football match on Saturday.
- The concert \_\_\_\_\_ very good.
- This morning I \_\_\_\_\_ at a café.

b >>> Now go back to p. 65.

**Part 2: Negative and questions**



Last night

a Complete the text with *was*, *were*, *wasn't* or *weren't*.

'It <sup>1</sup>\_\_\_\_\_ Saturday yesterday, but I <sup>2</sup>\_\_\_\_\_ at work all morning. I <sup>3</sup>\_\_\_\_\_ (not) at my desk – I <sup>4</sup>\_\_\_\_\_ in a meeting. It <sup>5</sup>\_\_\_\_\_ very boring. In the afternoon I <sup>6</sup>\_\_\_\_\_ at home with a book – it <sup>7</sup>\_\_\_\_\_ great. In the evening my friend Michelle and I <sup>8</sup>\_\_\_\_\_ at the cinema, but the film <sup>9</sup>\_\_\_\_\_ (not) very good. We <sup>10</sup>\_\_\_\_\_ tired, so I <sup>11</sup>\_\_\_\_\_ (not) out late.'



The next day

b Put the words in the correct order to make questions.

- last night / were you / at the cinema ?  
*Were you at the cinema last night?*
- football match / was / on Saturday / he at the ?
- were / the supermarket / they at / yesterday ?
- you three / where were / years ago ?
- interesting / film / was the ?
- China / you in / when were ?
- was the / concert / where ?
- a boring / was it / meeting ?

c >>> Now go back to p. 65.

**8B Past simple: positive**

a Match verbs 1–6 with the past forms in the box.

arrived had watched saw stayed went

- |              |                |
|--------------|----------------|
| 1 go _____   | 4 see _____    |
| 2 have _____ | 5 watch _____  |
| 3 stay _____ | 6 arrive _____ |

b Underline the correct words.

- She *goed* / *went* to Spain last week.
- I *was sees* / *saw* my sister last weekend.
- It wasn't a very interesting evening. Everyone *talkd* / *talked* about work.
- I *staid* / *stayed* in a cheap hotel near the train station.
- We *watch* / *watched* Germany vs Uruguay last night.
- She *read* / *readed* a magazine in the garden.

c Complete the text with the past form of the verbs in the box.

have (x2) go (x2) stay read talk watch get

Last Saturday, Mr Jones <sup>1</sup>\_\_\_\_\_ *got* up late and he <sup>2</sup>\_\_\_\_\_ a big breakfast. Then he <sup>3</sup>\_\_\_\_\_ shopping. He <sup>4</sup>\_\_\_\_\_ a pizza for lunch and in the afternoon, he <sup>5</sup>\_\_\_\_\_ to his mother on the phone for an hour. In the evening he <sup>6</sup>\_\_\_\_\_ at home and he <sup>7</sup>\_\_\_\_\_ football on TV. He <sup>8</sup>\_\_\_\_\_ to bed at 10:30 and <sup>9</sup>\_\_\_\_\_ a book until 11:00.

d Complete the sentences about you or your friends. Use the past simple.

- Last weekend, \_\_\_\_\_.
- Yesterday, \_\_\_\_\_.
- This morning, \_\_\_\_\_.
- Last Monday, \_\_\_\_\_.

e >>> Now go back to p. 67.

## 9A Past simple: negative



She **didn't get** a taxi to the airport.

▶ 09.07

	-	
stay	We <b>didn't stay</b>	at a hostel.
finish	They <b>didn't finish</b>	work early.
see	I <b>didn't see</b>	them at the party.
get	She <b>didn't get</b>	a taxi to the airport.

I **didn't see** them. NOT ~~I don't saw~~ them.

We **didn't stay**. NOT ~~We didn't stayed~~.

### Tip

In the negative:

- add **didn't** before the verb
- the verb doesn't change

## 9B Past simple: questions

▶ 09.19

Yes/No questions		Short answers	
Did you	<b>see</b> the concert?	Yes, you <b>did</b> .	No, you <b>didn't</b> .
Did she	<b>work</b> in a café?	Yes, she <b>did</b> .	No, she <b>didn't</b> .
Did they	<b>go</b> to the party?	Yes, they <b>did</b> .	No, they <b>didn't</b> .

Did you **work** ... ?

NOT ~~Did you worked~~ ... ?

Did she **go** ... ?

NOT ~~Did she went~~ ... ?

Yes, she **did**.

NOT ~~Yes, she worked~~.

No, she **didn't**.

NOT ~~No, she didn't work~~.

▶ 09.20

### Wh- questions

Where	<b>did</b> you	<b>work</b> ?
Where	<b>did</b> she	<b>go</b> ?
When	<b>did</b> they	<b>arrive</b> ?

Where **did** you **work**?

NOT ~~Where you worked~~?

OR ~~Where did you worked~~?

Where **did** she **go**?

NOT ~~Where did she went~~?



## 10A Present continuous: positive

We use the present continuous to talk about now.

▶ 10.07

	+	
I	<b>I'm writing</b>	an email.
you	<b>You're working</b>	a lot.
he/she	<b>He's/She's studying</b> .	
it	<b>It's raining</b> .	
we	<b>We're watching</b>	TV.
they	<b>They're eating</b>	a big dinner.

**I'm working** hard. NOT ~~I'm working hard~~. OR ~~I'm work hard~~.

**I'm having** breakfast. NOT ~~I'm haveing breakfast~~.

**I'm sitting** in the car. NOT ~~I'm siting in the car~~.



"It's raining and I'm writing this email ..."

### Tip

**I'm writing** an email. → I **am writing** an email.

**We're watching** TV. → We **are watching** TV.

**He's studying**. → He **is studying**.



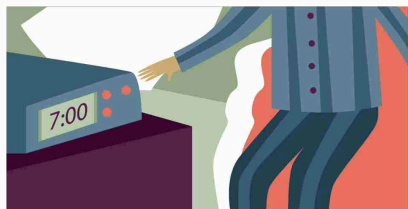
## 9A Past simple: negative

a Complete the sentences with the past simple negative form of the verbs in brackets.

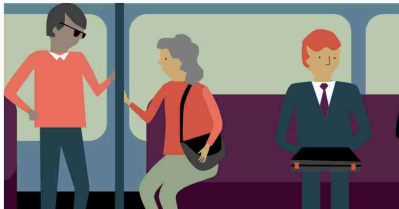
- |   |                                  |
|---|----------------------------------|
| 1 I <u>didn't play</u> football. (play) | 6 I _____ a friend. (visit)      |
| 2 I _____ early. (get up)               | 7 I _____ shopping. (go)         |
| 3 I _____ cereal for breakfast. (have)  | 8 I _____ any photos. (take)     |
| 4 I _____ my phone. (use)               | 9 I _____ to the radio. (listen) |
| 5 I _____ my emails. (read)             |                                  |

b Look at the pictures. Complete the sentences with the verbs in the box. Make one positive and one negative sentence.

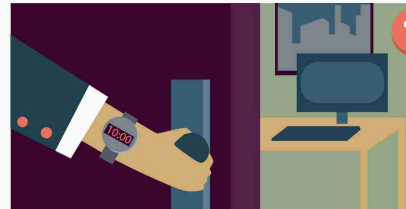
arrive play go (x2) have get up



- 1 Last week, John didn't get up at 6:00. He got up at 7:00.



- 2 He \_\_\_\_\_ to work by bus.  
He \_\_\_\_\_ to work by train.



- 3 He \_\_\_\_\_ at work at 9:00.  
He \_\_\_\_\_ at work at 10:00.



- 4 He \_\_\_\_\_ pizza for lunch.  
He \_\_\_\_\_ spaghetti.



- 5 After work, he \_\_\_\_\_ football.  
He \_\_\_\_\_ tennis.



- 6 In the evening, he \_\_\_\_\_ to the cinema. He \_\_\_\_\_ to a restaurant.

c >>> Now go back to p. 73.

## 9B Past simple: questions

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

- |                                     |                          |
|-------------------------------------|--------------------------|
| 1 you go / where did / on holiday ? | 4 you / meet / who did ? |
| 2 see / what did / you ?            | 5 you / what did / eat ? |
| 3 you have / did / a good time ?    | 6 like it / you / did ?  |

b Complete the questions with *did* or *does*.

- |   |  |
|---|--|
| 1 Where _____ you go last night?              | 5 What _____ you do after class last week?     |
| 2 _____ you see Jim yesterday?                | 6 What time _____ their lessons usually start? |
| 3 What time _____ he go to work every day?    | 7 What time _____ she start work yesterday?    |
| 4 _____ they go to the cinema every Saturday? | 8 Who _____ you see at the party last night?   |

c Complete the answers to the questions.

- A Did you go home early?  
B Yes, I did. I left at 4:00.
- A Did they enjoy their holiday?  
B No, \_\_\_\_\_. It was boring.
- A Did he watch the football match?  
B No, \_\_\_\_\_. He was at the cinema.
- A Did you go to the supermarket?  
B Yes, \_\_\_\_\_. We got some bread and cheese.
- A Did your sister work in a restaurant?  
B No, \_\_\_\_\_. She worked in a café.

d >>> Now go back to p. 75.

## 10A Present continuous: positive

a Write the *-ing* forms of the verbs.

- eat \_\_\_\_\_
- cook \_\_\_\_\_
- talk \_\_\_\_\_
- listen \_\_\_\_\_
- get \_\_\_\_\_
- have \_\_\_\_\_
- wear \_\_\_\_\_
- go \_\_\_\_\_

b Complete the sentences with the present continuous form of the verbs in brackets.

- |                                     |  |
|-------------------------------------|--|
| 1 I (wear) jeans and a T-shirt.     | 5 Rob and Ben (play) football in the park. |
| 2 We (listen) to Drake's new song.  | 6 He (watch) a film in the living room.    |
| 3 Lee (study) in her bedroom.       | 7 Our children (cook) dinner for us.       |
| 4 They (have) dinner at the moment. | 8 I (write) this email at work.            |

c >>> Now go back to p. 81.

## 10B Present continuous: negative and questions

### 10.15

	–
I	I'm <b>not waiting</b> for the bus.
you	You <b>aren't listening!</b>
he/she	She <b>isn't reading</b> a book.
it	It <b>isn't raining</b> .
we	We <b>aren't staying</b> in a hostel.
they	They <b>aren't working</b> .

She **isn't reading**. NOT ~~She not reading.~~  
OR ~~She's not read.~~



### 10.16

Yes/No questions		Short answers	
<b>Are you</b>	<b>waiting</b> for the bus?	Yes, you <b>are</b> .	No, you <b>aren't</b> .
<b>Is she</b>	<b>reading</b> a book?	Yes, she <b>is</b> .	No, she <b>isn't</b> .
<b>Is it</b>	<b>raining?</b>	Yes, it <b>is</b> .	No, it <b>isn't</b> .
<b>Are they</b>	<b>working?</b>	Yes, they <b>are</b> .	No, they <b>aren't</b> .

**Are you** waiting? NOT ~~You waiting?~~ ~~You are waiting?~~

### 10.17

Wh- questions			
<b>you</b>	What	<b>are you</b>	<b>doing?</b>
<b>he/she</b>	Where	<b>is he</b>	<b>going?</b>
<b>it</b>	Why	<b>is it</b>	<b>raining?</b>
<b>they</b>	What	<b>are they</b>	<b>watching?</b>

What **are you** doing? NOT ~~What you are doing?~~

## 11A Object pronouns

### 10.08

Subject pronouns	Object pronouns	
I	me	I talked to Mark last night. He called <b>me</b> .
you	you	<b>You</b> were in town yesterday. I saw <b>you</b> .
he	him	<b>He's</b> a great singer. I like <b>him</b> .
she	her	<b>She</b> lives nearby. I often visit <b>her</b> .
it	it	I live near Henley. <b>It's</b> a nice town. I like <b>it</b> .
we	us	<b>We</b> were at the party. Did you see <b>us</b> ?
they	them	These shoes are nice, but <b>they're</b> expensive. I can't buy <b>them</b> .

He called **me**. NOT ~~He called I.~~

### Tip

We use *it* and *them* to talk about things and places.  
**It** isn't a very interesting book. I don't want to finish **it**.  
NOT ~~**She** isn't an interesting book. I don't want to finish **her**.~~  
**It's** a nice town. I like **it**.  
NOT ~~**He's** a nice town. I like **him**.~~





## 10B Present continuous: negative and questions

**a** Complete the sentences using the negative form of the present continuous.

- 1 She isn't studying (study). She's watching TV.
- 2 They \_\_\_\_\_ (have) lunch. They're having breakfast.
- 3 I \_\_\_\_\_ (work). I'm at home.
- 4 He \_\_\_\_\_ (play) football. He's watching the match.
- 5 We \_\_\_\_\_ (stay) in a hotel. We're camping.
- 6 Are you OK? You \_\_\_\_\_ (eat).

**b** Put the words in the correct order to make questions.

- 1 wearing / a coat / you / why / are ?
- 2 working / she / is ?
- 3 you / doing / are / what ?
- 4 are / where / going / you ?
- 5 she / is / texting / who ?
- 6 a video game / playing / he / is ?

**c** Write two questions to ask your partner about now. Use the present continuous. Ask and answer your questions.

**d** >>> Now go back to p. 83.

## 11A Object pronouns

**a** Underline the correct words.

- 1 We're waiting at the station. Please come and meet we / us.
- 2 She was in town. We saw her / him there.
- 3 My parents live in London. It / They have a small flat.
- 4 I bought a pizza. Do you want to have it / her for dinner?
- 5 Where are my keys? Do you have they / them in your bag?
- 6 Here's a photo of my new boyfriend. I met it / him two months ago at a party.

**b** Complete the text with the words in the box.

he she it we me him her us

**c** Write sentences about your favourite things and people. Use pronouns in your sentences.

**d** >>> Now go back to p. 89.

### JULIE THOMPSON, ACTOR

MY FAVOURITE THINGS AND PEOPLE ...

#### 1 My car

It's a very old Volkswagen, but I use <sup>1</sup> \_\_\_\_\_ every day.



#### 2 My brother

<sup>2</sup> \_\_\_\_\_ works in Japan, so we don't see <sup>3</sup> \_\_\_\_\_ very often, but he always stays with <sup>4</sup> \_\_\_\_\_ on New Year's Eve.

#### 3 The singer Lana Del Rey

I think <sup>5</sup> \_\_\_\_\_'s a wonderful singer. I can listen to <sup>6</sup> \_\_\_\_\_ for hours.



#### 4 My husband, Paul

We got married 30 years ago and <sup>7</sup> \_\_\_\_\_'re very happy. He always listens to <sup>8</sup> \_\_\_\_\_ when I have problems.

## 11B can for ability



### Part 1: Positive and negative

We use *can* to talk about things we know how to do.

#### ▶ 11.09

		+		-	
	I/You/He/She/It/We/They	<i>can</i>	<i>swim.</i>	<i>can't</i>	<i>swim.</i>

*I can swim* well. NOT *I can to swim* well.  
*She can swim* well. NOT *She cans swim* well.  
*He can't swim* well. NOT *He not can swim* well.



#### Tip

*I cannot swim.* → *I can't swim.*

For all persons (*I/you/he/she/it/we/they*), *can/can't* and the verb don't change.

### Part 2: Questions

#### ▶ 11.14

Yes/No questions	+	-
<i>Can you swim?</i>	Yes, <i>I can.</i>	No, <i>I can't.</i>
<i>Can she swim?</i>	Yes, <i>she can.</i>	No, <i>she can't.</i>
<i>Can they swim?</i>	Yes, <i>they can.</i>	No, <i>they can't.</i>

*Can you swim?* NOT *You can swim?*  
 Yes, *I can.* NOT *Yes, I swim.*  
 No, *I can't.* NOT *No, I not swim.*

## 12A be going to: positive and negative

### Part 1: Positive

We use *be + going to* to talk about things we plan to do in the future.

#### ▶ 12.02

		+		-	
I	<i>I'm</i>	<i>going to</i>	<i>have</i> a cup of coffee. <i>go</i> shopping. <i>have</i> chicken tonight.		
you/we/they	<i>You're</i>				
he/she/it	<i>She's</i>				

*I'm going to have* a bath. NOT *I going to have* a bath.  
 OR *I'm going have* a bath.  
 OR *I'm go to have* a bath.

### Part 2: Negative

#### ▶ 12.08

		-			
I	<i>I'm not</i>	<i>going to</i>			<i>go</i> on holiday.
you/we/they	<i>You aren't</i>				<i>read</i> a book.
he/she/it	<i>She isn't</i>				<i>visit</i> her sister.

*We're not going to have* a bath.  
 NOT *We're going not to have* a bath.

## 12B be going to: questions

#### ▶ 12.16

Yes/No questions			Short answers	
<i>Am I</i>	<i>going to</i>	<i>see</i> you soon?	Yes, <i>I am.</i>	No, <i>I'm not.</i>
<i>Are you</i>		<i>go</i> out?	Yes, <i>you are.</i>	No, <i>you aren't.</i>
<i>Is he</i>		<i>leave</i> home?	Yes, <i>he is.</i>	No, <i>he isn't.</i>

*Are you going to ... ?* NOT *You are going to ... ?*  
 Yes, *I am.* NOT *Yes, I'm going.*

#### ▶ 12.17

Wh- questions				
I	When	<i>am</i> I	<i>going to</i>	<i>see</i> you?
you/we/they	What	<i>are</i> you		<i>do</i> ?
he/she/it	Where	<i>is</i> he		<i>live</i> ?

What *are you going to do*? NOT *What you going to do*?  
 OR *What you are going to do*?





## 11B can for ability

### Part 1: Positive and negative

- a** Complete the sentences with *can* or *can't*.
- I studied Spanish at university for three years. I \_\_\_\_\_ speak with Spanish people.
  - Her meals are terrible. She \_\_\_\_\_ cook!
  - My brother and I don't like the sea or swimming pools. We \_\_\_\_\_ swim.
  - I went to guitar lessons. Now I \_\_\_\_\_ play some easy songs.
  - I don't have a bike, but I \_\_\_\_\_ ride one.
  - I don't like that band. They \_\_\_\_\_ sing.

**b** >>> Now go to p. 91.

### Part 2: Questions

- a** Put the words in the correct order to make questions.
- you ride / can / a horse ?
  - well / cook / can he ?
  - sing and / can / play the guitar / they ?
  - can / draw pictures / she ?
  - speak / both Japanese / can you / and Mandarin ?
  - he drive / a car and / can / a bus ?

**b** >>> Now go back to p. 91.

## 12A be going to: positive and negative

### Part 1: Positive

- a** Complete the sentences with *going to* and the verb in brackets.
- I'm hungry. I'm \_\_\_\_\_ (eat) a sandwich.
  - The house is dirty. He's \_\_\_\_\_ (clean) it today.
  - We're bored. We're \_\_\_\_\_ (watch) a film.
  - It's very cold today. I'm \_\_\_\_\_ (wear) a coat.
  - She's tired. She's \_\_\_\_\_ (go) to bed.

**b** >>> Now go back to p. 96.

### Part 2: Negative

- a** Put the words in the correct order to make sentences.
- his homework at / he's going / the weekend / to do
  - visit my parents / aren't / next week / we / going to
  - going to / Friday night / I'm / party on / have a
  - they aren't / to play football / going / on Saturday
  - not / cook dinner / she's / going to / this evening
  - to meet / tomorrow evening / we're going / some friends
- b** Complete the conversation with the correct form of *be going to* and the verb in brackets.
- A** What are your plans for this evening?  
**B** I <sup>1</sup> \_\_\_\_\_ (stay) home.  
**A** That's not very interesting.  
**B** Maybe not. But I <sup>2</sup> \_\_\_\_\_ (cook) a nice dinner.  
**A** OK, and then maybe watch a film?  
**B** No, I <sup>3</sup> \_\_\_\_\_ (not / watch) a film. I <sup>4</sup> \_\_\_\_\_ (read) a book. And you?  
**A** Well, I <sup>5</sup> \_\_\_\_\_ (not / cook) dinner. I <sup>6</sup> \_\_\_\_\_ (get) a pizza and then I <sup>7</sup> \_\_\_\_\_ (go) to a party. Do you want to come?  
**B** No, thanks. I <sup>8</sup> \_\_\_\_\_ (have) a quiet evening.

**c** >>> Now go back to p. 97.

## 12B be going to: questions

- a** Make questions with *be going to*.
- you / watch / a film / tonight?  
Are you going to watch a film tonight?
  - what / you / do / this evening?
  - they / go / Italy / next summer?
  - when / you / have / lunch?
  - how / she / get to / the airport?
  - when / we / clean / the flat?
- b** Complete the questions with *be going to* and the words in brackets.
- A** \_\_\_\_\_ home tonight? (you / stay)  
**B** No, we aren't. We're going to go out.
  - A** What \_\_\_\_\_? (she / buy)  
**B** A new coat.
  - A** \_\_\_\_\_ shopping? (you / go)  
**B** Yes, I am. Do you want to come with me?
  - A** Who \_\_\_\_\_? (they / invite)  
**B** Oh, just a few friends. They don't want to have a big party.
  - A** \_\_\_\_\_ TV? (he / watch)  
**B** No, he isn't. He's going to work.

**c** >>> Now go back to p. 99.

# VOCABULARY FOCUS

## 1A Countries

**a** **01.11** Listen and write the countries on the map.

the USA   Brazil   the UK / Britain  
Turkey   Spain   Mexico   Italy  
China   Japan



**Tip**

the USA = the United States of America  
the UK = the United Kingdom

**b** **01.11** Listen again and practise saying the countries.

**c** Add the name of your country in English to the list in a. Practise saying it.

**d** Now go back to p. 9.



## 1B Nationalities

**a** Complete the tables with countries from page 9.

Country	Nationality
	<i>-ian</i>
1 _____	Brazilian
Australia	Australian
Italy	Italian
	<i>-an</i>
2 _____	Mexican
3 _____ / The United States of America	American

Country	Nationality
	<i>-ish</i>
4 _____	Spanish
5 _____ / The United Kingdom	British
6 _____	Turkish
	<i>-ese</i>
7 _____	Chinese
8 _____	Japanese

**b** **01.14** Listen and repeat the countries and nationalities.

**c** Write your nationality.  
I'm \_\_\_\_\_.

**d** Work in pairs.

Student A: Say a country.  
Student B: Say the nationality.

Then swap roles.

Brazil

Brazilian

**e** Now go back to p. 10.



2A Common adjectives

a 02.09 Listen and repeat the adjectives.



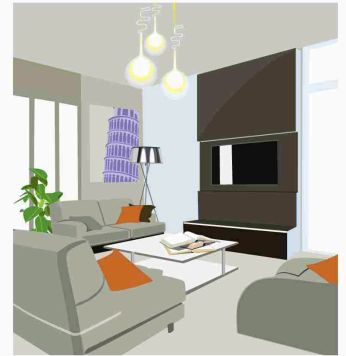
1 small



big



2 old



new



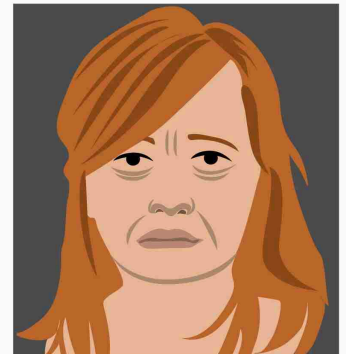
3 good



bad



4 happy



sad



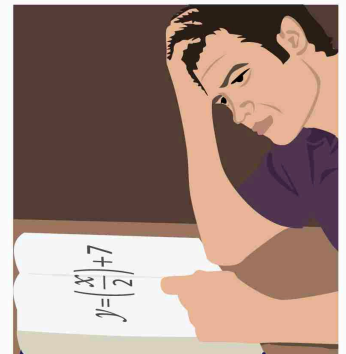
5 interesting



boring



6 easy



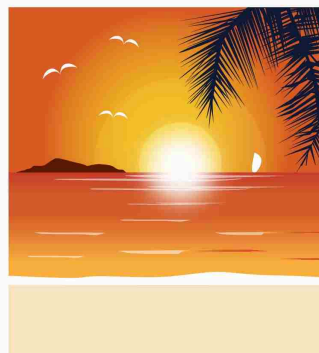
difficult



7 right



wrong



8 beautiful



9 funny

b Work in pairs.

Student A: Say an adjective.  
Student B: Say the opposite.

happy

sad

c Complete the sentences with an adjective. There is no correct answer.

- New York is a \_\_\_\_\_ city.
- Harry Potter books are \_\_\_\_\_.
- My house is very \_\_\_\_\_.
- The English language is \_\_\_\_\_ for me.
- My best friend is \_\_\_\_\_.

Tell a partner your sentences. Are the adjectives the same?

d Now go back to p. 17.

## 2B Common objects 1



a book (books)



a bottle of water  
(bottles of water)



a computer (computers)



a key (keys)



a newspaper  
(newspapers)



a knife (knives)



a phone (phones)



a ticket (tickets)



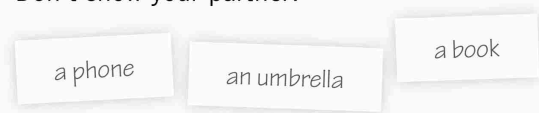
a watch (watches)



an umbrella (umbrellas)

**a** 02.12 Listen and repeat the objects.

**b** Write three objects on three pieces of paper. Don't show your partner!



**c** Guess your partner's words.

Is it a watch?

No.

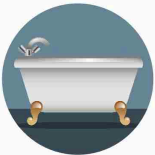
Is it a book?

Yes.

**d** Now go back to p. 18.

## 5B Hotels

**a** 05.11 Listen and repeat the words.



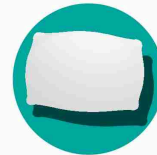
bath



room



bed



pillow



shower



wi-fi



blanket



car park



TV



towel

There's wi-fi in the room. NOT ~~There's a wi-fi in the room.~~ OR ~~There are wi-fi in the room.~~

**b** Which word is different in each group? Compare your answers with your partner.

- |          |         |        |            |       |         |
|----------|---------|--------|------------|-------|---------|
| 1 shower | pillow  | bath   | 4 car park | towel | blanket |
| 2 TV     | wi-fi   | room   | 5 bed      | room  | bath    |
| 3 shower | blanket | pillow |            |       |         |

**c** Now go back to p. 42.



3A Food 1

a 03.04 Listen and repeat the words.



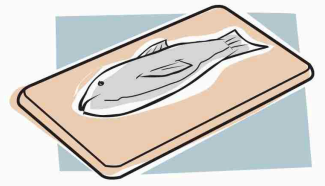
fruit



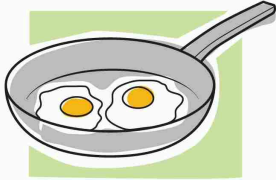
vegetables



meat



fish



eggs



bread



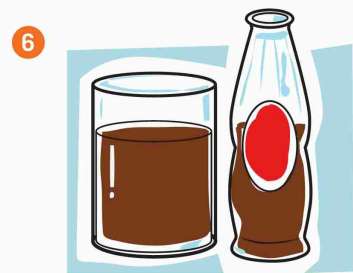
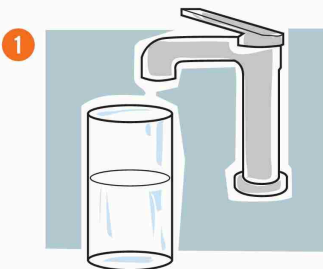
rice

b Talk to a partner. What food is in the pictures?



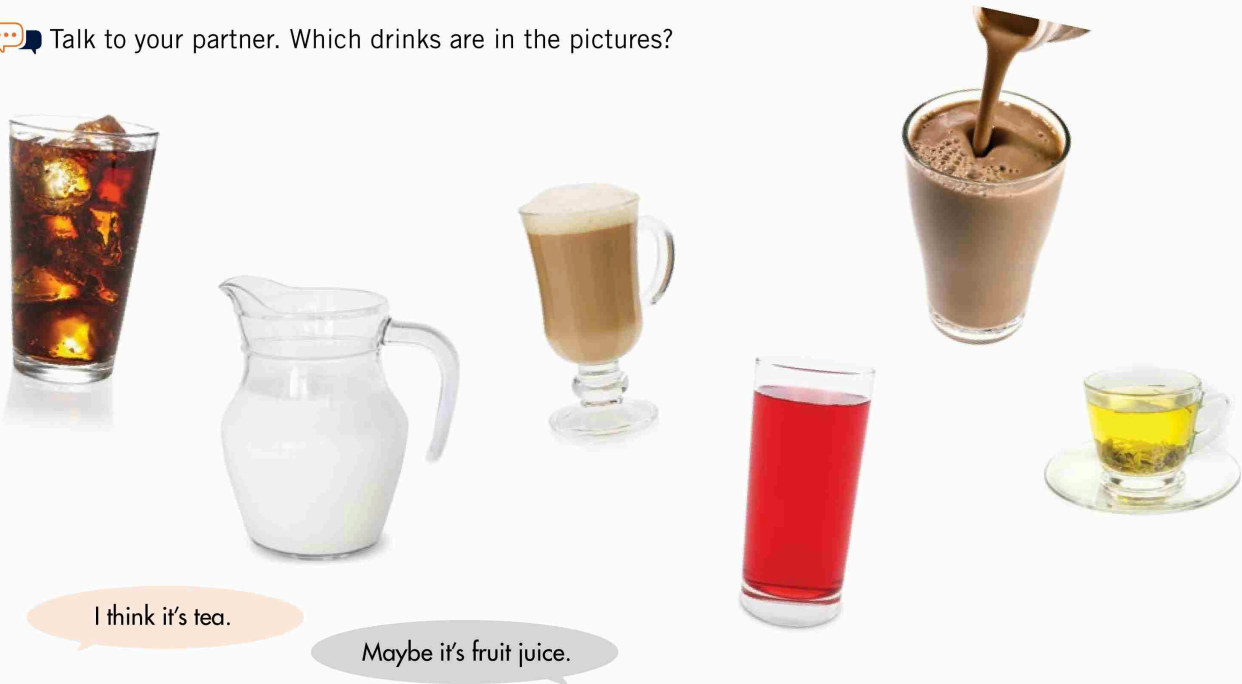
c Match pictures 1–6 with the words in the box.

coffee cola fruit juice milk tea water



d 03.05 Listen and check your answers in c. Practise saying the words.

e Talk to your partner. Which drinks are in the pictures?



I think it's tea.

Maybe it's fruit juice.

f Now go back to p. 24.

### 3B Food 2

a 03.11 Listen and repeat the words.



breakfast



lunch



dinner

*I have breakfast at 7:30. NOT ~~I have a breakfast at 7:30.~~  
 She has lunch at 12:30. NOT ~~She has a lunch at 12:30.~~  
 We have dinner at 7:00. NOT ~~We have a dinner at 7:00.~~*

b 03.12 Match the words in the box with pictures 1–12. Listen and check your answers. Then listen and repeat.

orange sandwich butter biscuit banana pizza potato tomato apple ice cream cheese cake



c Which food in b do you eat for ... ?  
 • breakfast • lunch • dinner

d Now go back to p. 27.



### 2B Numbers 1

a 02.19 Listen and repeat the numbers.

**1** one    **2** two    **3** three    **4** four    **5** five    **6** six    **7** seven    **8** eight    **9** nine    **10** ten

**11** eleven    **12** twelve    **13** thirteen    **14** fourteen    **15** fifteen    **16** sixteen    **17** seventeen    **18** eighteen    **19** nineteen

*thirteen NOT threeteen, fifteen NOT fiveteen*

**20** twenty    **30** thirty    **40** forty    **50** fifty    **60** sixty    **70** seventy    **80** eighty    **90** ninety

*thirty NOT threety, forty NOT fourty, fifty NOT fivety*

b 02.20 Listen to a–g. Underline the number you hear.

- a 13 / 30                                  c 15 / 50                                  e 17 / 70                                  g 19 / 90
- b 14 / 40                                  d 16 / 60                                  f 18 / 80

c Now go back to p. 19.

### 3B Time

a 03.15 Match the clocks with the times in the box. Listen and check.

two o'clock    twenty past two    (a) quarter past two  
half past two    (a) quarter to two    twenty to two



b 03.15 Listen again and repeat the times.

c Complete the sentences.

- 1 My English class is at \_\_\_\_\_.
- 2 My favourite TV programme is at \_\_\_\_\_.
- 3 My school / job starts at \_\_\_\_\_.

Tell a partner your sentences.

d Now go back to p. 27.

### 4B Numbers 2

a 04.13 Listen and repeat the numbers.

**21** twenty-one    **34** thirty-four    **42** forty-two    **57** fifty-seven    **63** sixty-three    **79** seventy-nine    **85** eighty-five    **99** ninety-nine    **100** a hundred

*thirty-four NOT thirty-and-four OR four-and-thirty*

b Work with a partner.

Student A: Say a number in the box.  
Student B: Say the next two numbers.


52 41 29 68 98 36 82 75 59

c Now go back to p. 35.

fifty-two

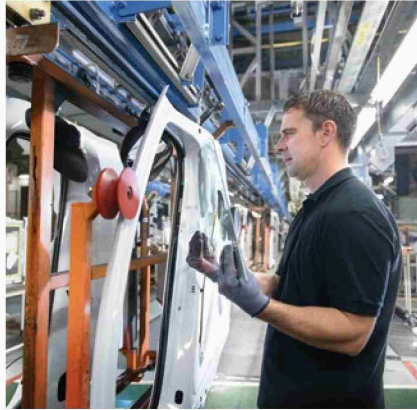
fifty-three, fifty-four

## 4A Common verbs

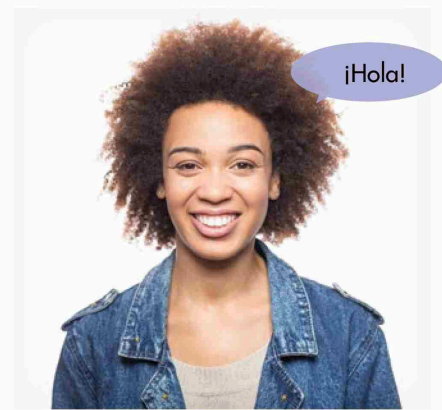
a  04.02 Listen to the sentences. Repeat the verbs.



1 We **live** in a big house.



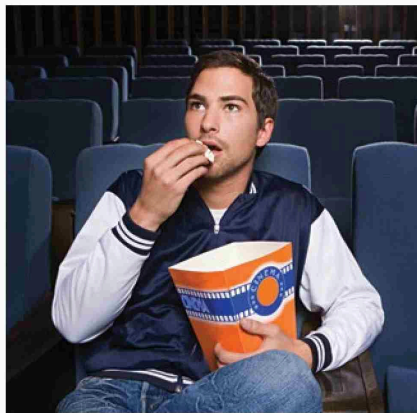
2 I **work** in a factory.



3 I **speak** Spanish.



4 We **study** at school.



5 I **go** to the cinema every weekend.



6 I **teach** young children.



7 We **play** tennis on Saturdays.




8 I **meet** my friends for coffee every day.


b Complete the phrases with verbs in a.

- 1 work in an office / in a bank
- 2 \_\_\_\_\_ football / the guitar
- 3 \_\_\_\_\_ in a flat / in New York
- 4 \_\_\_\_\_, 5 \_\_\_\_\_ and 6 \_\_\_\_\_ Italian
- 7 \_\_\_\_\_ at university
- 8 \_\_\_\_\_ people / a friend
- 9 \_\_\_\_\_ to the gym / home

c Write two sentences about you with phrases in a and b.

I study English. I play football.

 Tell a partner your sentences.

d  Now go back to p. 32.

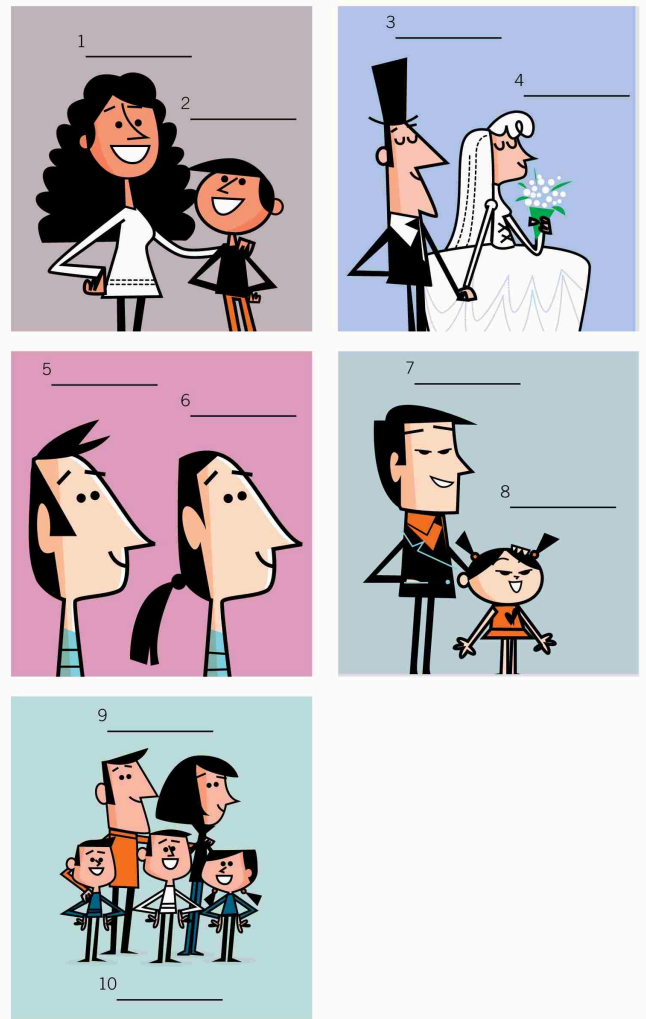


**4B Family and people**

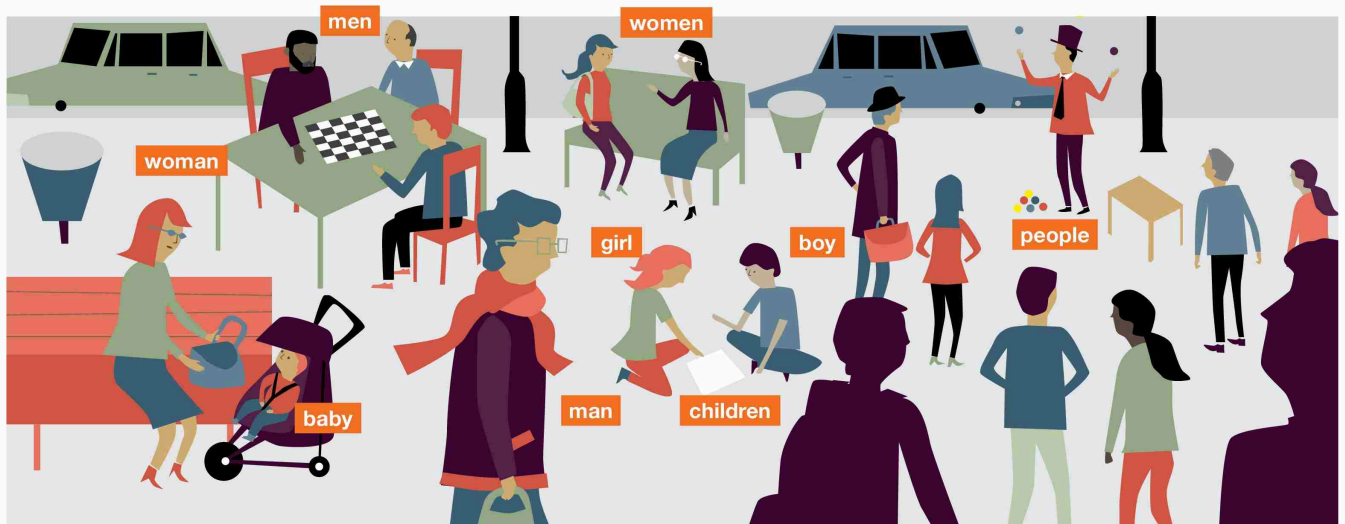
**a** 04.09 Listen and repeat the words.



**b** Look at the words in a. Complete 1–10.



**c** 04.10 Listen and repeat the words.



**d** Complete the sentences with words from a and c.

- 1 They have three c\_\_\_\_\_, a b\_\_\_\_\_y and two g\_\_\_\_\_s.
- 2 I'm Olivia and this is David. He's my h\_\_\_\_\_d.
- 3 That w\_\_\_\_\_n is my s\_\_\_\_\_r.
- 4 They have a new b\_\_\_\_\_y. It's a g\_\_\_\_\_l. Her name's Lucia.
- 5 My yoga class has ten p\_\_\_\_\_e: nine w\_\_\_\_\_n and only one m\_\_\_\_\_n!

**e** Now go back to p. 34.

## 5A Places in a town

a 05.04 Listen and repeat the places.



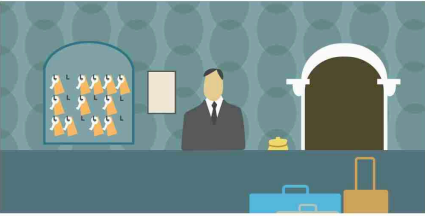
station



supermarket



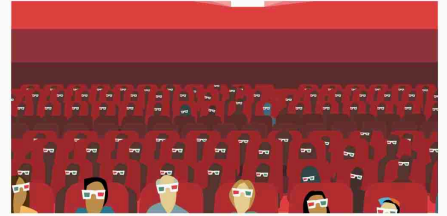
school



hotel



hospital



cinema



restaurant



bank



shop



café



swimming pool



park



museum



beach

b Talk to your partner. Where are these signs?

I think 1 is at a swimming pool, or maybe a beach.



c Now go back to p. 41.

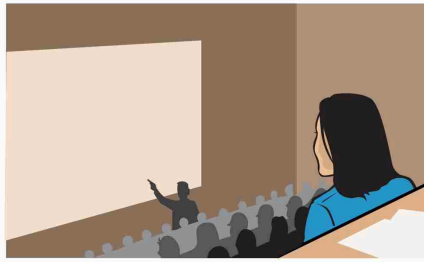


6A Jobs

a 06.03 Listen and repeat the jobs.



football player



student



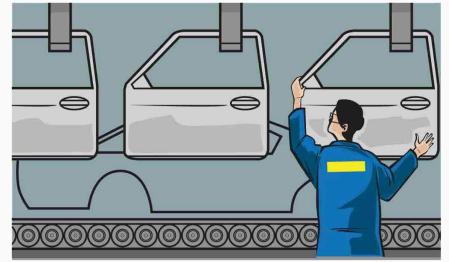
receptionist



waiter / waitress



taxi driver



factory worker



bank worker



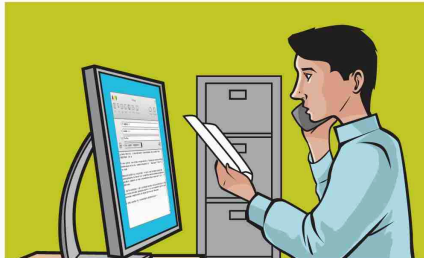
shop assistant



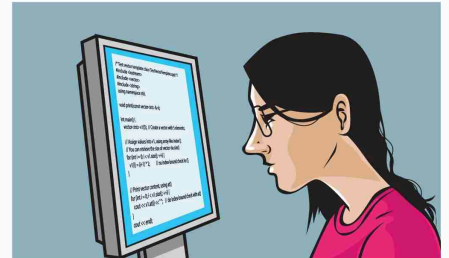
businessman / businesswoman



chef



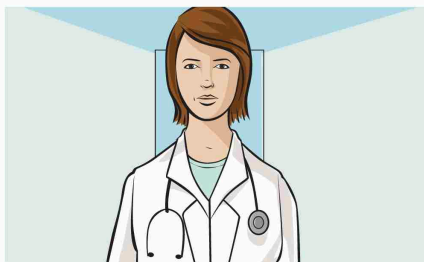
office worker



IT worker



teacher



doctor

b Cover the words and pictures in a. Correct the spelling in each job. Then check your answers.

- |                  |                   |
|------------------|-------------------|
| 1 student        | 6 football player |
| 2 waitress       | 7 receptionist    |
| 3 factory worker | 8 bank worker     |
| 4 shop assistant | 9 office worker   |
| 5 taxi driver    |                   |

c Do you know people who do the jobs in a? Tell your partner.

My father is a taxi driver.

My friend Kumiko is a chef.

d Now go back to p. 49.

## 6B Daily routine

a 06.08 Listen to Danny's daily routine and complete the times.



1 Danny **wakes up** at \_\_\_\_\_.



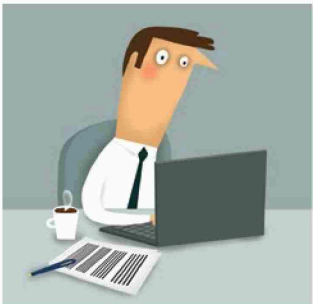
2 He **gets up** at \_\_\_\_\_.



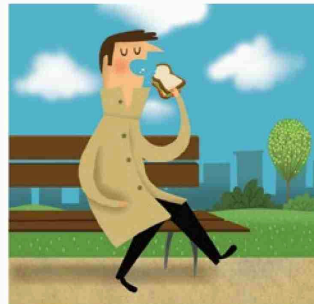
3 He **has breakfast** at \_\_\_\_\_.



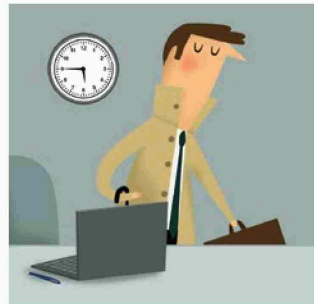
4 He **goes to work** at \_\_\_\_\_.



5 He **starts work** at \_\_\_\_\_.



6 He **has lunch** at \_\_\_\_\_.



7 He **finishes work** at \_\_\_\_\_.



8 He **gets home** at \_\_\_\_\_.



9 He **has dinner** at \_\_\_\_\_.



10 He **goes to bed** at \_\_\_\_\_.

b 06.09 Listen and repeat the verb phrases.

wake	up
get	

have	a shower
	breakfast
	lunch
	dinner
	coffee

go	to school
	to work
	to bed

start	work
finish	

get	home
arrive	

*have breakfast/lunch/dinner NOT have the breakfast, have a lunch*  
*go to work NOT go to the work*  
*go to bed NOT go in the bed*

c Read about Pablo's daily routine. Then complete the sentences about him with words in a and b.

I sleep from 11:00 to 7:00 every night.  
 In the morning, I get up and have breakfast. I finish at 7:30.  
 It's 30 minutes by bus to go to work.  
 I work from 8:30 until 12:30, then I have lunch for half an hour.  
 Then I work for three hours until I go home.

- 1 He \_\_\_\_\_ at 7:00.
- 2 He \_\_\_\_\_ at 7:30.
- 3 He \_\_\_\_\_ at 8:00.
- 4 He \_\_\_\_\_ at 8:30.
- 5 He \_\_\_\_\_ at 12:30.
- 6 He \_\_\_\_\_ at 4:00.
- 7 He \_\_\_\_\_ at 11:00 at night.

d Now go back to p. 50.



## 7A Common objects 2

a 07.01 Listen and repeat the objects.



a bag (bags)



a chair (chairs)



a clock (clocks)



a cup (cups)



a glass (glasses)



a guitar (guitars)



a lamp (lamps)



a picture (pictures)



a plant (plants)



a plate (plates)



a football (footballs)



a speaker (speakers)



a suitcase (suitcases)

b Work in groups of three. Cover the pictures and make sentences. Add one more object each time.

At home, I have a guitar.

At home, I have a guitar, ten plates and three big plants.

At home, I have a guitar and ten plates.

c Now go back to p. 56.

## 10B Place phrases with prepositions

a 10.08 Listen and repeat the phrases.



in the car



in a taxi



in a hotel



in bed



in/at a restaurant



in/at a café



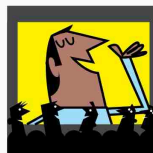
at the station



at the airport



at the bus stop



at the cinema



at a party



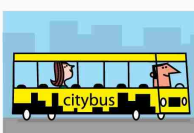
at home



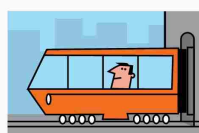
at work



at school



on a bus



on a train



on a plane



on holiday

b Correct the phrases with prepositions.

- 1 It's 10:00, but he's still at the bed.
- 2 I'm waiting for the plane on the airport.
- 3 I can't talk now. I'm on the car. I'm driving home.
- 4 Are you in home or are you at the work?
- 5 I'm having coffee on a café.
- 6 John's not here. He's still in the holiday.

c Think about people you know. Where are they now?

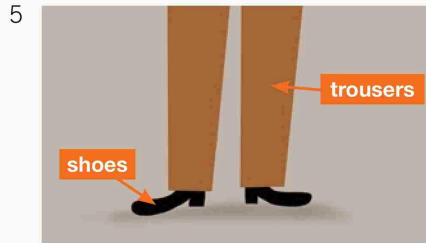
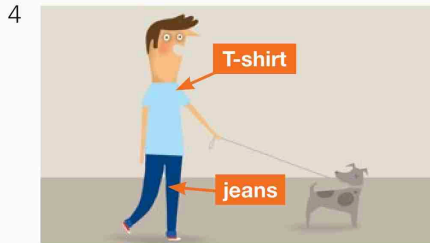
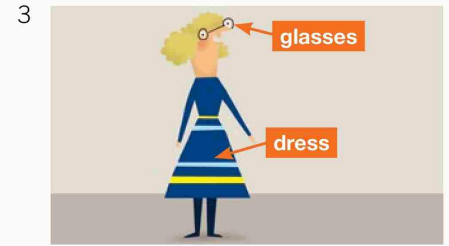
I think my sister is on a plane.

My husband is at work.

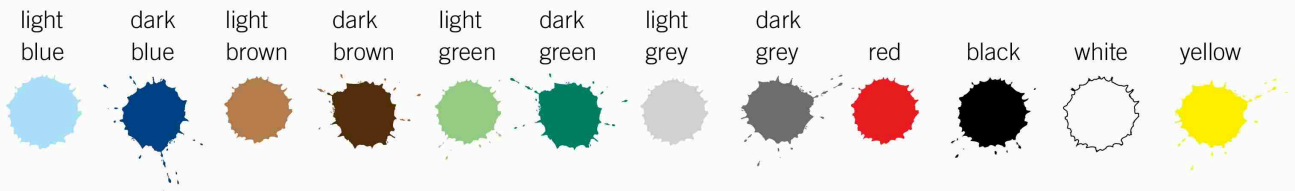
d Now go back to p. 82.

## 7B Clothes and colours

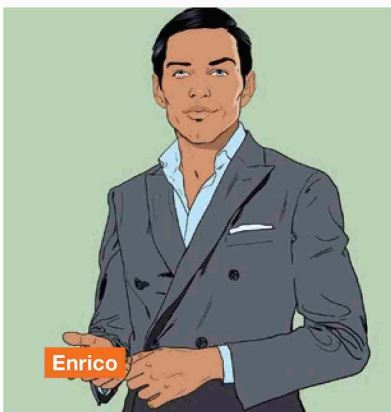
a **07.13** Listen and repeat the clothes.



b **07.14** Listen and repeat the colours.



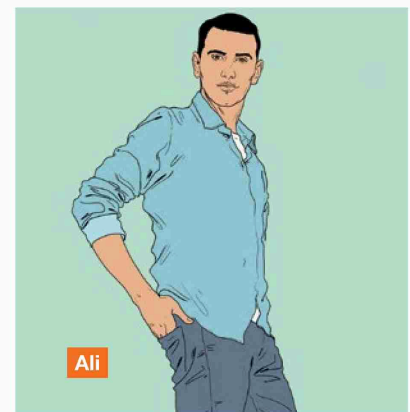
c What do the people usually wear? Write sentences.



1 Enrico usually wears a dark grey jacket and a light blue shirt.



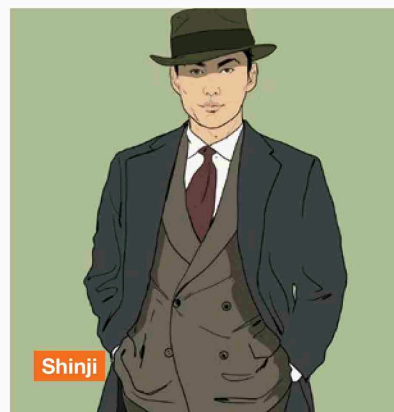
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

d **>>>** Now go back to p. 59.



### 8A Past time expressions

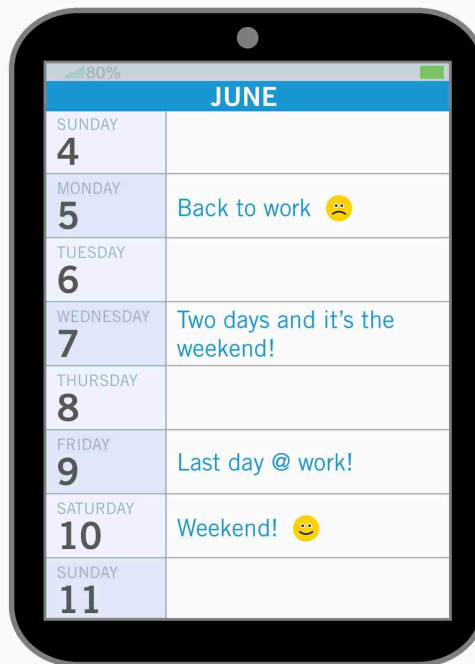
a 08.03 Listen and repeat the days of the week.

b Complete the sentences.

- 1 Today is \_\_\_\_\_.
- 2 Yesterday was \_\_\_\_\_.
- 3 My favourite day is \_\_\_\_\_, because \_\_\_\_\_.

Tell a partner your answer in 3.

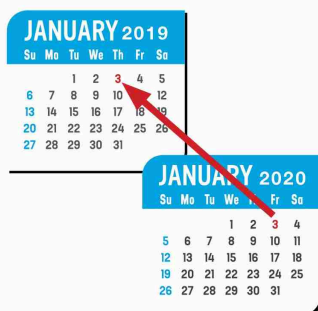
My favourite day is ...



c 08.04 Listen and repeat the past time expressions.



yesterday



a year ago



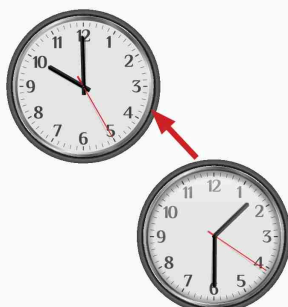
last weekend



two days ago *or* on Monday



last night



this morning

d 08.05 Complete the table with words in the box. Listen and check.

ago last on this	
1 _____	night Sunday month
a week two months ten years	2 _____
3 _____	morning afternoon
4 _____	Monday Friday

*two months ago NOT before two months ago  
on Monday NOT at Monday*

e Complete the sentences with words from c and d.

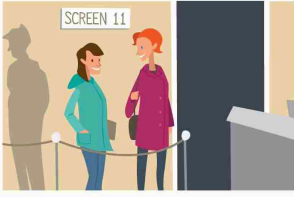
- 1 I was in Barcelona \_\_\_\_\_ weekend.
- 2 They were at the World Cup \_\_\_\_\_ year ago.
- 3 Were you at home \_\_\_\_\_ morning?
- 4 I was at a meeting two days \_\_\_\_\_.
- 5 We were at work \_\_\_\_\_ Friday.
- 6 He was at his friend's house \_\_\_\_\_ night.

f Now go back to p. 65.

## 8B Free time activities

a **08.20** Listen to five people talk about free time activities. Put their activities in the correct order.

1 go (**past simple: went**)



I went to the cinema.



I went to a party.



I went shopping.



I went to a café.

2 have (**past simple: had**)



I had a pizza.



I had a glass of water.

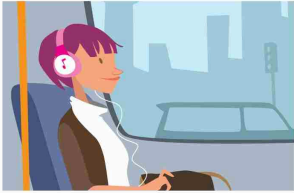


I had a coffee.



I had a shower.

3 listen (**past simple: listened**); watch (**past simple: watched**)



I listened to music.



I watched a football match.



I listened to the radio.



I watched a film on TV.

4 read (**past simple: read (/red/)**)



I read a book.



I read a magazine.



I read the newspaper.

5 play (**past simple: played**)



I played the guitar.



I played a video game.



I played football.

b **08.21** Listen and repeat the present and past verbs in a.

c Complete the sentences with the correct past simple verb.

- 1 We \_\_\_\_\_ football on TV last night.
- 2 He had breakfast and \_\_\_\_\_ the newspaper.
- 3 I \_\_\_\_\_ to a party last night until 2:00.
- 4 I \_\_\_\_\_ to music on the bus this morning.
- 5 We went to a café and \_\_\_\_\_ a pizza.

d Write two true sentences about a free time activity in a.

On Friday, I went to a party.

e **08.21** Read the first part of your sentences in d. Stop at the verb! Your partner guesses the second part of the sentence.

On Friday, I went ...

... to the cinema ... ?

No, try again!

f **08.21** Now go back to p. 67.



9A Transport

a **09.02** Listen and repeat the words.



b Cover the transport pictures in a. What do these signs show?



c **09.03** Which kind of transport do you prefer? Why?

d Notice how we use *go by*, *get* and *take* with different kinds of transport.

go by	bus	get	a bus
	train		a train
	plane		a taxi
	tram		a tram

*go by bus* NOT *go with bus*, *go by the bus*  
 We can also use *get the bus*, *get the train* or *get the tram*. NOT *get the taxi*

e **09.03** Tick (✓) the activity you see. Then listen and check.

1  I go to work by train.  
 I drive to work.

4  She takes the underground to see her parents.  
 She goes by plane to see her parents.

2  He takes a taxi to school.  
 He takes a bus to school.

5  They always walk to school.  
 They take the metro to school.

3  She drives to work.  
 She takes a tram to work.

f Think of three places you went to in the last year. Write how you got there.

I drove to a friend's house yesterday.  
 I flew to Turkey last summer.

**09.04** Tell a partner your sentences.

g **09.05** Now go back to p. 72.

## 9B The seasons and the weather

a 09.12 Listen and repeat the seasons.



spring



summer



autumn



winter

b Look at pictures 1–5 below. Which season do you think it is in each picture?

c 09.13 Complete the sentences with the words in the box. Listen and check.

windy sunny snowy rainy cloudy



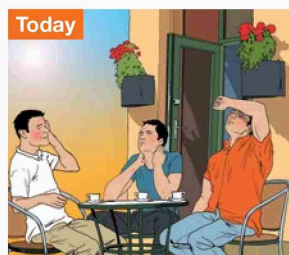
- 1 It often **rains** in England. (verb)  
There's a lot of **rain** in England. (noun)  
It's often \_\_\_\_\_ in England. (adjective)



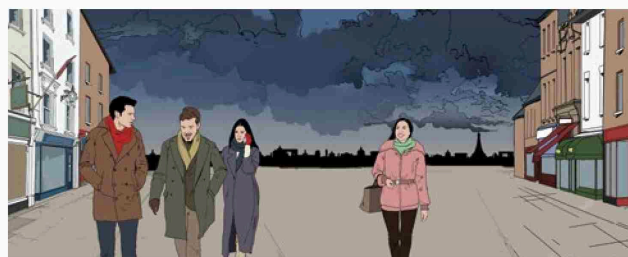
- 2 It often **snows** in Antarctica. (verb)  
There's always **snow** in Antarctica. (noun)  
It's always \_\_\_\_\_ in Antarctica. (adjective)



- 3 There's a lot of **wind** in my town. (noun)  
It's often \_\_\_\_\_ in my town. (adjective)



- 4 It's very **sunny** and **hot** today. (adjectives)  
It was \_\_\_\_\_ and **warm** yesterday. (adjectives)



- 5 There are a lot of **clouds** today. (noun)  
It's \_\_\_\_\_ and **cold** today. (adjectives)

d Underline the correct words.

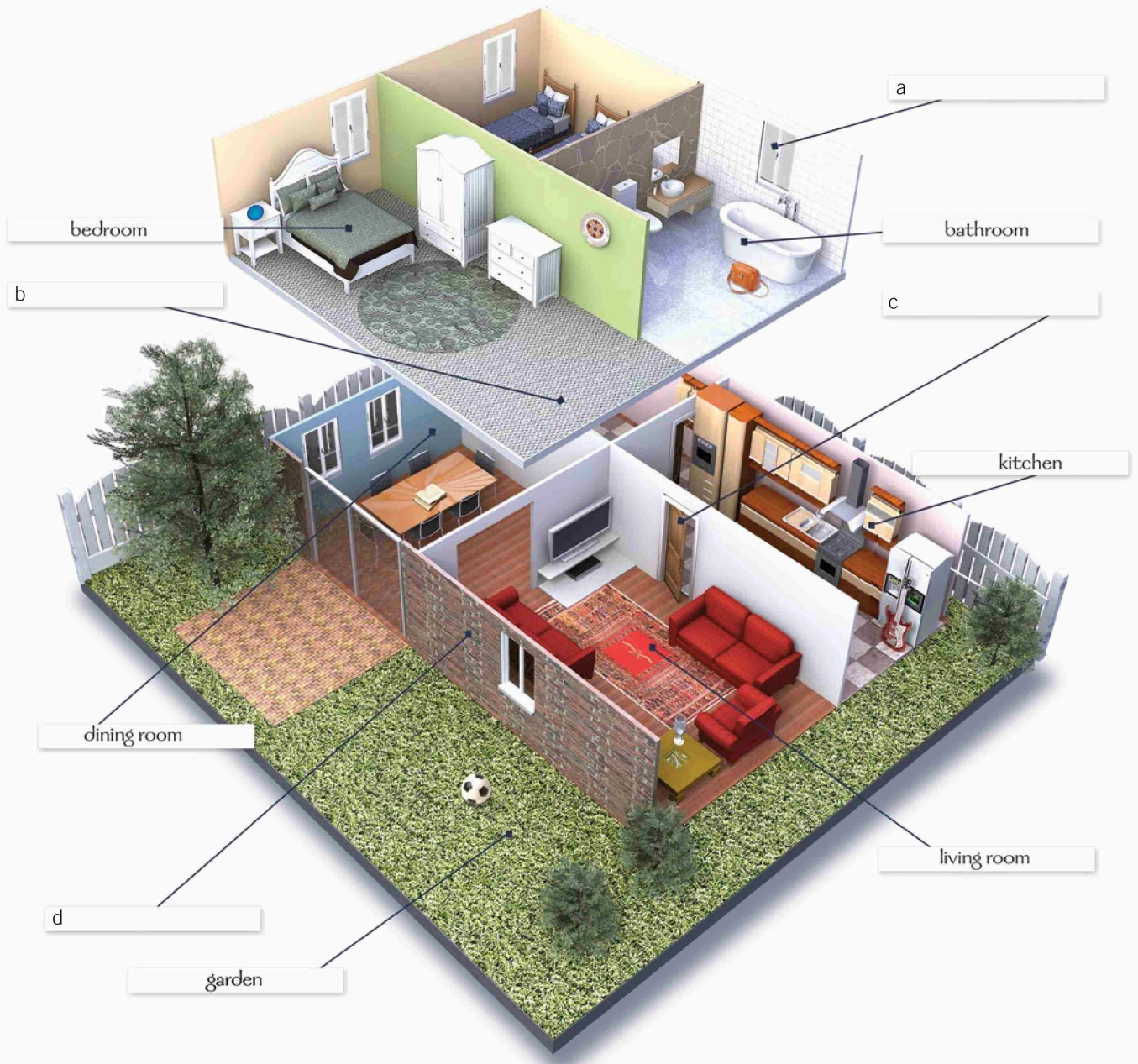
- Do you like hot and *sun* / *sunny* weather?
- Is the weather *cloudy* / *cloud* today?
- Is winter cold and *snow* / *snowy* in your country?
- Is summer hot and *sunny* / *sun* in your country?
- Does it *rainy* / *rain* in the autumn in your country?

e Ask and answer the questions in d with a partner.

f Now go back to p. 75.



10A The home



**a** Look at the picture. Where are objects 1–6? Ask and answer questions with a partner.

- |             |                |              |
|-------------|----------------|--------------|
| 1 the glass | 3 the book     | 5 the guitar |
| 2 the bag   | 4 the football | 6 the plate  |

Where's the glass?

It's in the living room.

**b** **10.02** Match the words in the box with a–d in the picture. Listen and check.

wall window floor door

**c** Complete the sentences with the correct words.

- My family has dinner in the d\_\_\_\_\_ r\_\_\_\_\_ every evening.
- We have a small g\_\_\_\_\_ behind our house. We often sit there on summer evenings.
- My bedroom has a large w\_\_\_\_\_ and I can see the mountains.
- I don't need a chair – I can sit on the f\_\_\_\_\_.
- There are a lot of pictures on the w\_\_\_\_\_ in the dining room.
- After dinner I like to read in the l\_\_\_\_\_ r\_\_\_\_\_.
- My brother is always in the b\_\_\_\_\_ – he likes long showers.
- There are two d\_\_\_\_\_s in the dining room – one goes to the kitchen, the other to the living room.

**d** Now go back to p. 80.

## 11A Life events

a Put the life events in the order you think is correct.



be born  
(past simple: *was born*)



finish university  
(past simple: *finished*)



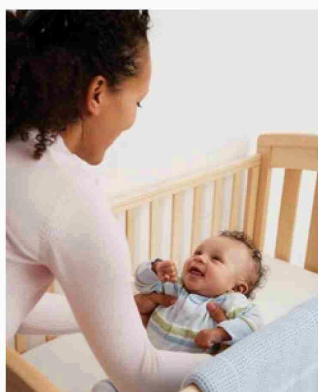
grow up  
(past simple: *grew up*)



get married  
(past simple: *got*)



go to school  
(past simple: *went*)



have a baby  
(past simple: *had*)



finish school  
(past simple: *finished*)



stop working  
(past simple: *stopped*)



go to university  
(past simple: *went*)



die  
(past simple: *died*)

b 11.04 Listen and repeat the verb phrases in a.

c Complete the sentences with the verbs in brackets.

- I \_\_\_\_\_ (go to) university when I was 18 and I \_\_\_\_\_ (finish) university when I was 24.
- Nelson Mandela \_\_\_\_\_ (be born) in 1918 and he \_\_\_\_\_ (die) in 2013.
- My father \_\_\_\_\_ (stop) working when he was 68.
- She \_\_\_\_\_ (get married) when she was 25 and she \_\_\_\_\_ (have) a baby two years later.
- I \_\_\_\_\_ (finish) school when I was 16 and I \_\_\_\_\_ (get) a job in a car factory.
- Michelle Obama \_\_\_\_\_ (be born) in 1964 and she \_\_\_\_\_ (grow up) in Chicago.

d 11.05 Look at the answers and complete the questions. Listen and check.

- Q \_\_\_\_\_ go to school? A In Valencia.
- Q \_\_\_\_\_ finish? A In 2012.
- Q \_\_\_\_\_ do after that?  
A I went to Canada.
- Q \_\_\_\_\_ go there?  
A My brother lives there.
- Q \_\_\_\_\_ like it? A Yes, I had a great time.

e Ask and answer the questions in d with a partner. Say answers that are true for you.

f Now go back to p. 89.



**11B Abilities**

**a** **11.10** Listen and repeat the verbs.



swim  
(**past simple:** *swam*)



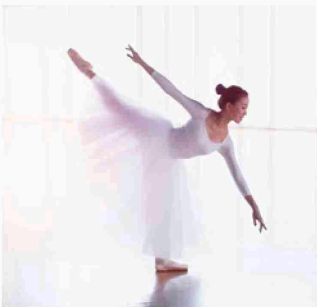
cook  
(**past simple:** *cooked*)



paint  
(**past simple:** *paint*)



sing  
(**past simple:** *sang*)



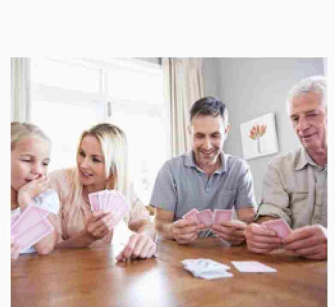
dance  
(**past simple:** *danced*)



drive a car  
(**past simple:** *drove*)



play volleyball  
(**past simple:** *played*)



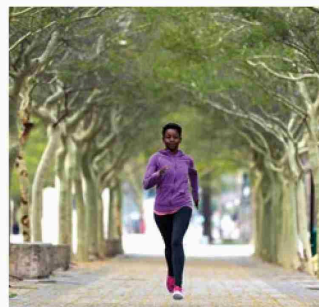
play cards



ride a horse  
(**past simple:** *rode*)



ride a bike



run  
(**past simple:** *ran*)

**b** **11.11** Complete the phrases with verbs in a. Listen and check.



1 \_\_\_\_\_ a picture



2 \_\_\_\_\_ a motorbike



3 \_\_\_\_\_ a song



4 \_\_\_\_\_ dinner



5 \_\_\_\_\_ basketball



6 \_\_\_\_\_ to work

**c** Write four sentences about what you did:

- yesterday
- last night
- last weekend
- last Monday

Yesterday I drove my car to work.  
I danced at a party last weekend.

Tell a partner your sentences.

Last night ...

**d** Now go back to p. 91.

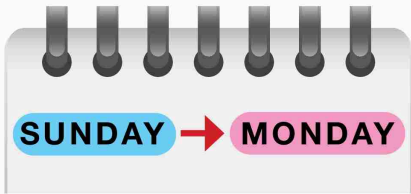
## 12A Months and future time expressions

a 12.03 Listen and repeat the months.

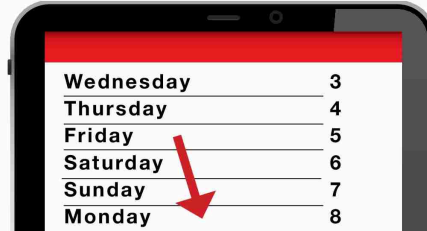
- |                               |                                |
|-------------------------------|--------------------------------|
| 1 December, January, February | 3 June, July, August           |
| 2 March, April, May           | 4 September, October, November |

b Which seasons are 1–4 in a in your country?

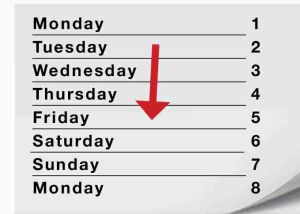
c 12.04 Listen and repeat the time expressions.



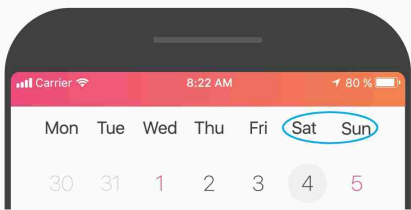
tomorrow



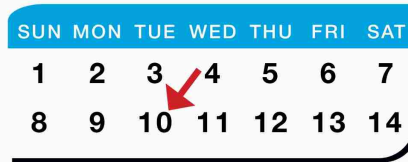
on Monday



this Friday



at the weekend



next Tuesday



in two weeks

d Complete groups 1–4 with words and phrases in the box. Some of them can go in more than one group.

Thursday three months June winter year the winter

- on Monday, Tuesday, Wednesday ...
- this afternoon, Monday, week, March, month, summer ...
- in March, the summer, two weeks ...
- next Monday, week, March, month, summer ...

e Complete the sentences with a time expression.

- I'm going to have (meal) \_\_\_\_\_.
- I'm going to go on holiday \_\_\_\_\_.
- I'm going to visit a friend \_\_\_\_\_.
- I'm going to buy a new (object) \_\_\_\_\_.

Tell a partner your sentences.

I'm going to visit a friend tomorrow.

## Ordinal numbers

a 12.05 Listen and repeat the ordinal numbers.



b Work with a partner.

Student A: Say a number.

Student B: Say the ordinal number.

fifteen

fifteenth

c Now go back to p. 97.



**12B** Common verbs and collocations

**a** **12.11** Listen and repeat the phrases.

**clean** (past simple: *cleaned*)



clean a room / your flat

**exercise** (past simple: *exercised*)



exercise at the gym

**go** (past simple: *went*)



go to the beach



go to a museum

**make** (past simple: *made*)



make a cake

**visit** (past simple: *visited*)

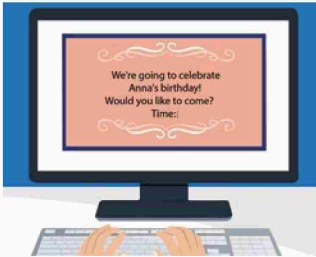


visit a friend



visit Paris

**invite** (past simple: *invited*)



invite someone to a party

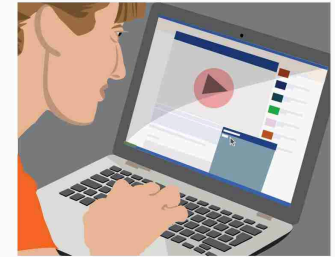


invite someone for a meal

**use** (past simple: *used*)



use a computer



use the Internet

**do** (past simple: *did*)



do yoga



do your homework



do the washing



do sport

**b** Underline the correct words.

- 1 He eats a lot and he never *does* / *makes* sport.
- 2 It's my birthday next week. I'm going to *visit* / *invite* some friends to my flat for dinner.
- 3 She's going to *paint* / *draw* the walls of her room dark green. Don't ask me why!
- 4 We were in Mexico and we *visited* / *went* Palenque.
- 5 I'm going to *do* / *make* some coffee.
- 6 A woman comes on Wednesday. She cleans our flat and *does* / *makes* the washing for us.
- 7 Excuse me, can I *clean* / *use* your phone? I need to call my sister.

**c** Write three sentences with the phrases in a.

I'm going to clean my bedroom tomorrow.

Tell a partner your sentences.

**d** Now go back to p. 99.

# WRITING PLUS

## 1C Capital letters and full stops

**a** Look at the sentence. Read the information about capital letters and full stops.

My name's Sophia Taylor.

### Capital letters

We use capital letters (A, B, C, D ...):

- for names (*Sophia Taylor, Ben Wilson, Maria González*)
- for names of places (*Toronto, Canada, High Street*)
- for nationalities (*Italian, British, Chinese*)
- at the beginning of a sentence (*My name's ...*)

### Full stops

. = full stop

We usually use full stops at the end of sentences.

*My name's Sophia Taylor.*

**c** Add capital letters and full stops to each sentence.

- T  
> they're married.
- 1 we're from brazil
  - 2 he's a student
  - 3 this is ruben
  - 4 i'm in a class with amy lee
  - 5 my name is sandro
  - 6 their flat is in mexico city it's small

**d** >>> Now go back to p. 13.

**b** Write the capital letters.

- |     |   |     |     |
|-----|---|-----|-----|
| 1 a | A | 4 e | 7 q |
| 2 b |   | 5 g | 8 r |
| 3 d |   | 6 h | 9 t |

## 2C The alphabet and spelling

### Part 1: The alphabet

**a** ▶ 02.26 Listen to how we say the letters of the alphabet.

/eɪ/ (day)	/i:/ (we)	/e/ (ten)	/aɪ/ (hi)	/əʊ/ (no)	/u:/ (you)	/ɑ:/ (car)
Aa /eɪ/	Bb /bi:/	Ff /ef/	li /aɪ/	Oo /əʊ/	Qq /kju:/	Rr /ɑ:/
Hh /eɪtʃ/	Cc /si:/	Ll /el/	Yy /waɪ/		Uu /ju:/	
Jj /dʒeɪ/	Dd /di:/	Mm /em/			Ww /dʌbəlju:/	
Kk /keɪ/	Ee /i:/	Nn /en/			('double u')	
	Gg /dʒi:/	Ss /es/				
	Pp /pi:/	Xx /eks/				
	Tt /ti:/	Zz /zed/				
	Vv /vi:/					

**b** Add the letters to the group with similar sounds. Say the letters.

R H Q O Z Y C F

- |                                |                               |
|--------------------------------|-------------------------------|
| 1 (you) U, Q, W                | 5 (ten) N, L, __, M, S, X, __ |
| 2 (day) J, __, A, K            | 6 (car) __                    |
| 3 (hi) I, __                   | 7 (no) __                     |
| 4 (we) T, __, B, D, E, G, P, V |                               |

**c** >>> Now go back to p. 20.

### Part 2: Spelling

Some words in English have double letters in their written form.

*umbrella*

Other words in English have letters in their written form that might seem different from what you hear.

*city*

**d** ▶ 02.30 Correct the spelling. Listen and check. Then practise spelling the words.

- |            |              |         |
|------------|--------------|---------|
| 1 adress   | 5 smal       | 9 rong  |
| 2 bok      | 6 dificult   | 10 nife |
| 3 umbrella | 7 intresting |         |
| 4 hapy     | 8 rite       |         |

**e** >>> Now go back to p. 21.



### 3C Contractions

a Look at the sentences and read about contractions.

I'm in a café with Sophia. She's my friend from work.

*I'm* (contraction) = *I am*    *She's* (contraction) = *She is*  
 We use contractions in speaking and writing, usually in informal situations.

**be: positive and negative**

+		-	
Full form	Contraction	Full form	Contraction
<i>I am</i>	<i>I'm</i>	<i>I am not</i>	<i>I'm not</i>
<i>you are</i>	<i>you're</i>	<i>you are not</i>	<i>you aren't / you're not</i>
<i>we are</i>	<i>we're</i>	<i>we are not</i>	<i>we aren't / we're not</i>
<i>he is</i>	<i>he's</i>	<i>he is not</i>	<i>he isn't / he's not</i>
<i>she is</i>	<i>she's</i>	<i>she is not</i>	<i>she isn't / she's not</i>
<i>it is</i>	<i>it's</i>	<i>it is not</i>	<i>it isn't / it's not</i>
<i>they are</i>	<i>they're</i>	<i>they are not</i>	<i>they aren't / they're not</i>

*It is* a pizza. → *It's* a pizza.

**Present simple: negative**

Full form	Contraction
<i>I / you / we do not</i>	<i>I / you / we don't</i>

*I do not* eat fish. → *I don't* eat fish.

b Match the contractions in the box with 1–8.

we aren't    it isn't    don't    I'm    you're    she's  
 they're    we're

- |                 |                    |
|-----------------|--------------------|
| 1 you are _____ | 5 they are _____   |
| 2 she is _____  | 6 we are not _____ |
| 3 I am _____    | 7 we are _____     |
| 4 do not _____  | 8 it is not _____  |

c Add the words in brackets to each sentence. Use contractions.

- \_\_\_\_\_ from Sweden. (He is)
- \_\_\_\_\_ tomatoes. (They are)
- \_\_\_\_\_ five o'clock. (It is not)
- I \_\_\_\_\_ have a big meal in the evening. (do not)
- \_\_\_\_\_ a teacher. (You are not)
- \_\_\_\_\_ OK. (I am)
- We \_\_\_\_\_ eat meat. (do not)
- \_\_\_\_\_ Spanish. (I am not)

d **»»** Now go back to p. 29. Try to use contractions in your text message.

### 4C Word order

a Look at the examples and the word order.

**Word order**

- **subject + verb**

*I work.*

*You don't work.*

- **subject + verb + object**

*Emma and Charlotte don't have a brother.*

*They speak Spanish.*

- **subject + verb + preposition + noun**

*My daughters study at university.*

*They don't live in a flat.*

- **subject + verb + object + preposition + noun**

*I don't have a phone in my bag.*

*I like milk in my coffee.*

We can use *here* or *there* after a verb.

*I live **there**.*

*You don't work **here**.*

b Tick (✓) the correct sentences.

- a  Tennis we play.  
 b  We play tennis.
- a  I don't teach children.  
 b  Don't teach children I.
- a  They there don't study.  
 b  They don't study there.
- a  My sister in Japan lives.  
 b  My sister lives in Japan.
- a  These are my friends.  
 b  These my friends are.
- a  I have a flat in New York.  
 b  I in New York have a flat.

c Put the words in the correct order to make sentences. Remember to use capital letters and full stops.

- don't speak / they / German
- there / have coffee / you
- we / in a factory / don't work
- teaches / at the university / my dad / Italian
- the computer / I / at the office / don't like
- have / in New Zealand / a nice house / they

d **»»** Now go back to p. 37.

## 5C and and but

### a Look at the sentences and read about *and* and *but*.

There's a beautiful park near the hotel **and** there are shops in the next street.

Our hotel is in a nice part of town, **but** it's really small.

☺	<i>and</i>	☺
There's a beautiful park near the hotel	<i>and</i>	there are shops in the next street.

☹	<i>and</i>	☹
The hotel's not very big	<i>and</i>	it's not near Sebastien's flat.

☹	<i>but</i>	☺
The hotel is really small,	<i>but</i>	it's in a nice part of town.

☺	<i>but</i>	☹
His flat is nice,	<i>but</i>	it's not near our hotel.

### b Underline the correct words.

- I love London, but it's very *expensive / nice*.
- The hotel has free wi-fi and *there's / it doesn't have* a TV in every room.
- Libya is a very hot country, but *the old houses are always cool / it's sometimes 55°C*.
- There are a lot of expensive hotels, but *there are a lot of / there aren't any* cheap hostels.
- There are a lot of good books in the bookshop and *they are very boring / the shop assistants are very friendly*.
- The Maris Hotel is beautiful and *it's near the sea / the restaurant isn't very good*.

### c Add *and* or *but* to each sentence.

- I live in Spain, \_\_\_\_\_ I don't speak Spanish.
- The food is good, \_\_\_\_\_ it's very expensive!
- Their house is nice \_\_\_\_\_ it's near the bus station.
- This hotel room is small \_\_\_\_\_ the shower is cold.
- The city has a good university \_\_\_\_\_ I'd like to study there.
- There isn't a supermarket here, \_\_\_\_\_ there is a market in the next street.

### d Now go back to p. 45. Try to use *and* and *but* in your writing.

## 6C because and also

### a Look at the sentences and read about *because* and *also*.

I walk to work every day **because** my flat is near the office.

We go out to a café for coffee every day. We **also** have lunch there.

We use *because* and *also* to join ideas.

- Because* joins two ideas in one sentence. We use *because* to give a reason. It answers the question *Why?*

Why do you like your job?

It's interesting.

I like my job **because** it's interesting.

He sleeps in the morning **because** he works at night.

- Also* joins two ideas in two sentences. It means *and*.  
He plays baseball and tennis. He plays football.  
He plays baseball and tennis. He **also** plays football.  
(= He plays baseball, tennis and football.)

- We use *also* before the verb:  
He sleeps in the morning. He **also** sleeps in the afternoon.

- We use *also* after *be*:  
I'm a doctor. I'm **also** a teacher.

### b Underline the correct answers.

- She plays basketball *also she teaches basketball. / . She also teaches basketball.*
- I feel good in the morning *because I sleep for seven hours at night. / . Because I sleep for seven hours at night.*
- I speak English. I also speak Italian because my parents *Italian / are Italian.*
- Michael works at night. His wife *also works / works also* at night.
- We always eat at home because *like / we like* cooking.
- He's a student. He *also is / 's also* a waiter.

### c Use *because* and *also* to join the ideas.

- > I want to go shopping. I need some cups. (because)  
I want to go shopping *because* I need some cups.
- > She teaches English at the school. She teaches Turkish. (also)  
She teaches English at the school. She *also* teaches Turkish.
- 1 I don't like my job. It's boring. (because)
- 2 She doesn't have breakfast. She isn't hungry in the morning. (because)
- 3 I need to make lunch. I need to go to the supermarket. (also)
- 4 The children are nice. They're very funny. (also)

### d Now go back to p. 53. Try to use *because* and *also* in your writing.



## 7C Commas, exclamation marks and question marks

**a** Look at the sentences and read about commas, exclamation marks and question marks.

*Women's coats, blouses, jeans, bags – all in good condition.  
Not expensive!  
How much are they?  
, = comma ! = exclamation mark ? = question mark*

### Commas

- We use commas in lists of nouns (things or people).  
*Beautiful things for your home – chairs, lamps, small tables*
- We often finish a list with *and* + noun. We don't use a comma before *and* in lists.  
*I'd like a bag, a coat and a blouse.*

### Exclamation marks

- We use exclamation marks to mean *Look at this* or *This is important*.  
*Not expensive!*

### Question marks

- We use question marks at the end of questions.  
*How much are they?*

**b** Add commas to each list.

- For sale: old books newspapers magazines.
- I love old cups plates and glasses.
- She's wearing black trousers a white shirt a grey jacket and black shoes.
- They sell radios clocks pictures lamps tables chairs ...
- For sale: coats jackets hats shoes shirts dresses ...
- We need bread milk cheese and apples.

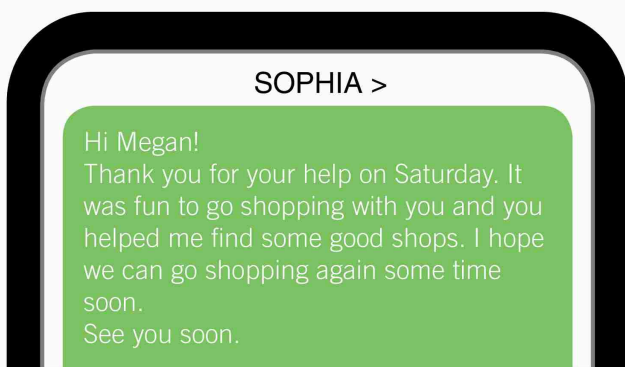
**c** Add a question mark (?) or an exclamation mark (!) to each sentence.

- How old are these things
- Thank you
- Write soon
- New bookshop
- Can I pay by credit card
- How much are they

**d** Now go back to p. 61. Try to use commas, exclamation marks and question marks in your email.

## 8C Writing short emails, notes and texts

**a** Look at the text and read about writing short emails, notes and texts.



1 We start **emails and notes** like this:

- Dear* (name),                      *Hi* (name),
- We are usually less formal in **texts**:
- Hi* (name)!                      *Hey* (name).

2 In the main part, we use phrases like these:

- I want to say ...*
- Thanks for your email/note/text.*
- Thank you for ...*
- Here is/are ...*
- I was ...*
- It was ...*
- I hope ...*

We often use the past simple, e.g., *I had lots of fun. I stayed at home. I went into town.*

3 We finish **emails and notes** like this:

- Best,*                      *Thanks,*                      *See you soon,*
- (name)                      (name)                      (name)

We don't usually finish a **text** with our name.

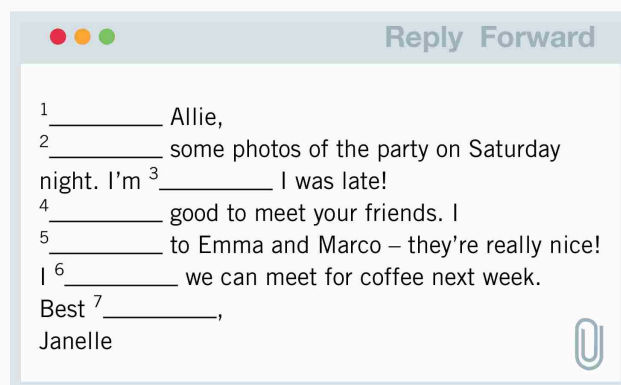
- See you soon.*                      *Talk to you later!*

**b** Put a–e in the correct order to make a note.

- The food was great and it was good to talk! I went home and watched a film in the afternoon.
- I hope we can go to the concert on Friday.
- Hi Laura,
- See you soon,  
Matt
- I want to say thank you very much for lunch yesterday.

**c** Complete the email with the words and phrases in the box.

hope wishes sorry It was Here are Dear talked



**d** Now go back to p. 69.

## 9C Making the order clear

a Look at part of Sophia's online post and read about making the order clear with *first*, *next*, *then*.

**First**, we went for a walk by the river. It was beautiful.

**Next**, we went to a small museum and had lunch.

**Then**, we went shopping and I saw a lovely clock.

When we write about events in the past, it's good to make the order clear. We use phrases like:

- *First*, ...

**First**, we flew to Berlin.

- *Next*, ... *Then*, ... *After that*, ...

**After that**, we took a bus to Claudia's village.

**Then**, we went shopping.

We usually use *Next* for the middle event, not the last event.

*First*, we went to the zoo. **Next**, we had lunch. *Then*, we went shopping.

b Underline the correct words.

The weather was very bad! <sup>1</sup>*Then*, / *First*, it rained.  
<sup>2</sup>*First*, / *Next*, it was very windy. <sup>3</sup>*Then*, / *After*, it snowed!

<sup>4</sup>*First*, / *Next*, we camped in Anton's garden.

<sup>5</sup>*First*, / *After that*, we stayed in a hotel.

Last summer I went to the UK with Sasha and Yuri.

<sup>6</sup>*First*, / *Then*, we went to London. It was great. <sup>7</sup>*Next*, /

*First*, we went to Scotland for three days. <sup>8</sup>*After this*, /

*After that*, we stayed with Yuri's family in Cambridge.

c Add the words and phrases in brackets in the correct place to make the order clear.

> We visited Emma's family in the country. We went to the city. (*then*, *first*,)

*First*, we visited Emma's family in the country. *Then*, we went to the city.

1 I went to a café. I went to the park. (*first*, *after that*,)

2 It was sunny and warm. It was sunny and cold. (*then*, *first*,)

3 We went to a restaurant. We saw a film. We went home. (*next*, *first*, *then*,)

4 I finished work. I went for a walk by the river. I met Terry at the station. (*first*, *after that*, *next*,)

d >>> Now go back to p. 77. Try to make the order clear in your online post.

## 10C Word order in questions

a Look at part of Amelia's message to Megan and read about word order in questions.

*First, where can I find a taxi at the train station? And how much is it from the station to the hotel?*

Yes/No questions		
Do	they	have a garden?
Did	Eduardo	visit you?
Can	you	call me, please?
Is	she	working?

Wh- questions			
How many rooms	does	your house	have?
Where	can	I	find a taxi?
When	did	the train	leave?
What	is	Selma	doing?

Questions with *be* are different.

Yes/No questions with <i>be</i>	
Is	Grace's flat big?
Were	you at work today?

### Wh- questions with *be*

Where	was	your phone?
How much	is	it from the station to the hotel?

b Underline the correct words.

1 Where *are you* / *you are* going?

2 Who *is that* / *that is*?

3 *Did you use* / *You did use* your phone on the plane?

4 *You can* / *Can you* help me?

5 How many taxis *there were* / *were there*?

6 What film *is your sister watching* / *is watching your sister*?

7 *There is* / *Is there* a garden?

8 How *you do often* / *often do you* watch TV?

c Put the words in the correct order to make questions. Add capital letters and question marks.

there / at the station / a café / is

*Is there a café at the station?*

1 where / the bus stop / is

2 do / when / start / work / you

3 you / the tickets / buy / did

4 some bread / you / buy / can

5 doing / what / you / are

6 the film / is / what time

d >>> Now go back to p. 85.



## 11C Pronouns

**a** Look at part of Sophia's email to Lisa and read about subject and object pronouns.

... I work in an office with a girl called Megan. She's from London and she's very friendly. ... I also know her cousin James. He's very kind. I often see them at the weekend.

We use subject and object pronouns so that we don't repeat nouns and names.

I work in an office with a girl called Megan. She's from London and she's very friendly.

I also know her cousin James. He's very kind.

I work in an office with a girl called Megan... I also know her cousin James. I often see them at the weekend.

» Read more about pronouns in Grammar Focus 11A on p. 132.

We often use *you* to mean 'people in general / everyone'. **You** can study English online.

**b** Underline the correct words.

Seema Bhadoria is a young woman from India. People call <sup>1</sup>*she / her* 'The Strong Woman'. <sup>2</sup>*She / Her* can pull a truck with her teeth.

The Bajau Laut people can swim underwater for a long time. <sup>3</sup>*They / Them* are amazing humans. Did you read about <sup>4</sup>*they / them*?

William Higinbotham was a scientist. <sup>5</sup>*It / He* lived from 1910 to 1994. At a science lab, <sup>6</sup>*it / he* invented a machine called

'Tennis for Two'. <sup>7</sup>*It / You* could play tennis! <sup>8</sup>*It / He* was the first video game in the world, but he didn't make any money from <sup>9</sup>*it / them*.

**c** Swap the underlined words with the subject and object pronouns in the box.

he her him him it it me  
us she she they they we

> I met a doctor and an IT worker. The doctor and the IT worker live in Madrid.

They live in Madrid.

1 Why is my sister eating that sandwich? My sister made that sandwich for me!

2 Do you like this picture of my wife and me? Valerie gave this picture to my wife and me.

3 My friends have a baby boy called Luke. My friends talk about the baby boy called Luke all the time!

4 Neil and Andy are students. Neil, Andy and I met at university.

5 I'm Tony Smith, from school. Do you remember Tony Smith?

6 That's Sophia and that's James. James likes Sophia, but Sophia doesn't like James!

**d** » Now go back to p. 93. Try to use pronouns in your email.

## 12C Paragraphs

**a** Look at Megan's email to Emma and read about paragraphs.

Hi Emma,  
I'm in town this afternoon. Would you like to meet for coffee?  
We could go to Café Roma. It's just near your office. I'm free at 4:00. Is that OK for you?  
Megan

Paragraph 1 = invitation

Paragraph 2 = making plans for the time and place

Paragraphs divide writing into groups of ideas. We use them to make our writing clear. In Megan's email, she uses two paragraphs – one for the invitation and the other for making plans.

To start a new paragraph, write the next sentence on a new line, like this:

I'm sorry, I can't come this afternoon. I'm working today.  
Would you like to meet on Tuesday?

I'm sorry, I can't come this afternoon. I'm working today. Would you like to meet on Tuesday?

**b** Match paragraphs a–b with 1–2.

1 \_\_\_\_\_  
We could meet tomorrow. I'm free in the afternoon. What do you think?

Reply  
There's a new restaurant in town. It looks really good.  
2 \_\_\_\_\_

a \_\_\_\_\_  
Thanks for the lunch invitation, but I can't come today. I'm busy.

b \_\_\_\_\_  
Would you like to go there on Saturday?

**c** Rewrite the emails with two paragraphs.

1 Do you have any plans for the weekend? I'd like to see a film. We could meet at the cinema at 6:30. Is that OK for you?

2 It's my birthday next Friday. I'm going to be 25! Would you like to come here for dinner on Saturday? I'm going to invite a few friends.

**d** » Now go back to p. 101. Try to use paragraphs in your invitations.

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U = Unit, CL = Classroom Language, C = Communication Plus, G = Grammar Focus, V = Vocabulary Focus

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