Welcome to the class!

1 Meeting people

1A Where are you from?

1B In the coffee break

1C Personal details

1D Lost property

2 People and possessions

2A What’s important to you?

2B Meet the Robinsons

2C Time and money

2D Where’s the baby?

3 Daily life

3A A glamorous life?

3B Evenings and weekends

3C Special days

3D Early bird or night owl?

4 Time off

4A Away from home

4B First Date

4C Eating out

4D Breakfast time

5 Homes and shops

5A My kind of place

5B Renting a flat

5C At the shops

5D In fashion

6 Good times, bad times

6A Three generations

6B People who changed the world

6C Four weekends

6D The good and the bad
# 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  
Page 54

**7B My music**  
Vocabulary: types of music; past time phrases with ago, last and in; question words  
Grammar: question forms  
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**7C What’s in the news?**  
Real World: talking about the news  
Vocabulary: irregular Past Simple forms; verbs and nouns from news stories  
Grammar: stressed words  
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**7D Do you know any jokes?**  
Vocabulary: articles: a, an and the  
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# Mind and body

**10A A healthy heart**  
Vocabulary: health; How often ... ? and frequency expressions  
Grammar: Imperatives; should/shall'tn't  
Page 78

**10B What’s he like?**  
Vocabulary: describing people’s appearance and character  
Grammar: questions with like  
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**10C I feel terrible!**  
Real World: talking about health; giving advice with Why don’t you ... ?  
Vocabulary: health problems and treatment  
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**10D Are you sad in winter?**  
Vocabulary: seasons; weather; word building  
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# Future plans

**11A New Year’s resolutions**  
Vocabulary: verb collocations  
Grammar: be going to (1): positive, negative and Wh- questions  
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**11B No more exams!**  
Vocabulary: studying  
Grammar: might; be going to (2): yes/no questions and short answers  
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Page 88

**11C Finding your way**  
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**11D The grass is always greener**  
Vocabulary: verb patterns  
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# Life experiences

**12A World records**  
Vocabulary: big and small numbers  
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**12B Have you ever ... ?**  
Vocabulary: past participles  
Grammar: Present Perfect for life experiences: positive and negative, Have you ever ... ? questions and short answers  
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**12C Have a good trip!**  
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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) Look at conversation 1 and listen.
b) Practise conversation 1 with your teacher. Use your name.

2 a) 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) 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 • letters
2 the • letters
3 the • letters
4 the • letters
5 the • letters
6 the • and • letters

c) Listen and practise.
d) 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.

<table>
<thead>
<tr>
<th>Friday</th>
<th>Tuesday</th>
<th>Thursday</th>
<th>Monday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>Saturday</td>
<td>Sunday</td>
<td></td>
</tr>
</tbody>
</table>

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) [R0.8] 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.

- I can say hello and goodbye.
- I can introduce myself.
- I can say colours.
- I can say the alphabet.
- I can understand instructions.
- I can spell my name.
- I can say the days of the week.

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

1A 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

1 a) Read and listen to conversation 1. Listen again and practise.
   b) Practise conversation 1 with four other students. Use your name.

2 a) 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

3 a) Tick (√) the countries you know.

<table>
<thead>
<tr>
<th>countries</th>
<th>nationalities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
</tr>
<tr>
<td>Australia</td>
<td>Australián</td>
</tr>
<tr>
<td>Argentina</td>
<td>Argentino</td>
</tr>
<tr>
<td>the USA</td>
<td>American</td>
</tr>
<tr>
<td>Germany</td>
<td>Germán</td>
</tr>
<tr>
<td>Italy</td>
<td>Itálie</td>
</tr>
<tr>
<td>México</td>
<td>Mexicano</td>
</tr>
<tr>
<td>Rússia</td>
<td>Rússio</td>
</tr>
<tr>
<td>the UK</td>
<td>Británico</td>
</tr>
<tr>
<td>Spain</td>
<td>Español</td>
</tr>
<tr>
<td>Polonia</td>
<td>Polaco</td>
</tr>
<tr>
<td>Turkey</td>
<td>Turco</td>
</tr>
<tr>
<td>China</td>
<td>Chino</td>
</tr>
<tr>
<td>Japan</td>
<td>Japones</td>
</tr>
<tr>
<td>France</td>
<td>Francés</td>
</tr>
</tbody>
</table>

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

Help with Listening

Word stress

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

5 Listen again and practise. Copy the word stress.

Brazil  Brazilian

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

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

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

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

Help with Grammar

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

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

b) Fill in the gaps with are or ‘s.

WH- QUESTIONS
1 Where are you from?
2 Where‘re he from?
3 Where‘s she from?
4 What‘s your name?
5 What‘re your names?
6 Where are they from?

8 a) P Listen and practise the sentences in 7a).
b) 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 are they from?
MOLLY They‘re both from Germany.
DAVID What are their names?
MOLLY His name is Tomás and her name is Verena.

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>——</td>
<td>——</td>
<td>——</td>
<td>it</td>
<td>——</td>
<td>——</td>
</tr>
</tbody>
</table>

b) Check in p123.

11 P Listen and practise.
My name is Carol.

12 P Listen and fill in the gaps on the name cards.

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

Get ready ... Get it right!
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) 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.

   - Hotel 020 8695 7322
   - Peter 01279 567390
   - Barbara 07949 274118
   - Maria 0034 93 2867 746

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

4 a) 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) Listen and practise. Copy the stress.

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
   2 _______ student
   3 _______ answer
   4 _______ room
   5 _______ English book
   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) 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 ________?
B Yes, he is. But he isn’t famous.

3
A And what do you do?
B I’m ________.
A Oh, really? I’m ________.
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 b) 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 V1.5 p122.

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 Listen again and practise 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  g) 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.
1a) Listen to David’s conversation and fill in the gaps on the form.

![Car Hire Form](image)

b) Look at R1.18, p148. Listen again and notice the sentence stress on the woman’s sentences.

### Real World Asking people to repeat things

9a) Listen to the sentences from the conversation in 8a). Fill in the gaps with these words. Then check in RW1.2 p123.

<table>
<thead>
<tr>
<th>say</th>
<th>repeat</th>
<th>again</th>
<th>could</th>
<th>sorry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Could you ______ that ______, please?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I’m ______?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sorry, ______ you ______ that, please?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9b) Listen again and practise. Copy the polite intonation.

### Help with Listening Sentence stress (1)

7a) Listen to these questions and notice the sentence stress. We stress the important words.

1. What’s your surname, please?
2. What’s your first name?
3. And what’s your nationality?
4. What’s your address?
5. What’s your home phone number?
6. And what’s your mobile number?
7. What’s your email address?

b) Listen again. Notice how we say your /ɒ/ and and /ɒn/ in these sentences.
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 s</td>
</tr>
<tr>
<td>a shoe</td>
<td>shoe s</td>
</tr>
<tr>
<td>a suitcase</td>
<td>suitcase s</td>
</tr>
<tr>
<td>a watch</td>
<td>watch s</td>
</tr>
<tr>
<td>a dress</td>
<td>dress s</td>
</tr>
<tr>
<td>a diary</td>
<td>diary s</td>
</tr>
<tr>
<td>a man</td>
<td>man s</td>
</tr>
<tr>
<td>a woman</td>
<td>woman s</td>
</tr>
<tr>
<td>a child</td>
<td>child s</td>
</tr>
<tr>
<td>a person</td>
<td>person s</td>
</tr>
<tr>
<td>a tooth</td>
<td>tooth s</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.
- bike bikes
- credit card cards
- nationality nationalities
- waitress waitresses

5 Work in pairs. Take turns to test each other on 1–14.
- Number 14. They’re diaries.
- Number 9. It’s an umbrella.

6 Eva’s got a job at the hotel. Look at the pictures and fill in the gaps with words from 1.
1 a) Find ten countries.  

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

b) Write the nationalities.  

Brazil → Brazilian

| c) Work in pairs. Where is the stress on the countries and nationalities? |

B r a z i l  B r a z i l i a n


d) Fill the table with this, that, these, those. Then check in V.18 p122.

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

2 a) Put an apostrophe (‘) in these sentences.  

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.  

| a) l a wy g r |
| b) _ c t r |
| c) m _ s _ c _ n |
| d) w _ tr ss |
| e) _ c c _ nnt _ nt |
| f) m _ n _ g _ r |
| g) _ ng _ n _ r |
| h) p _ l _ ce _ ff _ c _ r |

4 a) Choose a new nationality and a new job for you. Don’t tell other students.

b) Work in groups. Take turns to ask each student yes/no questions to find out his/her new nationality and job.

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

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

2 Brad Pitt is an accountant.  
   Brad Pitt isn’t an accountant.  
   He’s a lawyer.

3 Venus and Serena Williams are from Spain.  
   Venus and Serena Williams aren’t from Spain.  
   Theyre from America.

4 Nike and Ford are British companies.  
   Nike and Ford aren’t British companies.  
   Theyre American companies.

5 Ferraris are German cars.  
   Ferraris aren’t German cars.  
   Theyre Italian 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.

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

---

**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.
2 People and possessions

2A What’s important to you?

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 p12.

Vocabulary Adjectives (1)

Tick the adjectives you know. Then do the exercise in Language Summary 2 V2.1 p124.

new old big small
good bad long short
cheap expensive fast slow
beautiful ugly young old
easy difficult right wrong

nice important great favourite

Help with Vocabulary Adjectives with very

a) Look at these sentences. Then choose the correct words in the rules.

She’s old. He’s a very happy child.

It’s a small bag. Those are my new shoes.

- We put adjectives before/after the verb be.
- We put adjectives before/after a noun.
- We put very before/after a noun.
- Adjectives are/aren’t plural with plural nouns.

b) Check in V2.2 p124.

Reading, Listening and Grammar

4 a) 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. F
4 Bill’s camera is very cheap. T
5 His dog is called Fred. T
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.

<table>
<thead>
<tr>
<th>Product</th>
<th>your guess</th>
<th>his answer</th>
<th>your guess</th>
<th>her answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>mobile phone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>digital camera</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal stereo</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD player</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

QUESTIONS

Have you got a computer?

SHORT ANSWERS

Yes, I have.

No, I haven't.

Has he/she got a DVD player?

Yes, he/she has.

No, he/she hasn't.

Have they got any cheap TVs?

Yes, they have.

No, they haven't.

b) Check in R2.2 p125.

Help with Grammar  have got: questions and short answers

11 R2.4 Listen and practise the questions and short answers in 10a).

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

12 Work in pairs. Take turns to ask and answer questions about Bill and Sally.

Has Bill got a new car? No, he hasn't.

Get ready ... Get it right!

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

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/ télévision a computer
a personal stereo a DVD player
DVDs a laptop a digital camera
a radio
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.

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.

1) male father/dad
2) female mother/mum
3) male and female parents

Help with Listening The schwa /ə/ in words

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

4) 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

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

a) Look again at 5. Then complete the rule.
   • We use name +
     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 G2.8 p125.

Help with Listening The schwa /ə/ in sentences

a) 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!

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?

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.
**2C Time and money**

**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.

   A
   B
   C
   D
   E
   F

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

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

   - What’s the time?

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 two.
   - 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 from seven to nine thirty.

6. a) R2.11 Listen and practise 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.

---

**A**

The Lewisham Gallery

Molesworth St, Lewisham SE13

Modern Art in Europe
April 2nd–May 25th

Opening times:
10.00–10.00 Mon–Fri
10.00–7.00 Sat & Sun

£........ (Students/Children £........)

Ticket office: 020 8960 2424
www.lewishamgallery.org.uk

---

**B**

Mary Colgan at the Camden Apollo

Thursday 4th/Friday 5th April at 3........ p.m.

Tickets 2£........ and 2£........ (plus booking fee)

From the box office or by credit card on 0870 636 3200
or book online at www.ticketstoday.co.uk

---

**C**

The Ritz

Cayford, London SE6

Films for all the family  April 5th–11th

**Sons and Daughters** (12)
3.25, 4........, 8.50

**Good Times, Bad Times** (15)
3........, 5.10, 8.30

Tickets: 2£........ adults, 2£........ children.

For more information phone 0870 505 2000
www.ritzcaford.co.uk

---

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.

---

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.
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

2. Match the prepositions to pictures 1–6. Then check in V2.7 p124.
   in on by under behind 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.
4 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.

7 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!

1 a) Write the adjectives. V2.1

1 ewn  n ew s

2 epahc  c s

3 lamls  s

4 swol  s

5 teubaulfl  b

6 ysea  e

7 uogny  y

8 dogo  g

b) Work in pairs. What are the opposites of the adjectives?

1 new  old

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

b) Work in pairs. Say the times a different way.

2 twenty to ten 1 five to ten

quarter past ten  ten past ten

quarter to ten  ten to ten

twenty-five past ten  half past ten

b) Work in pairs. Say the times a different way.

2 twenty to ten  nine forty

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.

3 Work in pairs. Complete the sentences. V2.4

1 Your mother’s son is ... your brother.

2 Your mother’s daughter is ...

3 Your son’s children are ...

4 Your mother’s brother is ...

5 Your sister’s grandfather is ...

6 Your father’s sister is ...

7 Your father’s parents are ...

8 Your mother’s brother’s daughter is ...

5 Look at these sentences. Does $ mean is, has or possessive? G2.3

1 John’s got a camera. $ = has

2 He’s got a computer.

3 Mark’s unemployed.

4 This is Jo’s baby.

5 She’s from Moscow.

6 That’s Kim’s husband.

6 a) Put these times in order.

R2.16

twenty to ten 1 five to ten

quarter past ten  ten past ten

quarter to ten  ten to ten

twenty-five past ten  half past ten

b) Work in pairs. Say the times a different way.

twenty to ten  nine forty

7 a) Write three true sentences and three false sentences about the picture on p20. Use in, on, by, under, behind and in front of.

b) Work in pairs. Close your book. Take turns to say the sentences to your partner. Are they true or false?

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 V3.1 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: at night
   2. in the afternoon: get up  4. at night: get up

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
   2. have breakfast
   3. start work
   4. have lunch

   c) Read the interview and check your answers.

3. 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. T
   3. The actors have breakfast at the studio. F
   4. They have 45 minutes for breakfast. T
   5. After breakfast, they work for four hours before lunch. T
   6. They have an hour for lunch. T

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 63.1 p127.

5. 63.1 Listen and practise the sentences in 4a).
   I get up at five o'clock.
3A Vocabulary and Grammar

Help with Grammar
Present Simple: /wh- questions (/you/we/they)

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>
</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>

b) 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?

c) Check in p127.

9 a) 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 ?

b) R3.3 Listen and check. Then listen again and practise.
Where do you /ɪdʒə/ live?

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

Get ready ... Get it right!

10 Write eight questions about people's routines in the week 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?

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

b) 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.
Vocabulary Free time activities (1)

a) Tick the phrases you know. Then do the exercise in V.2 p.126.

- 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

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 ...?

a) R.4 Listen to Robert's questions. Fill in the gaps.

1. Do you ______ go ______ 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. Choose Tanya's answers to Robert's questions in 3a).

- a) Yes, I do.  b) No, I don't
- a) I visit friends.  b) I don't go out very much.
- a) Yes, I do.  b) No, I don't.
- a) I go shopping.  b) I have coffee with friends.
- a) Yes, I do.  b) No, I don't.

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

Subject  Auxiliary  Infinitive

1. don't (= do not)  go  out in the week.

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 G.3 p.127.
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)

7a) 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. No, I don't.</td>
</tr>
<tr>
<td>Do you stay at home all day?</td>
<td>Yes, we do. No, we don't.</td>
</tr>
<tr>
<td>Do you visit your grandparents?</td>
<td>Yes, they do. No, they don't.</td>
</tr>
</tbody>
</table>

7b) Write questions 1 and 2 in the table.

1. Do you go to concerts?
2. Do they watch TV a lot?

7c) Check in 03.4 p127.

---

8a) 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) 03.6 Listen and check. Then listen again and practise.

Do you go out in the week?

---

Vocabulary Time phrases

9a) Write these words and phrases in the correct circle. Some words/phrases can go in more than one circle. Then check in 03.3 p126.

Saturday  the-morning  nine-o’clock  week
Thursday  the afternoon  day  the evening
month  half past three  night  the week
Mondays  Monday mornings  the week
Sunday  afternoon  morning

---

Get ready ... Get it right!

   Group B → p114. Group C → p120.
   Follow the instructions.
3C Special days

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 a) 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

b) R3.7 Listen to five conversations. Which special day is each conversation about?

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

When’s your birthday?
4 a) Put the months in the correct order.
   July  March  December  January  April  October  August  June  February  November  May  September

b) R3.10  P Listen and check. Then listen again and practise.

5 a) 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

b) R3.11  P Listen and practise the dates in 5a).

Help with Listening Dates
6 a) R3.12  P 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 ________.

b) Listen again. Notice how we say the /ðeɪ/ and of /ɒv/.

Real World phrases for special days; suggestions
Vocabulary months and dates
Help with Listening dates
Review be; Present Simple
Real World Suggestions

7. a) Listen. Which date do you hear?
   1) September 5th
   2) December 30th
   3) March 4th
   4) July 22nd
   5) October 12th
   6) February 1st

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

8. 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?

9. a) 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 5th.
   TANYA It's Tom's 2nd tomorrow. What shall we get him?
   SIMON Let's get him a 6th.
   TANYA I'm not sure.
   SIMON OK. I know! He's got a new 4th player. Let's buy him a 5th.
   TANYA That's a 8th 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 9th it first!

   b) Check in RW3.2 p127.

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

   asking for suggestions
   What ______ we ______? get him? buy him? give her?

   making suggestions
   get him a book.
   buy him a DVD.
   give her a CD.

   responding to suggestions
   ✓ That's a good ______.
   ✓ X I'm not ______.
   X No, I don't think so.

11. a) 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.

12. 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.
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.

<table>
<thead>
<tr>
<th>hardly ever</th>
<th>never</th>
<th>always</th>
<th>sometimes</th>
<th>often</th>
<th>usually</th>
<th>0%</th>
</tr>
</thead>
</table>

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?

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.

Vocabulary
- Frequency adverbs
- Grammar: subject and object pronouns
- Review: Present Simple; routines

Help with Vocabulary

Word order of frequency adverbs

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?
Help with Grammar
Subject and object pronouns

5 a) 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>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>it</td>
</tr>
<tr>
<td>it</td>
<td>we</td>
</tr>
<tr>
<td>we</td>
<td>they</td>
</tr>
</tbody>
</table>

c) Check in p127.

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.

7 a) 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

1 a) Write questions with you for the words in bold.
V3.1 G3.2
1 I live in London. Where do you live?
2 I get up at 7.00. When do you get up?
3 I work in a school. Do you work in an office?
4 I start work at 9.00. When do you start work?
5 I have lunch at 1.30. What time do you have lunch?
6 I finish work at 4.45. At what time do you finish work?
7 I have dinner at home. Do you eat dinner at home?
8 I go to bed at 11.30. What time do you go to bed?

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

c) Review SB p137.

2 Match a verb in A to a word/phrase in B.
V3.2

A          B
- eat      your family
- have TV
- watch shopping
- go out
- go coffee with friends
- visit the cinema
- stay sport
- do in

3 a) Fill in the gaps with in, on or at.
V3.3
1 ______ the week
2 ______ the weekend
3 ______ Friday evenings
4 ______ Saturdays
5 ______ night
6 ______ Sunday afternoons
7 ______ the morning
8 ______ 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.
G3.1 G3.3
I go out at the weekend.
I don't work on Saturdays.

3 Work in pairs. Swap sentences. Guess your partner's false sentences.

4 a) Put the dates in order.
V3.5
Jan 1st  Nov 30th  Sept 10th
Dec 25th  June 19th  Apr 7th
Aug 22nd  July 13th  Oct 4th
May 31st  Mar 16th  Feb 28th

b) Work in pairs. Take turns to say the dates in 4a). Your partner says the next two dates.

5 a) Make sentences with these words.
V3.6 V3.7
1 Sundays / work / don't / 1/ usually / on
I don't usually work on Sundays.
2 I / in / hardly ever / the afternoons / sleep
3 on / I / Friday / at home / sometimes / in / evenings
4 don't often / go / friends / the week / out / My / in
5 always / My / birthday / remember / friends / my

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

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

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)

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

Listening and Grammar

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

b) B4.1 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) B4.2 Listen and check. Are your guesses correct?

Help with Listening Linking (1)

4 a) B4.2 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 G4.1 p130.

6 a) Check the spelling rules in G4.2 p130. What are the he/she/it forms of these verbs?

<table>
<thead>
<tr>
<th>verb</th>
<th>he/she/it form</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>_______</td>
</tr>
<tr>
<td>watch</td>
<td>_______</td>
</tr>
<tr>
<td>get</td>
<td>_______</td>
</tr>
<tr>
<td>go</td>
<td>_______</td>
</tr>
<tr>
<td>phone</td>
<td>_______</td>
</tr>
<tr>
<td>finish</td>
<td>_______</td>
</tr>
<tr>
<td>have</td>
<td>_______</td>
</tr>
<tr>
<td>study</td>
<td>_______</td>
</tr>
<tr>
<td>live</td>
<td>_______</td>
</tr>
<tr>
<td>do</td>
<td>_______</td>
</tr>
<tr>
<td>start</td>
<td>_______</td>
</tr>
</tbody>
</table>

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

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

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

6 R4.4 P Listen and practise the consonant-vowel linking.

live in  →  They live in Toronto.

Get ready ... Get it right!

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?

Yes, I do.

Yes, sometimes.

No, I don’t.

Do you play tennis?

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?

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

c) Tell another student about your partner.
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

1. Tick the words/Phrases you know. Then do the exercise in V4.2 p128.

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


I love ... 1 I hate ... 7 I like ...
... is/are OK. I don’t like ...
I really like ... 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. R4.5 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?
   - a) Yes, she does. She’s got two dogs.

2. Does she watch TV a lot?
   - b) Yes, she goes to the cinema every Saturday evening.

3. Does she like films?
   - c) She loves dance music, but she doesn’t like rock.

4. What music does she like?
   - d) She plays tennis and she eats out a lot. She loves Italian food.

5. Does she like animals?
   - e) No, she doesn’t. She hates watching TV!

6. And what does she do?
   - f) She’s a vet.

b) R4.6 Listen and check.
**Help with Grammar Present Simple: questions and short answers (he/she/it)**

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

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ________ she like animals?</td>
<td>Yes, she ________ .</td>
</tr>
<tr>
<td>2. ________ she watch TV a lot?</td>
<td>No, she ________ .</td>
</tr>
<tr>
<td>3. What ________ she do in her free time?</td>
<td></td>
</tr>
</tbody>
</table>

**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 6.4 p130. Then read 6.4.**

---

**8 a) 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 P 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).**

---

**9 a) 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.**

---

**10 a) 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?

---

**11 a) 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
- sets out a lot
- likes Chinese/Italian/fast food

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?

**12 a) 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.**

He likes rock music, but I don't.
**4C Eating out**

**QUICK REVIEW**
Write the names of three people in your family. Work in pairs. Ask questions about the people on your partner's list: *What does Lucia do in her free time?*

**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. 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. 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.**

**Real World** requests and offers with *Can I/we have ...?*, *I'd/We'd like ...*, *Would you like ...?*

**Vocabulary** food and drink (1)

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

**Review** *How much ...?*; prices; Present Simple

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

6. a) 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 /wʊd 3ə/*.
4C Real World

JAZZ CAFE
Open from 12 noon to 11 p.m.

PIZZAS
- Margherita £7.50
- Neapolitan £8.50

BURGERS
- Burger & chips £5.50
- Cheeseburger & chips £6.25

SANDWICHES
- Cheese & tomato £4.95
- Tuna mayonnaise £5.50

SALADS
- Tuna £6.50
- Chicken £7.25
- Mixed £3.90

DRINKS
- Red/White wine Glass £3.95
- Bottle £10.50
- Bottle of beer £2.50
- Bottle of mineral water (still or sparkling) £2.50
- Coffee £2.00

---

7 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?

---

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)

b) [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.
**Breakfast time**

**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 V.6 p129.

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

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. a) 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**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>a biscuit</td>
<td>biscuits</td>
</tr>
<tr>
<td>an apple</td>
<td>apples</td>
</tr>
<tr>
<td>soup</td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
</tr>
<tr>
<td>cereal</td>
<td></td>
</tr>
</tbody>
</table>

   **UNCOUNTABLE NOUNS**

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>milk</td>
<td>rice</td>
</tr>
<tr>
<td>soup</td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
</tr>
<tr>
<td>tea</td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
</tr>
<tr>
<td>meat</td>
<td></td>
</tr>
<tr>
<td>fruit</td>
<td></td>
</tr>
</tbody>
</table>

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

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 V.7 p129.
4 Review

Language Summary 4, p128

a) Fill in the gaps with a, an or –.
1. I often have _______ rice with my main meal.
2. My friends and I often go out for _______ burger.
3. I always have _______ toast and _______ jam for breakfast.
5. We don’t eat _______ vegetables every day.
6. I sometimes have _______ apple in my break.
7. I usually have _______ cheese sandwich for lunch.

b) Make the sentences in 6a)
true for you. Change the underlined words if necessary.
I often have chips with my main meal.

4 a) Match the verbs to the words/phrases.
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 a) Add -s, -es or – to the verbs in these sentences.
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 a) Write sentences for you with these phrases.

1. I love …
   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 a) Make questions about Mark from the TV programme First Date!.
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 p32.

c) Check your answers on p32.

5 a) Work in pairs. You have a restaurant. Choose a name for it and write the menu.

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

6 a) Find fifteen words for food and drink.

b) Work in pairs. Which words are countable (C)? Which are uncountable (U)?

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?
5 Homes and shops

5A My kind of place

QUICK REVIEW

Work in pairs. Write all the words for food and drink you know. Which pair has the most? Which words are countable/uncountable?

Vocabulary  Places in a town/the country

1 a) 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)

3 a) R5.1 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 R5.2 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?

5 a) 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) R5.2 Listen again and check your answers.

6 a) 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?
**Vocabulary and Grammar**

### Help with Grammar: there is / there are

**7 a)** Fill in the gaps in the tables with *is, are, isn't* or *aren't.*

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

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

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

**b)** Check in **5.1** p133.

### Get ready ... Get it right!

**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 ... a nice old cinema.
7 (✗) There ... an airport near the town.
8 (✓) There ... two lovely parks.

**b)** **5.3** Listen and practise the sentences in 8a).
Notice how we say *there's* /θəz/ and *there are* /θiər/.  

**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 cafes?</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)** **5.4** Listen and practise the questions in 9a) and the short answers.

*Is there a park?*  
*Are there any shops?*

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

**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?

**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.

- 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 cafes
- 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 cafes.*

**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

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.

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

- furniture 1  a double bed 10 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?

Help with Grammar

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

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

- table C  bedroom furniture
- people C  money chair
- space C  time phone

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.

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.
5B Vocabulary and Writing

5

a) Look at the questionnaire. Fill in the gaps with How much or How many.

b) Work in pairs. Ask and answer the questions. Are any of your partner's answers surprising?

HOME SWEET HOME

1 How many people live in your home?
2 How many rooms are there?
3 How much furniture is there in your living room?
4 How many TVs have you got?
5 How much time do you spend watching TV every day?
6 How many phones are there?
7 How much time do you spend on the phone every day?
8 How many pictures are there in your living room?

6

a) Read the advert again. Find two things you think 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 b) the bathroom

c) the kitchen 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 the flat and the bedrooms are big. F
4 Alex hasn't got any children. T
5 The estate agent says there isn't a cooker. F
6 There aren't any shops near the flat. T
7 The rent is £700 a month. T
8 Alex wants to see the flat. T

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 a...</td>
<td>There are...</td>
</tr>
<tr>
<td></td>
<td>cooker.</td>
<td>chairs.</td>
</tr>
<tr>
<td>NEGATIVE</td>
<td>There isn't...</td>
<td>We haven't got...</td>
</tr>
<tr>
<td></td>
<td>TV.</td>
<td>children.</td>
</tr>
<tr>
<td>QUESTIONS</td>
<td>Has it got...</td>
<td>Are there...</td>
</tr>
<tr>
<td></td>
<td>shower?</td>
<td>shops?</td>
</tr>
</tbody>
</table>

b) When do we use some and any?

c) Check in R5.3 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 1 ...any... bread?
ALEX Yes, we've got 2 ...some... bread, but we haven't got 3 ...any... butter.

MARTINA OK. So we need 4 ...some... butter. Is there 5 ...any... milk?
ALEX No, there isn't. And we need 6 ...some... meat and 7 ...any... eggs.

MARTINA Right. Have we got 8 ...any... fruit?
ALEX We've got 9 ...some... big bag of oranges, but we haven't got 10 ...any... apples.

MARTINA OK, I'll get 11 ...some... more fruit. And 12 ...any... cheese.
ALEX And can you get 13 ...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.

   Shopping list
   stamps
   aspirin
   cigarettes
   dictionary
   sausages
   bread
   apples
   bananas
   pasta
   TV
   new sofa

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 £100.
   MARTINA: OK and what about that one?
   SHOP ASSISTANT: That one is £120.
   MARTINA: Thanks. I’ll decide about it.

   2
   ALEX: Can I have a kilo of apples, please?
   SHOP ASSISTANT: Yes, of course. The green ones?
   ALEX: Er, no, not those. The red ones.
   SHOP ASSISTANT: OK. Anything else?
   ALEX: Yes, I’d like some sausages, please.

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 singular noun.
   • We use ones in place of a plural 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.

stamps cigarettes a map phone cards batteries a film envelopes postcards tissues a magazine a lighter a bottle of water a newspaper chocolate

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

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

I need some stamps and a phone card.

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

Help with Listening In a shop

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

a) That’s £22.70, please.
b) Yes, they’re there.
c) They’re £10 and £20.
d) Hello, can I help you?
e) Here’s your change and your receipt.
f) Sure. Here you are. Anything else?
g) No, sorry, we haven’t.
h) Do you need any stamps?

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

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.

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.

1. Tick the words you know. Then do the exercise in 5.6 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
- trousers
- trainers

3. c) Choose the correct words.
   1. These trousers is/are very big.
   2. Where ‘s/are my blue shirt?
   3. I want to buy a/some new jeans.
   4. There’s a/some shoe under the bed.

TIP! • We can use a pair of ... with both types of plural noun: I’ve got a new pair of shoes/jeans.

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!

1. 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!

2. 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!
5 Review

Language Summary 5, p131

6 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

7 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?

1 a) Write the words for places.
   1 feac café ——
   2 terkam m ——
   3 nattios s ——
   4 partio a ——
   5 virre r ——
   6 sumume m ——
   7 oelth h ——
   8 timaunns m ——

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

2 Tick the true sentences. Make the other sentences true. 65.3
   1 There’s a park near here.
      There isn’t 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 a) Which word is the odd one out? Why?
   table chair balcony
   cooker bed fridge
   bathroom kitchen shower
   sink desk washbasin
   bath toilet living basin
   flat apartment bedroom
   washing machine sofa armchair

   b) Work in pairs. Compare your answers.

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. 65.3

   This is my living room. There’s a sofa and some chairs, but there aren’t any ...

5 a) Write questions with you about your daily routine. Start each question with How much or How many. 65.2
   1 / meals / have?
      How many meals do you 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.

6 a) Write a list of six things you buy in six different shops.

   b) Work in pairs. Take turns to ask your partner where you buy the things on your list.

   Where do you buy sausages?

   In a butcher’s.

7 Find the clothes.

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.

happy — unhappy
poor — rich
friendly — unfriendly
tall — short
dirty — clean
ill — healthy
empty — full
warm — cold
boring — interesting
quiet — noisy
rude — polite

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) 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.

Help with Grammar was / were / wasn’t / weren’t

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 _______</td>
<td>I _______ (was not)</td>
</tr>
<tr>
<td>you / we / they _______</td>
<td>you / we / they _______ (were not)</td>
</tr>
<tr>
<td>he / she / it _______</td>
<td>he / she / it _______</td>
</tr>
</tbody>
</table>

c) Check in V6.1 p135.
Read about Helen's thirteenth birthday party. Choose the correct words.

Help with Grammar

Questions and short answers with was/were

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 ........... .

c) Check in 66.2 p135.

Listen and practise.

I was /waz/ in London.

Work in pairs. How do we say these years?

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

b) Check in 66.2 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.

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

**QUICK REVIEW**
Write six times of the day. Work in pairs. Ask your partner where he/she was at these times yesterday: Where were you at six in the evening?

**Vocabulary**
Life events

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

   - **start**
   - **get**
   - **meet**
   - **finish**

   1. **_start_** school/my first job
   2. **_________** school/university
   3. **_________** my husband/my wife
   4. **_________** married/divorced

   - **have**
   - **write**
   - **become**
   - **study**

   5. **_have_** a son/three children
   6. **_________** a lawyer/president
   7. **_________** a book/a letter
   8. **_________** languages/law

**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 1996 18th July
   - 1957 1996 four

   **c)** R6.5 Read, listen and check your answers.

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.

**From prison to President**

Nelson Mandela was born in South Africa on ______, 1918.

He started university in 1938 and studied law. After he finished university in 1943, 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 1819 and in the same year he met a woman named Winnie Madikizela. Nelson and Winnie got married a year later and they also had ______ children.

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

Nelson and Winnie Mandela got divorced in ______ 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.
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**

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>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>did</td>
<td>Albert Einstein</td>
<td>come 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.

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

10. Look at p120. Follow the instructions.
QUICK REVIEW

Write ten verbs you know. What is the Past Simple of these verbs? Which are regular/irregular? Work in pairs. Say the Past Simple to your partner. He/She says the infinitive.

A
Dear Gianluca and Valeria
It was so good to see you again. We really needed to go away for the weekend and we had a wonderful time with you in Rome.
Thanks again.
Love Sarah

B
Mick’s things to do

- take children swimming ✓
- clean the car ✓
- do the shopping ✓
- drive Sonia to party ✓
- write report ✓

How was your weekend?

1 a) Look at the picture. Who do you think had:
   1 a great weekend?  3 a busy weekend?
   2 a quiet weekend?  4 a terrible 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 V64 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.

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  .
Hi Tom

Just a note to say I’m sorry I wasn’t at the party. I was ill all weekend. I think it was because I worked every evening last week! I’ll phone you.

Henry

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.

Real World
Continuing a conversation

8 a) 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?

b) 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?

c) Check in RW8.2 p135.

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

Help with Listening  Showing interest

5 a) RW6.10 Listen to parts of the conversations in 4 again. Match sentences 1–8 to responses a)–h).

1 I was really ill on Saturday. a) Oh, right.
2 I had a really bad cold. b) Wow!
3 I stayed at home. c) Oh, dear.
4 I went away for the weekend. To Italy! d) What a shame.
5 We went to Rome – it was wonderful! e) Oh, great!
6 We stayed with some old friends. f) You’re joking!
7 I worked all weekend. g) Oh, nice.
8 It took me ten hours. h) Really?

b) 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>Oh, right.</td>
<td></td>
</tr>
</tbody>
</table>

6 RW6.11 Listen and practise the responses in 5b). Copy the intonation.

7 Work in pairs. Student A → p105. Student B → p113. Follow the instructions.
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!
6 Review  Language Summary 6, p134

Choose the correct words.
1 I can't wear these shoes.
   They're quite/too 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.

6 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 noisy or really quiet
5 too boring or really interesting
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!

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

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

I was born in 1940 and my family lived in London. In 1959 I married my wife, Margaret, at a party and we met our first child, Helen, in 1962. Helen moved to Australia on holiday in 1986 and her husband was her husband there. They moved to Perth in 1990 and our granddaughter, Rebecca, was 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?
7 Films, music, news

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

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.

Example: I love sci-fi films. Yes, me too. / Really? / I don’t like them at all.

Reading and Grammar

a) Work in groups. What do you know about James Bond? Think of five or more things.

b) 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

HELP WITH GRAMMAR Past Simple: negative

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 [V7.1] p137.

c) Find four more Past Simple negatives in the article.
Listen to the beginning of a radio interview with the writer, Will Forbes. Choose the correct answers.
1 Will Forbes's new book is about Ian Fleming / James Bond.
2 He says Fleming and Bond's lives are very different / quite similar.

Help with Listening Past Simple questions

Listen to questions from the interview. Fill in the gaps.

1 _______ Ian Fleming _______ for the _______ Secret Service too?
2 _______ Fleming _______ a 'licence to _______'?
3 _______ he _______ for the Secret Service after the _______?
4 _______ Fleming and Bond _______ to the same _______?
5 When _______ Ian Fleming _______ the first Bond book?
6 _______ he _______ a lot of _______?

b) Listen again. Is did stressed or unstressed in Past Simple questions?

Listen to the whole interview. Answer the questions in 8a).

b) Listen again. Find four things that are true for Ian Fleming and James Bond.

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!

Listen and practise.

He didn't have any brothers or sisters.

a) Tick the sentences that are true for you. Make the other sentences negative.
1 I got up early last Sunday. ________ I didn't get up early last Sunday.
2 I had a big breakfast today. ________
3 I was at home yesterday afternoon. ________
4 I went out last Saturday night. ________
5 I went to bed after midnight last night. ________
6 I arrived late for class today. ________

b) Compare sentences with a partner. How many are the same?

a) Make questions with these words.
1 last week / go / you / to the cinema / Did?
2 Did / last year / you / a Bond film / see?
3 last weekend / a film on TV / you / watch / Did?
4 an actor / want to be / Did / you / when you were a child?

b) Listen and practise the questions in 11a) and the short answers.

Work in pairs. Take turns to ask and answer the questions. Continue the conversation if possible.

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
   - last month
   - five minutes ago
   - in the sixteenth century
   - in 1946
   - in the eighties
   - 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 1915.
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, 1637.
5 Elvis Presley’s mother, Gladys, bought him his first guitar 1954. It cost $12.95 – but eleven-year-old Elvis wanted a bicycle!

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

3 Work in pairs. Student A → p110. Student B → p118. Follow the instructions.

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) age
   10 How old j) a thing (from a small number of possible answers)

b) Check in V7.3 p136.

Readings, Listening and Grammar

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?

Help with Grammar

Question forms

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, Where</td>
<td>did</td>
<td>Madonna</td>
<td>make</td>
</tr>
<tr>
<td>Where</td>
<td>do</td>
<td>U2</td>
<td>come</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>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?</td>
</tr>
<tr>
<td>2 / listen to lots of different types of music?</td>
<td>..............................</td>
<td>Who did you see?</td>
</tr>
<tr>
<td>3 / be / musical when you / be / a child?</td>
<td>..............................</td>
<td>What kind of music / listen to?</td>
</tr>
<tr>
<td>4 / go to a club last month?</td>
<td>..............................</td>
<td>Which instrument / play?</td>
</tr>
<tr>
<td>5 / like classical music?</td>
<td>..............................</td>
<td>Where / go?</td>
</tr>
<tr>
<td>6 / watch music videos on TV?</td>
<td>..............................</td>
<td>Which composers / like?</td>
</tr>
<tr>
<td>7 / buy any CDs last week?</td>
<td>..............................</td>
<td>What / be / your favourite video?</td>
</tr>
<tr>
<td>8 / listen to a personal stereo on the train/bus?</td>
<td>..............................</td>
<td>What / buy?</td>
</tr>
<tr>
<td></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.

   - a 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.

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?

b) Match each infinitive to its irregular Past Simple form. Then check in V7.4 p136.

   Infinitive: lose find take say
   Past Simple: chose lost told

   Fall break choose
   Win put tell

   Infinitive: win tell
   Past Simple: put said fell took

   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
7 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
8 a) Fill in the gaps in the questions and responses with these words.

<table>
<thead>
<tr>
<th>was</th>
<th>happened</th>
<th>about</th>
<th>hear</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 A Did you _______ about that plane crash?</td>
<td>B No, where _______ it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 A Did you read _______ the couple on Everest?</td>
<td>B No, what _______?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

c) Check in RW7.1 p137.

9 R7.11 P Listen and practise the questions and responses in 8a) and 8b).

Did you hear about that plane crash? No, where was it?

10 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, p139.

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 man wanted to cut down a tree in his garden. He went to a shop to buy an axe. The manager of the shop said, “Why don’t you buy a chainsaw? It will save you a lot of time.”

a man agreed and bought an 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 man was very angry and went back to the shop.

“This chainsaw is no good,” he said.

“Hmm, 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 a/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) Write the missing letters in these types of film.

1 horr or f lms
2 s ie c e-f c t n
3 c rt ns
4 l v s r es
5 th i ers
6 a t n f l s
7 c m ies
8 h st 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.

9 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.

10 a) Fill in the gaps in these questions about yesterday with Did, Was or Were.

1did you get up early?
2did you at work/school all day?
3did your manager/teacher nice to you?
4did you listen to any music?
5did you at home in the evening?
6did you go to bed late?

b) Work in pairs. Take turns to ask the questions about yesterday.

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?
8 Let’s go away

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? Did you go there?
3 Who / with / did / go / you? Who did you go with?
4 stay / you / did / Where? Did you stay there?
5 did / What / in the day / do / you? What did you do that day?
6 around / How / you / did / travel? How did you travel around?
7 have / you / a good time / Did? Did you have a good time?

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) [R6.1] 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
2 go there by cable car
3 see street musicians
4 see the whole city
5 eat good seafood
6 walk from there to Chinatown
7 relax in the Japanese Tea Garden
8 go from there to Alcatraz

c) Listen again and check your answers.
Help with Grammar

can/can't for possibility

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 8B1 p139.

Help with Listening can/can't

7 a) R8.2 Listen to these sentences. Notice how we say can and can't. Which is stressed?

You can /kan/ go by cable car.
You can't /kain/ 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.

7 c) R8.1 Look at R8.1, p133. Listen again and read. Notice the difference between can and can't.

8 R8.4 P Listen and practise. Copy the strong and weak forms of can.

Can /kan/ you go swimming there?
Yes, you can /kain/.
No, you can't /kain/.

9 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!

10 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

11 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.
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
- old friendly dangerous
- crowded unfriendly
- empty safe modern
- quiet dirty interesting

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.
Bangkok

The capital of Thailand is always a wonderful place to visit. You can go sightseeing in the city and visit beautiful Buddhist temples, and the amazing Royal Palace. Or why not take a boat trip on the river and go shopping in the colourful markets?

You can enjoy traditional Thai food in restaurants all over the city and then go dancing in the evening in one of Bangkok’s many exciting nightclubs.

Come to Bangkok – it’s the holiday of a lifetime!

Accommodation:
Sawadee Hotel ***
(162 rooms)
Cost per week (including flight): €1240
Average temperature (April–May): 29°C

Write the comparatives.
1 boring 3 beautiful 5 safe 7 big
2 dirty 4 good 6 bad 8 dangerous

a) 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.

Listen and practise the sentences in 7b).
Phuket’s more beautiful than /ðəʊ/ Bangkok.


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)

Write two more sentences about your town/city or your life.

Work in pairs. Compare your sentences from 10a) and 10b) with your partner. How many are the same?

Planning 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.

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.

b) Look at R8.8, p154. Listen again. Notice how we say I’d and /ə/ in the sentences in bold.

Help with Listening /I’d/ and the schwa /ə/

A day out

Work in pairs. Think about places near where you live. Where can people go for: an exciting, an interesting, a relaxing day out?

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?

Read the articles again. How many things can you do in each place?

Work in pairs and check your answers.

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   5. He can bring a friend with him.

b) Look at R8.8, p154. Listen again. Notice how we say I’d and /ə/ in the sentences in bold.

Help with Listening /I’d/ and the schwa /ə/.
WHAT’S ON
in Regent’s Park

Most people who visit Regent’s Park go to the world-famous London Zoo, but there are many other things happening in the park this summer — and a lot of them are free!

MUSIC: June—September. Everything from rock and jazz to classical.

OPEN AIR THEATRE: June—September. This season includes Romeo and Juliet and High Society.

ROYAL LONDON BIKE RIDE: A 12-mile ride through Regent’s Park and other Royal Parks in central London.

GUIDED BIRD WALKS: 8.30—11.30 a.m. every Sunday in August.

INFORMATION LINE:
TEL. 020 7486 7905

Real World: Planning a day out

5 a) Look at how we ask and answer about a day out.

<table>
<thead>
<tr>
<th>Asking people what they want to do</th>
<th>Saying what you want to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to do tomorrow?</td>
<td>I’d like to go to the beach.</td>
</tr>
<tr>
<td>Where would you like to go?</td>
<td>I want to go to Chessington.</td>
</tr>
<tr>
<td>Do you want to go to Regent’s Park?</td>
<td>I’d rather stay at home.</td>
</tr>
</tbody>
</table>

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 Listen and practise. Copy the stress and intonation.

Would you /'wud ɪə/ like to go to the beach?
I’d /'aɪd/ 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 ✓
5 A play tennis? B go out
6 B go out for a meal? A go for a drink

b) Take turns to make three more suggestions of your own.

5 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?
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.

1a) 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?

1b) Work in pairs. Take turns to ask and answer the questions.

2a) 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.

2b) Work in pairs. Check your answers. Correct the false sentences.

3a) 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?

3b) Work in pairs. Check your answers.

Help with Vocabulary Verb collocations

4a) 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>

4b) Work in pairs. Think of two words or phrases that go with these verbs: play, have, write, go, study.
**Work in pairs. Take turns to test your partner on the verb collocations in 4a.**

a flight  | book a flight

**6 a) 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 **rent** your home or did you buy it?
3 How do you **rent** to your English class?
4 Do you ever **book** a taxi home after class?
5 Where was the last hotel you **stayed** in?
6 Do you ever **book** flights on the Internet?
7 How much is it to **book** a car in your town/city?
8 Do you need to **book** 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?

**Listen to the song “Holiday” on p102. Follow the instructions.**

**8 Review**

**Language Summary 8, p138**

**1 a) Fill in the gaps with these prepositions or –.**

by to with in on for

1 travel _by_ public transport
2 go _to_ sightseeing
3 go _in_ the beach
4 go _on_ a boat trip
5 go _for_ walks
6 rent _a_ car
7 stay _in_ a hotel
8 stay _with_ friends

**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 _to do_ tomorrow?
B I’d like _to 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_ (go) if?
A Can we _go_ to Angel Beach? It’s really nice.
B Yes, good idea. Let’s _go_ there.

**2 a) Make questions with these words.**

1 to / a bus / can / get / I / the airport / Where? _Where can I get a bus to the airport?_
2 Can / for under $30 / I / a hotel room / find? _Can I find a hotel room for under $30?_
3 museums / can / visit / I / for free? _Can I visit a museum for free?_
4 buy / some nice presents / can / Where / I? _Can I buy some nice presents?_
5 a really good / get / Where / pizza / I / can? _Can I get a really good pizza?_

**b) Work in groups. Take turns to ask and answer the questions about your home town, or the town/city you are now.**

**3 a) Fill in the gaps with the comparatives.**

1 Which country is _smaller_ (small)?
2 Which capital city is _bigger_ (big)?
3 Which country is _more expensive_ (expensive)?
4 Which capital city is _more modern_ (modern)?
5 Which country’s football team is _better_ (good)?

**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

a) Tick the words you know. Then do the exercise in Language Summary 9

- 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. go to meetings / contracts / conferences
6. write to a contract / customer / company

Work in pairs. Write all the jobs you know. Do you know any people with these jobs? Tell your partner about them.

Listening and Grammar

a) Look at pictures 1 and 2. It’s 9.50 a.m. Where are the people?

b) 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) Who says these sentences – Frank, Janet or Liz?

- I’m waiting for a taxi.
- They’re sitting in your office.
- They aren’t looking very happy.
- She’s working at home today.
- I’m not doing anything important at the moment.
- Danny isn’t doing anything.

b) Listen again and check your answers.

Help with Grammar

Present Continuous: positive and negative

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’ ____ verb+ing</td>
<td>you/we/they _____ 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
- live living
- stop stopping

d) Check in 9.1 p141.
Listen and practise.

I'm waiting for a taxi.

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'm writing a letter.
LIZ: Can you take notes at the meeting, please?
DANNY: Why me? Look, Bob is reading the newspaper. Ask him.
LIZ: He is not reading the newspaper. He is studying the business pages.
DANNY: Well, I am waiting for a phone call from New York.
LIZ: They are not working in New York now, Danny. It's 5.00 a.m. there!
DANNY: OK, OK, I'll go now. Which room?

b) Listen and check your answers.

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.

a) Write questions 3 and 4 from 9 in the table.

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>verb + ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>is</td>
<td>Frank</td>
<td>calling</td>
</tr>
<tr>
<td>Is</td>
<td>the taxi</td>
<td>moving</td>
<td></td>
</tr>
</tbody>
</table>

b) Write positive and negative short answers for these questions.

1. Am I working here today?
   Yes, you are./No, ...
2. Is Janet answering her phone?
3. Are they having the meeting now?

11. Who signs the contract, do you think - Janet or Frank? Listen and check.

12. a) It's now 6.30 p.m. Frank is talking to his wife, Karen, on the phone. Make questions in the Present Continuous.

FRANK: Hi! It's me.
KAREN: Hello, darling. Are you still working?
FRANK: No, I'm having a drink with Liz. I signed the contract today.
KAREN: Oh, that's wonderful! What is your/a nice time?
FRANK: Yes, thanks. What are you/do?
KAREN: I'm making dinner.
FRANK: The kids do/their homework?
KAREN: Er... no, they're not.
FRANK: What are they/do?
KAREN: They're watching TV.

b) Listen and check.

c) Listen and practise the questions in 12a).

Are you still working?

Get ready ... Get it right!

Work in two groups. Group A → p110.
Group B → p118. Follow the instructions.
QUICK REVIEW
Write six actions (get up, watch TV, etc.). Work in pairs. Take turns to mime the actions to your partner. He/She guesses what you are doing.

Vocabulary Transport

1 a) Draw pictures of six of these types of transport. You have three minutes!
2 a) Match phrases 1–6 to a)–f).
   1 go by bike   a) sail
   2 go on foot   b) fly
   3 go by plane  c) walk
   4 go by car    d) drive
   5 go by boat   e) cycle
   6 go by train/  f) take the train/
tube/bus  tube/bus

b) Work in pairs. Take turns to show your pictures and say what the pictures are.

That's a scooter.

That's right.

No, it isn't. It's a bike!

Listening and Grammar

3 a) Look at the newspaper headline. What is happening today?
3 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>

3 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.

Help with Grammar  Present Simple or Present Continuous?

5 R9.10 P Listen and practise the sentences in 4a).
think of ➔ think of the strike ➔ What do you think of the strike?

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/week/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 69.3 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 _______ Ella _______? (do)
2 _______ she _______ in the office today? (work)
3 What _______ she _______ at the moment? (do)
4 _______ she _______ at home very often? (work)
5 What _______ Albert and Rose usually _______ on Thursdays? (do)
6 What _______ they _______ today? (do)
7 _______ Rose normally _______ TV in the day? (watch)
8 _______ she _______ the tennis match? (enjoy)

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

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.

What does Alexis do? What are he doing now, do you think?

What does he do in his free time?
I’ll get back to you

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.

<table>
<thead>
<tr>
<th>voicemail</th>
<th>person</th>
<th>choose</th>
</tr>
</thead>
<tbody>
<tr>
<td>back</td>
<td>message</td>
<td>press</td>
</tr>
<tr>
<td>try</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 ______ you called is not available.
4 Please leave your _________ after the tone.
5 Please _________ one of the following three options.
6 For any other enquiries, _________ three.
7 Please _________ 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?

Can I call you back?

a) Read conversations 1 and 2. Match them to photos A and B.

b) Listen and choose the words/phrases the people say.

1

TIM Hello, 3DUK. Can I help you?
KATRINA Hello, I want to speak to Emily, please?
TIM Hold on/Stop a moment, I'll get her.
EMILY Hello, Emily Wise.
KATRINA Hi, it's Katrina. I've got your message.
EMILY Good. Shall we go for a coffee after work?
KATRINA Sure. Is six o'clock OK?
EMILY Yes. Let's meet at Café Uno.
KATRINA OK. See you there at six. Bye.

2

EMILY Hello, is that/are you Chris Morris?
CHRIS Speaking./I am.
EMILY This is I'm Emily Wise, from 3DUK.
CHRIS Hello, Emily. Look, I'm in a meeting now. Can I call you back/again?
EMILY Of course. If it's after five, call me on my mobile.
CHRIS Right. I'll call you back later.
EMILY Thanks a lot. Bye.

c) Listen again and check.

d) Work in pairs. Answer these questions.

1 Which conversation is a:
   a) business call?  b) call between friends?
2 In which conversation do they plan to:
   a) meet?  b) talk later?
3 Who:
   a) is in a meeting?  b) works with Emily at 3DUK?

Real World Talking on the phone

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>
</tr>
</thead>
<tbody>
<tr>
<td>saying who you are</td>
<td>asking to speak to people</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>a)</th>
<th>b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello, can I speak to (Emily), please?</td>
<td>This is (Emily Wise), from 3DUK.</td>
</tr>
<tr>
<td>Hello, is that (Chris Morris)?</td>
<td>It's (Katrina). Speaking.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>c)</th>
<th>d)</th>
</tr>
</thead>
<tbody>
<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>

b) Check in RW9.1 p141.

6 Listen and practise the sentences in 5a).

Hello, can I speak to Emily, please?

7a) 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. 2 Katrina Clark.
SIMON Oh, hello, Katrina. Look, I can't talk right now. 3 you back?
KATRINA Yes, of course. 4 my mobile.
SIMON Right. I'll 5 later. Bye.

2

KATRINA Hi, Veronica. 6 Katrina.
VERONICA Hi, Katrina. How are you?
KATRINA I'm fine, thanks. 7 to Rob, please?
VERONICA a moment, I'll get him.
ROB Hello, Katrina. 8 your message. Let's meet at 8.30 outside the cinema.
KATRINA OK, see you then. Bye.

b) Listen and check.

9a) 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.

Work in pairs. Student A → p111. Student B → p119. Follow the instructions.
The Adventure Centre

QUICK REVIEW

Work in pairs. Write all the telephone phrases you can remember. Compare with another pair. Which pair has more phrases?

1. a) Tick the words/phrases you know. Then do the exercise in V.4 p140.
   - swim, ski, type, surf, windsurf, sail,
   - sing, cook, drive, speak another language,
   - use a computer, ride a horse,
   - ride a motorbike, play tennis, play chess,
   - play a musical instrument

   b) 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.

2. 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 at: mayoadventure@iol.ie
Experience and references required.

Help with Vocabulary Adverbs and adjectives

4. a) Look at this sentence. Then complete the rules with adverbs or adjectives.
   
   **adverb** | **adjective**
   --- | ---
   She speaks French **fluently** and is an **excellent** driver.

   - 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?
   - beautiful 2 fluent 3 easy 4 good

   d) Check in V.5 p140 and look at the other irregular adverbs.

3. a) Read Melanie’s reference. Do you think she’s a good person for the job?

   b) Read the reference and advert again. Find six reasons why she can do the job.

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

The Highland Outdoor Centre
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Scotland
Tel: 01644 457899 Fax: 01644 457898
email: h.outdoor@scotweb.com

23rd March 2005
9 Review

Language Summary 9, p140

1 a) Write two words/phrases that go with these verbs.  V9.1

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.  G9.1

I think he’s dancing.
No, he isn’t. He’s running!

3 Put the verbs in the correct form of the Present Continuous.  G9.1 G9.2

MUM  Jim, can you help me?
JIM  Sorry, Mum, I’m doing my homework. (do)
MUM  What are your sister doing? (do)
JIM  She’s taking a shower. (have)
MUM  And what are Gary and Sam doing? (do)
JIM  They are playing football. (play). But Dad is doing anything. (not do)
DAD  Yes, I am. I’m doing the paper. (read)
MUM  Not any more!

4 a) Write these travelling verbs/phrases.  V9.3

1 yf  fly
2 lec  go
3 vire  by
4 lis  plane
5 kla  go by
6 kat 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.  G9.9

1 Where does your best friend work? (work)
2 What is your best friend doing at the moment? (do)
3 Which TV programmes are you watching every week? (watch)
4 What are your parents doing today? (do)
5 Where are you usually going on Friday evenings? (go)
6 What is the teacher doing 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.  V9.4

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?  G9.10

R9.18 Look at the song Dancing in the Street on p103. Follow the instructions.

Melanie
10 Mind and body

10A A healthy heart

QUICK REVIEW 三三
Work in groups. Tell other students one thing you: always, usually, often, sometimes, don't often, hardly ever, never do at home.

Vocabulary Health

a) Tick the phrases you know. Then do the exercise in Language Summary 10 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

a) 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?

Vocabulary health; How often...? and frequency expressions
Grammar imperatives; should/shouldn’t
Review Present Simple questions

TOP TIPS FOR A HEALTHY HEART!

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.
   - once a day
   - three times a month
   - four times a year
   - every month/year

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.

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?

Listening and Grammar

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?

Help with Grammar should/shouldn’t

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/infinite 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 Listen and practise.
   *You should eat salad more often.*

c) Write three more pieces of advice for Mr Taylor. Compare sentences in pairs.

Get ready ... Get it right!

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?
Vocabulary  Character

6  a) 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?

7  Match these words to one of the sentences in 6a). Check in V10.4 p142.

   generous  kind  funny  selfish
   outgoing  shy  lazy  reliable

8  Work in groups. Use the adjectives in 7 to describe members of your family.

   a) My brother is quite shy.
   b) 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.
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?

2 a) Match the sentences to the people.

1 I’ve got a stomach ache. B 4 I feel sick.
2 I’ve got a cold. 5 I’ve got a cough.
3 My back hurts. 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>a stomach ache</th>
<th>terrible arm</th>
<th>foot</th>
</tr>
</thead>
<tbody>
<tr>
<td>a temperature</td>
<td>a headache</td>
<td>leg</td>
<td>a toothache</td>
</tr>
<tr>
<td>a sore throat</td>
<td>a cold</td>
<td>sick</td>
<td>better</td>
</tr>
</tbody>
</table>

I’ve got | a stomach ache |]
| I feel | ill |]
| My ... hurts. | back |]

b) R10.8 P Listen and practise.

c) Work in pairs. Take turns to test your partner.

a cough | I’ve got a cough. | sick | I feel sick.

Get better soon!

3 a) Match these phrases to the verbs. Check in V10.6 p143.

| go | stay | take |
| to bed | at home | the day off |
| some painkillers | some cough medicine | some antibiotics |

| to bed | go to bed | to the doctor | to the dentist |
| to bed | stay at home | take the day off | some antibiotics |

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, ______ are you?
B I’m not very well.
A Oh, what’s ______ ?
B I’ve got a bad ______ ache.
A That’s a shame. Why don’t you go home?
B I ______ . I’ve got a meeting this afternoon.
A Oh, ______ . 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 ______ .
A Oh, dear. What’s the matter?
B I’ve got a ______ and a sore ______ .
A You ______ take the day off and go to bed.
B Yes, good idea.
A And ______ , lots of water.
B OK. See you tomorrow, maybe.

b) Listen and check.

Real World Talking about health

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. That’s a shame.</td>
<td>You should take the day off. Drink lots of water.</td>
</tr>
<tr>
<td>Are you OK?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What’s wrong?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) Check in RW10.1 p143.

Help with Listening Being sympathetic

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 5a). 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.

b) Tell the class your illness. What advice did students give you? Was it good advice, do you think?
**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?

---

**If you’re SAD, see the light!**

Many people feel depressed in winter – and now scientists think they know why.

In the 1970s, an American engineer called Herb Kern noticed that in spring and summer he was happy and had a lot of energy, but every winter he became depressed and lazy. He thought it was because there wasn’t much daylight in the winter and asked some scientists to make a ‘light box’. He put the box on his desk and after a few days he felt a lot better. In 1982 the scientists gave his illness a name – Seasonal Affective Disorder, or SAD.

In the USA about 6–20% of people have SAD and it is common in other countries like the UK and Sweden. People get SAD in autumn and winter, when the days are shorter and there is less daylight. It is more common in women than in men. People with SAD usually sleep a lot and feel tired all the time. They also eat a lot of sweet food and feel depressed. The answer is bright light. People with SAD should use a light box for half an hour a day. Or you can go on holiday to a sunny country, of course!
10 Review

Language Summary 10, p142

4 a) Tick the words you know. Then do the exercise in (V10.8) p143.

What's the weather like?

hot warm cold wet dry
raining snowing windy
cloudy sunny 34° (degrees)


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.

noun | adjective | verb
--- | --- | ---
rain | rainy | snow
wind | windy | -
sun | cloudy | -

b) Check in (V10.9) p143.

7 a) Choose the correct words.

1 It rainy/rained a lot last night.
2 It's a beautiful sun/sunny day.
3 There's usually a lot of snow/snowy in January.
4 It was very wind/windy last weekend.
5 It's cloud/cloudy today.
6 Look it's rainy/raining again!

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.

<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.

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.

1 Ana can't get up in the morning.
   Ana should go to bed earlier.
2 Gail is tired all the time.
3 Rob can't remember 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)?

1 beautiful
2 generous
3 overweight
4 good-looking
5 attractive
6 funny
7 selfish
8 lazy
9 reliable
10 slim
11 outgoing
12 bald
13 short

b) Work in groups. Where is the stress on these words?

b) Work in groups. Where is the stress on these words?

5 a) Make questions with these words.

1 Who / Joe / is? Who is Joe?
2 like / What / look / he / does? What does he look like?
3 doing / he / like / does? What does he like doing?
4 he / / like / What?

b) Match questions 1–4 with answers a)–d).

a) He likes travelling.
   b) He's very kind and quite shy.
   c) He's my brother.
   d) He's tall and he's got fair hair.

b) Work in groups. Discuss your answers.

6 a) Cover the words in 1 p84 and 4 p85. Then add words to these groups.

1 health problems a cold
2 parts of the body leg
3 seasons summer
4 weather adjectives hot

b) Work in groups and compare lists. Who has got the most words?

Progress Portfolio

a) Tick the things you can do in English.

- I can say how often I do things.
- I can ask for and give advice.
- I can talk about people’s appearance and character.
- I can say what's wrong when I'm ill.
- I can express sympathy.
- I can talk about the weather.

b) What do you need to study again? 🔄 10A–D
Future plans

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

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?

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 (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

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.

Look at the people’s New Year’s resolutions. Fill in the gaps with words from 2.

1. I’m going to work __less__ and have more __fun__.
2. And I’m going to have a __holidays__ this year.
3. I’m going to __move__ to Australia.
4. I’m going to do a __exercise__.
5. We’re going to __get__ and Val’s going to __stop__ smoking.
6. And David’s going to __lose__ weight.
7. I’m going to do more __exercise__.
8. I’m not going to eat __sugar__ any more.

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 Listen and practise.

I’m going to /ˈɡaʊntə/ work less and have more fun.
Vocabulary and Grammar Help

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.

10 a) Make questions with you and going to.
1 What / do after class?
   What are you going to 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) G11.3 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.

---

Meg, have a look at this picture! This is where I'm going on holiday. What do you think?

Jack

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

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
Vocabulary  Studying

1 Fill in the gaps with these words/phrases. Then check in p144.

- start
- revise for
- take
- go to
- a qualification
- pass
- fail
- leave
- a degree
- a job

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) Listen to Tim, Debbie and Sid talking after their final university exam. Tick the things they talk about.

- a job
- a drink
- a concert
- a party
- a club
- a video
- a film

3 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: *might or be going to*

4) **a)** Look at these sentences. Then choose the correct words in the rules.

1. *I might go for a drink with Peter, or I might go to Jane’s party.*
2. *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 611.3 p145.

5) **R11.5** listen and practise.

*I might go for a drink with Peter.*

8) Fill in the gaps with the correct form of *be going to* or *might* and the verb in brackets.

(✓) = decided, (✓ ×) = not decided.

**TIM**
1. (✓) I ________ (not do) another course next year.
2. (✓ ×) My brother and I ________ (go) to France for a couple of weeks.
3. (✓) I ________ (not work) in the family business.

**DEBBIE**
4. (✓ ×) I ________ (get) a job in Italy.
5. (✓) I ________ (do) a Spanish course.
6. (✓ ×) 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: *going to*

8) **R11.6** Listen and notice the two different ways we say *going to*. Both are correct.

*I’m going to /gonıə/ meet Tony in town.*

*What are you going to /gonıə/ do this evening?*

**b)** **R11.7** Listen to these sentences. Which way do these people say *going to*, a) or b)?

<table>
<thead>
<tr>
<th></th>
<th>a)</th>
<th>b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Are you going to get a job?</td>
<td>✓</td>
<td>×</td>
</tr>
<tr>
<td>2 I’m going to study law.</td>
<td>✓</td>
<td>b)</td>
</tr>
<tr>
<td>3 We’re going to talk to the bank.</td>
<td>a)</td>
<td>✓</td>
</tr>
<tr>
<td>4 Are you going to stay here?</td>
<td>a)</td>
<td>b)</td>
</tr>
<tr>
<td>5 I’m going to get a job.</td>
<td>a)</td>
<td>b)</td>
</tr>
<tr>
<td>6 I’m going to sell my car.</td>
<td>a)</td>
<td>b)</td>
</tr>
</tbody>
</table>

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: *be going to: yes/no questions and short answers*

10) **a)** Fill in the gaps with part of the verb *be.*

1. A ________ you going to get a job?
2. B Yes, I ________ . /No, I ________ not.
3. A ________ he going to sell his car?
   B Yes, he ________ . /No, he ________ .
4. A ________ they going to study in the UK?
   B Yes, they ________ . /No, they ________ .

**b)** Check in 611.4 p145.


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.
Finding your way

QUICK REVIEW •••
Write a list of places you can find in a town or city (museum, station, etc.). Work in pairs and compare lists. How many of these places are near where you are now?

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?

Hill Place
SEATON
- Three bedrooms.
- Sleeps up to 5 people.
- Living room with TV and DVD player.
- Fully equipped kitchen with dining area.
- Shower room and separate toilet.
- Small garden.
- 5 minute walk to town centre.
- 10 minute walk to beach.
- From £280 per week.

Benton House
SEATON
- Three bedrooms.
- Sleeps up to 6 people.
- Small living room with TV.
- Large fully equipped kitchen with dining area.
- Bathroom and separate shower.
- 10 minute walk to town centre.
- 1 minute from the beach.
- From £360 per week.

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 RW11.10 Look at the map and listen. Start at You are here. Which four places do the directions take you to?

b) Work in groups. Say which holiday home you chose and why. Do you agree?

2 RW11.9 Listen to Sue phone Craven Holiday Homes. When is the family’s holiday? Which place does she choose? Why?
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 R11.12 P Listen and practise the sentences in 7a).

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.
11 Review  Language Summary 11, p144

1 a) Fill in the gaps with the verbs in the box. V11.1
   do lose stop work move have get
   1 ... do ... more exercise/a language course
   2 ... fit/a new job
   3 ... house/to another country
   4 ... more fun/a holiday
   5 ... less/harder
   6 ... smoking/eating chocolate
   7 ... 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. B11.2
   1 going to / you / tomorrow evening / are / do / What?
   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?
   5 Are / study / going to / you / next year / English?

b) Work in pairs. Take turns to ask and answer the questions in 2a).

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. B11.3
   I’m going to visit friends.
   I might rent a DVD.

b) Work in pairs. Compare your sentences.

4 a) Draw pictures of five of these phrases on a piece of paper. Don’t write the phrase. RW11.1
   turn right turn left
go over go past go along
on the left on the right
opposite next to

b) Work in pairs. Swap papers. Guess your partner’s phrases.

5 a) Put the verbs in brackets in the correct form: infinitive with to or verb+ing. V11.3
   1 I want to buy (buy) a car.
   2 I love to eat (eat) out.
   3 I hate to take (take) exams.
   4 I’d love to live (live) in the USA.
   5 I don’t like to drive (drive).
   6 I need to get up (get up) early tomorrow.
   7 I’d like to be (be) a teacher.
   8 I enjoy studying (study) English!

b) Tick the sentences that are true for you.

c) Work in groups. How many of your sentences are the same?

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? 11A-D

---

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.

   + infinitive with to + verb+ing

   need would like hate would love enjoy like

   + work

   move

   lose

   stop

   get

   have

   do

   be

   love

   want

   watch

   find

   read

   go

   study

   be

   buy

   enjoy

   like

   to

   for

   with

   of

   than

   as

   on

   in

   at

   beside

   next

   opposite

   from

   to

   with

   than

   like

   would like

   need

   want

   like

   be

   have

   do

   go

   /some

   new

   clothes?

   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 to be a new job.
   3 I enjoy to love to study English!
   4 I love to watch TV.
   5 I enjoy to love to study English!
   6 I love to watch TV.
   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.

---

B11.13 Look at the song Chapel of Love on p103. Follow the instructions.
12 Life experiences

12A World records

QUICK REVIEW
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 [V1.2] p146.

2.5 1,000,000 3.25
2,300 45,270 156
650,000 70,000,000

1 nought point six 0.6
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

Vocabulary
big and small numbers
Grammar superlatives
Review comparatives; Past Simple

Record breakers

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.

The wettest place in the world is probably Mount Wi’a’ale’a’, 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.

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.

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.

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!

a) Read the article again. Fill in the gaps a)–h) with these prices and numbers.

£12,300 $120,000 335
85 £44,007 11.68
82 0.01

b) [R1.2] Listen and check.

c) Which record is the most interesting or surprising, do you think?
Help with Grammar
Superlatives

5 a) Fill in the table with superlatives from the article.

<table>
<thead>
<tr>
<th>adjective</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>longer</td>
<td>longest</td>
</tr>
<tr>
<td>wet</td>
<td>wetter</td>
<td></td>
</tr>
<tr>
<td>early</td>
<td>earlier</td>
<td></td>
</tr>
<tr>
<td>boring</td>
<td>more boring</td>
<td></td>
</tr>
<tr>
<td>expensive</td>
<td>more expensive</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>better</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
</tbody>
</table>

b) Complete the rules with comparatives or superlatives.

- We use _______ to compare three or more things.
- We use _______ to compare two things.

c) Work in pairs. Look at the words in 5a again. What are the rules for making superlatives? (Think about spelling and the number of syllables.)

d) Check in 612.1 p146 and read the TIPS!

6 a) Write the superlatives.

1 rich richest 7 safe
2 difficult 8 crowded
3 thin 9 friendly
4 happy 10 beautiful
5 hot 11 bad
6 modern 12 good

b) Listen and practise the superlative adjectives in 6a).

richest /rɪˈʃest/

7 a) Work in teams. Read the quiz. Fill in the gaps with the superlative form of the adjectives in brackets. Then do the quiz.

b) Check your answers on p158. How many points did your team get?

8 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

9 a) Work in pairs. Swap papers. Take turns to ask questions about your partner’s words. Ask follow-up questions.

Is Stefan the oldest person in your family?  Yes, he is. He’s my grandfather.

How old is he?  He’s 73.

b) Tell the class two things about your partner.
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 612.2. 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  6. lose
   2. stay  7. meet
   3. be  8. study
   4. have  9. see
   5. work  10. go

   b) Listen and practise the infinitive, Past Simple and past participle of the verbs in 4a).

   write, wrote, written
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) [R12.6] 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 [R12.3] p147.

8 [R12.7] 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 _______. 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 _______. I _______ one when I was a teenager. (write)
   A _______ you _______ it every day? (write)
   B No, I _______. Only when I _______ on holiday. (be)

b) [R12.8] Listen and check.

Get ready ... Get it right!

10 Work in two groups. Group A → p111. Group B → p119. Follow the instructions.
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?

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? → 1 by credit card, cheque
   b) How can I help you? → 2 the date you leave
   c) When would you like to go? → 3 the date you return
   d) And what’s your name, please? → 4 the reason you’re calling
   e) How would you like to pay? → 5 the name of an airport or city
   f) When do you want to come back? → 6 number of passengers
   g) And from which airport? → 7 a name

   b) R12.9 Listen and put questions a)–g) in order.

4. 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 RW12.2 p.146.

- 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 see 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 ____________________________.
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.

Real World Saying goodbye

a) 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>a</td>
<td>nice weekend!</td>
<td>nice</td>
<td></td>
<td>You too.</td>
</tr>
<tr>
<td></td>
<td>good trip!</td>
<td></td>
<td></td>
<td>Thanks, I will.</td>
</tr>
<tr>
<td>you</td>
<td>in two weeks.</td>
<td></td>
<td></td>
<td>Yes, see you.</td>
</tr>
<tr>
<td></td>
<td>next year.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on the next</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>me/us</td>
<td>an email,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a</td>
<td></td>
<td></td>
<td>Yes, of course.</td>
</tr>
</tbody>
</table>

b) Check in RW12.2 p.147.

9 R12.12 Listen and practise the sentences in 8a).

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!
Part 1

a) 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.

Part 2

a) 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. (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?

Part 3

a) 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.

Part 4

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.

Progress Portfolio

a) Tick the things you can do in English.

- I can compare three or more things.
- I can talk about my past experiences.
- I can ask other people about their experiences.
- I can find information in adverts for travel companies.
- I can buy a plane ticket on the phone.
- I can check in my luggage at the airport.

b) What do you need to study again?

Rules

Work in groups of four. Read the rules. Then play the game!

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**
   - 2 stand **stand**
   - 3 tell **tell**
   - 4 be **be**
   - 5 walk
   - 6 know
   - 7 catch
   - 8 look

2. **R6.12** Listen to the song. Fill in the gaps with the Past Simple forms of the verbs in 1.

   I **met** him on a Monday
   And my heart **still**
   Da do ron ron ron, da do ron ron
   Somebody **me** that his name **Bill**
   Da do ron ron ron, da do ron ron
   
   Yes, my heart **still**
   Yes, his name **Bill**
   And when he **me home**
   Da do ron ron ron, da do ron ron
   
   I **what he was doing**
   When he **my eye**
   Da do ron ron ron, da do ron ron
   He **so quiet** but my oh my
   Da do ron ron ron, da do ron ron
   
   Yes, he **my eye**
   Yes, my oh my
   And when he **me home**
   Da do ron ron ron, da do ron ron
   
   He picked me up at seven
   And he **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 **so fine**
   Yes, I'll make him mine
   And when he **me home**
   Da do ron ron ron, da do ron ron

b) Work in pairs. Compare answers.

3. **R6.13** 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**
   - 2 start **ten**
   - 3 same **five**
   - 4 ten **six**
   - 5 take **seven**
   - 6 not **eight**
   - 7 eleven
   - 8 play

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**Holiday** 8D p69

1. **R6.10** Listen to the song. Choose the correct words/phrases.

   Holiday! Celebrate!
   Holiday! Celebrate!

CHORUS
   If we **had** a holiday
   Took some time to **have fun**
   Just one **week out of life**
   It would be, it would be so **great**
   
   If we finally spread the **world**
   We're going to have a **party**
   All across the world
   In every **nation**
   It's time for the **happy**
   Forget about the **old**
   One day to **live**
   To release the pressure
   We **need** a holiday

CHORUS
   We can turn this **place**
   Bring back all of those **days**
   Put your troubles down
   It's time to **celebrate**
   Let love shine
   And we will **find**
   Can make **life**
   We **need** a holiday

CHORUS
   Holiday! Celebrate!
   Holiday! Celebrate!

b) Work in pairs. Compare answers.

3. **R6.13** 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) 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
   h) They'll be dancing, they're dancing in the street
   i) All we need is music, sweet music
   j) So come on, every guy, grab a girl, everywhere, around the world
   k) It doesn't matter what you wear, just as long as you are there
   l) They'll be swinging, swaying and records playing
   m) There'll be laughing, singing and music swinging
   n) A chance for folks to meet
   o) Philadelphia, PA, Baltimore and DC now
   p) This is an invitation across the nation
   q) Dancing in the street
   r) 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) 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 any more
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?
**Pair and Group Work: Student/Group A**

**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?

<table>
<thead>
<tr>
<th>Name:</th>
<th>Country:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr Popov</td>
<td>Russia</td>
</tr>
<tr>
<td>Ms Soprano</td>
<td>The USA</td>
</tr>
<tr>
<td>Mr Akdeniz</td>
<td>Turkey</td>
</tr>
<tr>
<td>Mr Terry</td>
<td>The UK</td>
</tr>
<tr>
<td>Mrs Banas</td>
<td>Germany</td>
</tr>
<tr>
<td>Mr Lee</td>
<td>Australia</td>
</tr>
<tr>
<td>Mrs Lee</td>
<td>Spain</td>
</tr>
<tr>
<td>Mrs Barros</td>
<td>Brazil</td>
</tr>
<tr>
<td>Mr Pérez</td>
<td>Spain</td>
</tr>
</tbody>
</table>

b) Check your answers with your partner.

**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.

**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)–e) 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  
b) The Burger Bar  
c) the post office  
d) The Moon nightclub  
e) the school

**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.
Pair and Group Work: Student/Group A

2A 13 p15

**a)** Guess the things your partner has got, but don’t talk to him/her. Put a tick (✓) or a cross (X) in the your guess column.

<table>
<thead>
<tr>
<th>your guess</th>
<th>your partner’s answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</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.

**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.


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.
**Pair and Group Work: Student/Group A**

### 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>watch TV <strong>every</strong> / <strong>in</strong> evening</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>do sport <strong>in</strong> / <strong>on</strong> Saturdays</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>go to bed after midnight <strong>in</strong> / <strong>at</strong> the week</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>eat out <strong>at</strong> / <strong>every</strong> week</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>go to concerts <strong>in</strong> / <strong>at</strong> the weekends</td>
<td></td>
</tr>
</tbody>
</table>

**b)** Make questions with you with phrases 1–5 in a).

1. *Do you watch TV every evening?*

**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.

*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.
Pair and Group Work: Student/Group A

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></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>x</td>
</tr>
<tr>
<td>move house</td>
<td>✓x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>watch lots of TV</td>
<td>✓x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>go to a party</td>
<td>✓</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>play tennis</td>
<td>✓</td>
<td></td>
<td>✓x</td>
</tr>
<tr>
<td>stay in bed on Sunday</td>
<td>✓</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 **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’.

---

**Born to be Bond**

Pierce Brosnan was born in Ireland in 1952, but his father left after his first birthday. His mother went to England and became a nurse, and Pierce lived with his aunt. He went to live with his mother in 1964, 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 drama school. 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 1979 and they had a son. Sadly, Cassandra died in 1993.*

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 **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?

---

**Things you can and can’t do in Yellowstone Park**

- [ ] (a) Can you take your dog?
- [x] (b) Can you swim in the lake?
- [ ] (c) Can you have a picnic?
- [x] (d) Can you fly a kite?
- [x] (e) Can you fish in the river?
- [ ] (f) Can you camp in the park?
- [ ] (g) Can you ride a bike?
- [x] (h) Can you ride a horse?
- [ ] (i) Can you drive a car?
- [ ] (j) Can you ride a snowboard?
- [ ] (k) Can you ride a roller coaster?
- [ ] (l) Can you ride a hot air balloon?
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 Paulo 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?_

<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.
Pair and Group Work: Student/Group A

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

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) 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

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.

Pair and Group Work: Student/Group A

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 / happy at school?</td>
<td>Were you happy at school?</td>
<td></td>
</tr>
<tr>
<td>2 Who / best friend?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 / good at languages?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 What / favourite food?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 What / favourite TV programme?</td>
<td></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.

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.

**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.

**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!

**11C 9 p91**

**a)** Work on your own. Find these places on the map on p91. Don’t show your partner.

1 the museum
4 The Burger Bar
8 the post office
11 The Moon nightclub
13 the school

**b)** Work with your partner. Ask for directions to places f)–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
Pair and Group Work: Student/Group B

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>[Image of a computer]</td>
<td></td>
</tr>
<tr>
<td>[Image of headphones]</td>
<td></td>
</tr>
<tr>
<td>[Image of a cat]</td>
<td></td>
</tr>
<tr>
<td>[Image of a bicycle]</td>
<td></td>
</tr>
<tr>
<td>[Image of a ticket]</td>
<td></td>
</tr>
<tr>
<td>[Image of a 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.

<table>
<thead>
<tr>
<th>today’s films</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>48 Hours</strong></td>
</tr>
<tr>
<td><strong>Three Long Years</strong></td>
</tr>
<tr>
<td><strong>Two Weeks from Sunday</strong></td>
</tr>
<tr>
<td><strong>Adults:</strong> £6.90</td>
</tr>
</tbody>
</table>

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!
a) Work on your own. Choose the correct words in the phrases.

<table>
<thead>
<tr>
<th></th>
<th>watch TV(\in/on) the morning</th>
<th>go shopping every/in Saturday</th>
<th>go for a drink at/on Friday evenings</th>
<th>work at/in the weekends</th>
<th>phone your friends at/every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></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?
2. Do you go shopping every/in Saturday?
3. Do you go for a drink at/on Friday evenings?
4. Do you work at/in the weekends?
5. Do you phone your friends at/every day?

b) Work with students A and C. Take turns to ask for and give advice. Whose advice is the best, do you think?

I want to practise my English more. What should I do?

I think you should...

(Don't) go...

Well, you shouldn't...

b) 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.
**Pair and Group Work: Student/Group B**

### 5C p43

**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 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></th>
<th>Tim</th>
<th>Debbie</th>
<th>Sid and Clare</th>
</tr>
</thead>
<tbody>
<tr>
<td>visit parents</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>go running</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>move house</td>
<td>X</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>X</td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stay in bed on Sunday</td>
<td>X</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?
7A 12 p55

Pair and Group Work: Student/Group B

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'.

Pierce Brosnan was definitely born to be Bond.

8A 9 p63

Things you can and can't do in Yellowstone Park

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?
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?

I'm not sure. I think São Paolo is bigger.

b) Which places are: hot, warm, cold, wet, dry?
c) Where's the best place to go today? Why?

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?

10D 5 p85

a) Take turns to ask and answer questions. Fill in the gaps in the table. Your partner starts.

What's the weather like in ... today?

It's ... and it's ... degrees.

<table>
<thead>
<tr>
<th>city</th>
<th>weather</th>
<th>°C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athens</td>
<td>🌧️</td>
<td>21</td>
</tr>
<tr>
<td>Buenos Aires</td>
<td>🌞</td>
<td>35</td>
</tr>
<tr>
<td>Bangkok</td>
<td>☀️</td>
<td>20</td>
</tr>
<tr>
<td>Chicago</td>
<td>🌧️</td>
<td>16</td>
</tr>
<tr>
<td>Helsinki</td>
<td>🌧️</td>
<td>0</td>
</tr>
<tr>
<td>Moscow</td>
<td>🌧️</td>
<td>16</td>
</tr>
<tr>
<td>Munich</td>
<td>🌞</td>
<td>16</td>
</tr>
<tr>
<td>Paris</td>
<td>🌧️</td>
<td>20</td>
</tr>
<tr>
<td>Rome</td>
<td>🌧️</td>
<td>16</td>
</tr>
<tr>
<td>Stockholm</td>
<td>🌧️</td>
<td>20</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 Jo and I like some of the same things – we both like going to the cinema and going to Chinese restaurants. But she talks about books and shopping all the time. We both like rock music but she hates sport and I love it! No, I don't want to see her again. Sorry!

JO I really like Mark. He's very different from me but that's a good thing, I think. I hate football but he loves it. And he plays computer games all the time and he never reads books. But yes, I'd like a second date with him. Definitely. He's very nice.
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

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?

7B 3 p56

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
- eat out
- read a good book
- go shopping for clothes
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? Would you like to go?</td>
<td>Were you tall for your age? Would you like to go?</td>
</tr>
<tr>
<td>2</td>
<td>Who / favourite teacher?</td>
<td>Who / favourite teacher?</td>
</tr>
<tr>
<td>3</td>
<td>/ good at sport?</td>
<td>/ good at sport?</td>
</tr>
<tr>
<td>4</td>
<td>What / favourite drink?</td>
<td>What / favourite drink?</td>
</tr>
<tr>
<td>5</td>
<td>Where / thirteenth birthday party?</td>
<td>Where / thirteenth birthday party?</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.
a) Work on your own. Choose the correct words in the phrases.

1 go to the cinema at (every) month
2 watch TV in/on the afternoons
3 visit your family in/at the weekend
4 stay at/on Sunday evenings
5 go out at/every Saturday evening

b) Make questions with you with phrases 1–5 in a).

1 Do you go to the cinema every month?

<table>
<thead>
<tr>
<th>name</th>
<th>name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

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.

Filip and Lena both go to the cinema every month.

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?

... ...

19...

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.
4 ...

b) Work with students A and B. Take turns to ask for and give advice. Whose advice is the best, do you think?

I can't find a job. What should I do?

(I think) you should ...

(Don't go) ...

Well, you shouldn't ...

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.
Vocabulary

**VO.1 Colours**
- red
- green
- blue
- yellow
- white
- black
- grey

**VO.2 The alphabet**

<table>
<thead>
<tr>
<th>Letter</th>
<th>phonemes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aa</td>
<td>/ei/</td>
</tr>
<tr>
<td>Bb</td>
<td>/iː/</td>
</tr>
<tr>
<td>Cc</td>
<td>/e/</td>
</tr>
<tr>
<td>Dd</td>
<td>/ai/</td>
</tr>
<tr>
<td>Ee</td>
<td>/juː/</td>
</tr>
<tr>
<td>Ff</td>
<td>/f/</td>
</tr>
<tr>
<td>Gg</td>
<td>/g/</td>
</tr>
<tr>
<td>Hh</td>
<td>/h/</td>
</tr>
<tr>
<td>Ii</td>
<td>/ai/</td>
</tr>
<tr>
<td>Jj</td>
<td>/dʒ/</td>
</tr>
<tr>
<td>Kk</td>
<td>/eks/</td>
</tr>
<tr>
<td>Ll</td>
<td>/el/</td>
</tr>
<tr>
<td>Mm</td>
<td>/em/</td>
</tr>
<tr>
<td>Nn</td>
<td>/en/</td>
</tr>
<tr>
<td>Oo</td>
<td>/eu/</td>
</tr>
<tr>
<td>Pp</td>
<td>/ep/</td>
</tr>
<tr>
<td>Qq</td>
<td>/kw/</td>
</tr>
<tr>
<td>Rr</td>
<td>/a:z/</td>
</tr>
<tr>
<td>Ss</td>
<td>/es/</td>
</tr>
<tr>
<td>Tt</td>
<td>/et/</td>
</tr>
<tr>
<td>Uu</td>
<td>/juː/</td>
</tr>
<tr>
<td>Vv</td>
<td>/ev/</td>
</tr>
<tr>
<td>Ww</td>
<td>/aɪ/</td>
</tr>
<tr>
<td>Xx</td>
<td>/eks/</td>
</tr>
<tr>
<td>Yy</td>
<td>/aɪ/</td>
</tr>
<tr>
<td>Zz</td>
<td>/dʒiː/</td>
</tr>
</tbody>
</table>

**VO.3 Days of the week**
- Monday /'mændi/  
- Tuesday /'tjuːzdə/  
- Wednesday /'wenzdə/  
- Thursday /'θɜːzdə/  
- Friday /'fraɪdə/  
- Saturday /'seɪtədə/  
- Sunday /'sʌndə/  

**TIPS!**
- You can check phonemic symbols (/ei/, /iː/, etc.) on p159.
- ee = double e, A = capital A, a = small a.

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)–l).

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?
Vocabulary

V1.1 Countries, nationalities and languages

<table>
<thead>
<tr>
<th>countries</th>
<th>nationalities</th>
<th>languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm from...</td>
<td>I'm...</td>
<td>I speak...</td>
</tr>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Austrália</td>
<td>Australian</td>
<td>English</td>
</tr>
<tr>
<td>Argentina</td>
<td>Argentinean</td>
<td>Spanish</td>
</tr>
<tr>
<td>the USA</td>
<td>American</td>
<td>German</td>
</tr>
<tr>
<td>Germán</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>Russian</td>
</tr>
<tr>
<td>Rússia</td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td>the UK</td>
<td>British</td>
<td>English</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
<td>Spanish</td>
</tr>
<tr>
<td>Póland</td>
<td>Polish</td>
<td>Polish</td>
</tr>
<tr>
<td>Türký</td>
<td>Turkish</td>
<td>Turkish</td>
</tr>
<tr>
<td>China</td>
<td>Chinesé</td>
<td>Chinese</td>
</tr>
<tr>
<td>Japán</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</th>
<th>zero/nought</th>
<th>/nɔt/</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>one</td>
<td>/wʌn/</td>
</tr>
<tr>
<td>2</td>
<td>two</td>
<td>/tuː/</td>
</tr>
<tr>
<td>3</td>
<td>three</td>
<td>/θriː/</td>
</tr>
<tr>
<td>4</td>
<td>four</td>
<td>/fɔːr/</td>
</tr>
<tr>
<td>5</td>
<td>five</td>
<td>/fɪv/</td>
</tr>
<tr>
<td>6</td>
<td>six</td>
<td>/sɪks/</td>
</tr>
</tbody>
</table>

V1.3 Jobs

Match the jobs to pictures a)–p).

1 □ a doctor 9 □ an actor/ an actress
2 □ a musician /mjuːˈzɪʃən/ 10 □ a builder
3 □ an engineer /ˈɛnɪŋɡər/ 11 □ a teacher
4 □ a shop assistant 12 □ a manager /ˈmænədʒər/
5 □ a cleaner 13 □ a housewife
6 □ a police officer 14 □ a lawyer /ˈlɛvər/
7 □ a waiter/a waitress 15 □ unemployed /ˈʌnɪmplɔɪd/
8 □ an accountant 16 □ retired /ˈrɪtərd/

TIP! • What do you do? = What's your job?

• We use a or an with jobs: I'm a lawyer, not I'm a lawyer.

• unemployed and retired are adjectives. We say: I'm unemployed, not I'm an unemployed.

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 /jʊnɪˈvɜːsəti/.

V1.5 Numbers 20–100

20 = twenty 26 = twenty-six 50 = fifty
21 = twenty-one 27 = twenty-seven 60 = sixty
22 = twenty-two 28 = twenty-eight 70 = seventy
23 = twenty-three 29 = twenty-nine 80 = eighty
24 = twenty-four 30 = thirty 90 = ninety
25 = twenty-five 40 = forty 100 = a hundred

V1.6 Personal possessions (1)

Do you remember these things? Check on p.12.
- a diary /daiəri/ a coat /kəʊt/ a watch /wɒtʃ/
- a suitcase /ˈsʌkɪtʃ/ an umbrella /ənˈʌmbreɪlə/ a camera /ˈkeɪmərə/
- a wallet /ˈwɛlət/ a CD player /ˈkeɪdɪ plɪər/ a bicycle /ˈbaɪsɪkl/ a shoe /ʃuː/ an ID (identity) card /ɪdˈnaɪəti/ a dress /dres/ false teeth /fɔːl ˈtiːθz/

V1.7 Plurals

<table>
<thead>
<tr>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>most nouns: add -s</td>
<td>a bag /bæg/ bags /bægz/ shoes /ʃuːz/</td>
</tr>
<tr>
<td>nouns ending in -ch, -sh, -s, -ss, -x or -z: add -es</td>
<td>a watch /wɒtʃ/ watches /ˈwɒtʃɪz/ a dress /dres/ dresses /ˈdresɪz/</td>
</tr>
<tr>
<td>nouns ending in consonant + y: -y → -ies</td>
<td>a diary /ˈdaɪəri/ diaries /ˈdaɪərɪz/</td>
</tr>
<tr>
<td>irregular plurals</td>
<td>a man /mæn/ men /mɛn/ a woman /ˈwəʊmən/ women /ˈwʊmən/ a child /چild/ children /ˈtʃɪldrən/ a person /ˈpɜːsən/ people /ˈpiːpl/ a tooth /tuːθ/ teeth /tiːθz/</td>
</tr>
</tbody>
</table>

V1.8 this, that, these, those

| singular this (umbrella) that (CD player) |
|-----------------|----------|
| here /hər/ | there /ðeər/ |

| plural these (watches) those (false teeth) |
|-----------------|----------|
### Grammar

#### 61.1 be: positive and Wh- questions

**POSITIVE**
- I'm from Italy. (I am)
- You're in room C. (you are)
- He's from Mexico. (he is)
- She's from Australia. (she is)
- It's Maria Favia. (it is)
- We're from the USA. (we are)
- They're from Spain. (they are)

**WH- QUESTIONS**
- Where am I? (Where are you?)
- Where are you from? (Where is he/she?)
- Where's he from? (Where's she from?)
- Where's it from? (Where's she from?)
- What's your name? (What are your names?)
- Where are we? (Where are they from?)

**TIP!** You and your are singular and plural in English.

#### 61.2 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>

**TIP!**
- 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.*

#### 61.3 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>SHORT ANSWERS</th>
<th>YES/NO QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I am.</td>
<td>Am I late?</td>
</tr>
<tr>
<td>No, you aren't.</td>
<td>Are you from Spain?</td>
</tr>
<tr>
<td>No, he/she isn't.</td>
<td>Is he/she a musician?</td>
</tr>
<tr>
<td>No, it isn't.</td>
<td>Is it from the USA?</td>
</tr>
<tr>
<td>No, we aren't.</td>
<td>Are we in room 5?</td>
</tr>
<tr>
<td>No, you aren't.</td>
<td>Are you from Sydney?</td>
</tr>
<tr>
<td>No, she isn't.</td>
<td>Are they French?</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.
V2.1 Adjectives (1)  
2A p14

Match the adjectives to pictures a)–n).

1. new  
2. good  
3. cheap /tʃip/  
4. beautiful  
5. easy  
6. big  
7. long  
8. fast  
9. young  
10. right /raɪt/  
11. nice  
12. beautiful  
13. great /ɡreɪt/  
14. favourite /ˈfeɪvərɪt/  

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 DVD player  
- a laptop  
- videos /ˈvɪdɪəz/  
- CDs  
- a mobile (phone) /ˈmobaɪl fəʊn/ [US: a cell /sɛl/ phone]  
- a CD player  
- a radio /ˈrædiəʊ/  
- a personal stereo  
- a digital /ˈdɪdʒɪtl/ camera

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 (dad)</td>
<td>mother (mum)</td>
<td>parents /ˈpeərənts/</td>
</tr>
<tr>
<td>son /sɔn/</td>
<td>daughter /ˈdɔːtə/</td>
<td>children (kids)</td>
</tr>
<tr>
<td>brother /ˈbrʌðə/</td>
<td>sister</td>
<td>-</td>
</tr>
<tr>
<td>husband</td>
<td>wife (plural: wives)</td>
<td>-</td>
</tr>
<tr>
<td>grandfather</td>
<td>grandmother</td>
<td>grandparents</td>
</tr>
<tr>
<td>grandson</td>
<td>granddaughter</td>
<td>grandchildren</td>
</tr>
<tr>
<td>uncle</td>
<td>aunt /ˈaʊnt/</td>
<td>-</td>
</tr>
<tr>
<td>cousin /ˈkʌzn/</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?

V2.5 Time words  
2C p18

- 60 seconds = 1 minute /ˈmɪnɪt/  
- 60 minutes = 1 hour /ˈaʊər/  
- 24 hours = 1 day  
- 7 days = 1 week  
- 12 months /mənθz/ = 1 year

TIP!  
- We say two and a half hours not two hours and a half.

V2.6 Things in a house  
2D p20

Match the words to a)–j) in the picture.

1. a table  
2. a chair /tʃeə/  
3. a desk  
4. a sofa  
5. a carpet  
6. a door  
7. a window  
8. the floor  
9. a plant  
10. a coffee table

V2.7 Prepositions of place  
2D p20

- in  
- on  
- by  
- under  
- behind  
- in front of
Grammar

62.1 have got: positive and negative

Positive
I / you / we / they've got (= have got)
He / she / it's got (= has got)

Negative
I / you / we / they haven't got (= have not got)
He / she / it hasn't got (= has not got)

62.2 have got: questions and short answers

Questions
Have I got any letters today?
Have you got a computer?
Has he / she / it got a DVD player?
Have we got any CDs?
Have they got any cheap TVs?

Short Answers
Yes, I have.
No, I haven't.
Yes, you have.
No, you haven't.
Yes, he / she / it has.
No, he / she / it hasn't.
Yes, we have.
No, we haven't.
Yes, they have.
No, they haven't.

TIPS
- We don't use got in short answers.
- We use any in plural negatives and questions with have got: We haven't got any CDs. Have I got any letters?

62.3 Possessive 's

- We use name + 's for the possessive: Kate is Lisa's sister.
- Kate is the sister of Lisa. Pat is Chris and Emma's grandmother.

TIPS
- For plural nouns, the apostrophe (') is after the s: My parents' names are Pat and Bill.
- 's can mean the possessive, is or has:
  - Bill is Lisa's father. (s = possessive)
  - Kate's her sister. (s = is)
  - She's got a brother. (s = has)
- We use whose to ask which person / people a thing belongs to: Whose mobile phone is that? It's Tom's.

Language Summary 2

Real World

62.1 Telling the time

- 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.

62.2 Talking about the time

Questions about the time
A. What time is it?
B. It's five o'clock.
A. What's the time, please?
B. It's about half past two.
A. Excuse me. Have you got the time, please?
B. 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

62.3 Asking about prices

- 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
40p = forty p / p i /
£29.99 = twenty-nine ninety-nine
Language Summary 3

**Vocabulary**

### V3.1 Daily routines [3A p22]

Match the words/phrases to pictures a)–o).

1. get up
2. go to bed
3. have breakfast
4. have lunch
5. have dinner
6. start work
7. start classes
8. finish work
9. finish classes
10. leave home
11. get home
12. work
13. study
14. sleep
15. live

### V3.2 Free time activities (1) [3B p24]

Match the phrases to pictures a)–l).

1. go out
2. stay in
3. eat out
4. go for a drink
5. go to the cinema
6. go to concerts
7. go shopping
8. phone friends/my family
9. visit friends/my family
10. have coffee with friends
11. do sport
12. watch TV

### V3.3 Time phrases with on, in, at, every [3B p25]

<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>day</td>
</tr>
<tr>
<td>Mondays</td>
<td>the evening</td>
<td>night</td>
<td>month</td>
</tr>
<tr>
<td>Monday mornings</td>
<td>the week</td>
<td>night</td>
<td>the weekend</td>
</tr>
<tr>
<td>Sunday afternoon</td>
<td></td>
<td>morning</td>
<td></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 not at night.

### V3.4 Months [3C p26]

- January /ˈdʒænjuərɪ/  
- April /ˈeɪprəl/  
- July /ˈdʒuːlɪ/  
- October /ˈɒktəbr/  
- February /ˈfebruərɪ/  
- May /meɪ/  
- August /ˈɔːgəst/  
- November /ˈnɒvəmbr/  
- March /mər(t)/  
- June /ʃuːn/  
- September /ˈsɛptəmbr/  
- December /ˈdɛkəbr/  

### V3.5 Dates [3C p26]

- 1st = first  
- 2nd = second  
- 3rd = third  
- 4th = fourth  
- 5th = fifth  
- 6th = sixth  
- 7th = seventh  
- 8th = eighth  
- 9th = ninth  
- 10th = tenth  
- 11th = eleventh  
- 12th = twelfth  
- 13th = thirteenth  
- 14th = fourteenth  
- 15th = fifteenth  
- 16th = sixteenth  
- 17th = seventeenth  
- 18th = eighteenth  
- 19th = nineteenth  
- 20th = twentieth  
- 21st = twenty-first  
- 22nd = twenty-second  
- 23rd = twenty-third  
- 24th = twenty-fourth  
- 25th = twenty-fifth  
- 26th = twenty-sixth  
- 27th = twenty-seventh  
- 28th = twenty-eighth  
- 29th = twenty-ninth  
- 30th = thirtieth  
- 31st = thirty-first

**TIPS!**
- We say: the fifth of May or May the fifth. We write: 5th May or May 5th.
- In the UK, 1.9.07 = 1st September 2007 (day/month/year).
- In the USA, 1.9.07 = Sep 1st 2007 (month/day/year).

### V3.6 Frequency adverbs [3D p28]

- always  
- usually  
- often  
- sometimes  
- hardly  
- ever  
- never

100%  
0%

### V3.7 Word order of frequency adverbs [3D p28]

- Frequency adverbs go after the verb: I'm always happy when I get up.
- Frequency adverbs go before other verbs: I sometimes get up early or 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)**

**Question word** | **auxiliary** | **subject** | **infinitive**
--- | --- | --- | ---
Where | do | they | have dinner?
Where | do | you | go to the hotel?
What time | do | you | get back to work?
When | do | they | finish work?
What time | do | we | start work?
When | do | I/you/we/they | live?

**G3.3 Present Simple: negative (I/you/we/they)**

<table>
<thead>
<tr>
<th>subject</th>
<th>auxiliary</th>
<th>infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>I/you/we/they</td>
<td>don't (= do not)</td>
<td>live in England.</td>
</tr>
<tr>
<td>I</td>
<td>don't</td>
<td>go out in the week.</td>
</tr>
<tr>
<td>We</td>
<td>don't</td>
<td>stay in at the weekend.</td>
</tr>
<tr>
<td>They</td>
<td>don't</td>
<td>watch TV in the day.</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>
</tr>
</thead>
<tbody>
<tr>
<td>Do</td>
<td>I/you/we/they</td>
<td>live in England?</td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td>eat out a lot?</td>
</tr>
<tr>
<td>Do</td>
<td>you</td>
<td>go to concerts?</td>
</tr>
<tr>
<td>Do</td>
<td>they</td>
<td>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>

**TIP!** In positive and negative sentences, subject pronouns come before the verb and object pronouns come after the verb: I often phone her at 11 p.m. We don't usually see him in the mornings.

---

**Real World**

**RW3.1 Phrases for special days**

- a birthday /'bərθdeɪ/ **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**

L'ét's get him a book. buy him a DVD. give her a CD.

What about a DVD?

**responding to suggestions**

✓ That's a good idea.
✓ X I'm not sure.
X No, I don't think so.

**TIP!** We use the infinitive after What shall we ...? and Let's. What shall we do tonight? Let's go to the cinema.
**Vocabulary**

### V4.1 Free time activities (2)

4A p30

Match the phrases to pictures a)–k).

- read /ri:d/ books/magazines
- watch DVDs/videos
- play tennis
- take photos
- go skiing /ˈskiɪŋ/
- go swimming
- go running /ˈrænɪŋ/
- go dancing
- listen /ˈlɪsən/ to music
- listen to the radio
- watch sport on TV

### V4.2 Things you like/don’t like

4B p32

Match the words/phrases to pictures a)–o).

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

### V4.3 like/love/hate

4B p32

- I love...
- I really like...
- I like...
- I quite like...
- ... is/are OK.
- I don’t like...
- I hate...

### V4.4 Verb+ing

4B p32

<table>
<thead>
<tr>
<th>verb + verb+ing</th>
<th>verb + noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I love reading.</td>
<td>I love rock music.</td>
</tr>
<tr>
<td>I really like travelling.</td>
<td>I like books.</td>
</tr>
<tr>
<td>Shopping for clothes is OK.</td>
<td>I quite like Italian food.</td>
</tr>
<tr>
<td>I don’t like dancing.</td>
<td>I don’t like computer games.</td>
</tr>
<tr>
<td>I hate cooking.</td>
<td>I hate football.</td>
</tr>
</tbody>
</table>

**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.*
**Language Summary 4**

**V.4.5 Food and drink (1)**

- a cheese and tomato sandwich /ˈsænwɪdʒ/
- a tuna mayonnaise /ˈmeɪnərəs/ sandwich
- a cheeseburger and chips
- a glass of white wine
- a bottle of beer
- a bottle of sparkling mineral water
- a mixed /ˈmɪkst/ salad
- a tuna salad /ˈsaːləd/
- a chicken /ˈtʃɪkɪn/ salad
- a pizza

**V.4.6 Food and drink (2)**

Match the words to pictures a)–l).

1. biscuits /ˈbɪskiːts/  
2. milk /ˈmɪlk/  
3. an apple /ˈeɪ plə/  
4. rice /raɪs/  
5. toast /tɔːst/  
6. bread /briːd/  
7. sausages /ˈsoʊzdʒz/  
8. fish /fɪʃ/  
9. eggs /ɛɡz/  
10. coffee /ˈkɒfi/  
11. soup /ˈsuːp/  
12. cheese /ˈtʃiːz/  
13. vegetables /ˈvɛrəti/  
14. a banana /ˈbænə/  
15. orange juice /ˈɒrɪndʒ dʒuːz/  
16. tea /tiː/  
17. jam /dʒæm/  
18. meat /miːt/  
19. fruit /fruːt/  
20. cereal /ˈsiərəl/  

**V.4.7 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.

**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.

**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)
Grammar

64.1 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></td>
<td>in Antarctica.</td>
</tr>
<tr>
<td>Paul</td>
<td>watches</td>
</tr>
<tr>
<td></td>
<td>a lot of sport on TV.</td>
</tr>
</tbody>
</table>

NEGATIVE
- In negative sentences with he/she/it we use doesn't (= does not) + infinitive.
- In negative sentences with if 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>
<tr>
<td></td>
<td></td>
<td>the job very much. to him very often.</td>
</tr>
</tbody>
</table>

64.2 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 /'wɔtʃ/ 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

64.3 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>What</td>
<td>does</td>
<td>she</td>
<td>do</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>in her free time?</td>
</tr>
<tr>
<td></td>
<td>Does</td>
<td>she</td>
<td>watch</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TV a lot? films?</td>
</tr>
<tr>
<td>What music</td>
<td>does</td>
<td>she</td>
<td>like</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>like?</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. not Yes, she likes.
No, she doesn't. not No, she doesn't like.

64.4 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?

TIP! • 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.
# Vocabulary

## V5.1 Places in a town/the country

**SA 1 p38**

Match the words to pictures a)–t).

<table>
<thead>
<tr>
<th>Number</th>
<th>Image</th>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b)</td>
<td>a square</td>
<td>/skwea/</td>
</tr>
<tr>
<td>2</td>
<td>c)</td>
<td>a park</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>d)</td>
<td>a market</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>e)</td>
<td>a bus station</td>
<td>/ˈbʌs/</td>
</tr>
<tr>
<td>5</td>
<td>f)</td>
<td>a station</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>g)</td>
<td>a lake</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>h)</td>
<td>a beach</td>
<td>/ˈbi:tʃ/</td>
</tr>
<tr>
<td>8</td>
<td>i)</td>
<td>the sea</td>
<td>/si:/</td>
</tr>
<tr>
<td>9</td>
<td>j)</td>
<td>a river</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>k)</td>
<td>a museum</td>
<td>/ˈmjuːzəm/</td>
</tr>
<tr>
<td>11</td>
<td>l)</td>
<td>an airport</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>m)</td>
<td>mountains</td>
<td>/ˈmaʊntz/</td>
</tr>
<tr>
<td>13</td>
<td>n)</td>
<td>a road</td>
<td>/rəʊd/</td>
</tr>
<tr>
<td>14</td>
<td>o)</td>
<td>a café</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>p)</td>
<td>a bar</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>q)</td>
<td>a shop</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>r)</td>
<td>a flat</td>
<td>[US: an apartment]</td>
</tr>
<tr>
<td>18</td>
<td>s)</td>
<td>a house</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>t)</td>
<td>a hotel</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>a)</td>
<td>a bed and breakfast</td>
<td></td>
</tr>
</tbody>
</table>

**TIP!** • **a station** = a train station.

## V5.2 Rooms and things in a house

**SB 1 2 p40**

Do you remember the things in the flat in Park Street? Check on p40.

<table>
<thead>
<tr>
<th>Rooms</th>
<th>Furniture and other things in a house</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the kitchen</td>
<td>a cooker, a sink, a fridge, a table, four chairs, a washing machine</td>
</tr>
<tr>
<td>in the living room</td>
<td>a coffee table, two plants, a sofa, two armchairs</td>
</tr>
<tr>
<td>in the bathroom</td>
<td>a bath, a shower, a toilet, a washbasin</td>
</tr>
<tr>
<td>in the bedrooms</td>
<td>a double bed, a single bed, a chair, a desk, a plant</td>
</tr>
<tr>
<td>on the balcony</td>
<td>a table, three plants, two chairs</td>
</tr>
</tbody>
</table>

## V5.3 Shops

**5C 2 p42**

Fill in the gaps with these words.

- 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**

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

**5C 3 p42**

- 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**?
Vocabulary

**V5.5 Things to buy**

Match the words to pictures a)–n).

1. stamps
2. cigarettes
3. a map
4. phone cards
5. batteries
6. a film
7. envelopes /'envəlaups/
8. postcards
9. tissues /'tjuːzɪs/
10. a magazine
11. a lighter
12. a bottle of water
13. a newspaper
14. chocolate /'tʃɒklæt/

**V5.6 Clothes**

Match the words to pictures a)–s).

1. trousers /'traʊzəz/
2. shorts
3. jeans /'dʒeɪnz/
4. a dress
5. shoes
6. a suit /'sjuːt/
7. a skirt /'skɑːrt/
8. a jumper /'dʒʌmpə/
9. trainers
10. a jacket /'dʒækɪt/
11. a hat
12. a tie
13. boots
14. a shirt /'ʃɜːt/
15. socks
16. a T-shirt /'tʃɪrt/
17. a top
18. a coat
19. a cap

**V5.7 Plural nouns**

<table>
<thead>
<tr>
<th>look plural but can mean one thing</th>
<th>can be singular or plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>jeans</td>
<td>a shoe/shoes</td>
</tr>
<tr>
<td>shorts</td>
<td>a sock/socks</td>
</tr>
<tr>
<td>trousers</td>
<td>a boot/boots</td>
</tr>
<tr>
<td></td>
<td>a trainer/trainers</td>
</tr>
</tbody>
</table>

**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 /'klaʊdəz/ 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></th>
<th>singular</th>
<th>plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td>There's a beautiful lake.</td>
<td>There are lots of things to do.</td>
</tr>
<tr>
<td><strong>NEGATIVE</strong></td>
<td>There isn't a park near our flat.</td>
<td>There aren't any restaurants.</td>
</tr>
<tr>
<td><strong>QUESTIONS</strong></td>
<td>Is there a hotel?</td>
<td>Are there any cheap places to stay?</td>
</tr>
<tr>
<td><strong>SHORT ANSWERS</strong></td>
<td>Yes, there is./No, there isn't.</td>
<td>Yes, there are./No, there aren't.</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></th>
<th>singular countable nouns</th>
<th>plural countable nouns</th>
<th>uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSITIVE</strong></td>
<td>There's a cooker.</td>
<td>There are some chairs.</td>
<td>I'd like some information.</td>
</tr>
<tr>
<td><strong>NEGATIVE</strong></td>
<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><strong>QUESTIONS</strong></td>
<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 thèse ones, plèase.
- Have you gôt any big bòttles of wàter?
- Can I hâve fôur stâmps for Europe, plèase?

**Asking about prices**

- How múch are the phônè cârds?
- How múch is thât?
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 [ˈnoʊsi] quiet /ˈkwætt/ 
6 short [ʃɔrt] tall
7 boring /'bɔrɪŋ/ interesting /'ɪntrəstɪŋ/ 
8 well [wel] ill
9 clean [kliːn] dirty /'dɜːti/ 
10 intelligent [ˌɪntəˈliːdʒnt] stupid
11 crowded /'kraʊdɪd/ empty

V6.2 Years 6A p46
1953 = nineteen fifty-three
1970 = nineteen seventy
1895 = eighteen ninety-five
1900 = nineteen hundred
2000 = two thousand
2005 = two thousand and five

V6.3 Life events 6B p48
**start**
my first job
school
university /juːniˈvɜːsəti/
**finish**
meet
my husband
my wife
married
divorced /daɪˈvɔːst/ 
**have**
have
three children
a lawyer
prêtendent
become
**write**
write
a letter
languages
law /lɔː/

V6.4 Weekend activities 6C p50
work every evening/all day
go away for the weekend or for a couple of days

sleep for eight hours/until 11 a.m.
be ill/tired /tɜːrd/
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

<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 weren’t (= were not)</td>
</tr>
<tr>
<td>he/she/it was</td>
<td>he/she/it wasn’t</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>QUESTION</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>When</td>
<td>was</td>
<td>Margaret’s 13th birthday?</td>
</tr>
<tr>
<td>Where</td>
<td>were</td>
<td>her friends</td>
</tr>
<tr>
<td></td>
<td>was</td>
<td>the party?</td>
</tr>
<tr>
<td></td>
<td>Was</td>
<td>the weather</td>
</tr>
</tbody>
</table>

**YES/NO QUESTIONS**

- 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.

**SHORT ANSWERS**

- I/he/she/it was.
- you/we/they weren’t.
- When yesterday?
- Where in London?
- Was were.
- Where the weather?
- Was good?

#### G6.3 Past Simple regular and irregular verbs: positive

- 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 finished</td>
</tr>
<tr>
<td>worked stayed</td>
<td></td>
</tr>
<tr>
<td>regular verbs ending in -e: add -d</td>
<td>lived hated</td>
</tr>
<tr>
<td>regular verbs ending in consonant+y: y &gt; -i and add -ed</td>
<td>studied married</td>
</tr>
<tr>
<td>regular verbs ending in consonant + vowel + consonant: double the last consonant</td>
<td>stopped</td>
</tr>
</tbody>
</table>

**TIPS!**

- There are no rules for irregular verbs. There is an Irregular Verb List, p.159.

#### G6.4 Past Simple: Wh-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>did</td>
<td>I/you/he/she/it/we/they</td>
<td>go last weekend?</td>
</tr>
<tr>
<td>Where</td>
<td>did</td>
<td>Albert Einstein</td>
<td>come from?</td>
</tr>
<tr>
<td>Where</td>
<td>did</td>
<td>the Wright brothers</td>
<td>fly the first plane?</td>
</tr>
<tr>
<td>Where</td>
<td>did</td>
<td>Mother Teresa</td>
<td>live for most of her life?</td>
</tr>
</tbody>
</table>

**TIPS!**


### Real World

#### RW6.1 Showing interest

<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>Oh, great!</td>
<td>Oh, dear.</td>
<td>Wow!</td>
<td>Oh, right.</td>
</tr>
<tr>
<td>Oh, nice.</td>
<td>What a shame.</td>
<td>You’re joking!</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Really?</td>
<td></td>
</tr>
</tbody>
</table>

#### RW6.2 Continuing a conversation

**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?
**Language Summary 7**

**Vocabulary**

### V7.1 Types of film
- action films
- thrillers
- horror films
- science-fiction films
- comedies
- love stories
- cartoons
- historical dramas

**TIP!**
- The American English word for film is movie: action, etc.

### V7.2 Types of music
- rap
- rock
- pop
- classical
- opera
- jazz
- dance
- 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? 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 /luz/ (lost)
- find (found)
- take (took)
- say (said /sed/)
- fall (fell)
- break /breik/ (broke)
- choose (chose)
- win (won)
- put (put)

**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 7A p55**
- 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</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 7A p55**

**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 go 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 7B p56**

**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 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.

**Language Summary 7**

**IN**
- We use in with years (in 2005) and months (in May).
- We use in the with decades (in the nineties) and centuries (in the twenty-first century).

**TIPS!**
- We can use on with days (on Monday) to mean last: I met him on Monday. = I met him last Monday.
- We use at with times (at ten o’clock).

**G7.4 Question forms 7B p56**

**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 do 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</td>
</tr>
<tr>
<td>Which instrument</td>
<td>does</td>
<td>Elton John</td>
<td>play?</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).

**PAST SIMPLE**

<table>
<thead>
<tr>
<th>question word</th>
<th>be</th>
<th>subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>How old</td>
<td>was</td>
<td>Shakira</td>
</tr>
<tr>
<td>How long</td>
<td>were</td>
<td>the Beatles</td>
</tr>
</tbody>
</table>

**PRESENT SIMPLE**

<table>
<thead>
<tr>
<th>question word</th>
<th>am</th>
<th>is</th>
<th>are</th>
<th>?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>I?</td>
<td>your name?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old</td>
<td>they?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Real World**

**RW7.1 Talking about the news 7C p59**

- 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!
Vocabulary

**V8.1 Holiday activities [8A p62]**
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 /ˈsɑːkliŋ/
9. go on boat trips
10. sunbathe /ˈsʌnbeɪθ/
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 [8B p64]**

- old
- modern
- dangerous /ˈdeɪndʒərəs/
- safe

**V8.3 Verb collocations [8D p68]**

<table>
<thead>
<tr>
<th>book</th>
<th>rent</th>
<th>get</th>
<th>stay</th>
</tr>
</thead>
<tbody>
<tr>
<td>a flight /flaɪt/</td>
<td>a motorbike</td>
<td>to your/our place</td>
<td>in (Canada) with you/us in a hotel</td>
</tr>
<tr>
<td>a hotel room</td>
<td>a car</td>
<td>a taxi</td>
<td></td>
</tr>
<tr>
<td>a table (at a restaurant)</td>
<td>an apartment</td>
<td>a bus</td>
<td></td>
</tr>
</tbody>
</table>

TIP! • a flight is a journey by plane: Have a good flight!

TIP! • We can also use these adjectives to describe places (see V6.1): noisy/quiet, clean/dirty, boring/interesting, friendly/unfriendly, crowded/empty.
Grammar

**6B.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.).

<table>
<thead>
<tr>
<th>POSITIVE</th>
<th>NEGATIVE</th>
<th>WH- QUESTIONS</th>
<th>YES/NO QUESTIONS</th>
<th>SHORT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject + can + infinitive: I/You/He/She/It/We/They <em>can</em> go for long walks.</td>
<td>subject + can’t + infinitive: I/You/He/She/It/We/They <em>can’t</em> stay there.</td>
<td><em>What can I/you/he/she/it/we/they do?</em></td>
<td><em>Can I/you/he/she/it/we/they stay on the island?</em></td>
<td>Yes, I/you/he/she/it/we/they <em>can</em>. No, I/you/he/she/it/we/they <em>can’t</em>.</td>
</tr>
</tbody>
</table>

**TIPS**: • We also use *can* for ability, making requests and offers.

ability | requests | offers |
---------|----------|--------|
She can speak French. I can’t decide where to go. | Can you help me? Can I borrow it? | Can I help you? |

**6B.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>add -er or -er</td>
<td>smaller, older, but! dry → drier</td>
</tr>
<tr>
<td>1-syllable adjectives ending in -e</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>-y → -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**

<table>
<thead>
<tr>
<th>asking people what they want to do</th>
<th>saying what you want to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you want to do (tomorrow)?</td>
<td>I’d like to (gō to the bēch).</td>
</tr>
<tr>
<td>Where would you like to go?</td>
<td>I want to (gō to Chēssington).</td>
</tr>
<tr>
<td>Do you want to (gō to Rēgent’s Pārk)?</td>
<td>I’d rather (stāy at hōme).</td>
</tr>
</tbody>
</table>

- 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)–j).
1  a customer  6  a contract
2  a report  7  a company
3  notes  8  a meeting
4  a letter  9  a conference
5  a message

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
goose 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  6  sail
2  ski  7  sing
3  type  8  cook
4  surf  9  drive
5  windsurf
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'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.

spelling rule:
- most adverbs: add -ly to the adjective
- adjectives ending in -y: -y -> -i and add -ly
- irregular adverbs

<table>
<thead>
<tr>
<th>adjective</th>
<th>adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>beautiful</td>
<td>beautifully</td>
</tr>
<tr>
<td>fluent</td>
<td>fluently</td>
</tr>
<tr>
<td>bad</td>
<td>badly</td>
</tr>
<tr>
<td>easy</td>
<td>easily</td>
</tr>
<tr>
<td>happy</td>
<td>happily</td>
</tr>
<tr>
<td>good</td>
<td>well</td>
</tr>
<tr>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>hard</td>
<td>hard</td>
</tr>
</tbody>
</table>
**Grammar**

**69.1 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'm = am)</td>
<td>I'm not</td>
</tr>
<tr>
<td>you/we/they're (you're = are)</td>
<td>you/we/they aren't (= are not)</td>
</tr>
<tr>
<td>he/she/it's (it's = is)</td>
<td>he/she/it isn't (= is not)</td>
</tr>
</tbody>
</table>

**verb+ing: spelling rules**

- most verbs: add -ing
  - play → playing
  - study → studying

- verbs ending in -e: take off -e and add -ing
  - smoke → smoking
  - live → living

- verbs ending in consonant + vowel + consonant: double the last consonant and add -ing
  - sit → sitting
  - stop → stopping

**Examples**

- I'm waiting for a taxi.
- They're sitting in your office.

**TIP!** • We can also make negatives with 're or s + not: Danny's not doing anything. They're not looking very happy, etc.

**69.2 Present Continuous: questions and short answers**

**QUESTIONS**

<table>
<thead>
<tr>
<th>question word</th>
<th>auxiliary</th>
<th>subject</th>
<th>verb+ing</th>
<th>tense</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>is</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.

**SHORT ANSWERS**

<table>
<thead>
<tr>
<th>question</th>
<th>answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I working here?</td>
<td>Yes, I am. No, I'm not.</td>
</tr>
<tr>
<td>Are you watching TV at the moment?</td>
<td>Yes, you are. No, you aren't.</td>
</tr>
<tr>
<td>Is he/she/Janet answering the phone?</td>
<td>Yes, he/she is. No, he/she isn't.</td>
</tr>
<tr>
<td>Are we going now?</td>
<td>Yes, we are. No, we aren't.</td>
</tr>
<tr>
<td>Are they having the meeting now?</td>
<td>Yes, they are. No, they aren't.</td>
</tr>
</tbody>
</table>

**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**

**asking to speak to people**

- Hellô, can I speak to (Emily), please?
- Hellô, is that (Chris Môrris)?

**saying who you are**

- This is (Emily Wise), from (3DUK).
- It's (Katrina).
- Speaking.

**calling back**

- Can I call you back?
- I'll call you later.
- Can you call me back?

**other useful phrases**

- I got your message.
- Call me on my mobile.
- Hold on a moment, I'll get him/her.

**TIPS!** • We say It's (Katrina), not I'm (Katrina).

• I'll = I will.
**V10.1 Health 10A 1 p78**

Match the phrases to pictures a)–j).

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>do exercise</td>
<td>a)</td>
</tr>
<tr>
<td>2</td>
<td>lose weight /weɪt/</td>
<td>b)</td>
</tr>
<tr>
<td>3</td>
<td>stop smoking</td>
<td>c)</td>
</tr>
<tr>
<td>4</td>
<td>get stressed /streʃt/</td>
<td>d)</td>
</tr>
<tr>
<td>5</td>
<td>get fit</td>
<td>e)</td>
</tr>
<tr>
<td>6</td>
<td>go to the gym</td>
<td>f)</td>
</tr>
<tr>
<td>7</td>
<td>have a heart attack /ˈhɑrˈtɑkt/</td>
<td>g)</td>
</tr>
<tr>
<td>8</td>
<td>eat fried food</td>
<td>h)</td>
</tr>
<tr>
<td>9</td>
<td>drink alcohol</td>
<td>i)</td>
</tr>
<tr>
<td>10</td>
<td>high/low in fat</td>
<td>j)</td>
</tr>
</tbody>
</table>

**V10.2 How often ... ? and frequency expressions 10A 3 p79**

- 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>Frequency</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>once</td>
<td>a day</td>
</tr>
<tr>
<td>twice</td>
<td>a week</td>
</tr>
<tr>
<td>three times</td>
<td>a month</td>
</tr>
<tr>
<td>four times</td>
<td>a year</td>
</tr>
<tr>
<td>ten times</td>
<td>an hour</td>
</tr>
<tr>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

**V10.3 Appearance 10B 3 p80**

### Table

<table>
<thead>
<tr>
<th>Age</th>
<th>Height /hæt/</th>
<th>Body</th>
<th>General Appearance</th>
<th>Race</th>
</tr>
</thead>
<tbody>
<tr>
<td>He's/She's...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>young</td>
<td>tall</td>
<td>fat</td>
<td>beautiful</td>
<td>white black</td>
</tr>
<tr>
<td>middle-aged</td>
<td>short</td>
<td>overweight</td>
<td>good-looking</td>
<td>Asian</td>
</tr>
<tr>
<td>old</td>
<td></td>
<td>thin</td>
<td>attractive</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Eyes</th>
<th>Hair /hɛr/</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>He's/She's...</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>blue eyes</td>
<td>long/short hair</td>
<td>a beard /bɛrd/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>brown eyes</td>
<td>dark/fair</td>
<td>a moustache /ˈmʌstaʃ/</td>
<td></td>
<td></td>
</tr>
<tr>
<td>green eyes</td>
<td></td>
<td>grey hair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Tips: • Middle-aged = the time in your life between young and old.
  - Overweight is more polite than fat. Slim is more attractive than thin.
  - Beautiful and good-looking all mean the same.
  - Beautiful is usually for women. Good-looking is usually for men.
  - Attractive can be for both men and women.
  - Asian = from a country in Asia: India, Thailand, Japan, etc.
  - We say long hair not long hairs and long dark hair not dark long hair.

**V10.4 Character 10B 3 p81**

A generous /ˈdʒenərəs/ 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 /kaɪnd/ 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 /rɪˈliəbl/ people promise to do something, they always do it.

**V10.5 Health problems 10C 2 p82**

<table>
<thead>
<tr>
<th>Health problem</th>
<th>German</th>
<th>French</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>I've got...</td>
<td>a stomach ache /ˈstəmək ək/</td>
<td>a temperature /ˈtemprətʃər/</td>
<td>a headache /ˈhedək/</td>
</tr>
<tr>
<td></td>
<td>a toothache /ˈtuːθək/</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a sore throat /ˈsɔːr ˈθrut/</td>
<td>a cold /ˈkəld/</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a cough /kɒf/</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Ill</th>
<th>Terrible</th>
<th>Sick</th>
<th>Better</th>
</tr>
</thead>
<tbody>
<tr>
<td>My... hurts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<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.
**Language Summary 10**

**Grammar**

**V10.6 Treatment**
- **go** to bed
- **stay** at home
- **take** the day off

**Verb:**
- go
- stay
- take

**Adjective:**
- sunny
- cloudy
- windy
- snowy
- rainy
- wet
- dry
- cold

**Noun:**
- bed
- home
- doctor
- day
- medicine
- pain
- tooth

**Adverb:**
- much
- a lot
- a little

**Preposition:**
- at
- in
- to

**V10.7 Seasons**
- Spring
- Summer
- Autumn
- Winter

**TIP!** We use in with seasons: in (the) winter.

**V10.8 Weather**

**Match the words to pictures a)–k.**

| 1 | e | hot |
| 2 | d | warm |
| 3 | c | cold |
| 4 | b | wet |
| 5 | a | dry |
| 6 | f | raining |
| 7 | g | snowing |
| 8 | i | windy |
| 9 | j | cloudy |
| 10 | k | sunny |
| 11 | l | 34° (degrees) |

**TIPS!**
- What's the weather like? It's very hot and sunny.

**V10.9 Word building**

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>rainy</td>
<td>rain</td>
</tr>
<tr>
<td>snow</td>
<td>snowy</td>
<td>snow</td>
</tr>
<tr>
<td>wind</td>
<td>windy</td>
<td>wind</td>
</tr>
<tr>
<td>cloud</td>
<td>cloudy</td>
<td>cloud</td>
</tr>
<tr>
<td>sun</td>
<td>sunny</td>
<td>sun</td>
</tr>
</tbody>
</table>

**Noun:** There's not much wind today.

**Adjective:** I love sunny days.

**Verb:** Look! It's snowing!

**G10.1 Imperatives**
- 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.

**G10.2 should/shouldn't**
- 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 to 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.

**G10.3 Questions with like**
- 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 look 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.

**Real World**

**RW10.1 Talking about health**

<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>Why don't you (go home)?</td>
</tr>
<tr>
<td>Are you OK?</td>
<td>That's a shame.</td>
<td>You should (take the day off).</td>
</tr>
<tr>
<td>What's wrong?</td>
<td>I hope you get better soon.</td>
<td>Drink lots of water.</td>
</tr>
<tr>
<td>What's the matter?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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?
V11.1 Verb collocations

**get**
- fit a new job
- lose weight three kilos
- stop smoking eating sweet things
- do more exercise a computer course
- have a holiday fun to another country house

**work**
- less harder

V11.2 Studying

- start to school college university
- go to
- leave
- revise for an exam
- take an exam
- pass fail
- get a degree

V11.3 Verb patterns

- After some verbs only one verb form is possible:
  
<table>
<thead>
<tr>
<th>+ infinitive with to</th>
<th>+ verb+ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>want (to do)</td>
<td>love (doing)</td>
</tr>
<tr>
<td>need (to do)</td>
<td>hate (doing)</td>
</tr>
<tr>
<td>would like (to do)</td>
<td>enjoy (doing)</td>
</tr>
<tr>
<td>would love (to do)</td>
<td>like (doing)</td>
</tr>
</tbody>
</table>

**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!**
- 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**

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</td>
<td>'m/'m not</td>
<td>going to</td>
<td>work</td>
</tr>
<tr>
<td>You/We/They</td>
<td>'re/aren't</td>
<td>going to</td>
<td>have</td>
</tr>
<tr>
<td>He/She/It</td>
<td>'s/isn't</td>
<td>going to</td>
<td>lose</td>
</tr>
<tr>
<td>We</td>
<td>'re</td>
<td>going to</td>
<td>a holiday next year.</td>
</tr>
<tr>
<td>Val</td>
<td>'s</td>
<td>going to</td>
<td>ten kilos.</td>
</tr>
<tr>
<td>I</td>
<td>'m</td>
<td>getting</td>
<td>fit.</td>
</tr>
<tr>
<td>I</td>
<td>'m not</td>
<td>getting</td>
<td>smoking.</td>
</tr>
<tr>
<td>I</td>
<td>'m</td>
<td>getting</td>
<td>more exercise.</td>
</tr>
<tr>
<td>I</td>
<td>'m not</td>
<td>getting</td>
<td>sweet things anymore.</td>
</tr>
</tbody>
</table>

**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**

<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</td>
<td>going to</td>
<td>do?</td>
</tr>
<tr>
<td>Where</td>
<td>are</td>
<td>you/you</td>
<td>going to</td>
<td>live?</td>
</tr>
<tr>
<td>When</td>
<td>'s (is)</td>
<td>he/she/it</td>
<td>going to</td>
<td>arrive?</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>
</tbody>
</table>

**G11.3 might or be going to**

- 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**

<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**

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 /'ɒpəzɪt/
9. it's next to

**RW11.2 Asking for and giving directions**

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.  
The supermarket is in the/supermarket.  
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.
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 /ˈnɔːt/ or zero (or oh when we say phone numbers).
  - In English we write 7.5 not 7½. 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 /ˈəʊz(ə)nd/ or one thousand
    - 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. a hand luggage (ˈbɑːrdɪŋ)/
4. a ticket
5. sharp items
6. pack your bags
7. passengers
8. a flight (ˈflaɪt)/
9. a gate
10. a check-in desk
11. a window seat
12. a middle seat
13. an aisle (ˈæisl)/

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 Wai‘ale‘ale is probably the wettest place in the world.
    - The best bottle of wine cost £12,300.

possession 's
  - It was the world's most expensive meal.
  - He's my sister's oldest relative.

possession adjectives
  - Mat's my best friend.
  - It was his most important book.

• the + superlative is the most common form.
Grammar

612.2 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.

Positive
subject auxiliary past participle
I/You/We/They ‘ve (= have) had met some interesting people.
He/She/It ‘s (= has) been to Mexico.

Negative
subject auxiliary + not past participle
I/You/We/They haven’t (= have not) had a holiday.
He/She/It hasn’t (= has not) been to the USA before.

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.)

612.3 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.

Questions
 auxiliary subject (ever) past participle
Have I/you/we/they ever worked in a restaurant?
Has he/she/it ever been to the UK?

Short answers
Yes, I/you/we/they have. No, I/you/we/they haven’t.
Yes, he/she/it has. No, he/she/it hasn’t.

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 p99]
Have a nice weekend!
Have a good trip!
You too. Thanks, I will.

See you in two weeks.
Next year.
Yes, see you.

Send me/us an email.
a postcard.
Yes, of course.

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 Bourtron.
T And how do you spell that?
I B-O-U-R-T-R-O-N.
T Thank you, 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 Thank you.

R.1.4

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-S-E-N.
R Ah. Right.
PETER And I'm Peter Iveson. That's I-V-E-S-O-N.
R OK. And where are you from?
P We're from the UK.
R OK... here are your name cards.
T Thank you very much.

B

RECEPTIONIST Good morning, sir. What's your name, please?
MURAT My name's Murat Demirlek.
R OK... um how do you spell your surname?
M D-E-M-I-R-L-E-K.
R D-E-M-I-R-L-E-K. Um, right. And where are you from?
M I'm from Turkey.
R OK, here's your name card. Enjoy the conference.
T Thank you very much.

C

RECEPTIONIST Hello, are you here for the conference?
DOROTA Yes, my name's Dorota Kropowska.
R And how do you spell your surname, please?
D K-O-R-P-O-W-S-K-A.
R K-O-R-P-O-W-S-K-A... Um and where are you from?
D I'm from Poland.
R Here's your name card.
T Thank you very much.

R.1.9

A

Welcome to our hotel, Mrs Johnson.
You're in room 19.
B Thank you.

B

A Hello, Tom. Where are you?
B I'm in my room. It's number 427.
C Good afternoon, Mr and Mrs Richards.
You're in room 15.
B Thank you very much.
Hello, you have reached the Lewisham
Gallery information service. We're open
Monday to Sunday, 10 a.m. to 5 p.m. The
exhibition is called "Modern Art" and admission is £7.45 for
students and £13.90 for adults. For more information
call the Ticket Office on 020 8802 2424.

Welcome to the Cinema information
booking line. Here are the films showing at this cinema from
July 3rd. The times are shown as follows:
- 1.30 p.m., 4.30 p.m., and 7.30 p.m.
- 8.30 p.m., 10.30 p.m., and 12.30 a.m.

1. Film: "The Idle Class" (12)
   - Times: 1.30 p.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

2. Film: "The King's Speech" (12)
   - Times: 8.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

3. Film: "The Inbetweeners" (12)
   - Times: 12.30 a.m.
   - Tickets: £7.45 for adults, £3.70 for children.

4. Film: "The Hangover" (15)
   - Times: 1.30 p.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

5. Film: "The Social Network" (15)
   - Times: 4.30 p.m., 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

6. Film: "The Expendables" (15)
   - Times: 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

7. Film: "The Brothers Grimsby" (15)
   - Times: 1.30 p.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

8. Film: "The Descendants" (12)
   - Times: 12.30 a.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

9. Film: "The Artist" (12)
   - Times: 1.30 p.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
   - Tickets: £7.45 for adults, £3.70 for children.

10. Film: "The Tourist" (12)
    - Times: 8.30 p.m., 10.30 p.m.
    - Tickets: £7.45 for adults, £3.70 for children.

11. Film: "The King's Speech" (12)
    - Times: 12.30 a.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
    - Tickets: £7.45 for adults, £3.70 for children.

12. Film: "The Inbetweeners" (12)
    - Times: 12.30 a.m., 4.30 p.m., 7.30 p.m., 10.30 p.m.
    - Tickets: £7.45 for adults, £3.70 for children.
INTERVIEWER When do you finish work?
SAM Most days we finish at about 9 o'clock.
S You start at 5.45 and you finish at 9!
S Yes, it's a long day. But some days I sleep for an hour or two in the afternoon.
I 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.
I What time do you get back to the hotel?
S At about half past 10.
I And what time do you go to bed?
S At 11 o'clock. And then I sleep for 6 hours.
I So, do you have a glamorous life?
S Not when I'm at work, no – definitely not.

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 ...
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.

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?

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.

JACK Hello?
EMMA Hi, Jack. This is 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.

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?

Would you like to order now? | Would you like anything else? | I'd like a Maine 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?

ANSWERS 1 Would you like to order now? a)
2 Can I have a chicken salad, please? b)
3 What would you like to drink? b)
4 Can we have a bottle of red wine? a)
5 Would you like anything else? b)
6 I'd like a Neapolitan pizza, please. a)

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.
K OK, let's start cooking.
A Actually, it's time for my break!

A Do you know any good places to go on holiday in England?
B Well, we always go to Keswick, in the Lake District. It's lovely.
A Really?
B Yes. There's a beautiful lake near the town and it's a good place for walking. There are lots of mountains.
A It sounds great. Are there any cheap places to stay?
B Yes, there are. B-and-Bs are quite cheap.
A B-and-Bs?
B Bed-and-breakfasts.
A Oh, right. What was the name of the town again?
B Where are you from, Vanessa?
A I'm from a small village in Ireland called Eyeries. My family still lives there.
A Is it nice?
B Yes, it's beautiful. It's by the sea and there's only one road. And all the houses are different colours.
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.
A And where in Ireland is it?

C

TOM Hi, Aunt Rosie!
ROSE Hello, Tony! How are you?
T I'm fine, thanks.
R And how's life in New Zealand? Do you like living in Auckland?
T Yes, I love it here. There are lots of things to do in the evening and lots of great restaurants.
R And where's your new flat?
T It's in a place called Mission Bay. There's a nice beach here and the people are very friendly. I play football with a group of New Zealanders every weekend.
R Oh, great. And do you still go running?
T Yes, of course. There isn't a park near our flat, but I run on the beach every morning. And how are things with you and Uncle Frank?

ANSWERS 2 some 3 any 4 some 5 any 6 some 7 some 8 any 9 a 10 any 11 some 12 some 13 a

ANSWERS 2 600 3 550 4 think 5 apples 6 green 7 red 8 bananas
**SHOP ASSISTANT** Hello, can I help you?  
**ALEX** Hi. Have you got any batteries?  
**SA** Yes, they’re there.  
A Oh, yes. I’ll have these ones, please. And have you got any big bottles of water?  
**SA** No, sorry, we haven’t.  
A Oh, OK. How much are the phone cards?  
**SA** They’re £1.00 and £2.00.  
A OK, I’ll have a £1.00 one. Oh, and, um, these postcards, please.  
**SA** Do you need any stamps?  
A Yes, can I have 4 stamps for Europe, please?  
**SA** Sure. Here you are. Anything else?  
A No, that’s all, thanks. How much is that?  
**SA** That’s £2.27, please.  
A Thanks.  
**SA** Here’s your change and your receipt.  
A Thanks very much. Bye.  
**SA** Bye.

**REBECCA** Grandma, when were you born?  
**GRANDMA** Oh, I was born in 1940.  
R And where were you on your 13th birthday?  
G I was in London. I remember that birthday party very well.  
R Why? Was it good?  
G Yes, it was.  
R Where was the party?  
G It was in the street.  
R In the street?  
G Well, it was June 2nd, 1953, the same day as Queen Elizabeth’s coronation. The weather wasn’t very good, but there were parties in every street in the country.  
R Wow! Were they big parties?  
G Yes, they were.  
R And was there any food?  
G Oh yes, there was. There were lots of chicken sandwiches and tea and beer. My family was very poor, but that year my birthday party was wonderful.  
R Were your friends with you?  
G No, they weren’t. They were at other street parties with their families. But I was very happy because there were about 300 people at my party.

I *was/was* in London. | There were /wa/ parties in every street. | The weather *wasn’t/wasnt* very good. | My friends *weren’t/weren’t* / with me. | *Was/was* it good? | Yes, it *was/was* / | *No*, it *wasn’t/wasnt*. | *Were /wa* / *they* big parties? | Yes, they *were/was/. | *No*, they *weren’t/wasnt/. | *Where was/was* / the party? | *When were /wa/ you born?*

**ANSWERS** 1 18th July 2 1943 3 1957 4 two 5 eighteen 6 four 7 1996

**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.

**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.

I met him on a Monday  
And my heart stood still  
Da do ran ran ran, da do ran ran  
Somebody told me that his name was Bill  
Da do ran ran ran, da do ran ran  
Yes, my heart stood still  
Yes, his name was Bill  
And when he walked me home  
Da do ran ran ran, da do ran ran  
I knew what he was doing  
When he caught my eye  
Da do ran ran ran, da do ran ran  
He looked so quiet but my oh my  
Da do ran ran ran, da do ran ran  
Yes, he caught my eye  
Yes, my, oh my  
And when he walked me home  
Da do ran ran ran, da do ran ran  
He picked me up at seven  
And he looked so fine  
Da do ran ran ran, da do ran ran  
Somewhere soon I’m going to make him mine  
Da do ran ran ran, da do ran ran  
Yes, he looked so fine  
Yes, I’ll make him mine  
And when he walked me home  
Da do ran ran ran, da do ran ran

**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 fifty. | He wasn’t a very good student. | He wasn’t married for long.

R7.2 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’?  
W 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 …

R7.3 Did Ian Fleming work for the British Secret Service too? 2 Did Fleming have a licence to kill? 3 Did he work for the Secret Service after the war? 4 Did Fleming and Bond go to the same school?
5 When did Ian Fleming write the first Bond book? Did he make a lot of money?

R7.5

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.

R7.6

ANSWERS 2 rock music 3 reggae 4 opera 5 rock'n'roll 6 jazz 7 dance music 8 classical music 9 pop music

R7.7

WOMAN Hey, do you want to do this quiz? It's called "Are you a musical genius?".

MAN Yes, OK. Read me the questions.

W Right, the first one. When did Madonna make her first record? Was it in the 70s, 80s, or 90s?

M Er, the 70s I think, about 1979?

W Correct. Number 2. Where do U2 come from?

M That's easy. They're from Ireland.

W Yes, that's right. Question 3. What did Sting do before he became a singer? Was he a teacher, a writer or an actor?

M Er ... an actor?

W No, sorry! He was a teacher. The next one's easy, though. Which of these instruments does Elton John play?

M The piano.

W Correct. Number 5. How long were the Beatles together? Was it for 5, 10 or 15 years?

M Hmm, let me think ... 15 years?

W No, only 10 years. From 1960 to 1970. Right, the next one! How old was Colombian singer Shakira when she released her first album, Magic? Was she 13, 17, or 22?

M I've got no idea, but my guess is 13.

W 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?

M I don't know - David Bowie?

W 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?

M 4 - 2 women and 2 men.

W Correct. Whose real name is it or was Faroukh Bulsara? Was it a) George Michael, b) Bob Dylan, or c) Freddie Mercury?

M Well, I know it's not Bob Dylan ... was it George Michael?

W No, it was Freddie Mercury. Right, the last question. Why didn't Elvis Presley make any records between 1958 and 1960?

M Ah, I know this. He was in the army.

W Correct. So your final score is ... 6 out of 10. Sorry.

M Why?

W Well, I got 10 out of 10.

M I don't believe you!

W I did! Look!

R7.8

ANNOUNCER It's one o'clock and here's Teresa Ross with the news.

NEWSREADER 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.

R7.10

1 A Did you read about the man who won this week's lottery? B No. How much did he win?

A Over 13 million pounds.

B Really?

A Yeah, but that's not the best bit. His dog chose the numbers for him!

B You're joking!

A Yes, apparently he wrote the numbers on envelopes and ...

2 A Have you got family in India?

B Yes, why?

A Did you hear about the floods?

B Yes, it's awful! I saw it on the news last night.

A Is your family alright?

B Yes, they're fine. They don't live in that part of India.

3 A Did you hear about that plane crash?

B No, where was it?

A Somewhere in China. Over a hundred people died.

B Oh no, that's terrible.

A Yes, I know. I've got a friend who works in China and she says ...

R4

A Did you read about the couple on Everest?

B No, what happened?

A One of them fell and they lost their radio.

B Oh dear. Are they OK?

A Yes, a helicopter found them yesterday.

B Oh, that's good.

A Yes, the husband broke his leg, but ...

R7.11

DID YOU HEAR ABOUT THAT PLANE CRASH?

B NO, WHERE WAS IT?

A DID YOU READ ABOUT THE COUPLE ON EVEREST?

B NO, WHAT HAPPENED?

A OH, THAT'S GOOD. YES, IT WAS AWFUL. OH, DEAR. ARE THEY OK?

B OH NO, THAT'S TERRIBLE. REALLY? YOU'RE JOKEING!

R7.12

WOMAN Do you know any good jokes?

MAN No, but Tom's good at telling jokes.

W OK, Tom, tell us a joke.

TOM OK, let me think ... right, here's one:

One day Mike ... [see p60] ... Yes, it was amazing. He hated the book.

R8.1

JAMES Rachel?

RACHEL Yes?

J Can /kan/ you help me?

R Sure, what's the problem?

J I want to go to the USA on holiday, but I can't /kan/t decide where to go - any ideas?

R Well, how about San Francisco? We went there last year and had a great time.

J That's an idea. What can /kan/ you do there?

R Well, there's Golden Gate Bridge of course, and Golden Gate Park. It's a really big park - you can /kan/ go for long walks or just relax in the Japanese Tea Garden. It's beautiful there.

J Uh-huh.

R And there are the cable cars - they're really good. You can /kan/ go by cable car to a place called Nob Hill, where you can /kan/ see the whole city. Then you can /kan/ walk to Chinatown, which has lots of good places to eat.

J Hmm, that sounds good.

R 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.

J Right.

R And from there you /kan/ go on a boat trip to Alcatraz. You know, the island where the prison is.

J Oh, I'd like to go there. What a great place to stay!

R No, you can't /kan/t stay on the island, there aren't any hotels. You can /kan/ only go for the day. I think I've still got
a book and a brochure about San Francisco at home.
J Can I borrow them?
R Of course you can. I’ll give them to you tomorrow.
J Thanks a lot. San Francisco, here I come!

ANSWERS (a) 2b (b) 3b (c) 4b (d) 5b

Can you go swimming there? Yes, you can. No, you can’t. Can you stay there? Yes, you can. Can you rent a car? No, you can’t. What can you do there? You can go for walks. You can go on boat trips. You can’t stay on the island. You can’t camp there.

LUKE Well, it’s a week in Phuket or a week in Bangkok. Where do you want to go, Monica?

MONICA Hmm, it’s difficult. Phuket’s more beautiful than Bangkok.
L But maybe Bangkok’s more interesting.
M Yes, maybe. But Phuket looks better than Bangkok – look at the photos. It’s beautiful!
L Yes, but Bangkok’s a fantastic city. There’s lots to do there. We can go sightseeing, visit Buddhist temples, go to markets, er, go shopping.
M Maybe. But Bangkok’s more crowded.
L Well, all capital cities are crowded.
M And the people in Phuket are probably friendlier. They usually are in smaller places.
L But Phuket’s more expensive.
M Yes, but I love the beach. I’m happy to spend every day there.
L Yes, but you know I’m not really a beach person. It’s boring after a couple of days.
M But you can go for walks, or you can rent a motorbike and go round the island.
L I still think Bangkok’s more interesting than Phuket.
M Phuket’s probably safer too. Especially at night. And it’s quieter. I want to relax, Luke. It’s a holiday!
L But we can go to a beach near Bangkok, you know, just for a day or two. And next year we can ...

TERRY Hi Luke, how are you?
LUKE Hi, Terry. I’m fine, thanks. Just back from holiday, actually.
T Where did you go?
L Er, we went to Thailand, a place called Phuket. It’s an island.
T Yes, I know. But I thought you didn’t like beach holidays.
L Me? Oh yes, I love the beach. It was my choice, actually. Monica wanted to go to Bangkok!
T Really?
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.  
A 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.

A 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.  
A 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.
TINA OK. Do we want a man or a woman?

TINA Hi, Leo. I hear you've got a new girlfriend.

LEO Er, yes, I have.

TINA What's she like?

LEO Well, she's really friendly and outgoing. And she's very beautiful.

TINA I see. What does she think of you?

LEO Well, she likes dancing and going to restaurants. The same things as me, really.

TINA OK. What does she look like?

LEO Well, she's tall and slim, and she's got long dark hair.

TINA Leo?

LEO Yes?

TINA What's your new girlfriend's name?

LEO It's, er, Zoe. You know, from the poster.

TINA Oh, really?

LEO Right.

TINA What about her?

LEO 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? Do beautiful people eat chocolate?

LEO No, she's not at all beautiful, really.

TINA Not very often, probably. But everyone wants to be beautiful and eat chocolate! Is that all of them?

LEO No, there's one more.

TINA She's - well, she's a bit older, isn't she?

LEO Yes, but maybe that's good. People her age buy a lot of chocolate. And she is attractive - she looks very friendly and happy, I think.

TINA Yes, she does.

LEO 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?
A. Er, yes, it's available then. Would you like to book it?
B. Er, how much is it?
C. 2 weeks in September, er, that's £650.
D. Oh, that's a bit expensive. Is Hill Place cheaper?
E. Yes, that's £570.
F. And is it available for those 2 weeks?
G. Let me check ... Oh, it's available the first week, but not the second. Sorry.
H. Right ... OK, can I book Benton House, please?
I. Certainly. Can I have your name, please?
J. Yes, my name's Sue Daniels.
K. And do you have an email address, Mrs Daniels?
L. Yes, it's s.daniels at freemail dot com.
M. Right. I'll email you directions. It's very easy to find.
N. Thank you very much.

R11.30
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.

R11.33
CHORUS
Going to the chapel
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 any more
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 any more
Because we're ...
CHORUS

R12.2
ANSWERS  a) 82  b) 335  c) 11.68  d) 0.01  e) £120,000  f) 85  g) £14,007  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?

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?
S 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.

ANSWERS  a) 3a) 4b) 5b) 6b)
Recording Scripts

TA OK, hold on a moment, I'll just check availability. Right. There's a British Airways flight that leaves London Heathrow at 13.20 on the 24th of February and arrives in Boston at 18.45.
J So that's leaving Heathrow at 13.20 and arriving in Boston at 18.45.
TA That's right. And the return flight leaves Boston at 5.15 on Sunday the 11th of March, arriving at London Heathrow at 08.20. That's the cheapest direct flight we have.
J So the return is on Sunday the 11th, leaving at 5.15 in the morning and er ...
TA ... arriving at London Heathrow at 8.20.
J OK. And how much is that?
TA Let me check. That's £239, including all taxes.
J OK, that's not too bad. Can I book that, please?
TA Yes, of course. How would you like to pay?
J By credit card, please.
TA And the number on the card?

R12.11

WOMAN Can I have your ticket and your passport, please?
JOK 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.
JOK 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>Example</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!

System specification
- Windows 2000 or XP
- 256Mb RAM
- 500Mb hard disk space (if installing to hard disk)

Support
If you experience difficulties with this CD-ROM, please visit: www.cambridge.org/elt/multimedia/help

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face2face is fully compatible with The Common European Framework of Reference for Languages and gives students regular opportunities to evaluate their progress. face2face Elementary reviews A1 and takes students to the end of A2.

The Student’s Book provides approximately 80 hours of core teaching material, which can be extended to 120 hours with the inclusion of the photocopiable resources and extra ideas in the Teacher’s Book. Each self-contained double-page lesson is easily teachable off the page with minimal preparation.

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- Free fully-interactive CD-ROM/Audio CD with exercises in all language areas, including video, games, recording capability, progress chart and customised tests. There is also a selection of material from the Real World lessons which can be listened to on normal CD players.
- Innovative Help with Listening sections help students to understand natural spoken English in context.
- Double-page Real World lessons focus on the functional and social language students need for day-to-day life.
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- Strong emphasis on reviewing and recycling in every unit, including Quick Reviews at the beginning of each lesson.
- Vocabulary selection informed by the Cambridge International Corpus and the Cambridge Learner Corpus.

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