<table>
<thead>
<tr>
<th>Lesson</th>
<th>Grammar</th>
<th>Vocabulary</th>
<th>Functional language</th>
</tr>
</thead>
</table>
| **1A** My name p6 | To be (1)  
I am; What is your name?  
My name is ... | English around you: names | Greetings (1)  
Asking & saying names |
| **1B** My country p8 | To be (2) (my, his, her) | Cities & countries | Greetings (2)  
Asking & saying where you’re from |
| **1C** My number p10 | It | Numbers 1–10 | Greetings (3)  
Asking for & saying phone numbers |
<p>| <strong>1D</strong> Review p12 | Review lesson | | |
| <strong>2A</strong> Hotel lobby p14 | | | |
| <strong>2B</strong> Hotel room p16 | This/that/here/there | English around you: abbreviations | Spelling names |
| <strong>2C</strong> Hotel café p18 | | Common objects | |
| <strong>2D</strong> Review p20 | | Food &amp; drink | In a café |
| <strong>1 &amp; 2</strong> Language reference p22 | | | |
| <strong>3A</strong> International workers p24 | To be (affirmative) | Jobs | Asking about jobs |
| <strong>3B</strong> International train p26 | To be (negative) | Colours &amp; nationalities | |
| <strong>3C</strong> International school p28 | To be (questions &amp; short answers) | Days of the week | Saying goodbye |
| <strong>3D</strong> Review p30 | Review lesson | | |
| <strong>4A</strong> Personal photos p32 | It, they | Numbers 21–101 | Talking about age |
| <strong>4B</strong> Personal web page p34 | Possessive 's | Family | English around you: family words |
| <strong>4C</strong> Personal possessions p36 | Prepositions of place | Personal possessions | |
| <strong>4D</strong> Review p38 | Review lesson | | |
| <strong>3 &amp; 4</strong> Language reference p40 | | | |
| <strong>5A</strong> Working life p42 | Present simple (1) (affirmative) | Common verbs &amp; nouns (1) | |
| <strong>5B</strong> Technology life p44 | Present simple (2) (negative; and &amp; but) | Technology | Emails |
| <strong>5C</strong> Hard life? p46 | Present simple (3) (questions &amp; short answers) | Adjectives (1) | |
| <strong>5D</strong> Review p48 | Review lesson | | |
| <strong>6A</strong> Daytime p50 | Adverbs of frequency | Common verbs &amp; nouns (2) | Telling the time (1) |
| <strong>6B</strong> Free time p52 | Present simple (4) (wh- questions) | Common verbs &amp; nouns (3) | Telling the time (2) |
| <strong>6C</strong> Meal time p54 | Present simple + how often + time expressions | Food (2) &amp; meals | English around you: food labels |
| <strong>6D</strong> Review p56 | Review lesson | | |</p>
<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contraction (1)</td>
<td>Dialogues: four greetings</td>
<td></td>
<td>Meet other students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introductions</td>
<td>Dialogue: introductions</td>
</tr>
<tr>
<td>(wh- questions)</td>
<td>Four phone dialogues</td>
<td></td>
<td>Roleplay: phone numbers</td>
</tr>
<tr>
<td></td>
<td>The alphabet</td>
<td>At the hotel</td>
<td>At the hotel</td>
</tr>
<tr>
<td></td>
<td>Dialogue: in a hotel room</td>
<td>Asking what something is in English</td>
<td></td>
</tr>
<tr>
<td></td>
<td>/s/</td>
<td>In a café</td>
<td>Roleplay: in a café</td>
</tr>
<tr>
<td></td>
<td>Consonants: /dʒ/, /d/, /r/ &amp; /ʃ/</td>
<td>International workers</td>
<td>Communication: jobs</td>
</tr>
<tr>
<td></td>
<td>Contraction (2)</td>
<td>Dialogue on a train</td>
<td>Game: Correct or incorrect?</td>
</tr>
<tr>
<td></td>
<td>United Nations International School</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Word stress (1)</td>
<td>Dialogues about age</td>
<td>Talking about how old things are</td>
</tr>
<tr>
<td></td>
<td>Schwa /ə/</td>
<td>Family album web page</td>
<td>Talking about your family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In a flat</td>
<td>Communication: describe and draw</td>
</tr>
<tr>
<td></td>
<td>Consonants: /s/ &amp; /z/</td>
<td>Working life</td>
<td>Talk about where you live and work</td>
</tr>
<tr>
<td></td>
<td>Dialogues about technology</td>
<td>Technology Life Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interview with a man about his new job</td>
<td>Game: My new job – a hard life?</td>
</tr>
<tr>
<td></td>
<td>Consonants: /ʃ/ &amp; /ʒ/</td>
<td>Morning people and night people</td>
<td>Talking about your daily routine</td>
</tr>
<tr>
<td></td>
<td>Connected speech (1)</td>
<td>Community centre noticeboard</td>
<td>Roleplay: a famous person's free time</td>
</tr>
<tr>
<td></td>
<td>Eating habits survey</td>
<td>Make a healthy living survey</td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Grammar</td>
<td>Vocabulary</td>
<td>Functional language</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>7A City break</td>
<td>There is / there are (1)</td>
<td>Places in a city (1)</td>
<td></td>
</tr>
<tr>
<td>7B City life</td>
<td>There is / there are (2) (questions &amp; negative)</td>
<td>Adjectives (2)</td>
<td>Places in a city (2)</td>
</tr>
<tr>
<td>7C City tour</td>
<td></td>
<td>Travel words</td>
<td>Survival English</td>
</tr>
<tr>
<td>7D Review</td>
<td>Review lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8A Film sequels</td>
<td>Was / were</td>
<td>Years</td>
<td></td>
</tr>
<tr>
<td>8B Film script</td>
<td>Was / were (questions, negative &amp; time expressions)</td>
<td>English around you: television</td>
<td></td>
</tr>
<tr>
<td>8C Film reviews</td>
<td>Subject &amp; object pronouns</td>
<td>Adjectives of opinion</td>
<td>Giving an opinion</td>
</tr>
<tr>
<td>8D Review</td>
<td>Review lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 &amp; 8 Language reference</td>
<td>p76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9A Holiday</td>
<td>Past simple irregular verbs (affirmative)</td>
<td>Big numbers</td>
<td></td>
</tr>
<tr>
<td>9B Last days</td>
<td>Past simple regular verbs (affirmative &amp; negative)</td>
<td>English around you: songs</td>
<td>Music words</td>
</tr>
<tr>
<td>9C Independence day</td>
<td>Prepositions of time (in, on, at)</td>
<td>Months</td>
<td>The date</td>
</tr>
<tr>
<td>9D Review</td>
<td>Review lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10A Good weekend!</td>
<td>Past simple questions (1)</td>
<td>Weekend activities</td>
<td></td>
</tr>
<tr>
<td>10B Good question!</td>
<td>Past simple questions (2)</td>
<td>Money &amp; prices</td>
<td>In a shop</td>
</tr>
<tr>
<td>10C Good deal</td>
<td></td>
<td>English around you: clothes labels</td>
<td></td>
</tr>
<tr>
<td>10D Review</td>
<td>Review lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 &amp; 10 Language reference</td>
<td>p94</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11A Special people</td>
<td>Can / can't</td>
<td>Action verbs</td>
<td></td>
</tr>
<tr>
<td>11B Special event</td>
<td>Present continuous</td>
<td>English around you: international organizations</td>
<td>Talking about a painting</td>
</tr>
<tr>
<td>11C Special paintings</td>
<td>p100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11D Review</td>
<td>Review lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12A The phone</td>
<td>Going to (1) future plans</td>
<td>Telephoning</td>
<td>Telephone English</td>
</tr>
<tr>
<td>12B The airport</td>
<td>Going to (2); future time expressions</td>
<td>English around you: at the airport</td>
<td></td>
</tr>
<tr>
<td>12C The end</td>
<td></td>
<td>Feelings</td>
<td>Best wishes for the future</td>
</tr>
<tr>
<td>12D Review</td>
<td>Review lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 &amp; 12 Language reference</td>
<td>p112</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Communication activities p114  Audioscripts p120  Irregular verb list p127
<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A</td>
<td>Word stress (2)</td>
<td>Take a break in the world's top cities</td>
<td>Presentation: a city you know</td>
</tr>
<tr>
<td>7B</td>
<td>Dialogue about a neighbourhood</td>
<td>Communication: Two places</td>
<td></td>
</tr>
<tr>
<td>7C</td>
<td>/m/, /f/, /v/ &amp; /p/</td>
<td>In the city of York</td>
<td>Roleplay: tourists in New York</td>
</tr>
<tr>
<td>7D</td>
<td>Years</td>
<td>Do it again</td>
<td>Talking about films and TV</td>
</tr>
<tr>
<td>8A</td>
<td>Dialogue from a detective film</td>
<td>Presentation about you in the past</td>
<td></td>
</tr>
<tr>
<td>8B</td>
<td>Intonation (3)</td>
<td>Dialogues about opinions</td>
<td>Game: That’s My Opinion</td>
</tr>
<tr>
<td>9A</td>
<td>Email about a holiday</td>
<td>Talk about a real or imaginary place you went on holiday</td>
<td></td>
</tr>
<tr>
<td>9B</td>
<td>Past simple regular verbs</td>
<td>The Beatles’ last concert</td>
<td>Retell the story of the Beatles</td>
</tr>
<tr>
<td>9C</td>
<td>/θ/ &amp; /ð/</td>
<td>Independence day holidays</td>
<td>Interview about independence day holidays</td>
</tr>
<tr>
<td>9D</td>
<td>Diphthongs</td>
<td>Dialogue about the weekend</td>
<td>Guided dialogue about the weekend</td>
</tr>
<tr>
<td>10A</td>
<td>Connected speech (2)</td>
<td>Quizzes in Britain</td>
<td>Make a quiz</td>
</tr>
<tr>
<td>10B</td>
<td>Night markets – the place for a good deal</td>
<td>In a shop</td>
<td>Shopping questionnaire</td>
</tr>
<tr>
<td>10C</td>
<td>People look at us</td>
<td>Guided dialogue about the weekend</td>
<td></td>
</tr>
<tr>
<td>10D</td>
<td>Can/can’t</td>
<td>At a concert</td>
<td>Dialogues on the phone</td>
</tr>
<tr>
<td>11A</td>
<td>Special paintings</td>
<td>Dialogues about paintings</td>
<td>Describe a painting</td>
</tr>
<tr>
<td>11B</td>
<td>Intonation (4)</td>
<td>Me and my mobile</td>
<td>Guided phone call</td>
</tr>
<tr>
<td>11C</td>
<td>Going to</td>
<td>Three phone calls</td>
<td></td>
</tr>
<tr>
<td>11D</td>
<td>At the airport</td>
<td>Describe a picture</td>
<td>Roleplay: at the airport</td>
</tr>
<tr>
<td>12A</td>
<td>Going to</td>
<td>The end of the course!</td>
<td>Guided dialogue – end of course</td>
</tr>
</tbody>
</table>
FUNCTIONAL LANGUAGE: greetings (1)

1 1.1 Read and listen.
   Hello.
   Hi. Goodbye.
   Bye.

2 1.1 Listen again and repeat.

3 Say hello to other people in the class.

READING & LISTENING

1 1.2 Listen to the dialogues and point to the correct photo.

2 1.2 Listen again and read the dialogues.

1
   A: Hello.
   B: Hi.
   A: What’s your name?
   B: My name’s Jack.

2
   A: Goodbye.
   B: Goodbye.

3
   A: Hi.
   B: Hello.
   A: I’m ... Orion. What’s your name?
   B: My name’s Emily.

4
   A: What’s your name?
   B: Willy.
   A: Goodbye, Willy.
FUNCTIONAL LANGUAGE: asking & saying names

1 1.3 Listen and repeat.

A: What's your name?
B: My name's Ben. What's yours?
A: I'm Emma.

2 Work in pairs. Ask and say your name.

GRAMMAR: to be (1)

<table>
<thead>
<tr>
<th>Full form</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I'm</td>
</tr>
<tr>
<td>What is</td>
<td>What's</td>
</tr>
<tr>
<td>My name is</td>
<td>My name's</td>
</tr>
</tbody>
</table>

See Language Reference page 22

1 Complete the dialogues with 'm or 's.

A: Hello. What (1) _____ your name?
B: I (2) _____ Thomas.
A: Hello, Thomas.

2 A: I (3) _____ Mr Smith. What (4) _____ your name?
   B: My name (5) _____ Jessica.
   A: Goodbye, Jessica.
   B: Bye.

1.4 Listen to the recording to check your answers.

PRONUNCIATION: contractions (1)

1 1.5 Listen and repeat.

<table>
<thead>
<tr>
<th>I am</th>
<th>I'm</th>
</tr>
</thead>
<tbody>
<tr>
<td>My name is</td>
<td>My name's</td>
</tr>
<tr>
<td>What is</td>
<td>What's</td>
</tr>
</tbody>
</table>

2 Practise the dialogues in Grammar exercise 1. Use contractions.

2 Do you know people with British names? If yes, what are they? Which British names are popular in your country?

SPEAKING

1 Walk around the class and meet other students. Use the diagram to help you.

ENGLISH AROUND YOU: names

1 1.6 Listen to some popular names in Britain.
1B My country

FUNCTIONAL LANGUAGE: greetings (2)

1 1.7 Read and listen.

A: Hello, Lucy.
B: Hi, Dan. This is Philip.
A: Nice to meet you, Philip.
C: Nice to meet you, too.

2 Work in groups of three. Practise the dialogue.

VOCABULARY: cities & countries

1 Match the countries 1–8 to the photos A–H.

1 Brazil 5 France
2 Italy 6 the US
3 Britain 7 China
4 Russia 8 Germany

2 1.8 Listen to the recording to check your answers. Repeat the words.

LISTENING

1 1.9 Listen and write the names of the countries or cities you hear.

1 My name is Polly. I’m from ____.
2 This is Pierre. He’s from ____, ____.
3 Her name’s Sofia. She’s from ____.
4 His name’s Michael. He’s from ____.
5 Where are you from?
   We’re from ____.
6 This is Nikita and Igor. They’re from ____.

2 1.9 Listen again and repeat.
Grammar: to be (2) (my, his, her)

Full form | Contraction
---|---
He is | He's
She is | She's
We are | We're
They are | They're
My name is | My name is...
His name is | His name is...
Her name is | Her name is...

See Language Reference page 22

1 Underline the correct form of the verb to complete the sentences.

1 I am / are Jennifer.
2 His name is / are George.
3 They are / am from England.
4 He is / am from London.
5 She is / are from Manchester.
6 We are / is from Russia.

2 Make sentences about the photos.
   A Her name is Jin.
   She's from China.

   B Edgar, Germany
   C Julio, Brazil
   D Jennifer, US

   Jin, China

Functional language: asking & saying where you’re from

1 1.10 Read and listen.

A: Where are you from?
B: I’m from Milan.

2 Work in groups. Ask other students, Where are you from?

Speaking

1 Work in groups of three, A, B and C. Complete the dialogue with information about you.

A: Hi. I’m _____. What’s your name?
B: Hello. My name’s _____. I’m from ____. Where are you from?
A: I’m from _____.

A: Hello, _____.
C: Hi, _____.
A: This is _____. He/She’s from _____.
C: Nice to meet you.
B: Nice to meet you, too.

2 Practise the dialogue.

3 Close your books and practise the dialogue again.
FUNCTIONAL LANGUAGE: greetings (3)

1  1.11 Read and listen.
A: Hello. How are you?
B: I’m fine, thanks. And you?
A: Fine, thanks.

2  1.11 Listen again and repeat.

3 Work in groups. Say hello to the other people. Ask, How are you? and answer.

VOCABULARY: numbers 1–10

1  1.12 Read and listen to the numbers.
2  1.13 Listen and say the correct number.

Grammar: It
Vocabulary: Numbers 1–10
Functional language: Greetings (3); Asking for & saying phone numbers

LISTENING

1  1.14 Listen to four dialogues. Match the dialogues 1–4 to the pictures A–D.

2  1.14 Listen again and say the numbers in the pictures in exercise 1.
FUNCTIONAL LANGUAGE: asking for & saying phone numbers

1  1.15 Read and listen.
A: What’s your phone number?
B: It’s 928 2914.
A: My phone number is 926 0438.

Language note
Say zero or oh for phone numbers in English.

2  1.16 Listen and repeat the phone numbers.
1 687 054 265
2 44 0378 543 0157
3 350 2871

3 What’s your phone number? Tell a partner.

GRAMMAR: it

My phone number is 966 0438. It’s 966 0438.
It’s = It is
Use it for things.

See Language Reference page 22

1 Replace the words in italics with he or it.

1 Where is Mark from?
Mark is from Britain.
2 Mary is from Glasgow.
Glasgow is in Scotland.
3 What’s her phone number?
Her phone number is 753 891.

2 1.17 Listen to the recording to check your answers.

PRONUNCIATION: intonation (1)

1  1.18 Listen to the intonation in these questions.
How are you?
Where are you from?
What’s your name?
What’s your phone number?

2  1.18 Listen again and repeat the questions. Copy the intonation.

SPEAKING

1  1.19 Read and listen to the dialogue.
A: What’s your mobile number?
B: It’s 0793 812 9421.
A: OK. What’s your home number?
B: It’s 928 2914.
A: What’s your work number?
B: Sorry, I don’t have one.

2 Complete the chart with your phone numbers.

<table>
<thead>
<tr>
<th>Phone numbers</th>
<th>You</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mobile</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Talk to two other students. Complete the chart with their phone numbers.

Useful language

What’s your home number?
It’s …
OK.
Sorry, I don’t have one.

What’s your work number?
It’s …
OK.
Sorry, I don’t have one.

What’s your mobile number?
It’s …
OK.
Sorry, I don’t have one.
FUNCTIONAL LANGUAGE
1 Complete the words.

1. Hello!

2. G___!

3. Nice to m____ you, t_____.

4. Hi! How a____ y____?

I’m f_____. And you?

F_____, thanks.

2 1.20 Listen to check your answers. Repeat the phrases.

READING & VOCABULARY
1 Read the text about three teachers and complete the table.

Meet your teachers!

This is Will Goodfellow. He’s from Sydney, Australia. His work phone number is 0465.

This is Sofia Galia. She’s from Palermo, Italy. Her work phone number is 0468.

This is Olga Grau. She’s from Germany. Her work phone number is 0470.

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>From:</td>
</tr>
<tr>
<td>Work number:</td>
</tr>
</tbody>
</table>

2 Complete the table in exercise 1 with information about your teacher. Ask questions.

What’s your name?
Where are you from?
What’s your work number?

3 Write a text similar to exercise 1 about your teacher.

This is ...
GRAMMAR

1 Look at Reading & vocabulary exercise 1 on page 12. Complete the sentences with the correct form of the verb.

1 My name ___ Will Goodfellow.
2 I ___ from Australia.
3 They ___ Sofia and Olga.
4 Sofia ___ from Italy and Olga ___ from Germany.
5 She ___ from Frankfurt.
6 We ___ your teachers.
7 It ___ nice to meet you.

Speaking

1 Work in pairs. Choose one of the pictures. Prepare a dialogue. Use the expressions in the Useful language box to help you.

2 Practise your dialogue. Then present your dialogue to another pair in the class.

Useful language

Hello./Hi./Goodbye./Bye.
How are you? Fine, thanks.
What's your name? My name is ... /I'm ...
This is ...
Nice to meet you.
Nice to meet you, too.
Where are you from? I'm from ...

Self-assessment (✓)

□ I can greet other people.
□ I can introduce myself and other people.
□ I can count to ten.
□ I can say my phone number.
□ I can say where I am from.

2 Make sentences about the people in the picture above.

His name is ...
He's from ...
His phone number ...

3 Complete the sentences so that they are true for you.

My name ...
I'm from ...
My phone number ...
2A | Hotel lobby

LISTENING

1. Look at the photos. What city is it? What country is it?

2. 1.21 Listen and check.

3. Who is at the hotel?
   a) Tom and Emily  b) Tom and Katy  c) John and Katy

VOCABULARY & PRONUNCIATION:
the alphabet

1. 1.22 Listen and repeat the alphabet.

   ABCD EFG HIJK LMNOP QRSTUV WXYZ

2. 1.23 Listen and say the letters in groups.
   - /ai/ A H J K
   - /ei/ B C D E G P T V
   - /e/ F L M N S X Z
   - /a/ I Y
   - /au/ O
   - /u/ Q U W
   - /æ/ R

3. 1.24 Listen and tick (√) the name you hear the person spells.
   1. Tom __  Tim __
   2. Jen __  Jim __
   3. Mike __  Mack __
   4. Mary __ Marie __
   5. Stephen __ Steven __

4. Work in pairs, A and B.
   A: Spell the names from exercise 3.
   B: Point at the correct name.

5. 1.25 Look at the forms. There is a mistake in each name. Listen and correct the mistake.

   REGISTRATION FORM
   First name: Tom
   Last name: Cruise
   Country: US

   REGISTRATION FORM
   First name: Kate
   Last name: Middleton
   Country: Britain
**FUNCTIONAL LANGUAGE: spelling names**

1. **1.26** Listen and repeat.
   
   A: How do you spell your last name?  
   B: C-R-E-W-E-S.

2. **1.27** Listen and repeat the numbers.

   - **eleven** 11  
   - **twelve** 12  
   - **thirteen** 13  
   - **fourteen** 14  
   - **fifteen** 15  
   - **sixteen** 16  
   - **seventeen** 17  
   - **eighteen** 18  
   - **nineteen** 19  
   - **twenty** 20

3. **1.28** Listen and complete with numbers.

4. **1.29** Read and listen to the dialogue.

   **Sarah:** Excuse me. I have a reservation.  
   **Receptionist:** Yes, what’s your name, please?  
   **Sarah:** Sarah Paline.  
   **Receptionist:** How do you spell your last name?  
   **Sarah:** P-A-L-I-N-E.  
   **Receptionist:** Thank you, Ms Paline. You’re in room 15B.  
   **Sarah:** Thank you.

**Speakin**

1. **1.29** Read and listen to the dialogue.

   **Sarah:** Excuse me. I have a reservation.  
   **Receptionist:** Yes, what’s your name, please?  
   **Sarah:** Sarah Paline.  
   **Receptionist:** How do you spell your last name?  
   **Sarah:** P-A-L-I-N-E.  
   **Receptionist:** Thank you, Ms Paline. You’re in room 15B.  
   **Sarah:** Thank you.

2. Work in pairs. Prepare a similar dialogue.

**Useful language**

- **Excuse me.**
- **Please.**
- **Thank you.**

**Vocabulary & listening: numbers 11–20**

1. **1.26** Listen and repeat.

2. Spell your first name and last name.

3. Work in pairs, A and B.

   - A: Choose one of the British (first) names from English around you on page 7.
   - B: Ask A how to spell the name.

   Swap roles and continue.

**English around you: abbreviations**

1. Read the abbreviations. How do you say them in English? What do they mean?

   - **BBC**  
   - **IBM**  
   - **CNN**  
   - **UK**  
   - **US**  
   - **FBI**

2. **1.30** Listen and check. Read audioscript 1.30 on page 120.

3. Do you know any other English abbreviations?
Vocabulary: common objects

1 1.31 Look at the picture and listen to the words.

Reading & listening

1 1.32 Cover the dialogue. Listen and tick (✓) the words you hear from Vocabulary exercise 1.

Porter: This is your hotel room.
Man: Thank you.
Porter: This is the bed, here. A lamp and a television here. Look – the television has CNN, BBC ...
Man: Mmm. OK.
Porter: That is the desk over there and ... a chair.
Man: Thank you.
Woman: Excuse me, what’s that?
Porter: That’s ... the radio.
Woman: Oh. Thank you.
Porter: This is your key.
Man: Thank you. Here you are.
Porter: Thank you!

2 1.31 Listen again and repeat.

2 1.32 Listen again. Read the dialogue and check your answers.
**Grammar: this/that/here/there**

**Here**
- What's this?
- This is a + noun

**There**
- What's that?
- That is a + noun

The plural of **this** is **these**. The plural of **that** is **those**. Use **these** and **those** with plural nouns.

**See Language Reference page 22**

**Speaking**

1. Work in small groups. One student points to an object on the page or in the class. Ask, *What's this/that in English?* Another student answers.

2. **1.33** Listen and check your answers. Say the sentences with a partner.

**Useful language**

What's this/that in English?
It's a ... I don't know.
VOCABULARY: food & drink

1. Match the words in the box to the photos A–H.

- a coffee
- a tea
- a cheese sandwich
- a croissant
- an orange juice
- an omelette
- an apple juice
- a mineral water

2. 1.34 Listen and check.
3. 1.34 Listen again and repeat the words.
LISTENING

1. 1.35 Listen to some people at a café. Tick (√) the food and drink on the menu you hear.

HOTEL PALACE CAFÉ

DRINKS
Coffee
Tea
Juice
Mineral water

FOOD
Cheese sandwich
Tuna sandwich
Croissant

TODAY’S SPECIAL:
Cheese and tomato omelette and a coffee 2€!

GRAMMAR: plurals, a/an

Use a/an with singular nouns.

a + consonant
a sandwich

an + vowel
an omelette

To make nouns plural, add -s or -es.

two coffees
two sandwiches

See LANGUAGE REFERENCE PAGE 22

1. Complete the phrases with a or an.

1) ___ orange juice  5) ___ croissant
2) ___ sandwich  6) ___ apple juice
3) ___ key  7) ___ bed
4) ___ chair  8) ___ desk

2. Choose the correct phrase or sentence, a or b.

1.
a) Three coffee.
b) Three coffees.

2.
a) A tuna sandwich, please.
b) An tuna sandwich, please.

3.
a) I have two notebooks.
b) I have two notebook.

4.
a) The omelette is two euro.
b) The omelette is two euros.

FUNCTIONAL LANGUAGE: in a café

1. 1.38 Listen and repeat the dialogue.

A: I’d like a sandwich, please.
B: Would you like cheese or tuna?
A: Cheese, please.
B: Here you are.

2. Work in pairs. Turn to page 119.

3. Work in pairs, A and B.

A: You work in the café.
B: You are the customer.

Prepare a dialogue.

Use the Functional language and the menu in Listening exercise 1 to help you.
FUNCTIONAL LANGUAGE

1 Put the dialogue in the correct order.

□ Gomez.
□ Hello.
□ Thank you.
□ Hello. What's your last name?
□ G-O-M-E-Z.
□ How do you spell your name?

2 1.39 Listen and check your answer.

3 Work in pairs. Make a similar dialogue.

LISTENING

1 1.40 Listen to four dialogues. Underline the correct spelling of British place names.

1 Cambridge / Cambridge
2 Torquay / Torquee
3 Cheshire / Cheshire
4 Greenwich / Grennich

2 Work in pairs. We have some strange place names in Britain – see one below. Do you know any strange place names? How do you spell them? Tell a partner.

VOCABULARY

1 Match the words in the box to the objects A–I in the picture. There are three extra words you don’t need.

- a key
- a bed
- a chair
- a desk
- a pen
- a television
- a notebook
- a telephone
- a lamp
- a coffee
- a croissant
- an orange juice
2 Work in pairs. Cover the words. Test each other.
   A: What's this in English?
   B: It's a telephone.

3 Complete hotel key cards 1 and 2 with the name of a hotel and a room number.

   hotel

   Room #

4 Work in pairs. Ask and answer to find the information about the key cards from your partner. Write the information in key cards 3 and 4.
   A: What is the name of your hotel?
   B: It’s ...
   A: What’s your room number?
   B: It’s ...

GRAMMAR

1 Underline the correct word to complete the dialogues.

   A: Hello.
   B: Hello, I’d like two tuna sandwiches / sandwich, please.
   A: Two sandwiches / sandwich.
   B: Yes, and an / a orange juice, too, please.
   A: Here you are. One / Three pounds, please.
   B: Thank you.

2
   A: Hi, I’m Martin.
   B: Hello, Martin. This is your desk / desks.
   A: Good.
   B: This is your chair. Your phone is here, and a / an lamp ... here.
   A: Thank you. My key?
   B: Oh, yes. Here you are. Two keys / keyes for you.
   A: Thank you.

Self-assessment (✓)

☐ I can spell words.
☐ I can count to 20.
☐ I can ask what words are in English.
☐ I can ask for a drink or food in a café.
# Grammar

To be: present simple

<table>
<thead>
<tr>
<th>full form</th>
<th>contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I'm</td>
</tr>
<tr>
<td>You are</td>
<td>You're</td>
</tr>
<tr>
<td>He is</td>
<td>He's</td>
</tr>
<tr>
<td>She is</td>
<td>She's</td>
</tr>
<tr>
<td>It is</td>
<td>It's</td>
</tr>
<tr>
<td>We are</td>
<td>We're</td>
</tr>
<tr>
<td>They are</td>
<td>They're</td>
</tr>
</tbody>
</table>

Use **it** for things.

What's your phone number?  
*It's* 9328 2289.

Other contractions

What is your name?  
That is the hotel.  

What's your name?  
That's the hotel.

**It**

My, his, her

My name is Adrian.

His name is Jack.

Her name is Paula.

This, that, here, there

**Here**

What's this?  
This is a table.

**There**

What's that?  
That is a chair.

**Plurals, a/an**

Use **a, an** with singular nouns.

- a + consonant  
  - a sandwich, a table, a chair, a country
- an + vowel  
  - an omelette, an apple juice

To make nouns plural, add *-s* or *-es*.

Two coffees, three sandwiches, phones, keys

**These, those**

The plural of **this** is **these**.  
**This** pen.  **These** pens.

The plural of **that** is **those**.  
**That** key.  **Those** keys.
## Functional Language

### Greetings

Hello./Hi.
Goodbye./Bye.
How are you?
I'm fine, thanks. And you?

### Asking & saying names

What's your name?
My name's (Jack). What's your name?
I'm (Tania).

### Meeting people

This is (Philip).
Nice to meet you.
Nice to meet you, too.

### Asking & saying where you are from

Where are you from?
I'm from (Germany).

### Asking & saying phone numbers

What's your phone number?
It's (928 2914).
My phone number is (932 82289).

### In a café

I'd like a sandwich, please.
Would you like cheese or tuna?
Cheese, please.
Here you are.

### Spelling names

How do you spell your first/last name?

## Word List

### Cities & countries

<table>
<thead>
<tr>
<th>Country</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>Sydney</td>
</tr>
<tr>
<td>Beijing</td>
<td>Beijing</td>
</tr>
<tr>
<td>Brazil</td>
<td>Brasilia</td>
</tr>
<tr>
<td>Britain</td>
<td>London</td>
</tr>
<tr>
<td>China</td>
<td>Beijing</td>
</tr>
<tr>
<td>France</td>
<td>Paris</td>
</tr>
<tr>
<td>Frankfurt</td>
<td>Frankfurt</td>
</tr>
<tr>
<td>Germany</td>
<td>Berlin</td>
</tr>
<tr>
<td>Italy</td>
<td>Rome</td>
</tr>
<tr>
<td>Moscow</td>
<td>Moscow</td>
</tr>
<tr>
<td>New York</td>
<td>New York</td>
</tr>
<tr>
<td>Paris</td>
<td>Paris</td>
</tr>
<tr>
<td>Rio de Janeiro</td>
<td>Rio de Janeiro</td>
</tr>
<tr>
<td>Rome</td>
<td>Rome</td>
</tr>
<tr>
<td>Russia</td>
<td>Moscow</td>
</tr>
<tr>
<td>Thailand</td>
<td>Bangkok</td>
</tr>
<tr>
<td>the US</td>
<td>Washington</td>
</tr>
</tbody>
</table>

### Numbers 1–20

<table>
<thead>
<tr>
<th>Number</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>/wʌn/</td>
</tr>
<tr>
<td>two</td>
<td>/tu/</td>
</tr>
<tr>
<td>three</td>
<td>/θri:/</td>
</tr>
<tr>
<td>four</td>
<td>/fɔːr/</td>
</tr>
<tr>
<td>five</td>
<td>/fɪv/</td>
</tr>
<tr>
<td>six</td>
<td>/sɪks/</td>
</tr>
<tr>
<td>seven</td>
<td>/ˈsevn/</td>
</tr>
<tr>
<td>eight</td>
<td>/eɪt/</td>
</tr>
<tr>
<td>nine</td>
<td>/nain/</td>
</tr>
<tr>
<td>ten</td>
<td>/ten/</td>
</tr>
<tr>
<td>eleven</td>
<td>/ˈlɛvn/</td>
</tr>
<tr>
<td>twelve</td>
<td>/ˈtwelv/</td>
</tr>
<tr>
<td>thirteen</td>
<td>ˈθɜːz(ɔ)nt/</td>
</tr>
<tr>
<td>fourteen</td>
<td>ˈfɔːr(t)ˌn/</td>
</tr>
<tr>
<td>fifteen</td>
<td>ˈfɪfti:n/</td>
</tr>
<tr>
<td>sixteen</td>
<td>ˈsɪks(t)ˈn/</td>
</tr>
<tr>
<td>seventeen</td>
<td>ˈsev(ə)nti:n/</td>
</tr>
<tr>
<td>eighteen</td>
<td>ˈeɪti:n/</td>
</tr>
<tr>
<td>nineteen</td>
<td>ˈnain(t)ˈn/</td>
</tr>
<tr>
<td>twenty</td>
<td>/ˈtwenti/</td>
</tr>
</tbody>
</table>

### Common objects

<table>
<thead>
<tr>
<th>Object</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>bed</td>
<td>/bed/</td>
</tr>
<tr>
<td>card</td>
<td>/kɑː(r)d/</td>
</tr>
<tr>
<td>chair</td>
<td>/keə/</td>
</tr>
<tr>
<td>desk</td>
<td>/desk/</td>
</tr>
<tr>
<td>key</td>
<td>/ki/</td>
</tr>
<tr>
<td>lamp</td>
<td>/lamp/</td>
</tr>
<tr>
<td>mobile phone</td>
<td>/ˈməʊbəl ˈfaʊn/</td>
</tr>
<tr>
<td>notebook</td>
<td>/ˈnəʊtbʊk/</td>
</tr>
<tr>
<td>pen</td>
<td>/pen/</td>
</tr>
<tr>
<td>phone number</td>
<td>/ˈfaʊn ˈnʌmbə(r)/</td>
</tr>
<tr>
<td>radio</td>
<td>/ˈreɪdiəʊ/</td>
</tr>
<tr>
<td>telephone</td>
<td>/ˈtɛlfəʊn/</td>
</tr>
<tr>
<td>television</td>
<td>/ˈteɪləvɪzn/</td>
</tr>
</tbody>
</table>

### Food & drink

<table>
<thead>
<tr>
<th>Item</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple juice</td>
<td>/ˈæpl ˈdʒuːs/</td>
</tr>
<tr>
<td>cheese</td>
<td>/tʃiːz/</td>
</tr>
<tr>
<td>sandwich</td>
<td>/ˈsæn(d)ˈwɔtʃ/</td>
</tr>
<tr>
<td>coffee</td>
<td>/ˈkɒfɪ/</td>
</tr>
<tr>
<td>croissant</td>
<td>/ˈkrosənt/</td>
</tr>
<tr>
<td>mineral water</td>
<td>/ˈmɪn(ə)rəl/</td>
</tr>
<tr>
<td>omelette</td>
<td>/ˈɒmələt/</td>
</tr>
<tr>
<td>orange juice</td>
<td>/ˈɔrɪnʤ ˈdʒuːs/</td>
</tr>
<tr>
<td>tea</td>
<td>/tē/</td>
</tr>
</tbody>
</table>

### Other words & phrases

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ask v</td>
<td>/æsk/</td>
</tr>
<tr>
<td>café n</td>
<td>/ˈkeɪf/</td>
</tr>
<tr>
<td>excuse me</td>
<td>/ɪkˈskjuːz mi/</td>
</tr>
<tr>
<td>greeting n</td>
<td>/ˈɡreɪtɪŋ/</td>
</tr>
<tr>
<td>home n</td>
<td>/hoʊm/</td>
</tr>
<tr>
<td>hotel n</td>
<td>/ˈhɔtəl/</td>
</tr>
<tr>
<td>please ***</td>
<td>/ˈpliz/</td>
</tr>
<tr>
<td>popular adj</td>
<td>/ˈpɒpjələr/</td>
</tr>
<tr>
<td>room n</td>
<td>/ruːm/</td>
</tr>
<tr>
<td>spell v</td>
<td>/spel/</td>
</tr>
<tr>
<td>strange adj</td>
<td>/ˈstreɪndʒ/</td>
</tr>
<tr>
<td>thank you</td>
<td>/θæŋk ˈjuː/</td>
</tr>
</tbody>
</table>
3A  International workers

**Reading**

1. Read the texts. Match the people 1–5 to the photos A–E.

**International workers**

1. This is Sylvie. She’s from France. She’s a doctor.

2. He’s Edward and she’s Francesca. They’re from Britain. They’re police officers.

3. My name’s Frank. I’m from the Czech Republic. I’m an aid worker.

4. This is James. He’s from the US. He’s a diplomat.

5. I’m Giovanni and this is Sabina. We’re from Italy. We’re architects.

2. Read the texts again and complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Job</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
VOCABULARY: jobs

1. Listen and repeat the jobs in the table in Reading exercise 2.

Language note
Use a/an with jobs.

2. Complete the sentences with a or an. What are these jobs in your language?
   1. He's ______ teacher.  3. She's ______ student.
   2. She's ______ doctor.  4. He's ______ actor.

GRAMMAR: to be (affirmative)

<table>
<thead>
<tr>
<th>I am</th>
<th>You are</th>
<th>He/She/It is</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm</td>
<td>You're</td>
<td>He's/She's/It's</td>
</tr>
<tr>
<td>You are</td>
<td>a student.</td>
<td>We are</td>
</tr>
<tr>
<td>He/She/It is</td>
<td>a student.</td>
<td>They are</td>
</tr>
</tbody>
</table>

1. Complete the sentences with am, is or are.
   1. I ______ from Hong Kong.
   2. My name ______ Yan Chee.
   3. This ______ Mark.
   4. He ______ a diplomat.
   5. They ______ from Brazil.
   6. You ______ a student.
   7. We ______ architects.

2. Make the sentences with contractions.
   1. I am a student.
      I'm a student.
   2. We are from Spain.
   3. He is an executive.
   4. They are doctors.
   5. She is from Chicago.
   6. You are an actor.

FUNCTIONAL LANGUAGE:
asking about jobs

1. Read and listen. Say the phrases.
   What's your job?
   What do you do?
   I'm a teacher.

2. Talk to five people in the class. Ask about their jobs.

SPEAKING

1. Work in pairs, A and B.
   A: Turn to page 114.
   B: Turn to page 118.
   Complete the job files.

Useful language

His/Her name(s) is ...  Their phone number(s) is/are ...
He/She is from .../an actor.  They are from .../actors.
How do you spell that?
International train

VOCABULARY: colours & nationalities

1. 1.46 Listen and repeat the colours.
   red  white  blue  black  yellow  green  brown

2. 1.47 Match the photos of international trains A–F to the phrases 1–6. Listen to check your answers.

3. 1.47 Listen again and repeat.

4. Describe the flags of the different countries.
   The German flag is black, red and yellow.

5. What’s your nationality? What colour is the flag of your country?
   I’m Canadian. The Canadian flag is red and white.

LISTENING

1. 1.48 Listen to the dialogue. What is the problem?

2. 1.48 Listen again and decide if the sentences are true (T) or false (F). Correct the false sentences.
   1. They are on a train.  
   2. The woman is from France.  
   3. The man is from the US.  
   4. The train is the Spanish Express to Madrid.  
   5. The next stop is Milan.

1. a French train  4. a Chinese train  
2. an Italian train  5. a German train  
3. a Polish train  6. an American train
**GRAMMAR: to be (negative)**

To make the negative of to be, add not or n’t to the verb.

- I’m not
- You aren’t
- He/She/It isn’t
- We aren’t
- They aren’t

*See Language Reference page 40*

**1.49 Listen and correct the sentences.**

1. Her name is Michelle. (Dominique)
   - Her name isn’t Michelle. Her name is Dominique.
2. She is from France. (Switzerland)
   - She isn’t from France. She is from Switzerland.
3. His name is Brad. (Mike)
   - His name isn’t Brad. His name is Mike.
4. He’s Canadian. (American)
   - He isn’t Canadian. He’s American.
5. They’re on a plane. (train)
   - They aren’t on a plane. They’re on a train.
6. It’s the Spanish Express. (Italian Express)
   - It isn’t the Spanish Express. It’s the Italian Express.

**1.51 Listen and tick (✓) the sentence you hear, a or b.**

1. a) He is Scottish. __
   - b) He’s Scottish. __
2. a) You are not David. __
   - b) You’re not David. __
3. a) We are not Canadian. __
   - b) We’re not Canadian. __
4. a) They are from France. __
   - b) They’re from France. __
5. a) I am a student. __
   - b) I’m a student. __
6. a) I am not a teacher. __
   - b) I’m not a teacher. __

**1.51 Listen again. Repeat the sentences.**

**SPEAKING**

1. Read the sentences about famous people, things and places. Which sentence is correct?
   - 1. Volkswagen is from Germany.
   - 2. Tokyo is in China.
   - 3. Barack Obama is from Brazil.

2. Correct the incorrect sentences in exercise 1.
   - Barack Obama isn’t from Brazil. He’s from the US.

3. Make three similar sentences about people, places or things: two incorrect and one correct.
   
4. Work in pairs, A and B.
   - A: Say your sentence.
   - B: Say, Correct! or correct the incorrect sentence.
**International school**

**READING**

1. Look at the photos and answer the questions.
   1. What is UNIS?
   2. Where is UNIS?

2. Read the text and check your answers.

---

**VOCABULARY: days of the week**

1. Complete the days of the week with a CAPITAL letter.

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tue</th>
<th>Wed</th>
<th>Thu</th>
<th>Fri</th>
<th>Sat</th>
<th>Sun</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
<td>Saturday</td>
<td>Sunday</td>
</tr>
</tbody>
</table>

2. **1.52** Listen to the recording to check your answers. Repeat the days of the week.

---

**LISTENING**

1. **1.53** Listen to a teacher from UNIS answer questions about the school. Put the questions in the correct order.

☐ Where are the teachers from?
☐ When is the school open?
☐ Is the school cafeteria open every day?
☐ Who is the Director?
☐ Are you the Director?

2. **1.53** Listen again and match the answers a–f to the questions 1–5 in exercise 1.

a. Many teachers at UNIS are from the United States, but we also have French, German, Swiss, Italian, Japanese and Australian teachers.

b. No, it isn’t. The cafeteria isn’t open on Saturdays.

c. No, I’m not. I’m the Assistant Director.

d. The Director is Mr Stuart Walker. He’s in his office right now.

e. The school is open Monday to Saturday.
GRAMMAR: To be (questions & short answers)

For yes/no questions, the subject and the verb change places.
- The school is open.
- Is the school open?

Short answers
- Are you English?
  Yes, I am./No, I’m not.
- For wh- questions, put the question words: what, when, who and where in front of the verb.
  Where are you from?
  When is the school open?

FUNCTIONAL LANGUAGE: saying goodbye

1.55 Read and listen.

See you!
See you later.
See you on Monday.
See you on Tuesday.

Practise with other students.

ENGLISH AROUND YOU: the classroom

1.56 Read and listen to the phrases. Tick (✓) the ones you understand.

1 Work in pairs. Translate the phrases into your language.
2 Work in pairs. Look at the information about UNIS Hanoi. Ask and answer the questions in exercise 3.

UNIS Hanoi
United Nations International School in Hanoi, Vietnam

Open: Monday to Friday
Teachers from: Vietnam, United States, France, New Zealand, Australia, Spain, Canada, Finland
Director: Chip Barder, US
3D Review

Reading & Vocabulary

1. 1.57 Read and listen to the television guide. When are the World Football matches? Complete with the correct day of the week.

Grass & Vocabulary

1. Complete the sentences with the correct form of the verb to be and words from the box.

- a teacher
- actors
- doctors
- a taxi driver
- a student

2. 1.58 Listen and check your answers. Say the sentences. Use contractions.

3. Cover the sentences in exercise 1. Work in pairs, A and B.

   A: Say a sentence.
   B: Point to the picture.

4. Swap roles and repeat.
GRAMMAR

1 Match the questions 1–5 to the answers a–e.

1 Are you Italian?  a Yes, it is.
2 Is he the teacher?   b Yes, they are.
3 Are the students there?  c No, I'm not. I'm from Spain.
4 Is she a doctor?  d No, she isn't. She's an ambulance driver.
5 Is it Monday today?  e Yes, he is.

SPEAKING

1 Work in groups of three or four. Play The International Student Game! Your teacher will explain the rules.

Self-assessment (√)

☐ I can say my job.
☐ I can say where I'm from.
☐ I can ask about jobs.

The International Student Game!

START

Yes, they are.

/ you a student?

No, it isn't.

Where / you from?

/ you American?

Yes, we are.

What / your job?

No, we aren't.

What / your name?

Yes, I am.

FINISH
4A Personal photos

VOCABULARY: numbers 21–101
1  1.59 Listen and repeat.

2  1.60 Match the words to the numbers. Listen and repeat.

3 Work in pairs. Say three numbers to your partner. Your partner writes them down.

PRONUNCIATION: word stress (1)
1  1.61 Listen to the difference between these numbers.

2  1.61 Listen again and repeat.

3 Say these numbers.

Grammar: It, they
Vocabulary: Numbers 21–101
Listening: Dialogues about age
2 1.62 Listen again and complete the sentences.
1 The car is _____ years old.
2 The babies are _____ months old.
3 The house is _____ years old.
4 The computer is _____ months old.

Language note
24 hours in a day.
seven days in a week.
four weeks in a month.
twelve months in a year.

3 Work in pairs and answer the question.
• Do you have personal photos with you?
  Yes, describe them to your partner.

Functional Language: talking about age
1 1.63 Read and listen.
   How old is it?
   It’s five years old.
   How old are you?
   I’m thirty (years old).
2 1.63 Listen again and repeat.
3 Look at the difference.

• He’s an old man.
  He’s a young man.
• It’s an old computer.
  It’s a new computer.

4 1.64 Listen and repeat the sentences.

Grammar: it, they

Use it for things.
The house is 70 years old.
It’s 70 years old.
Use they for people or things.
The computers are two years old.
They’re two years old.
The babies are thirteen months old.
They’re thirteen months old.

See Language Reference page 40

1 Read the sentences and replace the underlined word(s) with he, she, it or they.
1 The house is in Switzerland. The house is in Geneva.
The house isn’t new. The house is 120 years old.
2 These mobile phones are from Japan. The mobile phones are new. The mobile phones are only six months old.
3 This is Mark and Sylvia. Mark and Sylvia are French students. Sylvia is from England and Mark is from Scotland. This is their school. Their school is in Paris. Their school is fifteen years old.
2 1.65 Listen to the recording to check your answers. Read the texts out loud.

Speaking
1 Work in pairs. Ask each other questions with How old ...?

Useful Language
Sorry, I don’t have one. She’s young/old.
I don’t know. It’s new/old.
I think he’s 40 years old.
1 Look at the family album web page. What are the people in the family called?

- This is my grandparents’ house in Cork, Ireland. The house is two hundred years old.
- This is our new baby, Sean. He’s sixteen months old now!
- My wife’s parents: Donna and Martin. They are from Oxford. They’re teachers.
- This is my sister, Sharon with her friend, Diane. Diane’s American. She’s an actor.

2 Read the web page again and answer the questions.
   1 How old is Sean?
   2 Where is the grandparents’ house?
   3 Where is Diane from?
   4 What is Diane’s job?
   5 Where are Donna and Martin from?
   6 What is their job?

3 Work in pairs. Discuss the question.
   Do you or your family have a web page? If so, describe it to your partner.

**VOCABULARY: family**

1 a husband and wife
2 a father, mother, and their son and daughter
3 a mother and her children
4 grandparents, parents and children
2 Complete the table with the correct words from exercise 1.

Put these words in the correct column in exercise 2. What are they in your language?

- grandmother
- grandfather
- brother
- sister

3 Work in pairs. Answer the questions.
1 Which of the families in exercise 1 is more common in your country?
2 How old are people in your country when they ...
   a) get married?
   b) have children?
   c) have grandchildren?

PRONUNCIATION /ə/
1 1.67 Listen to how the underlined sound is pronounced in these words.

- father
- mother
- daughter
- actor
- umbrella
- doctor

2 1.68 Listen and repeat the sentences. Pronounce the underlined sounds as /ə/.

- My father is an actor.
- My mother is from America. She’s American.
- On Saturday, I’m with my grandparents.

GRAMMAR: possessive ‘s

Use ‘s to show possession.

- My wife’s parents.

If the word ends in s, put the ’ after the s.

- My grandparents’ house.

See Language Reference page 40

1 Find all the examples of ’s in the web page on page 34. Decide if they are possessive ‘s or contraction ‘s.

2 Complete the sentences about the Murphy family.

1 Donna is Jennifer’s ______.
2 Michael is Jennifer’s ______.
3 Michael is Sharon’s ______.
4 Sean is Michael and Jennifer’s ______.
5 Jennifer is Martin’s ______.

3 Make other sentences about the Murphys. Use the possessive.

- Sean → Michael
- Sean is Michael’s son.
1 Sean → Jennifer
2 Jennifer → Michael
3 Donna and Martin → Jennifer
4 Martin → Sean

SPEAKING

1 Write the names of three people from your family on a piece of paper.

2 Prepare a short presentation about these people. Use the phrases below for ideas of what to say.

- This is … They are my …
- His name is … He’s a …
- She’s from … He’s … years old.

3 When you are ready, tell a partner about the people.

ENGLISH AROUND YOU: family words

1 1.69 Read and listen to these different informal family words. What do they mean?

- kids
- gran
- grandad
- mum
- dad
4c | Personal possessions

Vocabulary: personal possessions

1 1.70 Look at the pictures and listen to the words.

- glasses
- sunglasses
- a jacket
- a wallet
- a mobile phone
- a photo
- an ID card
- money
- an umbrella
- an mp3 player

2 1.70 Listen again and repeat the words.

3 What is in your bag today? Tell a partner.

keys, photos, a wallet ...

Listening

1 1.71 Mark and Lee are friends. Listen to three short dialogues.
What does Lee want in each dialogue?

2 1.71 Listen again. Match the words in the box to the places A–C in the photo. There are two extra words.

glasses, bag, keys, wallet, money
GRAMMAR: prepositions of place

*In, on, under, next to, behind and in front of* are prepositions of place.
Put them before the noun.

*It's on the table.*

*Is it under the table?*

*It isn't in my bag.*

*It's next to you.*

See LANGUAGE REFERENCE PAGE 40

1 Where are Lee's things? Make sentences. Read audioscript 1.71 on page 122 to check your answers.

2 Rearrange the words to make sentences.
1 jacket the The on table is.
2 book glasses The are on the.
3 the table under are The keys.
4 The door the front in table is of.
5 sandwich The under the newspapers is.

3 Make sentences from the prompts. Use these words and a preposition of place.

1 The man / the table

2 The dog / the bath

3 It / you!

4 The cat / the bed

5 John / George

6 The woman / the boy

Speaking

1 Work in pairs, A and B.
A: Turn to page 115.
B: Turn to page 117.
Describe and draw your pictures.
**PERSONAL PROFILE**

Lindsay Clandfield

@lclandfield Elche, usually

*I write books for teachers and learners of English. I blog at a website, Six Things. I tweet on & off.*

**Lindsay Clandfield, Male, Married, 40 years old**

Who is Lindsay? I'm an English teacher. I'm from Toronto, Canada. My family is from England. I'm the author of *Straightforward Beginner Second edition*. It's a book for English language students. Where is Lindsay now? In Spain.

---

1. Read the personal profile above. Complete the sentences with the correct words.

   1. Lindsay is _____ years old.
   2. He is an _____.
   3. He is from _____.
   4. His family is from _____.
   5. He is the author of _____.
   6. It is a book for _____.
   7. Lindsay Clandfield is in _____.

2. Listen to the recording to check your answers.

---

**VOCABULARY**

1. Make words from the cards.

   sun  grand  let  ket

   sev  wal  teen  parent

   jac  fif  glasses  entry

2. Work in pairs, A and B.

   A: Draw an object from page 36.
   B: Guess the object.

3. Swap roles and repeat.
**FUNCTIONAL LANGUAGE**

1. Complete the sentences with a word or letters. The first one has been done for you.

   1. **How old is it?**
      It’s ten years old.

   2. **How old are you?**
      She’s twenty-nine and I’m twenty-four years ______.

   3. **Is he eighteen _____ old?**
      No, he isn’t. He’s sixteen.

   4. **How old are they?**
      They’re ______ seven weeks old.

   5. **How old is she?**
      She’s ______ ninety-five years old.

2. Think of a word or words to replace the words in bold in exercise 1.

   - **A:** How old is your car?
   - **B:** It’s ten years old.

**GRAMMAR**

This is my sister, Lisa. Lisa is an architect. Lisa husband is a teacher. His name are James. They Canadian. James is from Montreal and Lisa’s is from Toronto.

1. Correct the five grammatical mistakes in the text.
2. Make a similar text about two people in your family.

   **This is ...**

**SPEAKING**

1. Work in pairs. Look at Lindsay’s office. Ask and answer questions about the objects.

   - **A:** Where’s the computer?
   - **B:** It’s on the table.
**Grammar**

*To be: present simple*

<table>
<thead>
<tr>
<th>affirmative full form</th>
<th>contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I'm</td>
</tr>
<tr>
<td>He/She/It is</td>
<td>He's/She's/It's</td>
</tr>
<tr>
<td>You/We/They are</td>
<td>You're/We're/They're</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>negative full form</th>
<th>contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am not</td>
<td>I'm not</td>
</tr>
<tr>
<td>He/She/It is not</td>
<td>He/She/It isn't</td>
</tr>
<tr>
<td>You/We/They are not</td>
<td>You/We/They aren't</td>
</tr>
</tbody>
</table>

To make the verb *to be* negative, add *not* (or *n't*) to the verb.

<table>
<thead>
<tr>
<th>Prepositions</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
</tr>
<tr>
<td>on</td>
</tr>
<tr>
<td>under</td>
</tr>
<tr>
<td>next to</td>
</tr>
<tr>
<td>behind</td>
</tr>
<tr>
<td>in front of</td>
</tr>
</tbody>
</table>
FUNCTIONAL LANGUAGE

Asking about jobs
What's your job?
What do you do?
I'm a/an ...

Saying goodbye
See you!
See you later.
See you on (Monday).

Talking about age
How is it?
It's five years old.
How old are you?
I'm thirty (years old).

WORD LIST

Jobs
actor
aid worker
architect
author
diplomat
doctor
driver
executive
police officer
student
teacher

Polish adj
red adj ***
/jouli/ /red/
Spanish adj
white adj ***
yellow adj ***
/blaen/ /blaen/ /jetau/

Days of the week
Saturday ***
Sunday ***
Monday ***
Tuesday ***
Wednesday ***
Thursday ***
Friday ***

Numbers 21–101
twenty-one
/thi:nti 'wAn/
fifty-six
/fifti 'siks/
sixty-three
/siksti '0ri:
seventy-seven
/semi 'tju:z/
eighty-eight
/semi '03:
one hundred
/wan 'hundred/
and one
/and 'wan/

Family
brother
/fra:ter/
father
/feeter/
daughter
/fettar/
grandfather
/graendfa:(r)/
grandmother
/graendma:(r)/
husband
/huzband/
mother
/mo:(r)/
parents
/pa:(r)nts/
sister
/sisters/
son
/sAn/
wife
/waif/

Colours & nationalities
American adj
black adj ***
blue adj ***
Brazilian adj
brown adj ***
Canadian adj
Chinese adj
French adj
German adj
green adj ***
Italian adj
Japanese adj

Personal possessions
bag
/glas/ /glas/ /glas/
ID card
/jek/ /jek/ /jek/
jacket
/kaerjek/ /kaerjek/ /kaerjek/
keys
/kiz/ /kiz/ /kiz/
mobile
/maubal/ /maubal/ /maubal/
phone
/fon/ /fon/ /fon/
money
/meni/ /meni/ /meni/
mp3 player
/pi:tri: /pi:tri: /pi:tri:
photo
/fo:tnu/ /fo:tnu/ /fo:tnu/
sunglasses
/sAn'glaes/ /sAn'glaes/ /sAn'glaes/
umbrella
/waunt/ /waunt/ /waunt/
wallet

Other words & phrases
ambulance
/biambju:els/ /ambjulans/ /ambjulans/
baby
/bebi/ /behi/ /behi/
car
/kar/ /kaerjek/ /kaerjek/
correct adj
/kaerjek/ /kaerjek/ /kaerjek/
day
/di:/ /di:/ /di:
flag
/flieg/ /flieg/ /flieg/
hour
/haus/ /haus/ /haus/
international adj
/iinten:DJ'naej^/ /'inta:ri:naej^/ /'inta:ri:naej^/
kid
/kid/ /kid/ /kid/
new adj
/nju:/ /nju:/ /nju:
old adj
/ould/ /o:ld/ /o:ld/
train
/trein/ /trein/ /trein/
week
/wiki/ /wiki/ /wiki/
year
/ji:ri:/ /ji:ri:/ /ji:ri:
young adj
/jom/ /jom/ /jom/
**Grammar:** Present simple (1) (affirmative)

**Reading:** Working life

**Vocabulary:** common verbs & nouns (1)

1. **Exercise:** Look at the photo. Listen and repeat the sentences.

I live in Mexico City.
I work for a big company.
I go to work by taxi.

2. **Exercise:** Complete the tables with words from the box.

<table>
<thead>
<tr>
<th></th>
<th>a house</th>
<th>an office</th>
<th>car</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
<td>for</td>
<td>a big company.</td>
<td></td>
</tr>
<tr>
<td>in</td>
<td></td>
<td>a factory.</td>
<td>a shop.</td>
</tr>
<tr>
<td>I live in</td>
<td>Mexico City.</td>
<td></td>
<td>a flat.</td>
</tr>
<tr>
<td>with</td>
<td>my parents.</td>
<td>my family.</td>
<td>my wife and children.</td>
</tr>
<tr>
<td>I go</td>
<td>to school/to work</td>
<td>by</td>
<td>train.</td>
</tr>
</tbody>
</table>

3. **Exercise:** Make three sentences about you. Use the phrases from exercise 2.

4. **Exercise:** Find all examples of the verbs go, live and work in the article. Complete the rule.

After he, she or it, add _____ to the verb in the present simple.

5. **Exercise:** Choose the correct option, a or b.

1. a) I work in London. __
   b) I works in London. __

2. a) They lives in Japan. __
   b) They live in Japan. __

3. a) He works in a car factory. __
   b) He work in a car factory. __

4. a) We live with our parents. __
   b) We lives with our parents. __

5. a) Vanessa goes to school by bus. __
   b) Vanessa go to school by bus. __
WORKING LIFE

1
Keith Wright lives in London. He’s an actor and he works in a restaurant. He goes to work by train. Keith lives in a flat. He lives with two other actors.

2
Tom and Christine are American. They live in Mexico. They’re teachers and they work at the University of Oaxaca. Their house is in a small town. The town is next to Oaxaca and they go to work by bus.

3
Charri is from the Philippines. She lives in Manila. She lives with her grandparents, her parents, her husband and children. She works in a factory. Every day, Charri goes to work on foot. The factory is two hours from her house.

3
Complete the text with verbs from the box in the correct form.

live (x2) work (x2) go

I (1) ______ with my brother, Josh. We (2) ______ in a house. The house is in the centre of San Francisco. I (3) ______ in an office. Josh is a shop assistant. He (4) ______ in a bookshop. The bookshop and the office are in the centre of San Francisco. We (5) ______ to work on foot.

SPEAKING

1
Prepare a short text about you. Use the article in Reading exercise 1 to help you.

2
Work in pairs. Tell your partner about you.

3
Work with a new student. Talk about your partner.

He/She lives in …
He/She lives with …
He/She works in …
Technology life

VOCABULARY: technology

1 Match the words 1–10 to the photos A–J.

1 a computer 6 a printer
2 an email address 7 a webcam
3 a website 8 a game console
4 an mp3 player 9 a digital camera
5 a mobile phone 10 a tablet computer

3 Do you have these things at work, at school or at home? Tell a partner.

We have computers at work.
I have a digital camera at home.

Language note: have

The present simple of **have** has two forms, **have** and **has**.
I, you, we, they **have**
he, she, it **has**

FUNCTIONAL LANGUAGE: emails

1 1.75 Listen and repeat how we say these words and symbols in English.

@ at . dot / slash com com

2 1.76 Listen and repeat the dialogue.

A: What’s your email address?
B: It’s veronica@hotmail.sf.

3 What’s your email address? Ask three people in the class.

A: What’s your email address?
B: It’s …/Sorry, I don’t have one.

LISTENING

1 1.77 Listen to people talking about technology and their work. Tick (✓) the words in the box you hear.

- computer
- mobile phone
- website
- email
- office
- digital camera
- car

2 1.77 Listen again and decide if the sentences are true (T) or false (F). Correct the false sentences.

Dialogue 1
1 The woman writes personal emails at work.
2 The man has a mobile phone.

Dialogue 2
3 The man’s wife has one computer at work.
4 The man and woman don’t have a computer at home.

Dialogue 3
5 The machine is a tablet computer.
6 The woman doesn’t use the tablet computer.
GRAMMAR: present simple (2) (negative; and & but)

Use don’t/doesn’t to make the negative in the present simple.
I don’t have an email address.
She doesn’t have a computer at home.
Use and or but to link words or phrases. And gives more information.
I have a computer and I use it.
But shows a contrast.
We have a fax machine, but we don’t use it.

1. Complete the sentences. Put the verb in brackets into the correct form.
   1. I ______ (not write) personal emails.
   2. I ______ (not know) anything about computers or technology.
   3. We ______ (use) the computers a lot. We ______ (have) a fax machine, but we ______ (not use) it. Everything is email now.

2. Tick (✓) the sentences that are true for your teacher. Change the sentences that aren’t true.
   1. The teacher has a computer. __
   2. He/She has an email address. _
   3. He/She goes to work by bus. __
   4. He/She lives next to the school. __
   5. He/She has three brothers and sisters. __

3. Complete the sentences with and or but.
   1. She lives in Spain ______ she works in Spain.
   2. She lives in Spain ______ she works in France.
   3. He has a computer at work ______ he has a computer at home.
   4. He has a computer at work ______ he doesn’t have a computer at home.

PRONUNCIATION: /s/ & /z/

1. 1.78 Listen and repeat the sounds and words.
   /s/    /z/
   works  has
   seven  Brazil
   desk    please
   Spain  does

2. 1.79 Listen and repeat the sentences.
   1. The student’s name is Samantha.
   2. She works in Spain.
   3. She has two mobile phones.
   4. She doesn’t use computers.

SPEAKING

1. Read the Technology Life Survey. Tick (✓) or cross (✗) the boxes.

   TECHNOLOGY LIFE SURVEY

   AT HOME
   have use
   a computer □ □
   a mobile phone □ □
   a digital camera □ □
   a tablet computer □ □
   an email address □ □

   AT WORK/SCHOOL
   have use
   a computer □ □
   an email address □ □

   AT WORK
   a mobile phone □ □

2. Work in pairs. Tell your partner about technology and you.
   I have a computer at home and at work.
   I use a computer at work, but I don’t use a computer at home.

ENGLISH AROUND YOU: computers

1. Many computer words are English. Tick (✓) the words you know. What are these words in your language?

<table>
<thead>
<tr>
<th>screen</th>
<th>mouse</th>
<th>World Wide Web</th>
<th>print</th>
</tr>
</thead>
<tbody>
<tr>
<td>delete</td>
<td>save</td>
<td>cancel</td>
<td>load</td>
</tr>
</tbody>
</table>

2. 1.80 Listen and repeat the words in exercise 1.

3. What other computer words do you know in English?
Hard life?

Reading & listening

1 Look at the picture of Lord Duncan. What does he do?

2 1.81 Read and listen to the interviewer (I) who is interviewing Lord Duncan (Lord D) about his new job. Does he have a hard life?
   I: Lord Duncan, nice to meet you. You are the new President of Duncan Enterprises. Tell us about your new job.
   Lord D: It's an interesting job, but it isn't easy.
   I: Really?
   Lord D: Well, I have my father's job. I work a lot.
   I: Do you work every day?
   Lord D: No, I don't. Not every day. I work from Monday to Wednesday.
   I: Do you work in your father's old office?
   Lord D: No, I don't. I have my own offices now.
   I: Offices? Do you have more than one office?
   Lord D: Yes, I do. I have two offices. One for me and one for the two secretaries.
   I: I see. Two secretaries. Do they work Monday to Wednesday?
   Lord D: No, no, no. No, they don't. They work Monday to Saturday.
   I: Ah.
   Lord D: I have a game of golf today. Do you have any other questions?
   I: No, I don't. Thank you, Lord Duncan.
   Lord D: You're welcome.

3 Read the interview again and choose the correct answer, a, b or c.

1 Lord Duncan is the _____ of Duncan Enterprises.
   a) secretary
   b) student
   c) President

2 He works _____ a week.
   a) five days
   b) two days
   c) three days

3 Lord Duncan's father _____ in the company.
   a) lives
   b) doesn't work
   c) works

4 Lord Duncan has _____
   a) two offices and two secretaries.
   b) two offices and a secretary.
   c) an office and two secretaries.

Vocabulary: adjectives (1)

1 1.82 Listen and repeat the sentences.
   It's a difficult job.
   It's a boring job.
   It's a good job.

2 Match the words in bold in exercise 1 to the opposites below.
   1 bad
   2 interesting
   3 easy
Work in pairs. Make sentences about these jobs. Use the adjectives from exercises 1 and 2.

1 Lord Duncan's job
   Lord Duncan has an easy job.
2 the President of your country
3 a teacher
4 a university student
5 a police officer

Language note
Adjectives can come in two places in a sentence.
- before a noun
  a good day
- after the verb
  It's good.

Grammar: present simple (3) (questions & short answers)
To make questions in the present simple, use the auxiliary verb do + subject + infinitive.

Do you work every day?
If the subject is he/she/it, use does + subject + infinitive.

Does your father work in the company?
Short answers
Yes + subject + do/does
No + subject + don't/doesn't

Yes, I do.
No, he doesn't.

See Language Reference page 58

Make questions and answers about Lord Duncan.
1 he / work on Monday?
   Does he work on Monday? Yes, he does.
2 he / go to work by bus?
3 he / live next to the office?
4 he / have two secretaries?
5 he / work on Saturday?
6 he / have an easy job?

Rearrange the words to make questions.
1 to school go you Do bus by ?
2 in work an office you Do ?
3 a car you Do have ?
4 Saturday on work you Do ?

Work in pairs. Ask and answer the questions in exercise 2.

Pronunciation: intonation (2)
1.83 Listen to the intonation in these questions.

Does he have a job?
Do you use a computer?
Are you a student?

Listen again and repeat the questions. Copy the intonation.

Speaking
Play My new job - a hard life? Work in pairs, A and B.

My new job - a hard life?

A: You have a new job. Choose one of the jobs in the photos. Don't tell B. Answer B's questions.
B: Ask questions about A's new job. Use the words below to help you. Guess A's new job.

Do you ...
have a difficult job?
an easy job?
a good job?
use a computer?
work with other people?
alone?
Monday to Friday?
work in a hospital?
a school?
an office?

Are you a/an ...?

Swap roles and repeat the activity.
1 Work in two groups, A and B.
   Group A: Read about Milo.
   Group B: Read about Bertie.

It's a DOG'S LIFE

Milo is from America, but he lives in London. He goes to work Monday to Saturday. Milo works with the police. He is a police dog. He works in different places: at the airport, at schools and on the streets. Milo’s partner is Officer Simon Pott. Simon and Milo work together and they live together. They’re good friends.

Bertie is a British dog, but he doesn’t live in Britain. He lives in Paris with his owner, Eugénie. Eugénie works for a French fashion magazine. Bertie doesn’t work every day. He is a show dog and he goes to dog shows. The dog shows are in hotels in different cities: London, Madrid, Milan. When Bertie has a dog show, he and Eugénie go to the best hotel in town.

2 Answer the questions about the dog in your text.
   1 Where is he from?
   2 Where does he live?
   3 Does he work every day?
   4 Does he live alone?
   5 Where does he work?
   6 Does he have a difficult life?

3 Work with a partner from the other group. Compare your answers about the different dogs.
GRAMMAR

1. Make questions from the prompts.
   1. Milo / a police dog? Is Milo a police dog?
   2. Milo / British?
   3. Milo / work at the airport?
   4. Simon and Milo / work together?
   5. Simon and Milo / live in America?
   6. Simon / live with Milo?
   7. Bertie / a British dog?
   8. Bertie / work in America?
   9. Eugénie / work for a British magazine?
  10. Bertie and Eugénie / live in Paris?

2. Work in pairs. Ask and answer the questions. Use the information in the Reading texts.
   1. Is Milo a police dog? Yes, he is.

3. Complete the sentences with the correct word.
   1. I live in/at Beijing.
   2. I live for/with my parents.
   3. I work by/for a big company.
   4. I work on/in a factory.
   5. I go to work by/for bus.

VOCABULARY

1. Find six technology words in the wordsearch.

   | i c f w e s t d e r a t h o i s b k o o v m e r t m o b i l e p h o n e y p c a f e m r l u u l w u h a y w a o u s s s d r t w e b s i t e e d b f e i n d j l b u i l k m r n i y p r i n t e r |

2. Match the technology things 1–4 to the words a–d.
   1. @ a. email address
   2. b.
   3. c. dot
   4. d. slash

FUNCTIONAL LANGUAGE

1. Work in pairs, A and B. You are going to practise saying email addresses and website URLs.
   A: Turn to page 116.
   B: Turn to page 114.

2. Do you know any other URLs? What are they? Tell a partner.

SPEAKING

1. Work in small groups. Make questions with the information in the table.

<table>
<thead>
<tr>
<th>have</th>
<th>a dog? an email address?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you</td>
<td>work/live</td>
</tr>
<tr>
<td>go (to work) (to school)</td>
<td>by car? by bus?</td>
</tr>
</tbody>
</table>

2. Tell the class three things about your group.
   Pablo and Diana live in a house.
   Ana goes to work by car, but Ivan goes to work by bus.

Self-assessment (✓)

[ ] I can say where I live and work.
[ ] I can say email addresses.
[ ] I can say website URLs.
6A | Daytime

VOCABULARY: common verbs & nouns (2)

1 Match the verbs and phrases in the box to the pictures A–F. Listen and repeat the verbs.

- eat
- drink
- go to bed
- wake up
- read
- sleep

2 Complete the phrases with the verbs from exercise 1.

1. ___ a sandwich/an apple/breakfast
2. ___ water/coffee/tea
3. ___ a newspaper/a book/a magazine

3 Put the verb phrases in the correct order to make a typical Monday morning for you. Tell a partner.

☐ go to work/school
☐ drink coffee/tea/juice/milk
☐ wake up
☐ eat breakfast

*On Monday morning I wake up, eat breakfast …*

READING

1 Read the article above. What is it about, 1, 2 or 3?

1. A typical morning
2. People who prefer mornings and people who prefer evenings
3. When people sleep

2 Read the article again and decide if the sentences are about morning people (☀) or night people (🌙).

1. ☀️ Mornings are easy.
2. ☀️ They go to bed late at night.
3. ☀️ They read the morning newspaper.
4. ☀️ They eat breakfast.
5. ☀️ Mornings are difficult.
6. ☁️ They don’t eat breakfast.

3 Are you a morning person or a night person? Tell a partner.
GRAMMAR: adverbs of frequency

always, often/usually, sometimes, hardly ever, never

Use adverbs of frequency to say how often we do something.

They always go to bed late at night.
Adverbs of frequency go before the main verb.
They sometimes drink a cup of coffee.
They don’t often eat breakfast.
Adverbs of frequency go after the verb to be.
Mornings are often very difficult.

See Language Reference page 59

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

1 Mike works on Saturday morning. (always)
2 He goes to bed late on Friday night. (sometimes)
3 He hears the alarm clock. (hardly ever)
4 He is tired. (always)
5 He eats a big breakfast. (usually)
6 He is late for work. (often)

Change the sentences in exercise 1 so that they are true for you.

PRONUNCIATION: /ɛ/, /ʌ/, /u:/ & /ɪ/

Listen and repeat the sounds and words.

/ɛ/ never, bed  /ʌ/ juice, usually
/ʌ/ sometimes, up  /ɪ/ difficult, it

Listen and repeat the sentences.

1 It’s a typical morning for Lynne.
2 She usually has juice.
3 Her friend Ed is still in bed.
4 Ed never gets up early.
5 On Sundays, he sometimes doesn’t wake up before one.

FUNCTIONAL LANGUAGE: telling the time (1)

1  1.89 Listen and repeat the dialogue.
A: What time is it?
B: It’s eight thirty.

Language note

am = in the morning
pm = in the afternoon/evening

See Language Reference page 59

2  1.90 Listen and underline the times you hear.

1 8.15pm / 8.50pm
2 7 o’clock in the morning / 7 o’clock in the evening
3 9.20am / 9.20pm
4 12.35 / 12.25

3 What time is it? Work in pairs. Ask and answer the question with these times.

1 10.00am 3 1.25pm 5 12.15am
2 12.50am 4 4.00pm 6 3.45pm

SPEAKING

1 Complete the sentences so that they are true for you.
On Monday I usually wake up at ...
On Sunday I usually wake up at ...
I use / don’t use an alarm clock.
I usually / sometimes / never watch TV late at night.
I am usually / sometimes / always tired at 11.00pm.
I usually go to bed at ...

2 Work in pairs. Tell your partner about you.

3 Change pairs and repeat the exercise.
**GRAMMAR:** Present simple (4) (wh- questions)

**VOCABULARY:** Common verbs & nouns (3); Free time activities

**READING:** Community centre noticeboard

---

**COMMUNITY CENTRE**

**SPORTS CENTRE**

*Do you like sports? Come and play:

- Football
- Golf
- Tennis
- Basketball

*We open at 7.15am and close at 10.00pm.
Seven days a week.*

**DO YOU PLAY CHESS?**

*Come to the chess club.
Call 915 8993 for information.*

**Learn a language**

*English, French, Spanish and German. Beginner to Advanced.
Small groups and free internet.*

**EVENING CLASSES.**

**Dance Class**

*Do you like dancing but don’t know how to dance?*

Learn to dance rock, swing, tango and salsa with our expert teachers.

*Wednesday & Friday evenings.*

---

**READING & VOCABULARY:** common verbs & nouns (3); free time activities

1. Work in pairs. Read the different notices above. **Underline** the verbs. What are these verbs in your language?

2. Complete the sentences with a verb from exercise 1.
   1. On Saturday mornings I ____ football in the park.
   2. I don’t ____ chess.
   3. Many people in my country ____ English at evening classes.
   4. I ____ TV at night.
   5. I know how to ____ salsa.
   6. I ____ sports.

3. **1.91 Listen to the recording to check your answers.**

4. Make the sentences in exercise 2 true for you.

---

**LISTENING**

1. **1.92 Listen to a person phoning the Community Centre.**
   **Tick (✓) the free time activities she asks about.**
   1. chess  4. language class
   2. golf  5. dance class
   3. reading

2. **1.92 Listen again.**
   **Underline the correct answers.**
   1. The chess club / dance class *meets on Saturdays.*
   2. It’s at ten o’clock *in the morning / at night.*
   3. It’s eight pounds / five pounds *for the month.*
   4. The language school phone number is 9013 / 9023.

**Language note**

£1 (pound) = 100 pence (p)
**GRAMMAR: present simple (4) (wh- questions)**

Who, what, where, when and how are question words. Put them in front of the auxiliary verb.

*What* do you do in your free time?
*When* do you play football?

See Language Reference page 58

1. Read the dialogue and complete with words and phrases from the box.

<table>
<thead>
<tr>
<th>how much</th>
<th>when</th>
<th>where</th>
<th>who</th>
<th>what</th>
</tr>
</thead>
</table>

A: (1) _____ do you do after work?
B: I have a Chinese class.
A: Really? (2) _____ do you learn Chinese?
B: At the Community Centre.
A: (3) _____ is the class?
B: 6.30pm.
A: (4) _____ do you go with?
B: My friend Mike.
A: (5) _____ does it cost?
B: It's free.

2. Listen to the recording to check your answers. Work in pairs. Read the dialogue.

3. Make questions from the prompts.

1. When / you have free time?
   When do you have free time?
2. Where / you live?
3. Where / you work?
4. What / you do in your free time?
5. Where / you go in your free time?

**PRONUNCIATION: connected speech (1)**

1. Listen to the questions in Grammar exercise 3. Notice how some words are linked together.
   *When do you have free time?*

2. Listen and repeat.
   - free time
   - have free time
   - you have free time
   - do you have free time
   - When do you have free time?

3. Repeat with the other questions in Grammar exercise 3.

   *When do you have free time?*
   *On Saturday and Sunday.*

**FUNCTIONAL LANGUAGE: telling the time (2)**

1. Listen and repeat the times.

2. Listen and repeat the dialogue.

A: What time is the English class?
B: It's at a quarter past six.

3. Work in pairs. Make other questions about the activities at the Community Centre on page 52.
   A: What time is ...?
   B: It's at ...

**Speaking**

1. Work in pairs, A and B.
   A: You are a famous person (you decide who).
   B: Interview A. Use the questions in Grammar exercise 3.

2. Swap roles and repeat.
Meal time

VOCABULARY & SPEAKING: food (2) & meals
1 Listen and repeat the food words.

1.1 Listen and repeat the food words.

eggs toast fruit
milk soup chicken
meat fish pasta
salad ice cream vegetables

2 Complete the sentences with food words.
1. I often have ___ for breakfast.
2. I usually have ___ for lunch.
3. I never have ___ for dinner.
4. I like ___, but I don't like ___.

Language note
With food and drink we can use the verb have.

have = eat or drink
I have coffee. = I drink coffee.
I have fish. = I eat fish.

3 Make questions from the prompts.
1. What time / have breakfast?
2. What / have for breakfast?
3. What time / have lunch?
4. What / have for lunch?
5. What time / have dinner?
6. What / have for dinner?

4 Work in pairs. Ask and answer the questions in exercise 3.

Reading & listening
1 Look at the Eating habits survey. It's difficult to see some of the words. What words are missing?

<table>
<thead>
<tr>
<th>EATING HABITS SURVEY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

2 Listen to check your answers.

3 Listen again and match the answers a–f to the questions 1–6 in Reading exercise 1.

a. Well ... I eat at home on Friday, but the other days I eat at work. So four times a week.
b. We have dinner together every night.
c. Do you mean like breakfast, lunch and dinner? Yes, I do.
d. Three, maybe four times a year.
e. No, I don't. My wife is a vegetarian. I eat meat once a week, maybe.
f. Yes, I do. I eat an apple every day.
**Grammar: present simple + how often + time expressions**

Use the present simple to talk about habits and routines.

*How often do you have coffee?*

Use expressions of time to talk about habits.

- every/once a/twice a/three times a day/week/month
- never

Note: The word *never* goes before the verb.

*I never have breakfast.*

> See Language Reference page 58

1. Complete the diagram with the time expressions from the box.

   twice a week  every month  every year
   three times a month  never  every day
   once a week

2. Complete the questions in the surveys with verbs from the box.

   have  see  talk  go  sleep  wake

**Family Habits**

*How often do you ...*

1. see your grandparents/children?
2. lunch with your family?
3. on the phone with your mother?

**Sleeping Habits**

*How often do you ...*

4. up after 11.00am?
5. to bed after midnight?
6. eight hours?

3. Work in pairs. Ask the questions in exercise 2. Answer with a time expression from the grammar box.

   A: How often do you see your grandparents?
   B: Twice a month.

**Speaking**

1. Work in groups of three or four. Create your own healthy living survey. Make questions. Use the surveys in the lesson to help you.
2. Do the survey in your group.
3. Present your results to the class.

**Language note**

One person: Three people: 
Two people: Nobody:

**English around you: food labels**

1. Read and listen to the English words from food labels. What are they in your language?
2. Work in pairs. Do food labels in your country use English words? If yes, what words?

2. Work in pairs. Do food labels in your country use English words? If yes, what words?
6D | Review

**Speaking**

1 Work in pairs. Say at what time you usually do these things.

I usually wake up at a quarter past seven.

2 Work with a new partner. Ask and answer questions about the activities.

What time do you usually wake up?

**Grammar**

1 Look at the table and make sentences about Morning Meg or Nighttime Nick.

<table>
<thead>
<tr>
<th>Morning Meg</th>
<th>go to bed late</th>
<th>wake up early</th>
<th>have breakfast every day</th>
<th>be late for work hardly ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nighttime Nick</td>
<td>always</td>
<td>hardly ever</td>
<td>sometimes</td>
<td>three times a week</td>
</tr>
</tbody>
</table>

2 Match the question words 1–5 to the answers a–e.

1 What?  a Coldplay!
2 Who?  b Free!
3 Where?  c The Ritz Hotel.
4 When?  d Nine o’clock.
5 How much?  e A concert.

3 Listen to check your answers. Make a similar dialogue.
1. Complete the menus with the missing food words.

**Breakfast menu**

1. E____
2. T____ (brown or white)
3. Fruit (apple or o____)
4. Cr____

Coffee, tea or juice

**Lunch menu**

5. Soup
   (chicken or v____)
6. Sandwich (ch____ or tuna)
7. F____

Pasta of the day

2.5 Listen to check your answers.

2.6 Listen to a dialogue in Ricky’s Diner. Is it morning or afternoon?

2.6 Listen again and tick (✓) the food the man would like.

**Useful language**

What would you like for lunch/breakfast?
I’d like …
Would you like … or …?
… please.
Here you are.

**Self-assessment (✓)**

- I can ask the time.
- I can tell the time.
- I can say what I do on a typical morning.
- I know basic food vocabulary.

**Speaking**

1. Work in pairs, A and B.

A: You are the waiter at Ricky’s Diner. Ask what B would like for lunch/breakfast.

B: You are a customer at Ricky’s Diner. Say what you would like.
GRAMMAR
Present simple

The form of the verb is the same except for he/she/it. For he/she/it, add -s.

**affirmative**

<table>
<thead>
<tr>
<th>I</th>
<th>live</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>lives in New York.</td>
</tr>
<tr>
<td>You/We/They</td>
<td>live</td>
</tr>
</tbody>
</table>

Spelling: present simple verbs with she/he/it

For most verbs: add -s.

- work - works
- eat - eats
- play - plays
- study - studies
- do - does
- watch - watches

For verbs ending in consonant + y: -y -ies.
- study - studies
- play - plays

For verbs ending in -ch, -sh, -o: add -es.
- like - likes
- study - studies
- eat - eats

Have is an irregular verb.

<table>
<thead>
<tr>
<th>I</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>has a computer.</td>
</tr>
<tr>
<td>You/We/They</td>
<td>have</td>
</tr>
</tbody>
</table>

Make the negative with don’t + infinitive or doesn’t (for she/he/it) + infinitive.

<table>
<thead>
<tr>
<th>I</th>
<th>don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/She/It</td>
<td>doesn’t live alone.</td>
</tr>
<tr>
<td>You/We/They</td>
<td>don’t</td>
</tr>
</tbody>
</table>

For questions, put do/does before the subject and the infinitive after the subject.

**question**

<table>
<thead>
<tr>
<th>Do</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does he/she/it</td>
<td>work?</td>
</tr>
</tbody>
</table>

**short answer**

| Yes, he/she/it | do. |
| No, you/we/they | don’t. |
| he/she/it | does. |
| doesn’t. |

**Question words**

What, where, when, who, why and how are question words.

Put them at the beginning of the question.

- How are you?
- Where are you from?
- What is his name?
- Who does she work with?
- Why do you like your job?

**And, but**

And and but are conjunctions. Use them to link words, phrases or clauses.

And gives more information.

I have a computer and I use it.

But shows a contrast.

We have a fax machine, but we don’t use it.

**Adverbs of frequency**

always often/usually sometimes hardly ever never

Use adverbs of frequency to say how often we do something.

They always go to bed late at night.

Adverbs of frequency go before the main verb.

They sometimes drink a cup of coffee.

Adverbs of frequency go after the verb to be.

Mornings are often very difficult.

To ask about frequency, use How often …?

- How often do you go to bed late?

We can also use expressions of frequency to talk about how often we do things.

- every
- once a day/week/month
- twice a
- three times a

These usually go at the end of a sentence.

I eat fish once a week.
**FUNCTIONAL LANGUAGE**

**Emails**

*What's your email address?*

@ at
dot
/slash
com com

**Telling the time**

*What time is it?*

It's + time

five to
ten to
quarter to
twenty to
twenty-five to

five past
ten past
quarter past
twenty past
twenty-five past

five o'clock
five past
quarter past
twenty past
twenty-five past

**WORD LIST**

**Common verbs & nouns**

<table>
<thead>
<tr>
<th>Bus n ***</th>
<th>/bʌs/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company n ***</td>
<td>/'kʌmpəni/</td>
</tr>
<tr>
<td>Dance v***</td>
<td>/dans/</td>
</tr>
<tr>
<td>Drink u***</td>
<td>/drɪŋk/</td>
</tr>
<tr>
<td>Eat u***</td>
<td>/ɪt/</td>
</tr>
<tr>
<td>Factory n ***</td>
<td>/'fæktri/</td>
</tr>
<tr>
<td>Go v ***</td>
<td>/gəʊ/</td>
</tr>
<tr>
<td>Have v ***</td>
<td>/hæv/</td>
</tr>
<tr>
<td>Hear v ***</td>
<td>/hɛə(r)/</td>
</tr>
<tr>
<td>Like v</td>
<td>/laɪk/</td>
</tr>
<tr>
<td>Live v</td>
<td>/lɪv/</td>
</tr>
<tr>
<td>Office n ***</td>
<td>/'ɒfɪs/</td>
</tr>
<tr>
<td>Play v ***</td>
<td>/pleɪ/</td>
</tr>
<tr>
<td>Read v ***</td>
<td>/ri:d/</td>
</tr>
<tr>
<td>School n</td>
<td>/skuːl/</td>
</tr>
<tr>
<td>Shop n ***</td>
<td>/ʃəp/</td>
</tr>
<tr>
<td>Sleep v ***</td>
<td>/sliːp/</td>
</tr>
<tr>
<td>Taxi n ***</td>
<td>/ˈteɪksi/</td>
</tr>
<tr>
<td>Train n</td>
<td>/trɛin/</td>
</tr>
<tr>
<td>Wake up v</td>
<td>/weɪk ˈʌp/</td>
</tr>
<tr>
<td>Work v ***</td>
<td>/wɜːk(r)/</td>
</tr>
</tbody>
</table>

**Adjectives**

bad adj *** /bæd/ |
boring adj *** /ˈbɜːrn/ |
difficult adj *** /ˈdɪfɪkəlt/ |
easy adj *** /ˈiːzɪ/ |
good adj *** /gʊd/ |
hard adj *** /hɑːd(r)/ |
ingesting adj *** /ɪntrəstɪŋ/ |

**Free time activities**

basketball n * | /ˈbɑːskɪtˌbɔːl/ |
chess n | /ʃes/ |
football n *** | /ˈfʊtˌbɔːl/ |
golf n *** | /gɔːf/ |
rock n | /rɒk/ |
salsa n | /ˈsælsə/ |
swim n | /sɪm/ |
table tennis n | /ˈtæblɪntɛns/ |
tango n | /ˈtæŋɡoʊ/ |
tennis n ** | /ˈtenɪs/ |

**Technology**

computer n *** /kəmˈpjuːtə(r)/ |
digital camera n | /ˈdaɪɡətl/ |
e-mail address n | /ˈiːmeil əˈdres/ |
fax machine n | /fæks ˈmæʃin/ |
mobile phone n ** | /ˈməʊbəl, ˈməʊbəl(ə)l/ |
mp3 player n | /ˈɛmpɪəˈbrɪ: ˈpleɪər/ |
printer n ** | /ˈprɪntər/ |
website n ** | /ˈwiːbsˌweɪt/ |
cancel | /kænsəl/ |
game console n | /ɡəʊmˈkonsəl/ |
load v | /ləʊd/ |
save v *** | /seɪv/ |
tablet computer n | /ˈteɪblɪt ˈkɒmˌpjuːtər(r)/ |
webcam n | /ˈweɪbkæm/ |

**Food & meals**

breakfast n *** /ˈbrekfɔːst/ |
chicken n ** | /ˈtʃɪkən/ |
dinner n *** | /ˈdɪnər(r)/ |
eggs n *** | /ˈeɡz/ |
fish n *** | /fɪʃ/ |
fruit n *** | /fruːt/ |
ice cream n | /ˈaɪs ˈkrɪm/ |
lunch n *** | /ˈlʌntʃ/ |
meat n *** | /miːt/ |
milk n *** | /mɪlk/ |
pasta n | /ˈpæstə/ |
salad n | /ˈsæləd/ |
soup n | /ˈsɔːp/ |
toast n | /ˈəʊst/ |
vegetables n *** /ˈvɛgətəb(ə)lz/ |

**Adjectives**

bad adj *** /bæd/ |
boring adj *** /ˈbɜːrn/ |
difficult adj *** /ˈdɪfɪkəlt/ |
easy adj *** /ˈiːzɪ/ |
good adj *** /gʊd/ |
interesting adj *** /ɪntrəstɪŋ/ |

**Other words & phrases**

afternoon n *** /ˈæftə(r)nʌn/ |
Chinese adj | /ˈtsaɪˈnaɪz/ |
choose v *** | /tʃuːz/ |
companion /ˈkɑːmjuˈnəti/ |
centre n /ˈsɛntə(r)/ |
early adj *** /ˈɜːrlɪ/ |
evening n *** /ˈevnɪŋ/ |
expert n *** /ˈɪkspɜːrt/ |
flat n | /flæt/ |
genetic adj | /ˈdʒetɪk/ |
language n *** /ˈlæŋgwɪdʒ/ |
late adj, adv *** | /ˈleɪt/ |
morning n *** /ˈmɔːrɪŋ/ |
night n *** | /naɪt/ |
nighttime n | /ˈnaɪtˌtaɪm/ |
nobody pron *** | /ˈnɑːbədi/ |
on foot phrase | /ɒn ˈfʊt/ |
people n | /ˈpiːpl/ |
person n | /ˈpɜːs(ə)n/ |
scientist n *** | /ˈsɛntɪst/ |
secretary n | /ˈsɛkrətri/ |
special adj *** | /ˈspɛʃəl/ |
supervisor n | /ˈsəʊpər(r)/ |
survey n | /ˈsɜːrvɪə/ |
principal n | /ˈprɪncəpəl/ |
train n *** | /trɪn/ |
welcome adj ** | /ˈwelkəm/ |
**VOCABULARY: places in a city (1)**

1. Match the words 1–12 to the signs A–L.

1. a train station  
2. an airport  
3. a museum  
4. a hotel  
9. a beach  
10. tourist information  
11. a bank  
12. a taxi

**READING**

1. Look at the magazine page on page 61. What do you know about these cities?

2. Complete the magazine page with the headings below for each city.

<table>
<thead>
<tr>
<th>Where to stay</th>
<th>Getting there</th>
<th>Things to see and do</th>
</tr>
</thead>
</table>

3. Read the magazine page again. Mark the sentences B for Barcelona and P for Prague.

1. There are beaches.
2. There’s a river.
3. There’s a train to the airport.
4. There’s a museum with Picasso art.
5. There’s a Mozart music show.
6. There’s an old bridge.
7. There’s a castle.

4. Work in pairs. Do you know Barcelona or Prague? Would you like to visit these cities for a weekend break? Why or why not?

**GRAMMAR: there is/there are (1)**

Use **there is/there are** to talk about the existence of things.

- **there is + a/an + singular noun**
  - There is an airport.
- **there are + plural noun**
  - There are buses from the airport to the city.

1. Underline the correct word to complete the sentences.

   In the classroom ...
   1. there is / are 20 students.
   2. there is / are a teacher.
   3. there is / are three windows.
   4. there is / are one door.
   5. there is / are 30 desks.

2. Listen to check your answers. Repeat the words. Make the sentences true for your classroom.

**Pronunciation: word stress (2)**

1. Listen to the words and the stress patterns. Say the words.

<table>
<thead>
<tr>
<th>train</th>
<th>castle</th>
<th>correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>park</td>
<td>river</td>
<td>weekend</td>
</tr>
<tr>
<td>airport</td>
<td>thirteen</td>
<td></td>
</tr>
</tbody>
</table>

2. Put the words from the box in the correct column in exercise 1.

- station  
- hotel  
- city  
- police  
- bridge  
- beach  
- bank  
- taxi

3. Listen and check your answers. Say the words.
PRAGUE – Wake up in the BEAUTIFUL capital of the Czech Republic.

There’s an international airport next to the city and taxis are 600 CZ. There are also buses at the airport.

Stay in Prague’s beautiful hotels in the city centre. You can also stay in one of the old apartments near the river. Email our office for more details.

Look at the statues on Charles Bridge. Go for a walk in the old city and next to the beautiful River Vltava. See Prague Castle, one of the oldest castles in Europe. For music lovers, there is a puppet show of Mozart’s opera The Magic Flute.

SPEAKING

1 Prepare a short presentation about a city you know.

Use the phrases below to help you.

COME FOR A WEEKEND CITY BREAK IN ___

Getting here
It’s in …
There’s an airport/train station.

Where to stay
There are hotels …

Things to do and see
Go for a walk (in the old town/ in the city centre/on the beach).
See the …
There’s a …
There are …

2 Work in pairs. Present your weekend city break to your partner.
**City life**

**Grammar:** There is/there are (2) (questions & negative)

**Vocabulary:** Adjectives (2); Places in a city (2)

**Reading & Listening:** Dialogue about a neighbourhood

---

**Speaking**

1. Look at the picture of Lemmington. Work in pairs and make sentences.
   - There's a river.
   - There are two parks.

**Vocabulary:** adjectives (2); places in a city (2)

1. Read and listen to someone talk about Lemmington. What are the words in **bold** in your language?
   - It's a **small** city.
   - It's **beautiful**.
   - Public transport is **cheap**.
   - The people are **friendly**.

2. Match the words in **bold** in exercise 1 to the opposites below.
   - 1 ugly  3 unfriendly
   - 2 big    4 expensive

3. Listen to the recording to check your answers. Make the sentences in exercise 1 true for your city.

4. Find these places on the map. Listen and repeat the words.
   - a shop
   - a supermarket
   - a hospital
   - a bank
   - a market

---

**Reading & Listening**

1. Mr and Mrs Walker (Mr and Mrs W) are at the Lemmington Estate Agency speaking to the estate agent (EA). Read and listen to the dialogue. What is the problem?

   **Mr W:** I’m Jeremy Walker. This is my wife, Annie. We’re here about the flat.
   **EA:** Ah yes. Nice to meet you. Well, Mr Walker, we have the perfect flat for you.
   **Mr W:** Oh. Is it near the city centre? We love city life.
   **EA:** Near the city centre? It’s in the city centre!
   **Mrs W:** We have two small children. Are there any schools in the area?
   **EA:** Oh yes, there are three schools.
   **Mrs W:** Is there a park?
   **EA:** Yes, there is. Look, there’s a hospital here. Next to the river.
   **Mrs W:** Oh, that’s good.
   **EA:** There’s also a market and there are very nice shops. And public transport is very good and cheap here, too.
   **Mrs W:** Jeremy, this is wonderful!
   **Mr W:** One more question, how old is the flat?
   **EA:** Err ... just a minute. It’s ... it’s 95 years old.
   **Mrs W:** What? Ninety-five?
   **EA:** But it’s very cheap.
   **Both:** No, thank you. Goodbye.

---

**Glossary**

- **neighbourhood n** a particular area of a town
2 Read the dialogue in exercise 1 again and decide if the sentences are true (T) or false (F). Correct the false sentences.
1 The flat is in the city centre.  
2 There are three schools. 
3 There are three parks. 
4 There isn’t a hospital. 
5 Public transport is cheap. 
6 The flat is new.

**GRAMMAR: there is/there are (2) (questions & negative)**

**Negative**
Use not (n’t).

*There is a school.*  
*There isn’t a school.*

**Question**
Change the verb and the subject.

*There is a hospital.*  
*Is there a hospital? Yes, there is. / No, there isn’t.*

Use any with plural nouns in questions and negatives.

*There aren’t any discos.*  
*Are there any discos? Yes, there are. / No, there aren’t.*

1 Rewrite the sentences. Use the symbols in brackets ( ).
1 There is a school. (?)  
*Is there a school?*  
2 There are shops. (-)  
*There aren’t any shops.*
3 There is a bank. (?)  
4 There are parks. (?)  
5 There are buses. (-)  
6 There isn’t a hospital. (?)  
7 There aren’t any shops. (+)  
8 Are there any museums? (-)  

2 Work in pairs. Ask and answer questions about your neighbourhood.
1 any shops?  
*Are there any shops? Yes, there are. / No, there aren’t.*
2 a hospital?  
3 a train station?  
4 any beaches?  
5 a hotel?  
6 a bank?  
7 any schools?  
8 a market?

**SPEAKING**

1 Work in pairs, A and B.
A: Turn to page 115.  
B: Turn to page 116.

Find three differences in your pictures.
7c | City tour

Listening

1. Read the information at the bottom of the page about the city of York.

2. **2.15** Listen to four dialogues. Match the dialogues 1–4 to the photos A–D.

   - **Dialogue 3**
     a) The woman is from York.
     b) The woman isn’t from York.

   - **Dialogue 4**
     a) They are near the castle.
     b) They aren’t near the castle.

Functional Language: Survival English

1. **2.16** Listen and complete the phrases.

   I’m (1) s______, I don’t (2) sp______ English.
   I don’t (3) u______.
   I only speak a (4) l______ English.
   Can you repeat, (5) p______?
   Do you (6) s______ German?

2. **2.16** Listen again and repeat the phrases.

3. Look at audioscript 2.15 on page 123. Underline examples of the phrases.

4. Work in pairs. Choose one of the dialogues from Listening exercise 2 and practise.

The city of York is in the North of England. York is famous for its Roman and Viking history, and it is a popular destination for tourists.
VOCABULARY: travel words

1 Work in pairs. Match the words 1–7 to the photos A–F. Use a dictionary to help you.

1 a map 5 a phrase book
2 a passport 6 a visa
3 luggage 7 money
4 a ticket (single/return)

2 2.17 Listen to check your answers. Say the words.

Imagine you are on a three-day holiday in Britain. Underline five things you’d like to take with you.

a passport British money
a car a map
a visa an identity card
a bag a digital camera
an English phrase book a credit card
a guide book for Britain

3 Work in pairs. Compare your lists.

I’d like to take a map, a visa, British money...

PRONUNCIATION: /m/, /f/, /v/ & /p/

1 2.18 Listen and repeat the sounds and words.

/m/ money /v/ visa
/f/ four /p/ passport

2 2.19 Listen and repeat the sentences.

1 My mother makes money at the market.
2 Fiona has forty-four favourite phrases in French.
3 Vincent needs a visa to visit the Vatican.
4 Peter uses public transport in Paris.

SPEAKING

1 Work in pairs, A and B.

A: You are a tourist in New York City, US. You only speak a little English.
B: You work at tourist information in Manhattan.

E NGLISH AROUND YOU: signs

1 Look at these signs in English. What do these words mean in your language?

a map 5 a phrase book
a passport 6 a visa
luggage 7 money
- a ticket (single/return)

2 2.20 Listen and repeat the words.

3 Are there any signs in English in your city? What do they say?
Review

Speaking & Vocabulary

1 Work in pairs. Think of examples of...
- a small city.
- a big, ugly city.
- a good, cheap restaurant.
- an expensive restaurant.
- a beautiful, old castle.

2 Work with another pair. Read your examples. Can the other students guess the category?

Grammar

1 The dialogue is missing six examples of there. Where do they go? The first one has been done for you.

A: Can I help you?
B: I'd like some information about your hotel.
A: Yes, of course. What would you like to know?
B: Is a restaurant?
A: Yes, in the hotel.
B: Two restaurants. Thank you. Is a swimming pool?
A: No, I'm sorry, isn't.
B: Oh, no swimming pool. OK. Is the hotel in the city centre?
A: No, we are fifteen kilometres from the city centre. But are trains and taxis. And we are very close to the airport.
B: Good. Thank you very much.
A: You're welcome.

Listening

1 Match the words in the box to the photos A–E.
- a phrase book
- a passport
- money
- a map
- luggage

2 2.21 Listen to the recording to check your answers.

2 2.22 Listen to four dialogues. Match the dialogues 1–4 to the photos A–E in exercise 1. There is one extra photo.
**Speaking**

**The City Game**

1. Work in groups of three or four. Play The City Game. You need counters 🎲 and some dice 🎲. 
2. Choose a city you know and write the name in the space.
3. You are all in the city. One person works at Tourist Information. The others are tourists.
4. The person at Tourist Information puts their counter in the middle.
5. The tourists put their counters on START. One tourist starts. The tourist rolls the dice and moves along the board.
6. If you land on a question square, ask the question to Tourist Information. Start your question *Excuse me ...?* Tourist Information gives an answer.
7. If you land on a 🦜 square, it is the next player’s turn.
8. If you land on a 🏛 square, change places with Tourist Information.
9. When you finish, it is the next player’s turn.
10. Repeat stages 4–8 until all players finish.

**Self-assessment (✓)**

☐ I can talk about where I live.
☐ I can say when I don’t understand.
☐ I can ask for help in English.
**8A Film sequels**

**Speaking**
1 Work in pairs. Look at the posters of old television shows and films. Do you know them? Tell your partner.

**Reading**
1 Read the magazine article and match the posters A–C in Speaking exercise 1 to the television shows or films. There is one film with no poster. Which one is it?

---

**DO IT AGAIN**

The number one rule in television and film is ‘if it works, do it again’. Remakes and sequels are big business in Hollywood. Today we look at some of the most famous film franchises in Hollywood.

Batman was originally a comic book from 1939. There are now ten films about the character. The first Batman film was in 1943 and the last one was *The Dark Knight Rises* in 2012. There are also television shows and very popular video games about the character.


The first James Bond film was *Dr. No*, in 1962. For the next 45 years there were 21 more films in the series and there were six actors in the role of the British secret agent.

But one of the most popular film franchises is *Star Wars*. The first *Star Wars* film was in 1977. There were more *Star Wars* films in 1980 and 1983. The next three films in the *Star Wars* franchise were in 1999, 2002 and 2005. There was also a cartoon film and television show.

---

2 Read the article again. Complete the sentences.
1 ______ are good for business in Hollywood.
2 ______ was a comic book.
3 ______ was a television show in the 1960s.
4 The first ______ was in 1977.

3 Do you know the Hollywood remakes and sequels from the article? Do you like them? Tell a partner.
GRAMMAR: was/were

The past simple of to be is was/were.

The first James Bond film was very popular.

The Mission: Impossible films were very popular.

The past simple of to be is was/were.

The first James Bond film was in 1962.

1/He/She/It was
You/We/They were

See Language Reference page 76

1 2.23 Listen and put the sentences in the past simple.
1 The film is at seven o’clock.
2 The tickets are expensive.
3 You are on the street.
4 It is cold.
5 I am late.
6 You are angry.

2 Complete the texts about television shows and films with the verb to be in the past simple.
1 The first James Bond film Dr No (1962). The actor Sean Connery was James Bond.
2 Bewitched was a television show from the 1960s. Nicole Kidman was in the 2005 Hollywood remake.
3 The original Star Trek was on television from 1966 to 1969.
4 The American television shows The X-Files and Friends were very popular in the 1990s.
5 The Lord of the Rings was a book by JRR Tolkien before it was a series of Hollywood films.

VOCABULARY & PRONUNCIATION: years

1 2.24 Listen and repeat the years.
2008 two thousand and eight
2000 two thousand
1954 nineteen fifty-four
2010 two thousand and ten
1960s the nineteen sixties

2 Work in pairs. Say these years.
1 1889 5 1962
2 1984 6 1977
3 1926 7 2014
4 2009 8 1930

I’m a child of the nineties

I was born in the eighties.
When I was young, my favourite TV shows were The X-Files and The Simpsons. My favourite actor was Kevin Costner.
My favourite singer was Kurt Cobain from Nirvana.
There was a picture of my favourite football player Luis Figo on the wall in the bedroom.

2 Work in pairs. Make a similar text about your partner.
Don’t ask questions, guess.

3 Read your sentences to your partner. Were you correct?

4 Now work with another student. Talk about your partner.

Gabriela is a child of the 1990s. When she was young ...
READING

1 2.27 Listen and match words from the box to the pictures A–C.

Fire!  Help!  Look out!

2 You are going to read a dialogue from a film script, Crime Scene. Check you understand these words.

dead  blood  fingerprints  lawyer  divorced

3 2.28 Read and listen to the dialogue. Answer the questions.

1 What do John Kellerman (JK) and Dana Diaz (DD) do?
2 Does Mr Magnus (Mr M) know Peter Gordon?

JK: Mr Magnus. My name’s John Kellerman and this is Dana Diaz. She works with the Crime Scene department.

Mr M: Well, nice to meet you, but I don’t know what this is all about. Why am I here?

DD: Mr Magnus, do you know Peter Gordon?

Mr M: Yes, I do. We work at the same factory.

JK: Mr Magnus. I have some bad news. Mr Gordon is dead.

Mr M: That’s impossible! He was at the factory yesterday!

DD: There was a fire at the factory last night, Mr Magnus.

JK: Where were you at eight o’clock last night?

Mr M: Ummm, I was at home.

JK: Really? Were you with somebody? Your wife?

Mr M: No, I wasn’t with my wife. I’m divorced.

DD: That’s right. Your wife, your ex-wife, was Peter Gordon’s new girlfriend.

Mr M: Really?

DD: Mr Magnus, if you were at home, why were your fingerprints on the factory emergency exit?

Mr M: Wh ... What?

DD: Yes, your fingerprints. And why was your blood on Mr Gordon’s jacket?

Mr M: Listen, I wasn’t at the factory last night and I wasn’t with Peter.

JK: Mr Magnus. You were at the factory. And you were with Mr Gordon.

Mr M: I ... I ...

DD: Do you have a good lawyer, Mr Magnus?

Glossary

emergency exit n a door that leads out of a public place when necessary
1. Read the dialogue again and decide if the sentences are true (T) or false (F). Correct the false sentences.

   1. Mr Magnus is dead.
   2. Mr Magnus works with Peter Gordon.
   3. There was a fire at the factory.
   4. Mr Magnus wasn’t at the factory yesterday.
   5. Mr Magnus isn’t married.
   6. Mr Magnus’ blood and fingerprints were at the crime scene.

2. GRAMMAR: was/were (questions, negative & time expressions)

   Negative
   Add not or n’t to was/were.
   - I wasn’t at the factory.

   Question
   The verb and the subject change places.
   - Were you at the factory?
   - Where were you last night?

   Short answer
   - Yes, I was. No, I wasn’t.

   Time expressions
   You can use these time expressions with the past.
   - yesterday
   - last night/week/month
   - Put them at the beginning or end of a sentence.

3. Find someone who ...

   was in bed at nine o’clock last night.
   wasn’t in English class last week.
   was at bed at 6.30 this morning.
   was at a party last weekend.
   wasn’t at work yesterday.
   was at the cinema last Saturday or Sunday.

4. ENGLISH AROUND YOU: television

   1. Read the names of famous British/American television shows from recent years. Do you know these shows? Do you like them?

   TV GUIDE
   1. Big Brother ★★★★
   2. Lost ★★★
   3. Heroes ★
   4. X Factor ★★★★
   5. House ★
   6. Grey’s Anatomy ★★
   7. The Wire ★★★
   8. Mad Men ★

   2. What are these shows in your language?
   3. Which other American or British films/TV shows do you know? What are their names in English?
VOCABULARY: adjectives of opinion

1 Read the three reviews and underline the adjectives.

**The Golden Dragon**
A film from China opens the International Film Festival this week. The Golden Dragon has good special effects and the acting isn’t bad. But watch out, this film is more than three hours!

**Robot Attack**
A great science fiction film!
Roger Dryden, The Times
★★★★
VERY, VERY GOOD. THE ACTION DOESN’T STOP!
Duncan Foord, Independent Daily Newspaper
★★★★
I like this film. I like it a lot.
Mercedes Grau, Latin film press

Customer Review – The Promise (DVD)
★★★★
I hate this DVD. It’s awful. Don’t buy it.
Freddy, January 4, 2012 Buenos Aires, Argentina

2 Complete the table with the adjectives from exercise 1.

<table>
<thead>
<tr>
<th>★</th>
<th>★</th>
<th>★</th>
<th>★</th>
</tr>
</thead>
<tbody>
<tr>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
<tr>
<td>★</td>
<td>★</td>
<td>★</td>
<td>★</td>
</tr>
</tbody>
</table>

PRONUNCIATION: intonation (3)

1 2.30 Listen to the sentences. Are they positive or negative opinions? Underline the correct symbol.

1 😊😊😊😊
2 😞😞😞😞
3 😊😊😊😊
4 😞😞😞😞

2 2.30 Listen again and repeat the sentences. Copy the intonation.

LISTENING

1 2.31 Listen to three people giving their opinions. Which speaker 1–3 talks about one of the films in Vocabulary exercise 1? What do the other speakers talk about?

2 2.31 Listen again and underline the correct words to complete the sentences.

1 Speaker 1 likes / doesn’t like the computers / food.
2 Speaker 2 likes / doesn’t like the film / computers.
3 Speaker 3 likes / doesn’t like the film / food.

FUNCTIONAL LANGUAGE: giving an opinion

1 2.32 Listen and repeat.

A: What do you think of the food?
B: I like it.
C: I think it’s great.
2 Put the phrases in the box in the correct order on the diagram.

I like it.  I don’t like it.  It’s OK.

I love it

I hate it

3 Make sentences with words from the box. Use the phrases from exercise 2.

science fiction films  football  computers
rock music  cats  Chinese food

I like football.
I don’t like rock music.
Science fiction films are OK.
I don’t like cats.

GRAMMAR: subject & object pronouns

Pronouns have two forms.

Subject pronouns
He is an actor.

Object pronouns
I like him.

> See Language Reference page 76

1 Look at audioscript 2.31 on page 123. Underline all the object pronouns.

2 Replace the underlined words below with object pronouns.

1. Do you like Italian food?  Yes, I love Italian food.
2. Do you like dogs?  Yes, I like dogs.
3. Do you like golf?  No, I hate golf.
4. Do you like mornings?  Yes, I like mornings.
5. Do you like Javier Bardem?  No, I don’t like Javier Bardem.
6. Do you like Penélope Cruz?  Yes, I love Penélope Cruz.

3 Work in pairs. Ask the questions in exercise 2. Give your own answers.

SPEAKING

1 Read the instructions to the game.
2 Work in small groups. Play the game.

Game: That’s My Opinion

1 Complete the circles with names of people or things that you know.
2 Work in small groups.
3 Ask and give opinions.

A: What do you think of Shakira?
B: I love her!
C: I think she’s OK.

Useful language

What do you think of ...?
Do you like ...?
I like/love/hate it/him/her/them.
It’s OK.
I think it’s/he’s/she’s/they’re great/good/bad.
8D | Review

Reading

1 Read the article about two actors.
   1 Who was on television first, then in films?
   2 Who was in films first, then on television?

From TELEVISION to the MOVIES and VICE VERSA

Jennifer Aniston was born in California in 1969. Her mother and father were both actors. Jennifer Aniston got her first big acting role in the television series Friends in 1994. It was a very successful television series for ten years. Jennifer Aniston is now a big Hollywood star and was in many blockbuster films.

Glenn Close is from Connecticut, US. She was born in 1947. She was an actor on Broadway and then in many Hollywood films. She was most famous for her roles in Fatal Attraction and Dangerous Liaisons. She was nominated many times for film awards like the Oscars™ in the 1980s. Glenn Close is now more famous for her television roles. She was a police chief in the police show The Shield (2002-2008) and is a lawyer in the drama show Damages (2007-2011).

2 Read the article again and answer the questions about each actor.
   1 Where was she born?
   2 When was she born?
   3 What was her first acting job?

Grammar

1 Choose the correct answer, a or b.
   1 Please listen ...
      a) to me.
      b) to I.
   2 Do you like the singer Lady Gaga?
      a) I don’t know she.
      b) I don’t know her.
   3 Does your father speak English?
      a) He speaks a little.
      b) Him speaks a little.
   4 She loves me, but I don’t ...
      a) love she.
      b) love her.
   5 They know us, but we don’t ...
      a) them.
      b) they.

2 Put the words in the box in the correct order on the diagram.
   yesterday last night this morning last Saturday last week last March

now
Review I

VOCABULARY

1 Underline the correct word to complete the dialogues.

Do you like it?
B: No, I don't. It's great / awful.

What do you think?
B: It's beautiful / ugly. I love it!

Teacher! Teacher! Look!
B: Very good / bad, Barnaby. Everybody, look at Barnaby's work.

How's the weather today, Jim?
B: The weather today isn't very good / bad.

FUNCTIONAL LANGUAGE

1 2.34 Read and listen to the text.

Recently, the British Council asked more than 7,000 students of English in 46 countries: what is the most beautiful word in English? Here are the top five words:

- mother
- passion
- smile
- love
- eternity

2 Do you have a favourite word in English? Complete the sentences with words you know in English.

1 I like the word ...
2 I love the word ...
3 I don't like the word ...
4 I hate the word ...

3 Work in pairs. Compare your sentences.

Self-assessment (✓)
- I can say when and where I was born.
- I can ask about likes and dislikes.
- I can talk about things I like and don't like.
**Grammar**

*There is/there are*

<table>
<thead>
<tr>
<th><strong>Affirmative</strong></th>
<th><strong>Negative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a supermarket.</td>
<td>There isn’t a restaurant.</td>
</tr>
<tr>
<td>There are two schools.</td>
<td>There aren’t any parks.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Question</strong></th>
<th><strong>Short answer</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a park?</td>
<td>Yes, there is. No, there isn’t.</td>
</tr>
<tr>
<td>Are any parks?</td>
<td>Yes, there are. No, there aren’t.</td>
</tr>
</tbody>
</table>

Use any with plural nouns in questions and negatives.

*There aren’t any discos.*

*Are there any schools?* Yes, there are. No, there aren’t.

**Was/were**

The past simple of to be is was/were.

*The Mission: Impossible films were very popular.*

*The first Star Wars film was in 1977.*

<table>
<thead>
<tr>
<th><strong>Affirmative &amp; Negative</strong></th>
<th><strong>Subject &amp; Object Pronouns</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I was on television.</td>
<td><strong>Subject</strong></td>
</tr>
<tr>
<td>He/She/It wasn’t</td>
<td>I</td>
</tr>
<tr>
<td>You/We/They were</td>
<td>you</td>
</tr>
<tr>
<td>You/We/They weren’t</td>
<td>he</td>
</tr>
<tr>
<td></td>
<td>she</td>
</tr>
<tr>
<td></td>
<td>it</td>
</tr>
<tr>
<td></td>
<td>we</td>
</tr>
<tr>
<td></td>
<td>they</td>
</tr>
</tbody>
</table>

**Time Expressions**

Use these time expressions with the past.

*yesterday/last night/week/month*

Put them at the beginning or end of a sentence.

- now
- this morning
- last night
- yesterday
- last Saturday
- last week
- last March
- last year
**FUNCTIONAL LANGUAGE**

**Survival English**

*I'm sorry, I don't speak English.*

*I don't understand.*

*I only speak a little English.*

*Can you repeat, please?*

*Do you speak German?*

---

**Word list**

**Places in a city**

<table>
<thead>
<tr>
<th>Place</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>airport</td>
<td>/eə(t)(r),pɔ:t(r)/</td>
</tr>
<tr>
<td>bank</td>
<td>/beŋk/</td>
</tr>
<tr>
<td>beach</td>
<td>/biːʃ/</td>
</tr>
<tr>
<td>bridge</td>
<td>/brɪd/</td>
</tr>
<tr>
<td>castle</td>
<td>/ˈkæs(ə)l/</td>
</tr>
<tr>
<td>hospital</td>
<td>/hɒspɪt(ə)l/</td>
</tr>
<tr>
<td>market</td>
<td>/ˈmɑːk(ə)rt/</td>
</tr>
<tr>
<td>museum</td>
<td>/ˈmjuːziəm/</td>
</tr>
<tr>
<td>park</td>
<td>/pɑːk(r)/</td>
</tr>
<tr>
<td>river</td>
<td>/ˈrɪvər/</td>
</tr>
<tr>
<td>shop</td>
<td>/ʃɔp/</td>
</tr>
<tr>
<td>supermarket</td>
<td>/ˈsuːməpɔː(r),mə(r)kɪt/</td>
</tr>
<tr>
<td>(train) station</td>
<td>/ˈtret ˌstɛiʃə(n)ˌn/</td>
</tr>
</tbody>
</table>

**Adjectives**

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>awful adj **</td>
<td>/ˈo:f(ə)l/</td>
</tr>
<tr>
<td>bad adj ***</td>
<td>/beð/</td>
</tr>
<tr>
<td>beautiful adj ***</td>
<td>/ˈbjuːtɪf(ə)l/</td>
</tr>
<tr>
<td>big adj ***</td>
<td>/bɪg/</td>
</tr>
<tr>
<td>cheap adj **</td>
<td>/tʃeɪp/</td>
</tr>
<tr>
<td>expensive adj ***</td>
<td>/ɪkˈspɛnsɪv/</td>
</tr>
<tr>
<td>favourite adj **</td>
<td>/ˈfɛvərɪt/</td>
</tr>
<tr>
<td>friendly adj **</td>
<td>/ˈfrend(ə)li/</td>
</tr>
<tr>
<td>good adj ***</td>
<td>/gʊd/</td>
</tr>
<tr>
<td>great adj ***</td>
<td>/greɪt/</td>
</tr>
<tr>
<td>nice adj ***</td>
<td>/nɪs/</td>
</tr>
<tr>
<td>original adj ***</td>
<td>/əˈrɪdʒ(ə)n(ə)/</td>
</tr>
<tr>
<td>popular adj ***</td>
<td>/ˈpɒpjʊlə(r)/</td>
</tr>
<tr>
<td>real adj ***</td>
<td>/rɛl/</td>
</tr>
<tr>
<td>small adj ***</td>
<td>/sɔːm(ə)/</td>
</tr>
<tr>
<td>ugly adj *</td>
<td>/ˈʌgli/</td>
</tr>
<tr>
<td>unfriendly adj *</td>
<td>/ʌnˈfrend(ə)li/</td>
</tr>
</tbody>
</table>

**Travel words**

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>luggage</td>
<td>/ˈlæɡidʒ/</td>
</tr>
<tr>
<td>map</td>
<td>/mæp/</td>
</tr>
<tr>
<td>money</td>
<td>/ˈmiːni/</td>
</tr>
<tr>
<td>passport</td>
<td>/ˈpɑːsɒpɔr(t)/</td>
</tr>
<tr>
<td>phrase book</td>
<td>/ˈfɛrs, boʊk/</td>
</tr>
<tr>
<td>ticket (single/return)</td>
<td>/ˈtɪkt (ˈsɪŋgl(ə), rɪˈtɜrnt)nt/</td>
</tr>
<tr>
<td>visa</td>
<td>/ˈvɪzə/</td>
</tr>
</tbody>
</table>

**Other words & phrases**

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor</td>
<td>/ˈeɪktə(r)/</td>
</tr>
<tr>
<td>again adv</td>
<td>/əˈɡen/</td>
</tr>
<tr>
<td>bar</td>
<td>/bɑ(r)/</td>
</tr>
<tr>
<td>blood</td>
<td>/blʌd/</td>
</tr>
<tr>
<td>break</td>
<td>/breɪk/</td>
</tr>
<tr>
<td>dead adj</td>
<td>/ded/</td>
</tr>
<tr>
<td>desk</td>
<td>/desk/</td>
</tr>
<tr>
<td>divorced adj</td>
<td>/dɪˈvɜːrd/</td>
</tr>
<tr>
<td>ex-wife</td>
<td>/ɪz(ə)ˈwɪf/</td>
</tr>
<tr>
<td>fingerprint</td>
<td>/ˈfɪŋɡɔ(r),pɜnt/</td>
</tr>
<tr>
<td>fire</td>
<td>/fɛə(r)/</td>
</tr>
<tr>
<td>impossible adj</td>
<td>/ɪˈmæsəb(ə)l/</td>
</tr>
<tr>
<td>lawyer</td>
<td>/ˈloːrɪ/</td>
</tr>
<tr>
<td>many der</td>
<td>/ˈmændi/</td>
</tr>
<tr>
<td>opera</td>
<td>/ˈɒpə(r)/</td>
</tr>
<tr>
<td>parking</td>
<td>/ˈpɑːkɪŋ/</td>
</tr>
<tr>
<td>public</td>
<td>/ˈpʌblɪk/</td>
</tr>
<tr>
<td>transport</td>
<td>/trənˈspɔːrt/</td>
</tr>
<tr>
<td>pull v</td>
<td>/pʊl/</td>
</tr>
<tr>
<td>puppet</td>
<td>/ˈpʌpɪt/</td>
</tr>
<tr>
<td>push v</td>
<td>/pʊʃ/</td>
</tr>
<tr>
<td>remake</td>
<td>/rɪˈmeɪk/</td>
</tr>
<tr>
<td>scene</td>
<td>/ˈseɪntʃi/</td>
</tr>
<tr>
<td>series</td>
<td>/ˈsiəriəz/</td>
</tr>
<tr>
<td>show v</td>
<td>/ʃəʊ/</td>
</tr>
<tr>
<td>statue</td>
<td>/ˈsteɪʃə/</td>
</tr>
<tr>
<td>stay v</td>
<td>/steɪ/</td>
</tr>
<tr>
<td>stop v</td>
<td>/stɒp/</td>
</tr>
<tr>
<td>tour n</td>
<td>/ˈtʊə(r)/</td>
</tr>
<tr>
<td>wake up v</td>
<td>/ˈweɪk ˈʌp/</td>
</tr>
<tr>
<td>weekend</td>
<td>/ˈwɛkənd/</td>
</tr>
</tbody>
</table>
**VOCABULARY: big numbers**

1. **2.35** Read and listen to the facts about India and complete the information with numbers.

2. **2.36** Listen and repeat the numbers.

---

**Reading**

1. Read Patti’s email. Choose the correct answers a, b or c.

2. The email is about...
   a) Patti’s job.
   b) Patti’s holiday.
   c) Patti’s family.

---

**FACTFILE: INDIA**

- **Population:** 1.189 billion
- **Capital city:** New Delhi – population (1)_____ million
- **Other important cities:**
  - Mumbai (was Bombay) – population (2)_____ million
  - Calcutta – population (3)_____ million
- **Languages:** Hindi, English and (4)_____ other languages
- **Currency:** 1 rupee = (5)_____ paise
- **Area:** 3,300,000 sq km

---

**To:** d.vora@aol.com
**Subject:** Last day of our Indian holiday

It’s Friday! It’s our last day in India and we’re in New Delhi! We’re fine, this is a quick email to tell you how we are.

Yesterday we were in the city of Agra. We saw the Taj Mahal, of course. It was fantastic, but there were lots of tourists.

New Delhi is very big. The guide book says there are eleven million people here! Today we went shopping in the New Delhi markets. They are beautiful – but very crowded and noisy. We went to the National Museum, but it was closed.

Last night we went to a restaurant with some of Anne’s friends. I ate a typical Indian dish, but I don’t remember the name now. It had meat in it. I drank some chai last night, too! It’s a kind of tea, and very popular here.

Anyway, hope you and Dad are OK. There are many internet cafes here, so send me an email soon.

Love
Patti
2 Read the email again and decide if the sentences are true (T) or false (F). Correct the false sentences.
1 Yesterday they were in New Delhi.
2 There were lots of tourists at the Taj Mahal.
3 They went shopping in New Delhi.
4 The National Museum was closed.
5 Patti doesn’t eat meat.

GRAMMAR: past simple irregular verbs (affirmative)
1 Find the past simple of the verbs in the email on page 78 and complete the table.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>see</td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
</tr>
<tr>
<td>drink</td>
<td></td>
</tr>
<tr>
<td>have</td>
<td></td>
</tr>
</tbody>
</table>

2 2.37 Listen to the recording to check your answers. Repeat the words.
3 Rewrite the sentences in the past simple.

1 Every year, Michael and Violeta go to Poland for a holiday.
   Last year, Michael and Violeta went to Poland for a holiday.
2 They go by plane from London.
3 They go to Warsaw.
4 They see their family and friends.
5 They drink Polish coffee.
6 They eat Polish food.
7 They have a good time.

4 2.38 Listen to the recording to check your answers. Repeat the sentences.

SPEAKING
1 Read the text about a person’s holiday. Where was he?

I was on holiday last August.
I ate pizza and spaghetti.
I drank cappuccino.
I saw the Coliseum and the Sistine Chapel.
I went to ...

2 2.39 Listen to the recording to check your answer.
3 Prepare a similar text about a real or imaginary holiday.

I was on holiday last ...
I ate ...
I drank ...
I saw ... and ...

4 Work in pairs, A and B.
   A: Tell B about your holiday.
   B: Guess where A went on holiday.

5 Swap roles and repeat.
9B | Last days

Reading & Vocabulary: music words

1. Do you know the British rock group the Beatles? Do you like them? Tell a partner.

2. The words in the box are all in the article. Check you understand the words. What do you think the article is about?

   group  studio  roof  crowd  concert
   legend  play music

3. Read the article and check your answer to exercise 2.

It was a cold day in January, 1969. On Savile Row in London, Paul McCartney, John Lennon, George Harrison and Ringo Starr were in the Apple Music studios. It wasn't a good time for the Beatles. They didn't want to work together anymore. They hated being in the same room together.

They decided to do something different. Suddenly, the people in the street heard music. They didn't know what it was. They looked up and saw the Beatles on the roof of the building. Cars stopped in the middle of the street. People got out and listened. Secretaries in the offices on Savile Row opened their windows. Soon there was a large crowd. It was a free Beatles concert!

The Beatles stayed on the roof and played their music to the street. Then someone called the police. The police came and stopped the concert.

The 1969 rooftop concert became a legend in British pop music. After the concert, the Beatles didn't play together again in public. It was the end of the sixties. It was the end of the Beatles.

Reading & vocabulary: The Beaties' last concert

4. Read the article again. Complete the sentences with words from the box. There are two extra words.

   police  holiday  friends  concert
   cars  roof  children

   1. The Beatles' last _____ was in January.
   2. The Beatles weren't good _____ at the time.
   3. They played a concert on the _____.
   4. People stopped their _____ and listened in the street.
   5. The _____ stopped the concert.

Grammar: past simple regular verbs (affirmative & negative)

For past simple regular verbs, add -ed to the verb.

*The people listened to the music.*

Negative: didn't + verb

*They didn't play together again.*

Negatives are the same for regular and irregular past simple verbs.

1. Find all the examples of past simple verbs in the article in Reading & vocabulary exercise 3. Which are regular and which are irregular?

2. Complete the sentences. Put the verb in brackets into the past simple.

   1. The Beatles _____ (be) in the studio.
   2. They _____ (not want) to work together.
   3. They _____ (not like) each other.
   4. They _____ (go) to the rooftop and _____ (start) a concert.
   5. People _____ (look) up.
   6. Secretaries _____ (open) their windows.
   7. Someone _____ (call) the police.
   8. The concert _____ (stop).
   9. The Beatles _____ (not play) together in public again.

See Language Reference page 94
Pronunciation: past simple regular verbs

1 2.40 Listen to the past simple regular verbs.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>hate</td>
</tr>
<tr>
<td>watch</td>
<td>start</td>
</tr>
<tr>
<td>play</td>
<td>end</td>
</tr>
</tbody>
</table>

2 2.40 Listen again and repeat. Which words have an extra syllable? A or B?

Speaking


A: The Beatles were the most famous British rock group in history.
B: They were from Liverpool.
A: Their names were John, Paul, Ringo and George.
B: In 1957 John Lennon met Paul McCartney.

2 What are these song titles in your language?

3 Do you know other English words or phrases from songs? What are they?

The History of The Beatles

The most famous British rock group in history.

From: Liverpool, UK
Names: John, Paul, Ringo, George

1957: John Lennon meets Paul McCartney.
1961: The Beatles play their first concert.
1962: The Beatles release their first song, Love Me Do.
1964: The Beatles visit the United States. They are number 1 in the charts.
1968: The Beatles go to India.
1969: The Beatles play their last concert.
1970: The Beatles make their last album, Let It Be.
2001: George Harrison dies.
Independence day

VOCABULARY: months

1 Listen and repeat the months of the year.

January    May    September
February    June    October
March       July    November
April       August  December

2 Work in pairs, A and B.

A: Say a month.
B: Say the month before and after.

A: March
B: February, April

3 What are your favourite months of the year? Tell a partner.

LISTENING

1 Look at the photos of two independence day holidays. What countries are these? Do you know these holidays?

2 Listen to two people talking about independence day holidays. Match the speakers to the photos.

Speaker 1 ______  Speaker 2 ______

FUNCTIONAL LANGUAGE: the date

1 Listen and repeat.

A: What’s the date today?
B: It’s the fourth of July./It’s July fourth.

2 With the date we use ordinal numbers. Listen and repeat the ordinal numbers.

first    sixth    eleventh
second   seventh  twelfth
third    eighth   twenty-first
fourth   ninth    twenty-second
fifth    tenth    twenty-third

3 Listen and answer the questions 1–6.
Pronunciation: /θ/ & /ð/  
1 2.46 Listen and tick (✓) the word you hear.
   1 four __ fourth __
   2 six __ sixth __
   3 sink __ think __
   4 day __ they __
   5 dare __ their __
2 2.47 Listen and repeat the sentences.
   1 Today is Thursday the fourth.
   2 The year is two thousand and thirteen.
   3 Their mother is there.
   4 I think it’s her birthday.

Grammar: prepositions of time  
(in, on, at)

Use in with years and months.
   in 1776, in July
Use on with dates and days.
   on March 5th, on Monday
Use at with times.
   at six o’clock, at 8pm

Complete the sentences with in or on.
1 South Africa’s Freedom Day is ___ April 27.
2 Morocco’s Independence Day is ___ November.
3 India became independent from Britain ___ 1947.
4 Colombia’s Independence Day is ___ July 20.
5 Finland became an independent country ___ December 6, 1917.
6 Brazil’s Independence Day is ___ September.

2 Underline the correct preposition to complete the sentences.
   1 My birthday is in / on / at June.
   2 My English class finishes in / on / at eight o’clock.
   3 I never work in / on / at Sunday.
   4 I was born in / on / at 1965.
   5 The next holiday is in / on / at May 1st.

3 Make the sentences in exercise 2 true for you.

Speaking

1 Make questions from the prompts.
   1 What / be / an important date in your country? be / it / an independence day?
   2 you / like / this day? Why or why not?
   3 What / you / usually do / on this day?
   4 What / be / your favourite day of the year?

2 Work in pairs. Interview your partner with the questions in exercise 1.

Useful language

Our national holiday is on ...
We usually have a picnic/go to a party/go on a parade/visit friends or family.
We work/don’t work on this day.
Review

VOCABULARY

1 Which is correct, a or b?

1 a) two millions b) two million
2 a) a hundred and ten b) hundred ten
3 a) two thousand four hundred b) two thousand and four hundred
4 a) fifty thousands b) fifty thousand

2 Work in pairs, A and B.

A: Write five big numbers. Don’t show B. Read your numbers to B.
B: Write the numbers A says. Compare your numbers with the original. Were you right?

3 Swap roles and repeat.

LISTENING

1 Listen and complete the facts with a number.

- Number of songs: (1) ___
- Number of singles: (2) ___
- Number of CDs: (3) ___
- Number of Beatles live concerts: (4) ___
- Number of copies of ___ sold in first month: more than (5) ___

2 Check your answers in audioscript 2.48 on page 124. Say the numbers out loud.

GRAMMAR

1 Complete the text with the past simple of the verbs in brackets.

I (1) ____(go) to my first rock concert last August.
I (2) ____(be) in Berlin with my girlfriend. She (3) ____(want) to see a new German group. We (4) ____(get) tickets in the city centre. The concert (5) ____(start) at ten o’clock. We (6) ____(have) dinner first, and we (7) ____(arrive) at the concert at nine thirty. It (8) ____(be) in a small club. The group (9) ____(play) for two hours. It (10) ____(be) very noisy. My girlfriend (11) ____(love) the concert, but I (12) ____(not like) it. I don’t remember the name of the group.

2 Listen to the sentences. Underline past or present for the sentences.

1 past / present 4 past / present
2 past / present 5 past / present
3 past / present

3 Listen again and write the sentences.
Reading & Vocabulary

1 Read about the origin of the English names for the days. Complete the text with the names of days.

From Roman times

The origins of the English names for the days come from old English and have origins in Ancient Rome and Germanic languages. Can you guess the answer to the questions below?

Which day is named after...

the sun? (1) ____

Thor, the Norse god of thunder? (2) ____

the moon? (3) ____

the planet Saturn? (4) ____

Functional Language

1 Work in pairs, A and B.

A: Say one of the dates in the box.
B: Say why the date is important.

A: January 26th.
B: That’s Burns Night.

Important Dates

GREAT BRITAIN

May Day 01/05
New Year’s Day 01/01
Guy Fawkes Day 05/11
Remembrance Day 11/11
Boxing Day 26/12
Burns Night (Scotland) 26/01

Speaking

1 Think of two important dates in the year and write them on a piece of paper.

2 For each date, think of...

• something you always do.
• something you never do.
• something you sometimes do.

3 Work in pairs. Tell your partner about your important dates.

Self-assessment (✓)

☐ I can understand and say large numbers.
☐ I can describe a holiday I had in simple language.
☐ I can say the date.
VOCABULARY: weekend activities

1 Match the weekend activities 1–4 to the photos A–C. One activity is not needed.

1 make a meal   3 go away
2 clean the house   4 do the shopping

2 Complete the sentences with words from the box.
do make go clean

At the weekend I usually ...

1 _____ away.
   out.

2 _____ a big breakfast.
   dinner for my family.

3 _____ the house.
   the car.

4 _____ the shopping.
   nothing.

3 2.50 Listen to the recording to check your answers. Repeat the phrases.

4 Complete the sentences so that they are true for you. Use the phrases from exercise 1.

At the weekend I usually ...
   I usually ...
   I never ...
   I sometimes ...

5 Work in pairs. Compare your answers to exercise 4.

LISTENING

1 2.51 Listen to a man and woman talking about their weekends. Tick (✓) the phrases you hear.

1 did nothing much __ 2 went to the disco __ 3 did the shopping __ 4 saw a film __ 5 saw the football match __ 6 went away __ 7 went to Rome __

2 2.51 Listen again and choose the correct answer, a, b or c.

1 The man cleaned ...
   a) his car.
   b) his house.
   c) his room.

2 The man ...
   a) did the shopping and watched TV.
   b) did the shopping but didn’t watch TV.
   c) watched TV but didn’t do the shopping.

3 The woman went ...
   a) to France.
   b) to Italy.
   c) to England.

4 The woman went away ...
   a) with her family.
   b) with a man.
   c) with a woman.

5 The woman had ...
   a) a boring weekend.
   b) an awful weekend.
   c) a good weekend.
Good weekend!

**PRONUNCIATION: diphthongs**

2.52 Listen to the words and sounds.

<table>
<thead>
<tr>
<th>/ai/</th>
<th>/ei/</th>
<th>/au/</th>
<th>/au/</th>
</tr>
</thead>
<tbody>
<tr>
<td>time</td>
<td>make</td>
<td>out</td>
<td>go</td>
</tr>
</tbody>
</table>

2.53 Listen to the recording to check your answers. Say the words.

2.54 Listen to the questions. Answer, Yes, I did or No, I didn’t.

Grammar: past simple questions (1)

For questions in the past simple use the auxiliary did. did + subject + infinitive

Did you go out? Did she have a good time?

Short answers

Yes, I did. No, I didn’t. Yes, she did. No, she didn’t.

With wh- questions, put the question word in front of did.

Where did you go?

2.55 Listen to the questions. Answer, Yes, I did or No, I didn’t.

Change the sentences to questions.

I went out after work.

Did you go out after work?

I watched TV.

I used the internet.

I went out.

I did my English homework.

Make questions from the prompts.

What time / you / start work?

What time did you start work?

What time / you / finish work?

How / you / get home?

Where / you / go after work?

What / you / have / for dinner?

**SPEAKING**

1 Work in pairs, A and B. Have a dialogue about the weekend. Use the diagram below and the expressions in the Useful language box to help you.

A: Ask B, How was your weekend?

B: Answer A.

A: Ask, What did you do?

B: Tell A two things you did.

A: Respond.

B: Ask A, What did you do at the weekend?

B: Respond.

2 Now work with another student and repeat the dialogue.

Useful language

Responses

Really?

That’s great.

That sounds nice.

That sounds awful.

Oh no.
10B | Good question!

Grammar: Past simple questions (2)
Functional language: Guessing
Reading: Quizzes in Britain

Reading

1 Look at the photos of a quiz night. What do you think people do at these events, 1, 2 or 3?
1 Have a song and dance competition.
2 Ask and answer questions.
3 Talk about problems in the neighbourhood.

2 Read the text and check your answer to exercise 1.

A quiz night (also called a ‘trivia night’) is a popular game in Britain. People play the game in teams. A person (the quizmaster) reads out a question and the teams write their answers on a piece of paper. At the end of the quiz, the team with the most correct answers wins a prize. There are hundreds of thousands of quiz nights every week in Britain.

3 Are quiz games popular in your country? Why or why not?

Functional language: guessing

1 2.55 Listen to two people at a quiz. Complete the dialogue with words from the box.

- sure
- think
- maybe

Man: I (1) ______ it’s Kiev.
Woman: (2) ______ it’s Riga.
Man: No, I’m (3) ______ it’s Kiev.

2 Work in pairs. What do these phrases mean in your language?

3 2.55 Listen again and repeat.

Listening

1 Work in teams of three or four. You are going to do a quiz. Read the quiz sheet below.

2 2.56 Listen to the questions and choose the correct answer, a, b or c.

Quiz Sheet

HISTORY
1 a) 90 July 1969.
b) 1 June 1969.
c) 1 July 1991.

SPORTS
2 a) Paris.
b) Athens.
c) New York.

SCIENCE AND NATURE
3 a) Asia.
b) Latin America.
c) Europe.

FILM
4 a) Sean Connery.
b) Daniel Craig.
c) Roger Moore.

MUSIC
5 a) 1979.
b) 1970.
c) 1971.

3 2.56 Listen again and check your answers with the others on your team. Then listen to the teacher give the correct answers.
GRAMMAR: past simple questions (2)

Remember the word order for questions in the past simple.

**Questions with verb to be**

(question word) + was/were + subject

*Where was he born?*

*Were you at the quiz night?*

**Questions with other verbs**

(question word) + did + subject + verb

*Did you win a prize?*

*What did you win?*

For yes/no questions, remember the short answer form.

*Yes, I was.*

*Yes, I did.*

*No, I wasn’t.*

*No, I didn’t.*

See Language Reference page 94

---

1. Rearrange the words to make the questions from the quiz.
   1. Neil Armstrong walk When on the did moon?
   2. Where the first were modern Olympic Games?
   3. potatoes come from Where originally did?
   4. James Bond Who first was the?
   5. the Beatles break up When did?

2. Make questions for another category using key words.
   1. When / the US / get / its independence from England?
   2. What sport / Greg LeMond and Marco Pantani / do?
   3. Where / the group Abba / come from?
   4. Who / be / the author of *Oliver Twist*?
   5. What year / the film *Titanic* / win eleven Oscars?*
   6. Where / Elvis Presley / come from?

3. Match the questions 1–6 in exercise 2 to the answers a–f.
   a. Cycling.
   b. Charles Dickens.
   c. Mississippi, US.
   d. 1776.
   e. Sweden.

---

PRONUNCIATION: connected speech (2)

1. 2.57 Listen to the sentences. How many words do you hear (contractions = two words)?

2. Look at audioscript 2.57 on page 124 and check your answers. Say the phrases quickly.

---

SPEAKING

1. Work in teams. Prepare five questions for a quiz. Use the phrases in the box to help you.
   - When did ...?
   - Who was ...?
   - Where was ...?
   - Where did ... come from?
   - Who was the author of ...?

2. Work with another group. Take turns. Ask your questions. Answer the other group’s questions.
10c Good deal

Speaking & Reading

1 Work in pairs. Do the shopping questionnaire.

Shopping Questionnaire

1 Do you like shopping?
2 How often do you go shopping?
3 Did you go shopping last weekend?
4 What did you buy?
5 What are the best places to go shopping in your town?

2 Look at the photos and read the article. What do you think a good deal means, 1, 2 or 3?

1 something cheap
2 something expensive
3 something good quality

3 Read the article again and answer the questions.

1 When are night markets open?
2 Where are night markets popular?
3 What do people buy at night markets?
4 What are the prices?

4 Work in pairs. Do you know any night markets? Would you like to shop at a night market? Why or why not?

Vocabulary: Money & prices

1 Match the words 1–5 to the prices A–E.

A £6
B €10
C 20p
D 15c
E $200

1 ten euros
2 fifteen cents
3 six pounds
4 twenty pence (twenty p)
5 two hundred dollars

2 Listen to the recording to check your answers.

3 Listen and repeat.

1 How much is it?
   It’s $6.99.
   It’s six ninety-nine. It’s six dollars and ninety-nine cents.

2 How much is it?
   It’s £25.59.
   It’s twenty-five fifty-nine. It’s twenty-five pounds and fifty-nine p.

3 How much is it?
   It’s €3.50.
   It’s three fifty. It’s three euros and fifty cents.


Night markets – the place for a good deal

A night market is a market that is open only at night. Many countries in Asia, for example Taiwan, Thailand, China, Malaysia and Indonesia have a tradition of night markets. In some places night markets are popular because it is very hot during the day (for example in Bangkok, Thailand). Night markets are popular places to buy toys, clothes, films and souvenirs. They often open after 6pm and don’t close before midnight. The prices are often very cheap. Night markets are good places to find a good deal.
LISTENING

1  2.60 Listen and match the dialogues 1–4 to the pictures A–D.

A

1

2

B

3

4

FUNCTIONAL LANGUAGE: in a shop

1 Who says it? Mark the sentences C for the customer and SA for the shop assistant.

1 Can I help you? ______
2 I’m just looking, thanks. ______
3 Where are the changing rooms? ______
4 How much is this? ______
5 It’s 600 pounds. ______
6 Can I pay by credit card? ______

2 Work in pairs. Look at audioscript 2.60 on page 125 and check your answers. Practise the dialogues.

SPEAKING

1 Work in pairs, A and B.

A: Turn to page 119.
B: Turn to page 116.

Roleplay a shopping dialogue.

ENGLISH AROUND YOU: clothes labels

1 Read the examples of English on labels. What are these words in your language?

Made in China

Small

Original

Medium

Large

2 Do you know any English words from labels or British or American shop names? What are they?
Vocabulary & Speaking

1. Complete the words and expressions in the diagram.

What do the British do at weekends?

(1) S______p 100%
(2) Eat and d______k 98%
(3) C______n the house 91%
(4) G______ out or g______ away 88%
(5) W______ h TV 87%
(6) R______d a book or newspaper 42%
(7) W______rk 39%
(8) D______ sport 15%

2. Do you think these statistics are similar for your country? Make a list with a partner of popular weekend activities.

3. Work with another pair. Explain your lists.

Reading

1. Read the article about weekends. Match the texts 1–3 to the people A–C.

2. Read the article again and complete the sentences with The mother (M), The father (F) or The son (S).

1 _____ cleaned the house.
2 _____ cleaned the car.
3 _____ made lunch and dinner on Sunday.
4 _____ played video games.
5 _____ did nothing on Sunday.

3. Think of a typical weekend in your family. What do people do? Tell a partner.
**Grammar**

1. Decide if the questions are correct or incorrect. Correct the false sentences.
   - Did you away last August?
   - What did you have for breakfast?
   - How you come to class today?
   - What time you did wake up this morning?
   - Did you watch TV last night?

2. Work in pairs. Ask and answer the questions in exercise 1.

**Vocabulary**

1. **2.61** Listen and tick (✓) the price you hear.
   - a) $16.15 __
   - b) $16.50 __
   - a) €200 __
   - b) €2,000 __
   - a) 80p __
   - b) 18p __
   - a) £1.99 __
   - b) £199.00 __

2. Say the prices.

**Functional Language**

1. Rearrange the words to make sentences or questions.
   - i. book this How much is ?
   - ii. card credit I Can pay by ?
   - iii. 25 It’s euros .
   - iv. of Yes, course .
   - v. I Can you help ?

2. The sentences in exercise 1 are part of a dialogue in a shop. Put the sentences in the correct order.

**Speaking**

1. Look at the photos of different objects on sale in a night market. Can you guess what the objects are? Choose from the words below. There is one extra word you do not need.
   - a) phrase book  b) jewellery  c) phone
   - a) computer  b) bag  c) umbrella
   - a) sunglasses  b) make up  c) souvenir

2. Look at page 117 to check your answers.

**Useful Language**

- I’m sure it’s a/they’re ...
- Maybe they are/it is ...
- I think it’s a/they’re ...

**Self-assessment (✓)**

- [ ] I can say what I did last weekend.
- [ ] I can use language to make guesses.
- [ ] I can say prices.
- [ ] I can ask for prices and things in a shop.
GRAMMAR
Past simple

There are two kinds of past simple verbs in English. Regular verbs: these verbs take -ed for the past simple.
- walk - walked
- stop - stopped
- start - started

Irregular verbs: these verbs change form in the past simple.
- eat - ate
- go - went
- make - made
- see - saw
- have - had

Many common verbs are irregular in the past simple. There is a list of irregular verbs on page 127.

<table>
<thead>
<tr>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>You</td>
<td>You</td>
</tr>
<tr>
<td>He/She/It</td>
<td>He/She/It</td>
</tr>
<tr>
<td>We</td>
<td>We</td>
</tr>
<tr>
<td>They</td>
<td>They</td>
</tr>
</tbody>
</table>

For negatives, use the auxiliary did and not (didn’t) and the infinitive.

<table>
<thead>
<tr>
<th>question</th>
<th>short answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>Yes,</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he/she/it</td>
<td>he/she/it</td>
</tr>
<tr>
<td>go</td>
<td>did.</td>
</tr>
<tr>
<td>to India</td>
<td>didn’t.</td>
</tr>
</tbody>
</table>

For questions, use the auxiliary did. Put the auxiliary before the subject and the infinitive after the subject.

Prepositions of time
(in, on, at)
Use in with months, years.
- in 2001, in July
Use on with dates, days.
- on April 4th, on Monday
Use at with times.
- at six o'clock
Note: at the weekend, at night

FUNCTIONAL LANGUAGE

Guessing
I think it's Kiev.
Maybe it's Riga.
No, I'm sure it's Kiev.

In a shop
Can I help you?
It's 600 pounds.
I'm just looking, thanks.
Where are the changing rooms?
How much is this?
Can I pay by credit card?

The date
What's the date today?
It's the (fourth of July).
It's (July fourth).
**WORD LIST**

**Big numbers**

- hundred **/ˈhʌndrəd/**
- thousand **/ˈθouz(ə)nd/**
- million **/ˈmɪljən/**
- billion **/ˈbɪliən/**

**Months**

- January n *** /ˈdʒænjuəri/**
- February n *** /ˈfebruərɪ/**
- March n *** /ˈmɑr(3)tʃ/**
- April n *** /ˈeɪprəl/**
- May n *** /meɪ/**
- June n *** /dʒuːn/**
- July n *** /ˈʃɔːl̩j̩uː/**
- August n *** /ˈɔːgəst/**
- September n *** /ˈsepərətʃər/**
- October n *** /ˈɒkthrəʊtʃər/**
- November n *** /nəʊvəmbrə/**
- December n *** /ˈdɛktəbrə/**

**Weekend activities**

- clean v *** /kliːn/**
- do v *** /duː/**
- go away v /gəʊ ˈəweɪ/**
- go out v /ˈɡəʊ ˈaʊt/**
- make v *** /meɪk/**

**Money & prices**

- buy v *** /baɪ/**
- cent n /ˈsent/**
- cheap adj *** /ˈtʃiːp/**
- dollar n ** /ˈdɒlə(r)/**
- euro n /ˈjuːroʊ/**
- expensive adj *** /ɪkˈspensɪv/**
- pence n /ˈpens/**
- pound n *** /ˈpaʊnd/**
- shopping n *** /ˈʃɒpɪŋ/**

**Music words**

- album n ** /ˈælbəm/**
- charts n ** /ˈfarts/**
- concert n ** /ˈkɒntərk/****
- crowd n *** /kraʊd/**
- group n *** /ɡruːp/**
- legend n /ˈledʒən/**
- studio n *** /ˈstʌdɪəʊ/**

**Other words & phrases**

- bag n *** /beɪg/**
- barbecue n * /ˈbækəri/**
- birthday n ** /ˈbɜːθdeɪ/**
- building n *** /ˈbɪldɪŋ/**
- call v *** /kɔːl/**
- clothes n *** /kloʊθz/**
- cold adj *** /kəʊld/**
- crowded adj * /ˈkraʊdɪd/**
- deal n *** /dɛl/**
- dish n ** /dɪʃ/**
- find v *** /faind/**
- free adj *** /friː/**
- hate v *** /heɪt/**
- hear v *** /hɪər/**
- independence n *** /ˌɪndɪˈpendəns/**
- last adj *** /lɑːst/**
- market n * /ˈmɑːkɪt/**
- noisy adj * /ˈnɔɪzɪ/**
- piece of paper /ˌpiːs əv ˈpeɪpə(r)/**
- popular adj *** /ˈpɒpjələ(r)/**
- quiz n * /kwɪz/**
- roof n *** /ruːf/**
- say /seɪ/**
- souvenir n * /ˌsoʊˈvɪərn/**
- stay v *** /steɪ/**
- stop n *** /stɒp/**
- together adv *** /toʊˈɡɛðə(r)/**
- tradition n *** /trəˈdɪʃən/**
- trivia n /ˈtrɪvɪə/**
- watch v *** /wɒtʃ/**
- world n *** /wɜːld/**
11A | Special people

VOCABULARY: action verbs

1. 2.63 Listen and match the verbs 1–8 to the pictures A–H.

   A  B  C  D  E  F  G  H

   type  walk  dance  drive  sing  run  swim  play guitar

READING

1. Read the article about different people on page 97. What is it about?
2. Read the article again and complete the sentences N for Nathan, J for Janice and I for Isaac.
   1. ______ uses a computer at work.
   2. ______ knows many different languages.
   3. ______ does sports.
   4. ______ works with the internet.
   5. ______ won a medal last year.
   6. ______ works in the US.
3. Each of the people in the article has a disability. Turn to page 118 to find out more.
4. Work in pairs. Do you know someone who has a disability? Tell your partner about them.

GRAMMAR: can/can’t

Use can + verb to talk about ability.
   I can act.
Can is the same form for all subjects.
   I/you/he/she/it/we/they can
The negative of can is can’t.

Questions
Can + subject + verb + ...?
   Can you dance?
Short answer
   Yes, I can. No, I can’t.

1. Correct the four mistakes with can in the text.

   Our son Charles was born with cerebral palsy. Charles
don’t can walk and he doesn’t can run with the other
children. But he can do lots of other things. He can read, he can write his name and he can to use a
computer. That’s not bad for a four-year-old.

2. 2.64 Listen to check your answers.
PEOPLE LOOK AT US and always see what we can’t do.
They don’t think about what we can do.

The artist
My name’s Nathan. I work for a big company. I’m a graphic artist. I make websites. I can type fast – 114 words a minute!

The actor
I’m Janice. I’m an actor. I can act, I can sing and I can dance. I speak English, French and Spanish and I work on Broadway, New York.

The athlete
My name’s Isaac and I’m an athlete. I can swim and play tennis. Last year, I was in a national tennis competition. I won.

Pronunciation: can/can’t

1 2.65 Listen to the pronunciation of can in these sentences.
I can drive.
I can’t drive.
Can you drive?
\(/\text{kan}/\)
\(/\text{kan’t}/\)
\(/\text{kən}/\)

2 2.66 Listen and write the sentences you hear. Practise saying the sentences.

Speaking

1 What can you do in English? Tick (✓) the phrases in the box that are true for you.

The English Challenge!

- count to 20
- spell your name
- say your email address
- say your phone number
- introduce yourself
- say what you did on Saturday
- tell the time
- say the date
- describe the classroom

2 2.67 Read and listen to the example.
A: Can you spell your name in English?
B: Yes, I can.
A: Show me.
B: M-I-C-H-A-E-L.

3 Work in pairs, A and B. Play The English Challenge! game.
A: Can you ... in English?
B: Yes, I can./No, I can’t.
A: Show me.
Special event

**Speaking**

1 Work in pairs. Look at the photos at the bottom of the page and answer the questions.

1 What can you see?
2 Where are the people?
3 Would you like to be there? Why or why not?

**Listening**

1 Listen to the telephone dialogues 1–4 at this event. Which dialogue ...

a) talks about food? 
b) talks about work? 
c) talks about clothes? 
d) is in the car? 

2 Listen again and choose the correct phrase, a or b, to complete the sentences.

1 Speaker 1 is ...
   a) in front of the gates.
   b) at the front gates.

2 Speaker 2 is getting something ...
   a) to eat.
   b) to drink.

3 Speaker 3 is wearing ...
   a) a blue jacket.
   b) a red jacket.

4 Speaker 4 is having ...
   a) a good time.
   b) a bad time.

**Grammar: present continuous**

Use the present continuous to talk about things happening now.

**Subject + to be + verb + -ing**

I am driving.

**Question**

(question word) + to be + subject + verb + -ing

What are you doing?

Is it raining?

**Negative**

subject + to be + not (n’t) + verb + -ing

I’m not working.

See Language Reference page 112
Underline the words with the /ŋ/ sound in the sentences. Practise saying the sentences.

1. I'm going to the bank.
2. She's speaking French.
3. I can't think.
4. Is English a difficult language?

SPEAKING

1. 2.72 Read and listen to the dialogue. Match it to one of the pictures A–D.

A: Hi, how are you?
B: I'm fine.
C: Can you talk right now?
D: Yes, I can.
E: What are you doing?
F: I'm home. I'm watching TV.

Work in pairs. Choose a different picture and make a similar dialogue.

Roleplay your dialogue.

ENGLISH AROUND YOU: international organizations

1. 2.73 Glastonbury Festival is famous for its music, but also for social causes. Listen to the names of some well-known non-governmental organizations.

- FAIRTRADE FOUNDATION
- ICRC
- GREENPEACE
- Save the Children

2. Which organizations do you know? What are they in your language?

3. Do you know any other English names for international organizations? What are they?
11c Special paintings

**Speaking & Reading**

1. Work in pairs. Look at the paintings and discuss the questions.
   1. Do you know these paintings?
   2. What do you think of them?

2. Read the article. What is the connection between the article and the paintings?

**Special paintings**

In 2005, the National Gallery of London and the BBC had a competition to find Britain’s favourite painting. More than 118,000 people voted. The competition made people talk and think more about art. Here are some of the favourite paintings.

---

**Read the article again and answer the questions.**

1. What was the competition about?
2. When was the competition?
3. Why did the National Gallery and the BBC organize the competition?
4. How many people voted?

**Work in pairs. Ask and answer the questions.**

1. Would you like to vote in an art competition?
2. Which painting would you like to win?
3. Is art popular in your country?
4. What artists do you like?

---

**A Bar at the Folies-Bergère** by Edouard Manet 1882

**Sunflowers** by Vincent Van Gogh 1888

**The Fighting Temeraire** by JMW Turner 1839
LISTENING

1. 2.74 Listen to people talking about the paintings on page 100. Put the paintings in the order you hear them.

2. 2.74 Listen again and decide if the sentences are true (T) or false (F). Correct the false sentences.
   1. This painting is not very popular.
   2. Van Gogh painted this while he was in France.
   3. The woman is in Paris.
   4. Maybe the woman is sad.
   5. The Temeraire is a famous boat.
   6. The Temeraire is the small boat.

FUNCTIONAL LANGUAGE:
talking about a painting

1. Match the sentences 1–3 to the paintings A–C on page 100.
   1. In this painting I can see a woman at a bar.
   2. The flowers are yellow.
   3. There are two boats on the river.

2. 2.75 Listen and repeat the sentences.

3. Make other sentences about the paintings on page 100.

Language note

Use the present continuous to talk about paintings.
The small boat is pulling the big boat.
The men are drinking.

SPEAKING

1. Look at another favourite painting. Make notes about what you see. Use the questions in the box to help you.
   
   What can you see? Where are they?
   What are they doing?
   What are they thinking about?

2. Work in pairs. Talk about the painting.
11D | Review

LISTENING

1 Listen to a job interview. What is the problem?

2 Look at the pictures. Complete the sentences with can/can’t and a verb from the box. There is one extra verb.

- run
- eat
- play
- see
- dance
- drive

1 a) The man can sing. __
   b) The man can’t sing. __
2 a) The man can’t dance. __
   b) The man can dance. __
3 a) The man wants a job at tourist information. __
   b) The man wants a job as a television actor. __
4 a) The man is in room 3. __
   b) The man is in room 4. __

GRAMMAR & VOCABULARY

1 Make sentences about the people in Listening exercise 1 in the present continuous affirmative or negative.

1 The man / sit.
   The man is sitting.
2 He / stand.
   He isn’t standing.
3 The woman / listen to music.
4 They / talk.
5 The woman / look for a job.
6 The man / look for a job.
7 They / have lunch.
8 They / have a job interview.

3 Test your memory. Cover the sentences. Look at the pictures and say the sentences.

4 Work in pairs. Complete the sentences so that they are true for you.

We can … We can’t …
I can …, but my partner can’t.
FUNCTIONAL LANGUAGE

1. Rearrange the words to make sentences.

1. Van Gogh think I a it’s painting .
2. this photo in are four There men .
3. I France think in it’s .
4. men are The sleeping .
5. I see can café this painting In a .
6. Maybe New York in this is .

2. Match the sentences 1–6 in exercise 1 to a picture, A or B. Say the sentences.

3. What do you think? Do you like these pictures? Ask and answer with a partner.

SPEAKING

2. Work in pairs, A and B.

A: Turn to page 114.
B: Turn to page 119.

Find four differences in your pictures.

Self-assessment (✓)

☐ I can talk about what I am doing at the moment.
☐ I can describe a picture.
☐ I can talk about ability.
12A The phone

Speaking & Reading

1 Work in pairs. Complete the sentences with a word or words so that they are true for you. Then compare with a partner.

1 I have one / more than one mobile phone/s.
2 I have / don’t have a smartphone.
3 I know / don’t know everything my phone can do.
4 I use / don’t use my phone to take photos.
5 I use / don’t use my phone to go on the internet.
6 I like / don’t like mobile phones.

2 Read the article about people and their mobile phones.

1 Who likes mobile phones?
2 Who doesn’t like mobile phones?

Me and my mobile

This is my mobile phone. It has a camera, an mp3 player and a little television. It’s very small. I love it. It’s my fourth or fifth mobile phone. I change phones very often and I always have the new model.

Sara, Spain

I have a mobile phone, but I don’t use it often. I don’t like them very much. I always forget to turn it off. And when I turn it off, I forget to turn it on again. The other problem is: when I want my mobile phone, I can’t find it!

Clark, UK

My husband and I bought a mobile phone for our daughter. We thought it was a good idea. We could call her if we didn’t know where she was. But now she uses it all the time to talk to friends and send messages. It’s a lot of money and who pays? Her parents! We don’t think it’s a good idea now.

Pavla, Czech Republic

Vocabulary: telephoning

Functional language: Telephone English

Reading: Me and my mobile

3 Read the article again and decide if the sentences are true (T) or false (F). Correct the false sentences.

1 Sara’s phone is very old.
2 Sara changes phones often.
3 Clark forgets to turn on his mobile phone.
4 Clark doesn’t use his mobile phone very much.
5 Pavla’s daughter has a mobile phone.
6 Pavla doesn’t pay for the mobile phone.

4 Are you similar to Sara, Clark or Pavla?

Vocabulary: telephoning

1 Complete the sentences with words from the box.

turn on turn off call send

1 Please ______ your mobile phones in the cinema.
2 Can you ______ a text message with the information, please?
3 After class I always ______ my phone and listen to the messages.
4 Sorry I didn’t ______ you last night. I didn’t have your phone number with me.

2 2.77 Listen to check your answers. Repeat the sentences.

Listening

1 Look at the picture of Clark. Answer the questions.

1 What is Clark doing?
2 Why is he angry?
2 2.78 Listen and put the phone calls in the correct order.

☐ Clark calls Sara’s work.
☐ Clark calls the wrong number.
☐ Clark calls Sara’s home.

3 2.78 Listen again and underline the correct word.

1 Clark can / can’t use the mobile phone inside the building.
2 Clark calls the right / wrong phone number.
3 Sara is / isn’t at work today.
4 Clark / Sara is at the library, but Clark / Sara is at home.

PRONUNCIATION & FUNCTIONAL LANGUAGE

Intonation (4) (telephone English)

1 2.79 Read and listen to the phrases.

Hello, this is Sandra.
Hello, it’s Sandra.
I’m sorry, Mike isn’t here.
Can I take a message?
Would you like to call back?

2 2.80 Listen to four of the phone phrases in exercise 1 again. Repeat the phrases and copy the intonation.

3 Cross out the incorrect option, a, b or c, for each dialogue.

Hello.
Hello, this is Clark.
Hello, I’m Clark.
Hello, it’s Clark.

Hello, Clark.
Is that Sara?
Are you Sara?
Sara?

No, it’s Paula.
I can speak to Sara?
Can I speak to Sara?
Sara there?

Just a minute. I’m sorry, Sara’s not here.
Please tell her I called.
Please say her I called.
Please tell her Clark called.

4 Work in pairs. Make dialogues with the phrases. Pay attention to intonation.

SPEAKING

1 2.81 Read and listen to the dialogue. Match it to one of the pictures A–C.

A
B
C

Man: Hello.
Woman: Hello, is that George?
Man: No, it’s Randall.
Woman: Is George there, please?
Man: Yes, he is. Just a minute.
Woman: Thank you.
George: Hello?
Woman: George! When ARE you coming home? Dinner was ready at eight o’clock!
George: Oh. Sorry. I’m in a meeting, but I’m coming home now.
Woman: Hmph!

2 Choose another picture and prepare a similar dialogue.
12B | The airport

Grammar: Going to (1) future plans
Vocabulary: At the airport
Listening: At the airport

Speaking

1 Look at the picture of the airport terminal. Work in pairs, A and B.
A: Describe something you see.
B: Point to the part of the picture A describes.
A: He's talking on the phone.
B: Here.
A: Right.

2 Swap roles and repeat.

Listening

1 Listen to five dialogues in the departure lounge. Match the dialogues 1–5 to the letters A–E in the picture.
2.82 Listen to the dialogues again and answer the questions.

Dialogue 1
1 What is Frank going to do?
2 What kind of film is it?

Dialogue 2
3 Where is the man?
4 How is the man going to go to the hotel?

Dialogue 3
5 How long is the man going to be away?
6 How often is he going to call the woman?

Dialogue 4
7 Where is Nicky going?
8 Why is Esther going to Romania?

Dialogue 5
9 Where is the woman going?
10 What is the problem?

Listen to the audio script 2.82 on page 126 and check your answers. Choose one dialogue and practise.

GRAMMAR: going to (1) future plans

Use be going to + verb to talk about future intentions.

I'm going to make a film.
I'm not going to take these bags.
Are you going to call me?

See Language Reference page 112

1 Make the sentences about the future.
   1 clean the house (-) I'm not going to clean the house.
   2 make a meal (+) I'm going to make a meal.
   3 go away (-)
   4 do the shopping (-)
   5 visit friends (+)
   6 see a film (+)
   7 visit family (-)
   8 stay at home (-)

2 Make questions with the phrases in exercise 1.
   Interview a partner about the weekend.
   Are you going to clean the house? Yes, I am.

ENGLISH AROUND YOU: at the airport

1 Look at some English words from the airport. What are these words in your language?

2.83 Listen to the sound effects and have a dialogue about your future holiday.

Useful language

Hi! What are you doing here?
What are you going to do?
Where are you going to go?

2.84 Listen and repeat the words.

Do you know any other international English words connected to transport?
THE END OF THE COURSE!

Our course finished today. We all went to the park after the class and talked about our future plans. I'm a little sad because there aren't any more classes, but I'm happy because I have many new friends now. We're going to keep in touch, and of course we're going to see each other next year!

Here's a photo of all of us together.

I'm tired now, time for bed! Tomorrow we're going to have our final exam!
Grammar: going to (2); future time expressions

We can use these time expressions with the future.
- tomorrow
- tomorrow morning/evening
- next Tuesday/week/month

They go at the beginning or end of a sentence.
- We’re going to see each other next year.
- Tomorrow we’re going to have our final exam!

See Language Reference page 112

1. Put the time expressions on the diagram.

2. Make questions with going to from the prompts.
   1. you / travel next year?
   2. What / you / do next Friday?
   3. Where / you / go after class?
   4. you / study English next year?
   5. you / come to school tomorrow?

3. Listen to some students talking at the end of their course. Check your answers to exercise 2.

Pronunciation: going to

1. Listen how some words are stressed more in these sentences.
   - What are you going to do?
   - Where are you going to go?
   - Are you going to call?

2. Listen to the questions in Grammar exercise 2 again. Underline the stressed words.

3. Work in pairs. Ask and answer the questions. Pay attention to the stressed words.

Functional language: best wishes for the future

1. Listen and repeat the phrases.
   - Have a nice holiday!
   - Good luck.
   - See you next year!

2. Look at the table. Choose one or two phrases and memorize them.

<table>
<thead>
<tr>
<th>Have a nice</th>
<th>weekend.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>summer.</td>
</tr>
<tr>
<td></td>
<td>holiday.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good luck with</th>
<th>the exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>your new job.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>See you next</th>
<th>week.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>course.</td>
</tr>
<tr>
<td></td>
<td>September.</td>
</tr>
</tbody>
</table>

Speaking

1. Work in pairs, A and B. Have a dialogue. Follow the instructions.
   - A: Ask about B’s future plans.
   - B: Say two things you are going to do. Ask about A’s plans.
   - A: Answer B.
   - B: Give A best wishes.
   - A: Give B best wishes.
   - B: Say goodbye.
   - A: Say goodbye.

2. Close your books. Walk around the class and have a similar dialogue with two other people.
**Review**

**Speaking**
1. Work in pairs. Prepare a phone dialogue. Use the diagram to help you.

<table>
<thead>
<tr>
<th>Call B.</th>
<th>Answer the phone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say hello.</td>
<td>Say your name.</td>
</tr>
<tr>
<td>Introduce yourself.</td>
<td>Tell A that C isn’t here.</td>
</tr>
<tr>
<td>Ask for C.</td>
<td>Offer to take a message.</td>
</tr>
<tr>
<td>Say your message.</td>
<td>Say OK.</td>
</tr>
<tr>
<td>Say thank you.</td>
<td>Respond.</td>
</tr>
<tr>
<td>Say goodbye.</td>
<td>Say goodbye.</td>
</tr>
</tbody>
</table>

**Grammar**
1. There is a word missing in each sentence. Insert the missing word.

1. I’m going to study English month.
2. I’m not going go away this weekend.
3. My family going to live in another country next year.
4. We going to have class next week.
5. The teacher not going to teach us next year.

2. Tick (√) the sentences in exercise 1 that are true for you.

3. Work in pairs. Change the sentences in exercise 1 to questions. Ask and answer the questions.

**Vocabulary**
1. Play *Odd One Out.* Circle the wrong word in each group.
2. Work in pairs. Write your own *Odd One Out* exercise.
3. Work with another pair. Test each other.

**Functional Language**
1. Match the expressions 1–8 to the pictures A–H on page 111.

1. What do you do?
2. What’s this in English?
3. I’m sorry.
4. I’m just looking, thanks.
5. Excuse me.
6. What time is it?
7. How old is he?
8. Fine, thanks.

---

*Are you going to study English next year?*

*Yes, I am.*
I can answer the phone.

I can leave a message on the phone.

I can talk about future plans.
GRAMMAR  
Can/can’t

Can is a modal auxiliary verb. We use it to talk about ability.

affirmative
- I can use a computer.
- You can use a computer.
- He/She/It can use a computer.
- We can use a computer.
- They can use a computer.

negative
- I can’t use a computer.
- You can’t use a computer.
- He/She/It can’t use a computer.
- We can’t use a computer.
- They can’t use a computer.

question and short answer

<table>
<thead>
<tr>
<th>Can</th>
<th>can use a computer?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>can</td>
</tr>
<tr>
<td>You</td>
<td>can</td>
</tr>
<tr>
<td>He/She/It</td>
<td>can</td>
</tr>
<tr>
<td>We</td>
<td>can</td>
</tr>
<tr>
<td>They</td>
<td>can</td>
</tr>
</tbody>
</table>

Can you hear me?
- Yes, I can.
- No, I can’t.

Can has different uses.
- Use can to talk about ability.  
  - I can speak English.
- Use can to ask for permission.  
  - Can I use your phone?

Present continuous

Use the present continuous to talk about events happening now or around now.
- To form the present continuous, we use the auxiliary verb to be in the present with the -ing form of the main verb.
- I am talking.
- You are talking.
- He/She/It is talking.
- We are talking.
- They are talking.

Going to

Use going to + verb to talk about plans for the future.
- She’s going to visit her parents in India.

affirmative
- I’m going to meet a friend.
- You’re going to meet a friend.
- He/She/It’s going to meet a friend.
- We’re going to meet a friend.
- They’re going to meet a friend.

negative
- I’m not going to meet a friend.
- You’re not going to meet a friend.
- He/She/It isn’t going to meet a friend.
- We aren’t going to meet a friend.
- They aren’t going to meet a friend.

question
- Am I going to meet a friend?
- Are you going to meet a friend?
- Is he/she/it going to meet a friend?
- Are we going to meet a friend?
- Are they going to meet a friend?

With the verb go you can say I’m going to go to the party OR I’m going to the party.
Future time expressions
We can use these time expressions with the future:
tomorrow
tomorrow morning/evening
next Monday/week/month/year
Not the next week

FUNCTIONAL LANGUAGE
Talking about a painting
In this picture I can see a woman at a bar.
The flowers are yellow.
There are two boats on the river

Telephone English
Hello, this is Sandra.
Hello, it’s Sandra.
Is that Mike?
Can I speak to Mike?
Is Mike there?
I’m sorry, Mike isn’t here.
Can I take a message?
Would you like to call back?

Best wishes for the future
Have a nice holiday/weekend.
Good luck.
See you next year/month/September.
3A Speaking exercise 1 page 25

Student A

Read the information about the people.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Job</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad</td>
<td>the US</td>
<td>architect</td>
<td>1 902 488 6521</td>
</tr>
<tr>
<td>Victor and Olga</td>
<td>Russia</td>
<td>doctors</td>
<td>7 654 899 900</td>
</tr>
</tbody>
</table>

You start. Tell Student B about the people in your job file. Listen to Student B talk about the people in his/her job file. Write the information in your job file.

5D Functional language exercise 1 page 49

Student B

Listen to Student A's addresses and write them down. If you don't understand, ask How do you spell that?

Read these email and website addresses to your partner.

martin991@mail.col
www.jobsincanada.col
hotel@online.col
www.visitlondon.col/information

11D Speaking exercise 1 page 103

Student A

Describe your picture to Student B. Find four differences in the pictures.

In my picture the man in the sunglasses is eating a sandwich.
4c Speaking exercise 1 page 37

Student A

Look at the picture. Don’t show it to your partner.
Describe the picture to Student B.

Draw a …
Next to the … draw a …

7b Speaking exercise 1 page 63

Student A

You work at the tourist information office in Manhattan.
Use the information for tourists below to help answer the tourist’s questions.

Maps of Manhattan
- Colour map: $5
- Black & white map: $3.50

Tours
- Central Park tour: $17
- Manhattan Movie tour: $35
- Statue of Liberty Boat tour: $20

Broadway shows
- Mamma Mia!
- Phantom of the Opera
- Chicago!
- Special tickets: $100

New York bus tours
Next bus tour: 5.15pm

10c Vocabulary exercise 4 page 90

Student A

Ask about the object.
How much is (the computer)?

Student B
Say the price.
It’s ($699).
7c Speaking exercise 1 page 65

Student A

You are a tourist in New York City. You want information about these things:
- □ tour of Times Square?
- □ tickets to a Broadway show? / how much?
- □ a map of Manhattan? / how much?
- □ a bus tour? / what time?

If you don't understand, use the Functional language on page 64 to help you.

You start:

Excuse me, I’d like some information please.

10c Speaking exercise 1 page 91

Student B

You are a customer in the shop. Follow the instructions and have a dialogue with Student A.

Student A starts.

A: B: Respond. Ask for the price for something.
   A: B: Ask if you can pay by credit card.
   A: B: Say thank you. Give the card.
A: B: Accept.
A: B: Say goodbye.

Cover the words on the right above. Repeat the dialogue.

7b Speaking exercise 1 page 63

Student B

5d Functional language exercise 1 page 49

Student A

Read the email and website addresses to your partner.

www.maximum.col
sarah@hotmail.col
info@english.co.ur
www.sandwich.col/drinks

Listen to Student B’s addresses and write them down. If you don’t understand, ask, How do you spell that?
Speaking exercise 1 page 37

Student B

Look at the picture. Don’t show it to your partner.
Describe the picture to Student A.
Draw a ...
Next to the ... draw a ...

Speaking exercise 2 page 93

A
B
German PHRASEBOOK & DICTIONARY
C
D
E
F
G
H
11A Reading exercise 3 page 96

Nathan
He's deaf. He can't hear.

Janice
She's blind. She can't see.

Isaac
He uses a wheelchair. He can't walk.

3A Speaking exercise 1 page 25

Student B
Read the information about the people.

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Job</th>
<th>Phone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael</td>
<td>Britain</td>
<td>student</td>
<td>44 93 657 8845</td>
</tr>
<tr>
<td>Kanako</td>
<td>Japan</td>
<td>teacher</td>
<td>81 3 3499 8254</td>
</tr>
</tbody>
</table>

Student A starts. Listen to Student A talk about the people in his/her job file. Write the information in your job file.

Tell Student A about the people on your job file.
10c Speaking exercise 1 page 91

Student A

You work in the shop. Follow the instructions and have a dialogue with Student B. You start.

A: Ask B if he/she wants help. **Can I help you?**

B:

A: Tell B the price. **It's ... dollars, please.**

B:

A: Accept. Take B's card. **Yes, of course.**

B:

A: Offer B a bag. **Would you like a bag?**

B:

A: Say thank you and goodbye. **Thank you. Goodbye.**

B:

Cover the words on the right. Repeat the dialogue.

11d Speaking exercise 1 page 103

Student B

Describe your picture to Student A. Find four differences in the pictures.

In my picture the people are dancing.

2c Functional language exercise 2 page 19

Work in pairs. Make dialogues with the words and pictures.

- coffee: black or white?
- juice: apple or orange?
- mineral water: sparkling or still?
1B Listening exercises 1 & 2 1.9
1 My name is Polly. I’m from Britain.
2 This is Pierre. He’s from Paris, France.
3 Her name’s Sofia. She’s from Italy.
4 His name’s Michael. He’s from the US.
5 Where are you from?
   We’re from Germany.
6 This is Nikita and Igor. They’re from Russia.

1C Vocabulary exercise 2 1.13
1 beep beep
2 beep beep beep beep
3 beep
4 beep beep beep beep
5 beep beep beep beep beep beep beep beep beep beep
6 beep beep beep

1C Listening exercises 1 & 2 1.14
1 M = man  W = woman
M: Oh, just a second ... err ... sorry ... a missed call.
W: You have one call from 623 485 531.
2 W = woman  W2 = woman
W: So, is there a message, any messages for me?
W2: Yes. James called.
W: Ahh. Did he leave a number?
W2: Yes. 945 0782. It’s on the table.
3 M = man
M: Yes ... err ... can you call Mrs Kirsch and tell her she has a place in the 7pm ... err ... yes, 7pm English class? Her name is Kirsch and her number is 321 4510. Again, that’s 321 4510.
4 W = woman
W: YES! Call our free number now for more information! The number is 1 888 962 962. That’s 1 888 962 962. Call now.

1D Functional language exercise 2 1.20
1 M = man
M: Hello!
2 W = woman
W: Goodbye!
3 M1 = man  M2 = man 2
M1: Nice to meet you.
M2: Nice to meet you, too.
4 M1 = man  M2 = man 2
M1: Hi! How are you?
M2: I’m fine. And you?
M1: Fine, thanks.

2A Listening exercise 2 1.21
R = receptionist  T = Tom
R: Hello. Welcome to our hotel, the best hotel in Bangkok, Thailand!

2A Vocabulary & pronunciation exercise 5 1.25
1 M = man  R = receptionist
M: My name is Tom Crewes.
R: How do you spell your last name?
M: C-R-E-W-E-S.
R: Oh. Thank you.
2 R = receptionist  K = Kate
R: Welcome to our hotel.
V: I have a reservation. My name is Kate Middledown.
R: Excuse me? Middleton?
V: No, Middledown.
R: How do you spell your name?
V: M-I-D-D-L-E-D-O-W-N.

2A Vocabulary & listening exercise 2 1.28
M = man  Y = Ying
M: Hello, Ying. How are you?
Y: Fine, thanks. And you?
M: I’m fine. Listen, I’m just checking the hotel rooms.
Y: OK. Mr Crewes is in room 14.
M: Yes.
Y: Mrs Middledown is ...
M: Mrs Middleton?
Y: No, MiddleDOWN. She’s in room 17.
M: And Mr and Mrs Bickham?
Y: In room 20.
M: Good.
Y: And Mr Clunie is in room 11.
M: Wonderful. Good work, Ying.
Y: Thank you.

2A English around you exercise 2 1.30
BBC British Broadcasting Corporation
IBM International Business Machines
CNN Cable News Network
UK United Kingdom
US United States
FBI Federal Bureau of Investigation

2C Listening exercise 1 1.35
W = waitress  M1 = man  M2 = man 2
W1 = woman  W2 = woman 2  F = Frank
W: Yes?
M1: I’d like two coffees, please.
W: Two coffees, OK.
Audioscripts

Wol: A tea and a croissant, please.
W: OK.
M2: Excuse me?
W: Yes?
M2: Two sandwiches.
W: Would you like cheese or tuna?
M2: Cheese sandwiches, please.
Wo2: Hello.
W: Hi.
Wo2: I'd like two teas, please, over here.
W: OK, Frank? Two coffees, three teas, a croissant and two cheese sandwiches!
F: OK!

2D Listening exercise 1 1.40

1 M = man W = woman
M: So, where are you from?
W: Cambridge.
M: How do you spell that?
W: C-A-M-B-R-I-D-G-E.
2 W = woman M = man
W: The hotel ... ahh ... it's wonderful.
M: Where is it?
W: In Torquay.
M: Where?
3 W = woman M = man
W: Write this down.
M: OK.

3B Listening exercises 1 & 2 1.48

M = Mike D = Dominique
D: Hello.
M: Do you speak English?
D: Yes. A little.
M: My name's Mike.
D: I'm Dominique. Nice to meet you.
M: Nice to meet you, too.
Where are you from in France?
D: Oh, I'm not French. I'm from Switzerland.
M: Ah. Sorry.
D: It's OK. Where are you from?
M: The US.
D: Mmm.
M: Excuse me?
D: Yes?
M: What time do we arrive in Madrid?
D: Madrid?
M: Yes.
D: Oh no. This train is for Milan.

M: What? But this is the Spanish Express to Madrid.
D: No, no, no. This train isn't the Spanish Express to Madrid. This train is the Italian Express. The next stop is Milan.
M: Oh no!

3c Listening exercises 1 & 2 1.53

M1 = man 1 W1 = woman 1
W2 = woman 2 M2 = man 2
M1: And that's the end of our tour of UNIS, the United Nations International School. Any questions? Yes?
W1: When is the school open?
M1: The school is open Monday to Saturday.
M2: Is the school cafeteria open every day?
M1: No, it isn't. The cafeteria isn't open on Saturdays.
W1: Where are the teachers from?
M1: Many teachers at UNIS are from the United States, but we also have French, German, Swiss, Italian, Japanese and Australian teachers.
W2: Are you the Director?
M1: No I'm not. I'm the Assistant Director.
W1: Who is the Director?
M1: The Director is Mr Stuart Walker. He's in his office right now.

4A Listening exercises 1 & 2 1.62

1 M1 = man 1 M2 = man 2
M1: Hey, is that a photo of your car?
M2: Yes, it is.
M1: How old is it?
M2: Well ... it's forty-five years old.
M1: Mmm ... very nice.
M2: Thank you.
2 W = woman M = man
W: What a beautiful photo! Are they your babies?
M: Yes. This is Fabio, this is Fiona and that's Lea.
W: Beautiful! How old are they?
M: In this photo? They're eighteen months old.
W: Awww. So young!
3 M = man W = woman
M: So ... here's a photo of the house I'm thinking of.
W: Well, come on. Let's see.
M: It's not a new house ...
W: How old is this house?
M: One hundred and ... twelve years old.
4 W = woman M = man
W: We need to choose a new computer.
M: How about this one? Look at the picture.
W: Mmm. This isn't new.
W: Oh.
M: It's nine months old. We don't have money for a new computer.
W: Oh. Well, OK, then. Nine months old. OK.

4c Listening exercises 1 & 2 1.71

L = Lee M = Mark
L: Hi, Mark.
M: Oh, hello.
L: Umm ... where's my bag?
M: What?
L: My bag. My black bag.
M: I think it's on the table.
L: OK. No, it isn't.
M: Is it under the table, then?
L: Oh, yes, here it is.
M: Good.

L: Mark?
M: What is it?
L: Where are my glasses?
M: They're in your black bag.
L: No, they aren't.
M: In your jacket?
L: What jacket?
L: Oh, yes, here they are.
M: Good.

L: Mark?
M: What now?
L: Where's my wallet?
M: I don't know where your wallet is! OK?
L: OK, OK.

W: Hello, the Community Centre? Edward speaking.
M: Hello, I'd like some information about the chess club, please.
M: Of course.
W: When does it meet?
M: Every Saturday. In the morning.
W: OK, Saturday morning. Err ... what time does it start?
M: At ten o'clock.
W: And ... how much is it?
M: It's five pounds for the month.
W: Five pounds. OK, thank you.
M: Anything else?
W: Oh, yes. One more thing. Who do I talk to about the language classes?
M: Call the language school information number. It's 9023.
W: Thank you.
W: Bye.

1 W = woman  J = Jeffrey
I: Hi, excuse me. I'm doing a survey on eating habits. Can I ask you some questions?
J: Errr ... yes, OK.
I: Thanks. First question: do you have three meals a day?
J: Mmm. Yes, two or three.
I: Two or three?
J: Yes, yes. We don't have a computer at home. She doesn't work at home ... so no computer.

3 M = man  W = woman
M: My wife knows all about computers. She works in an office.
W: My, I think, two or three computers at work.
M: Two or three?
W: Yes, yes. We don't have a computer at home. She doesn't work at home ... so no computer.

3 M = man  W = woman
M: What's this? It is an e-book?
W: No, it isn't. It's a tablet computer. We use it at the school.
M: A tablet computer. Is it only for the teacher?
W: No. All the students have them now. The students and the teacher use them. We don't use computers in the computer room now.
**Audioscripts**

**How often do you have lunch at work or school?**

M: Well ... I eat at home on Friday, but the other days I eat at work. So four times a week.

**Vocabulary & listening exercise 2**

1. Right, this morning we have eggs, toast, an apple or an orange, or a croissant.

W: What's on the menu, please?

M: Err ... soup - chicken or vegetable, a sandwich - cheese or tuna, fish or pasta of the day.

W: Oh.

**Vocabulary & listening exercises 3 & 4**

1. Hello, Becky.

M: Hi there, Ben.

H: What time is it, Becky?

M: Errr ... one o'clock.

B: Mmm. Time for lunch.

W: Would you like chicken or vegetable?

M: Vegetable ... no. Chicken, please.

W: And the fish, please.

M: Chicken soup and fish. OK, Ben.

B: Thanks, Becky.

**Listening exercises 2 & 3**

1. Aha, there's the map! What do you think is the best route then?

2. W: Hello.

M: Kann ich Ihnen helfen?

W: Yes.

M: I don't speak English very well. Do you speak Spanish?

W: Sorry, can you repeat, please?

M: An English-German phrase book. So I can understand you.

2. W: What kind of food do you like?

M: Err, Chinese food. I love it. There's a Chinese restaurant near my house that has great dinners. It's good.

3. W1: These are great.

W2: What are?

W1: The new computers. I love them. They're so easy. And beautiful.


M: What do you think of the film *Robot Attack*?

W: Oh, please.
M: What?
W: It's bad. No, sorry, it's not just bad. It's awful!
M: Do you like the actor?

9c Listening exercises 2 & 3  2.42

C = Charlie  S = Sandra
C: July 4th is Independence Day in the United States. We got our independence from England on this day in 1776. In my town there is an Independence Day parade, with music and flags. Same old story every year. I hardly ever go to the parade. But I always have a big barbecue with friends and family. A typical American barbecue, with hamburgers and cola. After the barbecue we often play a game of baseball. It's a great day. A great day just to be with friends and family, really.

S: In Mexico we have lots of holidays. Our national holiday, our celebration of independence, is in September. It celebrates the beginning of our fight for independence from Spain on September 16th, 1810. On this day I don't go to work. I usually have a big meal with my family in the evening. Then we go to the main square, the zocalo, for el grito. All the people shout 'Viva Mexico!' There is always music and dancing. The party goes on very late into the night. Our independence day is never boring. I like it very much.

9c Functional language exercise 3  2.45

1 What's the third month?
2 What's the eighth month?
3 What's the first month?
4 What's the eleventh month?
5 What's the sixth month?
6 What's the second month?

9d Listening exercise 1  2.48

A Hard Day's Night - The Beatles by numbers!
The Beatles made an amazing number of songs. In total they had 217 songs, including 59 singles. There are at least 77 Beatles CDs. The Beatles played in 1,400 live concerts. And they hold the world record for most sales of an album. Their greatest hits album, 1, sold more than thirteen million copies in the first month.

9d Grammar exercise 2  2.49

1 He worked in a factory.
2 We hated the film.
3 I play tennis, watch TV ...
4 The teacher wanted an answer.
5 She danced all night.

10a Grammar exercise 1  2.54
1 Did you go to the cinema last night?
2 Did you see a football match last night?
3 Did you read a book last night?
4 Did you go to a party last night?

10b Listening exercises 2 & 3  2.56

OK, OK. Quiet please. Ready for the quiz. These questions are multiple choice. I'll read the question and the possible answers. The first question is History. When did Neil Armstrong walk on the moon?
Was it ...
a) on July 20th 1969?
b) on June 1st 1969?
c) on July 1st 1991?
The next section is Sports. Where were the first modern Olympic Games?
a) Paris.
b) Athens.
c) New York.
Section three. Science and Nature. Where did potatoes originally come from?
a) Asia.
b) Latin America.
c) Europe.
Section four is Film. Our question here is: Who was the first James Bond?
a) Sean Connery.
b) Daniel Craig.
c) Roger Moore.
The last section is Music. Ready? When did the Beatles break up?
a) 1972.
b) 1970.
c) 1971.

10b Pronunciation exercise 1  2.57
1 Where did Mozart come from?
2 Who was the author of Romeo and Juliet?
3 When did Brazil get its independence?
4 What is the capital of Austria?
5 Who is the President of Russia?

10c Listening exercises 1 & 2 2.60
SA = sales assistant  C = customer
M = man  W = woman
1 SA: Hello, can I help you?
C: I'm just looking, thanks.
2 C: Excuse me?
SA: Yes?
C: Where are the changing rooms?
3 M: How much is this?
SA: It's six hundred pounds.
W: I love it.
M: Can I pay by credit card?
4 SA: Would you like a bag for that?
C: Yes, please.

10d Vocabulary exercise 1  2.61
1 SA = sales assistant  C = customer
SA: That's sixteen fifty, please.
C: Sixteen dollars ... and fifty cents. Here you are.
2 SA = sales assistant  C = customer
SA: It's two thousand euros.
C: Two thousand! For shoes?
3 Ch = child  M = man
Ch: How much is that sweet there?
Ch: Oh, I only have fifty p.
M: Sorry.
4 On sale now, all CDs for one ninety-nine, that's one pound ninety-nine!

11a Pronunciation exercise 2 2.66
1 Can you swim?
2 Yes, I can.
3 No, I can't.
4 I can't dance.
5 I can dance.

11b Listening exercises 1 & 2 2.68
1 M = man  W = woman
M: Hello?
W: Hi! Where are you?
M: I'm in the car. I can't talk now, though, I'm driving.
W: I'm at the front gates. I have the tickets.
M: OK. See you, bye!

2 W = woman  J = Josh
W: Josh?
J: Hello?
W: Josh, what are you doing? We're waiting for you!
J: I'm getting something to eat.
W: What? I can't hear a thing.
J: I'm eating! I'll be there in a minute.
3 R = Rob  Mi = Michelle
R: Michelle?
Mi: Rob? Where are you? I can't see you.
R: I'm standing over here, near the stage. I can see you! Over here!
Mi: Where?
R: I'm wearing my red jacket! You're looking at me now!
Mi: Oh yes, there you are! OK, I'm coming over now.

11c Listening exercises 1 & 2 2.74
M = man  W = woman
M: Hello?
W: Hi. Are you at the office?
M: No, I'm not working today. I'm at Glastonbury.
W: Glastonbury? How is it? Is it raining?
M: Yes, it is. As usual. But we're having a good time, anyway.
W: Oh. Well, call me tonight. OK?
M: Sure.

11b English around you exercise 1  2.73
Fairtrade Foundation
International Committee of the Red Cross
Greenpeace
Save the Children

11c Listening exercises 1 & 2 2.76
M = man  W = woman
M: Hello. Good morning.
W: Good morning.
M: I'm here for the job interview.
W: Ah yes, yes. The job interview. Of course, come in.
M: Thanks.
W: Right. OK. I have some questions for you.
M: Fine.
W: Can you sing?
M: Sorry?
W: Sing ... sing, you know, la la la.
M: Err ... no, I can't. Not very well, no.
W: Oh. Can you dance?
M: What? Just a minute ...
W: Answer the question, please, yes or no. Can you dance?
M: No, I can't.
W: You can't dance and you can't sing. What are you doing here?
M: I'm here for the tourist information job.
W: Tourist information job? Oh no. That job interview is in room 4. This is room 3. This room is for television actor interviews.
M: Ah, sorry.
W: That's OK. Goodbye, then.
M: Goodbye.

12A Listening exercises 2 & 3  2.78
C = Clark  SG = security guard  M = man
P = Paula  S = Sara

1 C: Hmm ... come on, Sara, where are you?
SG: Excuse me.
C: Yes?
SG: You can't use the mobile phone in the building.
C: Sorry.
M: Hello.
C: Yes, can I speak to Sara, please?
M: I'm sorry, you have the wrong number. There's no Sara here. This is McDonald's®.
C: Sorry ...

2 P: Hello?
C: Hi. Is that Sara?
P: No, it’s Paula.
C: Hi Paula, this is Clark. Can I speak to Sara, please?
P: Just a minute.
I'm sorry, Sara isn't here. She isn't at work today. Can I take a message?
C: Yes. Please tell her Clark called.
P: OK.
C: Thanks, bye.
P: Bye.

S: Hello.
C: Is that Sara?
S: Hi, Clark.
C: Sara, where are you?
S: I'm at home. Why?
C: Well, I'm at the library. I'm waiting for you!
S: Oh no! I'm sorry. I forgot!
C: Doh!
S: I'll be there in half an hour.
C: Oh ... all right, then.

12B Listening exercises 1 & 2  2.82
J = Jenny  F = Frank

1 J: Frank, I'm Jenny from the Entertainment news.
F: Hi Jenny.
J: What are you doing here, Frank?
F: I'm going to make a film here.
J: What film?
F: It's a remake of a Hitchcock film.
<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past simple</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>was/were</td>
<td></td>
<td></td>
</tr>
<tr>
<td>became</td>
<td></td>
<td></td>
</tr>
<tr>
<td>broke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>built</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bought</td>
<td></td>
<td></td>
</tr>
<tr>
<td>caught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>came</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cost</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drank</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drove</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>felt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>found</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forgot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>got</td>
<td></td>
<td></td>
</tr>
<tr>
<td>gave</td>
<td></td>
<td></td>
</tr>
<tr>
<td>went</td>
<td></td>
<td></td>
</tr>
<tr>
<td>had</td>
<td></td>
<td></td>
</tr>
<tr>
<td>heard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>kept</td>
<td></td>
<td></td>
</tr>
<tr>
<td>knew</td>
<td></td>
<td></td>
</tr>
<tr>
<td>learnt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>made</td>
<td></td>
<td></td>
</tr>
<tr>
<td>met</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>put</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read</td>
<td></td>
<td></td>
</tr>
<tr>
<td>rode</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ran</td>
<td></td>
<td></td>
</tr>
<tr>
<td>said</td>
<td></td>
<td></td>
</tr>
<tr>
<td>saw</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sold</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shut</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>smelt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spoke</td>
<td></td>
<td></td>
</tr>
<tr>
<td>spent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>took</td>
<td></td>
<td></td>
</tr>
<tr>
<td>told</td>
<td></td>
<td></td>
</tr>
<tr>
<td>won</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Straightforward Second edition is now even more experienced in providing English for adults and young adults at all levels.

- Clear student progression and self checking (CEFR)
- Pick-up-and-use practicality
- Intuitive, easy-to-follow format
- Flexible and adaptable
- Supported by one of the most comprehensive Teacher's Books around

What's new?

- new topics, articles and exercises
- emphasis on wordlists and lexical features including a unique interactive online wordlist
- new online component supports the students in their language development
- new authentic video content

This Practice Online resource includes interactive activities, videos, and an exportable interactive wordlist.