Welcome to the class!

Vocabulary
- colours, the alphabet and spelling; days of the week
- saying hello and goodbye; introducing yourself; classroom instructions

Real World

1 Meeting people

1A Where are you from?
- countries and nationalities
- be (1): positive and Wh- questions, subject prouns and possessive adjectives
- introducing people
- word stress

1B In the coffee break
- numbers 0–20; phone numbers; jobs; a and an
- be (2): negative, yes/no questions and short answers

1C Personal details
- asking for and giving personal details; asking people to repeat things
- numbers 20–100; age
- numbers with -teen and -ty; sentence stress (1)

1D Lost property
- personal possessions (1); plurals; this, that, these, those

Reading and Progress Portfolio

Workbook

2 People and possessions

2A What's important to you?
- adjectives (1); adjectives with very; personal possessions
- have got

2B Meet the Robinsons
- family; How many ... ?
- possessive's
- the schwa /ə/ in words and sentences

2C Time and money
- talking about times and prices; buying tickets
- time words (minute, year, etc.); How much ... ?

2D Where's the baby?
- things in a house; prepositions of place; Whose ... ?

Reading and Progress Portfolio

Workbook

3 Daily life

3A A glamorous life?
- daily routines
- Present Simple (1): positive and Wh- questions (I/you/we/they)

3B Evenings and weekends
- free time activities (1); time phrases with on, in, at, every
- Present Simple (2): negative and yes/no questions (I/you/we/they)
- questions with do you ... ?

3C Special days
- phrases for special days; suggestions
- months and dates
- dates

3D Early bird or night owl?
- frequency adverbs
- subject and object pronouns

Reading and Progress Portfolio

Workbook

4 Time off

4A Away from home
- free time activities (2)
- Present Simple (3): positive and negative (he/she/it)

Help with Listening
- linking (1)

4B First Date!
- things you like and don't like; verb+ing
- Present Simple (4): questions and short answers (he/she/it)

Help with Listening
- questions with Would you like ... ?

4C Eating out
- requests and offers with Can I/we have ... ?; I'd/We'd like ... , Would you like ... ?

Help with Listening
- questions with Would you like ... ?

4D Breakfast time
- food and drink (2); countable and uncountable nouns

Reading and Progress Portfolio

Workbook

5 Homes and shops

5A My kind of place
- places in a town/country
- there is/there are

Help with Listening
- sentence stress (2)

5B Renting a flat
- rooms and things in a house
- How much ... ?/How many ... ?; some, any, a

5C At the shops
- shop language

Help with Listening
- in a shop

Reading and Progress Portfolio

Workbook

5D In fashion
- clothes; plural nouns

5E At the shops
- clothes; plural nouns

Reading and Progress Portfolio

Workbook

6 Good times, bad times

6A Three generations
- adjectives (2); years
- Past Simple (1): be

Help with Listening
- was and were

6B People who changed the world
- life events
- Past Simple (2) regular and irregular verbs: positive and Wh- questions

6C Four weekends
- showing interest and continuing a conversation
- weekend activities

Help with Listening
- showing interest

6D The good and the bad
- adjectives with very, really, quite, too

Reading and Progress Portfolio

Workbook
7 Films, music, news

7A Licence to kill
Vocabulary: types of film
Grammar: Past Simple (3): negative, yes/no questions and short answers
Help with Listening: Past Simple questions

7B My music
Vocabulary: types of music; past time phrases with ago, last and in; question words
Grammar: question forms

7C What's in the news?
Real World: talking about the news
Vocabulary: irregular Past Simple forms; verbs and nouns from news stories
Help with Listening: stressed words

7D Do you know any jokes?
Vocabulary: articles: a, an and the

Reading and Writing Portfolio 7 Workbook p76

8 Let's go away

8A Holiday USA
Vocabulary: holiday activities
Grammar: can/can't for possibility
Help with Listening: can/can't

8B A trip to Thailand
Vocabulary: adjectives to describe places
Grammar: comparatives

8C Planning a day out
Real World: planning a day out: I'd rather.../I'd like.../I want...
Help with Listening: I'd and the schwa (/d/)

8D Come to the wedding
Vocabulary: verb collocations

Reading and Writing Portfolio 8 Workbook p78

9 All in a day's work

9A The meeting
Vocabulary: work
Grammar: Present Continuous for 'now'

9B Strike!
Vocabulary: transport
Grammar: Present Simple or Present Continuous?
Help with Listening: linking (2)

9C On the phone
Real World: phone messages; talking on the phone
Help with Listening: phone messages

9D The Adventure Centre
Vocabulary: indoor and outdoor activities; adverbs and adjectives

Reading and Writing Portfolio 9 Workbook p77

10 Mind and body

10A A healthy heart
Vocabulary: health; How often...? and frequency expressions
Grammar: imperatives; should/shouldn't

10B What's he like?
Vocabulary: describing people's appearance and character
Grammar: sentences with like
Help with Listening: stressed words

10C I feel terrible!
Real World: talking about health; giving advice with Why don't you...?
Grammar: health problems and treatment
Help with Listening: being sympathetic

10D Are you SAD in winter?
Vocabulary: seasons; weather; word building

10 Review and Progress Portfolio Workbook p82

11 Future plans

11A New Year's resolutions
Vocabulary: verb collocations
Grammar: be going to (1): positive, negative and Wh- questions

11B No more exams!
Vocabulary: studying
Grammar: might; be going to (2): yes/no questions and short answers
Help with Listening: going to

11C Finding your way
Real World: asking for and giving directions
Grammar: prepositions of place and movement

11D The grass is always greener
Vocabulary: verb patterns

11 Review and Progress Portfolio Workbook p84

12 Life experiences

12A World records
Vocabulary: big and small numbers
Grammar: superlatives

12B Have you ever...?
Vocabulary: past participles
Grammar: Present Perfect for life experiences: positive and negative, Have you ever...? questions and short answers

12C Have a good trip!
Real World: at the airport; saying goodbye
Vocabulary: things and places at an airport
Help with Listening: questions on the phone

12 Review and Progress Portfolio 10 End of Course Review Workbook p86

Answer Key p158
Phonemic Symbols p159
Irregular Verb List p159
CD-ROM/Audio CD Instructions p160

Songs p102
Pair and Group Work p104
Language Summaries p121
Recording Scripts p148
Welcome to the class!

Vocabulary colours; the alphabet and spelling; days of the week
Real World saying hello and goodbye; introducing yourself; classroom instructions

Hello!
1 a) R0.1 Look at conversation 1 and listen.
   b) Practise conversation 1 with your teacher. Use your name.

2 a) R0.2 Look at conversation 2 and listen.
   b) Practise conversation 2 with six students. Use your name.

Colours
3 Match the words to the colours.
   red green blue yellow
   white black grey

The alphabet
4 a) R0.3 P Listen and say the alphabet.
   TIP! • P = pronunciation.
   Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz
   b) Work in pairs. How do we say these letters?
      1 the grey letters 4 the white letters
      2 the green letters 5 the blue letters
      3 the red letters 6 the yellow and black letters
   c) R0.4 P Listen and practise.
   d) R0.5 Listen and write the words.
   TIP! • ee = double e
Spelling
6  a) Look at conversation 3. Then match the teacher's questions to Pablo's answers.
   1  TEACHER  What's your first name?    a) PABLO  R–U–A–N–O.
   2  TEACHER  What's your surname?       b) PABLO  Ruano.
   3  TEACHER  How do you spell that?      c) PABLO  It's Pablo.
   b) R0.7  Listen and check.
   c) R0.8  Listen to two conversations, A and B. Write the names.
   d) Look at R0.8, p148. Listen again and check your answers.

7  a) R0.9  Listen and practise the questions in 6a).
    b) Ask four students these questions and write the names.

Goodbye!
8  a) Put the days of the week in order.
   Friday  Tuesday  Thursday  Monday  1
   Wednesday  Saturday  Sunday
   b) R0.10  Listen and check. Then listen again and practise. What day is it today? What day is it tomorrow?

9  R0.11  Listen and write the day. Practise with other students.
   PABLO  Bye, Lin.
   LIN  Goodbye! See you on .......... .
   PABLO  Yes, see you.

Classroom instructions
5  a) Tick (✔) the instructions you understand.
   Then do the exercise in Language Summary Welcome RWO.2 p121.
   Look at page ten.
   Answer the questions.
   Fill in the gaps.
   Open your book.
   Read the article.
   Match the words to the pictures.
   Check your answers.
   Work in pairs.
   Work in groups.
   Listen and practise.
   Don't write.
   Close your book.
   b) R0.6  Listen and underline the instructions in 5a) when you hear them.

Progress Portfolio
10  Tick (✔) the things you can do in English.
    You can check this language in Language Summary Welcome, p121.

11  Work in pairs. Close your book. Tell your partner three things you can do in English.
1 Meeting people

Where are you from?

QUICK REVIEW
Write six words in English. Work in pairs. Spell the words to your partner. He/She writes them down. Are they correct?

Introducing people

1a) R1.1 P Read and listen to conversation 1. Listen again and practise.

b) Practise conversation 1 with four other students. Use your name.

2a) R1.2 P Read and listen to conversation 2. Listen again and practise.

b) Work in groups of six. Take turns to introduce students to each other.

Vocabulary
Countries and nationalities

3a) Tick (✓) the countries you know.

<table>
<thead>
<tr>
<th>countries</th>
<th>nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Brazil</td>
</tr>
<tr>
<td>Australia</td>
<td>Australia</td>
</tr>
<tr>
<td>Argentina</td>
<td>Argentine</td>
</tr>
<tr>
<td>the USA</td>
<td>American</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
</tr>
<tr>
<td>the UK</td>
<td>British</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Poland</td>
<td>Polish</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkish</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
</tbody>
</table>

b) Write the missing letters in the nationalities. Check in Language Summary 1 V1.1 p122.

Vocabulary countries and nationalities
Grammar be (1): positive and Wh- questions; subject pronouns and possessive adjectives
Real World introducing people
Help with Listening word stress
Review saying hello; the alphabet

Help with Listening Word stress

4 R1.3 Listen and notice the word stress (*) in the countries and nationalities in 3a).

5 R1.3 P Listen again and practise. Copy the word stress.

Brazil Brazilian

1 CAROL Hello, John.
   JOHN Hi, Carol. How are you?
   CAROL I'm fine, thanks. And you?
   JOHN I'm OK, thanks.

3 RECEPTIONIST Good morning.
   MARIA What's your name, please?
   RECEPTIONIST It's Maria Favia.
   MARIA And where are you from?
   RECEPTIONIST I'm from .......... .

2 MONICA Elena, this is Roberto.
   ROBERTO Hello, Elena. Nice to meet you.
   ELENA And you.
Listening and Grammar

6 R1.4 Read and listen to conversations 3, 4 and 5. Write the countries.

Help with Grammar

be: positive and Wh- questions

7 a) Fill in the gaps with 'm, 're or 's.

    **POSITIVE**
    1 I _______ from Italy. (= I am)
    2 You' _______ in room C. (= you are)
    3 He' _______ from Mexico. (= he is)
    4 She' _______ from Australia. (= she is)
    5 It' _______ Maria Favia. (= it is)
    6 We' _______ from the USA. (= we are)
    7 They' _______ from Spain. (= they are)

b) Fill in the gaps with are or is.

    **WH- QUESTIONS**
    1 Where _______ you from?
    2 Where' _______ he from?
    3 Where' _______ she from?
    4 What' _______ your name?
    5 What _______ your names?
    6 Where _______ they from?

c) Check in [61.1] p123.

8 a) R1.5 P Listen and practise the sentences in 7a).
b) R1.6 P Listen and practise the questions in 7b).
c) Work in pairs. Practise conversations 3, 4 and 5.

9 Fill in the gaps with 'm, 're, are or 's.

    **DAVID** Where _______ they from?
    **MOLLY** They _______ both from Germany.
    **DAVID** What _______ their names?
    **MOLLY** His name _______ Tomás and her name _______ Verena.
    **RECEPTIONIST** What _______ your names?
    **BARBARA** Our names _______ Barbara Petit and Pedro Moreno.
    **RECEPTIONIST** Where _______ you from?
    **BARBARA** I _______ from France and he _______ from Mexico.

Help with Grammar

Subject pronouns and possessive adjectives

10 a) Fill in the table with the words in bold in 9.

<table>
<thead>
<tr>
<th>subject pronouns</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>possessive adjectives</td>
<td>my</td>
<td>your</td>
<td>his</td>
<td>her</td>
<td>its</td>
<td>our</td>
<td>their</td>
</tr>
</tbody>
</table>

b) Check in [61.2] p123.

11 R1.7 P Listen and practise.

    **My name’s Carol.**

12 R1.8 Listen and fill in the gaps on the name cards.

Get ready ... Get it right!

13 Work in pairs. Student A → p104. Student B → p112. Follow the instructions.
In the coffee break

QUICK REVIEW

Work in pairs. Take turns to ask your partner the names of other students in the class: What's his name? It's Mario, I think. I can't remember!

Vocabulary Numbers 0–20

1 Work in pairs. Can you say these numbers? Check in V1.2 p122.

0 1 2 3 4 5 6 7 8 9 10
11 12 13 14 15 16 17 18 19 20

2 a) R1.9 Listen to five conversations A–E. Write the hotel room numbers.

b) Work in pairs. Take turns to say five numbers. Your partner writes the numbers. Are they correct?

3 a) How do we say these phone numbers?

TIP! • In phone numbers 0 = oh and 22 = double two.

a) Hotel 020 8695 7322
b) Peter 01239 567390
c) Barbara 07949 274118
d) Maria 0034 93 2867 746

b) R1.10 Listen and check. Then listen again and practise.

4 a) R1.11 Listen and write the phone numbers.

b) Ask three students their phone numbers. You can invent numbers if you like!

What's your phone number?

It's ...

What's your mobile number?

Vocabulary Jobs; a and an

5 a) Tick the words you know. Then do the exercise in V1.3 p122.

a doctor a musician an engineer a shop assistant
a cleaner a police officer a waiter/a waitress
an accountant an actor/an actress a builder
a teacher a manager a housewife a lawyer
unemployed retired

TIP! • In these vocabulary boxes we only show the main stress.

b) R1.12 Listen and practise. Copy the stress.

Help with Vocabulary a and an

6 a) Look at the jobs in 5a. Then complete the rules with a or an.

• We use  ( ) with nouns that begin with a consonant sound. (The consonants are b, c, d, f, etc.)

• We use  ( ) with nouns that begin with a vowel sound. (The vowels are a, e, i, o, u.)

b) Fill in the gaps with a or an.

1 _______ job  4 _______ room
2 _______ student  5 _______ English book
3 _______ answer  6 _______ number

7 a) Look again at the pictures in V1.3 p122. Take turns to cover the words and test your partner.

What's his job? He's an actor.

What's her job? She's a doctor.

b) What's your job? Ask other students.

What's your job? I'm a manager.

What do you do? I'm an engineer.
Listening and Grammar

8 a) R1.13 Read and listen. Fill in the gaps.

1
A Are you from Sydney?
B No, we aren’t from Australia. We’re from South Africa.
A Oh, really? And what do you do?
B Well, I’m an _______ and Connie’s a ________.

2
A Who’s he?
B His name’s John Palmer.
A Is he a ________?
B Yes, he is. But he isn’t famous.

3
A And what do you do?
B I’m a ________.
A Oh, really? I’m a ________.
B Are you from Spain?
A No, I’m not. I’m from Argentina.

b) Look at the photo. Match the conversations to the groups of people A–C.

Help with Grammar be: negative, yes/no questions and short answers

9 a) Look again at 8a). Find the parts of be in the conversations.

b) Fill in the gaps in these negative sentences with ‘m, aren’t and isn’t.

1 I _______ not a teacher.
2 You/We/They _______ from Australia. (= are not)
3 He/She/It ________ famous. (= is not)

c) Fill in the gaps in these questions and answers with ‘m, Is, Are, isn’t or aren’t.

1 ______ you from Spain?
   Yes, I am./No, I _______ not.
2 ________ he a musician?
   Yes, he is./No, he ________.
3 ________ you from Sydney?
   Yes, we are./No, we ________.

d) Check in 61.3 p123.

10 R1.14 p Listen and practise.

I’m not a teacher.
We aren’t from Australia.

11 a) Tick the sentences that are true for you. Make the other sentences negative. Write the correct sentences.

1 I’m from France.
   I’m not from France. I’m from Germany.
2 My English class is in room 17.
3 I’m a doctor.
4 My teacher’s from Canada.
5 My language school is in England.
6 My English lessons are on Wednesdays and Fridays.
7 The students in my class are all from my country.

b) Work in groups. Compare sentences.

Get ready ... Get it right!

12 Work in pairs. Student A → p104. Student B → p112. Follow the instructions.
1C Personal details

QUICK REVIEW
Work in pairs. Write all the jobs you know. Which pair has the most words?

What number is it?
1 How do we say these numbers? Check in p.122.

20 30 40 50 60
70 80 90 100

2 Work in pairs. Say these numbers.
28 34 47 51 63 75 86 92 100

Help with Listening Numbers with -teen and -ty
3 a) R1.15 Listen to these numbers and notice the stress.

thirteen thirty fifteen fifty nineteen ninety

b) Where is the stress in these numbers?

forty seventeen eighty sixty eighteen fourteen sixteen seventy

c) R1.16 Listen and check.

4 a) R1.16 P Listen again and try to learn the numbers in 3b).

b) Work in pairs. Say a number between 1 and 100. Your partner says the next three numbers.

thirty-seven thirty-eight, thirty-nine, forty

Hiring a car
5 a) Molly and David are at a car hire office. Look at the photo. Match these words to Molly’s things 1-4.

a credit card a passport a business card a letter

b) Answer these questions about Molly.

1 Is she Australian? 3 Is she married or single?
2 What’s her job? 4 How old is she?

6 a) Match these words to the letters a)–j) in the pictures.

1 first name 6 mobile number
2 surname 7 home address
3 nationality 8 postcode at work
4 home phone number 9 email address
5 work number 10 credit card number

b) Check your answers in pairs.

What’s her first name? It’s Molly.
Dear Jenny,

Hi! How are you? Thanks very much for the book. It's very good.

Hi! It's good to hear from you. How have you been?

Hi, Jenny. I hope you're doing well.

Hi! I'm feeling great, thanks. And you?

I'm good, thanks. How about you?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm doing well, thanks. How about you?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

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Hi! I'm also doing well, thanks.

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Hi! I'm also doing well, thanks.

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Hi! I'm also doing well, thanks.

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Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?

Hi! I'm also doing well, thanks.

Hi! It's nice to hear from you. How have you been?
Lost property

QUICK REVIEW

Work in pairs. Count from 0 to 51 in threes. (0, 3, 6, 9, etc.). Take turns to say the numbers. Now count from 0 to 98 in sevens. (0, 7, 14, etc.).

1 Look at the picture of the lost property room in the hotel. Match these words to 1–14.

diaries 14 suitcases wallets shoes coats an umbrella a CD player ID (identity) cards watches a camera dresses bags a bike/bicycle false teeth

Help with Vocabulary Plurals

2 a) Write the missing letters.
When do we add -s, -es and -ies?
Which plurals are irregular?

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bag</td>
<td>bag _</td>
</tr>
<tr>
<td>a shoe</td>
<td>shoe _</td>
</tr>
<tr>
<td>a suitcase</td>
<td>suitcase _</td>
</tr>
<tr>
<td>a watch</td>
<td>watch _</td>
</tr>
<tr>
<td>a dress</td>
<td>dress _</td>
</tr>
<tr>
<td>a diary</td>
<td>diar _</td>
</tr>
<tr>
<td>a man</td>
<td>m _ n</td>
</tr>
<tr>
<td>a woman</td>
<td>worn _ n</td>
</tr>
<tr>
<td>a child</td>
<td>childr _ n</td>
</tr>
<tr>
<td>a person</td>
<td>p _ ople</td>
</tr>
<tr>
<td>a tooth</td>
<td>t _ th</td>
</tr>
</tbody>
</table>

b) Check in V1.7 p122.

3 R1.21 P Listen and practise the plurals in 2a).

4 Write the plurals.
a) bike bikes e) country
b) credit card f) address
c) nationality g) camera
d) waitress h) colour

5 Work in pairs. Take turns to test each other on 1–14.

Number 14. They’re diaries.

Number 9. It’s an umbrella.
1 Review

Language Summary 1, p122

1 a) Find ten countries. V1.1

2 B R A Z I L
G E R M A N Y
U S A
I T A L Y
F R A N C E
L A R U S
A I
L O N C H I N A
T U R K E Y
D W

b) Write the nationalities.
Brazil → Brazilian

1 a) Put an apostrophe (‘) in these sentences. G1.1

1 His names Boris.
2 Theyre from Italy.
3 Im from England.
4 Her surnames Owen.
5 My names Amanda.
6 Hes from Germany.

b) Write questions for the answers in 2a).
1 What’s his name?

3 Fill in the gaps in these jobs with the vowels a, e, i, o, u. Then put a or an in the boxes. V1.3 V1.4

1 a l g w y g r
2 _ c t _ r
3 m _ s _ c _ n
4 w _ t r _ s s
5 _ c c _ n t _ nt
6 m _ n _ g _ r
7 _ ng _ n _ r
8 p _ l _ c e _ f f _ c r

5 a) Make these sentences negative. Write correct sentences. G1.3

1 Sydney is in England.
Sydney isn’t in England.
It’s in Australia.

2 Brad Pitt is an accountant.

3 Venus and Serena Williams are from Spain.

4 Nike and Ford are British companies.

5 Ferraris are German cars.

b) Write three more incorrect sentences.

c) Work in pairs. Swap sentences. Correct your partner’s sentences.

6 a) Write questions with you or your for these answers. RW1.3

1 Smith. What’s your surname?
2 It’s Jane.
3 I’m British.
4 Its 01865 568004.
5 jane22@webmail.com
6 28 New Road, Leeds.
7 Im 26.
8 No, Im single.

b) Work in pairs. Ask your partner five questions from 6a). Write the answers.

c) Check your partner’s information about you. Is it correct?

Help with Vocabulary
this, that, these, those

7 Fill in the table with this, that, these, those. Then check in V1.8 p122.

<table>
<thead>
<tr>
<th>singular</th>
<th>there</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 a) Listened and practised Eva’s questions in 6.

b) Choose three things in the classroom or from your bag. Ask your teacher what they are in English.

Progress Portfolio

a) Tick the things you can do in English.

☐ I can introduce people.
☐ I can say countries and nationalities.
☐ I can say and understand the numbers 1–100.
☐ I can talk about jobs.
☐ I can ask for, give and understand personal information (name, address, etc.).
☐ I can ask people to repeat things.

b) What do you need to study again? See CD-ROM 1A-D.
QUICK REVIEW

What's in the lost property room at the hotel? Write all the things you can remember. Compare your lists in pairs. Then check on p.2.

Vocabulary  Adjectives (1)

1. Tick the adjectives you know. Then do the exercise in Language Summary 2 on p.124.

<table>
<thead>
<tr>
<th>new</th>
<th>old</th>
<th>big</th>
<th>small</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>bad</td>
<td>long</td>
<td>short</td>
</tr>
<tr>
<td>cheap</td>
<td>expensive</td>
<td>fast</td>
<td>slow</td>
</tr>
<tr>
<td>beautiful</td>
<td>ugly</td>
<td>young</td>
<td>old</td>
</tr>
<tr>
<td>easy</td>
<td>difficult</td>
<td>right</td>
<td>wrong</td>
</tr>
<tr>
<td>nice</td>
<td>important</td>
<td>great</td>
<td>favourite</td>
</tr>
</tbody>
</table>

Reading, Listening and Grammar

4. a) R2.1 Read and listen to Sally and her grandfather, Bill. Find four things that are important to each person.

SALLY: What's important in my life? Well, I've got a great CD player. I haven't got lots of CDs, but my friend Ian is a musician and he's got hundreds! And I've got an old bike - that's very important to me. What else? Well, I've got a beautiful long dress. It's red, my favourite colour, and I love it. Oh, and my new mobile phone is very important to me - it's got all my friends' phone numbers in it!

BILL: What things are important to me? Well, I've got a very old Toyota. It's not very fast but it's important to us - my wife, Pat, hasn't got a car. And we've got a dog. His name's Fred and he's twelve years old. He's very important to us. Oh, and I've got an expensive digital camera. It's very small but the pictures are great. And I've got a very good DVD player and hundreds of DVDs - we love old films. The problem is, we haven't got a very good TV!

b) Read the texts again. Are these sentences true (T) or false (F)?

1. Sally's friend Ian is a doctor. F
2. Her favourite colour is red. T
3. Her mobile phone is very old. T
4. Bill's camera is very cheap. F
5. His dog is called Fred. T
6. His DVD player isn't very good. F
Help with Grammar *have got: positive and negative*

a) Look again at the texts in 4a). Find all the positive and negative examples of *have got* and *has got.*

b) Fill in the gaps with *'ve,* *'s,* *haven't* and *hasn't.*

**POSITIVE**
- I/youd/we/they *'ve* got (= have got)
- he/she/it *'s* got (= has got)

**NEGATIVE**
- I/youd/we/they *haven't* got (= have not got)
- he/she/it *hasn't* got (= has not got)

c) Check in [G2.1] p125.

---

Listening and Grammar

9 a) Bill and Sally answer questions for a survey. Work in pairs. Guess which things they've got. Write yes or no in the *your guess* columns.

![Customer name: Bill Robinson](Image)

**Product**
- computer
- mobile phone
- digital camera
- personal stereo
- DVD player

**your guess**

**his answer**

**your guess**

**her answer**

b) *R2.3* Listen and write yes or no in Bill and Sally’s answer columns. Are your guesses correct?

---

Help with Grammar *have got: questions and short answers*

10 a) Fill in the gaps with *have, has,* *haven't* or *hasn't.*

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have, you got a computer?</td>
<td>Yes, I <em>have.</em> /No, I <em>haven't.</em></td>
</tr>
<tr>
<td><em>'ve</em> he/she got a DVD player?</td>
<td>Yes, he/she <em>have.</em> /No, he/she <em>haven't.</em></td>
</tr>
<tr>
<td><em>'ve</em> they got any cheap TVs?</td>
<td>Yes, they <em>have.</em> /No, they <em>haven't.</em></td>
</tr>
<tr>
<td><em>'ve</em> What got you in your bag?</td>
<td></td>
</tr>
</tbody>
</table>

b) Check in [G2.2] p125.

---

Vocabulary

Personal possessions (2)

8 Work in pairs. Tick the words you know. Check new words in [V2.3] p124.

- a mobile (phone) [US: a cell phone]
- CDs
- a CD player
- videos
- a video recorder [US: a VCR]
- a TV/television
- a computer
- a personal stereo
- a DVD player
- DVDs
- a laptop
- a digital camera
- a radio

---

Get ready ... Get it right!

13 Work in pairs. Student A ➔ p105. Student B ➔ p113. Follow the instructions.

---

**Customer name: Bill Robinson**

**Product**
- computer
- mobile phone
- digital camera
- personal stereo
- DVD player

**your guess**

**his answer**

**your guess**

**her answer**

1. I *haven't got* a car, but I *'ve* an expensive bike.
2. Oh, you *'ve* a blue dress!
3. We *'ve* a black cat.
4. They *'ve* a big house in France. It's very nice.
5. He *'ve* lots of CDs, but he *hasn't* a CD player!
Meet the Robinsons

QUICK REVIEW
Work in pairs. Ask questions with have got. Find five things you’ve got but your partner hasn’t got.

**LISA** We’re a typical British family, I think. My husband’s name is Tom and we’ve got two children, a girl and a boy. Our daughter’s name is Emma and her brother Chris is our son – he’s just a baby. And my parents? Well, Bill is my father and Pat is my mother. I’ve got one brother, his name’s Max, and one sister, Kate.

**MAX** My wife’s name is Anna and we’ve got one daughter, Sally. She’s sixteen years old now. I’ve got two sons, Lisa and Kate. Lisa’s married with two kids and Kate’s divorced. My parents’ names are Pat and Bill. They’ve got three children and three grandchildren: two, Sally and Emma, and a cousin, Chris.

**EMMA** My mum and dad’s names are Anna and Max. I’ve got two aunts, Lisa and Kate, and one uncle. His name’s Tom and he’s a musician. I’ve also got two grandparents, Emma and Chris. My grandparents’ names are Bill – he’s my father – and Pat, my mother.

**SALLY** My mum and dad’s names are Anna and Max. I’ve got two aunts, Lisa and Kate, and one uncle. His name’s Tom and he’s a musician. I’ve also got two grandparents, Emma and Chris. My grandparents’ names are Bill – he’s my father – and Pat, my mother.

Vocabulary Family

1. Look at the family tree. Then read about the family. Fill in the gaps with the words in the boxes.
2. Listen and check your answers.

Look again at the family tree. Put the words in the boxes in three groups. Then check in V2.4 p124.

- **male** father/dad
- **female** mother/mum
- **male and female** parents

Help with Listening The schwa /ə/ in words

1. The schwa /ə/ is very common in English. Listen to these words. Is the schwa stressed?

   - parents /ˈpaːrənts/
   - daughter /ˈdɔːtər/
   - children /ˈtʃɪldrən/
   - brother /ˈbrʌðər/
   - uncle /ˈʌŋkəl/
   - cousin /ˈkʌzn/.

2. Listen to these words. Where are the schwases?

   - doctor /ˈdɒktər/
   - address /əˈdres/
   - woman /ˈwʊmən/
   - musician /ˈmjuːziʃən/
   - manager /ˈmænɪdʒər/.

Work in pairs. Look at the family tree. Ask and answer six questions with How many ...? about the people.

*How many brothers and sisters has Lisa got?*
*How many children have Pat and Bill got?*
Grammar and Listening

5 Tick the correct sentences.
Change the words in bold in the incorrect sentences.
1 Kate is Lisa's cousin. sister ✗
2 Bill is Pat's husband. ✓
3 Lisa and Tom are Chris's parents.
4 Pat is Emma and Chris's grandmother.
5 Kate is Sally's cousin.
6 Sally is Anna's daughter.

Help with Grammar  Possessive 's

6 a) Look again at 5. Then complete the rule.
- We use name + 's for the possessive.
b) 's can mean is, has or the possessive. Match 1–3 to a)–c).
1 Bill is Lisa's father. a) 's = is
2 Kate's her sister. b) 's = has
3 She's got a brother. c) 's = possessive

c) Check in B2.3 p125.

Help with Listening  The schwa /ə/ in sentences

10 a) [R2.9] In sentences we often say small words like and, are, a, of, to, the with a schwa /ə/. Listen to the first sentence again and notice the schwas. Are they stressed?
Come and /ən/ look at /ət/ these photos of /əv/ my family.
b) Look at R2.9, p149. Listen and notice the stressed words and the schwas.

Get ready ... Get it right!

11 a) Write your name and the names of five people in your family on a piece of paper. Think what you can say about these people (age, job, married, etc.). Don't write this information.
b) Choose a partner, but don't talk to him/her. Swap papers. Make questions to ask about your partner's family.
Who's (Johann)? Is he married? Has he got any children?

12 a) Work with your partner. Take turns to ask questions about his/her family. Make notes on your partner's answers.
b) Tell another student about your partner's family.
Quick Review

Work in pairs. Write all the family words you know. Which words are for men/boys, women/girls, or both?

What's the time?

1. Put these words in order. Then check in V2.5 p124.

   a minute   a year   a day   a week
   an hour   a second   a month

2. a) Work in pairs. Look at photos A–F. What are these things, do you think?

   a cooker   a laptop   a radio
   a mobile (phone)   a TV   a digital camera

   I think E is a mobile.
   Me too.
   I don’t. I think it’s a digital camera.

3. Write the times. Then check in RW2.1 p125.

   1 five past
   2 twenty-five to
   3 ten
   4
   5 five
   6
   7 twelve

4. R2.10 Listen and match conversations 1–3 to three of the photos A–F in 2a).

Real World Talking about the time

5. a) Fill in the gaps in the questions and answers.

   What time is it? It’s five o’clock.
   What’s the time, please? It’s about half past ten.
   Excuse me, have you got the time, please? Yes, it’s eight fifteen.

   What time is it? It’s five o’clock.
   What’s the time, please? It’s about half past ten.
   Excuse me, have you got the time, please? Yes, it’s eight fifteen.

b) Fill in the gaps with to, from or at.

   1 My English class is at ten.
   2 My son’s class is at seven thirty.
   3 fifteen

   4
   5
   6
   7

   8

   9

   10

6. a) R2.1 List and practice the questions and answers in 5a). Copy the polite intonation.

b) Write six times. Work in pairs. Take turns to ask and answer the questions in 5a). Write your partner’s times. Are they correct?
An evening out

7 a) Look at adverts A–C. Which is for:
   1 a cinema? 2 a concert? 3 an exhibition?

b) R2.12 Listen and write the missing times 1–5 on the adverts.

8 a) Work in pairs. How do we say these prices?

| £20 | £7.50 | 40p | £29.99 | £9 | £6.50 | $35 | $50c |

b) R2.13 Listen and check. Listen again and practise.

c) R2.14 Listen and write the ticket prices a)–f) on the adverts.

9 a) Kate is at the cinema. Match the ticket seller’s part of the conversation a)–d) to Kate’s sentences 1–4.

Kate
1 Two tickets for Sons and Daughters, please.
2 Yes, please. How much is that?
3 Here you are. What time is the film?
4 Right. Thanks a lot.

Ticket seller
a) £13, please.
b) You’re welcome. Enjoy the film.
c) Two adults?
d) Ten to nine.

b) R2.15 Listen and check.

c) Practise the conversation in pairs.

Real World Asking about prices

10 a) Write is or are in the gaps.

1 How much _________ that?
2 How much _________ the tickets?
3 How much _________ the concert?
4 How much _________ these books?

b) Check in RW2.3 p125.

Student B ➔ p113. Follow the instructions.
2D Where’s the baby?

QUICK REVIEW
Write four times and four prices. Work in pairs. Say them to your partner. He/She writes them down. Are they correct?

1. Work in pairs. Tick the words you know. Then do the exercise in V2.6 p124.

   a table  a chair  a desk  a sofa  a carpet  a door
   a window  the floor  a plant  a coffee table

Help with Vocabulary Prepositions of place

2. Match the prepositions to pictures 1–6. Then check in V2.7 p124.

   1. in
   2. on
   3. by
   4. under
   5. behind
   6. in front of

3. Look at the picture. Work in pairs. Where are these things?

   Lisa’s DVDs
   Tom’s suitcase
   Tom’s keys
   Tom’s mobile phone
   the DVD player
   Lisa’s coat
   Emma’s new shoes
   the cat
   Emma’s bag
   Emma’s books
   Tom’s passport
   Emma’s personal stereo

   Lisa’s DVDs are on the floor, by the TV.
Work in pairs. Cover the box in 3. Point to the picture and ask questions with Whose ...

Whose mobile phone is it?

It’s Tom’s.

Whose shoes are they?

They’re Emma’s.

5 a) R2.16 Listen and tick the things in the box in 3 that the family talk about.

b) Listen again. Three things are in the wrong place in the picture. What are they?

c) Where’s the baby?!

6 R2.16 Look at R2.16, p149. Listen again and underline all the prepositions of place.

Look at the picture for two minutes. Cover the picture. Work in pairs. Take turns to ask where things are in the living room.

Where’s Emma’s personal stereo?

It’s on the coffee table.

Where are Lisa’s DVDs?

I can’t remember!

7 a) Write four sentences with the adjectives in 1a) and have got.

My sister’s got a new car.
I’ve got a very old laptop.

b) Work in pairs. Compare your sentences.

3 a) Fill in the gaps with Have or Has. G2.2

1 Have you got a bike?
2 ........... your mother got a car?
3 ........... you got a mobile phone with you?
4 ........... your parents got a DVD player?
5 ........... you got a laptop?

b) Work in pairs. Take turns to ask and answer the questions.

Work in pairs. Complete the sentences. V2.4

1 Your mother’s son is … … your brother.
2 Your mother’s daughter is … … your sister.
3 Your son’s children are … … your grandchildren.
4 Your mother’s brother is … … your uncle.
5 Your sister’s grandfather is … … your grandfather.
6 Your father’s sister is … … your aunt.
7 Your father’s parents are … … your grandparents.
8 Your mother’s brother’s daughter is … … your cousin.

Progress Portfolio

a) Tick the things you can do in English.

I can use adjectives with very to describe things.

I can talk about personal possessions.

I can talk about families.

I can talk about times and prices.

I can find important information in adverts for concerts, exhibitions, etc.

I can say where things are in a room.

b) What do you need to study again? 2A–D
3 Daily life

3A A glamorous life?

QUICK REVIEW
Work in pairs. Say where something is in the classroom:
It's on the floor behind the desk. Your partner guesses what
it is: Is it a bag? and you answer: Yes, it is./No, it isn't.

Vocabulary Daily routines

1 a) Tick the words/phrases you know.
Then do the exercise in Language
Summary 3 p126.

get up go to bed leave home get home
have breakfast have lunch have dinner
start work/classes finish work/classes
work study sleep live

TIP! • In these vocabulary boxes we only
show the main stress in phrases.

b) Match words/phrases from 1a) to these
times of day.
1 in the morning get up 3 in the evening
2 in the afternoon 4 at night

Reading and Grammar

2 a) Look at the photos of Sam Dane.
What's his job?

b) Guess the times that film actors do
these things.
1 get up 3 start work
2 have breakfast 4 have lunch

c) Read the interview and check
your answers.

Read the interview again. Are these
sentences true (T) or false (F)? Correct
the false sentences.
1 A lot of the actors live at home. F
A lot of the actors live in a hotel.
2 They get up late.
3 The actors have breakfast at the studio.
4 They have 45 minutes for breakfast.
5 After breakfast, they work for four hours
before lunch.
6 They have an hour for lunch.

Behind the camera
– an actor’s life

Beautiful clothes, expensive restaurants,
al-night parties, holidays
in the Caribbean. This is
the glamorous life of
a film actor. Or is it?
We talk to Sam Dane, star of
Good Times, Bad Times,
about his daily routine.

Q Sam, tell us about your life as
a film actor.

A Well, a typical film is about three
months' work. We work very long
days and a lot of the actors live
in a hotel, not at home.

Q What time do you get up?

A I get up at five o'clock in the
morning. The people from
the studio phone us then.

Help with Grammar

Present Simple: positive (I/you/we/they)

4 a) Find the verbs in these sentences. They are in the
Present Simple.
1 I get up at five o'clock.
2 You get up very early.
3 We start work at about 5.45.
4 They have an hour for lunch.

b) Is the form of the Present Simple the same or different
after I, you, we and they?

c) Check in p127.

5 R3.1 Listen and practise the sentences in 4a).
I get up at five o'clock.
**Help with Grammar**

**Present Simple: Wh- questions (I, you, we, they)**

1. Look at the table. Notice the word order in questions.

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>do</td>
<td>they</td>
<td>have dinner?</td>
</tr>
<tr>
<td>What time</td>
<td>do</td>
<td>you</td>
<td>go to bed?</td>
</tr>
</tbody>
</table>

2. Write questions 1–3 in the table.
   1. When do you get back to the hotel?
   2. What time do they finish work?
   3. When do we start work?


4. Make questions with these words.
   1. Where / live / you / do?
   2. you / do / Where / work?
   3. What time / get up / you / do?
   4. start / When / do / you / work or classes?
   5. do / What time / get / you / home?
   6. dinner / do / When / you / have?

5. Listen and check. Then listen again and practise.
   *Where do you /dʒəʊ/ live?

6. Work in pairs. Take turns to ask and answer the questions in 9a).

**Get ready ... Get it right!**

1. Write eight questions about people's routines in the week and/or at the weekend. Use words/phrases from 1a).

   *What time do you go to bed in the week?*
   *When do you get up at the weekend?*

2. Ask other students your questions. For each question, find one student who does this at the same time as you.

3. Tell the class two things that you and other students do at the same time.
   *Petra and I both get up at seven o'clock.*

---

**Q** You get up early!
**A** Yes and I'm not a morning person, so it's always difficult! We leave the hotel at 5.15 and I get to the studio at about 5.30. That's when I have my first coffee of the day. Then we start work at about 5.45.

**Q** What about breakfast?
**A** We have breakfast at the studio at about 7.30. But that's only for half an hour.

**Q** And lunch?
**A** We have lunch at twelve and we start work again at about one o'clock.

**6** Write six sentences about your daily routine. Use words/phrases from 1a).

   *I start classes at half past nine.*

**7** a) Read about Sam's afternoon and evening routine. Which answers are correct, do you think?
   1. Most days we finish at about 9/11 o'clock.
   2. But some days I sleep for four hours/an hour or two in the afternoon.
   3. We have dinner at the studio at 9.30/11.30 p.m.
   4. I get back to the hotel at 10.30/12 o'clock.
   5. Then I sleep for seven/six hours.

   b) [R3.2] Listen to the end of the interview and check your answers.

   c) Look at R3.2, p150. Listen again and find all the questions.
Evenings and weekends

QUICK REVIEW

Write your daily routine and the times you do these things: get up – 8.30, have breakfast – 9.00, etc. Work in pairs. Compare your daily routines. Are the times the same or different?

Vocabulary Free time activities (1)

1 a) Tick the phrases you know. Then do the exercise in V3.2 p126.

- go out
- stay in
- eat out
- go for a drink
- go to the cinema
- go to concerts
- go shopping
- phone friends/my family
- visit friends/my family
- have coffee with friends
- do sport
- watch TV

b) Work in pairs. What are your five favourite things to do on Saturdays?

Listening and Grammar

2 Look at the photo of Tanya and Robert. Where are they? Are they good friends, do you think?

Help with Listening Questions with do you ...?

3 a) R3.4 Listen to Robert’s questions. Fill in the gaps.

1. Do you _______ for a drink after work?
2. What do you _______ in the ________?
3. Do you _______ out?
4. And what do you _______ at the ________?
5. Do you _______ to ________?

b) Listen again. Notice how we say do you /dʒʊ/ in questions.

4 a) R3.5 Listen to the conversation. Tick the true sentences.

1. Robert and Tanya work in the same office.
2. Tanya stays in a lot in the week.
3. She goes out on Saturday evenings.
4. Robert and Tanya want to go to a concert together.
5. They’re both single.

b) Listen again. Choose Tanya’s answers to Robert’s questions in 3a).

1 a) Yes, I do. b) No, I don’t.
2 a) I visit friends. b) I don’t go out very much.
3 a) Yes, I do. b) No, I don’t.
4 a) I go shopping. b) I have coffee with friends.
5 a) Yes, I do. b) No, I don’t.

Help with Grammar Present Simple: negative (I//you/we/they)

5 a) Look at the table. Notice the word order.

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don’t (= do not)</td>
<td>go out in the week.</td>
</tr>
<tr>
<td>We</td>
<td>don’t</td>
<td>go out in the week.</td>
</tr>
<tr>
<td>They</td>
<td>don’t</td>
<td>go out in the week.</td>
</tr>
</tbody>
</table>

b) Write sentences 1 and 2 in the table.

1. We don’t stay in at the weekend.
2. They don’t watch TV in the day.

c) Check in G3.3 p127.
6 a) Tick the sentences that are true for you. Make the other sentences negative.
   1 I phone my family every day. 
      I don't phone my family every day.
   2 I go shopping on Saturdays.
   3 I watch TV every evening.
   4 I eat out with my friends a lot.
   5 I live near this school.
   6 I have lunch at 12.00 every day.
   7 I work at the weekends.

b) Work in pairs. Compare your sentences.
   I go shopping on Saturdays.  Me too./I don't.
   I don't watch TV every evening.  Me neither./Oh, I do.

Help with Grammar  Present Simple: yes/no questions and short answers (If you/we/they)

7 a) Look at the table. Notice the word order.

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>auxiliary</td>
<td>subject</td>
</tr>
<tr>
<td>Do you eat out a lot?</td>
<td>Yes, I do.</td>
</tr>
<tr>
<td>No, I don't.</td>
<td></td>
</tr>
<tr>
<td>Yes, we do.</td>
<td>No, we don't.</td>
</tr>
<tr>
<td>No, we don't.</td>
<td>Yes, they do.</td>
</tr>
<tr>
<td>No, they don't.</td>
<td></td>
</tr>
</tbody>
</table>

b) Write questions 1 and 2 in the table.
   1 Do you go to concerts?  2 Do they watch TV a lot?

c) Check in 6.3.4 p127.

8 a) Fill in the gaps with do, don't or an infinitive from the box.
   go (x 3) have stay visit watch do

   1 A ______ you ______ out in the week?
      B Yes, sometimes. We ______ friends.
   2 A ______ you ______ coffee with friends
      at the weekends?
      B Yes, sometimes.
   3 A ______ you ______ to the cinema every week?
      B Yes, I ______.
   4 A ______ your friends ______ out a lot?
      B No, they ______. They ______ in and ______ TV!
   5 A ______ you ______ sport at the weekends?
      B No, we ______.

b) Work in pairs. Test your partner.

Get ready ... Get it right!

Quick Review

Write four ways to end this sentence: On a perfect day I ... (get up in the afternoon/don't go to work). Work in pairs. Compare your days.

Congratulations!

1. Match cards A–E to special days 1–5.
   1. a wedding
   2. a New Year's Eve party
   3. a birthday
   4. a wedding anniversary
   5. the birth of a new baby

2. Match these phrases to the special days in 1a).
   Happy birthday!
   Happy New Year!
   Congratulations!
   Happy anniversary!

3. Listen and practise the phrases in 2.

When's Your Birthday?

4. Put the months in the correct order.
   July  March  December  January  April  October
   August  June  February  November  May  September

5. Match the dates with the words. Notice the two letters at the end of each number and word. Then check in V3.5 p126.
   1st  second  13th  twenty-second
   2nd  fourth  20th  thirteenth
   3rd  first  22nd  thirty-first
   4th  fifth  23rd  twentieth
   5th  third  31st  twenty-third

6. Listen and fill in the gaps.
   1. A: What's the date today?   B: It's the fifth of ________
   2. A: What's the date tomorrow?   B: It's ________ the sixth.
   3. A: When's your birthday?   B: It's on the twentieth of ________.

   Listen again. Notice how we say the /ðə/ and of /ɒv/.

Real World Phrases for Special Days

Listen and check. Then listen again and practise.

Help with Listening Dates
a) **Listen. Which date do you hear?**

1. September 5th/September 15th
2. December 30th/December 13th
3. March 4th/March 14th
4. July 22nd/July 2nd
5. October 12th/October 20th
6. February 1st/February 3rd

b) **Listen and practise the dates in 7a).**

---

**a)** Write four dates that are important to you.

**b)** Work in pairs. Say all your dates to your partner. Write your partner's dates. Then ask why they are important.

Why is May 20th important? (Because it's my birthday.)

### What shall we get him?

**Real World Suggestions**

10a) Look at the conversation in 9b. Then fill in the gaps in the table.

<table>
<thead>
<tr>
<th>Asking for suggestions</th>
<th>Make suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What .......... we buy him?</td>
<td>get him?</td>
</tr>
<tr>
<td>give her?</td>
<td></td>
</tr>
</tbody>
</table>

**making suggestions**

| get him a book. |
| buy him a DVD, give her a CD. |

<table>
<thead>
<tr>
<th>responding to suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ That's a good ..........</td>
</tr>
<tr>
<td>✓ X I'm not ..........</td>
</tr>
<tr>
<td>X No, I don't think so.</td>
</tr>
</tbody>
</table>

b) Check in RW3.2 p127.

---

**Real World Suggestions**

11a) **Listen and practise.**

**What shall we get him for his birthday?**

Let's get him a book.

b) Work in pairs. Practise the conversation in 9b) until you remember it. Use today's date.

c) Close your book. Practise the conversation again.

**a)** Work in groups of four. Make a list of typical birthday presents.

b) Choose one birthday present from your list for each student in another group. Draw the presents on four pieces of paper.

c) Work with the other group. Take turns to give your presents and say thank you.

Happy birthday, Maria.

This is for you.

Oh, thank you.

It's great/lovely.

---

9a) **Listen to Tanya and her husband, Simon, talk about their friend Tom's birthday. What do they decide to buy?**

b) Listen again and fill in the gaps.

**TANYA** What's the date today?

**SIMON** The 1 ......... Why?

**TANYA** It's Tom's 2 ......... tomorrow. What shall we get him?

**SIMON** Let's get him a 3 .........

**TANYA** I'm not sure.

**SIMON** OK. I know! He's got a new 4 ......... player. Let's buy him a 5 .........

**TANYA** That's a 6 ......... idea. What about a Star Trek DVD?

**SIMON** Yes, or the Simpsons.

**TANYA** Oh yes. Let's give him the new Simpsons DVD. Then we can 7 ......... it first!
Early bird or night owl?

Quick review
Your class wants to go out tonight. Work in groups of four. Ask for and make suggestions. Then decide what to do and where to go. Tell the class your group's plan. Which plan is the best?

1. Put these frequency adverbs on the line. Check in V3.6 p126.
   
   hardly ever never always sometimes often usually

   100%

2. a) Read the questionnaire. Tick your answers.
   b) Look at p158. What's your score? Are you an early bird or a night owl?
   c) Work in groups. Compare scores. How many of your answers are the same?

3. a) Find the frequency adverbs (often, etc.) in the questionnaire.
    b) Choose the correct words in the rules.
       - Frequency adverbs go before/after the verb be.
       - Frequency adverbs go before/after other verbs.
    c) Check in V3.7 p126.

4. a) Put a frequency adverb in these sentences and make them true for you.
   1. I get up at eight in the morning.
      I never get up at eight in the morning.
   2. I have breakfast before 9 a.m.
   3. I'm tired on Friday evenings.
   4. I study English in the evening.
   5. I'm happy on Monday mornings.
   6. I'm late for class.
   b) Work in pairs. Compare sentences. How many are the same?

Are you an early bird or a night owl?

Do the questionnaire to find out!

1. When I get up in the morning...
   a) I'm always happy and I have a lot of energy.
   b) I'm sometimes happy, but I don't have a lot of energy.
   c) I'm not very happy and I never have a lot of energy.

2. At the weekend...
   a) I sometimes get up before 9 a.m.
   b) I always get up before 9 a.m.
   c) I hardly ever get up before 9 a.m.

3. When there's a good film on TV late at night...
   a) I always watch it to the end.
   b) I usually record it and go to bed.
   c) I often watch the beginning but I never see the end.

4. When I go to a party...
   a) I always stay to the end.
   b) I sometimes stay to the end.
   c) I never stay to the end.

5. When I see friends at the weekend...
   a) I usually see them in the afternoon.
   b) I sometimes have coffee with them in the morning.
   c) I hardly ever see them before 9 p.m.

6. When a friend phones me before 8 a.m. ...
   a) I'm always happy to talk to him/her.
   b) I'm sometimes happy to talk to him/her.
   c) I never answer the phone.
Help with Grammar
Subject and object pronouns

5a) Look at the words in **bold** in these sentences. Which are the subject pronouns? Which are the object pronouns?

*I often phone her at 11 p.m.*

*We usually see him in the week.*

b) Fill in the table with these object pronouns.

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Object pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td></td>
</tr>
<tr>
<td>he</td>
<td></td>
</tr>
<tr>
<td>she</td>
<td></td>
</tr>
<tr>
<td>it</td>
<td></td>
</tr>
<tr>
<td>we</td>
<td></td>
</tr>
<tr>
<td>they</td>
<td></td>
</tr>
</tbody>
</table>

c) Check in G3.5 p127.

6 Find the object pronouns in the questionnaire. What do they refer to?

*When there’s a good film on TV ... I always watch it to the end.*

7a) R3.17 Listen to Tanya do the questionnaire. Write T by her answers.

b) Check your answers in pairs. What’s Tanya’s score? What kind of person is she?

---

**3 Review**

Language Summary 3, p126

1a) Write questions with *you* for the words in **bold**.

1. I live in London.
   *Where do you live?*

2. I get up **at** 7.00.

3. I work **in** a school.

4. I start work **at** 9.00.

5. I have lunch **at** 1.30.

6. I finish work **at** 4.45.

7. I have dinner **at** home.

8. I go to bed **at** 11.30.

b) Work in pairs. Take turns to ask and answer your questions.

2 Match a verb in A to a word/phrase in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>eat</td>
<td>your family</td>
</tr>
<tr>
<td>have</td>
<td>TV</td>
</tr>
<tr>
<td>watch</td>
<td>shopping</td>
</tr>
<tr>
<td>go</td>
<td>out</td>
</tr>
<tr>
<td>go</td>
<td>coffee with friends</td>
</tr>
<tr>
<td>visit</td>
<td>to the cinema</td>
</tr>
<tr>
<td>stay</td>
<td>sport</td>
</tr>
<tr>
<td>do</td>
<td>in</td>
</tr>
</tbody>
</table>

3a) Fill in the gaps with *in*, *on* or *at.*

1. **in** the week

2. **on** the weekend

3. **on** Friday evenings

4. **on** Saturdays

5. **at** night

6. **on** Sunday afternoons

7. **on** the morning

8. **at** two o’clock

b) Write three true sentences and three false sentences about your free time. Use phrases from 2 and 3a) or your own ideas.

*I go out at the weekend.*

*I don’t work on Saturdays.*

b) Work in pairs. Swap sentences. Guess your partner’s false sentences.

---

**Progress Portfolio**

a) Tick the things you can do in English.

[ ] I can describe my daily routine.

[ ] I can talk about my free time activities and say when I do them.

[ ] I can ask people about their routines and free time.

[ ] I can say how often I do things.

[ ] I can use phrases for special days.

[ ] I can say months and dates.

[ ] I can ask for, make and respond to suggestions.

b) What do you need to study again? 3A-D
4 Time off

4A Away from home

QUICK REVIEW Write sentences about things you: never, sometimes, always, often do on Sundays. Compare sentences in pairs. Are any of your sentences the same?

Vocabulary
Free time activities (2)

a) Tick the phrases you know. Then do the exercise in Language Summary 4 V4.1 p128.

- read books/magazines
- watch DVDs/videos
- play tennis
- take photos
- go skiing
- go running
- go dancing
- listen to music
- listen to the radio
- watch sport on TV

b) Work in pairs. Take turns to ask and answer questions about the free time activities.

- Do you watch sport on TV?
  - No, never.
  - Yes, every weekend.

Listening and Grammar

2 a) Look at the photo. Where is Paul? Who are Alison and Erin, do you think?

b) R4.1 Listen to Alison talk about Paul to her friend, Vicky. Choose the correct answers.

1. Paul is in the Arctic / Antarctica / Canada.
2. He's a doctor / an engineer / a pilot.
3. People at the weather station work five / six / seven days a week.
4. They have two / three / four months off a year.

3 a) Work in pairs. What does Paul do in his free time, do you think? Choose four activities from 1a).

b) R4.2 Listen and check. Are your guesses correct?

Help with Listening Linking (1)

4 a) R4.2 Look at R4.2, p150. Listen again and follow Alison's part of the conversation. Notice the linking between consonant (b, c, d, f, etc.) sounds and vowel (a, e, i, o, u) sounds.

The people at the weather station all work six days a week.

b) Work in pairs. Find four examples of consonant-vowel linking in Vicky’s part of the conversation.
Help with Grammar  Present Simple: positive and negative (he/she/it)

5 a) Look at these sentences. Then complete the rules.
   * Paul works in Antarctica.
   * He watches a lot of sport on TV.
   * He doesn’t like the job very much.
   * She doesn’t talk to him very often.
   - In positive sentences with he/she/it we add __________ or __________ to the infinitive.
   - In negative sentences with he/she/it we use __________ + infinitive.

TIP! * have is irregular: he/she/it has …

b) When do we use doesn’t in negative sentences? When do we use don’t?

c) Check in [4.1] p130.

6 a) Check the spelling rules in [4.2] p130. What are the he/she/it forms of these verbs?

<table>
<thead>
<tr>
<th>play</th>
<th>watch</th>
<th>get</th>
<th>go</th>
<th>write</th>
<th>phone</th>
<th>finish</th>
<th>have</th>
<th>study</th>
<th>live</th>
<th>do</th>
<th>do</th>
<th>start</th>
</tr>
</thead>
</table>

b) [4.3] Listen and practise the he/she/it forms of the verbs in 6a). Which verbs have the sound /lz/ at the end?

7 Fill in the gaps with the correct form of the verbs in brackets.

   Alison, Paul and Erin 1. _______ live _______ (live) in Toronto, Canada. Alison 2. _______ work _______ (work) at the airport and she always 3. _______ meet _______ (meet) Paul when he 4. _______ get _______ home from Antarctica. Erin is always very happy when her father 5. _______ come _______ (come) home. He 6. _______ buy _______ (buy) her a lot of presents and they 7. _______ go _______ (go) to the cinema or 8. _______ play _______ (play) tennis in the evenings. When her husband is away Alison 9. _______ watch _______ (watch) TV all the time, but she 10. _______ not watch _______ (not watch) it when he’s at home. Alison 11. _______ not have _______ (not have) a lot of holiday, but they usually 12. _______ go _______ (go) to a hot country for two weeks before Paul 13. _______ go _______ (go) back to Antarctica.

8 [4.4] Listen and practise the consonant-vowel linking.
   live in → They live in Toronto.

9 a) Choose a partner, but don’t talk to him/her.
   Look at the sentences in the box. Guess what your partner does/doesn’t do. Complete the sentences.

   How active is your partner?

   _______________ tennis. (play)
   He/She plays/doesn’t play tennis.
   _______________ to work/school every day. (walk)
   a lot of sport. (do)
   _______________ a lot of sport on TV. (watch)
   running. (go)
   _______________ a lot of DVDs or videos. (watch)
   dancing at the weekend. (go)
   _______________ swimming. (go)
   early at the weekend. (get up)
   _______________ out with friends a lot. (go)

b) Make questions with you for each sentence in the box.
   Do you play tennis?

10 a) Work with your partner. Take turns to ask and answer your questions. How many of your guesses are correct?

   Do you play tennis?
   Yes, I do.
   Yes, sometimes.
   No, I don’t.

b) Is your partner very active, quite active or not very active?

c) Tell another student about your partner.
Hello and welcome to First Date! Tonight you choose a date for Mark Skipper. Mark is 28 years old and he’s a teacher. In his free time he watches TV and plays computer games. He also goes to the cinema a lot and he plays football and tennis every weekend. He loves rock music and Chinese food, but he hates shopping for clothes! He also likes animals – he’s got a dog and three cats. So, Mark – who do you want to ask about first?

4B First Date!

QUICK REVIEW • • •
Write ten free time activities. Work in pairs. Tell your partner when you do the things on your list: I play tennis on Fridays. I watch sport on TV at the weekend.

Vocabulary
Things you like and don’t like

Tick the words/phrases you know. Then do the exercise in [V.4.2] p.128.

- reading
- football
- travelling
- cats
- shopping for clothes
- computer games
- animals
- dancing
- cooking
- dance music
- rock music
- jazz
- Italian food
- Chinese food
- fast food

2 Put these phrases in order 1–7. Check in [V.4.3] p.128.

I love ... 1 I hate ... 7 I like ...
... is/are OK ... I don’t like ...
I really like ... 6 I quite like ...

Help with Vocabulary Verb+ing

3 a) With the phrases in 2 we can use verb+ing or a noun. Look at these sentences.

I love reading. (verb+ing)
I like books. (noun)

b) Find all the verb+ing words in 1.

4 Work in pairs. Talk about the things in 1 and your own ideas. Do you like the same things?

- I really like computer games.
- Me too./I don’t. I hate them!
- Do you like dance music?
- Yes, I love it./It’s OK./No, not really.

Reading and Grammar

5 [R.4.5] Read and listen to the TV game show, First Date!. Find four things Mark likes and one thing he doesn’t like.

6 a) Match Mark’s questions about Kim to the presenter’s answers.

1 What does she do in her free time?
2 Does she watch TV a lot?
3 Does she like films?
4 What music does she like?
5 Does she like animals?
6 And what does she do?

a) Yes, she does. She’s got two dogs.
b) Yes, she goes to the cinema every Saturday evening.
c) She loves dance music, but she doesn’t like rock.
d) She plays tennis and she eats out a lot. She loves Italian food.
e) No, she doesn’t. She hates watching TV!
f) She’s a vet.

b) [R.4.6] Listen and check.
Help with Grammar  Present Simple: questions and short answers (he/she/it)

7a) Look at 6a). Then fill in the gaps with does or doesn't.

QUESTIONS  SHORT ANSWERS
1. _______ she like animals?  Yes, she _______.
2. _______ she watch TV a lot?  No, she _______.
3. What _______ she do in her free time?

b) Look at the table. Notice the word order in questions. Then write questions 3 and 4 from 6a) in the table.

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>does</td>
<td>she</td>
<td>do</td>
</tr>
<tr>
<td>Does</td>
<td>she</td>
<td>watch</td>
<td>TV a lot?</td>
</tr>
</tbody>
</table>

c) When do we use does in questions? When do we use do?
d) Check in 64.3 p130. Then read 64.4.

8a) Write questions with she.
1. What / do?  What does she do?
2. / like rock music?
3. What food / like?
4. / like sport?
5. / have any animals?
6. What / do on Saturday evenings?

b) R4.7  Listen and check. Then listen again and practise.

What does she do?

c) Work in pairs. Take turns to ask and answer the questions in 8a) about Kim. Find her answers in 6a).

9a) Work in pairs. Student A, read about Jo on p104. Student B, read about Susie on p112. Find the answers to the questions in 8a).

b) Work with your partner. Take turns to ask and answer the questions in 8a) about Jo or Susie.

c) Tell your partner three more things about Jo or Susie.

10a) Work in groups. Which woman do you want to choose for Mark's first date - Kim, Jo or Susie? Why?

b) Tell the class which woman your group wants for Mark's first date and why. The class must agree on one person!

c) Read about Mark's date with the woman the class chose. (Kim → p109, Jo → p117, Susie → p120). Answer these questions.
1. Does Mark like her? Why?/Why not?
2. Does she like Mark? Why?/Why not?
3. Do they want to see each other again?

Get ready ... Get it right!

11a) Work in pairs, but don't talk to your partner. Choose a friend to introduce to your partner. Tick the things in the box that your friend does or likes.

I've got a friend for you!
My friend's name: _______________________
- watches TV a lot
- likes travelling/cooking/dancing
- plays tennis/football
- likes shopping for clothes
- goes to the cinema a lot
- likes cats/dogs/animals
- reads a lot of books
- likes rock music/dance music/jazz
- eats out a lot
- likes Chinese/Italian/fast food

b) Choose eight things you do or like from the box. Make questions with he/she.

Does he/she watch TV a lot?
Does he/she like Italian food?

12a) Work with your partner. Take turns to ask and answer questions about your friends. First, ask about the friend's name, age, job and where he/she lives. Then ask your questions from 11b).

b) Do you and your partner's friend do or like the same things? Tell another student.

We both eat out a lot.

He likes rock music, but I don't.
Let's go to the Jazz Café

1. Work in groups. Discuss these questions.
   1. When do you usually eat out?
   2. What's your favourite restaurant?
   3. Is it cheap or expensive?
   4. What do you usually eat there?

2. **R4.8** Listen to the answerphone message. Choose the correct information.

   **FROM**  Henry/Jack/John
   **TIME**  4/6/8 o'clock

   **MESSAGE:**
   1. I'm at/Meet me at the airport.
   2. See you in about two/three hours.
   3. We can eat at home/eat out.

3. **R4.9** Emma phones Jack. Listen. Are the sentences true (T) or false (F)?

   1. Jack is at the airport.
   2. Jack wants to go to the Chinese restaurant.
   3. There's a new restaurant on Queen Street.
   4. The Jazz Café is an expensive place to eat.
   5. Emma doesn't want to go to the Jazz Café.

4. **a)** Match photos 1–10 to food and drink on the menu. Check in **V4.5** p129.

   1. Chicken salad

   **b)** Work in pairs. Take turns to point to a photo and test your partner.

   - What's that?
   - A cheese and tomato sandwich.

5. Work in pairs. Take turns to choose something to eat and drink from the menu. Ask your partner questions with **How much ...?**

   - How much is a tuna salad and a bottle of mineral water?
   - Nine pounds.

**Help with Listening Questions with Would you like ...?**

6. **a)** **R4.10** Listen and fill in the gaps in questions 1–4 with these words.

<table>
<thead>
<tr>
<th>anything</th>
<th>drink</th>
<th>order</th>
<th>red</th>
</tr>
</thead>
</table>
   1. Would you like ____ or white?
   2. Would you like ____ else?
   3. Would you like to ____ now?
   4. What would you like to ____ ?

   **b)** Listen again. Notice how we say would you /wʊdə/.
8 a) Look at these sentences. Then complete the rules with the phrases in bold.

Would you like to order now?
I'd / We'd like a bottle of water, please.
Can I / we have the bill, please?

- We use _______ and _______ for requests (we want something).
- We use _______ for offers (we want to give something or help someone).

b) Check in RW4.1 p130.

c) Look at the conversation in 7a) again. Find three more requests.

9 a) R4.12 Listen and notice the stress and polite intonation.

Would you like to order now?

b) R4.13 Listen to these requests and offers. Which is polite, a) or b)?

1 a) b) 3 a) b) 5 a) b) 2 a) b) 4 a) b) 6 a) b)

c) R4.14 Listen and practise the polite sentences in 9b). Copy the stress and intonation.

10 a) Work in groups of three. Practise the conversation in 7a) until you remember it.

b) Close your book. Practise the conversation again.

11 a) Work in the same groups. Look at the menu. Write a conversation between a waiter and two customers.

b) Swap conversations with another group. Correct any mistakes.

c) Practise the new conversation. Then role-play it for the other group.

6 a) Read Jack and Emma's conversation with the waiter. Then fill in the gaps with questions 1–4 from 6a).

WAITER 1 __________________________ ?

Emma Yes. I'd like a tuna salad, please.

Jack And can I have a cheeseburger and chips, please?

Waiter 2 __________________________ ?

Jack Can we have a bottle of wine?

Waiter 3 __________________________ ?

Jack White, please.

Emma And we'd like a bottle of sparkling mineral water, please.

Waiter Yes, of course.

Jack Excuse me.

Waiter Yes, sir. 4 __________________________ ?

Jack No, thank you, but can we have the bill, please?

Waiter Certainly.

b) R4.11 Listen and check. What do Emma and Jack order?
**QUICK REVIEW • • •**

Work in pairs. What is on the Jazz Café menu? Which pair has the most things? Check on p35.

1. Tick the food and drink you know. Then do the exercise in **V4.6 p129**.

   - biscuits
   - milk
   - an apple
   - rice
   - toast
   - sáusages
   - fish
   - eggs
   - coffee
   - soup
   - cheese
   - vegetables
   - a banana
   - orange juice
   - tea
   - jam
   - meat
   - fruit
   - céréal

2. Which of the things in 1 do you usually have for breakfast? Is this typical for your country? Compare answers in groups.

3. **a)** What is a typical breakfast in Japan, Brazil, Spain and England, do you think? Work in pairs and make four lists. Use words from 1.

   - **b)** Listen to two cooks at an international language school. Tick the food and drink on your lists that they talk about.

   - **c)** Listen again. Complete your lists of the four breakfast menus.

4. **4a)** Look at the pictures in the table. Then choose the correct words.

   - 1 We can/can’t count biscuits and apples.
   - 2 We can/can’t count milk and rice.

   **COUNTABLE NOUNS**
   - a biscuit  
   - an apple
   - soup
   - a sausage
   - a cheese
   - an orange
   - a vegetable
   - a banana
   - a tea
   - a jam
   - a meat
   - a fruit
   - a céréal

   **UNCOUNTABLE NOUNS**
   - milk
   - rice
   - coffee
   - soup
   - cheese
   - vegetables
   - orange juice
   - tea
   - jam
   - meat
   - fruit
   - céréal

   **singular**  
   **plural**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a biscuit</td>
<td>biscuits</td>
<td>milk</td>
<td>rice</td>
</tr>
<tr>
<td>an apple</td>
<td>apples</td>
<td></td>
<td></td>
</tr>
<tr>
<td>soup</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a sausage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a cheese</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>an orange</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a vegetable</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>a banana</td>
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<td></td>
<td></td>
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<tr>
<td>a tea</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a jam</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a meat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a fruit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a céréal</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**b)** Write the words from 1 in the table. Write the singular and plural if possible.

---

**Help with Vocabulary**

**Countable and uncountable nouns**

5. **a)** Look at the table in 4a). Choose the correct words in these rules.

   **COUNTABLE NOUNS**
   - Countable nouns can/can’t be plural.
   - We use/don’t use a or an with singular countable nouns.
   - We use/don’t use a or an with plural countable nouns.

   **UNCOUNTABLE NOUNS**
   - Uncountable nouns are/aren’t usually plural.
   - We use/don’t use a or an with uncountable nouns.

   **b)** Check in **V4.7 p129**.
4 Review

1. Match the verbs to the words/phrases. [V.1]
   play running/dancing
   listen to tennis/football
   watch photos
   take books/magazines
   go music/the radio
   read DVDs/sport on TV

b) Work in pairs. Tell your partner which things in 1a) you: always, sometimes, never do at the weekend.

2. Add -s, -es or - to the verbs in these sentences. [G.4.2]
   1. My kids watch TV a lot.
   2. Ed play golf on Sundays.
   3. My sister live in the USA.
   4. Jo and Liz work at home.
   5. She go out a lot.
   6. Tim's parents like jazz.
   7. Our class start at 6.

b) Make the sentences negative.
   My kids don't watch TV a lot.

3. Write sentences for you with these phrases. [V.4.2] [V.4.3]
   1. I love cats/reading.
   2. I really like
   3. I like
   4. I quite like
   5. ... is OK
   6. I don't like
   7. I hate

b) Work in groups. Compare sentences. Are any the same?

4. Make questions about Mark from the TV programme First Date! [G.4.3]
   1. What / do / does / he ?
      What does he do?
   2. What / like / he / does / food ?
   3. like / Does / shopping for clothes / he ?
   4. What / he / at the weekend / does / do ?
   5. like / does / What / he / music ?
   6. he / like / Does / animals ?

b) Work in pairs. Take turns to ask and answer the questions. Don't look at p.32.

c) Check your answers on p.32.

5. Work in groups. Compare menus. Which restaurant has got the best food, do you think?

6. Find fifteen words for food and drink. [V.4.6]

   A B R E A D D O V
   S A C H E E E
   A N A P P L E G
   U A S W C A M E
   S N O T O A S T
   A A U E F M R A
   G K P A F I M B
   E G G S E L E L
   S R I C E K A E
   B I S C U I T S

b) Work in pairs. Which words are countable (C)? Which are uncountable (U)? [V.4.7]

   bread (U) sausages (C)

---

Progress Portfolio

a) Tick the things you can do in English.
   - I can talk about other people's routines and free time activities.
   - I can say what I like and don't like.
   - I can ask and answer questions about people I don't know.
   - I can say and understand words for food and drink.
   - I can order something to eat and drink in a restaurant.
   - I can offer things to people.

b) What do you need to study again? [4A-D]
5 Homes and shops

5A My kind of place

QUICK REVIEW

Vocabulary
Places in a town/the country

1a) Tick the words you know. Then do the exercise in V5.1 p131.
a square a park a market
a bus station a station a lake
a beach the sea a river a museum
an airport mountains a road a café
a bar a shop a flat [US: an apartment]
a house a hotel a bed and breakfast

b) Which four things from 1a) are important to you where you live and where you go on holiday?

Listening and Grammar

2 Look at the photos. Which is a big city, a small town, a village, do you think? Which things from 1a) can you see in the photos?

Help with Listening Sentence stress (2)

3a) Listen to these sentences from three conversations about the places in the photos. Notice the stressed words.
1 There’s a beautiful lake near the town.
2 There’s only one road.
3 There are lots of things to do in the evening.
4 Is there a hotel?
5 There are lots of mountains.
6 And there aren’t any restaurants.
7 There’s a nice beach.
8 Are there any cheap places to stay?
9 There isn’t a park near our flat.

b) Are nouns, verbs, adjectives and negatives usually stressed or unstressed in sentences?

4 Listen to three conversations A–C and match them to the photos. Which person talks about:
1 where he/she lives now?
2 where his/her family lives?
3 where he/she goes on holiday?

5a) Work in pairs. Look again at sentences 1–9 in 3a).
Are they about Auckland, Keswick or Eyeries? (There are three sentences for each place.)
b) Listen again and check your answers.

6a) Work in groups. Which place would you like to visit: Auckland, Keswick or Eyeries? Why?
b) Compare answers with the class. Which place is the most popular?
7 a) Fill in the gaps in the tables with is, are, isn't or aren't.

<table>
<thead>
<tr>
<th>Singluar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
</tr>
<tr>
<td>There ................ a beautiful lake.</td>
</tr>
<tr>
<td><strong>NEGATIVE</strong></td>
</tr>
<tr>
<td>There ................ a park near our flat.</td>
</tr>
<tr>
<td><strong>QUESTIONS</strong></td>
</tr>
<tr>
<td>................ there a hotel?</td>
</tr>
<tr>
<td><strong>SHORT ANSWERS</strong></td>
</tr>
<tr>
<td>Yes, there ........ /No, there ........</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
</tr>
<tr>
<td>There ................ lots of things to do.</td>
</tr>
<tr>
<td><strong>NEGATIVE</strong></td>
</tr>
<tr>
<td>There ................ any restaurants.</td>
</tr>
<tr>
<td><strong>QUESTIONS</strong></td>
</tr>
<tr>
<td>................ any cheap places to stay?</td>
</tr>
<tr>
<td><strong>SHORT ANSWERS</strong></td>
</tr>
<tr>
<td>Yes, there ........ /No, there ........</td>
</tr>
</tbody>
</table>

TIP! • We use any in negatives and questions with there are.

b) Check in 65.1 p133.

8 a) Look at these sentences about Keswick.
Fill in the gaps with is, are, isn't or aren't.

1 (✓) There ........ lots of good shops.
2 (✗) There ........ a station.
3 (✓) There ........ a big theatre by the lake.
4 (✗) There ........ any five-star hotels.
5 (✓) There ........ three interesting museums.
6 (✓) There ........ an old nice cinema.
7 (✗) There ........ an airport near the town.
8 (✓) There ........ two lovely parks.

b) R5.3 P Listen and practise the sentences in 8a).
Notice how we say there's /ðəz/ and there are /ðeərəz/.

9 a) Look at the table. Complete questions 1–8 with Is there or Are there.

<table>
<thead>
<tr>
<th>places near my home</th>
<th>me</th>
<th>my partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ........................ a park?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 ........................ any shops?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 ........................ any good restaurants?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 ........................ a station?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 ........................ any nice cafés?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 ........................ a market?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 ........................ any nice hotels?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 ........................ a cinema or a theatre?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) R5.4 P Listen and practise the questions in 9a) and the short answers.

Is there a park?  Are there any shops?

9 c) Think about places near your home. Put yes or no in the me column.

9 d) Work in pairs. Take turns to ask and answer the questions in 9a). For each question, put yes or no in the my partner column. Give more information if possible. Do you live in similar places?

Know a park near your home? Yes, there is. It's only five minutes away.

10 Choose a favourite place (a town/city/village in your country or a holiday place you know). Tick/Cross the things in the box that are/aren't in this place.

My favourite place is: ........................

nice parks interesting markets an airport
a beach mountains a river beautiful squares
a university good hotels interesting shops
museums interesting streets a station
a lake cheap/expensive restaurants nice cafés
good places to go at night big hotels

11 a) Work in groups of three or four. Tell the other students about your favourite place.

There isn't an airport. There are lots of nice cafés.

b) Choose one of your group's places you would like to visit. Tell the class why you want to go there.
Renting a flat

QUICK REVIEW

Work in pairs. Make three true sentences and three false sentences about places near your school. Use there is/are and there isn’t/aren’t. Compare sentences with another pair. Can you find the false sentences?

Vocabulary

Rooms and things in a house

1 Alex and his wife, Martina, want to find a flat. Read the advert and match the words in bold to A–E on the plan of the flat.

2 Match these words with 1–18 on the plan of the flat.

- furniture
- a double bed
- a single bed
- a fridge
- a coffee table
- a bath
- a chair
- a shower
- a cooker
- a toilet
- a sink
- an armchair
- a desk
- a plant
- a sofa
- a washing machine
- a washbasin
- a table

Grammar and Listening

Look again at the plan of the flat and the advert. Answer these questions. You have two minutes!

1 Where is the flat?
2 How much is the rent every month?
3 How many bedrooms are there in the flat?
4 How much space is there in the flat?
5 How many chairs are there in the flat?
6 How much furniture is there in the living room?
7 How do you get more information about the flat?

Vocabulary

rooms and things

in a house

Grammar

How much ...? / How many ...?

Review

there is / there are; have got

FOR RENT

Large flat in Park Street (80 m²). Kitchen, living room, bathroom, two bedrooms, small balcony. No garden. On quiet street near station and park. £700 a month. Call Rent-a-Home on 020 7655 4311.

Help with Grammar

How much ...? / How many ...?

4 a) Which of these nouns are countable (C)? Which are uncountable (U)?

<table>
<thead>
<tr>
<th>Table</th>
<th>Bedroom</th>
<th>Furniture</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>C</td>
<td>C</td>
</tr>
</tbody>
</table>

b) Look again at the questions in 3. Then complete the rules with How much ...? or How many ...?.

- We use ___________ with plural countable nouns.
- We use ___________ with uncountable nouns.

c) Check in 65.2 p133.
6 a) Read the advert again. Find two things you think are surprising about the flat.
b) R5.5 Listen to Alex talk to an estate agent about the flat. Put the things they talk about in order.
   a) the furniture 1 b) the bathroom
c) the kitchen 2 d) the bedrooms
e) the rent   f) shops

7 R5.5 Listen again. Are these sentences true (T) or false (F)?
1 There's some furniture in the flat.  T
2 There isn't a TV in the flat.        F
3 The estate agent says both bedrooms are big. T
4 Alex hasn't got any children.      F
5 The estate agent says there isn't a cooker. F
6 There aren't any shops near the flat. F
7 The rent is £700 a month.           T
8 Alex wants to see the flat.         T

Help with Grammar some, any, a

8 a) Fill in the gaps in the table with some, any or a.

<table>
<thead>
<tr>
<th>singular countable nouns</th>
<th>plural countable nouns</th>
<th>uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>POSITIVE</td>
<td>There's <em>a</em> cooker.</td>
<td>There are <em>some</em> chairs.</td>
</tr>
<tr>
<td>NEGATIVE</td>
<td>There isn't <em>any</em> TV.</td>
<td>We haven't got <em>any</em> children.</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>Has it got <em>a</em> shower?</td>
<td>Are there <em>any</em> shops?</td>
</tr>
</tbody>
</table>

b) When do we use some and any?
c) Check in 65.3 p133.

9 a) Alex and Martina now live in the flat. Read their phone conversation. Fill in the gaps with some, any or a.

MARTINA Hi, I'm at the supermarket. Have we got _any_ bread?
ALEX Yes, we've got _some_ bread, but we haven't got _any_ butter.
MARTINA OK. So we need _some_ butter. Is there _any_ milk?
ALEX No, there isn't. And we need _any_ meat and _some_ eggs.
MARTINA Right. Have we got _any_ fruit?
ALEX We've got _some_ big bag of oranges, but we haven't got _any_ apples.
MARTINA OK, I'll get _some_ more fruit. And _any_ cheese.
ALEX And can you get _any_ big bottle of water too?
MARTINA Yes, OK. See you later. Bye.

b) R5.6 Listen and check.

Get ready ... Get it right!

At the shops

Quick Review

What's your favourite room in your home? Work in pairs. Tell your partner five things about your favourite room using There is/There are.

Shopping

1 Work in groups. Discuss these questions.
   1 Do you like shopping? Why? Why not?
   2 When do you usually go shopping?

2 Tick the words you know. Then do the exercise in V5.3 p131.
   a supermarket  a bookshop
   a bank  a dry cleaner's
   a chemist's [US: a pharmacy]
   a kiosk  a newsagent's
   a butcher's  a baker's
   a department store
   a greengrocer's  a post office

3 Look at Alex and Martina's shopping list. Where do people buy these things?
   You buy stamps at/in a post office.

4 a) R5.7 Listen to two conversations. Which shops are Martina and Alex in?
   b) Listen again and fill in the gaps. What do they buy?

   1
   MARTINA
   Excuse me, how much is this ________ sofa ________ ?
   SHOP ASSISTANT
   This one? Let me see. It's £________ 
   MARTINA
   OK and what about that one?
   SHOP ASSISTANT
   That one is £________.
   MARTINA
   Thanks. I'll ________ about it.

   2
   ALEX
   Can I have a kilo of ________ , please?
   SHOP ASSISTANT
   Yes, of course. The ________ ones?
   ALEX
   Er, no, not those. The ________ ones.
   SHOP ASSISTANT
   OK. Anything else?
   ALEX
   Yes, I'd like some ________ , please.

Help with Vocabulary

One and ones

5 Look at these examples from the conversations in 4b).
   Then complete the rules with singular or plural.
   How much is this sofa? — This one?
   A kilo of apples, please. — The green ones?
   We use one in place of a ________ noun.
   We use ones in place of a ________ noun.

6 a) Read these conversations. Which shops are Martina and Alex in?
   1
   MARTINA
   Excuse me, how much are the TVs?
   SHOP ASSISTANT
   Well, this TV is £329. But the TVs over there are in the sale at £279.

   2
   ALEX
   Have you got any sausages?
   SHOP ASSISTANT
   Yes, these Polish sausages are very nice.

   3
   MARTINA
   Excuse me, how much are these dictionaries?
   SHOP ASSISTANT
   This dictionary is £12.95 and that dictionary is £14.95.

   b) Change the nouns in bold to one and ones.
   c) R5.8 Listen and check.
At the newsagent’s

7 a) Tick the words you know. Then do the exercise in V5.5 p132.

b) Which of the things in 7a) are in the photo?

c) Make a list of things you need. Then compare in groups.

---

8 R5.9 Alex and Martina are in a newsagent’s. Listen. Which things in 7a) do they buy?

Real World Shop language

10 a) Fill in the gaps with these words.

Can much that any

SAYING WHAT YOU WANT
I’ll ... have these ones, please.
Have you got ... big bottles of water?
... I have four stamps for Europe, please.

ASKING ABOUT PRICES
How ... are the phone cards?
How much is ... ?

b) Check in RW5.1 p133.

Help with Listening In a shop

9 a) R5.9 Listen again. Put what the shop assistant says in the correct order.

b) Look at R5.9, p152. Listen again and check.

---

11 a) R5.10 Listen and practise the sentences in 10a). Copy the stress and intonation.

b) Work in pairs. Look again at R5.9, p152. Practise the conversation. Take turns to be the shop assistant and the customer.

**Vocabulary in Context**

**Quick Review**

Work in pairs. Write three things you can buy in: a newsagent's, a greengrocer's, a department store, a supermarket. Which of these things do you buy every week?

1. Tick the words you know. Then do the exercise in V5.6 p132.

   - trousers, shorts, jeans, a dress, shoes
   - a suit, a skirt, a jumper, trainers, a jacket
   - a hat, a tie, boots, a shirt, socks
   - a T-shirt, a top, a coat, a cap

2. a) Write lists for you.
   1. clothes/colours I usually wear
   2. clothes/colours I sometimes wear
   3. clothes/colours I never wear

   b) Work in groups. Tell other students about the clothes and colours you wear.

   - I usually wear a suit in the week.
   - I sometimes wear boots.
   - I never wear red.

3. a) Some nouns look plural, but can mean one thing. Look at these examples.
   - Your jeans are nice. (= 1 pair of jeans)
   - Where are my shoes? (= 2 shoes)

   b) Which of these nouns can mean one thing? Which can be singular?

   - jeans, shoes, socks, shorts, boots, trainers

4. a) Fill in the gaps with some, any or a.
   1. I haven't got _______ white shirts.
   2. I've got _______ black jeans.
   3. I haven't got _______ suit.
   4. I want to buy _______ shoes.
   5. I need _______ new pair of boots.
   6. I haven't got _______ shorts.
   7. I've got _______ clothes that I never wear.

   b) Which sentences are true for you? Compare with a partner.

5. Read the article. Match paragraphs 1–3 to the people in the photos.

---

**Do you live to shop or**

How important are clothes to you? We talk to three people from different countries to see what they think about clothes, shopping – and, of course, shoes!

**Yolanda, from Australia**

I don't buy clothes very often and I don't think what people wear is very important. When I go shopping, I buy the clothes I need and that's all. I usually wear a pair of jeans, a T-shirt and some trainers, and a jumper or a jacket when it's cold. And I hate buying shoes - I've only got three pairs!

**Michael, from the USA**

Oh, I love clothes! I buy fashion magazines every week and watch programmes about clothes on TV. And I really love shoes - I've got more than fifty pairs at home! My friends and I talk about clothes a lot and we go shopping every Saturday afternoon. What do I want to buy today? Some new shoes, of course!
Read the article again. Match 1–6 to Yolanda, Michael or Libby.

1. goes shopping every weekend
2. buys clothes to look good at work
3. likes reading about clothes
4. doesn’t spend very much on clothes
5. doesn’t have many pairs of shoes
6. loves buying shoes

Work in groups. Discuss these questions.

1. Do you like shopping for clothes? Why? Why not?
2. Which person from the article is similar to you? Why?
3. What’s your favourite clothes shop? What do you usually buy there?

---

**5 Review**

Language Summary 5, p131

1. Write the words for places.  
   a. feac
   b. terkam
   c. nattios
   d. partio
   e. virre
   f. sumume
   g. oelth
   h. timoanuns

   b. Where is the stress on the words in 1a)?
   café

2. Tick the true sentences. Make the other sentences true.
   1. There’s a park near here.
   2. There’s a TV in our classroom.
   3. There are ten students in our class.
   4. There’s a café near here.
   5. There aren’t any men in our class.
   6. There isn’t a station near here.

3. Which word is the odd one out? Why?
   1. table chair
   2. cooker bed fridge
   3. bathroom kitchen shower
   4. sink desk washbasin
   5. bath toilet living room
   6. flat apartment bedroom
   7. washing machine sofa armchair

4. a. Draw a plan of your home. Then draw the furniture in each room.
   b. Work in pairs. Take turns to describe your home to your partner.

5. a. Write questions with you about your daily routine. Start each question with How much or How many.
   1. / meals / have?
   2. / coffee / drink?
   3. / hours / spend travelling?
   4. / TV / watch?
   5. / time / spend on a computer?
   6. / emails / write?

   b. Work in pairs. Take turns to ask and answer the questions.

---

**Progress Portfolio**

a. Tick the things you can do in English.
   - I can describe my town and other places I know.
   - I can describe my home and the things in it.
   - I can ask about other people’s towns and homes.
   - I can buy things in a shop.
   - I can talk about the clothes I wear.

b. What do you need to study again? 5A–D
6 Good times, bad times

6A Three generations

QUICK REVIEW
Write all the clothes you know. Work in pairs and compare lists. Then tell your partner about your favourite clothes:
I've got a beautiful blue shirt ...

Vocabulary Adjectives (2)

1 Work in pairs. Look at Helen, Margaret and Rebecca in photo A. Discuss these questions.
   1 What's their relationship?
   2 How old are they, do you think?
   3 Whose thirteenth birthday parties are photos A and B?

2 a) Match the adjectives to their opposites. Then do the exercise in Language Summary 6 \[V6.1\] p134.

<table>
<thead>
<tr>
<th>happy</th>
<th>interesting</th>
</tr>
</thead>
<tbody>
<tr>
<td>poor</td>
<td>tall</td>
</tr>
<tr>
<td>hot</td>
<td>unhappy</td>
</tr>
<tr>
<td>friendly</td>
<td>dirty</td>
</tr>
<tr>
<td>noisy</td>
<td>ill</td>
</tr>
<tr>
<td>short</td>
<td>cold</td>
</tr>
<tr>
<td>boring</td>
<td>empty</td>
</tr>
<tr>
<td>well</td>
<td>rich</td>
</tr>
<tr>
<td>clean</td>
<td>stupid</td>
</tr>
<tr>
<td>intelligent</td>
<td>quiet</td>
</tr>
<tr>
<td>crowded</td>
<td>unfriendly</td>
</tr>
</tbody>
</table>

b) Work in pairs. Use the adjectives to talk about photos A and B.

Margaret looks friendly.

This party looks noisy.

Listening, Reading and Grammar

3 a) R6.1 Listen and read. Who is talking?

I live in Perth, Australia, with my parents and my three brothers. Yesterday was my thirteenth birthday and about forty friends were here. There was a lot of food and drink – burgers, chicken, Coke and orange juice. It was a great party, and my Mum and I were really happy because my grandmother’s here from England. There were only two things wrong. My grandfather wasn’t here for my party and my other two brothers are in the USA, so they weren’t here either.

b) Read about the party again. Underline these things in the text.

4 a) Look at the text in 3a) again. Find all the examples of was, wasn’t, were and weren’t.

b) Fill in the gaps with was, wasn’t, were and weren’t.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I ...was...</td>
<td>I ...wasn’t... (= was not)</td>
</tr>
<tr>
<td>you/we/they were...</td>
<td>you/we/they were... (= were not)</td>
</tr>
<tr>
<td>he/she/it...</td>
<td>he/she/it...</td>
</tr>
</tbody>
</table>

c) Check in \[G6.1\] p135.
Read about Helen's thirteenth birthday party. Choose the correct words.

Helen: I was/were born in England in a village near Liverpool. I was/were thirteen in 1975 and I remember my party very well. Our house wasn’t/weren’t very big, so my party was/were in the village hall. It wasn’t/weren’t a very nice place and there wasn’t/weren’t much to eat. Only about twenty people was/were there — and there wasn’t/weren’t any boys. So the party was/were a bit boring.

6 a) R6.2 Listen to Rebecca and her grandmother. Was Margaret's thirteenth birthday party good? Why? Why not?
   b) Listen again and answer the questions.
   1. When was Margaret's thirteenth birthday?
   2. Where was the party?
   3. Was the weather good?
   4. What food was there?
   5. Were her friends at her party?
   6. How many people were at her party?

Help with Listening was and were

7 a) R6.3 Listen and notice the strong and weak forms of was and were.

<table>
<thead>
<tr>
<th>strong form</th>
<th>weak form</th>
</tr>
</thead>
<tbody>
<tr>
<td>was /wəz/</td>
<td>/wəz/</td>
</tr>
<tr>
<td>were /wɜːr/</td>
<td>/wɜː/</td>
</tr>
</tbody>
</table>

I was /wəz/ in London.
There were /wɜː/ parties in every street.
Was /wəz/ it good? Yes, it was /wəz/.
Were /wɜː/ they big parties? Yes, they were /wɜː/.

b) Complete the rules with strong or weak.
- In statements and questions was and were are usually ________.
- In short answers was and were are ________.

Help with Grammar Questions and short answers with was/were

8 a) Look at the word order of questions with was/were. Then write questions 2 and 3 from 6b) in the table.

<table>
<thead>
<tr>
<th>question word</th>
<th>was/were</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>was</td>
<td>Margaret's 13th birthday?</td>
</tr>
<tr>
<td>Were</td>
<td>her friends</td>
<td>there?</td>
</tr>
</tbody>
</table>

b) Fill in the gaps in these short answers with was, were, wasn't or weren't.
1. Yes, I/he/she/it __________ .
   No, I/he/she/it __________ .
2. Yes, you/we/they __________ .
   No, you/we/they __________ .


9 R6.4 P Listen and practise.
I was /wəz/ in London.

10 a) Work in pairs. How do we say these years?

| 1953 | 1970 | 1895 | 1900 | 2000 | 2005 |

b) Check in [V6.2] p134.

c) Write the names of five people in your family. Then work in pairs. Take turns to ask your partner when and where the people were born.

When/Where was Ana born? In 1978/Rome.

11 a) Make questions with you.
1. / at work yesterday? Were you at work yesterday?
2. Where / last night?
3. / at home yesterday afternoon?
4. Where / on your last birthday?
5. / in this class last month?
6. Where / last New Year's Eve?

b) Work in pairs. Take turns to ask and answer the questions. Give more information if possible.

Get ready ... Get it right!

12 Work in pairs. Student A → p111. Student B → p119. Follow the instructions.
People who changed the world

Vocabulary  Life events

1 Work in pairs. Fill in the gaps in the phrases with these verbs. Check in V6.3 p134.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>school/my first job</td>
</tr>
<tr>
<td>get</td>
<td>school/university</td>
</tr>
<tr>
<td>meet</td>
<td>my husband/my wife</td>
</tr>
<tr>
<td>finish</td>
<td>married/divorced</td>
</tr>
<tr>
<td>have</td>
<td>a son/three children</td>
</tr>
<tr>
<td>write</td>
<td>a lawyer/president</td>
</tr>
<tr>
<td>become</td>
<td>a book/a letter</td>
</tr>
<tr>
<td>study</td>
<td>languages/law</td>
</tr>
</tbody>
</table>

Reading and Grammar

2 a) What do you know about Nelson Mandela?

b) Read about Mandela's life. Fill in the gaps in the text with the correct dates and numbers from the box.

- 1943
- two
- 1996
- four
- 1957
- eighteen
- 18th July

3 Read the text again. Put these events in Mandela's life in order.

a) He went to prison.
b) He got married to Winnie.
c) He and his first wife got divorced.
d) He went to university.
e) He left prison.
f) He got married for the third time.
g) He became President of South Africa.

Help with Grammar

Past Simple regular and irregular verbs: positive

4 a) Look again at the text about Mandela's life. Find the Past Simple of these verbs.

<table>
<thead>
<tr>
<th>Regular verbs</th>
<th>start</th>
<th>study</th>
<th>finish</th>
<th>live</th>
<th>work</th>
<th>want</th>
<th>stay</th>
<th>marry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irregular verbs</td>
<td>become</td>
<td>have</td>
<td>get</td>
<td>meet</td>
<td>go</td>
<td>forget</td>
<td>leave</td>
<td>write</td>
</tr>
</tbody>
</table>

b) Answer these questions.

1 What are the last two letters of regular verbs in the Past Simple?
2 What are the endings of regular verbs that end in -e, and in consonant + y?
3 Is the Past Simple the same for all subjects (I, you, he, they, etc.)?

c) Check in G6.3 p135 and in the Irregular Verb List, p159.

From prison to President

Nelson Mandela was born in South Africa on 18th July, 1918.

He started university in 1938 and studied law. After he finished university in 1942 he lived and worked in Johannesburg. He was very interested in politics and wanted to change the political system. He became President of the ANC (the African National Congress) in the Transvaal in 1952.

He had two children with his first wife, Evelyn. They got divorced in 1961 and in the same year he met a woman named Winnie Madikizela. Nelson and Winnie got married a year later and they also had four children.

In 1964 he went to prison. He stayed there for 26 years and was in solitary confinement for 18 years. But the world never forgot Nelson Mandela. And in 1994, only two years after he left prison, he became President of South Africa.

Nelson and Winnie Mandela got divorced in 1996 and two years later he married his third wife, Graça Machel.

When he was President, he wrote a book about his life called Long Walk to Freedom.
5 a) Listen and practise the regular Past Simple forms from 4a). Which end with the sound /ɪd/?

b) Listen and practise the irregular Past Simple forms from 4a).

6 Fill in the gaps with the Past Simple of these verbs.

live have go study
win become be leave

1 When Nelson Mandela was a child he __lived___ in a village called Mvezo.
2 He _______ law at Witwatersrand University – he _______ the first black student there.
3 Evelyn and Nelson _______ their first child, Thembi, in 1945.
4 Nelson _______ South Africa in 1962 and _______ to live in Algeria.
5 He _______ President of the ANC in 1991 and he _______ the Nobel Prize in 1993.

7 a) Work in groups. Do the quiz.

**HISTORY-MAKERS**

1 Where did Albert Einstein come from?
   a) Switzerland  b) Germany  c) Austria

2 When did the Wright brothers fly the first plane?
   a) 1903  b) 1918  c) 1933

3 Where did Mother Teresa live for most of her life?
   a) China  b) India  c) Europe

4 When did George Washington become the first President of the USA?
   a) 1789  b) 1839  c) 1889

5 When did the Italian explorer Marco Polo first go to China? When he was …
   a) 17  b) 37  c) 77

b) Check your answers on p158. How many did you get right?

**Help with Grammar**

Past Simple: **Wh- questions**

8 a) Look at the table. Notice the word order in questions.

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
<th>from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>did</td>
<td>Albert Einstein</td>
<td>come</td>
<td>from?</td>
</tr>
</tbody>
</table>

b) Write questions 2 and 3 from the quiz in 7a) in the table.

c) Check in 66.4 p135.

9 a) Make questions with these words.

1 last night / did / you / What / do?  *What did you do last night?*
2 you / did / your best friend / Where / meet?
3 Where / your parents / meet / did?
4 to another country / When / you / first go / did?
5 What / last weekend / do / you / did?

b) Listen and check. Then listen again and practise.

*What did you do last night?*

c) Work in pairs. Take turns to ask and answer the questions in 9a).

**Get ready ... Get it right!**

10 Look at p120. Follow the instructions.
How was your weekend?

1. a) Look at the picture. Who do you think had:
   1. a great weekend?  
   2. a quiet weekend?

   b) Read texts A-D. Were your guesses correct? How do you know?

2. a) Look at phrases 1–8. Then fill in the gaps with these words/phrases. Check in V6.4 p134.

   all-day  the house  tired  a bad cold  an email
   for a couple of days  the shopping  until 11 a.m.

   1. work  every evening  5. go away  for the weekend
   2. clean  the car  6. sleep  for eight hours
   3. write  a report  7. be  ill
   4. do  the washing  8. have  a wonderful time

b) Work in pairs. Take turns to test your partner on the phrases.

   the washing  do the washing

   c) How many of the phrases in their present or past forms can you find in texts A–D?

   d) What is the Past Simple of the verbs in 2a)?

3. a) Think of six things you did last weekend. Use phrases from 2a) or your own ideas.

   b) Work in pairs. Ask your partner what he/she did last weekend. Find three things you both did.

   What did you do last weekend?
   Me too.
   I cleaned the house.

   What did you do last weekend?
   I cleaned the house.

Being a good listener

4. Listen and match the conversations to the people in the picture.

   1. Conversation 1 is between ________ and ________ .
   2. Conversation 2 is between ________ and ________ .
Saturday 16 September
Slept until 11 a.m. on Saturday, then did the washing and watched TV.

Sunday 17 September
Went to the cinema with Annie. Bed at 10.

8a) Look at these follow-up questions from the conversations in 4. Fill in the gaps with did, was, or are.
1) What ______ wrong?
2) ______ you OK now?
3) What _______ you do?
4) What ______ you see?
5) What ______ it like?
6) Where ______ you go?
7) Who ______ you go with?
8) Where ______ you stay?

8b) Which of the questions in 8a can you ask someone who:
a) went to the cinema?
b) stayed at home all weekend?
c) was ill?
d) went away for the weekend?

8c) Check in RW6.2 p135.

8d) RW6.9 Look at R6.9, p152. Listen again and read. Find the follow-up questions in 8a).

Help with Listening Showing interest

5a) R6.10 Listen to parts of the conversations in 4 again. Match sentences 1–8 to responses a)–h).
1) I was really ill on Saturday.
2) I had a really bad cold.
3) I stayed at home.
4) I went away for the weekend. To Italy!
5) We went to Rome – it was wonderful!
6) We stayed with some old friends.
7) I worked all weekend.
8) It took me ten hours.

a) Oh, right.
b) Wow!
c) Oh, dear.
d) What a shame.
e) Oh, great!
f) You’re joking!
g) Oh, nice.
h) Really?

5b) Fill in the table with responses a)–h). Check in RW6.1 p135.

<table>
<thead>
<tr>
<th>I’m happy for you.</th>
<th>I’m sorry for you.</th>
<th>I’m surprised.</th>
<th>I’m not surprised.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oh, right.</td>
</tr>
</tbody>
</table>

6) R6.11 Listen and practise the responses in 5b). Copy the intonation.

The good and the bad

QUICK REVIEW

Work in pairs. Take turns to tell your partner five things you did last week: *I went to the cinema*. Then ask questions to get more information: *What did you see?*

1 Work in groups. Discuss these questions.
   1 Do you or your friends enter competitions?
   2 What things do people win in competitions?
   3 What is your perfect competition prize?

2 Read only the first paragraph of the magazine article. What is the article about?

3 a) Work in pairs. Student A, read about Jim. Student B, read about Sandra. Answer these questions.
   1 What did he/she win?
   2 Who did he/she go with?
   3 Where did they stay?
   4 What was the weather like?
   5 What did they do on Saturday?
   6 What did Jim/Logan do on Sunday?

b) Work with your partner and ask the questions.
   Student A, ask about Sandra. Student B, ask about Jim.

4 a) Read your text again. Make a list of the adjectives.

b) Work with your partner. Show your list of adjectives to your partner. How many opposites can you find?

Help with Vocabulary

Adjectives with *very, really, quite, too*

5 a) Match the sentences to pictures A–C. Which word is negative and means ‘more than you want’?
   1 It’s too big. 2 It’s quite big. 3 It’s very/really big.

b) Read both texts and find examples of *very, really, quite, too + adjective*. Then compare with a partner.

c) Complete the rule with *before* and *after*.
   - *Very, really, quite* and *too* come _______ the verb *be* and _______ adjectives.

d) Check in V6.5 p134.

COMPETITION WINNERS

AND LOSERS!

Millions of people enter competitions every year and 99% never win anything. But what happens to the winners? We talked to two people who had very different experiences.

Jim

I won a weekend for two in Paris. My girlfriend, Naomi, and I went to the airport in a really big limousine. We travelled first class and we had champagne on the plane. Then we stayed in a very expensive hotel near the River Seine. The weather was quite hot all weekend and the food and wine were really good. On Saturday morning we wanted to go up the Eiffel Tower but the queues were too long, so we had coffee by the river. In the afternoon we went to the Louvre Museum. It was quite crowded but we thought it was really interesting. Then on Sunday I asked Naomi to marry me – and she said yes! It was a wonderful weekend in a beautiful city.

Sandra

I won a weekend for two in Scotland. I was really happy because I love Scotland. I went with my boyfriend, Logan. The hotel was nearly empty and now I know why! It was a really cheap, ugly place – the restaurant was very dirty and the rooms were too small. On Saturday the weather was really bad and we didn’t go out because it was too cold. It was a really boring day and then in the evening Logan and I had a fight. I went to bed quite early and he stayed and talked to the receptionist for hours. She was very young and friendly – too friendly! On Sunday my boyfriend left me and went away with her. Yes, it was a terrible weekend!
Choose the correct words.
1. I can't wear these shoes. They're quite/small.
2. I want to buy that bag. It's very/too nice.
3. Let's go to that new restaurant. It's really/too cheap.
4. Mmm, this food is very/too good.
5. Sorry sir, you're very/too late. The plane left at six o'clock.
6. Sam's got a new job and he's really/too happy.
7. They've got a new flat. It's quite/too nice.
8. You're only fifteen. You're quite/too young to drive.

a) Write the name of a place in your town/city that is:
1. too expensive or quite cheap
2. really beautiful or really ugly
3. very dirty or very clean
4. really boring or really interesting
5. too noisy or very quiet
6. very friendly or very unfriendly

b) Work in groups and compare places. Do you know any of the places the other students talk about? If yes, do you agree?

I think the new coffee shop is quite cheap.

Me too.

Really? I think it's very expensive!

Write the opposites of these adjectives. V6.1
1. ill - well
2. happy - sad
3. rich - poor
4. crowded - empty
5. clean - dirty
6. tall - short
7. friendly - unfriendly
8. stupid - smart
9. quiet - loud
10. boring - interesting

a) Make these sentences true for you. Fill in the gaps with was, were, wasn't and weren't. G6.1
1. I ________ at home yesterday.
2. My family ________ all together last New Year's Eve.
3. I ________ with my friends on Saturday evening.
4. Both my parents ________ in the same country.
5. I ________ born in the place I live in now.

b) Work in pairs. Compare your sentences.

a) Write yes/no questions for the sentences in 2a). G6.2
Were you at home yesterday?

b) Work in new pairs. Take turns to ask and answer your questions.

Read about Stan, Rebecca's grandfather. Fill in the gaps with the Past Simple of these verbs. G6.3

be - was
meet - met
have - had
go - went
live - lived
move - moved

1. I ________ born in 1940 and my family ________ in London. In 1959 I ________ my wife, Margaret, at a party and we ________ married on April 5th 1960. We ________ our first child, Helen, in 1962. Helen ________ to Australia on holiday in 1986 and ________ her husband there. They ________ to Perth in 1990 and our granddaughter, Rebecca, ________ born two years later.

Progress Portfolio

a) Tick the things you can do in English.

[ ] I can describe people and places.
[ ] I can talk about things that happened in my life.
[ ] I can ask questions about things other people did in the past.
[ ] I can say and understand years.
[ ] I can talk about what I did last weekend.
[ ] I can respond to people's news and ask follow-up questions.

b) What do you need to study again? 6A-D
7A licence to kill

quick review
think of three places you went to last year. work in pairs. tell your partner about the places. use very/really/quite/too + adjectives: i went to venice last year. it was really beautiful.

vocabulary types of film
1 a) tick the types of film you know. check in language summary 7 v7.1 p136.

- action films
- thrillers
- horror films
- science-fiction (sci-fi) films
- cartoons
- love stories
- comedies
- historical dramas

b) work in groups. talk about the types of film you like and don't like.

i love sci-fi films. yes, me too. / really? i don't like them at all.

reading and grammar
2 work in groups. what do you know about james bond? think of five or more things.
3 a) check these words with your teacher or in a dictionary.

die a climbing accident a secret agent
the navy a licence kill

b) read the article about james bond and choose the best title.
1 around the world with james bond
2 from schoolboy to spy
3 james bond - movie star

c) read the article again and answer these questions about james bond.
1 where and when was he born?
2 why did he live with his aunt?
3 which schools did he go to?
4 what did he do after he left school?
5 when did he become 007?
6 how many days was he married?

help with grammar past simple: negative
4 a) complete the rules with words from this sentence.

james wasn't a good student and he didn't study very much.

- to make the past simple negative of be, we use _______ or weren't.
- to make the past simple negative of all other verbs, we use ______ + infinitive.

b) check in 67.1 p137.
c) find four more past simple negatives in the article.
He left school in 1941 and worked as a secret agent for the British navy in World War 2. After the war James Bond stayed in the British Secret Service, but he didn’t get his famous ‘licence to kill’ number (007, of course) until 1950. He married Teresa di Vicenzo on New Year’s Day 1962, but they weren’t married for long – his wife died on their wedding night. And for the rest of James Bond’s life ... well, watch the movies!
My music

QUICK REVIEW
Write five questions with Did you ...? about yesterday. Choose a partner and guess his/her answers. Then work in pairs and ask the questions. How many guesses were correct?

Vocabulary
Types of music and past time phrases

1. a) Listen and put these types of music in the order you hear them.
   rap  rock music  pop music  classical music
   opera  jazz  dance music  reggae  rock'n'roll

   b) Work in pairs. Talk about the types of music you like and don't like. Who are your favourite bands, singers or composers?

2. a) Put these past time phrases in order.
   the day before yesterday  last year
   about 250 years ago  in February 1964
   last month  in 1946
   five minutes ago  in the eighties
   in the sixteenth century  about 80 years ago

   b) Fill in the gaps with one of the past time phrases in 2a).

1. Mozart wrote his first symphony ............. when he was only eight.
2. Adolph Rickenbacker, an engineer, and George Beauchamp, a musician from Hawaii, made the first electric guitar .............
3. The Beatles' first concert in the USA was at the Washington Coliseum .............Tickets cost $2 and $4.
4. The first performance of an opera was in Florence, Italy .............It cost $12.95 – but eleven-year-old Elvis wanted a bicycle!


Help with Vocabulary Question words

4. a) Match the question words to the things they ask about.
   1. Who  a) a reason (because ...)
   2. Where  b) a time
   3. When  c) a person
   4. Why  d) possessive (Susan's)
   5. Whose  e) a place
   6. Which  f) a thing (from many possible answers)
   7. What  g) a period of time (for two years)
   8. How many  h) a number
   9. How long  i) an age
   10. How old  j) a thing (from a small number of possible answers)

   b) Check in V7.3 p136.

Help with Grammar Question forms

5. a) Work in pairs. Look at the quiz on page 57. Fill in the gaps with question words 1–10 from 4a). Then choose the correct answers.

   b) Listen to two people do the quiz. Check the question words and your answers. How many did you get right?

6. a) Look at two questions from the quiz in the table.
   Which question is in the present? Which is in the past? How do you know?

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>did</td>
<td>Madonna</td>
<td>make her first record?</td>
</tr>
<tr>
<td>Where</td>
<td>do</td>
<td>U2</td>
<td>come from?</td>
</tr>
</tbody>
</table>

   b) Write quiz questions 3 and 4 in the table. Are they in the present or past?

   c) Which verb is in quiz questions 5–9? Do we use the auxiliaries do/does/did with this verb?

   d) Check in G7.4 p137.
Are you a musical genius?

1. ________ did Madonna make her first record?
   a) In the seventies.
   b) In the eighties.
   c) In the nineties.

2. ________ do U2 come from?
   a) England
   b) Ireland
   c) the USA

3. ________ did Sting do before he became a singer?
   a) He was a teacher.
   b) He was a writer.
   c) He was an actor.

4. ________ instrument does Elton John play?
   a) the trumpet
   b) the piano
   c) the guitar

5. ________ were the Beatles together?
   a) For five years.
   b) For ten years.
   c) For fifteen years.

6. ________ was Colombian singer Shakira when she released her first album, Magic?
   a) thirteen
   b) seventeen
   c) twenty-two

7. ________ was the first singer to have a number one album and film in the USA at the same time?
   a) Eminem
   b) Jennifer Lopez
   c) David Bowie

8. ________ people were in the Swedish group, Abba?
   a) three
   b) four
   c) five

9. ________ real name is or was Faroukh Bulsara?
   a) George Michael
   b) Bob Dylan
   c) Freddie Mercury

10. ________ didn't Elvis Presley make any records between 1958 and 1960?
    a) He got married.
    b) He was in hospital.
    c) He was in the army.

Get ready ... Get it right!

7. a) Look at column A. Decide if the question is in the present or past. Make yes/no questions with you.
   b) Make follow-up questions with the words in column C.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 / go to any concerts last year?</td>
<td>Did you go to any concerts last year?</td>
<td>Who / see? Who did you see?</td>
</tr>
<tr>
<td>2 / listen to lots of different types of music?</td>
<td></td>
<td>What kind of music / listen to?</td>
</tr>
<tr>
<td>3 / be / musical when you / be / a child?</td>
<td></td>
<td>Which instrument / play?</td>
</tr>
<tr>
<td>4 / go to a club last month?</td>
<td></td>
<td>Where / go?</td>
</tr>
<tr>
<td>5 / like classical music?</td>
<td></td>
<td>Which composers / like?</td>
</tr>
<tr>
<td>6 / watch music videos on TV?</td>
<td></td>
<td>What / be / your favourite video?</td>
</tr>
<tr>
<td>7 / buy any CDs last week?</td>
<td></td>
<td>What / buy?</td>
</tr>
<tr>
<td>8 / listen to a personal stereo on the train/bus?</td>
<td></td>
<td>What / usually listen to?</td>
</tr>
</tbody>
</table>

8. a) Ask other students the questions from column A. If the answer is yes, write his/her name in column B. Then ask your follow-up question from column C.
   b) Work in pairs. Tell your partner five things about the students you talked to.
What's in the news?

Quick Review

Write all the types of film and music you know (horror films, jazz, etc.). Compare your lists with a partner. Which do you both like?

The one o'clock news

1 Work in groups. Discuss these questions.
1 Where do you usually get your news – the TV, the radio, newspapers or the Internet?
2 Do you watch or listen to the news every day? If yes, at what time of day?
3 What was in the news yesterday?

2 a) Check these words with your teacher or in a dictionary.
- plane crash
- missing (on Mount Everest)
- rain
- the lottery
- choose (past: chose)
- climb
- a flood
- a helicopter
- lucky

b) Look at photos A–D of some TV news stories. Which words in 2a) are in each story, do you think?

3 a) R7.8 Listen to the news and put the photos in order.

b) Listen again and choose the correct answers.
1 a) Over 100/200 people died in the plane crash.  
       b) The plane crashed in China/Thailand.
2 a) Terry and Carla Ellis are brother and sister/married.  
       b) They are now in a helicopter/missing.
3 a) There are floods in one place/lots of places in India.  
       b) 20/32 people died yesterday near Calcutta.
4 a) Joe Hall won over £3/£13 million last night.  
       b) Joe/His dog chose the lottery numbers.

Help with Listening

Stressed words

4 a) R7.8 In English we stress the important words. Listen again to the first two sentences from the news. Notice the stressed words.

It's one o'clock and here's Teresa Ross with the news.
Over a hundred people died in a plane crash in China last night.

b) Look at R7.8, p153. Listen again and notice the stressed words.

Read all about it!

5 a) Look at the headlines on page 59 of news reports 1 and 2 from the next day. Which TV news stories are they about, do you think?


<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>lose</td>
<td>chose</td>
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<tr>
<td>find</td>
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<td></td>
<td>fell</td>
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<td></td>
<td>took</td>
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</tbody>
</table>

c) R7.9 Listen and practise the infinitives and Past Simple forms in 5b).
EVEREST CLIMBERS FOUND

Terry and Carla Ellis, the British couple who wanted to be the first husband-and-wife team to climb Everest, are now safe. An army helicopter found them on the side of the mountain yesterday afternoon and took them to a hospital in Kathmandu.

“The weather was terrible and climbing was very difficult,” said Carla. “Two days ago Terry fell a hundred metres down the mountain and broke his leg. He lost the radio when he fell and so we stayed on the mountain and waited for help. We were really happy to see the helicopter. We’re lucky to be alive.”

Do they want to try and climb Everest again in the future? “Maybe,” said Terry from his hospital bed. “Carla really wants to come back next year. I’m not so sure.”

Talking about the news

a) R7.10 Listen to four conversations about the news. Which news story is each conversation about?

b) Listen again and match sentences 1–6 to responses a)–f).

1 Over thirteen million pounds.  a) Yes, isn’t it awful?
2 His dog chose the numbers for him!  b) Really?
3 Did you hear about the floods?  c) Oh, that’s good.
4 Over a hundred people died.  d) Oh, dear. Are they OK?
5 One of them fell and they lost their radio.  e) Oh no, that’s terrible.
6 Yes, a helicopter found them yesterday.  f) You’re joking!

Real World  Talking about the news

a) Fill in the gaps in the questions and responses with these words.

was happened about hear

1 A Did you ......... about that plane crash?  b) No, where ......... it?
2 A Did you read ......... the couple on Everest?  b) No, what ......... ?

b) Fill the table with responses a)–f) in 7b).

<table>
<thead>
<tr>
<th>good news</th>
<th>bad news</th>
<th>surprising news</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Really?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

c) Check in RW7.1 p137.


Work in pairs. Student A ➔ p110. Student B ➔ p118. Follow the instructions.
Do you know any jokes?

QUICK REVIEW
Work in pairs. What can you remember about the four news stories from 7C? Compare ideas with another pair. Then check on p58 and p59.

1 Work in groups. Discuss these questions.
   1 What's your favourite comedy programme or film?
   2 Do you like listening to or telling jokes?

2 a) Tick the verbs you know. Check new verbs with your teacher or in a dictionary.

   love  hate  come  laugh  cry  say  buy  sit  wait  start  see  happen

b) What is the Past Simple of each verb? Which verbs are irregular? Check in the Irregular Verb List, p159.

3 a) Read and listen to the joke. Fill in the gaps in the last line.
   b) Read the joke again. Match paragraphs 1–4 to pictures A–D.

Help with Vocabulary  a, an and the

4 a) Look at these sentences. Then complete the rules with a/an or the.

   An old man in a long coat came and sat near him.
   The old man had a big black dog.
   He sat in the front row.

   - We use ________ to talk about things or people for the first time.
   - We use ________ when we know which thing or person.
   - We use ________ when there is only one thing or person in a particular place.

   TIP! We also use the in some fixed phrases: go to the cinema, in the evening, etc.

   b) Check in V7.5 p136.

5 Read the joke again and find all the examples of a, an and the. Work in pairs and decide why they are used.

1 One day Mike went to the cinema to see a film. He bought a drink and an ice-cream. Then he sat in the front row of the cinema and waited for the film to start.

2 A few minutes later, an old man in a long coat came and sat near him. The old man had a big black dog, and the dog sat on the floor by the man's feet.

3 When the film started, Mike saw that the dog was very interested in the film. When something funny happened, the dog laughed and laughed. When a person in the film died or something bad happened, the dog cried and cried. This happened all the way through the film.

4 At the end of the film, Mike went to talk to the old man. "That was amazing," said Mike. "Your dog really loved the film." The old man looked at him and said, "Yes, it was amazing. He ________ the ________."
6 a) Check these words with your teacher or in a dictionary.

**cut down** a tree an axe
a noise a chainsaw

b) Read another joke. Fill in the gaps with a, an or the.

One morning a person wanted to cut down a tree in his garden. He went to a shop to buy an axe. The shop manager of the shop said, "Why don't you buy a chainsaw? It will save you a lot of time."

The person agreed and bought a very expensive chainsaw. He took it home and started cutting down a tree. He worked very hard for six hours, but the tree didn't fall down. The person was very angry and went back to the shop.

"This chainsaw is no good," he said.

"Hm, it looks OK to me," said the manager. He looked at it for a minute, then started the chainsaw.

"What's that noise?" asked the man.

7 a) Choose the correct words.

1 Did you have a/the big breakfast this morning?
2 Is there a/the park near your home?
3 Did you go to a/the capital city of another country last year?
4 Do you often go to a/the theatre at the weekend?
5 Do you watch a/the TV programme The Simpsons?
6 Who was a/the main actor in a/the film The Terminator?

b) Work in pairs. Take turns to ask and answer the questions. Ask follow-up questions if possible.

8 a/the man agreed and bought a very expensive chainsaw.
9 the expensive chainsaw.

2 a) Tick the correct sentences. Don’t look at p54.

1 James Bond was born in England.
2 He had two sisters.
3 His parents died in an accident.
4 He lived with his grandparents.
5 He liked studying.
6 He worked as a doctor in World War 2.
7 He got married in 1962.

b) Check your answers on p54.

c) Make the incorrect sentences in 2a) negative. Then write correct sentences.

James Bond wasn't born in England. He was born in Scotland.

3 a) Fill in the gaps in these questions about yesterday with Did, Was or Were.

1 Did you get up early?
2 Did you at work/school all day?
3 Did your manager/teacher nice to you?
4 Did you listen to any music?
5 Did you at home in the evening?
6 Did you go to bed late?

b) Work in pairs. Take turns to ask the questions about yesterday.

4 a) Match questions 1–7 with answers a)–g).

1 When did you last go to a birthday party?
2 Whose birthday party was it?
3 Who did you go with?
4 Where was the party?
5 How many people were there?
6 What music did they play?
7 How long did you stay?

a) Until 2 a.m.
b) About fifty.
c) My cousin, Tim’s.
d) Dance music.
e) Two months ago.
f) My boyfriend, Leo.
g) In Tim’s flat.


5 a) Find fifteen verbs.

b) Work in pairs. What is the Past Simple of the verbs? Which are irregular?

6 a) Write the missing letters in these types of film.

1 h **o** r **r** o **r** f i **l** m s
2 s **i** e **c** e **f** c **t** **e** n f **e** m s
3 c **r** t **e** n s
4 l **v** e **s** r **e** s
5 t **h** i **e** r s
6 a t **n** f l **s**
7 c **m** i **e** s
8 h s t r c l d r m s

b) Tick three types of film you like. Find two students who like the same types of film.

Progress Portfolio

a) Tick the things you can do in English.

☐ I can talk about types of film and music.
☐ I can say when things happened in the past.
☐ I can ask and answer questions about the past and the present.
☐ I can understand simple news stories.
☐ I can start a conversation about the news.
☐ I can respond to news stories.

b) What do you need to study again? 7A–D
8A Holiday USA

QUICK REVIEW
Work in pairs. How many different things do you both do in your free time? Make a list. How many of these things did you do last week?

Vocabulary  Holiday activities
1. Think of three places tourists go to in your country. What do they do there? Compare your places with a partner.

2. a) Tick the words/phrases you know. Then do the exercise in Language Summary 8 V8.1 p138.
   - go for walks  go fishing
   - go sightseeing  go shopping
   - go to the beach  go skiing
   - go swimming  go cycling
   - go on boat trips  sunbathe
   - have picnics  stay in a hotel
   - stay with friends/family  camp
   - rent a car  rent a bike
   - travel by public transport  go on holiday (US: go on vacation)

b) Work in pairs. Which of the things in 2a) do you usually do on holiday?

3. a) Make questions with these words.
   1. last / holiday / your / was / When?
      When was your last holiday?
   2. did / go / Where / you?
   3. Who / with / did / go / you?
   4. stay / you / did / Where?
   5. did / What / in the day / do / you?
   6. around / How / you / did / travel?
   7. have / you / a good time / Did?

b) Work in pairs. Take turns to ask and answer the questions about your last holiday.

Listening and Grammar
4. a) What do you know about San Francisco?
   b) Work in pairs. Find these things in the photos.
      - a prison  a cable car  a bridge  a park  an island  tourists  boats

5. a) R8.1 James is asking his friend, Rachel, about San Francisco. Listen and put photos A–D in order.
   b) Work in pairs. Match activities 1–8 that Rachel talks about to these places – Golden Gate Park (G), Nob Hill (N) and Fisherman’s Wharf (F).
   1. go for long walks  G
   2. go there by cable car  N
   3. see street musicians  F
   4. see the whole city  G
   5. eat good seafood  N
   6. walk from there to Chinatown  G
   7. relax in the Japanese Tea Garden  N
   8. go from there to Alcatraz  F

c) Listen again and check your answers.
Help with Listening  

7  

a) R8.2  Listen to these sentences. Notice how we say can and can't. Which is stressed?  
You can /kæn/ go by cable car.  
You can't /kæŋt/ stay on the island.  

b) R8.3  Listen and tick the sentence you hear first.  
1 a) You can go for walks.  
   b) You can't go for walks.  
2 a) You can go shopping.  
   b) You can't go shopping.  
3 a) You can go swimming.  
   b) You can't go swimming.  
4 a) You can stay there.  
   b) You can't stay there.  
5 a) You can rent a car.  
   b) You can't rent a car.  

8  

c) R8.1  Look at R8.1, p133. Listen again and read. Notice the difference between can and can't.  

Listen and practise. Copy the strong and weak forms of can.  
Can /kæn/ you go swimming there?  
Yes, you can /kæn/.  
No, you can't /kæŋt/.  

8  

James also wants to visit Yellowstone Park in Wyoming, in the USA. Work in pairs. Student A → p108.  
Student B → p116. Follow the instructions.  

Get ready ... Get it right!  

9  

a) Work in pairs. Choose a holiday place that you know, but your partner doesn't know. It can be in your country or another country.  

b) Work on your own. Which of these activities can/can't you do in the place you chose?  
   - go dancing late at night  
   - go to the cinema after 11 p.m.  
   - watch films in English  
   - go shopping on Sundays  
   - go to football matches  
   - go out to eat at 2 a.m.  
   - travel by public transport after midnight  
   - go to museums  

10  

Work in pairs. Take turns to ask and answer questions about your holiday places. Use the phrases from 10b) and 2a). Give more information if possible.  

Can you go dancing late at night?  
Yes, you can. There's a really good club called The Bronze.  

11  

d) Check in G8.1 p139.  

Help with Grammar  

6  

a) Look at these sentences. Then complete the rules with can or can't.  
You can go on a boat trip.  
You can't stay on the island.  

- We use ___________ to say that something is possible.  
- We use ___________ to say that something isn't possible.  

b) Look at the sentences in 6a) again. Complete the rules with can and can't.  

- For positive sentences, we use:  
  subject + ___________ + infinitive.  
- For negative sentences, we use:  
  subject + ___________ + infinitive.  
- ___________ and ___________ are the same for all subjects (I, you, he, they, etc.).  

c) Make questions with the words in 1 and 2 and fill in the gaps in short answers 3 and 4.  

QUESTIONS  
1 do / What / there / you / can?  
2 stay / Can / on the island / you?  

SHORT ANSWERS  
3 Yes, you ___________.  
4 No, you ___________.  

d) Check in G8.1 p139.  

4  

Golden Gate Bridge and Park  

Alcatraz
A trip to Thailand

QUICK REVIEW
Imagine a friend is on holiday in your town/city/region. Think of five things he/she can do there. Work in pairs. Tell your partner your ideas.

Vocabulary
Adjectives to describe places
1 Find the opposites. Check new words in V8.2 p138.

noisy clean boring
crowded unfriendly
tidy safe modern
quiet dirty

2 a) Choose eight adjectives from 1. For each adjective write the name of a place you know.
b) Work in pairs. Take turns to tell your partner about the places. Use very/really/quite with the adjectives.

Oxford Street in London is always very crowded.

Reading and Grammar
3 a) Look at the photos. What do you know about Thailand?
b) Read about two holiday places in Thailand. Choose one for a holiday. Tell another student why you chose it.
c) Read the texts again. Find three things you can do in each place.

4 Read these sentences comparing Phuket and Bangkok. Which sentence is false?
a) The Kata Hotel is smaller than the Sawadee Hotel.
b) Phuket is hotter than Bangkok.
c) Bangkok is probably noisier.
d) Bangkok is more crowded than Phuket.
e) The holiday in Bangkok is more expensive.

5 a) Look at the sentences in 4 and find the comparatives (smaller, etc.). Then complete the rules.

- With most 1-syllable adjectives (small, old), add __________.
- With 1-syllable adjectives ending in consonant + vowel + consonant (hot, big), double the last consonant and add __________.
- With 2-syllable adjectives ending in -y (noisy, happy), change the -y to __________ and add __________
- With most other 2-syllable and 3-syllable adjectives (crowded, expensive), put __________ before the adjective.
- The comparatives for good and bad are irregular: good → better, bad → worse.

b) Look at sentences a), b) and d) in 4. Which word do we use after the comparative?
c) Check in G8.2 p139.
6 Write the comparatives.
1 boring 3 beautiful 5 safe 7 big
2 dirty 4 good 6 bad 8 dangerous

7a) R8.5 Listen to Luke and Monica planning a holiday in Thailand. Where does each person want to go? Find one reason why they want to go there.

b) Fill in the gaps with the comparative form of the adjectives in brackets. Use than if necessary.
1 Phuket's _______ more beautiful than _______ Bangkok. (beautiful)
2 Bangkok's ___________________________ . (interesting)
3 Phuket looks ___________________________ Bangkok. (good)
4 But Bangkok's ___________________________ . (crowded)
5 And the people in Phuket are probably ___________________________. (friendly)
6 But Phuket's ___________________________ . (expensive)
7 I still think Bangkok's ___________________________ Phuket. (interesting)
8 Phuket's probably ___________________________ too. (safe)
9 And it's ___________________________ . (quiet)

c) Work in pairs. Who says the sentences in 7b), do you think – Luke or Monica?

d) Listen again and check.

8 R8.6 P Listen and practise the sentences in 7b).
Phuket's more beautiful than /ðən/ Bangkok.

9 R8.7 Where do you think Luke and Monica went on holiday?
Listen and check.

10a) Choose one of the adjectives in brackets. Then fill in the gaps with its comparative form and than.

MY TOWN/CITY
1 Food is _______ it was last year. (expensive/cheap)
2 It's _______ it was five years ago. (dangerous/safe)
3 Public transport is _______ it was ten years ago. (good/bad)

MY LIFE
4 My English is _______ it was last month. (good/bad)
5 My hair is _______ it was last year. (long/short)
6 My life is _______ it was five years ago. (interesting/boring)

b) Write two more sentences about your town/city or your life.

c) Work in pairs. Compare your sentences from 10a) and 10b) with your partner. How many are the same?

Get ready ... Get it right!

Follow the instructions.
Planning a day out

QUICK REVIEW
Think of two holiday places in your country. Write five sentences comparing them. Work in pairs. Tell your partner your sentences. Which place does he/she think is nicer to visit? Why?

A day out

1. Work in pairs. Think about places near where you live. Where can people go for: an exciting, an interesting, a relaxing day out?

2. a) Read the articles and answer the questions.

CHESSINGTON
1. Can you go to Chessington on Sundays?
2. Which animals can you see there?
3. How long is Chessington open every day?
4. What are the names of two rides?

REGENT'S PARK
5. Is the theatre in Regent's Park open in October?
6. Can you go on a bird walk in the evenings?
7. How long is the Royal London Bike Ride?
8. What kind of music can you hear in the park?

b) Read the articles again. How many things can you do in each place?

c) Work in pairs and check your answers.

3. a) R8.8 Listen to the Stevens family. Put the places they talk about in order. Where do they decide to go?

a) Chessington
b) Regent's Park
c) the station
d) the beach
e) an open air theatre

b) Listen again. Are these sentences true (T) or false (F)?

1. The Stevens family went to the beach last weekend.
2. Mrs Stevens thinks Regent's Park is boring.
3. Her son wants to go to Chessington.
4. His friends went to Chessington two weeks ago.
5. He can bring a friend with him.

Help with Listening I'd and the schwa /ə/

4. a) R8.8 Listen again to the first two sentences of the conversation. Notice how we say I'd (= I would) and the schwa /ə/.

What do you want to do tomorrow?

Well, I'd like to go to the beach.

b) Look at R8.8, p154. Listen again. Notice how we say I'd and /ə/ in the sentences in bold.
Real World  Planning a day out

5 a) Look at how we ask and answer about a day out.
asking people what they want to do          saying what you want to do
What do you want to do tomorrow?         I'd like to go to the beach.
Where would you like to go?               I want to go to Chessington.
Do you want to go to Regent's Park?       I'd rather stay at home.

TIP! • would like is more polite than want.

b) Complete the rule with I want to do this or I want to do this more than something else.
   • We use I'd rather to say __________.

c) Complete the rules with would rather, would like and want.
   • After ________ we use the infinitive (go, do, etc.).
   • After ________ and ________ we use the infinitive with to (to go, to do, etc.).

d) Check in RW8.1 p139.

6 R8.9 F Listen and practise. Copy the stress and intonation.
Would you /wʊd/ like to go to the beach?
I'd /ʌd/ rather stay at home.

7 a) Work in pairs, A and B. Take turns to suggest plans for Friday.

Would you like to go to the cinema?    I'd rather watch a video.
Do you want to go for a walk?           Yes, that's a good idea.

   1 A go to the cinema?    B watch a video
   2 B go for a walk?       A ✓
   3 A go to a club?        B ✓
   4 B watch TV?            A go out
   5 A play tennis?         B go swimming
   6 B go out for a meal?   A go for a drink

b) Take turns to make three more suggestions of your own.

8 a) Choose Regent's Park or Chessington for a day out. Read the article about this place again. Find three reasons why you want to go there.

b) Work in threes. Plan a day out to Regent's Park or Chessington. Decide on these things.

   which place     when to go     how to get there
   where/when to meet     things to do there

   Where shall we go? Let's go to ...

c) Tell the class where your group wants to go for a day out. Which place is more popular?
Come to the wedding

QUICK REVIEW

Write the alphabet from A to Z. Work in pairs. Try to think of one verb for each letter: A = ask, B = buy, etc. Compare with another pair.

1) Answer these questions.
   1. When did you last go to a wedding?
   2. Where was it?
   3. Whose wedding was it?
   4. How many people were there?
   5. What did you wear?
   6. What did/didn't you like about the wedding?

b) Work in pairs. Take turns to ask and answer the questions.

2) Read email 1 and tick the correct sentences.
   1. Phil can go to the wedding.
   2. The wedding is in England.
   3. He can only stay for three days.
   4. He wants to travel around by motorbike.

b) Work in pairs. Check your answers. Correct the false sentences.

3) Read email 2 and answer the questions.
   1. How many weeks can Phil stay with Ellen?
   2. Did Ellen rent a motorbike for Phil?
   3. Is it easy to get to Ellen's home?
   4. Does Uncle Jeff always work in Canada?

b) Work in pairs. Check your answers.

Help with Vocabulary Verb collocations

4) Read the emails again. Find two more words or phrases that go with these verbs. Fill in the gaps. Then check in V8.3 p138.

<table>
<thead>
<tr>
<th>book</th>
<th>rent</th>
<th>get</th>
<th>stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>a flight</td>
<td>a motorbike</td>
<td>to your/our place</td>
<td>with you/us</td>
</tr>
</tbody>
</table>

b) Work in pairs. Think of two words or phrases that go with these verbs: play, have, write, go, study.

Vocabulary in Context

Vocabulary verb collocations

Review can/can't; question words

From: philipbanks@global.co.uk
To: ellenbanks@aol.com.ca
Subject: Oliver's wedding
Date: 14 February

Dear Aunt Ellen and Uncle Jeff,

Thanks very much for the invitation to cousin Oliver and Becky's wedding. Of course I'd love to come. I'm on holiday then, so I can stay in Canada for three weeks. Actually, I booked my flight yesterday and I arrive the day before the wedding. Can I stay with you when I arrive? If that's not possible, don't worry. I can stay in a hotel. Also, do you know where I can rent a motorbike after the wedding? If not, I can rent a car. See you soon.

Love
Phil

PS How do I get to your place from the airport?
Work in pairs. Take turns to test your partner on the verb collocations in 4a).

a flight  book a flight

6) Fill in the gaps with the correct form of book, rent, get or stay.

1. When was the last time you stayed with a friend?
2. Do you ______ your home or did you buy it?
3. How do you ______ to your English class?
4. Do you ever ______ a taxi home after class?
5. Where was the last hotel you stayed in?
6. Do you ever ______ flights on the Internet?
7. How much is it to ______ a car in your town/city?
8. Do you need to ______ a table at your favourite restaurant?

b) Work in pairs. Take turns to ask and answer the questions.

Two friends from another country want to visit you. Write them an email and answer their questions.

1. Where can we stay?
2. How can we get there from the airport?
3. Can we rent a car?
4. What can we see and do?

b) Work in groups. Answer the questions about England and your country.

England’s smaller than my country.

4) Fill in the gaps with the infinitive or the infinitive with to.

A What do you want _______ (do) tomorrow?
B I’d like _______ (go) shopping in town.

A We did that last weekend. I’d rather _______ (go) to the beach.
B OK, let’s _______ (do) that. Where would you like _______ (go)?

A Can we _______ (go) to Angel Beach? It’s really nice.
B Yes, good idea. Let’s _______ (go) there.

5) Think of three things you would like to do tomorrow evening.

b) Work in groups. Tell the other students your ideas. Then choose one place to go tomorrow evening.

Progress Portfolio

a) Tick the things you can do in English.

☐ I can talk about things I do on holiday.
☐ I can say what you can and can’t do where I live.
☐ I can describe and compare places I know.
☐ I can find important facts in tourist information articles.
☐ I can discuss and plan a day out.
☐ I can understand a simple email or personal letter.

b) What do you need to study again? 8A–D
9 All in a day's work

9A The meeting

QUICK REVIEW
Work in pairs. Write all the jobs you know. Do you know any people with these jobs? Tell your partner about them.

Vocabulary Work

1 a) Tick the words you know. Then do the exercise in Language Summary 9 V9.1 p140.

- a customer
- a report
- notes
- a letter
- a message
- a contract
- a company
- a meeting
- a conference

b) Which word does not go with the verb?
1 write customers / reports / letters
2 answer the phone / notes / emails
3 take contracts / messages / notes
4 sign contracts / letters / meetings
5 work for a company / in an office / a report
6 go to meetings / contracts / conferences
7 write to a contract / customer / company

2 Work in groups. Talk about what you (and/or people you know) do at work.

Listening and Grammar

3 a) Look at pictures 1 and 2. It's 9.50 a.m. Where are the people?

b) R9.1 Listen. What is Frank's problem?

c) Listen again and choose the correct answers.

1 Frank isn't at work because the bus/train was late.
2 The meeting with the Tamada brothers is at ten/eleven o'clock.
3 Frank wants Janet to start the meeting/wait for him.
4 The contract is Frank's/Janet's.
5 Adriana is in the office/at home.
6 Janet wants Liz to take notes in the meeting/finish some reports.

4 a) Who says these sentences - Frank, Janet or Liz?
1 I'm waiting for a taxi.
2 They're sitting in your office.
3 They aren't looking very happy.
4 She's working at home today.
5 I'm not doing anything important at the moment.
6 Danny isn't doing anything.

b) R9.1 Listen again and check your answers.

Help with Grammar

Present Continuous: positive and negative

5 a) Are the sentences in 4a) about now or every day?

b) We use be + verb-ing to make the Present Continuous. Fill in the gaps in the tables.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td>I'm not</td>
</tr>
<tr>
<td>you/we/they</td>
<td>verb+ing</td>
</tr>
<tr>
<td>verb+ing</td>
<td>verb+ing</td>
</tr>
<tr>
<td>he/she/it</td>
<td>he/she/it</td>
</tr>
</tbody>
</table>

(c) Write the -ing form of these verbs.

play playing smoke smoking study studying sit sitting
look looking go going run running write writing stop stopping

(d) Check in G9.1 p141.
6 R9.2 Listen and practise.

6 I'm waiting for a taxi.

7 a) Look at picture 3. Liz is talking to Danny. It's 9.55 a.m. Put the verbs in the Present Continuous.

LIZ Danny, are you busy?
DANNY Well, er, I _______ (write) a letter.
LIZ Can you take notes at the meeting, please?
DANNY Why me? Look, Bob _______ (read) the newspaper. Ask him.
LIZ He _______ (not read) the newspaper. He _______ (study) the business pages.
DANNY Well, I _______ (wait) for a phone call from New York.
LIZ They _______ (not work) in New York now, Danny. It's 5.00 a.m. there!
DANNY OK, OK, I _______ (go) now. Which room?

b) R9.3 Listen and check your answers.

8 Work in pairs. It's 10.05 a.m. What are these people doing now, do you think?

1 Janet 3 The Tamada brothers 5 Frank
2 Bob 4 Danny 6 Liz

I think Janet's having a meeting.

9 R9.4 It's now 10.15 a.m. Frank is phoning Liz. Listen and answer the questions.

1 Where is Frank calling from?
2 Is the taxi moving?
3 What are Janet and Danny doing?
4 Where are they having the meeting?
5 What is Frank doing at the end of the phone call?
The Daily News

TRANSPORT STRIKE TODAY
No buses, trains or tubes for 24 hours

Listening and Grammar

a) Look at the newspaper headline. What is happening today?

b) Listen to a news report about the strike. Fill in the table.

<table>
<thead>
<tr>
<th>how he/she usually gets to work</th>
<th>how he/she is getting to work today</th>
</tr>
</thead>
<tbody>
<tr>
<td>first man</td>
<td></td>
</tr>
<tr>
<td>woman</td>
<td></td>
</tr>
<tr>
<td>second man</td>
<td></td>
</tr>
</tbody>
</table>

c) Listen again and answer these questions.

1. When did the first man leave home?
2. How long is his journey on a normal day?
3. Why does the woman usually cycle to work?
4. How long is her journey to work on a normal day?
5. Why is the second man walking to work?
Help with Listening Linking (2)

4 a) Find the consonant-vowel linking in these sentences.
1 What do you think of the strike?
2 It’s about forty minutes, that’s all.
3 And it’s taking a very long time.
4 Here’s someone on a bike.
5 I’m in the centre of the city.
6 The traffic isn’t moving at all.

b) R9.9 Listen to the sentences. Notice the linking.

c) R9.8 Look at R9.8, p155. Listen again and notice the consonant-vowel linking.

R9.10 P Listen and practise the sentences in 4a).
think of → think of the strike → What do you think of the strike?

Help with Grammar Present Simple or Present Continuous?

6 a) Look at this sentence. Then complete the rules with Present Simple (PS) or Present Continuous (PC).
I usually go to work by train, but I’m driving today.

- We use the ______ to talk about things that happen every day/month, etc.
- We use the ______ to talk about things happening now.
- We use am, are and is in _______ questions.
- We use do and does in _______ questions.

b) Do we usually use the Present Simple (PS) or the Present Continuous (PC) with these words?
usually PS now today sometimes always often normally at the moment never hardly ever every day

c) Check in G9.3 p141.

7 a) Read what some other people are doing on the day of the strike. Put the verbs in the Present Simple or Present Continuous.

ELLA I’m a journalist and I ______ write (write) for a national newspaper. I usually ______ (work) in the city, but today I ______ (work) at home because of the strike. At the moment I ______ (sit) in the garden and writing an article on my laptop. I ______ (not work) at home very often – but it’s much nicer than the office!

ROSE On Thursdays we usually ______ (drive) into town and ______ (visit) some friends. But we ______ (stay) at home today because there are too many cars on the roads. At the moment my husband, Albert, ______ (answer) his emails and I ______ (watch) tennis on TV. Normally I ______ (not watch) TV in the day, but I ______ (enjoy) this match very much.

b) R9.11 Listen and check your answers.

8 a) Make questions about the people in 7a).
1 What ______ does Ella ______ (do)?
2 ______ she ______ (work) in the office today?
3 What ______ she ______ (do) at the moment?
4 ______ she ______ (stay) at home very often?
5 What ______ Albert and Rose usually ______ (do) on Thursdays?
6 What ______ they ______ (do) today?
7 ______ Rose normally ______ (watch) TV in the day?
8 ______ she ______ (enjoy) the tennis match?

b) Work in pairs. Take turns to ask and answer the questions.

What does Ella do? She’s a journalist.

Get ready ... Get it right!

9 a) Write the names of four people in your family and four friends on a piece of paper.

b) Think what these people are doing at the moment and what they usually do in their free time. Don’t write anything.

10 Work in pairs. Swap papers. Ask about your partner’s people.

Who’s Alexis? What’s he doing now, do you think?

What does he do in his free time?
QUICK REVIEW
Write four phone numbers you know. Work in pairs. Take turns to say them to your partner once only. Write your partner's numbers. Check the numbers.

I'll get back to you
1. Emily is at work. Look at 1–3 and answer the questions.
   a) What is Chris Morris's job?
   b) What type of play is Say Cheese?!
   c) What is the postcode of Morris Computers?
   d) In which month is the conference?
   e) How many phone calls does Emily want to make?
   f) What is Chris Morris's email address?
   g) Who are the actors in Say Cheese?!
   h) Is Katrina a friend or a customer, do you think?

Help with Listening  Phone messages
2. a) R9.12 Listen to these phone messages. Fill in the gaps with these words.

   voicemail  person  choose
   back  message  press  try

1. Hello, this is Alan Wick's voicemail.
2. If you leave a message, I'll get ... to you.
3. I'm sorry, but the person you called is not available.
4. Please leave your message after the tone.
5. Please choose one of the following three options.
6. For any other enquiries, choose three.
7. Please press later.

b) R9.13 Listen to four messages. For each message, do you:
   a) hang up?
   b) leave a message?
   c) press a number on the phone?

3. a) R9.14 Listen and answer these questions.
   1. When does Emily want to:
      a) meet Alan Wick?
      b) meet Katrina?
      c) go to the theatre?
   2. How much are the theatre tickets?
5 a) Write these headings in the correct places a)–d) in the table.

<table>
<thead>
<tr>
<th>other-useful-phrases</th>
<th>calling people back</th>
<th>saying who you are</th>
<th>asking to speak to people</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Hello, can I speak to (Emily). please?</td>
<td>This is (Emily Wise), from (3DUK).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>It's (Katrina). Speaking.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Can I call you back?</td>
<td>I got your message. Call me on my mobile.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) other-useful-phrases</td>
<td>Hold on/Stop a moment, I'll get her.</td>
<td>Sure. Is six o'clock OK?</td>
<td></td>
</tr>
</tbody>
</table>

5 b) Check in RW9.1 p141.

6 R9.16 P Listen and practise the sentences in 5a).

Hello, can I speak to Emily, please?

7 a) Katrina is making some phone calls. Fill in the gaps with parts of the phrases from 5a).

1

KATRINA

Hello, is that Simon Dale?

SIMON

Speaking.

KATRINA

Hi, Simon. Katrina Clark.

SIMON

Oh, hello, Katrina. Look, I can't talk right now.

KATRINA

Yes, of course.

SIMON

Right. I'll call you back later. Bye.

2

KATRINA

Hi, Veronica.

VERONICA

Hi, Katrina. How are you?

KATRINA

I'm fine, thanks.

ROB

Hello, Katrina. A moment, I'll get him.

KATRINA

OK, see you then. Bye.

b) R9.17 Listen and check.

8 a) Work in pairs. Write a phone conversation.

b) Swap conversations with another pair. Practise the new conversation in your pairs. Then role-play it for the pair who wrote it.

9 Work in pairs. Student A → p111.

Student B → p119. Follow the instructions.
The Adventure Centre

**QUICK REVIEW**

1. Tick the words/phrases you know. Then do the exercise in V9.4 p140.

- swim  ski  type  surf  windsurf  sail
- sing  cook  drive  speak  another  language
- use  a  computer  ride  a horse
- ride  a  motorcycle  play  tennis  play  chess
- play  a  musical  instrument

2. Work in pairs. Find four things that you can do, but your partner can't do. Use the words/phrases in 1a) or your own ideas.

*Can you play chess?  Yes, I can. No, I can't.*

3. Read the job advert. Would you like to do this job? Why? Why not?

**Group Leaders – The Mayo Adventure Centre**

We are looking for people to work as group leaders at our outdoor centre in County Mayo, Ireland. We offer holidays and weekend breaks for adults and teenagers (including school groups from Europe).

We want people who:
- like working with young people
- enjoy doing outdoor activities
- are good at water sports
- can ride and like working with horses
- are good at languages
- have a driving licence
- are friendly and helpful

For an application form email us: mayoadventure@iol.ie

Experience and references required.

**Help with Vocabulary**

4. a) Look at this sentence. Then complete the rules with adverbs or adjectives.

*She speaks French fluently and is an excellent driver.*

- **adverb**
- **adjective**

- We use __________ to describe nouns. They usually come before the noun.
- We use __________ to describe verbs. They usually come after the verb.

b) Look at the adverbs and adjectives in **bold** in the letter. Which nouns or verbs do they describe?

c) Write the adverbs for these adjectives. What are the spelling rules? Which adverb is irregular?

1. beautiful  2. fluent  3. easy  4. good

d) Check in V9.5 p140 and look at the other irregular adverbs.

---

Dear Sir or Madam

Reference: Ms Melanie Simms

I am writing to recommend Melanie for the position of group leader with your company. She worked for our outdoor centre last summer and was a very hard worker. She made friends easily and was a popular group leader with everyone at the centre.

Melanie loves all sports, particularly climbing and mountain biking. She can sail very well and is a good windsurfer and a fast swimmer. She can also play the guitar beautifully – the children loved listening to her around the campfire in the evening! She speaks French fluently and is an excellent driver.

Please contact me by phone or email if you would like any further information.

Yours faithfully

Andrew McCaffrey
Centre Manager

---

23rd March 2005

**The Highland Outdoor Centre**

Galloway  DG7 3NG
Scotland
Tel: 01644 457899  Fax: 01644 457898
email: h.outdoor@scotweb.com
9 Review
Language Summary 9, p140

1. a) Write two words/phrases that go with these verbs.

1. sign 4. answer
   a contract 5. take

2. write 6. work for/in
3. write to 7. go to

b) Work in pairs. Compare your answers.

2. a) Draw six pictures of people doing different activities.

b) Work in pairs. Swap pictures. Guess what the people in the pictures are doing. I think he's dancing.
No, he isn't. He's running!

3. Put the verbs in the correct form of the Present Continuous.

MUM Jim, can you help me?
JIM Sorry, Mum, I'm doing my homework. (do)
MUM What's your sister doing? (do)
JIM She's taking a shower. (have)
MUM And what are Gary and Sam doing? (do)
JIM They're playing football. (play). But Dad is watching something. (not do)
DAD Yes, I am. I'm reading the paper. (read)
MUM Not any more!

4. a) Write these travelling verbs/phrases.

1. ylf fly
2. lec a little
3. vired veryired
4. lisa Lisa
5. kawl call
6. kate het ratin

b) What is another way to say these verbs/phrases?
fly go by plane

5. a) Put the verbs in the Present Simple or Present Continuous.

1. Where does your best friend work in study?
(work)
2. What is your best friend doing at the moment? (do)
3. Which TV programmes do you watch every week? (watch)
4. What do your parents do today? (do)
5. Where do you usually go on Friday evenings? (go)
6. What does the teacher do now? (do)

b) Work in pairs. Take turns to ask and answer the questions.

6. a) Write three things you can do quite well and three things you can't do.

b) Compare ideas in groups. Can the other students do the things you can't do?

Progress Portfolio

a) Tick the things you can do in English.

- I can talk about things people do at work.
- I can describe things that are happening now.
- I can talk about types of transport.
- I can understand simple phone messages.
- I can have a conversation on the phone.
- I can talk about things I can and can't do.
- I can understand a simple letter.

b) What do you need to study again?
10A A healthy heart

QUICK REVIEW

Work in groups. Tell other students one thing you: always, usually, often, sometimes, don’t often, hardly ever, never do at home.

Vocabulary Health

1) Tick the phrases you know. Then do the exercise in Language Summary 10 V10.1 p142.

- do exercise
- lose weight
- stop smoking
- get stressed
- get fit
- go to the gym
- have a heart attack
- eat fried food
- drink alcohol
- high/low in fat

b) Which of these phrases match a healthy or unhealthy lifestyle?

c) Work in groups. Do you think you have a healthy or an unhealthy lifestyle? Why?

Reading and Grammar

2) Work in pairs. Guess the answers to these questions. Don’t read the article.

1 Which disease kills more people in Britain: cancer or heart disease?
2 How many adults die of heart disease in Britain every hour?
3 Do women have more heart attacks than men?
4 Where do people have more heart attacks – the UK or Japan?
5 How many grams of salt is it good to eat every day?
6 How many portions of fruit and vegetables is it good to eat every day?
7 Is alcohol always bad for your heart?

b) Read the article and check your answers.

c) Read the article again and find four things that are good for your heart and four that are bad. Does anything in the article surprise you?

Heart disease kills more people in Britain than any other disease, including cancer. One adult dies every three minutes from heart disease and it’s more common in men than women. Age is also important. 80% of people who die of heart attacks are 65 or older. And it’s an amazing fact that five times more men die of heart disease in the UK than in Japan. But there are many things you can do to help your heart stay healthy. Here are our top tips for a healthy heart!

- Stop smoking. Everyone knows that cigarettes give you cancer, but they’re also very bad for your heart. If you only do one thing to help your heart, do this!
- Do more exercise. Regular exercise (four times a week for 30 minutes) is very good for your heart.
- Don’t eat a lot of fried food and only eat red meat once a week. This type of food is bad for your heart because it’s high in fat.
- Eat fish twice or three times a week. It’s good for your heart because it’s low in fat and high in Omega-3 oils.
- Don’t eat a lot of salt. We only need about 1g of salt a day — most people eat about 6g!
- Eat more fruit and vegetables (at least five portions a day).
- Lose some weight. Overweight people have more heart attacks!
- Don’t drink a lot of alcohol — but a glass of red wine every day can be good for your heart.
Help with Grammar  **Imperatives**

3 a) We often use imperatives to give very strong advice. Look at these sentences and answer the questions.
   
   **Stop smoking. Don't eat a lot of salt.**

   1 Is the positive imperative the same as the infinitive?
   2 How do we make the negative imperative?

b) Check in  [G10.1] p143.

---

4 a) Write five tips on how to get fit. Use positive and negative imperatives.

   **Walk to work/school.**
   **Don't sit and watch TV every night.**

b) Work in groups of three. Compare sentences and choose your top five tips. Tell the class what they are.

---

Help with Vocabulary  **How often ...?** and frequency expressions

5 a) Look at the frequency expressions in **bold** in the article. Then fill in the gaps.

<table>
<thead>
<tr>
<th>once</th>
<th>a day</th>
<th>three times</th>
<th>a month</th>
<th>four times</th>
<th>a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>a week</td>
<td>every</td>
<td>month</td>
<td>year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) We use **How often ...?** to ask about frequency. Make questions with these words.

   1 do / How often / go / you / to the theatre?
   2 your brother / does / How often / phone you?
   3 did / visit / you / your grandfather / How often?

c) Check in  [V10.2] p142.

---

Help with Grammar  **should/shouldn't**

6 a) Work in pairs. Ask your partner how often he/she does these things.

   **How often do you eat red meat?**  **About twice a week.**

   1 eat red meat
   2 do some exercise
   3 get very stressed
   4 go on holiday
   5 eat fish
   6 drink more than one glass of alcohol
   7 have less than six hours' sleep

b) Who has a healthier lifestyle - you or your partner? Why?

---

7 a) **R10.1** Listen to Mr Taylor at the doctor's. Is he healthy, do you think? Why? Why not?

b) Listen again and answer the questions.

   1 How much does he weigh?
   2 How often does he do exercise?
   3 How often does he eat red meat?
   4 When did he stop smoking?
   5 How often does he drink alcohol?
   6 What advice does the doctor give him?

---

8 We use **should** and **shouldn't** to give advice. Look at these sentences and choose the correct words in the rules. Then check in  [G10.2] p143.

   **You shouldn't eat so much red meat.**
   **And you should do more exercise.**

   - We use **should** to say something is a good/bad thing to do.
   - We use **shouldn't** to say something is a good/bad thing to do.
   - After **should** and **shouldn't** we use the infinitive/infinitive with to.

---

9 a) The doctor gave Mr Taylor more advice. Fill in the gaps with **should** or **shouldn't**.

   1 You _______ eat salad more often.
   2 You _______ eat so many pizzas.
   3 You _______ go to a gym twice a week.
   4 You _______ get too stressed at work.
   5 You _______ try to lose some weight.
   6 You _______ walk to work every day.

b) **R10.2** P  Listen and practise.

   **You should eat salad more often.**

---

10 Work in groups of three. Student A → p106. Student B → p114. Student C → p120. Follow the instructions.
QUICK REVIEW
Work in pairs. Write all the words for clothes you know. What clothes are you wearing today?

Vocabulary Appearance

1a) Look at photos 1–4 for two minutes. Remember the people and their clothes!
1b) Work in pairs. Close your book. Say what the people are wearing.

2a) Work in pairs. Tick the words you know. Check new words in V10.3 p142.

A
young middle-aged old
tall short
fat overweight thin slim
beautiful good-looking attractive
white black Asian bald

B
blue/brown/green eyes
long/short hair
dark/fair/blonde/grey hair
a beard a moustache

b) Which group of words do you use with have got? Which do you use with be?

3a) Write a description of one person in photos 1–4. Don’t write his/her name.
3b) Work in pairs. Read your partner’s description. Who is it? Are there any mistakes?

4a) R10.3 Tina and Leo want someone for a poster to advertise Break, a new chocolate bar. Listen and put the people they talk about in order.
4b) Listen again. Make notes on the people’s good points and bad points.
4c) Work in pairs. Compare your answers. Who do Tina and Leo choose, do you think? Why?
4d) R10.4 Listen to the end of the conversation. Who did they choose? Why?

5a) Look at the beginning of the conversation. Remember: we stress the important words.
   OK, Leo. I’ve got four people for the Break poster. See what you think.
5b) R10.3 Look at R10.3, p156. Listen again and notice the sentence stress.
Vocabulary  Character

6a) Tick the sentences that are true for you.
1 I like giving people money and presents.
2 It's difficult for me to talk to new people.
3 I don't like working and I watch TV all day.
4 I like doing things to help other people.
5 I make people laugh a lot.
6 I usually think about myself, not other people.
7 I'm friendly and I like meeting new people.
8 When I promise to do something, I always do it.

b) Work in pairs. Compare your answers. How many are the same?

Match these words to one of the sentences in 6a). Check in V10.4 p142.

- generous
- kind
- funny
- selfish
- outgoing
- shy
- lazy
- reliable

7 Work in groups. Use the adjectives in 7 to describe members of your family.

- My brother is quite shy.
- My father is very kind and generous.

Listening and Grammar

9 R10.5 Tina asks Leo about his new girlfriend.
Listen and match questions 1–3 to answers a)–c).
Who is Leo's girlfriend?

1 What's she like?
2 What does she like doing?
3 What does she look like?

a) She's tall and slim, and she's got long dark hair.
b) She likes dancing and going to restaurants.
c) She's really friendly and outgoing. And she's very beautiful.

Help with Grammar  Questions with like

10 a) Complete the rules with questions 1–3 in 9.
- We use _______ to ask for a general description. The answer can include character and physical appearance.
- We use _______ to ask about physical appearance only.
- We use _______ to ask about people's likes and free time interests.

TIP! • How is he/she? asks about health, not personality.
Example answer: She's fine, thanks.

b) Check in G10.3 p143.

11 a) Write the questions for these answers.
1 She's tall, attractive and very friendly. What's she like?
2 She's quite short and has got dark hair.
3 He's selfish and lazy, but really good-looking!
4 She likes gardening and cycling.
5 He's not very tall and he's bald.
6 They're both quite shy.

b) R10.6 Listen and check. Then listen again and practise.

What's she like?

Get ready ... Get it right!

12 Write the names of four friends on a piece of paper. Think how you can describe their character, appearance and the things they like doing. Don't write this information.

13 a) Work in pairs and swap papers. Take turns to ask and answer the questions in 9 about your partner's friends.

b) Choose one of your partner's friends that you would like to meet. Tell the class why you chose that person.
I feel terrible!

QUICK REVIEW
Think of three famous people. Work in pairs. Take turns to describe the people but don’t say their names. You can talk about their appearance, character, job, age, nationality, etc. Guess your partner’s people.

What’s the matter?
1) Match the sentences to the people.
   1 I’ve got a stomach ache.  B  4 I feel sick.
   2 I’ve got a cold.
   3 My back hurts.
   5 I’ve got a cough.
   6 My arm hurts.

b) R10.7 Listen and check.

2) a) Work in pairs. Fill in the table with these words. Check in V10.5 p142.

<table>
<thead>
<tr>
<th>back</th>
<th>ill</th>
<th>a stomach ache</th>
<th>terrible</th>
<th>arm</th>
<th>foot</th>
<th>a temperature</th>
<th>a headache</th>
<th>leg</th>
<th>a toothache</th>
<th>a sore throat</th>
<th>a cold</th>
<th>sick</th>
<th>better</th>
<th>a cough</th>
</tr>
</thead>
</table>

I’ve got

I feel

My ... hurts.

b) R10.8 P Listen and practise.

c) Work in pairs. Take turns to test your partner.

Get better soon!
3) a) Match these phrases to the verbs. Check in V10.6 p143.

<table>
<thead>
<tr>
<th>to-bed</th>
<th>at-home</th>
<th>the-day-off</th>
<th>some-painkillers</th>
<th>home</th>
<th>to-the-doctor</th>
<th>some-cough-medicine</th>
<th>in-bed</th>
<th>to-the-dentist</th>
<th>some-antibiotics</th>
</tr>
</thead>
<tbody>
<tr>
<td>go ... to bed ... stay ... at home ... take the day off ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Work in groups. Look at the words in 2a) again. What do you usually do when you are ill?

When I’ve got a cold I normally stay in bed.

I usually take some aspirin.
4 a) Read the conversations and match them to photos A and B. Then fill in the gaps with the words in the boxes.

1

can’t  stomach  wrong  dear  how

A Hi, Diana, ¹ _________ are you?
B I’m not very well.
A Oh, what’s ² _________ ?
B I’ve got a bad ³ _________ ache.
A That’s a shame. Why don’t you go home?
B I ⁴ _________ . I’ve got a meeting this afternoon.
A Oh, ⁵ _________ . I hope you get better soon.
B Thanks. See you later.

2

headache terrible throat drink should

A Hello, Gerry. Are you OK?
B No, I feel ⁶ _________ .
A Oh, dear. What’s the matter?
B I’ve got a ⁷ _________ and a sore ⁸ _________ .
A You ⁹ _________ take the day off and go to bed.
B Yes, good idea.
A And ¹⁰ _________ lots of water.
B OK. See you tomorrow, maybe.

b) R10.9 Listen and check.

5 a) Fill in the gaps in the table with the sentences in bold in 4a).

<table>
<thead>
<tr>
<th>asking about someone’s health</th>
<th>expressing sympathy</th>
<th>giving advice</th>
</tr>
</thead>
<tbody>
<tr>
<td>How are you?</td>
<td>Oh, dear.</td>
<td>You should take the day off.</td>
</tr>
<tr>
<td>Are you OK?</td>
<td>That’s a shame.</td>
<td>Drink lots of water.</td>
</tr>
<tr>
<td>What’s wrong?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Check in RW10.1 p143.

6 R10.10 Listen. Which sounds sympathetic, a) or b)?

1 What’s wrong?  (a) b)
2 What's the matter?  (a) b)
3 Oh, dear.  (a) b)
4 That’s a shame.  (a) b)
5 Why don’t you go home?  (a) b)
6 You should take the day off.  (a) b)

7 R10.11 Listen and practise the sentences in 4a). Copy the intonation. How are you?

8 a) Work in pairs. Choose conversation 1 or 2 from 4a). Practise the conversation until you can remember it.
b) Close your book. Practise the conversation again.

9 a) Choose an illness from 2a). Have conversations with other students. Be sympathetic and give advice.

   Hi, how are you?
   I’m not very well.
   Oh, dear. What’s wrong?
   I’ve got ... / I feel ... / My ... hurts.
   Why don’t you ...? / You should ...

b) Tell the class your illness. What advice did students give you? Was it good advice, do you think?
Are you SAD in winter?

QUICK REVIEW

Work in pairs. Take turns to mime illnesses to your partner. Don't speak! He/She guesses what's wrong and gives advice.

1. a) Put the seasons in order. Then check in V10.7 p143.
   - winter
   - summer
   - autumn [US: fall]
   - spring

b) Look at photos 1 and 2. Which seasons are they, do you think?

2. a) Read the first paragraph of the article. Why does the woman in photo 1 have a light on her desk?

b) Read the whole article. Answer these questions.
   1. How did Herb Kern feel in summer/winter?
   2. What did the scientists make for him?
   3. In which countries is SAD quite common?
   4. Why do people get SAD?
   5. Do men get SAD more often than women?
   6. How do you know if people have SAD?
   7. How long should you use a light box a day?

c) Work in pairs. Check your answers.

3. Work in groups. Discuss these questions.
   1. Do you feel depressed in winter? Why? Why not?
   2. What activities do you usually do in winter?
   3. Which is your favourite season? Why?

Vocabulary
- seasons;
- weather;
- word building

Review
- What's ... like?
10 Review

Language Summary 10, p142

4 a) Tick the words you know. Then do the exercise in p143.

b) What's the weather like today?


Help with Vocabulary

Word building

6 a) Look at the table. How do we make the adjectives from the nouns? Then fill in the gaps.

<table>
<thead>
<tr>
<th>noun</th>
<th>adjective</th>
<th>verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>rainy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>snowy</td>
<td>snow</td>
</tr>
<tr>
<td>wind</td>
<td>cloudy</td>
<td></td>
</tr>
<tr>
<td>sun</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Check in p143.

7 a) Choose the correct words.

1. It ______ a lot last night.
   - rainy/rained

2. It's a beautiful ______ day.
   - sun/sunny

3. There's usually a lot of ______ in January.
   - snow/snowy

4. It was very ______ last weekend.
   - wind/windy

5. It's ______ today.
   - cloud/cloudy

6. Look – it's ______ again!
   - rainy/raining

b) Make the sentences true for where you are living now. Compare sentences with a partner.

It was really cold last night.

1. Match the verbs in A to the words/phrases in B. p143

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>stressed</td>
</tr>
<tr>
<td>eat</td>
<td>exercise</td>
</tr>
<tr>
<td>drink</td>
<td>fried food</td>
</tr>
<tr>
<td>get</td>
<td>alcohol</td>
</tr>
<tr>
<td>lose</td>
<td>smoking</td>
</tr>
<tr>
<td>stop</td>
<td>to the gym</td>
</tr>
<tr>
<td>get</td>
<td>fit</td>
</tr>
<tr>
<td>go</td>
<td>weight</td>
</tr>
</tbody>
</table>

b) Choose four phrases that you do now, or did in the past.

c) Work in groups. Discuss why you chose your phrases.

2 Work in pairs. Take turns to ask your partner how often he/she does these things. p142

1. eat out
2. get up late
3. go to the theatre
4. check your email
5. watch sport on TV
6. go to parties

3 a) Write two pieces of advice for these people. 610.2

1. Ana can't get up in the morning.
   Ana should go to bed earlier.

2. Gail is tired all the time.
   Gail should eat healthily.

3. Rob can't remember people's names.
   Rob should write down people's names.

b) Work in groups. Compare your advice. Which is the best advice for each person?

4 a) Do these words describe appearance (A) or character (C)? 610.3 610.4

- beautiful
- generous
- overweight
- attractive
- funny
- selfish
- lazy
- reliable
- slim
- outgoing
- bald
- short

b) What do you need to study again? 10A-D
11 Future plans

11A New Year’s resolutions

QUICK REVIEW

Work in groups. Talk about a country you know (not your own). What’s the weather like in January/April/July/October? When is the best time to visit? Why?

Vocabulary

Verb collocations

1. Work in pairs. Discuss these questions.
   1. How do people in your country celebrate New Year?
   2. What did you do last New Year?
   3. Do people in your country make New Year’s resolutions? If yes, what kind?

2. Tick the phrases you know in box A. Then match the words/phrases in box B with the verbs in bold. There is one word/phrase for each verb.
Check in Language Summary 11 [VI1.1] p144.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>get fit</td>
<td>three kilos</td>
</tr>
<tr>
<td>work less</td>
<td>a computer course</td>
</tr>
<tr>
<td>lose weight</td>
<td>eating sweet things</td>
</tr>
<tr>
<td>stop smoking</td>
<td>fun</td>
</tr>
<tr>
<td>do more exercise</td>
<td>house</td>
</tr>
<tr>
<td>have a holiday</td>
<td>harder</td>
</tr>
<tr>
<td>move to another country</td>
<td>a new job</td>
</tr>
</tbody>
</table>

Listening and Grammar

3. R11.1 Look at the picture of a New Year’s Eve party. Listen to two conversations and match the people to their New Year’s resolutions A–E.

4. a) Look at the people’s New Year’s resolutions. Fill in the gaps with words from 2.
   1. I’m going to work ______ and have more ______.
   2. And I’m going to have a ______ this year.
   3. I’m going to ______ to Australia.
   4. I’m going to do a ______.
   5. We’re going to get ______ and Val’s going to stop ______.
   6. And David’s going to ______ weight.
   7. I’m going to do more ______.
   8. I’m not going to eat ______ any more.

b) R11.1 Listen again and check.

Help with Grammar

be going to: positive and negative

5. a) Look at the sentences in 4a). Then choose the correct words in the rules.
   - These sentences talk about the present/future/past.
   - The people decided to do these things before/when they said them.
   - We use be going to + infinitive for future plans/things we do every day.

   b) Look at the sentences in the table. Then write sentences 7 and 8 from 4a) in the table.

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary (+ not)</th>
<th>going to</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>We</td>
<td>’re (are)</td>
<td>going to</td>
<td>get fit</td>
</tr>
<tr>
<td>Val</td>
<td>’s (is)</td>
<td>going to</td>
<td>stop smoking</td>
</tr>
</tbody>
</table>

6. R11.2 Listen and practise.
   I’m going to ______ work less and have more fun.
Help with Grammar  *be going to: Wh- questions*

9. a) Look at the question in the table. Then write the other two questions from email 2 in the table.

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>going to</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>are</td>
<td>you</td>
<td>going to</td>
<td>do</td>
</tr>
</tbody>
</table>

b) Check in G11.2 p145.

d) Make questions with you and *going to*.

1. What / do after class?
2. How / get home today?
3. What / do next weekend?
4. What / have for dinner tonight?
5. Where / have lunch tomorrow?
6. When / do your English homework?

b) R11.3 P Listen and practise the questions in 10a.

c) Work in groups. Take turns to ask and answer the questions in 10a.

Get ready ... Get it right!

11. What are you going to do in the future? Write at least three things about: next week, next month and next year. Use the phrases in 2 or your own ideas.

12. a) Work in groups of four. Take turns to ask and answer questions about your plans. Are your plans the same or different?

   What are you going to do next week?

b) Tell the class about people with the same plans as you.

---

7. a) Fill in the gaps with the correct form of *be going to* and the verb in brackets.

1. I'm going to look for a new job soon. (look for)
2. He __________________________ any fried food. (not/eat)
3. She __________________________ her house. (sell)
4. They __________________________ to a gym. (go)
5. I __________________________ any cigarettes. (not/buy)
6. He __________________________ a lot. (study)

b) Work in pairs. Match the sentences to the people at the party.

-I think Ed's going to look for a new job soon.

8. a) Read email 1 from Jack to Meg after the party. Why is Jack sending this photo to her?

b) Read email 2. Find three questions.

c) Read email 3. Find Jack's answers.

---

1. Meg, have a look at this picture! This is where I'm going on holiday. What do you think?

Jack

2. Hi Jack

It looks amazing! But what are you going to do all day? There's nothing there! And where are you going to stay? I can't see any hotels. And what are you going to eat?!

Meg

3. Hi Meg

Don't worry about me. I'm going to stay in a small house by the beach and there's one restaurant on the island. They say it only has fish, but that's OK. I love fish. And I'm not going to do any work - I'm going to sit on the beach and read lots of books. See you when I get back!

Jack
No more exams!

QUICK REVIEW
Work in pairs. Take turns to say three things you're going to do tomorrow evening, and three things you aren't going to do. Are you going to do the same things?

Vocabulary  Studying
1 Fill in the gaps with these words/phrases. Then check in V11.2 p144.

start  revise for  take  go to  a qualification
pass  fail  leave  a degree  a job

Vocabulary  Studying
2 Work in groups. Discuss these questions.
1 Which things in 1 do people usually celebrate?
2 What was the last exam you took? Was it difficult?
3 Did you celebrate when you finished? If yes, what did you do?

Listening and Grammar
3 a) R11.4 Listen to Tim, Debbie and Sid talking after their final university exam. Tick the things they talk about.

an exam

a job  a drink  a concert
da party  a club  a video  a film

b) Listen again and tick the true sentences.
1 The exam was quite easy.
2 Tim is sure that he's going to Jane's party.
3 Debbie wants to go home and sleep.
4 Debbie's going to meet her boyfriend, Tony, in town later.
5 Debbie and Tony are sure that they're going to a club.
6 Sid and Clare are sure they're going to the cinema.
Help with Grammar  

4. a) Look at these sentences. Then choose the correct words in the rules.
   I might go for a drink with Peter, or I might go to Jane's party.
   I'm going to meet Tony in town.
   - We use **might/be going to** to say a future plan is decided.
   - We use **might/be going to** to say something in the future is possible, but not decided.
   - After might we use the infinitive/infinitive with to.
   b) Check in  G11.3  p145.

5. P  R11.5  Listen and practise.
   I might go for a drink with Peter.

6. Fill in the gaps with the correct form of **be going to** or **might** and the verb in brackets.
   (√) = decided, (√X) = not decided.

   TIM
   1 (✓) I _________ (not do) another course next year.
   2 (✓X) My brother and I _________ (go) to France for a couple of weeks.
   3 (✓) I _________ (not work) in the family business.

   DEBBIE
   4 (✓X) I _________ (get) a job in Italy.
   5 (✓) I _________ (do) a Spanish course.
   6 (✓X) Tony and I _________ (get) married next year.

7. a) Write three things you might do and two things you're going to do next year.
   b) Work in pairs. Take turns to say your sentences. Are any of your sentences the same?

Help with Listening  

8. a) R11.6  Listen and notice the two different ways we say **going to**. Both are correct.
   I'm going to /gəʊɪŋ tə/ meet Tony in town.
   What are you going to /gəʊɪŋ/ do this evening?

   b) R11.7  Listen to these sentences. Which way do people say **going to**, a) or b)?

   1. Are you going to get a job?  a)  b)
   2. I'm going to study law.  a)  b)
   3. We're going to talk to the bank.  a)  b)
   4. Are you going to stay here?  a)  b)
   5. I'm going to get a job.  a)  b)
   6. I'm going to sell my car.  a)  b)

9. R11.8  Listen to Tim talking to Sid and Clare about their plans. Answer the questions.
   1. Are Sid and Clare going to study in the UK?
   2. Are they going to study the same thing?
   3. Is Tim going to stay in the UK?
   4. Is he going to do another course?
   5. Is Sid going to sell his car?

Help with Grammar  

10. be going to: yes/no questions and short answers

   a) Fill in the gaps with part of the verb **be**.
   1. A _________ you going to get a job?
      B  Yes, I _________ ./No, I _________ not.
   2. A _________ he going to sell his car?
      B  Yes, he _________ ./No, he _________.
   3. A _________ they going to study in the UK?
      B  Yes, they _________ ./No, they _________.

   b) Check in  G11.4  p145.

    Student B → p115. Follow the instructions.

Get ready ... Get it right!

12. Look at these possible plans. Make yes/no questions with you.

   Find someone who is going to:
   - meet a friend after class
   - Are you going to meet a friend after class?
   - work next weekend
   - study tonight
   - stay at home tomorrow
   - go away next weekend
   - have a holiday in the next three months
   - watch a video or DVD this evening
   - buy some clothes next weekend
   - take an exam this year

13. a) Ask other students your questions. Find one person who is going to do each thing. Then ask two follow-up questions.
    b) Tell the class about another student's plans.
Choosing a holiday home

1 a) Read the adverts for holiday homes in Seaton. Which place is better for Sue's family, do you think? Why?

2 R11.9 Listen to Sue phone Craven Holiday Homes. When is the family's holiday? Which place does she choose? Why?

b) Work in groups. Say which holiday home you chose and why. Do you agree?

Directions

3 Tick the phrases you know. Then do the exercise in [RW11.1] p.145.

- turn right
- turn left
- go over the bridge
- go past the pub
- go along this street
- it's on the your left
- it's on the your right
- it's opposite
- it's next to

4 a) Look at the map on page 91 and read the email. Draw the route from You are here to the holiday home.

Dear Mrs Daniels

Thank you for booking one of our holiday homes. Here are your directions.

When you come into the town you're on Abbott Street. Go along this street, past the bus station on the right, then go over the bridge and turn right. This is East Street. Go along East Street (the river is on your right now) and turn left at the end of the street. Then go along South Road for about 100 metres and turn right. Benton House is the first house on the left, next to a small car park.

I hope you and your family have a wonderful holiday.

Best wishes
Angela Craven

b) Work in pairs. Check your route. Which number is the holiday home on the map?

5 R11.10 Look at the map and listen. Start at You are here. Which four places do the directions take you to?
6a) Sue is now at the bus station. She is asking for directions. Put each conversation in order.

1

SUE  Where's that?
MAN  Yes, there's one in Berry Street.
SUE  Thanks very much.
SUE  Excuse me. Is there a newsagent's near here?
MAN  Go along this road and turn right. That's Berry Street. Go past the pub and the newsagent's is on the right, opposite the supermarket.

2

SUE  Oh yes, I can see it. Thanks.
SUE  Excuse me. Where's the police station?
GIRL  No problem.
GIRL  It's over there, next to the Internet café.

3

MAN  Yes. You go along this street, over the bridge and it's on your left, in New Road. You can't miss it.
SUE  Great. Thanks a lot.
SUE  How far is it?
MAN  Oh, it's not far. Only about five minutes' walk.
SUE  Excuse me. Do you know the Park Hotel?

b) **Listen and check. Find the places on the map. What numbers are they?**

---

7a) Read conversations 1–3 in 6a). Fill in the gaps.

**ASKING FOR DIRECTIONS**

Excuse me. Is _______ (a newsagent's) near here?
_________ 's (the police station)?
Do you _______ (the Park Hotel)?

**GIVING DIRECTIONS**

There's _______ in (Berry Street).
Go _______ this road and turn right/left.
Go _______ the pub.
Go _______ the bridge.
(The newsagent's) is _______ the your right/left.
It's _______ (the supermarket).
It's _______ to (the Internet café).
It's _______ there.
You can't _______ it.

b) Check in **RW11.2** p145.

---

8 **Listen and practise the sentences in 7a).**

*Excuse me. Is there a newsagent's near here?*

---

9 Work in pairs. Student A → p104.
Student B → p112. Follow the instructions.
The grass is always greener

QUICK REVIEW
Work in pairs. Write five places near where you are now that you both know. Take turns to give directions to two of the places. Your partner guesses the place. Start with: Go out of the building and ...

1. Work in groups. Discuss these questions.
   1. Do you live in a city or in the country?
   2. Do you like where you live? Why? / Why not?
   3. Would you like to move house? If yes, where to? Why?

2. Work in groups. Which of these sentences do you agree with? Give reasons if possible.
   1. The city is dangerous for young people.
   2. You can find jobs more easily in the city.
   3. It's cheaper to live in the country.
   4. Life in the country is easier.
   5. Transport is better in the city.
   6. The cost of living in the country and the city is the same.

3. a) Look at the photos of the people. Who agrees with the sentences in 2, do you think – Matthew or Stuart?
   b) Read the article and check your answers.

4. Read the article again and answer the questions.
   1. Where are the Lane family going to move to?
   2. How many days a week does Matthew see his children?
   3. Do all the family want to move to the country?
   4. Did Stuart find a job easily when he moved to the city?
   5. Has he got a car?
   6. Does he sleep well, do you think?
   7. Where does he want to live in the future?

Time for a change!

THEY SAY that the grass is always greener on the other side of the fence. But can moving house really solve your problems?

We asked two people from different parts of the UK why they decided to try a new way of life.

Matthew Lane

We're going to sell our house in the city and move to a beautiful village in the mountains – I've got a job as a National Park manager there. We want an easier life and I want to spend more time with my family. I really enjoy spending time with my children, but I only see them on Sundays at the moment. I work six days a week because you need a lot of money to live in a city – everything's very expensive here. But the kids aren't very happy about moving. They love living in the city, but my wife and I think the country is safer for them. Of course, teenagers like going out on their own, but it can be quite dangerous around here, especially at night.

Stuart Reed

I moved to the city because I needed to get a job. There were no jobs for me in the country, but when I moved here I found one in the first week. People say it's more expensive in the city, but you don't need a car here and cars are very expensive. I live in an old part of the city and I can walk to work or go by tube. So I think generally the cost of living is about the same. But I'd like to go back to the country one day. Sometimes I hate living here – it's dirty, crowded and really noisy at night. When I'm old, I'd love to have a little place somewhere by the sea where it's really quiet.
Help with Vocabulary
Verb patterns

5 a) Look at these sentences. What comes after want? What comes after love?

I want to spend more time with my family.
They love living in the city.

b) Find these verbs in the article. What comes after them? Write the verbs in the correct column in the table.

need would like hate would love enjoy like

+ infinitive with to + verb+ing

want love

(c) Check in V11.3 p144.

6 a) Fill in the gaps with the correct form of these verbs.

buy be study read

watch find go

1 I need to buy some new clothes.
2 I like reading newspapers.
3 I hate watching football on TV.
4 I want to start a new job.
5 I enjoy learning languages.
6 I love going to the cinema.
7 I'd like to be famous!

b) Make questions with you from the sentences in 6a). Then make two more questions of your own.

Do you need to buy some new clothes?

c) Work in pairs. Take turns to ask and answer the questions.

11 Review
Language Summary 11, p144

1 a) Fill in the gaps with the verbs in the box.

do lose stop work move have get

1 ...do... more exercise/a language course
2 ...must... fit/a new job
3 ...must... house/to another country
4 ...must... more fun/a holiday
5 ...must... less/harder
6 ...must... smoking/eating chocolate
7 ...must... weight/five kilos

b) Tick three things that you want to do in the future.

c) Work in groups. Compare your ideas. How many people want to do the same thing as you?

2 a) Make questions with these words.

1 going to / you / tomorrow evening / are / do / What? What are you going to do tomorrow evening?
2 next year / a holiday / have / you / Are / going to?
3 you / tomorrow afternoon / be / are / going to / Where?
4 do / after class / going to / What / you / Are / study / going to / you / next year / English?

b) Tick the sentences that are true for you.

c) Work in groups. How many of your sentences are the same?

3 a) Write three things you're going to do and three things you might do next weekend.

I'm going to visit friends.
I might rent a DVD.

b) Work in groups. Compare your sentences.

Progress Portfolio

a) Tick the things you can do in English.

I can talk about future plans that are decided or possible.
I can ask other people about their plans.
I can talk about exams and studying.
I can find information in holiday adverts.
I can ask for, give and understand directions in the street.
I can understand a simple magazine article.

b) What do you need to study again?
Write something you: love doing, want to do tomorrow, need to do when you get home, enjoy doing, hate doing, are going to do tonight. Work in pairs and compare answers. How many are the same?

Vocabulary

Big and small numbers

1 Match the numbers to the words. Then check in Language Summary 12 p146.

<table>
<thead>
<tr>
<th>0.6</th>
<th>1,000,000</th>
<th>3.25</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,300</td>
<td>45,270</td>
<td>156</td>
</tr>
<tr>
<td>650,000</td>
<td>70,000,000</td>
<td></td>
</tr>
</tbody>
</table>

1 nought point six
2 three point two five
3 a hundred and fifty-six
4 two thousand, three hundred
5 forty-five thousand, two hundred and seventy
6 six hundred and fifty thousand
7 a million
8 seventy million

2 Listen and write the numbers. Check your answers in pairs.

Reading and Grammar

3 Read the article. Match the world records 1–5 to pictures A–E.

4 a) Read the article again. Fill in the gaps a)–h) with these prices and numbers.

<table>
<thead>
<tr>
<th>£12,300</th>
<th>$120,000</th>
<th>335</th>
</tr>
</thead>
<tbody>
<tr>
<td>85</td>
<td>$44,007</td>
<td>11.68</td>
</tr>
<tr>
<td>82</td>
<td>0.01</td>
<td></td>
</tr>
</tbody>
</table>

b) Listen and check.

c) Which record is the most interesting or surprising, do you think?

1 A Mexican couple, Octavio Guillén and Adriana Martínez, had the longest engagement in the world. They got engaged in 1902 – and got married in 1969. They were both a) years old on their wedding day.

2 The wettest place in the world is probably Mount Wa‘ale‘ale, in Hawaii. It rains b) days a year, with an average rainfall of c) m a year. And the world’s driest place is the Atacama Desert in Chile. It only gets d) cm of rain a year.

3 The earliest computer game was called Spacewar. A group of American students wrote it in 1960 for a computer called PDP-1. This computer cost e) — and there were only fifty in the world.

4 The most boring film in the world is probably A Cure for Insomnia, directed by John Henry Timmis IV of Chicago. It's f) hours long and is also the world's longest film.

5 In July 2001, six businessmen spent g) at the Petrus Restaurant in London, making this the world's most expensive meal per person. Most of the bill was for the five bottles of wine they drank – the best bottle cost h) . The restaurant didn’t ask them to pay for the food!
The BEST quiz in the world!

1. Which of these cities has the _______________ population? (large)
   a) Istanbul, b) Buenos Aires, c) New York

2. Which of these film stars is the _______________? (old)
   a) Mel Gibson, b) Julia Roberts, c) Brad Pitt

3. Which is the world’s _______________ country? (crowded)
   a) Bangladesh, b) Singapore, c) Monaco

4. Which of these countries is the _______________? (big)
   a) The USA, b) Brazil, c) Australia

5. What’s the world’s _______________ city to live in? (expensive)
   a) Moscow, b) Tokyo, c) New York

6. Who was the _______________ person to score a goal in a football World Cup final? (young)
   a) Maradona, b) Pelé, c) Ronaldo

7. Which is the _______________ first language in the world? (common)
   a) English, b) Chinese, c) Spanish

8. Which of these cities is the _______________ to the Equator? (near)
   a) Mexico City, b) Rio de Janeiro, c) Madrid

---

Get ready ... Get it right!

Write six of these things on a piece of paper. Write one or two words, not complete sentences. Don’t write the answers in order.

- the name of the oldest or youngest person in your family
- your oldest or most important possession
- the most interesting or boring thing you did last weekend
- the latest or earliest you went to bed last month
- the best or worst present you got last birthday
- the best or worst film you saw last year

---

Work in teams. Read the quiz. Fill in the gaps with the superlative form of the adjectives in brackets. Then do the quiz.

---

Check your answers on p.158. How many points did your team get?
Have you ever...?

QUICK REVIEW
Write ten adjectives. Work in pairs. Say the adjectives to your partner. He/She says the comparative and superlative form.

Listening, Reading and Grammar

1. Work in groups. Discuss these questions.
   1. Do you know anyone who is self-employed? What do they do?
   2. What are the good and bad things about being self-employed?
   3. Would you like to be self-employed? Why? Why not?

2. a) Listen and read about three friends, Steve, Lucy and Guy. Do they like being self-employed?
   b) Tick the true sentences. Correct the false ones.
   1. Steve went to Mexico two weeks ago.
   2. He was in Barbados two months ago.
   3. He wants to go to Australia on holiday.
   4. Guy and Lucy were self-employed three years ago.
   5. The Prime Minister came to their restaurant last month.
   6. Guy and Lucy want to go to the USA next year.

Help with Grammar Present Perfect: positive and negative

3. a) Look at sentences 1 and 2. Then answer questions a) and b).
   1. I've been to about forty countries. (Present Perfect)
   2. Two weeks ago I went to Mexico. (Past Simple)
   a) In sentence 1, do we know when Steve went to these countries?
   b) In sentence 2, do we know when he went to Mexico?
   b) Complete the rules with Present Perfect (PP) or Past Simple (PS).
      - We use the __________ to talk about experiences in life until now. We don't say when they happened.
      - We use the __________ if we say when something happened.
   c) Find seven more examples of the Present Perfect in the texts. Fill in the gaps in the table with have, has, haven't and hasn't.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they + __________ + past participle</td>
<td>I/you/we/they + __________ + past participle</td>
</tr>
<tr>
<td>he/she/it + __________ + past participle</td>
<td>he/she/it + __________ + past participle</td>
</tr>
</tbody>
</table>

d) Check in G12.2 p147. Read the rules for making past participles and the TIPS!

4. a) What are the past participles of these verbs? Check new past participles in the Irregular Verb List, p159. Which three verbs are regular?
   1. write written
   2. stay stayed
   3. be been
   4. have had
   5. work worked
   b) Listen and practise the infinitive, Past Simple and past participle of the verbs in 4a).
We've had lots of other jobs. Three years ago Guy was a teacher and I worked in an office. But we'd rather be self-employed and we love having our own restaurant. We've met some really interesting people - last year the Prime Minister had dinner here! But it's very hard work and Guy and I have never had a holiday together. We might go to Miami next year - Guy hasn't been to the USA before.

6 a) Listen to a conversation between Steve and Lucy. Where are they? What do they talk about?

b) Listen again. Are these sentences true (T) or false (F)?

1 Steve has been to Rio de Janeiro.
2 He went there three years ago.
3 Lucy wants to go to Brazil on holiday.
4 She's been to Australia.
5 She travelled around Australia by bus.
6 Guy hasn't been to Australia.

Help with Grammar Present Perfect: Have you ever ... ? questions and short answers

7 a) Fill in the gaps in the questions and short answers with have or did.

you ever been to Australia? Yes, I .
you have a good time? Yes, I .

b) Complete the rule with Present Perfect (PP) or Past Simple (PS).

We use the to ask about people's experiences. If the answer is yes, we use the to ask for (or give) more information.

TIP! ever + Present Perfect = any time in your life until now. We often use it in questions.

c) Check in p147.

8 P Listen and practise.

Have you ever worked in a restaurant? Yes, I have.

9 a) Fill in the gaps. Put the verbs in brackets in the Present Perfect or Past Simple and complete the short answers.

1 A you ever to France? (go)
   B Yes, I . there six years ago. (go)
   A Where you ? (stay)
   B I a flat near Bordeaux. (rent)

2 A you ever a diary? (write)
   B Yes, I . one when I was a teenager. (write)
   A you it every day? (write)
   B No, . Only when I on holiday. (be)

b) Listen and check.

Get ready ... Get it right!

10 Work in two groups. Group A → p111. Group B → p119. Follow the instructions.
12C Have a good trip!

QUICK REVIEW •••
Work in pairs. Ask your partner questions and find three things you have both done in your life: Have you ever been to / met / worked / seen / studied / had ...? Yes, I have. / No, I haven’t.

Buying a plane ticket

1 Discuss these questions in pairs or groups.
   1 What are you going to do at the end of this course?
   2 Are you going on holiday soon? If yes, how are you going to get there?
   3 How do people usually buy plane tickets in your country?

2 a) Look at the adverts for two travel companies and answer these questions.
   1 Which company is open longer on Sundays?
   2 Which is more expensive – a return flight to Istanbul or Rome?
   3 How many nights is the city break to Miami?
   4 How much is the cheapest flight to the USA?
   5 Which is cheaper – a return to Prague or Lisbon?
   6 What’s the most expensive ticket?
   7 Does the special offer to California include car hire?
   8 Do both companies fly to Boston? If yes, which is cheaper?

   b) Imagine you have £500. Which flight or holiday would you like to buy? Why?

Call-a-Flight

For the cheapest flights – try us first!

<table>
<thead>
<tr>
<th>City</th>
<th>Return From</th>
<th>Special Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sydney</td>
<td>£759</td>
<td></td>
</tr>
<tr>
<td>Boston</td>
<td>£240</td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td>£199</td>
<td></td>
</tr>
<tr>
<td>Los Angeles</td>
<td>£276</td>
<td></td>
</tr>
<tr>
<td>Rome</td>
<td>£119</td>
<td></td>
</tr>
<tr>
<td>Lisbon</td>
<td>£130</td>
<td></td>
</tr>
</tbody>
</table>

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Help with Listening Questions on the phone

3 a) Joe Hunter wants a ticket to Boston. Match the travel agent’s questions a)–g) to the things she asks about 1–7.

   a) How many people are travelling?
   b) How can I help you?
   c) When would you like to go?
   d) And what’s your name, please?
   e) How would you like to pay?
   f) When do you want to come back?
   g) And from which airport?

   1 by credit card, cheque
   2 the date you leave
   3 the date you return
   4 the reason you’re calling
   5 the name of an airport or city
   6 number of passengers
   7 a name

b) R12.9 Listen and put questions a)–g) in order.

R12.10 Listen to Joe’s phone call to Call-a-Flight. Fill in gaps 1–7 in his notes.
At the airport

Work in pairs. Tick the words/phrases you know. Then do the exercise in V12.2 p146.

- a passport
- a boarding card
- hand luggage
- a ticket
- sharp items
- pack your bags
- passengers
- a flight number
- a gate
- a check-in desk
- a window/a middle/an aisle seat

a) Joe is at the airport. Work in pairs. What does the woman at the check-in desk say to him?

WOMAN Can I have your and your , please?

JOE Yes. Here you are.

WOMAN How many have you got?

JOE

WOMAN Did you yourself?

JOE

WOMAN Have you got any in your ?

JOE

WOMAN And would you like a or an ?

JOE

WOMAN OK. Here's your . You're in seat 16A.

JOE

WOMAN gate 12 .

JOE

WOMAN Yes, it is. It leaves at . Enjoy your .

JOE

b) Fill in Joe's part of the conversation in 6a) with these phrases.

Yes. Here you are. Is the flight on time? Thanks. Bye.
Two. Which gate is it? No, I haven't. Yes, I did.
A window seat, please.

b) Check in RW12.2 p147.

8a) Fill in the gaps with these words.

<table>
<thead>
<tr>
<th>holiday</th>
<th>See</th>
<th>Have</th>
<th>postcard</th>
<th>Send</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>nice weekend!</td>
<td>nice</td>
<td>good trip!</td>
<td>You too. Thanks, I will.</td>
<td></td>
</tr>
<tr>
<td>in two weeks.</td>
<td>on the next year.</td>
<td></td>
<td>Yes, see you.</td>
<td></td>
</tr>
<tr>
<td>me/us</td>
<td>an email.</td>
<td></td>
<td>Yes, of course.</td>
<td></td>
</tr>
</tbody>
</table>

b) Check in RW12.2 p147.

Listen and practise the sentences in 8a).

9 a) R12.12 P Listen and tick the sentences in 8a) that you hear.

Have a nice weekend!

10 a) R12.13 Joe is saying goodbye to his friends. Listen and tick the sentences in 8a) that you hear.
b) Imagine you're at an airport. Say goodbye to other students in the class!
1a) Write the superlatives with the.
   1. Who's the tallest? (tall)
   2. Who's got _______ cousin? (young)
   3. Whose home is _______? (near)
   4. Who's got _______ job? (interesting)
   5. Who's _______ today? (happy)
   6. Whose watch is _______? (big)
   7. Who's _______ at English? (good)

b) Work in groups. Find answers to these questions.

2a) Put the verbs in the Present Perfect or Past Simple.
   1. I've seen the film Titanic. (see)
   2. I watched TV last night. (watch)
   3. I _______ to Australia. (not go)
   4. I _______ to the UK last year. (go)
   5. I _______ last night. (stay in)
   6. I _______ in a shop. (never work)
   7. I _______ skiing twice. (go)

b) Make these sentences true for you.

c) Work in pairs. Compare sentences with a partner. Are any the same?

3a) Write four Have you ever ...? questions. Use the past participles of these verbs.

   go, meet, stay, have
   work, lose, study
   see, write, play

   Have you ever been to the USA?

b) Work in pairs. Take turns to ask and answer your questions. Ask follow-up questions if possible.

4a) Do the airport word puzzle. Find the message.
   1. Did you have a good _______?
   2. 14C is an _______ seat.
   3. The opposite of depart.
   4. On a plane you're a _______.
   5. Pack your _______.
   6. Have you got any hand _______?
   7. You can _______ tickets online.
   8. 14A is a _______ seat.
   9. Here's your _______ card.
   10. My plane leaves from _______.
   11. You can't take any _______ items.
   12. Go to the _______ desk.
   13. You do this before you travel.

4b) What do you need to study again? 12A–C

Rules

You need: One counter for each student; one dice for each group.

How to play: Put your counters on START HERE. Take turns to throw the dice, move your counter and follow the instructions on the square. The first student to get to FINISH is the winner.

Grammar and Vocabulary squares: The first student to land on a Grammar or Vocabulary square answers question 1. The second student to land on the same square answers question 2. If the other students think your answer is correct, you can stay on the square. If the answer is wrong, move back to the last square you were on. You can check your answers with your teacher. If a third or fourth student lands on the same square, he/she can stay on the square without answering a question.

Keep Talking squares: If you land on a Keep Talking square, talk about the topic for 20 seconds. Another student can check the time. If you can't talk for 20 seconds, move back to the last square you were on. If a second or third student lands on the same square, he/she also talks about the same topic for 20 seconds.
Da Do Ron Ron  
6D p53

1 What are the Past Simple forms of these verbs? Which verbs are irregular?

1 meet  met  5 walk
2 stand  6 know
3 tell  7 catch
4 be  8 look

2 a) R6.12 Listen to the song. Fill in the gaps with the Past Simple forms of the verbs in 1.

I 1  met  him on a Monday
And my heart 2  still
Da do ron ron ron, da do ron ron
Somebody 3  me that his name 4  Bill
Da do ron ron ron, da do ron ron

Yes, my heart 5  still
Yes, his name 6  Bill
And when he 7  me home
Da do ron ron ron, da do ron ron

I 8  what he was doing
When he 9  my eye
Da do ron ron ron, da do ron ron
He 10  so quiet but my oh my
Da do ron ron ron, da do ron ron

Yes, he 11  my eye
Yes, my oh my
And when he 12  me home
Da do ron ron ron, da do ron ron

He picked me up at seven
And he 13  so fine
Da do ron ron ron, da do ron ron
Some day soon I'm going to make him mine
Da do ron ron ron, da do ron ron

Yes, he 14  so fine
Yes, I'll make him mine
And when he 15  me home
Da do ron ron ron, da do ron ron

b) Work in pairs. Compare answers.

3 a) Read the song again. Find two more pairs of words that rhyme.

still  Bill

b) Find words in the song that rhyme with these words.

1 get  met  3 same  5 take  7 eleven
2 start  4 ten  6 not  8 play

Holiday  
8D p69

1 a) Think of three places you would like to go to on holiday.
   b) Work in pairs. Compare places and say why you want to go there.

2 a) Listen to the song. Choose the correct words/phares.

Holiday! Celebrate!
Holiday! Celebrate!

CHORUS
If we 16  a holiday
Took some time to 17  have fun
Just one 18  out of life
It would be, it would be so 19  great/nice

If we finally spread the 20  news
We're going to have a 21  party/celebration
All across the world
In every 22  country
It's time for the 23  happy/times
Forget about the 24  old/bad times, oh yeah
One day to 25  live/come together
To release the pressure
We 26  a holiday

CHORUS
We can turn this 27  place/world around
And bring back all of those happy 28  days/times
Put your troubles down
It's time to 29  have fun
Let love shine
And we will 30  find/your
A way to 31  live/come together
Can make 32  life/things better
We 33  a holiday

CHORUS
Holiday! Celebrate!
Holiday! Celebrate!

b) Work in pairs. Compare answers.

3 a) Read the song again. Find all the adjectives.

great

b) Work in pairs. What are the comparative forms of these adjectives?
Dancing in the Street 9D p77

1 Work in groups. Discuss these questions.
   1 What kind of music do you like dancing to?
   2 How often do you go dancing?
   3 When was the last time you went dancing?
   4 Where did you go?

2 a) R9.18 Listen to the song. Put the sentences in order.
   a) For dancing in the street
   b) Are you ready for a brand new beat?
   c) They're dancing in Chicago
   d) Calling out around the world
   e) Down in New Orleans
   f) Summer's here and the time is right
   g) In New York City
   
   Chorus
   h) They'll be dancing, they're dancing in the street
   i) There'll be music everywhere
   j) All we need is music, sweet music
   k) So come on, every guy, grab a girl, everywhere, around the world
   l) Dancing in the street, oh
   m) It doesn't matter what you wear, just as long as you are there
   n) They'll be swinging, swaying and records playing
   o) There'll be laughing, singing and music swinging
   p) A chance for folks to meet
   q) Philadelphia, Pa, Baltimore and DC now
   r) This is an invitation across the nation
   s) Dancing in the street
   t) Can't forget the motor city

   Chorus
   Way down in LA, every day
   They're dancing in the street...

b) Work in pairs. Compare answers.

3 Look at the words in bold. Find another word in the song that rhymes with these words.
   street  beat

Chapel of Love 11D p93

1 Work in pairs. Match these words/phrases.
   1 get married a) is blue
   2 people can be b) in a chapel
   3 birds c) shines
   4 the sky d) ring
   5 the sun e) lonely
   6 bells f) sing

2 a) R11.13 Listen to the song. Match 1–8 to a)–h).

   Chorus
   Going to the chapel
   And we're going to get married
   Going to the chapel
   And we're going to get married
   Gee, I really love you
   And we're going to get married
   Going to the chapel of love
   1 Spring is here, a) as if they knew
   2 Birds all sing, b) be lonely anymore
   3 Today's the day c) the sky is blue
   4 And we'll never d) we'll say "I do"
   Because we're...

   Chorus
   5 Bells will ring, e) and he'll be mine
   6 I'll be his f) be lonely any more
   7 We'll love until g) the sun will shine
   8 And we'll never h) the end of time
   Because we're...

   Chorus

b) Work in pairs. Compare answers.

3 Work in groups. Discuss these questions.
   1 When is the best time of the year to get married? Why?
   2 What is the best age to get married? Why?
1A 13 p7

a) Take turns to ask and answer questions. Fill in the gaps in name cards A, C and D. Don’t look at your partner’s cards.

Card A. Where’s he from?
Cards C and D. What are their names?
How do you spell that?

A

| Name: | Alicia Gallarzo | Country: | Argentina |

B

| Name: | | Country: | |

C

| Name: | | Country: | |

D

| Name: | Alessandra Angeletti | Country: | Italy |

E

| Name: | Adriana Angeletti | Country: | Italy |

b) Check your answers with your partner.

11C 9 p91

a) Work on your own. Find these places on the map on p91. Don’t show your partner.

2 the cinema 10 the market
6 The Pizza Place 12 the petrol station
7 the bank

b) Work with your partner. Ask for directions to places a)–c) from You are here. When you find the place, check the number on the map with your partner. Don’t look at your partner’s map. You start.

a) the museum d) The Moon nightclub
b) The Burger Bar e) the school
c) the post office

4B 9 a) p33

Jo

Jo is 29 and she’s a journalist. In her free time she watches TV, goes shopping and reads a lot. On Saturday evenings she usually goes to the cinema or eats out – she loves Chinese food. She doesn’t like sport and she hates football. Her favourite music is rock and she also likes jazz. She likes animals but hasn’t got any pets.

1B 12 p9

a) Work on your own. Look at the list of people at the conference. Make yes/no questions to check the information in the circles. (Mr = ♂ Mrs = ♂)

Is Mr Popov a doctor?
Are Mr and Mrs Soprano in room 320?
Is Mr Akdeniz from Turkey?

b) Work with your partner. Take turns to ask and answer your questions. There are five mistakes on the list. Correct the wrong information.

Is Mr ... ? Yes, he is./No, he isn’t.
Is Mrs ... ? Yes, she is./No, she isn’t.
Are Mr and Mrs ... ? Yes, they are./No, they aren’t.

c) Check your answers with another student in group A.

Mr Popov isn’t a doctor. He’s a police officer.

<table>
<thead>
<tr>
<th>NAME</th>
<th>COUNTRY</th>
<th>JOB</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Popov</td>
<td>Russia</td>
<td>Doctor</td>
<td>116</td>
</tr>
<tr>
<td>Mr Soprano</td>
<td>The USA</td>
<td>Accountant</td>
<td>328</td>
</tr>
<tr>
<td>Mrs Soprano</td>
<td>The USA</td>
<td>Lawyer</td>
<td></td>
</tr>
<tr>
<td>Mr Akdeniz</td>
<td>Turkey</td>
<td>Engineer</td>
<td>115</td>
</tr>
<tr>
<td>Mr Terry</td>
<td>The UK</td>
<td>Builder</td>
<td>219</td>
</tr>
<tr>
<td>Mrs Terry</td>
<td></td>
<td>Housewife</td>
<td></td>
</tr>
<tr>
<td>Mrs Banas</td>
<td>Germany</td>
<td>Manager</td>
<td>162</td>
</tr>
<tr>
<td>Mr Lee</td>
<td>Australia</td>
<td>Waiter</td>
<td>303</td>
</tr>
<tr>
<td>Mrs Lee</td>
<td></td>
<td>Shop Assistant</td>
<td></td>
</tr>
<tr>
<td>Mrs Barros</td>
<td>Brazil</td>
<td>Doctor</td>
<td>412</td>
</tr>
<tr>
<td>Mr Pérez</td>
<td>Spain</td>
<td>Actor</td>
<td>210</td>
</tr>
<tr>
<td>Mrs Pérez</td>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>
**2A 13 p15**

a) Guess the things your partner has got, but don't talk to him/her. Put a tick (√) or a cross (×) in the your guess column.

<table>
<thead>
<tr>
<th>your guess</th>
<th>your partner's answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Look at the pictures. Write questions with you.  
*Have you got a mobile phone?*

c) Work with your partner. Take turns to ask and answer your questions. Put a tick or a cross in the your partner's answer column. Are your guesses correct?

d) Work with a new partner. Tell him/her five things your first partner has/hasn't got.

**2C 11 p19**

a) You are a customer. Choose one of these films. Buy two tickets from your partner. Fill in the times and the prices for your film. You start.

<table>
<thead>
<tr>
<th>Film</th>
<th>Time</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>48 Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three Long Years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Weeks from Sunday</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two tickets for ............., please.

How much is that?

What time is the film?

b) You are a ticket seller. Look at the times and prices of the films at your cinema. Sell tickets to your partner. Your partner starts.

**today's films**

<table>
<thead>
<tr>
<th>Film</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Seconds</td>
<td>8.10</td>
</tr>
<tr>
<td>Nine Months</td>
<td>8.25</td>
</tr>
<tr>
<td>A Day in the Life</td>
<td>8.35</td>
</tr>
</tbody>
</table>

Adults: £7.50          Children: £5.00

c) Do a) and b) again. Buy tickets for different films. Change the tickets you buy.

**6C 7 p51**

Take turns to say sentences 1–6. When your partner says a sentence, respond with one of these words/phrases. You start.

Oh, dear.  What a shame.  Oh, right.  Wow!
Oh, great!  Oh, nice.  Really?  You're joking!

1 I met Tom Cruise on Saturday.
2 I went to an expensive restaurant last night.
3 My sister was very ill last week.
4 I did my washing yesterday.
5 I went to New York last week.
6 I worked all weekend.
3B 10 p25

a) Work on your own. Choose the correct words in the phrases.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 watch TV</td>
<td>very</td>
</tr>
<tr>
<td>2 do sport</td>
<td>in/on</td>
</tr>
<tr>
<td>3 go to bed</td>
<td>after</td>
</tr>
<tr>
<td>4 eat out</td>
<td>at/every week</td>
</tr>
<tr>
<td>5 go to concerts</td>
<td>in/at</td>
</tr>
</tbody>
</table>

b) Make questions with you with phrases 1–5 in a).

1 Do you watch TV every evening?

2 I can't sleep at night.
3 I forgot my best friend's birthday.
4 I hate my job, but I need the money.
5 __________________________

b) Work with students B and C. Take turns to ask for and give advice. Whose advice is the best, do you think?

I can't sleep at night. What should I do? (I think) you should ...

(Don't) go ...

Well, you shouldn't ...

Paola and Jurgen both watch TV every evening.

5B 10 p41

a) Work with a student from group A. Describe the picture.

There's a cat in the picture.
There's some fruit on the table.
There are nine eggs in the fridge.
There are some pizzas on the table.

b) Make questions to ask a student from group B about his/her picture.

Is there a CD player in the room?
Are there any eggs in the fridge?
How many bananas are there?
How much milk is there?

c) Work with a student from group B. Don't look at your partner's picture. Take turns to ask and answer questions. Find twelve differences.

d) Work with your partner from group A. Compare answers.
5C 12 p43

a) You are a customer. Your partner is a shop assistant. Ask for the things on your shopping list and tick the things you buy. How much do you spend? The shop assistant speaks first.

Can I have ... please?
Have you got a/any ... ?
I'll have ...
How much is/are ... ?

b) You are a shop assistant. Your partner is a customer. Look at the picture of things in your shop. Then have a conversation with your partner. How much does he/she spend? You start.

Hello, can I help you?
Sure.
Here you are.
Anything else?
I'm sorry, we haven't got any ...
That's £..., please.

11B 11 p89

a) Look at what Tim, Debbie, and Sid and Clare are going to do next weekend. Take turns to ask and answer yes/no questions and fill in the gaps in the table.

<table>
<thead>
<tr>
<th>Is Tim going to visit his parents next weekend?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔ Yes, he is.</td>
</tr>
<tr>
<td>✗ No, he isn't.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tim</th>
<th>Debbie</th>
<th>Sid and Clare</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit parents</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>go running</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>move house</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>watch lots of TV</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>go to a party</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>play tennis</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>stay in bed on Sunday</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

b) Who is going to have: a lazy weekend, a busy weekend, an active weekend?
**Pair and Group Work: Student/Group A**

**7A 12 p55**

**a)** Work on your own. Read about Pierce Brosnan. All the information in black is correct. Some of the information in blue is wrong.

**b)** Work with a student from group A. Make yes/no questions to check the information in blue.

1. Was Pierce Brosnan born in Ireland?
2. Did his father leave after his first birthday?

**c)** Work with a student from group B. Take turns to ask and answer your questions. You start. Correct the mistakes in the blue information.

**d)** Check your answers with your partner from group A. Then find three reasons why Pierce Brosnan was ‘born to be Bond’.

---

**8A 9 p63**

**a)** Work on your own. Look at the information about Yellowstone Park. Write questions with can for pictures a)–f).

*Can you take your dog?*

**b)** Work with your partner. Ask your questions. Put a tick or a cross next to pictures a)–f).

**c)** Answer your partner’s questions.

**d)** Would you and your partner like to go to Yellowstone Park? Why?/Why not?
a) Work with a student from group A. Make sentences about 1–6 with the comparative form of the adjectives in brackets. Don’t tell group B your sentences.

São Paolo is bigger than Rio de Janeiro.
1 Rio de Janeiro: 11 million people. / São Paolo: 16 million people. (big)
2 A Big Mac in Australia: $2. / A Big Mac in Switzerland: $5. (expensive)
3 Bill Gates: $39.8 billion. / John Paul Getty: $1.6 billion. (rich)
5 Cuba: 115,000 km². / Ireland: 83,000 km². (small)

b) Work with the same partner. Use the adjectives in brackets to compare the places, people and things a)–f). Then circle the one you think is smaller, more crowded, etc.

a) Spain / Peru (small)
b) Tokyo / Hong Kong (crowded)
c) Tiger Woods / Venus Williams (young)
d) A Rolls Royce Corniche / A Lamborghini (expensive)
e) The Atlantic Ocean / The Pacific Ocean (big)
f) Julia Roberts / Tom Cruise (short)

Do you think Spain is smaller than Peru?

Yes, I think so.

I'm not sure. I think Peru is smaller.

c) Work in a group of four with a pair from group B. Say your sentences from b). The students from group B say if you are right or wrong.

d) Listen to group B’s sentences. Say if the sentences are right or wrong.

e) Which pair got more sentences right?

---

Pair and Group Work: Student/Group A

a) Take turns to ask and answer questions. Fill in the gaps in the table. You start.

What’s the weather like in ... today?

It’s ... and it’s ... degrees.

<table>
<thead>
<tr>
<th>weather</th>
<th>°C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td></td>
</tr>
<tr>
<td>Buenos Aires</td>
<td>19</td>
</tr>
<tr>
<td>Bangkok</td>
<td></td>
</tr>
<tr>
<td>Chicago</td>
<td>21</td>
</tr>
<tr>
<td>Helsinki</td>
<td></td>
</tr>
<tr>
<td>Moscow</td>
<td>2</td>
</tr>
<tr>
<td>Munich</td>
<td></td>
</tr>
<tr>
<td>Paris</td>
<td>24</td>
</tr>
<tr>
<td>Rome</td>
<td></td>
</tr>
<tr>
<td>Stockholm</td>
<td>6</td>
</tr>
</tbody>
</table>

b) Which places are: hot, warm, cold, wet, dry?

c) Where’s the best place to go today? Why?

---

4B 10 c) p33

MARK I like Kim very much and we like a lot of the same things. We both go to the cinema a lot and we both really like animals. But she doesn’t like the same music as me and she hasn’t got a TV – I don’t believe that! Yes, I'd like to see her again. She's very beautiful.

KIM Sorry, I don’t like Mark very much. He talks about football and TV programmes all the time and I don’t like watching TV. Also, we don’t like the same music – and music’s very important to me. I don’t want a second date with him. Sorry.
9A 13 p71

a) Work with a student from group A. Describe the picture.

Kevin’s talking on the phone.

He’s wearing a jacket, shirt and tie.

b) Work with a student from group B. Don’t look at his/her picture. Take turns to ask and answer questions. Find eleven differences in the pictures.

What’s Kevin doing?

What’s he wearing?

c) Work with your partner from group A. Did you find the same differences?

In picture A Kevin’s ..., but in picture B he’s ... .

7C 10 p59

a) Work on your own. Read about the news stories. Check you understand all the words.

Big flood
USA
about 20 people died

Man who found 1 million dollars
under kitchen floor
gave money to his family

Tourists lost in Africa
Sahara desert
lost for 2 weeks
other tourists found them – OK now

7B 3 p56

a) Ask your partner the last time he/she did these things. Ask follow-up questions if possible.

When did you last cook a meal?

What did you cook?

- cook a meal
- play tennis
- go to the theatre
- watch a good film on TV
- stay up very late
- go out with friends

b) Answer your partner’s questions. Use phrases with in, last or ago.

In 2002.
Last weekend.
About three years ago.
Pair and Group Work: Student/Group A

6A 12 p47

a) Work on your own. Write questions with you or your about when you were thirteen.

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>happy at school?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Were you happy at school?</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>who / best friend?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>good at languages?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>what / favourite food?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>what / favourite TV programme?</td>
<td></td>
</tr>
</tbody>
</table>

b) Write your answers in the you column.

c) Work with your partner. Take turns to ask and answer your questions. Write your partner's answers in the table.

d) Tell another student about you and your partner when you were thirteen.

I was happy at school when I was thirteen, but Vanessa wasn't.

9C 9 p75

a) Work on your own. Read the information for phone conversations 1–4.

1 You work for Morris Computers. Phone Alex Roberts about his new computer. Your mobile number is 07694 35567. You start this conversation.

2 You are Sam Watson. You are a sales manager. You aren't in the office tomorrow afternoon from 2.30 to 3.30.

3 Phone a friend at home. Ask him/her what he/she is doing now. There's a party near your house on Saturday evening. Does he/she want to come? If yes, decide on a time and place to meet. You start this conversation.

4 You are at home. Decide what you are doing at the moment.

b) Decide what you want to say in each conversation. Use language from the box or your own ideas.

Hello, can I speak to ..., please?
Hello, is that ... ?
Speaking.
This is ... from ...
It's ...
Can I talk to you about ... ?
Call me on my mobile.
Would you like to ... ?
Yes, good idea.
Shall we meet at ... ?
Let's meet at ...
See you then. Bye.

c) Work with your partner. Take turns to phone each other.

12B 10 p97

a) Work with a student from group A. Write questions with you in the Present Perfect and follow-up questions in the Past Simple.

1 / go / on a boat trip?
   Have you ever been on a boat trip?
   Where / go?
   Where did you go?

2 / visit / the capital city of another country?
   Which city / visit?

3 / go / to a really fantastic party?
   Whose party / be / it?

4 / meet / someone from the USA?
   Where / meet them?

5 / rent / a car or a bike?
   Where / be / you?

b) Work with a student from group B. Take turns to ask and answer your questions. If the answer is yes, ask your follow-up question. Then ask two more questions if possible.

c) Work with your partner from group A. Tell him/her about student B's life experiences.
Pair and Group Work: Student/Group B

1A 13 p7

a) Take turns to ask and answer questions. Fill in the gaps in name cards B, E and F. Don’t look at your partner’s cards.

Card B. Where’s she from?
Cards E and F. What are their names? How do you spell that?

b) Check your answers with your partner.

11C 9 p91

a) Work on your own. Find these places on the map on p91. Don’t show your partner.

1 the museum 11 The Moon nightclub
4 The Burger Bar 13 the school
8 the post office

b) Work with your partner. Ask for directions to places 1)–j) from You are here. When you find the place, check the number on the map with your partner. Don’t look at your partner’s map. Your partner starts.

f) the cinema  i) the market
g) The Pizza Place  j) the petrol station
h) the bank

4B 9 a) p33

Susie

Susie’s 23 and she’s a waitress. She really loves dance music but she doesn’t like rock music. She doesn’t go to restaurants very often but she loves fast food. On Saturday evenings she goes dancing with friends or stays in and watches TV all night. She doesn’t like watching sport on TV but she goes swimming a lot. And she has seven cats!

1B 12 p9

a) Work on your own. Look at the list of people at the conference. Make yes/no questions to check the information in the circles. (Mr = ○ Mrs = ●)

Is Mr Popov in room 116?
Are Mr and Mrs Soprano from Italy?
Is Mr Akdeniz an engineer?

b) Work with your partner. Take turns to ask and answer your questions. There are five mistakes on the list. Correct the wrong information.

Is Mr ...? Yes, he is./No, he isn’t.
Is Mrs ...? Yes, she is./No, she isn’t.
Are Mr and Mrs ...? Yes, they are./No, they aren’t.

c) Check your answers with another student in group B.

Mr and Mrs Soprano aren’t from Italy. They’re from the USA.
2A 13 p15

a) Guess the things your partner has got, but don’t talk to him/her. Put a tick (✓) or a cross (✗) in the your guess column.

<table>
<thead>
<tr>
<th>your guess</th>
<th>your partner’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>[computer]</td>
<td></td>
</tr>
<tr>
<td>[boom box]</td>
<td></td>
</tr>
<tr>
<td>[cat]</td>
<td></td>
</tr>
<tr>
<td>[bicycle]</td>
<td></td>
</tr>
<tr>
<td>[phone]</td>
<td></td>
</tr>
<tr>
<td>[watch]</td>
<td></td>
</tr>
</tbody>
</table>

b) Look at the pictures. Write questions with you.
   Have you got a computer?

c) Work with your partner. Take turns to ask and answer your questions. Put a tick or a cross in the your partner’s answer column. Are your guesses correct?

d) Work with a new partner. Tell him/her five things your first partner has/hasn’t got.

2C 11 p19

a) You are a ticket seller. Look at the times and prices of the films at your cinema. Sell tickets to your partner. Your partner starts.

**today’s films**

48 Hours 7.20
Three Long Years 7.45
Two Weeks from Sunday 8.10

Adults: £6.90  Children: £4.70

b) You are a customer. Choose one of these films. Buy two tickets from your partner. Fill in the times and the prices for your film. You start.

- 60 Seconds Time: __________  £ __________
- Nine Months Time: __________  £ __________
- A Day in the Life Time: __________  £ __________

Two tickets for __________, please.

- How much is that?
- What time is the film?

c) Do a) and b) again. Buy tickets for different films. Change the tickets you buy.

6C 7 p51

Take turns to say sentences 1–6. When your partner says a sentence, respond with one of these words/phrases. Your partner starts.

- Oh, dear.
- What a shame.
- Oh, right.
- Wow!
- Oh, great!
- Oh, nice.
- Really?
- You’re joking!

1 Sorry I wasn’t at your party – I was ill.
2 I stayed in and watched TV last night.
3 I met Madonna last weekend.
4 I worked from 7 a.m. to 12 p.m. yesterday.
5 I had dinner with my mother on Sunday.
6 I’ve got a new job. I get $90,000 a year!
Pair and Group Work: Student/Group B

**3B 10 p25**

**a)** Work on your own. Choose the correct words in the phrases.

<table>
<thead>
<tr>
<th>name</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 watch TV <em>in/on</em> the morning</td>
<td></td>
</tr>
<tr>
<td>2 go shopping <em>every/in</em> Saturday</td>
<td></td>
</tr>
<tr>
<td>3 go for a drink at/on Friday evenings</td>
<td></td>
</tr>
<tr>
<td>4 work at/in the weekends every day</td>
<td></td>
</tr>
</tbody>
</table>

**b)** Make questions with you with phrases 1–5 in a).

1. *Do you watch TV in the morning?*

**c)** Ask other students in the class your questions. Find two people who answer yes for each question. Write their names in the table.

**d)** Tell the class about the people in your table.

*Marco and Kumi both watch TV in the morning.*

---

**5B 10 p41**

**a)** Work with a student from group B. Describe the picture.

- There's a TV in the picture.
- There's some fruit on the table.
- There are six eggs in the fridge.
- There are some chairs in the room.

**b)** Make questions to ask a student from group A about his/her picture.

- Is there a TV in the room?
- Are there any eggs in the fridge?
- How many apples are there?
- How much water is there?

**c)** Work with a student from group A. Don't look at your partner's picture. Take turns to ask and answer questions. Find twelve differences.

**d)** Work with your partner from group B. Compare answers.
a) You are a shop assistant. Your partner is a customer. Look at the picture of things in your shop. Then have a conversation with your partner. How much does he/she spend? You start.

Hello, can I help you?
Sure.
Here you are.
Anything else?
I'm sorry, we haven't got any ...
That's £... , please.

b) You are a customer. Your partner is a shop assistant. Ask for the things on your shopping list and tick the things you buy. How much do you spend? The shop assistant speaks first.

Can I have ... please?
Have you got a/any ... ?
I'll have ...
How much is/are ... ?

---

11B 11 p89

a) Look at what Tim, Debbie, and Sid and Clare are going to do next weekend. Take turns to ask and answer yes/no questions and fill in the gaps in the table.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Tim</th>
<th>Debbie</th>
<th>Sid and Clare</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit parents</td>
<td>✗</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>go running</td>
<td></td>
<td>✗</td>
<td></td>
</tr>
<tr>
<td>move house</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch lots of TV</td>
<td></td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>go to a party</td>
<td>✗</td>
<td></td>
<td>✗</td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stay in bed on Sunday</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is Debbie going to visit her parents next weekend?

✓ Yes, she is.
✗ No, she isn't.
✓✗ She might.

b) Who is going to have: a lazy weekend, a busy weekend, an active weekend?
**Pair and Group Work: Student/Group B**

**7A 12 p55**

a) Work on your own. Read about Pierce Brosnan. All the information in black is correct. Some of the information in blue is wrong.

b) Work with a student from group B. Make yes/no questions to check the information in blue.

1. Was Pierce Brosnan born in 1954?
2. Did his mother go to England?

c) Work with a student from group A. Take turns to ask and answer your questions. Your partner starts. Correct the mistakes in the blue information.

d) Check your answers with your partner from group B. Then find three reasons why Pierce Brosnan was 'born to be Bond'.

---

**Born to be Bond**

Pierce Brosnan was born in 1954 in Ireland, but his father left after his first birthday. His mother went to England and became a nurse, and Pierce lived with his grandparents. He went to live with his mother in 1966, on the same day that Ian Fleming died. A week later he went to see Goldfinger – a James Bond film. It was the first film he saw in his life.

Pierce left school when he was fifteen and then he went to university. In 1978 he met actress Cassandra Harris at a party. Cassandra was a Bond Girl in the film *For Your Eyes Only*. They got married in 1980 and they had a son. Sadly, Cassandra died in 1991.

Brosnan became James Bond in 1994 and his first Bond film was *Goldeneye*. It made $350 million. Pierce Brosnan was definitely born to be Bond.

---

**8A 9 p63**

a) Work on your own. Look at the information about Yellowstone Park. Write questions with *can* for pictures g)–l).

*Can you go cycling?*

b) Work with your partner. Answer your partner's questions.

c) Ask your questions. Put a tick or a cross next to pictures g)–l).

d) Would you and your partner like to go to Yellowstone Park? Why? Why not?

---

**Things you can and can’t do in Yellowstone Park**

- [x] a)
- [x] b)
- [ ] c)
- [x] d)
- [x] e)
- [x] f)
- [ ] g)
- [ ] h)
- [ ] i)
- [ ] j)
- [x] k)
- [x] l)
**8B 11 p65**

a) Work with a student from group B. Make sentences about a)–f) with the comparative form of the adjectives in brackets. Don’t tell group A your sentences.

*Spain is smaller than Peru.*

a) Spain: 505,000 km² / Peru: 1,300,000 km². (small)
b) Tokyo: 7,000 people per km² / Hong Kong: 32,000 people per km². (crowded)
d) A Rolls Royce Corniche: $360,000. / A Lamborghini: $270,000. (expensive)
e) The Atlantic Ocean: 82 million km² / The Pacific Ocean: 165 million km². (big)
f) Julia Roberts: 1.75m. / Tom Cruise: 1.70m. (short)

b) Work with the same partner. Use the adjectives in brackets to compare the places, people and things 1–6. Then circle the one you think is bigger, more expensive, etc.

1. Rio de Janeiro / São Paolo (big)
2. A Big Mac in Australia / A Big Mac in Switzerland (expensive)
3. Bill Gates / John Paul Getty (rich)
4. Jennifer Lopez / Leonardo DiCaprio (old)
5. Cuba / Ireland (small)
6. Elton John / David Bowie (young)

Do you think Rio de Janeiro is bigger than São Paolo?

Yes, I think so.

I’m not sure. I think São Paolo is bigger.

c) Work in a group of four with a pair from group A. Listen to group A’s sentences. Say if the sentences are right or wrong.

d) Say your sentences from b). The students from group A say if you are right or wrong.

e) Which pair got more sentences right?
Pair and Group Work: Student/Group B

9A 13 p71

a) Work with a student from group B. Describe the picture.

Kevin's sleeping.

He's wearing a shirt and tie.

b) Work with a student from group A. Don't look at his/her picture. Take turns to ask and answer questions. Find eleven differences in the pictures.

What's Kevin doing?

What's he wearing?

c) Work with your partner from group B. Did you find the same differences?

In picture B Kevin's..., but in picture A he's....

---

7C 10 p59

a) Work on your own. Read about the news stories. Check you understand all the words.

3 students lost in Brazil
Amazon jungle lost for six days helicopter found them – OK now

Train crash in Africa over 60 people died

Man who won the lottery
dog ate ticket gave dog to friend

---

7B 3 p56

b) Work with your partner. Take turns to tell your partner about the news stories. Respond with phrases from the box.

Did you hear/read about ...?

No, what happened? No, where was it?

Oh, dear. Are they OK? Oh, that's good. Oh no, that's terrible. You're joking! Really?

---

a) Answer your partner's questions. Use phrases with in, last or ago.

In 2002. Last weekend. About three years ago.

b) Ask your partner the last time he/she did these things. Ask follow-up questions if possible.

When did you last go dancing?

Where did you go?

- go dancing
- go to the cinema
- watch sport on TV
- read a good book
- go shopping for clothes
- eat out
6A 12 p47

a) Work on your own. Write questions with you or your about when you were thirteen.

<table>
<thead>
<tr>
<th></th>
<th>you</th>
<th>your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/ tall for your age?</td>
<td>Were you tall for your age?</td>
</tr>
<tr>
<td>2</td>
<td>Who / favourite teacher?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>/ good at sport?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>What / favourite drink?</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Where / thirteenth birthday party?</td>
<td></td>
</tr>
</tbody>
</table>

b) Write your answers in the you column.

c) Work with your partner. Take turns to ask and answer your questions. Write your partner's answers in the table.

d) Tell another student about you and your partner when you were thirteen.

I was tall for my age when I was thirteen, but Federico wasn't.

12B 10 p97

a) Work with a student from group B. Write questions with you in the Present Perfect and follow-up questions in the Past Simple.

1 / go / on holiday to a cold country?
   Have you ever been on holiday to a cold country?
   Where / go?
   Where did you go?

2 / lose / anything important?
   What / lose?

3 / study / music?
   What instrument / learn?

4 / have / a really bad holiday?
   What problems / have?

5 / cook / a meal for more than eight people?
   What / cook?

b) Work with a student from group A. Take turns to ask and answer your questions. If the answer is yes, ask your follow-up question. Then ask two more questions if possible.

c) Work with your partner from group B. Tell him/her about student A's life experiences.

9C 9 p75

a) Work on your own. Read the information for phone conversations 1–4.

1 You are Alex Roberts. You're talking to a customer at the moment. If someone calls, get his/her phone number. Say you'll call him/her back later.

2 Phone Sam Watson, the sales manager in your company. You want to meet him tomorrow afternoon. You start this conversation.

3 You are at home. Decide what you are doing at the moment.

4 Phone a friend at home. Ask him/her what he/she is doing now. Does he/she want to go for a coffee? If yes, decide on a time and place to meet. You start this conversation.

b) Decide what you want to say in each conversation. Use language from the box or your own ideas.

Hello, can I speak to ..., please?
Hello, is that ... ?
Speaking.
This is ... from ... .
It's ... .
Can I talk to you about ... ?
Call me on my mobile.
Would you like to ... ?
Yes, good idea.
Shall we meet at ... ?
Let's meet at ... .
See you then. Bye.

c) Work with your partner. Take turns to phone each other.
**Pair and Group Work: Student/Group C**

**3B 10 p25**

a) Work on your own. Choose the correct words in the phrases.

<table>
<thead>
<tr>
<th></th>
<th>name</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>go to the cinema at <strong>every</strong> month</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>watch TV <strong>in/on</strong> the afternoons</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>visit your family <strong>in/at</strong> the weekend</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>stay in <strong>at/on</strong> Sunday evenings</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>go out <strong>at/every</strong> Saturday evening</td>
<td></td>
</tr>
</tbody>
</table>

b) Make questions with you with phrases 1–5 in a).

1) Do you go to the cinema **every** month?

**4B 10 c) p33**

**MARK** Susie's very nice. We both like the same things – watching TV and doing sport. Also, she has lots of cats and I really like cats. She doesn't like rock music very much but that's OK. Yes, I'd like a second date with her. Yes, please!

**SUSIE** Mark? Yes, I like him. We both do a lot of sport – I like swimming and he likes football. And we both watch a lot of TV and DVDs, so that's a good thing. Do I want to see him again? Yes, why not? Maybe we can go dancing next time.

**10A 10 p79**

a) You have these problems. Check you understand them. Then write one more problem.

1) I can't find a job.
2) I need to find somewhere to live very quickly.
3) I want to learn more English vocabulary.

b) Work with students A and B. Take turns to ask for and give advice. Whose advice is the best, do you think?

1) I can't find a job. What should I do?
   - (I think) you should ... 
   - (Don't) go ...

   - Well, you shouldn't ...

**6B 10 p49**

a) Work on your own. Choose five to eight of these events in your life. Write the year/month when these things happened on the timeline.

- born
- start/leave school
- start/leave university
- get married
- have a child
- meet your best friend(s)
- meet your first girlfriend/boyfriend
- go to live in a different town/city
- start your first job/a new job
- meet your husband/wife

b) Work in pairs. Take turns to tell your partner about your timeline. Ask questions to get more information.

   - I met my husband in 1998.
   - Where did you meet him?

**NOW**

19...
Vocabulary

VO.1 Colours
- red
- green
- blue
- yellow
- white
- black
- grey

VO.2 The alphabet

<table>
<thead>
<tr>
<th>Letter</th>
<th>/ei/</th>
<th>/i:/</th>
<th>/e/</th>
<th>/æ/</th>
<th>/au/</th>
<th>/aw/</th>
<th>/a:/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>Bb</td>
<td>Ff</td>
<td>Gg</td>
<td>Hh</td>
<td>Jj</td>
<td>Kk</td>
<td></td>
</tr>
<tr>
<td>Hh</td>
<td>Ii</td>
<td>Oo</td>
<td>Qq</td>
<td>Uu</td>
<td>Ww</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jj</td>
<td>Kk</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ll</td>
<td>Mm</td>
<td>Nn</td>
<td>Pp</td>
<td>Qq</td>
<td>Rr</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rr</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TIPS!
- You can check phonemic symbols (/ei/, /i:/, etc.) on p159.
- ee = double e, A = capital A, a = small a.

VO.3 Days of the week
- Monday /ˈmɒndəri/:
- Tuesday /ˈtjuːzdeɪ/:
- Wednesday /ˈwenzdeɪ/:
- Thursday /ˈθɜːzdeɪ/:
- Friday /ˈfraɪdeɪ/:
- Saturday /ˈseɪtədeɪ/:
- Sunday /ˈsʌndeɪ/:

Real World

RWO.1 Saying hello and goodbye
- Hello, my name’s Marco.
- Hi, I’m Lin.
- Nice to meet you.
- Nice to meet you too.
- Goodbye/Bye, Lin.
- Goodbye/Bye. See you on Thursday.
- Yes, see you.

RWO.2 Classroom instructions

Match the instructions to pictures a)–I).

1. Look at page ten.
2. Answer the questions.
3. Fill in the gaps.
5. Read the article.
6. Match the words to the pictures.
7. Check your answers.
8. Work in pairs.
9. Work in groups.
10. Listen and practise.
11. Don’t write.

RWO.3 Names
- What’s your name?
- (My name’s/It’s) Claire.
- What’s your first name?
- It’s Pablo.
- What’s your surname?
- Ruano.
- How do you spell that?
- R–U–A–N–O.

RWO.4 I can
- I can say the alphabet. a b c d e f ...

I can’t say the alphabet. a b f h ... k?
Language Summary 1

Vocabulary

V1.1 Countries, nationalities and languages

<table>
<thead>
<tr>
<th>countries</th>
<th>nationalities</th>
<th>languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Australia</td>
<td>Australian</td>
<td>English</td>
</tr>
<tr>
<td>Argentina</td>
<td>Argentinean</td>
<td>Spanish</td>
</tr>
<tr>
<td>USA</td>
<td>American</td>
<td>German</td>
</tr>
<tr>
<td>Germany</td>
<td>German</td>
<td>Italian</td>
</tr>
<tr>
<td>Italy</td>
<td>Italian</td>
<td>Spanish</td>
</tr>
<tr>
<td>Mexico</td>
<td>Mexican</td>
<td>Spanish</td>
</tr>
<tr>
<td>Russia</td>
<td>Russian</td>
<td>Russian</td>
</tr>
<tr>
<td>UK</td>
<td>British</td>
<td>English</td>
</tr>
<tr>
<td>Spain</td>
<td>Spaniard</td>
<td>Spanish</td>
</tr>
<tr>
<td>Poland</td>
<td>Polish</td>
<td>Polish</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turkish</td>
<td>Turkish</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
<td>Chinese</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
<td>Japanese</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
<td>French</td>
</tr>
</tbody>
</table>

V1.2 Numbers 0–20

<table>
<thead>
<tr>
<th>0 = zero/nought</th>
<th>1 = one</th>
<th>2 = two</th>
<th>3 = three</th>
<th>4 = four</th>
<th>5 = five</th>
<th>6 = six</th>
</tr>
</thead>
<tbody>
<tr>
<td>/nəʊt/</td>
<td>/wʌn/</td>
<td>/tuː/</td>
<td>/θriː/</td>
<td>/fɔːr/</td>
<td>/fɪv/</td>
<td>/sɪx/</td>
</tr>
</tbody>
</table>

V1.3 Jobs

1. a doctor
2. a musician
3. an engineer
4. a shop assistant
5. a cleaner
6. a police officer
7. a waiter/waitress
8. an accountant
9. an actor/actress
10. a builder
11. a teacher
12. a manager
13. a housewife
14. a lawyer
15. unemployed/retired

V1.4 a and an

- We use *a* with nouns that begin with a consonant sound.
  (The consonants are *b*, *c*, *d*, *f*, etc.): *I'm a student.*
- We use *an* with nouns that begin with a vowel sound.
  (The vowels are *a*, *e*, *i*, *o*, *u*): *He's an actor.*

TIP! We use *a* with nouns that begin with a /j/ sound:
  *a university /juːnəˈvɪrsəti/.*

V1.5 Numbers 20–100

<table>
<thead>
<tr>
<th>20 = twenty</th>
<th>26 = twenty-six</th>
<th>50 = fifty</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 = twenty-one</td>
<td>27 = twenty-seven</td>
<td>60 = sixty</td>
</tr>
<tr>
<td>22 = twenty-two</td>
<td>28 = twenty-eight</td>
<td>70 = seventy</td>
</tr>
<tr>
<td>23 = twenty-three</td>
<td>29 = twenty-nine</td>
<td>80 = eighty</td>
</tr>
<tr>
<td>24 = twenty-four</td>
<td>30 = thirty</td>
<td>90 = ninety</td>
</tr>
<tr>
<td>25 = twenty-five</td>
<td>40 = forty</td>
<td>100 = hundred</td>
</tr>
</tbody>
</table>

V1.6 Personal possessions (1)

a diary a coat a watch a bag
a suitcase an umbrella a camera a bicycle/bike
a wallet a CD player /ˈkeɪmərə/ /ˈbaɪsɪkl/ a shoe /ʃuː/ an ID (identity) card a dress false teeth

V1.7 Plurals

- most nouns: add -s
- nouns ending in -ch, -sh, -s, -x or -z: add -es
- nouns ending in consonant + y: y → ies
- irregular plurals

TIPS! What do you do? = What's your job?
- We use *a* or *an* with jobs: *I'm a lawyer.* not *I’m lawyer.*
- unemployed and retired are adjectives. We say: *I'm unemployed.* not *I'm an unemployed.*

V1.8 this, that, these, those

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>this (umbrella)</td>
<td>that (CD player)</td>
</tr>
<tr>
<td>these (watches)</td>
<td>those (false teeth)</td>
</tr>
</tbody>
</table>

TIPS! Where is...? = Where's...?
- *Here* refers to places close to the speaker.
- *There* refers to places further away, or things in the past.
Grammar

**G1.1 be: positive and Wh- questions**

**POSITIVE**

I'm from Italy. (I'm = I am)
You're in room C. (you're = you are)
He's from Mexico. (he's = he is)
She's from Australia. (she's = she is)
It's Maria Favia. (it's = it is)
We're from the USA. (we're = we are)
They're from Spain. (they're = they are)

**WH- QUESTIONS**

Where am I?
Where are you from?
Where's he from?
Where's she from?
Where's it from?
What's your name?
Where are we?
What are your names?
Where are they from?

**TIP!** you and your are singular and plural in English.

**G1.2 Subject pronouns and possessive adjectives**

<table>
<thead>
<tr>
<th>subject pronouns</th>
<th>I</th>
<th>you</th>
<th>he</th>
<th>she</th>
<th>it</th>
<th>we</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>possessive adjectives</td>
<td>my</td>
<td>your</td>
<td>his</td>
<td>her</td>
<td>its</td>
<td>our</td>
<td>their</td>
</tr>
</tbody>
</table>

**TIPS:**
- We use subject pronouns with verbs: *I am a teacher. They live in Rome.*
- We use possessive adjectives with nouns: *My name's Rupert Giles. It's her book.*

**G1.3 be: negative, yes/no questions and short answers**

**NEGATIVE**

- We make negatives with *not.*

I'm not a teacher.
You/We/They aren't from Australia. (aren't = are not)
He/She/It isn't famous. (isn't = is not)

**YES/NO QUESTIONS**

<table>
<thead>
<tr>
<th>Am I late?</th>
<th>Are you from Spain?</th>
<th>Is he/she a musician?</th>
<th>Is it from the USA?</th>
<th>Are we in room 3?</th>
<th>Are you from Sydney?</th>
<th>Are they French?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am.</td>
<td>Yes, you are.</td>
<td>Yes, he/she is.</td>
<td>Yes, it is.</td>
<td>Yes, we are.</td>
<td>Yes, you are.</td>
<td>Yes, they are.</td>
</tr>
<tr>
<td>No, I'm not.</td>
<td>No, you aren't.</td>
<td>No, he/she isn't.</td>
<td>No, it isn't.</td>
<td>No, we aren't.</td>
<td>No, you aren't.</td>
<td>No, they aren't.</td>
</tr>
</tbody>
</table>

**TIP!** We can also make negatives and negative short answers with *s* or *'re + not:* You're *not* from Australia. He's *not* famous. No, you're not. No, she's not, etc.

Real World

**RW1.1 Introducing people**

1A 4 p6

Eléna, this is Roberto.
Hello, Eléna. Nice to meet you.

**RW1.2 Asking people**

to repeat things (1C 6 p11)

Could you say that again, please?
I'm sorry?
Sorry, could you repeat that, please?

**RW1.3 Asking for personal details**

1C 10 p11

What's your surname?
What's your first name?
What's your nationality?
What's your address?
What's your postcode [US: zip code]?
What's your home phone number?
What's your mobile number?
What's your email address?

Are you married?
How old are you?

**TIPS:**
- In phone numbers: 0 = oh and 44 = double four.
- In email addresses we say: . = dot, @ = at, M = capital M.
- If you aren't married, you can say: No, I'm single.
- We say: I'm thirty-two (years old), not I have thirty-two (years old), or I'm thirty-two years.
**Language Summary 2**

**Vocabulary**

### V2.1 Adjectives (1)

**2A p14**

Match the adjectives to pictures a)–n).

<table>
<thead>
<tr>
<th></th>
<th>new</th>
<th>old</th>
<th>fast</th>
<th>slow</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### V2.2 Adjectives with very

**2A p14**

- We put adjectives after the verb be: She's old.
- We put adjectives before a noun: It's a small bag.
- We put very before adjectives: He's a very happy child.
- Adjectives aren't plural with plural nouns: Those are my new shoes.

### V2.3 Personal possessions (2)

**2A p15**

- a computer
- a video recorder [US: a VCR]
- a laptop
- a radios /'reidioʊ/
- CDs
- a mobile (phone) /'maʊbaɪl fəʊn/ [US: a cell /sɛl/ phone]
- a TV/télévision
- DVDs
- a digital /'dɪdʒɪtl/ camera
- a personal stereo

### V2.4 Family

**2B p16**

<table>
<thead>
<tr>
<th>male</th>
<th>female</th>
<th>male and female</th>
</tr>
</thead>
<tbody>
<tr>
<td>father /'fæðər/</td>
<td>mother /'mʌðə/</td>
<td>parents /'peərənts/</td>
</tr>
<tr>
<td>son /sɔn/</td>
<td>daughter /'dɔːtə/</td>
<td>children (kids)</td>
</tr>
<tr>
<td>brōther /breθər/</td>
<td>sister /sɪstə/</td>
<td></td>
</tr>
<tr>
<td>husband /'hʌzbənd/</td>
<td>wife (plural: wives)</td>
<td></td>
</tr>
<tr>
<td>grandfather /'ɡrændfɑːθə/</td>
<td>grandmother</td>
<td>grandparents</td>
</tr>
<tr>
<td>grandson /'ɡrændaʊθə/</td>
<td>grandchild</td>
<td></td>
</tr>
<tr>
<td>uncle /'ʌŋkl/</td>
<td>aunt /'ʌnt/</td>
<td></td>
</tr>
<tr>
<td>cousin /'kʌzn/</td>
<td>cousin</td>
<td>cousins</td>
</tr>
</tbody>
</table>

**Tips!**
- parents = mother and father only, relatives = all the people in your family.
- brothers = men/boys only. We ask: How many brothers and sisters have you got?
- boyfriend/girlfriend = a man/woman you have a romantic relationship with.
- We use How many ...? to ask about a number: How many children have you got?
**Language Summary 2**

**Real World**

**RW2.1 Telling the time (2C 2 3 p18)**

- We can say *quarter past/to six* or *a quarter past/to six*. We don't say *fifteen past six*. For other times, we say *minutes: nineteen minutes past six not nineteen past six*.
- We can also say the time like this: *six fifteen*, *two thirty*, *ten forty*, *six nineteen*, etc. But for 6.05 we say: *six oh five not six five*.
- In American English, 10.05 = *five after ten*.

**TIPS!**

**RW2.2 Talking about the time (2C 6 p18)**

**QUESTIONS ABOUT THE TIME**

- **A** What time is it?  
  - It's five o'clock.
- **B** What's the time, please?  
  - It's about half past two.
- **A** Excuse me. Have you got the time, please?  
  - Yes, it's eight fifteen.

**PREPOSITIONS OF TIME**

- We use *at* for times: *My English class is at ten*.
- We use *from* ... *to* for length of time: *My son's class is from seven to nine thirty*.

**TIPS!**

- a.m. = 0.00–12.00  
  - midday/noon = 12.00  
  - p.m. = 12.00–24.00  
  - midnight = 24.00

**RW2.3 Asking about prices (2C 12 p19)**

- We use *How much* ... *to ask about prices.*

  - **How much is (that)/(the concert)?**  
    - It's ten dollars.
  - **How much are (the tickets)/(these books)?**  
    - They're six pounds fifty.

- **£20** = twenty pounds  
- **£7.50** = seven pounds fifty  
- **£9** = nine euros /juráraz/  
- **£6.50** = six euros fifty  
- **£35** = thirty-five dollars  
- **50c** = fifty cents /sentas/
Language Summary 3

Vocabulary

**V3.1 Daily routines**

Match the words/phrases to pictures a)–o).

1. get up 8. finish work
2. go to bed 9. finish classes
3. have breakfast 10. leave home
   (/brɛkfəst/)
4. have lunch (/lʌntʃ/) 11. get home
5. have dinner 12. work
6. start work (/wɜːk/) 13. study
7. start classes 14. sleep
8. live

**V3.2 Free time activities (1)**

Match the phrases to pictures a)–l).

1. go out 8. phone friends/my family
2. stay in 9. visit friends/my family
3. eat out 10. have coffee with friends
4. go for a drink 11. do sport
5. go to the cinema 12. watch TV
6. go to concerts
7. go shopping

**TIP!** We say: Do you want to go for a drink? not Do you want to drink something?

**V3.3 Time phrases with on, in, at, every**

<table>
<thead>
<tr>
<th>on</th>
<th>in</th>
<th>at</th>
<th>every</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ day</td>
<td>+ part of the day</td>
<td>+ time</td>
<td>week</td>
</tr>
<tr>
<td>Saturday</td>
<td>the morning</td>
<td>nine o’clock</td>
<td>Thursday</td>
</tr>
<tr>
<td>Thursday</td>
<td>the afternoon</td>
<td>half past three</td>
<td></td>
</tr>
<tr>
<td>Mondays</td>
<td>the evening</td>
<td>night</td>
<td></td>
</tr>
<tr>
<td>Monday mornings</td>
<td>the week</td>
<td>the weekend</td>
<td></td>
</tr>
<tr>
<td>Sunday afternoon</td>
<td></td>
<td>night</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>morning</td>
</tr>
</tbody>
</table>

**TIPS!**
- When we talk about routines, we can use the singular or plural of days, parts of the day and the weekend: I play tennis on (Monday/Mondays), in (the evening/evenings), at (the weekend/weekends).
- We don’t use a plural with every: every week not every weeks.
- Notice we say in the morning/afternoon/evening but at night.

**V3.4 Months**

- **January** /ˈdʒænjuəri/  April /ˈeiprəl/  July /ˈdʒuːl/  October
- **February** /ˈfɛbruəri/  May  August /ˈɔːgəst/  November
- **March**  June /ˈdʒuːni/  Septembre  December

**V3.5 Dates**

- 1\(^{st}\) = first /ˈfɜːst/  8\(^{th}\) = eighth /ˈeɪtθ/  20\(^{th}\) = twentieth
- 2\(^{nd}\) = second  9\(^{th}\) = ninth /ˈnaɪnθ/  21\(^{st}\) = twenty-first
- 3\(^{rd}\) = third /ˈθɜːrd/  10\(^{th}\) = tenth  22\(^{nd}\) = twenty-second
- 4\(^{th}\) = fourth /ˈfɔːθ/  11\(^{th}\) = eleventh  23\(^{rd}\) = twenty-third
- 5\(^{th}\) = fifth  12\(^{th}\) = twelfth /ˈtwelfθ/  24\(^{th}\) = twenty-fourth
- 6\(^{th}\) = sixth  13\(^{th}\) = thirteenth  30\(^{th}\) = thirtieth /ˈθɜːtiθ/  14\(^{th}\) = fourteenth  31\(^{st}\) = thirty-first

**TIPS!**
- We say: the fifth of May or May the fifth. We write: 5\(^{th}\) May or May 5\(^{th}\).
- In the UK, 1.9.07 = 1\(^{st}\) September 2007 (day/month/year).
- In the USA, 1.9.07 = 9\(^{th}\) January 2007 (month/day/year).

**V3.6 Frequency adverbs**

always  usually  often  sometimes  hardly  ever  never

100% 0%

**V3.7 Word order of frequency adverbs**

- Frequency adverbs go after the verb be: I’m always happy when I get up.
- Frequency adverbs go before other verbs: I sometimes get up before 9.

**TIP!** We can only use always, usually and often in negative sentences: I don’t often go out on Sunday evenings.
**Grammar**

**G3.1 Present Simple: positive (I / you / we / they)**

I/You/We/They get up at five o'clock.
I/You/We/They get up very early.
I/You/We/They start work at about 5:45.
I/You/We/They have an hour for lunch.

**G3.2 Present Simple: Wh- questions (I / you / we / they)**

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>do</td>
<td>they</td>
<td>have dinner?</td>
</tr>
<tr>
<td>What time</td>
<td>do</td>
<td>you</td>
<td>go to bed?</td>
</tr>
<tr>
<td>When</td>
<td>do</td>
<td>we</td>
<td>get back to hotel?</td>
</tr>
<tr>
<td>When</td>
<td>do</td>
<td>they</td>
<td>finish work?</td>
</tr>
<tr>
<td>Where</td>
<td>do</td>
<td>we</td>
<td>watch TV?</td>
</tr>
</tbody>
</table>

**G3.3 Present Simple: negative (I / you / we / they)**

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>infinitive</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I / You</td>
<td>don't (= do not)</td>
<td>live</td>
<td>in England.</td>
</tr>
<tr>
<td>We</td>
<td>don't</td>
<td>go</td>
<td>out in the week.</td>
</tr>
<tr>
<td>They</td>
<td>don't</td>
<td>stay</td>
<td>in at the weekend.</td>
</tr>
</tbody>
</table>

**G3.4 Present Simple: yes/no questions and short answers (I / you / we / they)**

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
<th>question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>you</td>
<td>eat</td>
<td>Do you eat out a lot?</td>
<td>No, I don't eat out a lot.</td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td>go</td>
<td>Do you go to concerts?</td>
<td>No, I don't go to concerts.</td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td>watch</td>
<td>Do they watch TV a lot?</td>
<td>No, they don't watch TV a lot.</td>
</tr>
</tbody>
</table>

**G3.5 Subject and object pronouns**

<table>
<thead>
<tr>
<th>subject pronouns</th>
<th>object pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

**Real World**

**RW3.1 Phrases for special days**

- a birthday /ˈbɜːθdeɪ/  Happy birthday!
- a wedding  Congratulations!
- the birth of a new baby  Congratulations!
- a New Year's Eve party  Happy New Year!
- a wedding anniversary  Happy anniversary!

**RW3.2 Suggestions**

**asking for suggestions**

What shall we get him? buy him? give her?

**making suggestions**

Lett's get him a book. buy him a DVD. give her a CD.

What about a DVD?

**TIP!** • We use the infinitive after What shall we ...? and Let's: What shall we do tonight? Let's go to the cinema.
Language Summary 4

Vocabulary

V.4.1 Free time activities (2)

4A p30

Match the phrases to pictures a)–k).
1. read /rɛd/ books/magazines
2. watch DVDs/videos
3. play tennis
4. take photos
5. go skiing /ˈskiːŋ/
6. go swimming
7. go running /'rʌnɪŋ/
8. go dancing
9. listen /ˈlɪsən/ to music
10. listen to the radio
11. watch sport on TV

V.4.2 Things you like/don’t like

4B p32

Match the words/phrases to pictures a)–o).
1. reading
2. football
3. travelling
4. cats
5. shopping for clothes /ˈklaʊðz/
6. computer games
7. animals
8. dancing
9. cooking
10. dance music
11. rock music
12. jazz
13. Italian food
14. Chinese food
15. fast food

V.4.3 like/love/hate

4B p32

I love ...
I really like ...
I like ...
I quite like ...
... is/are OK.
I don’t like ...
I hate ...

V.4.4 Verb+ing

4B p32

verb + verb+ing     verb + noun
I love reading.      I love rock music.
I really like travelling.  I like books.
Shopping for clothes is OK.  I quite like Italian food.
I don’t like dancing.  I don’t like computer games.
I hate cooking.      I hate football.

TIPS!  • We don't use the to talk about things we like/don't like in general: I love books. (= books in general). He doesn't like cats. (= cats in general).
• We often use very much with like. We put it after the noun or verb+ing: I like reading very much. not I like very much reading.
V4.6 Food and drink (2)

Match the words to pictures a)–l).


V4.7 Countable and uncountable nouns

COUNTABLE NOUNS
- Countable nouns can be plural: biscuits, apples.
- We use a or an with singular countable nouns: a biscuit, an apple.
- We don't use a or an with plural countable nouns: biscuits not a biscuits, apples not an apples.

TIP! Some nouns can be countable and uncountable: I like coffee. (uncountable = coffee in general) Can I have a coffee, please? (countable = a cup of coffee)

UNCOUNTABLE NOUNS
- Uncountable nouns aren't usually plural: milk not milks, rice not rices.
- We don't use a or an with uncountable nouns: milk not a milk, rice not a rice.
Language Summary 4

Grammar

G4.1 Present Simple: positive and negative (he/she/it)

4A p31

POSITIVE
- In positive sentences with he/she/it we add -s or -es to the infinitive.

<table>
<thead>
<tr>
<th>subject</th>
<th>infinitive + -s or -es</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>works</td>
</tr>
<tr>
<td>Paul</td>
<td>watches</td>
</tr>
</tbody>
</table>

NEGATIVE
- In negative sentences with he/she/it we use doesn't (= does not) + infinitive.
- In negative sentences with I/you/we/they we use don't (= do not) + infinitive (see G3.3).

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary + not</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>doesn't (= does not)</td>
<td>like</td>
</tr>
<tr>
<td>Alison</td>
<td>doesn't</td>
<td>talk</td>
</tr>
</tbody>
</table>

G4.2 Present Simple positive: spelling rules (he/she/it)

4A p31

spelling rule examples
- most verbs: add -s
  - plays
  - likes
  - reads
  - listens

- verbs ending in -ch, -sh, -s, -ss, -x or -z: add -es
  - watches /'wɒtʃz/
  - finishes /'fɪnɪʃɪz/

- verbs ending in consonant + y: -y → -ies
  - studies

- the verbs go and do: add -es
  - goes
  - does /dəz/

- the verb have is irregular
  - has

G4.3 Present Simple: questions and short answers (he/she/it)

4B p33

- We use does in questions with he/she/it.
- We use do in questions with I/you/we/they.

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does</td>
<td>he/she/it</td>
<td>like</td>
<td>animals?</td>
</tr>
<tr>
<td>What</td>
<td>does</td>
<td>she</td>
<td>do</td>
</tr>
<tr>
<td>Does</td>
<td>she</td>
<td>watch</td>
<td>TV a lot?</td>
</tr>
<tr>
<td>Does</td>
<td>she</td>
<td>like</td>
<td>films?</td>
</tr>
</tbody>
</table>

SHORT ANSWERS
- Yes, he/she/it does. No, he/she/it doesn't.
- TIP! We don't repeat the verb in short answers:
  - Yes, she does. no, she doesn't.
  - Yes, she likes. no, she doesn't like.

G4.4 have or have got?

4B p33

- We can use have or have got to talk about possessions and family:
  - She's got two dogs. = She has two dogs.
  - I haven't got any children. = I don't have any children.
  - Have you got a car? = Do you have a car?

- We can only use have to talk about meals and other activities:
  - I don't have breakfast. not I haven't got breakfast.
  - We often have coffee with friends. not We often have got coffee with friends.
  - Do you want to have a game of tennis? not Do you want to have got a game of tennis?

Real World

RW4.1 Requests and offers

4C p35

- We use I'd/We'd like and Can I/we have ... ? for requests (we want something).
  - I'd like = I would like; We'd like = we would like.
  - I'd like a bottle of water, please. Can I/we have the bill, please?

- We use Would you like ...? for offers (we want to give something or help someone).
  - Would you like to order now? What would you like to drink?

TIPS! We use a noun after Can I/we have ...?: Can we have a bottle of wine?
- We use a noun or an infinitive with to after Would you like ...? and I'd/We'd like:
  - Would you like a drink? I'd like to order, please.
V5.1 Places in a town/the country

Match the words to pictures a)–t).

1. a square /ˈskweə/
2. a park
3. a market
4. a bus station /ˈbʌs ʃeɪn/
5. a station
6. a lake
7. a beach /biːtʃ/
8. the sea /ˈsiː/
9. a river
10. a museum /ˈmjuːziəm/
11. an airport
12. mountains /ˈmaʊntənz/
13. a road /roʊd/
14. a café
15. a bar
16. a shop
17. a flat [US: an apartment]
18. a house
19. a hotel
20. a bed and breakfast

TIP! • a station = a train station.

V5.2 Rooms and things in a house

Do you remember the things in the flat in Park Street? Check on p40.

rooms   furniture /ˈfɜːnɪtʃər/ and other things in a house

in the kitchen /ˈkɪtʃン/
- a cooker, a sink,
- a fridge /ˈfrɪdʒ/, a table,
- four chairs,
- a washing machine /ˈwɒʃɪŋ məʃɪn/

in the living room
- a coffee table,
- two plants, a sofa,
- two armchairs

in the bathroom
- a bath /bɑːtʃ/,
- a shower, a toilet,
- a washbasin /ˈwɒʃbəsɪn/

in the bedrooms
- a double /ˈdʌbl/ bed,
- a single bed, a chair,
- a desk, a plant

on the balcony
- a table, three plants,
- two chairs

V5.3 Shops

Fill in the gaps with these words.

- a supermarket
- a bookshop
- a bank
- a dry cleaner's
- a chemist's /ˈkemɪstz/ [US: a pharmacy]
- a kiosk
- a newsagent's /ˈnjuːzˌɛndʒəntz/
- a butcher's /ˈbʌtʃəʳz/
- a baker's
- a department store
- a greengrocer's /ˈɡriːnɡrəʊsər/
- a post office

1. You buy food in a supermarket .
2. You buy fruit and vegetables in .
3. You buy meat in .
4. You change money in .
5. You buy things for the house in .
6. You buy bread in .
7. You buy medicine in .
8. cleans your expensive clothes.
9. You buy books in .
10. You post letters at .
11. You buy newspapers at or in .

TIP! • We use in or at with shops: You buy meat in/at a butcher's. But we say: at a kiosk not in a kiosk.

V5.4 one and ones

- We use one in place of a singular noun: How much is this sofa? This one?
- We use ones in place of a plural noun: A kilo of apples, please. The green ones?

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Language Summary 5

Vocabulary

V5.5 Things to buy 5C p43
Match the words to pictures a)–n).
1 □ stamps
2 □ cigarettes
3 □ a map
4 □ phone cards
5 □ batteries
6 □ a film
7 □ envelopes /'envələups/
8 □ postcards
9 □ tissues /'tjuːzɪz/
10 □ a magazine
11 □ a lighter
12 □ a bottle of water
13 □ a newspaper
14 □ chocolate /'tʃɔklət/

V5.6 Clothes 5D p44
Match the words to pictures a)–s).
1 □ trousers /'traʊzərz/
2 □ shorts
3 □ jeans /ˈdʒɛnz/
4 □ a dress
5 □ shoes
6 □ a suit /sjuːt/
7 □ a skirt /ˈskɜːt/
8 □ a jumper /ˈdʒʌmpər/
9 □ trainers
10 □ a jacket /'dʒækɪt/
11 □ a hat
12 □ a tie
13 □ boots
14 □ a shirt /fəʃt/
15 □ socks
16 □ a T-shirt
17 □ a top
18 □ a coat
19 □ a cap

V5.7 Plural nouns 5D p44
look plural but can mean one thing  can be singular or plural
jeans
shorts
trousers
a shoe/shoes
a sock/socks
a boot/boot
a trainer/trainers

TIPS! • We can use a pair of ... with both types of plural noun: I've got a new pair of shoes/jeans.
• The word clothes /kləʊdz/ is always plural. If we want to use the singular, we can say an item of clothing.
**Grammar**

**65.1 there is/there are**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td><strong>NEGATIVE</strong></td>
</tr>
<tr>
<td>There’s a beautiful lake.</td>
<td>There isn’t a park near our flat.</td>
</tr>
<tr>
<td>There are lots of things to do.</td>
<td>There aren’t any restaurants.</td>
</tr>
</tbody>
</table>

**TIPS!**
- We use *any* in negatives and questions with *there are*.
- We can also make negative sentences with *no*: *There are no shops. = There aren’t any shops.*

**65.2 How much ...? / How many ...?**

- **HOW MANY ...?**
  - We use *How many ...?* with **plural countable nouns** (tables, bedrooms, people, chairs, etc.):
    - How many bedrooms are there? How many people are in this room?

- **HOW MUCH ...?**
  - We use *How much ...?* with **uncountable nouns** (furniture, money, space, time, etc.):
    - How much space is there in the flat? How much furniture have you got?

**TIP!**
- When we ask about prices we say: *How much is that? It's £10.*

**65.3 some, any, a**

- We usually use *some* in **positive** sentences with plural countable nouns and uncountable nouns.
- We usually use *any* in **negatives** and **questions** with plural countable nouns and uncountable nouns.
- We use *a* (or *an*) in **positive** sentences, **negatives** and **questions** with singular countable nouns.

<table>
<thead>
<tr>
<th>singular countable nouns</th>
<th>plural countable nouns</th>
<th>uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td><strong>NEGATIVE</strong></td>
<td><strong>QUESTIONS</strong></td>
</tr>
<tr>
<td>There’s a cooker.</td>
<td>There aren’t any chairs.</td>
<td>I’d like some information.</td>
</tr>
<tr>
<td>There isn’t a TV.</td>
<td>We haven’t got any children.</td>
<td>I haven’t got any money.</td>
</tr>
<tr>
<td>Has it got a shower?</td>
<td>Are there any shops?</td>
<td>Is there any furniture?</td>
</tr>
</tbody>
</table>

**Real World**

**RW5.1 Shop language**

**SAYING WHAT YOU WANT**

I’ll have these ones, please.
Have you got any big bottles of water?
Can I have four stamps for Europe, please?

**ASKING ABOUT PRICES**

How much are the phone cards?
How much is that?
Vocabulary

V6.1 Adjectives (2) 6A p46
Match the words to pictures a)–k).
1. happy [hæpi] unhappy
2. poor [pʊər] rich
3. hot [hɒt] cold
4. friendly /'frendli/ unfriendly
5. noisy [ˈnɔsi] quiet /ˈkwaɪt/
6. short [ʃɔrt] tall
7. boring /ˈbɔrɪŋ/ interesting /ˈɪntrəstɪŋ/
8. well [wel] ill
9. clean /kliːn/ dirty /ˈdərti/
10. intelligent /ˌɪntəˈleɡnt/ stupid
11. crowded /ˈkraʊdɪd/ empty

V6.2 Years 6A p47
1953 = nineteen fifty-three 1900 = nineteen hundred
1970 = nineteen seventy 2000 = two thousand
1895 = eighteen ninety-five 2005 = two thousand and five

V6.3 Life events 6B p48

- start
- finish
- school
- my first job
- school
- university /ˌjuːniˈvɜːsəti/
- meet
- my husband
- my wife
- married
- divorced /dɪˈvɔːst/
- have
- a son
- three children
- a lawyer
- président
- become
- write
- a book
- a letter
- languages
- law /lɑː/ study

V6.4 Weekend activities 6C p50
work every evening/all day
look for the weekend/or a couple of days
clean the car/the house
sleep for eight hours/until 11 a.m.
write a report/an email
be ill/tired /ˈtɪəd/
do the washing/the shopping
have a wonderful time/a bad cold

V6.5 Adjectives with very, really, quite, too 6D p52

- It's quite big.
- It's very/really big.
- It's too big.

- Too has a negative meaning. It means more than you want.
- Very, really, quite and too come after the verb be and before adjectives.

TIP! We don't use too to mean very very: She's really happy, not She's too happy.
**Grammar**

**G6.1 was/were/wasn’t/weren’t**

**POSITIVE**

- I was
- you or we/she/it were
- he/she/it was

**NEGATIVE**

- I wasn’t (= was not)
- you or we/she/it weren’t (= were not)
- he/she/it wasn’t

**TIPS!**
- We say: *When/Where were you born? I was born in 1987/Paris.*
- The past of there is/are is there was/were.

**G6.2 Questions and short answers with was/were**

**6A p47**

<table>
<thead>
<tr>
<th>question word</th>
<th>was/were</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>was</td>
<td>I/he/she/it</td>
</tr>
<tr>
<td>Where</td>
<td>were</td>
<td>you/we/they</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in London? yesterday?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Margaret’s 13th birthday?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>her friends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the party?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the weather</td>
</tr>
<tr>
<td></td>
<td></td>
<td>good?</td>
</tr>
</tbody>
</table>

**YES/NO QUESTIONS**

**SHORT ANSWERS**

- **Was I/he/she/it good?**
  - Yes, I/he/she/it was.
  - No, I/he/she/it wasn’t.

- **Were you/we/they at the party?**
  - Yes, you/we/they were.
  - No, you/we/they weren’t.

- **Was there a lot of food?**
  - Yes, there was.
  - No, there wasn’t.

- **Were there parties in every street?**
  - Yes, there were.
  - No, there weren’t.

**G6.3 Past Simple regular and irregular verbs: positive**

**6B p48**

- We use the Past Simple to talk about the past. We know when these things happened.
- The Past Simple is the same for all subjects: *I/You/He/She/It/We/They played tennis yesterday.*

<table>
<thead>
<tr>
<th>regular verbs: spelling rule</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>most regular verbs: add -ed</td>
<td>started</td>
</tr>
<tr>
<td></td>
<td>finished</td>
</tr>
<tr>
<td></td>
<td>worked</td>
</tr>
<tr>
<td></td>
<td>wanted</td>
</tr>
<tr>
<td></td>
<td>stayed</td>
</tr>
<tr>
<td>regular verbs ending in -e: add -d</td>
<td>lived</td>
</tr>
<tr>
<td>regular verbs ending in consonant+y: -y → -i and add -ed</td>
<td>hated</td>
</tr>
<tr>
<td>regular verbs ending in consonant + vowel + consonant: double the last consonant</td>
<td>studied</td>
</tr>
<tr>
<td></td>
<td>married</td>
</tr>
<tr>
<td></td>
<td>stopped</td>
</tr>
</tbody>
</table>

**TIP!**
- There are no rules for irregular verbs. There is an Irregular Verb List, p159.

**G6.4 Past Simple: Wh- questions**

**6B p49**

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>did</td>
<td>her, he/she/it/they</td>
<td>go</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to</td>
<td>last weekend?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Albert Einstein</td>
<td>come</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the Wright brothers</td>
<td>from?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mother Teresa</td>
<td>fly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>to</td>
<td>the first plane?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>live</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>for most of her life</td>
</tr>
</tbody>
</table>

**TIP!**
- Notice the difference between Present Simple questions and Past Simple questions: *Where do you live? (Present Simple), Where did you live? (Past Simple).*

**Real World**

**RW6.1 Showing interest**

**6C p51**

**I’m happy for you.**

- Oh, great!
- Oh, nice.

**I’m sorry for you.**

- Oh, dear.
- What a shame.

**I’m surprised.**

- Wow!
- You’re joking!
- Really?

**I’m not surprised.**

- Oh, right.

**RW6.2 Continuing a conversation**

**6C p51**

**QUESTIONS YOU CAN ASK SOMEONE WHO ...**

- **WENT TO THE CINEMA**
  - What did you see?
  - What was it like?
  - Who did you go with?

- **STAYED AT HOME ALL WEEKEND**
  - What did you do?

- **WAS ILL**
  - What was wrong?
  - Are you OK now?

- **WENT AWAY FOR THE WEEKEND**
  - What was it like?
  - Where did you go?
  - Who did you go with?
  - Where did you stay?
**V7.1 Types of film**
- action films
- thrillers
- horror films
- science-fiction (sci-fi /saɪ'fɪ/ films
- comedies
- historical dramas
- cartoons
- love stories

**TIP!** - The American English word for film is movie: action movies, etc.

**V7.2 Types of music**
- rap
- rock music
- pop music
- classical music
- opera
- jazz
- dance music
- reggae
- rock 'n' roll

**V7.3 Question words**

<table>
<thead>
<tr>
<th>question word</th>
<th>meaning</th>
<th>example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>a person</td>
<td>Who's that man over there? It's Michael.</td>
</tr>
<tr>
<td>Where</td>
<td>a place</td>
<td>Where did you go last week? To Germany.</td>
</tr>
<tr>
<td>When</td>
<td>a time</td>
<td>When does the lesson start? At two o'clock.</td>
</tr>
<tr>
<td>Why</td>
<td>a reason</td>
<td>Why are you late? Because I missed the bus.</td>
</tr>
<tr>
<td>Whose</td>
<td>possessive</td>
<td>Whose shoes are these? They're Susan's.</td>
</tr>
<tr>
<td>Which</td>
<td>a thing (from a small number of possible answers)</td>
<td>Which do you like, the red shirt or the blue shirt? The red shirt.</td>
</tr>
<tr>
<td>What</td>
<td>a thing (from many possible answers)</td>
<td>What do you want to do tonight? Let's watch a DVD.</td>
</tr>
<tr>
<td>How many</td>
<td>a number</td>
<td>How many people are there in your class? Twelve.</td>
</tr>
<tr>
<td>How long</td>
<td>a period of time</td>
<td>How long did you work in Russia? For two years.</td>
</tr>
<tr>
<td>How old</td>
<td>age</td>
<td>How old is your teacher? She's about thirty.</td>
</tr>
</tbody>
</table>

**TIPS!** - We often answer Why ...? questions with Because ...
- We often answer How long ...? questions with For + period of time: For six hours.
- We also use What time ...? to ask about time and How much ...? to ask about prices.

**V7.4 Irregular Past Simple forms**

- lose /luːz/ (lost)
- find (found)
- take (took)
- say (said /sed/)
- fall (fell)
- break /breɪk/ (broke)
- choose (chose)
- win (won)
- put (put)
- tell (told)

**TIP!** - For other irregular Past Simple forms, see the Irregular Verb List, p159.

**V7.5 a, an and the**

- We use a/an to talk about things or people for the first time: An old man in a long coat sat near him.
- We use the when we know which thing or person: The old man had a big black dog.
- We use the when there is only one thing or person in a particular place: He sat in the front row.

**TIP!** - We also use the in some fixed phrases: go to the cinema/the theatre, in the morning/afternoon/evening, at the weekend, the news, etc.
**Grammar**

### G7.1 Past Simple: negative  
- To make the Past Simple negative of *be*, we use *wasn’t* or *weren’t* (see G6.1).
- To make the Past Simple negative of all other verbs, we use *didn’t* + infinitive.

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/He/She/It/We/They</td>
<td>didn’t (= did not)</td>
<td>study very much</td>
</tr>
</tbody>
</table>

**TIP!** • We use *didn’t* for all subjects (I, you, we, they, etc.).

### G7.2 Past Simple: yes/no questions and short answers  

#### YES/NO QUESTIONS

<table>
<thead>
<tr>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>I/you/he/she/it/We/they</td>
<td>make a lot of money? to the same school?</td>
</tr>
</tbody>
</table>

**SHORT ANSWERS**

Yes, I/you/he/she/it/We/they did.
No, I/you/he/she/it/We/they didn’t.

### G7.3 Past time phrases

**AGO**
- We use ago to talk about a time in the past. We use it with the Past Simple: *I went to Mexico two years ago.* (= two years before now).

**LAST**
- We use last to say the day, week, etc. in the past that is nearest to now: *I went dancing last Saturday.* (= the last Saturday before now).
- We use last with *days* (last Tuesday), *months* (last March) and in these phrases: *last night, last week, last weekend, last month, last year, last century.*

**TIPS!** • We say last night, but yesterday morning/afternoon/evening not *last morning*, etc.
- We don’t use a preposition with last: last weekend not *in last weekend*, *last month* not *at last month*.

### G7.4 Question forms

**QUESTION FORMS: ALL VERBS EXCEPT BE**
- We use the auxiliary *did* in Past Simple questions (see G6.4), and the auxiliary *do* or *does* in Present Simple questions (see G3.2 and G4.3).

#### PAST SIMPLE

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>did</td>
<td>Madonna</td>
<td>make her first record? before he became a singer?</td>
</tr>
<tr>
<td>What</td>
<td>did</td>
<td>Sting</td>
<td>do</td>
</tr>
</tbody>
</table>

**PRESENT SIMPLE**

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>do</td>
<td>U2</td>
<td>come play?</td>
</tr>
<tr>
<td>Which</td>
<td>does</td>
<td>Elton John</td>
<td>from?</td>
</tr>
<tr>
<td>instrument</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TIP!** • We can also make Present Simple questions with *have* got: *What car has he got?* (see G2.2). In the Past Simple we say: *Did you have a car?* not *Did you have got a car?*

**QUESTION FORMS: BE**
- For the verb *be*, we don’t use *do*, *does* or *did* to make questions (see G1.1 and G6.2).

```
<table>
<thead>
<tr>
<th>question word</th>
<th>be</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAST SIMPLE</td>
<td>How old</td>
<td>was</td>
</tr>
<tr>
<td></td>
<td>How long</td>
<td>were</td>
</tr>
<tr>
<td></td>
<td>Shakira</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the Beatles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>when she released Magic?</td>
<td>together?</td>
</tr>
<tr>
<td>PRESENT SIMPLE</td>
<td>Where</td>
<td>am</td>
</tr>
<tr>
<td></td>
<td>What</td>
<td>is</td>
</tr>
<tr>
<td></td>
<td>How old</td>
<td>are</td>
</tr>
<tr>
<td></td>
<td>I?</td>
<td>your name?</td>
</tr>
<tr>
<td></td>
<td>they?</td>
<td></td>
</tr>
</tbody>
</table>
```

### Real World

#### RW7.1 Talking about the news  
- To start a conversation about the news, we can say:
  - Did you hear about that plane crash?  
  - Did you read about the couple on Everest?  
  - Nó, where was it?  
  - Nó, what happened?  

**TIP!** • news is a singular noun. We say: *The news is terrible.* not *The news are terrible.*

- To respond to good, bad and surprising news, we can say:
  - good news  
    - Oh, that’s good.  
  - bad news  
    - Yes, isn’t it awful?  
    - Oh, dear. Are they OK?  
    - Oh no, that’s terrible.  
  - surprising news  
    - Really?  
    - You’re joking!
V8.1 Holiday activities

Match the words/phrases to pictures a)–r):

1. go for walks
2. go fishing
3. go sightseeing /ˈsaɪtˌsiːɪŋ/
4. go shopping
5. go to the beach
6. go skiing
7. go swimming
8. go cycling /ˈsaɪklɪŋ/
9. go on boat trips
10. sunbathe /ˈsʌnˌbeɪθ/
11. have picnics
12. stay in a hotel
13. stay with friends/family
14. camp
15. rent a car
16. rent a bike
17. travel by public transport
18. go on holiday
   [US: go on vacation]

V8.2 Adjectives to describe places

old    modern

dangerous    safe
   /ˈdeɪndʒərəs/

TIP! We can also use these adjectives to describe places (see V6.1): noisy/quiet, clean/dirty, boring/interesting, friendly/unfriendly, crowded/empty.

V8.3 Verb collocations

book
rent
get
stay

| a flight /flaɪt/ | a motorbike | to your/our place | in (Canada) |
| a hotel room | a car | a taxi | with you/us |
| a table (at a restaurant) | an apartment | a bus | in a hotel |

TIP! • a flight is a journey by plane: Have a good flight!
Grammar

68.1 can/can’t for possibility 8A & p63

- We use can to say that something is possible.
- We use can’t to say that something isn’t possible.
- For positive sentences, we use: subject + can + infinitive.
- For negative sentences, we use: subject + can’t + infinitive (can’t = cannot).
- can and can’t are the same for all subjects (I, you, he, they, etc.).

POSITIVE
subject + can + infinitive:
I/You/He/She/It/We/They can go for long walks.

NEGATIVE
subject + can’t + infinitive:
I/You/He/She/It/We/They can’t stay there.

WH- QUESTIONS
question word + can + subject + infinitive:
What can I/you/he/she/it/we/they do there?

YES/NO QUESTIONS
can + subject + infinitive:
Can I/you/he/she/it/we/they stay on the island?

SHORT ANSWERS
Yes, I/you/he/she/it/we/they can.
No, I/you/he/she/it/we/they can’t.

TIPS: • We also use can for ability, making requests and offers.

ability
She can speak French.
I can’t decide where to go.

requests
Can you help me?
Can I borrow it?

offers
Can I help you?

68.2 Comparatives 8B & p64

- We use comparatives to compare two places, people or things: Phuket is hotter than Bangkok. Bangkok is more crowded than Phuket.
- When we compare two things in the same sentence we use than after the comparative: The Sawadee Hotel is bigger than the Kata Hotel.

<table>
<thead>
<tr>
<th>Type of adjective</th>
<th>Spelling Rule</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most 1-syllable adjectives</td>
<td>-er</td>
<td>smaller, older, but! dry → drier</td>
</tr>
<tr>
<td>1-syllable adjectives ending in -e</td>
<td>-er</td>
<td>safer, nicer</td>
</tr>
<tr>
<td>1-syllable adjectives ending in consonant + vowel + consonant</td>
<td>double the last consonant and add -er</td>
<td>hotter, bigger but! new → newer</td>
</tr>
<tr>
<td>2-syllable adjectives ending in -y</td>
<td>-i and add -er</td>
<td>noisier, happier</td>
</tr>
<tr>
<td>2-syllable adjectives not ending in -y</td>
<td>put more before the adjective</td>
<td>more crowded, more common</td>
</tr>
<tr>
<td>Adjectives with 3 syllables or more</td>
<td>put more before the adjective</td>
<td>more expensive, more interesting</td>
</tr>
<tr>
<td>Irregular adjectives</td>
<td>good, bad, far</td>
<td>better, worse, further/farther</td>
</tr>
</tbody>
</table>

TIPS: • The opposite of more is less: The holiday in Phuket is more expensive. The holiday in Bangkok is less expensive.
• We can also use more with nouns: There are more rooms in the Sawadee Hotel.

Real World

RW8.1 Planning a day out 8C & p67

Asking people what they want to do | Saying what you want to do
---|---
What do you want to do (tomorrow)? | I’d like to go to the beach.
Where would you like to go? | I want to go to Chéssington.
Do you want to go to Régent’s Park? | I’d rather stay at home.

- I’d = I would.
- We use I’d rather to say I want to do this more than something else.
- After would rather we use the infinitive (go, do, etc.): I’d rather rent a bike.
- After would like and want we use the infinitive with to (to go, to do, etc.): I’d like to go swimming. I want to rent a car.

TIP! • would like is more polite than want.
V9.1 Work 9A  p70
Match the words to pictures a)–i).
1  ☐ a customer  6  ☐ a contract
2  ☐ a report  7  ☐ a company
3  ☐ notes  8  ☐ a meeting
4  ☐ a letter  9  ☐ a conference

V9.2 Types of transport 9B  p72
a car  a plane
a train  a taxi [US: a cab]
a bus  a tram
a bike  a scooter
a boat  a motorbike

V9.3 Travelling verbs/phrases 9B  p72
- go by bike = cycle  - go by car = drive
- go on foot = walk  - go by boat = sail
- go by plane = fly  - go by train/tube/bus = take the train/tube/bus

TIPS!
- We say go by bike, train, etc., but go on foot not go by foot.
- We can say the tube or the underground in British English: the London underground. The American English word is subway: the New York subway.

V9.4 Indoor and outdoor activities 9D  p76
Match the verbs/phrases to pictures a)–p).
1  ☐ swim  11  ☐ use a computer
2  ☐ ski  12  ☐ ride a horse
3  ☐ type  13  ☐ ride a motorbike
4  ☐ surf  14  ☐ play tennis
5  ☐ windsurf  15  ☐ play chess
6  ☐ sail  16  ☐ play a musical instrument
7  ☐ sing
8  ☐ cook
9  ☐ drive
10  ☐ speak another language
11  ☐ use a computer
12  ☐ ride a horse
13  ☐ ride a motorbike
14  ☐ play tennis
15  ☐ play chess
16  ☐ play a musical instrument

TIP! We use can/can’t to talk about ability: I can type.
I can’t ride a horse.
(See G8.1.)

V9.5 Adverbs and adjectives 9D  p76
- We use adjectives to describe nouns. They usually come before the noun: She is an excellent driver.
- We use adverbs to describe verbs. They usually come after the verb: She speaks French fluently.

<table>
<thead>
<tr>
<th>spelling rule</th>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>most adverbs: add -ly to the adjective</td>
<td>beautiful</td>
<td>beautifully</td>
</tr>
<tr>
<td>fluent</td>
<td>fluently</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>badly</td>
<td></td>
</tr>
<tr>
<td>adjectives ending in -y: -y → -i and add -ly</td>
<td>easy</td>
<td>easily</td>
</tr>
<tr>
<td>happy</td>
<td>happily</td>
<td></td>
</tr>
<tr>
<td>irregular adverbs</td>
<td>good</td>
<td>well</td>
</tr>
<tr>
<td>fast</td>
<td>fast</td>
<td></td>
</tr>
<tr>
<td>hard</td>
<td>hard</td>
<td></td>
</tr>
</tbody>
</table>
**Grammar**

**G9.1 Present Continuous: positive and negative**
- We use the Present Continuous to talk about things happening now: I'm waiting for a taxi. They're sitting in your office.

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm (I am)</td>
<td>I'm not</td>
</tr>
<tr>
<td>you/we/they're (you/they are)</td>
<td>you/we/they aren't (= are not)</td>
</tr>
<tr>
<td>he/she/it's (he/she/it is)</td>
<td>he/she/it isn't (= is not)</td>
</tr>
</tbody>
</table>

**verb+ing: spelling rules**
- most verbs: add -ing
  - play → playing
  - look → looking
  - smoke → smoking
  - live → living
  - write → writing
  - sit → sitting
  - stop → stopping

- verbs ending in -e: take off -e and add -ing
  - go → going
  - run → running

**TIP!** We can also make negatives with 're or s + not: Danny's not doing anything. They're not looking very happy, etc.

**G9.2 Present Continuous: questions and short answers**

<table>
<thead>
<tr>
<th>QUESTION word</th>
<th>auxiliary</th>
<th>subject</th>
<th>verb+ing</th>
<th>from?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>is</td>
<td>Frank</td>
<td>calling</td>
<td>from?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the taxi</td>
<td>moving?</td>
<td></td>
</tr>
<tr>
<td>What</td>
<td>are</td>
<td>Janet and Danny</td>
<td>doing?</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td>are</td>
<td>they</td>
<td>having</td>
<td>the meeting?</td>
</tr>
</tbody>
</table>

**YES/NO QUESTIONS**
- Am I working here today? Yes, I am. No, I'm not.
- Are you watching TV at the moment? Yes, you are. No, you aren’t.
- Is he/she/Janet answering the phone? Yes, he/she is. No, he/she isn’t.
- Are we going now? Yes, we are. No, we aren’t.
- Are they having the meeting now? Yes, they are. No, they aren’t.

**TIP!** We can also make negative short answers with 're or s + not: No, you're not. No, she's not, etc.

**Real World**

**RW9.1 Talking on the phone**

<table>
<thead>
<tr>
<th>asking to speak to people</th>
<th>saying who you are</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hellô, can I speak to Emily, please?</td>
<td>This is Emily Wise (in 3DUK).</td>
</tr>
<tr>
<td>Hellô, is that Chris Morris?</td>
<td>It's (Katrina).</td>
</tr>
<tr>
<td><strong>calling back</strong></td>
<td><strong>other useful phrases</strong></td>
</tr>
<tr>
<td>Can I call you back?</td>
<td>I got your message.</td>
</tr>
<tr>
<td>I'll call you later.</td>
<td>Call me on my mobile.</td>
</tr>
<tr>
<td>Can you call me back?</td>
<td>Hold on a moment, I'll get him/her.</td>
</tr>
</tbody>
</table>

**TIPS!**
- We say It's (Katrina). not I’m (Katrina).
- I’ll = I will.
### Vocabulary

#### V10.1 Health

Match the phrases to pictures a)–j).

1. **do exercise**
2. **lose weight**
3. **stop smoking**
4. **get stressed**
5. **get fit**
6. **go to the gym**
7. **have a heart attack**
8. **eat fried food**
9. **drink alcohol**
10. **high/low in fat**

---

#### V10.3 Appearance

<table>
<thead>
<tr>
<th>age</th>
<th>height</th>
<th>body</th>
<th>general appearance</th>
<th>race</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s/She’s young</td>
<td></td>
<td>fat</td>
<td>He’s/She’s fat</td>
<td>He’s/She’s...</td>
</tr>
<tr>
<td>middle-aged</td>
<td></td>
<td>overweight</td>
<td>overu'weit/</td>
<td>good-looking</td>
</tr>
<tr>
<td>old</td>
<td></td>
<td>thin</td>
<td>slim</td>
<td>attractive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>eyes</th>
<th>hair</th>
<th>general appearance</th>
<th>race</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s/She’s got blue</td>
<td></td>
<td>He’s/She’s got...</td>
<td>He’s/She’s...</td>
</tr>
<tr>
<td>brown eyes</td>
<td></td>
<td>a beard</td>
<td>bald/bo'ld/</td>
</tr>
<tr>
<td>green eyes</td>
<td></td>
<td>a moustache</td>
<td></td>
</tr>
</tbody>
</table>

---

#### V10.4 Character

A **generous** person likes giving people money and presents. It’s difficult for a **shy** person to talk to new people.

A **lazy** person doesn’t like working and enjoys watching TV all day.

A **kind** person likes doing things to help other people.

A **funny** person makes people laugh a lot.

A **selfish** person usually think about themselves, not other people.

An **outgoing** person is friendly and likes meeting new people.

When reliable people promise to do something, they always do it.

---

#### V10.2 How often ... ? and frequency expressions

We use How often ... ? to ask about frequency:

- **How often do you go to the theatre?**
- **How often does your brother phone you?**
- **How often did you visit your grandfather?**

<table>
<thead>
<tr>
<th>once</th>
<th>a day</th>
<th>day</th>
</tr>
</thead>
<tbody>
<tr>
<td>twice</td>
<td>a week</td>
<td>week</td>
</tr>
<tr>
<td>three times</td>
<td>a month</td>
<td>month</td>
</tr>
<tr>
<td>four times</td>
<td>a year</td>
<td>year</td>
</tr>
<tr>
<td>ten times</td>
<td>an hour</td>
<td>hour</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

---

#### V10.5 Health problems

I’ve got ...

- a stomach ache
- a headache
- a toothache
- a sore throat
- a fever
- a cold
- a cough

I feel ...

- ill
- terrible
- sick
- better

My ...

- hurts

<table>
<thead>
<tr>
<th>ill</th>
<th>terrible</th>
<th>sick</th>
<th>better</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>arm</td>
<td>foot</td>
<td>leg</td>
</tr>
</tbody>
</table>

**TIPS!**

- We can also say: I’m ill/sick/better., but not I’m terrible.
- In British English I’m sick. usually means I’m ill., while I feel sick. usually means I want to be sick.
- We can say I’ve got a stomach ache/toothache. or I’ve got stomach ache/toothache. but not I’ve got headache.
Grammar

6.1 Imperatives 10A p79
- We often use imperatives to give very strong advice.
- The positive imperative is the same as the infinitive (go, do, etc.): Stop smoking. Do more exercise.
- The negative imperative is don't + infinitive (don't go, don't do, etc.): Don't eat a lot of salt.
TIP! We also use imperatives to give orders: Go home! and instructions: Don't write anything.

6.2 should/shouldn't 10A p79
- We use should/shouldn't to give advice.
- We use should to say something is a good thing to do: You should do more exercise.
- We use shouldn't to say something is a bad thing to do: You shouldn't eat so much red meat.
- After should and shouldn't we use the infinitive: He should stop smoking. not He should stop smoking.
TIPS! To ask for advice, we can say: What should I do?
- In spoken English, should/shouldn't is more common than the imperative for advice.

6.3 Questions with like 10B p81
- We use What's (= What is) he/she like? to ask for a general description. We often ask this when we don't know the person. The answer can include character and physical appearance: She's really friendly and outgoing. And she's very beautiful.
- We use What does he/she look like? to ask about physical appearance only: She's tall and slim, and she's got long dark hair.
- We use What does he/she like doing? to ask about people's likes and free time interests: She likes dancing and going to restaurants.
TIPS! How is he/she? asks about health, not personality: How's Buffy? She's fine, thanks.
- We don't use like in answers to questions with What's he like? He's kind. not He's like kind. and What does she look like? She's very tall. not She's like very tall.

Real World

RW10.1 Talking about health 10C p83

asking about someone's health | expressing sympathy | giving advice

| How are you? | Oh, dear. | Why don't you (go home)? |
| Are you OK? | That's a shame. | You should (take the day off). |
| What's wrong? | I hope you get better soon. | Drink lots of water. |

TIPS! Only use the imperative to give advice to people you know well: Go home and go to bed!
- After Why don't you ... ? we use the infinitive: Why don't you see a doctor?
**Language Summary 11**

**Vocabulary**

**V11.1 Verb collocations** *(11A p86)*

- **get**
  - a new job
- **work**
  - less
  - harder
- **lose**
  - weight
  - three kilos
- **stop**
  - smoking
  - eating sweet things
  - more exercise
  - a computer course
- **do**
  - a holiday
  - fun
  - to another country
  - house

**V11.2 Studying** *(11B p88)*

- **start**
- **go to**
- **leave**
- **school**
- **college**
- **university**

- **revise for**
- **take**
- **pass**
- **fail**
- **an exam**

- **revise for an exam**
- **take an exam**
- **fail an exam**
- **pass an exam**
- **get a degree**

**V11.3 Verb patterns** *(11D p93)*

- **get**
  - a qualification
  - a degree
  - a job

**TIP!** We **get a degree** when we finish university. A **qualification** is more general: we **get a qualification** when we pass any official exam, for example, when you leave school, finish a training course, etc.

**TIPS!**

- After some verbs only one verb form is possible:
  
  | **I want** to spend more time with my family. | **They love** living in the city.
  | + infinitive with to | + verb+ing |
  | want (to do) | love (doing) |
  | need (to do) | hate (doing) |
  | would like (to do) | enjoy (doing) |
  | would love (to do) | like (doing) |

- These verbs can also be followed by nouns or pronouns:
  
  - You don't need a **car**. (noun) He hates **it**. (pronoun)

- It is also possible to use the infinitive with **to** after **like**, **love** and **hate**, but **verb+ing** is more common in British English.
Grammar

G11.1 **be going to:** positive and negative 11A 5 p86

- I'm going to do a computer course.
- I'm not going to eat sweet things anymore.

- These sentences talk about the **future**.
- The people decided to do these things **before** they said them.
- We use **be going to** + infinitive for **future plans**.

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary (+ not)</th>
<th>going to</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I You/We/They</td>
<td>'m/aren't</td>
<td>going to</td>
<td>work</td>
</tr>
<tr>
<td>He/She/It</td>
<td>'s/doesn't</td>
<td>going to</td>
<td>have</td>
</tr>
<tr>
<td></td>
<td></td>
<td>going to</td>
<td>lose</td>
</tr>
</tbody>
</table>
|               |                   |          | 10 a holiday next year.
| We            | 're              | going to | get                 |
| Val           | 's               | going to | stop                |
| I             | 'm               | going to | do                  |
| I             | 'm not           | going to | eat                 |

**TIP!** With the verb go, we usually say I'm going to Spain. Not I'm going to go to Spain. But both are correct.

G11.2 **be going to:** **Wh-** questions 11A 5 p87

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>going to</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td>am</td>
<td>I you/we/they</td>
<td>going to</td>
<td>do?</td>
</tr>
<tr>
<td>Where</td>
<td>are</td>
<td>he/she/it</td>
<td>going to</td>
<td>live</td>
</tr>
<tr>
<td>When</td>
<td>'s (is)</td>
<td></td>
<td>going to</td>
<td>arrive?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>next year?</td>
</tr>
<tr>
<td>What</td>
<td>are</td>
<td>you</td>
<td>going to</td>
<td>do?</td>
</tr>
<tr>
<td>Where</td>
<td>are</td>
<td>you</td>
<td>going to</td>
<td>stay?</td>
</tr>
<tr>
<td>What</td>
<td>are</td>
<td>you</td>
<td>going to</td>
<td>eat?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>all day?</td>
</tr>
</tbody>
</table>

G11.3 **might or be going to** 11B 6 p89

- We use **be going to** to say a future plan is **decided**: I'm going to meet Tony in town.

- We use **might** to say something in the future is **possible**, but **not decided**: I might go for a drink with Peter or I might go to Jane's party.

- After might we use the infinitive: We might go and see a film.

**TIPS!** *might* is the same for all subjects (I, you, he, they, etc.).
- To make questions with *might*, we usually use Do you think ... ?: Do you think he might come to the party?

G11.4 **be going to:** yes/no questions and short answers 11B 6 p89

<table>
<thead>
<tr>
<th>YES/NO QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I going to be late?</td>
<td>Yes, I am.</td>
</tr>
<tr>
<td>Are you going to get a job?</td>
<td>Yes, you are.</td>
</tr>
<tr>
<td>Is he/she going to sell his car?</td>
<td>Yes, he/she is.</td>
</tr>
<tr>
<td>Are we going to move house?</td>
<td>Yes, we are.</td>
</tr>
<tr>
<td>Are they going to study in the UK?</td>
<td>Yes, they are.</td>
</tr>
</tbody>
</table>

**TIP!** We can also use I might as a short answer: Are you going to stay? (Yes,) I might.

Real World

RW11.1 Directions 11C 3 p90

Match the phrases to pictures a)–i).

1. turn right
2. turn left
3. go over the bridge /brɪdʒ/
4. go past the pub
5. go along this street
6. it's on the /your left
7. it's on the /your right
8. it's opposite /ˈɒpəzɪt/ 
9. it's next to

RW11.2 Asking for and giving directions 11C 3 p91

**ASKING FOR DIRECTIONS**
Excuse me. Is there (a newsagent's) near here?
Where's (the police station)?
Do you know (the Park Hotel)?

**GIVING DIRECTIONS**
There's one in (Berry Street).
Go along this road and turn right/left.
Go past the pub.
Go over the bridge.
The newsagent's is on the /your right/left.
It's opposite (the supermarket).
It's next to (the Internet café).
It's over there.
You can't miss it.

**IF YOU CAN'T GIVE DIRECTIONS**
Sorry, I don't know.
Sorry, I don't live around here.
**Vocabulary**

**V12.1 Big and small numbers**
- For numbers with a decimal point(.) we say point:
  - 0.6 = nought point six or zero point six
  - 3.25 = three point two five
- **TIPS!**
  - 0 = nought /nɔt/ or zero (or oh when we say phone numbers).
  - In English we write 7.5 not 7.5. We use a decimal point (.) not a comma (,).
  - We can use one or a with hundred, thousand and million:
    - 100 = a hundred or one hundred
    - 1,000 = a thousand or one thousand /ˈθaʊzənd/
    - 1,000,000 = a million or one million
  - For long numbers we use and after hundred (but not after thousand or million):
    - 156 = a hundred and fifty-six
    - 650,000 = six hundred and fifty thousand
    - But 2,300 = two thousand, three hundred not two thousand and three hundred
  - We don't add a plural -s to hundred, thousand and million:
    - 45,270 = forty-five thousand, two hundred and seventy
    - 70,000,000 = seventy million not seventy millions
    - But we can say: There were hundreds of people there.

**V12.2 Things and places at an airport**
- Match the words/phrases to pictures a)–m).
  1. a passport
  2. a boarding card
  3. hand luggage
  4. a ticket
  5. sharp items
  6. pack your bags
  7. passengers
  8. a flight number
  9. a gate
  10. a check-in desk
  11. a window seat
  12. a middle seat
  13. an aisle seat

**Grammar**

**G12.1 Superlatives**
- We use superlatives to compare three or more things.
- We use comparatives (bigger, more expensive, etc.) to compare two things (see G8.2).

<table>
<thead>
<tr>
<th>type of adjective</th>
<th>spelling rule</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>most 1-syllable adjectives</td>
<td>add -est</td>
<td>longest, fastest, but! dry → driest</td>
</tr>
<tr>
<td>1-syllable adjectives ending in -e</td>
<td>add -st</td>
<td>safest, nicest</td>
</tr>
<tr>
<td>1-syllable adjectives ending in consonant + vowel + consonant</td>
<td>double the last consonant and add -est</td>
<td>wettest, biggest, but! new → newest</td>
</tr>
<tr>
<td>2-syllable adjectives ending in -y</td>
<td>-y → -i and add -est</td>
<td>earliest, happiest</td>
</tr>
<tr>
<td>2-syllable adjectives not ending in -y</td>
<td>put most before the adjective</td>
<td>most boring, most common</td>
</tr>
<tr>
<td>adjectives with 3 syllables or more</td>
<td>put most before the adjective</td>
<td>most expensive, most interesting</td>
</tr>
<tr>
<td>irregular adjectives</td>
<td>good, bad, far</td>
<td>best, worst, furthest/farthest</td>
</tr>
</tbody>
</table>

**TIPS!**
- We say: The best place in the world, not of the world or for the world.
- Before superlatives in sentences we use: the

Mount Waianalou is probably the wettest place in the world.

The best bottle of wine cost £12,300.

possessive 's

It was the world's most expensive meal.

He's my sister's oldest relative.

possessive adjectives

Matt's my best friend.

It was his most important book.

- *the* most superlative is the most common form.
**Grammar**

**G12.2 Present Perfect: positive and negative** *(12B 3 p96)*

- We use the Present Perfect to talk about experiences in life until now. We don’t say when they happened: *I’ve been to about forty countries. I’ve stayed in some of the world’s best hotels.*
- We use the Past Simple if we say when something happened: *Two weeks ago I went to Mexico. Last month I spent five days in Barbados.*

**TIP!** • We can’t use the Present Perfect if we say a time: *I went to England in 2003. not I’ve been to England in 2003.*

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>auxiliary</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>’ve (= have)</td>
<td>had lots of other jobs.</td>
</tr>
<tr>
<td>He/She/It</td>
<td>’s (= has)</td>
<td>met some interesting people.</td>
</tr>
<tr>
<td>He/She/It</td>
<td></td>
<td>been to Mexico.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NEGATIVE</th>
<th>auxiliary + not</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/We/They</td>
<td>haven’t (= have not)</td>
<td>had a holiday.</td>
</tr>
<tr>
<td>He/She/It</td>
<td>hasn’t (= has not)</td>
<td>been to the USA before.</td>
</tr>
</tbody>
</table>

**TIP!** • We often make negative Present Perfect sentences with never: *I’ve never been to Australia.*

**PAST PARTICIPLES**

- For **regular verbs**, add -ed or -d to the infinitive: *work → worked, live → lived,* etc. The Past Simple and past participles of regular verbs are the same (see G6.3).
- For **irregular verbs**, there are no rules. Look at the past participles in the Irregular Verb List, p159.

**TIP!** • go has two past participles, *been* and *gone.* When we use the Present Perfect to talk about experience we usually use *been:* *I’ve been to Italy. (I am back in my country now.)*

**G12.3 Present Perfect: Have you ever ... ? questions**

**and short answers** *(12B 7 p97)*

- We use the **Present Perfect** to ask about people’s experiences. If the answer is yes, we use the **Past Simple** to ask for (or give) more information:
  
  *Have you ever been to Australia? Yes, I have.*
  
  *Did you have a good time? Yes, I did.*

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>auxiliary</th>
<th>subject</th>
<th>(ever)</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>I/you/we/they</td>
<td>ever</td>
<td>worked</td>
<td>in a restaurant?</td>
</tr>
<tr>
<td>Has</td>
<td>he/she/it</td>
<td>ever</td>
<td>been</td>
<td>to the UK?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I/you/we/they have.</td>
</tr>
<tr>
<td>Yes, he/she/it has.</td>
</tr>
</tbody>
</table>

**TIP!** • *ever* + Present Perfect = any time in your life until now. We often use it in questions.

---

**Real World**

**RW12.1 At the airport** *(12C 6 p99)*

**THINGS YOU HEAR AT THE CHECK-IN DESK**

Can I have your ticket and your passport, please?

How many bags have you got?

Did you pack your bags yourself?

Have you got any sharp items in your hand luggage?

Would you like a window seat or an aisle seat?

Here’s your boarding card. You’re in seat (16A).

Gate (12).

It leaves at (13.20).

Enjoy your flight.

**THINGS YOU CAN SAY AT THE CHECK-IN DESK**

(I’d like) a window seat/an aisle seat, please. Which gate is it?

Is the flight on time?

---

**RW12.2 Saying goodbye** *(12C 6 p99)*

<table>
<thead>
<tr>
<th>Have a</th>
<th>nice weekend! nice holiday! good trip!</th>
<th>You too. Thanks, I will.</th>
</tr>
</thead>
<tbody>
<tr>
<td>See you</td>
<td>in two weeks. next year. on the next course.</td>
<td>Yes, see you.</td>
</tr>
<tr>
<td>Send me/us</td>
<td>an email. a postcard.</td>
<td>Yes, of course.</td>
</tr>
</tbody>
</table>
**R0.5**

yellow | please | green | class | teacher | student | welcome

**R0.6**


**R0.7**

PABLO Hello. Sorry I'm late.

TEACHER No problem. What's your first name?

P It's Pablo.

T What's your surname?

P Ruano.

T How do you spell that?

P R-U-A-N-O.

T Welcome to the class, Pablo.

P Thank you.

**R0.8**

A ISABEL Hello, is this the English class?

TEACHER Yes, it is.

I Oh, good. I'm sorry I'm late!

T No problem. What's your first name?

I Isabel.

T How do you spell that?

I I-S-A-B-E-L.

T And what's your surname?

I It's Boutron.

T And how do you spell that?

I B-O-U-T-R-O-N.

T Thanks, Isabel. Welcome to the class.

B PAVEL Hello, sorry I'm late.

TEACHER No problem. What's your name?

P My name's Pavel.

T Is that your first name?

P Er, yes.

T How do you spell that, please?

P P-A-V-E-L.

T And what's your surname, Pavel?

P Stepanov.

T OK ... and how do you spell that?

P S-T-E-P-A-N-O-V.

T S-T-E-P-A-N-O-V. Thanks. Welcome to the class, Pavel.

P Thank you.

**R0.11**

ANSWER Thursday.

**R1.4**

ANSWERS 3 Italy 4 the USA 5 Mexico; Australia; Spain

**R1.7**

My name's Carol. What are your names? Our names are Joe and Susan. What are their names? His name's David. Her name's Molly.

**R1.8**

A RECEPTIONIST Hello. What are your names, please?

KAREN My name's Karen Jansen.

R Hmm. How do you spell your surname, please?

K It's J-A-N-E-N.

R Ah, Right.

PETER And I'm Peter Iveson. That's I-V-I-E-N.

R OK. And where are you from?

P We're from the UK.

R OK ... here are your name cards.

P Thank you very much.

B RECEPTIONIST Good morning, sir. What's your name, please?

MURAT My name's Murat Demirle.

R OK ... um how do you spell your surname?

M D-E-M-I-R-U-T.

R D-E-M-I-R-U-T. Um, right. And where are you from?

M I'm from Turkey.

R OK, here's your name card. Enjoy the conference.

M Thank you very much.

C RECEPTIONIST Hello, are you here for the conference?

DOROTA Yes, my name's Dorota Kuprowska.

R And how do you spell your surname, please?

D K-O-P-O-W-S-K-A.

R K-O-P-O-W-S-K-A ... um and where are you from?

D I'm from Poland.

R Here's your name card.

D Thank you very much.

**R1.13**

ANSWERS 1 engineer; lawyer 2 musician 3 doctor; teacher

**R1.14**

I'm not a teacher. We aren't from Australia. He isn't famous. Are you from Spain? Yes, I am. No, I'm not. Is he a musician? Yes, he is. No, he isn't. Are you from Sydney? Yes, we are. No, we aren't.

**R1.18**

CLERK Right, I need some personal details.

DAMIR OK.

C What's your surname, please?

D It's Holmes.

C And how do you spell that?

D H-O-L-M-E-S.

C OK. What's your first name?

D David.

C And what's your nationality?

D I'm British.

C OK. What's your address?

D It's 57 Green Road, Birmingham, B22 4LJ.

C Could you say that again, please?

D Yes, it's 57 Green Road, Birmingham.

C That's G-E-N-E-R-0-D-L-E-E-N, like the colour?

D Yes, that's right.

C And the postcode again, please?

D Yes, it's B22 4LJ.

C OK. What's your home phone number?

D It's 0121 787 6547.

C I'm sorry?

D 0121 787 6547.

C And what's your mobile number?

D It's 07810 056678.
You're welcome.

Yes, it's a bit chilly.

I'm sorry, have you got the time, please?

The show begins at 7pm.

Where is the office?

What time is it?

It's five o'clock.

I'm sorry, have you got the time, please?

The show begins at 7pm.

Where is the office?

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Where is the office?

I'm sorry, have you got the time, please?
R3.2 INTERVIEWER: When do you finish work?  
SAM: Most days we finish at about 9 o’clock.  
1. You start at 5.45 and you finish at 9!  
5. Yes, it’s a long day. But sometimes I sleep for an hour or two in the afternoon.  
R: And when do you have dinner?  
S: At about half past 9, after we finish work. We have dinner together and we talk about the day.  
5. What time do you get back to the hotel?  
R: At about half past 10.  
5. And what time do you go to bed?  
S: At 11 o’clock. And then I sleep for 6 hours.  
R: So, do you have a glamorous life?  
S: Not when I’m at work, no – definitely not.

R3.4 ANSWERS  1. What do you do in the evenings?  
3. Do you eat out?  
4. And what do you do at the weekends?  
S: Do you go to concerts?  

R3.5 ROBERT: Hello, Tanya!  
TANYA: Oh, hello. It’s Robert, isn’t it? You work in… er…  
R: In our King Street office. I’m the manager there.  
T: Oh, that’s right, yes.  
R: Good party, isn’t it?  
T: Yes, very nice.  
R: Er, Tanya. Do you go for a drink after work? On Fridays, maybe?  
T: No, I don’t.  
R: What do you do in the evenings?  
T: Well, I don’t go out very much in the week.  
R: OK. Do you eat out?  
T: No, I don’t. Restaurants are very expensive round here.  
R: Right. And what do you do at the weekends?  
T: Well, on Saturday afternoons I go shopping. But I don’t go out on Saturday evenings. I stay in and watch TV.  
R: Right. Er… do you go to concerts?  
T: Er, yes, I do.  
R: Well, um… there’s a good concert on Friday. Do you want to come with me?  
T: Er… thanks, but there’s a problem – well 3 problems, actually!  
R: Oh?  
T: I’m married! And I’ve got 2 children!  
R: Oh…

R3.7  
1. It’s nearly midnight. Come on, everybody!  
PEOPLE: 10, 9, 8, 7, 6, 5, 4, 3, 2, 1…  
2. A. Happy New Year, Chris!  
B. You too!  

R3.9 ANSWERS 1. I’m 30 today.  
2. We’ve got a new baby boy.  
3. Today is our 40th wedding anniversary.  
4. We’re getting married!  
5. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1…


R3.13  
1. When do you start your English course?  
B. September the fifth.  
2. When’s your birthday?  
B. The thirteenth of December.  
A. Oh, that’s on Tuesday!  
3. When’s Mother’s Day?  
B. This year it’s on March the fourteenth.  
A. Oh, that’s next week.  
4. When do your courses finish?  
B. They all finish on the second of July.  
5. Excuse me. What’s the date today?  
B. It’s, er, October the twentieth.  
A. Thanks a lot.  
6. When’s Jim and Mary’s wedding day?  
B. I think it’s the first of February.  
A. Oh no! That’s today!

R3.15 ANSWERS 1. tenth 2. birthday 3. book 4. DVD 5. DVD 6. good 7. watch

R3.16 What shall we get him for his birthday?  
1. Let’s get him a book. I’m not sure.  
2. Let’s buy him a DVD. That’s a good idea.  

R3.17 TANYA: Do you think I’m a happy person in the morning?  
SIMON: Sometimes. Why?
**R.4.4**
live in → They live in Toronto. | works at → She works at the airport. | She's always → She's always very happy. | a lot of → He buys her a lot of presents. | watch it → She doesn't watch it.

**R.4.7**
What does she do? | Does she like rock music? | What food does she like? | Does she like sport? | Does she have any animals? | What does she do on Saturday evenings?

**R.4.8**
MESSAGE: Sorry, I can't come to the phone right now. Please leave a message after the tone.

JACK: Hi, Emma. This is Jack. It's 6 o'clock. I'm at the airport. See you in about 2 hours. Oh, don't worry about food. We can eat out. See you soon. Bye.

**R.4.9**
JACK: Hello?
EMMA: Hi, Jack. It's Emma. I got your message. Where are you now?
J: I'm in a taxi, about 20 minutes from your flat.
E: Oh, good.
J: Where do you want to eat?
E: Shall we go to the Chinese restaurant again?
J: No. Let's go somewhere different this time.
E: OK. There's a new restaurant on Queen Street.
J: You mean The Jazz Café?
E: Yes. It's very nice, I think.
J: Is it expensive?
E: No, I don't think so. It's quite cheap and the food's very good.
J: OK. Let's go there.
E: OK. See you there at 8 o'clock then.
J: Bye.
E: Bye.

**R.4.11**
ANSWERS: 1. Would you like to order now?
2. What would you like to drink?
3. Would you like red or white?
4. Would you like anything else?

**R.4.12**
Would you like to order now? | Would you like anything else? | I'd like a bacon salad, please. | Can I have a cheeseburger and chips, please? | We'd like a bottle of mineral water, please. | Can we have the bill, please?

**R.4.13**
1. Would you like to order now? a) Yes, I'd like a bacon salad, please.
b) Can I have a cheeseburger and chips, please? | We'd like a bottle of mineral water, please. | Can we have the bill, please?
2. What would you like to drink? a) Yes, it's a beer. It's by the sea and there's only one road. And all the houses are different colours!
3. Would you like something else? a) It sounds nice. Is there a hotel?b) No, there isn't. And there aren't any restaurants! But there are 3 or 4 little shops.
4. Where are you from, Vanessa? a) I'm from a small village in Ireland called Eyeries. My family still lives there.
b) Is it nice? | Yes, it's beautiful. It's by the sea and there's only one road. And all the houses are different colours!
5. Would you like anything else? a) It sounds nice. Is there a hotel?b) No, there isn't. And there aren't any restaurants! But there are 3 or 4 little shops.
6. And where in Ireland is it? …

**R.4.15**
ANDY: Morning, Kevin!
KEVIN: Hi, Andy.
A: Ah, have we got a new breakfast menu?
K: Yes. The students say they want lots of different breakfasts - you know, from different countries.
A: OK. Tell me what they want and I can write it on the board.
K: Right ... the Japanese usually have rice and fish and soup, and they drink green tea.
A: And green tea. OK. What about a Brazilian breakfast?
K: Well, Carlos says he has bread and cheese, orange juice and coffee. He says that's a typical breakfast in Brazil.
A: Orange juice and coffee. Well, that's easy. And what do the Spanish have?
K: Well, that's another easy one. In Spain they have biscuits or toast, or a sandwich. But they always have coffee.
A: OK. Biscuits, toast, sandwich, coffee - got that.
K: And some students say they want a full English breakfast. You know - eggs. sausages, toast, jam and tea.
A: So that's eggs, sausages, toast, jam and tea. Right.
K: OK, let's start cooking.
A: Actually, it's time for my break!

**R.5.5**
ALEX: Hi. I'd like some information about the flat in Park Street, please.
J: Of course. What would you like to know?
A: Er, firstly, is there any furniture?
J: Yes, there are some chairs, a sofa, beds - it's fully furnished. But, er, there isn't a TV.
A: Oh, that's OK. And the bedrooms - are they big?
J: Er, well, one bedroom's very big, but the other is, er, quite small. It's OK for a child.
A: That's OK. The flat's for me and my wife. We haven't got any children.
J: Right.
A: And the bathroom. Has it got a shower?
J: Yes, there's a shower and a bath. It's very nice.
A: OK. Now, what else ... Oh yes, what's in the kitchen?
J: There's a cooker, a fridge and a washing machine. And I think there are some chairs and a table.
A: Right. And are there any shops near the flat?
J: Yes, there are some shops only 5 minutes away. And it's near the station.
A: That's very good for £700 a month.
J: Actually, it's, er, £600 a month.
A: But your advert says 700.
J: I'm sorry, that's a mistake, it's 800. But it is a beautiful flat. Would you like to see it?
A: Er, yes ... OK.
J: Great! What about this afternoon at 3?
R6.9
1
JANE Hi. How was your weekend?
HENRY Terrible. I was really ill on Saturday.
J Oh, dear. What was wrong?
H I had a really bad cold.
J What a shame. Are you OK now?
H Yes, much better, thanks. And how was your weekend?
J Oh, very quiet. I stayed at home.
H Oh, right. What did you do?
J Not much. I slept a lot, did the washing and watched TV, you know, the usual. But I went to the cinema yesterday afternoon.
H What did you see?
J Night and Day.
H Oh yes. What was it like?
J It was good. I really liked it.
H I want to see that. It sounds good.

2
MICK Hi. How are you?
SARAH I’m very well, thanks. I went away for the weekend. To Italy!
M Wow! Where did you go?
S We went to Rome – it was wonderful!
M Oh, great! Who did you go with?
S My friend, Ingrid.
M And where did you stay?
S We stayed with some old friends from university.
M Oh, nice.
S What about you? How was your weekend?
M Oh, busy. I worked all weekend.
S Really? What did you do?
M I wrote the report you wanted. It took me 10 hours.
S You’re joking! Did you finish it?
M Yes, here it is.
S That’s great! Thanks, Mick.

R6.13
Listening Test (See Teacher’s Book)

R7.1
He didn’t have any brothers or sisters. He didn’t like it there. He didn’t study very much. He didn’t get his ‘licence to kill’ until nineteen and a half. He wasn’t a very good student. He wasn’t married for long.

R7.2 R7.4
PRESENTER Good afternoon and welcome to “On the Page”. Today’s first guest is the writer, Will Forbes.
WILL Hello.
P Now, Will, you’re the author of a new book about Ian Fleming, the man who wrote the James Bond books.
W Yes, that’s right.
P We all know about James Bond, of course, but what can you tell us about Ian Fleming?
W Well, what’s interesting is that Ian Fleming’s life was quite similar to James Bond’s.
P Really? [end of R7.2] Did Ian Fleming work for the British Secret Service too?
W Yes, he did. He joined the navy as an Intelligence Officer in 1939. Bond was also in the navy, of course.
P Did Fleming have a ‘licence to kill’? Double oh six, maybe?
W No, he didn’t. But his job was very important.
P Did he work for the Secret Service after the war?
W No, he worked for a newspaper as a journalist and then he became a writer.
P And what about his early life? Did Fleming and Bond go to the same school?
W Yes, they did, actually. They both went to Eton and were both very good at sports.
P Hmm … so Ian Fleming was James Bond.
W Yes, in a way.
P When did Ian Fleming write the first Bond book?
W He wrote Casino Royale, the first Bond book, in 1952.
P Did he make a lot of money?
W No, he didn’t. He died in 1964 – only 2 years after the first Bond film.
P Well, thank you for coming to talk to us, Will. That was Will Forbes, whose new book, The Man behind Bond, is ...
When did Ian Fleming write the first Bond book? Did he make a lot of money?

Did you go to the cinema last week? Did you see a Bond film last year? Did you watch a film on TV last weekend? Did you want to be an actor when you were a child? Yes, I did. No, I didn’t.

ANSWERS 2 rock music 3 reggae 4 opera 5 rock’n’roll 6 jazz 7 dance music 8 classical music 9 pop music

Hey, do you want to do this quiz? It’s called “Are you a musical genius?”

Yes, OK. Read me the questions.

Right, the first one. When did Madonna make her first record? Was it in the 70s, 80s, or 90s?

Er, the 70s I think, about 1979?

Correct. Number 2. Where do U2 come from?

That’s easy. They’re from Ireland.

Yes, that’s right. Question 3. What did Sting do before he became a singer? Was he a teacher, a writer or an actor?

Er … an actor?

No, sorry! He was a teacher. The next one, one’s easy, though. Which of these instruments does Elton John play?

The piano.

Correct. Number 5. How long were the Beatles together? Was it for 5, 10 or 15 years?

Hmm, let me think … 15 years?

No, only 10 years. From 1960 to 1970. Right, the next one! How old was Colombian singer Shakira when she released her first album, Magia? Was she 13, 17, or 22?

I’ve got no idea, but my guess is 13.

Yes, that’s right. Well done. Number 7. Who was the first singer to have a number one album and film in the USA at the same time? Was it Eminem, Jennifer Lopez or David Bowie?

I don’t know – David Bowie?

No, it was Jennifer Lopez, in 2001. The film was called The Wedding Planner and the album was J-Lo. Next one. How many people were in the Swedish group, Abba?

4 – 2 women and 2 men.

Correct. Whose real name is or was Farokh Bulsara? Was it a) George Michael, b) Bob Dylan, or c) Freddie Mercury?

Well, I know it’s not Bob Dylan … was it George Michael?

No, it was Freddie Mercury. Right, the last question. Why didn’t Elvis Presley make any records between 1958 and 1960?

Ah, I know this. He was in the army.

Correct. So your final score is … 6 out of 10. Sorry.

Why?

Well, I got 10 out of 10.

I don’t believe you!

W I did! Look!

It’s one o’clock and here’s Teresa Ross with the news.

Over a hundred people died in a plane crash in China last night. The plane was on its way to Thailand but crashed only minutes after it left the airport.

Terry and Carla Ellis, who want to become the first British husband and wife to climb Mount Everest, are missing. Only three days after they started their climb, helicopters are now looking for the two climbers.

In India there are floods in many parts of the country, after five days of heavy rain. Yesterday thirty-two people died in floods near Calcutta.

And finally, supermarket manager Joe Hill won over thirteen million pounds in last night’s lottery – thanks to his dog! Joe told reporters today that his dog, Max, chose the numbers!

That’s the news this Thursday lunchtime. And now over to Wendy Simmons for the travel news.

Did you hear about that plane crash? No, where was it? Did you read about the couple on Everest? No, what happened? Oh, that’s good. Yes, isn’t it awful? Oh, dear. Are they OK? Oh no, that’s terrible. Really? You’re joking!

Do you know any good jokes?

No, but Tom’s good at telling jokes.

OK, Tom, tell us a joke.

One day Mike … [see p60] … Yes, it was amazing. He hated the book.

Rachel?

Yes?

Can I have you help me?

Sure, what’s the problem?

I want to go to the USA on holiday, but I can’t decide where to go – any ideas?

Well, how about San Francisco? We went there last year and had a great time.

That’s an idea. What can I do there?

Well, there’s Golden Gate Bridge of course, and Golden Gate Park. It’s a really big park – you can go for long walks or just relax in the Japanese Tea Garden. It’s beautiful there.

Uh-huh.

And there are the cable cars – they’re really good. You can go by cable car to a place called Nob Hill, where you can see the whole city. Then you can walk to Chinatown, which has lots of good places to eat.

Hmm, that sounds good.

And there’s also a place called Fisherman’s Wharf. That’s really popular with tourists. There are lots of shops, cafes and street musicians, and some wonderful seafood restaurants. We went there for dinner every night.

Right.

And from there you can go on a boat trip to Alcatraz. You know, the island where the prison is.

Oh, I’d like to go there. What a great place to stay?

No, you can’t stay on the island, there aren’t any hotels. You can only go for the day. I think I’ve still got
R8.8
FATHER What do you want to do tomorrow?
/aɪ/ /tɪ/ /ɑ/ 
MOTHER Well, I'd like to go to the beach.
/aɪ/ /tɪ/ /tæ/ /ɑ/ 
SON Oh no. Not the beach again.
I'd rather go somewhere different.
/aɪ/ /ɑ/ /tæ/ /ɑ/ 
F He's right. We went to the beach last weekend.
M Would you like to go to London, then?
/aɪ/ /wʌd/ /ɑ/ /tɪ/ /tæ/ /ɑ/ 
F Yeah, that's a good idea.
M We can spend the day at Regent's Park. It's really beautiful in summer and there's lots to do there.
F Do you want to do that?
/aɪ/ /dəʊ/ /tɪ/ /ɑ/ 
S Do what, Dad?
F Do you want to go to Regent's Park?
/aɪ/ /dəʊ/ /tɪ/ /tæ/ /tæ/ /ɑ/ 
S Sounds boring. I'd rather stay at home.
/aɪ/ /sʊndz/ /bɔːrɪŋ/ /tɪ/ /stɛɪ/ /æt/ /hɑm/ 
M It isn't boring. You can go on bike rides, go to concerts and there's really good open air theatre there.
S Mmm.
F So where would you like to go?
/aɪ/ /sʊ/ /wɪðə/ /wʊd/ /ɑ/ /tɪ/ /ɑ/ 
S I want to go to Chessington.
F Oh, I don't think so. It's a long way.
S But my friends went there last week. There are lots of animals and some great rides. It sounds fun.
F But you can see animals in Regent's Park - that's where London Zoo is! Look, your Mum's right, the park sounds good. Let's go there. You can bring a friend with you.
S Yeah, OK. Can I ask Jason?
M Fine. Tell him to be at the station tomorrow at 9.

R8.9
A Would you like to go to the beach?
B I'd rather stay at home.
A Do you want to go to the theatre?
B I'd rather go to the cinema.
A What do you want to do tomorrow?
B I'd like to go to London.
A Where would you like to go?
B I want to go to the park.

R8.10
Holiday! Celebrate! Holiday! Celebrate!
CHORUS
If we took a holiday
Took some time to celebrate
Just one day out of life
It would be, it would be so nice

If we finally spread the word
We're going to have a celebration
All across the world
In every nation
It's time for the good times
Forget about the bad times, oh yeah
One day to come together
To release the pressure
We need a holiday

CHORUS
We can turn this world around
And bring back all of those happy days
Put your troubles down
It's time to celebrate
Let love shine
And we will find
A way to come together
Can make things better
We need a holiday

CHORUS
Holiday! Celebrate!
Holiday! Celebrate!
CHORUS
Holiday! Celebrate!
Holiday! Celebrate!

R9.1
FRANK Janet? It's Frank.
JANET Frank? Where are you?
F I'm at the station. The train was late. I'm waiting for a taxi.
J But we've got that meeting with the Tamada brothers at 10 o'clock!
F Yes, I know. Are they there yet?
J Yes, they're sitting in your office.
F Oh no!
J And they aren't looking very happy.
F Hold on... here's a taxi. Start the meeting without me, but take notes. Oh and Janet?
J Yes?
F Remember - this is my contract!
J Of course it is, Frank... bye! Liz?
LIZ Yes?
J Where's Adriana?
L Adriana? Oh, she's working at home today.
J Oh, dear. I need someone to take notes at the Tamada meeting.
L Well, I'm not doing anything important at the moment. Do you want me to do it?
J Actually, I want you to finish those reports.
L Well, Danny isn't doing anything. I can ask him.
J OK, thanks.
FRANK Hello, Liz. It's Frank.
Liz Hi, Frank. Where are you calling from?
F I'm in a taxi. There was an accident or something. We're not moving.
L Oh, dear.
F Look, Janet isn't answering her phone. What's she doing?
L She's talking to the Tamada brothers. And Danny's taking notes.
F Oh, right. Where are they having the meeting?
L Er... in Janet's office.
F In Janet's office? Oh no! Liz, please go and tell Janet not to sign that contract.
L OK, Frank. See you soon. And hurry up!

FRANK Hi, Liz. Are they still in Janet's office?
Liz Yes, they are. Good luck!
F Right... Hello, everybody. Sorry I'm late.
JANET Er... hello, Frank. Mr Tamada and I are just signing the contract.
F No, you're not, Janet. I'm signing the contract.
J OK, Frank. It's all yours.
F I'm so sorry I wasn't here when you arrived. You see, there was an accident and...

Are you still working? Are you having a nice time? What are you doing? Are the kids doing their homework? What are they doing?

PRESENTER ... are meeting later this afternoon.
And now for more on today's transport strike. Let's go to our reporter Amy Peters.
AMY Hi, Michael. I'm in the centre of the city and the traffic isn't moving at all.
Excuse me, sir. What do you think of the strike?

FIRST MAN Well, I'm not very happy about it. I usually go to work by train, but I'm driving today. And it's taking a very long time.
A Right. When did you leave home?
FM About a quarter past 6—that's 3 hours ago.
A Wow! How long is your journey, usually?
FM Er, it's about 40 minutes, that's all.
A Well, good luck! And here's someone on a bike. Hello, madam, are you going to work?

WOMAN Yes, I am.
D Do you cycle to work every day?
W Yes, I do. It's cheaper than the tube.
A And how long is your journey, usually?
W It's about half an hour, but it's just getting longer today, of course, because of all the traffic.
A Thanks. Excuse me, sir. Are you walking to work today?

SECOND MAN Yes, I am. It's quicker than driving. I think. But I'm getting very tired.
A And how do you normally get to work?
SM I take the tube—or sometimes the bus.
Q Do you have a message for the people on strike?
SM Yes, I do. Go back to work!
A Well, as you can hear, Michael, many people on their way to work aren't enjoying their journey.
P Thanks, Amy. That was Amy Peters, reporting on today's transport strike.

R9.10 think of → think of the strike? → What do you think of the strike? → It's about → It's about forty minutes → It's about forty minutes, that's all. → And it's → And it's taking a → And it's taking a very long time. → someone on a → someone on a bike → Here's someone on a bike. → I'm in → I'm in the centre of → I'm in the centre of the city. → The traffic isn't → moving at all → The traffic isn't moving at all.

R9.13 R9.14
1 MESSAGE Hello, this is Alan Wick's voicemail.
I'm sorry I can't take your call at the moment. If you leave a message, I'll get back to you. Thanks for calling. [end of R9.13]

EMILY Hello, it's Emily Wise here, from the contracts office at 3DUK. Can we meet tomorrow morning, at about 10? I need to talk to you about the new contract with Morris Computers. Can you call me back? Thanks. Bye.

2 MESSAGE Welcome to the NRL voicemail service. I'm sorry, but the person you called is not available. Please leave your message after the tone. [end of R9.13]

EMILY Hi, Katrina, it's Emily. Would you like to meet for coffee after work? Call me later—I'm at the office. Bye!

3 MESSAGE Thank you for calling the King's Theatre. Please choose one of the following 3 options. For ticket information, press 1. To book tickets by credit card, press 2. For any other enquiries, press 3. [end of R9.13] You are in a queue. Please hold. Your call will be answered as soon as possible.

TICKET SELLER Hello, King's Theatre.
EMILY Oh, hi. Are there any tickets available for Say Cheese! on Saturday?
TS Yes, there are.
E How much are they?
TS They're £27.50 and £22.
E £27.50 and £22. OK, thanks a lot. Bye.
TS Goodbye.

[R9.13 only] I'm sorry, there's no one available to take your call. Please try later.

ANSWERS 2 Hold on a moment, I'll get her.
3 Hi, it's Katrina. I got your message.
5 Hello, is that Chris Morris? Speaking.
7 This is Emily Wise, from 3DUK. Can I call you back? If it's after 3, call me on my mobile. I'll call you later.

ANSWERS 2 This is 3 Can I call 4 Call me on 5 call you 6 It's 7 Can I speak 8 Hold on

9 got

R9.18 Calling out around the world
Are you ready for a brand new beat?
Summer's here and the time is right
For dancing in the street
They're dancing in Chicago
Down in New Orleans
In New York City

CHORUS
All we need is music, sweet music
There'll be music everywhere
They'll be swinging, swaying and records playing
Dancing in the street, oh
It doesn't matter what you wear,
just as long as you are there
So come on, every guy, grab a girl,
everywhere, around the world
They'll be dancing, they're dancing in the street

This is an invitation across the nation
A chance for folks to meet
There'll be laughing, singing
and music swinging
Dancing in the street
Philadelphia, PA, Baltimore and DC now
Can't forget the motor city

CHORUS
Way down in LA, every day
They're dancing in the street...

R10.1

DOCTOR Hello, Mr Taylor.
MR TAYLOR Hello, doctor.
D Right, is everything OK?
T Er, I think so.
D Good. First let's check your weight.
Over here, please. Mmm.
T How much do I weigh?
D 93 kilos.
T Really?
D Yes. Do you do much exercise?
T Er, no, not really. I go swimming about once a month, that's all.
D And what do you usually eat?
T I eat a lot of meat and vegetables. You know, business lunches—but I sometimes have salad. And, er, we eat a lot of pizzas at home.
D And do you usually eat red meat, or chicken or fish?
Recording Scripts

TINA OK. Do we want a man or a woman?

TINA: OK, Leo. I've got four people for the Break poster. See what you think.

LEO Right. Where's the first one? Hmm, he's not bad.

TINA: Yes, I quite like him. He looks friendly, the type of person who buys a lot of chocolate.

LEO Well, there's him.

TINA: He's better, maybe. He's tall and good-looking.

LEO: He's very good-looking — but I don't know about the hair.

TINA: Yes, you've got a point there. Who's next?

TINA: What about her?

TINA: She's nice. Tall, slim, nice hair and very attractive.

TINA: Yes, she's beautiful — but do we want a beautiful person on this poster?

TINA: Do beautiful people eat chocolate?

TINA: Not very often, probably. But everyone wants to be beautiful and eat chocolate! Is that all of them?

TINA: No, there's one more.

TINA: She's — well, she's a bit older, isn't she?

TINA: Yes, but maybe that's good. People her age buy a lot of chocolate. And she's attractive — she looks very friendly and happy, I think.

TINA: Yes, she does.

TINA: And people eat chocolate because they want to be happy.

TINA: Yes, you're right. Well, let's choose.

TINA: OK. Do we want a man or a woman?

R10.4 TINA OK. Do we want a man or a woman?

TINA: I think that we want a woman, not a man.

TINA: Why's that?

TINA: Well, women buy more chocolate than men. So they want to see a woman on the poster.

TINA: Yes, good point.

TINA: And people know that chocolate makes you fat — but everyone wants to be thin.

TINA: So we want someone slim.

TINA: And people always think they're young — so they want to see young people on posters.

TINA: Which means...

TINA: ... Zoë.

TINA: OK. Zoë. Fine. Shall I ask her to come for a meeting?

TINA: Yes, good idea. Right, what else do we need to talk about?

R10.5 TINA Hi, Leo. I hear you've got a new girlfriend.

LEO: Er, yes, I have.

TINA: What's she like?

TINA: Well, she's really friendly and outgoing. And she's very beautiful.

TINA: I see. What does she like doing?

TINA: Well, she likes dancing and going to restaurants. The same things as me, really.

TINA: OK. What does she look like?

TINA: Well, she's tall and slim, and she's got long dark hair.

LEO: Is it her?

TINA: What's your new girlfriend's name?

LEO: It's er, Zoë. You know, from the poster.

TINA: Oh, really?

R10.6 1 What's she like?

R10.6 2 What does she look like?

R10.6 3 What's he like?

R10.6 4 What does she like doing?

R10.6 5 What does he look like?

R10.6 6 What are they like?


R10.10 ANSWERS 2b) 3b) 4a) 5a) 6b)

R11.1 1 MEG Happy New Year, Jack!

R11.1 2 JACK Thanks, Meg. And happy New Year to you.

R11.1 3 M Good! Where are you going?

R11.1 4 J Oh, I don't know. Somewhere I can relax.

R11.1 5 J Good idea.

R11.1 6 J And what about you? Have you got any plans for the New Year?

R11.1 7 M Yes, I'm going to move to Australia.

R11.1 8 J Wow! When did you decide that?

R11.1 9 M Oh, a couple of months ago.

R11.1 10 J That's great. Are you going to sell your house?

R11.2 I'm going to work less and have more fun. I'm going to have a holiday this year. She's going to move to Australia. He's going to do a computer course. We're going to get fit. I'm not going to work every night. He's not going to eat sweet things.

R11.4 TIM Wow, Debbie, that was a difficult exam. And I really revised this time.

DEBBIE Do you think you passed, Tim?

T I don't know. The first part was OK, but the last question was really difficult.

R11.4 1 D Yes, for me too. So how are you going to celebrate tonight?

R11.4 2 T I'm not sure. I might go for a drink with Peter, or I might go to Jane's party. What about you?
D Well, first I'm going to go home and sleep.
T Yes, good idea.
D Then I'm going to meet Tony in town. After that, I don't know. We might go to a club, but I'm not sure what Tony wants to do. He might just want to go home and watch a video.
T Well, I'm sure of one thing.
D What's that?
T That's the last exam I'm ever going to take! What are you going to do this evening, Sid?
SD Well, Clare and I might go out with some friends, or we might go to the cinema.
T That sounds good. There's a really good film on at the Ritzy.

R11.5
I might go for a drink with Peter. I might go to Jane's party. We might go to a club. We might watch a video. We might go out with some friends. We might go to the cinema.

R11.7
ANSWERS 2a) 3a) 4b) 5b) 6b)

R11.8
TIM Are you going to get a job, Sid?
SID No, I'm not. I'm going to do a business course in the USA.
T Really?
S Yes, if I can find the money.
T Are you going too, Clare?
CLARE Yes, I am. I'm going to study law.
T Wow! How are you going to pay for it all?
C Good question. We're going to talk to the bank tomorrow, actually.
S Are you going to stay here, Tim? I mean in the UK?
T Yes, I am. I'm going to get a job. No more studying for me.
S Hmm. And you haven't got a car, have you?
T No, why?
S Well, I'm going to sell my car. Do you want to buy it?
T Yes, I might. How much do you want for it?
S Oh, about $30,000!
T Yeah. You mean the cost of a business course!
S Well, and the plane tickets.
T You don't need to do a course, Sid. You're already a businessman!

R11.9
ANGELA Hello, Craven Holiday Homes, can I help you?
SUE Oh, hello, I'm phoning about your advert for Benton House. Is it available in September?
A Yes, it is. When would you like to stay there?
S From September 12th for 2 weeks.

A Er, yes, it's available then. Would you like to book it?
S Er, how much is it?
A 2 weeks in September, er, that's £650.
S Oh, that's a bit expensive. Is Hill Place cheaper?
A Yes, that's £570.
S And is it available for those 2 weeks?
A Let me check... Oh, it's available the first week, but not the second. Sorry.
S Right... OK, can I book Benton House, please?
A Certainly. Can I have your name, please?
S Yes, my name's Sue Daniels.
A And do you have an email address, Mrs Daniels?
S Yes, it's sue.daniels at freemail dot com.
A Right. I'll email you directions. It's very easy to find.
S Thank you very much.

R11.10
1 Go along Abbott Street and it's on the right, next to the bus station.
2 Go along the High Street, past the station, and it's on the left, opposite the department store.
3 Go along the High Street, past the department store, and turn right. Go along North Road and it's on the left.
4 Go along Abbott Street and turn right by the river. That's West Street. Go along that street for about 100 metres and it's on the right.

R11.13
CHORUS
Going to the chapel
And we're going to get married
Going to the chapel
And we're going to get married
Gee, I really love you
And we're going to get married
Going to the chapel of love
Spring is here, the sky is blue
Birds all sing, as if they knew
Today's the day we'll say "I do"
And we'll never be lonely anymore
Because we're...

CHORUS
Bells will ring, the sun will shine
I'll be his and he'll be mine
We'll love until the end of time
And we'll never be lonely anymore
Because we're...

R12.1
1 sixteen million
2 four point two three
3 five hundred thousand
4 seven thousand, six hundred and fifty
5 three hundred and ninety
6 nought point one
7 a hundred and seventy-two
8 ninety-eight thousand, five hundred

R12.2
ANSWERS a) 82 b) 335 c) 11.68 d) 0.01 e) $120,000 f) 58 g) £4,007 h) £12,300

R12.6
LUCY Are you enjoying the food?
STEVE Yes, it's wonderful. Guy's a great cook.
How's business?
L Oh, it's fine. Busy, you know. I really need a holiday.
S Yes, me too.
L But you're always on holiday!
S No, I'm not. People always say that. I work very hard when I'm travelling.
L Yeah, right. Have you ever been to Rio de Janeiro?
S Yes, I have.
L When did you go there?
S 4 or 5 years ago.
L And did you enjoy it?
S Oh, yes, I had a great time. The people are really friendly and the beaches are beautiful.
L I'd like to go there on holiday. It sounds fun.
S I'd like to go to Australia. Have you ever been there?
L Yes, I have, actually. I went there about 8 years ago, with a boyfriend.
S And did you have a good time?
L Yes, we travelled around in an old car and camped on the beaches. It was fantastic.
S Mmm, it sounds great.
GUY Is the food OK, Steve?
S Yes, very good, as usual. Guy, have you ever been to Australia?
G No, I haven't. I never leave this restaurant!

R12.7
A Have you ever worked in a restaurant?
B Yes, I have.
A Have you ever been to the UK?
B No, I haven't.
A Have you ever met anyone from Ireland?
B Yes, I have.
A Have you ever seen a Japanese film?
B No, I haven't.

R12.10
TRAVEL AGENT Welcome to Call-a-Flight.
My name's Helen. How can I help you?
JOE Hello. I'm calling about flights to Boston.
TA When would you like to go?
J On 24th February. That's a Saturday.
TA When do you want to come back?
J Sunday 11th March.
TA How many people are travelling?
J Er, just me.
TA And from which airport?
J London Heathrow.
TA And what's your name, please?
Answer Key

3D b) p26

Are you an early bird or a night owl?

1 a) 1 point  b) 2 points  c) 3 points
2 a) 2 points  b) 1 point  c) 3 points
3 a) 3 points  b) 1 point  c) 2 points
4 a) 3 points  b) 2 points  c) 1 point
5 a) 2 points  b) 1 point  c) 3 points
6 a) 1 point  b) 2 points  c) 3 points

5–7 points:
You’re definitely an early bird. You probably get up very early and do lots of things before lunchtime. But you’re probably not a good person to go to an all-night party with!

8–11 points:
You’re not a night owl or an early bird — so you’re probably an afternoon person! You probably get up early in the week and then sleep a lot at the weekend.

12–15 points:
You’re definitely a night owl. You probably go out a lot in the evening and watch TV late at night. But you’re probably not a good person to have breakfast with!

6B a) p49

History-makers

1 b) Albert Einstein came from Germany. He was born in Ulm in 1879.

2 a) Orville and Wilbur Wright flew the first plane on December 17th 1903 in the USA.

3 b) Mother Teresa lived in Calcutta, India, from 1931 until she died in 1997.

4 a) George Washington became the first President of the USA in April 1789.

5 a) Marco Polo first went to China in 1271 when he was only seventeen years old.

7B 2 c) p56

1 Mozart wrote his first symphony about 250 years ago, in 1764.

2 Rickenbacker and Beauchamp made the first electric guitar about 80 years ago, in 1931.

3 The Beatles’ first concert in the USA was in February 1964.

4 The first performance of an opera was in the sixteenth century, in 1598.

5 Elvis Presley’s mother bought him his first guitar in 1946.

R12.11

WOMAN Can I have your ticket and your passport, please?

JOE Yes. Here you are.

W How many bags have you got?

J Two.

W Did you pack your bags yourself?

J Yes, I did.

W Have you got any sharp items in your hand luggage?

J No, I haven’t.

W And would you like a window seat or an aisle seat?

J A window seat, please.

W OK. Here’s your boarding card. You’re in seat 16A.

J Which gate is it?

W Gate 12.

J Is the flight on time?

W Yes, it is. It leaves at 13.20. Enjoy your flight.

J Thanks. Bye.

R12.13

ANNOUNCER Flight BA 901 to Boston is now boarding at gate 12.

JOE Well, that’s my flight. Time to go.

WOMAN Have a good trip, Joe.

J Thanks, I will.

MAN And have a nice holiday.

J Thanks. See you in 2 weeks.

M AND W Yes, see you. Bye.

J Bye.

W Oh, Joe?

J Yes?

W Send me a postcard!

J ‘Er, yes, I will.

R12.14

Listening Test (see Teacher’s Book)
### Phonemic Symbols

#### Vowel sounds

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<th>Symbol</th>
<th>Word</th>
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#### Consonant sounds

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#### Irregular Verb List

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CD-ROM/Audio CD Instructions

Start the CD-ROM
- Insert the face2face CD-ROM into your CD-ROM drive.
- If Autorun is enabled, the CD-ROM will start automatically.
- If Autorun is not enabled, open My Computer and then D: (where D is the letter of your CD-ROM drive). Then double-click on the face2face icon.

Install the CD-ROM to your hard disk (recommended)
- Go to My Computer and then D: (where D is the letter of your CD-ROM drive).
- Right-click on Explore.
- Double-click on Install face2face to hard disk.
- Follow the installation instructions on your screen.

Listen and practise on your CD player
You can listen to and practise language from the Student's Book Real World lessons on your CD player at home or in the car:

What's on the CD-ROM?
- Interactive practice activities
  Extra practice of Grammar, Vocabulary, Real World situations and English pronunciation. Click on one of the unit numbers (1-12) at the top of the screen. Then choose an activity and click on it to start.
- My Activities
  Create your own lesson. Click on My Activities at the top of the screen. Drag activities from the unit menus into the My Activities panel on the right of the screen. Then click on Start.
- My Portfolio
  This is a unique and customisable reference tool. Click on Grammar, Word List, Real World or Phonemes at any time for extra help and information. You can also add your own notes, check your progress and create your own English tests!

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