

**Paul Dummett and Jake Hughes**

Series Adviser **Catherine Walter**

# **Navigate**

**Coursebook**  
with video

**Beginner → A1**

**OXFORD**

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 **Oxford 3000™** *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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# First meetings

## 1.1 On business or on holiday?

GOALS ■ Introduce yourself ■ Ask questions with *be*

Listening & Speaking saying *hello*



1a 1.1 Listen and read.



b Work with a partner. Say your name.

2a 1.2 Listen and note the stress.

P *Hi, I'm Paul.*

A *Hello. I'm Alisa. Nice to meet you, Paul.*

P *And you.*

b 1.3 Listen and repeat.

c Practise the conversation with a partner. Use your names.

3 Work with another partner. Practise the conversation.

A *Hello, I'm ...*

B *Hi. I'm ...*

A *Nice to ... you, ...*

B *And ...*

## Grammar & Listening verb *be* (I/you)

4 1.4 Listen to three conversations. Tick (✓) the correct box for each person.

	Name	on business	on holiday	to study
Paul	<input checked="" type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	
Havva	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Josué	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Alisa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Sunil	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Julie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

5a 1.5 Listen to Havva and Paul again. Complete the questions and answers.

H Are you here on <sup>1</sup>\_\_\_\_\_?  
 P <sup>2</sup>\_\_\_\_\_, I am. And <sup>3</sup>\_\_\_\_\_? Are you here on business?  
 H <sup>4</sup>\_\_\_\_\_, I'm not. I'm on <sup>5</sup>\_\_\_\_\_.

b 1.6 Listen, check and repeat.

6 Complete the Grammar focus box. Use exercise 5 to help you.

### GRAMMAR FOCUS verb *be* (I/you)

Positive (+)		
I	<sup>1</sup> _____ (am)	Paul.
You	're (are)	here on holiday.
Negative (-)		
I	'm not (am not)	here on holiday.
You	aren't (are not)	here to study.
Questions (?)		
<sup>2</sup> _____	you	Alisa?
Short answers		
(+) Yes,	I	<sup>3</sup> _____.
(-) No,	I	'm <sup>4</sup> _____.

→ Grammar Reference page 116

7a Complete the conversation between Sunil (S) and Julie (J).

S Hello, I<sup>1</sup>\_\_\_\_\_ Sunil.  
 J Hi, I<sup>2</sup>\_\_\_\_\_ Julie.  
 S Nice to meet you, Julie.  
 J And you. <sup>3</sup>\_\_\_\_\_ you here on holiday?  
 S No, I<sup>4</sup>\_\_\_\_\_ . I<sup>5</sup>\_\_\_\_\_ here to study.  
 And you? <sup>6</sup>\_\_\_\_\_ you on holiday?  
 J Yes, I<sup>7</sup>\_\_\_\_\_.

b 1.7 Listen and check your answers.

8a Put the lines in the correct order to make a conversation.

No, I'm not. I'm here on holiday.  
 I'm Paul. Nice to meet you, Julie.  
 And you. Are you here on business, Paul?  
 Hi, I'm Julie.  
 Yes, I am. And you? Are you here on business?

b Work with a partner. Practise the conversation in exercise 8a.

9 Work with a partner. Take turns to introduce yourself. Use the prompts to help you.

A Hello, ...  
 B Hi, ...  
 A Nice to meet you, ...  
 B You too. ... here on business / on holiday / to study?  
 A Yes, ... / No, ... And you?  
 B I'm here ...

### LISTENING SKILLS recognizing questions



The word order helps you to recognize statements and questions.

Statement: *You are* on holiday.

Question: *Are you* on holiday?

1 Are these statements or questions? Add a full stop (.) to the statements and a question mark (?) to the questions.

1 Hello. Are you Angela  
 2 You're here on business  
 3 Are you here to study  
 4 I am here on business  
 5 Are you on holiday

2a 1.8 Listen. Are they statements (S) or questions (Q)?

1  S 2  3  4  5

b Compare your answers with a partner.

# 1.2 Where are you from?

GOALS  Say countries and numbers 1–10  Talk about where you're from

## Vocabulary numbers 1–10, countries

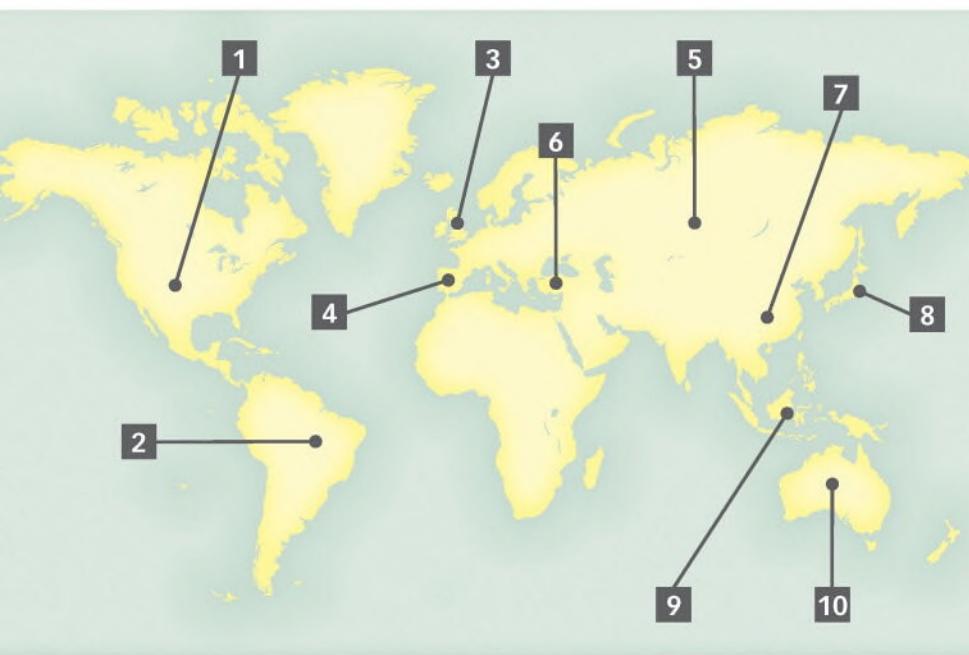
1a **1.9** Listen to the numbers. Write the correct number next to each word.

two	—	eight	—
five	—	six	—
four	—	nine	—
one	1	ten	—
three	—	seven	—

b **1.9** Listen again and repeat the numbers.

2a Match the countries in the box to numbers 1–10 on the map.

Australia 10 Brazil China Indonesia Japan  
Russia Spain Turkey the UK the USA



b **1.10** Listen and check your answers.

## PRONUNCIATION saying names of countries

3a **1.11** Listen and mark the stress on the countries in exercise 2.

Australia      Brazil

b **1.11** Listen again and repeat.

4 Work with a partner. Look at the map again. Student A, say a number. Student B, say the name of the country.

5a Work with a partner. Look at the map in exercise 2 again. Complete the chart with the countries on the map.

Country	Population
1 <i>China</i>	~ 1,400,000,000
2 _____	~ 320,000,000
3 _____	~ 255,000,000
4 _____	~ 205,000,000
5 _____	~ 147,000,000
6 _____	~ 127,000,000
7 _____	~ 78,000,000
8 _____	~ 65,000,000
9 _____	~ 46,000,000
10 _____	~ 24,000,000

b Work in small groups. Compare answers.  
*I think number one is China.*

c **1.12** Listen and check your answers.

## Grammar & Speaking verb *be* (we/you)

6a **1.13** Listen and read.



b **1.14** Listen and repeat.

c Work with a partner. Practise the conversation in exercise 6a.

7a 1.15 Listen to two conversations. Circle the correct countries and cities for the people.



**Name:** Alisa  
**Country:** <sup>1</sup> Russia / the USA  
**City:** <sup>2</sup> Moscow / St Petersburg



**Name:** Paul  
**Country:** <sup>3</sup> the UK / the USA  
**City:** <sup>4</sup> Aberdeen / London



**Name:** Julie and Frank  
**Country:** <sup>5</sup> the UK / Australia  
**City:** <sup>6</sup> Sydney / Perth

b Match questions 1–4 from the listening to answers a–d.

1 Where are you from, Alisa? a No, we aren't.  
2 And you, Paul? b We're from Perth.  
3 Where in Australia? c I'm from Russia.  
4 Are you from Sydney? d I'm from Aberdeen.

c 1.16 Listen and check your answers.

8 Complete the Grammar focus box. Use exercise 7 to help you.

### GRAMMAR FOCUS verb be (we/you)

#### Positive (+)

We	<sup>1</sup> (are)	from China.
You	're (are)	from the USA.

#### Negative (-)

We	<sup>2</sup> (are not)	from China.
You	aren't (are not)	

#### Questions (?)

Where	<sup>3</sup> _____	you	from?
	Are	you	from Brazil?

#### Short answers

(+) Yes,	we	are.
(-) No,	we	<sup>4</sup> (are not).

→ Grammar Reference page 116

9a Work with a partner. Complete the conversation with information about you.

A Where <sup>1</sup> \_\_\_\_\_ <sup>2</sup> \_\_\_\_\_ from?  
B <sup>3</sup> \_\_\_\_\_ from <sup>4</sup> \_\_\_\_\_.  
A Where in <sup>5</sup> \_\_\_\_? \_\_\_\_\_  
B <sup>6</sup> \_\_\_\_\_ from <sup>7</sup> \_\_\_\_\_. And you?  
A <sup>8</sup> \_\_\_\_\_ from <sup>9</sup> \_\_\_\_\_ in <sup>10</sup> \_\_\_\_\_.

b Compare your answers with another pair.

10 Work with a partner. Practise the conversation in exercise 9a with different countries/cities. Student A, turn to page 106. Student B, turn to page 111.

### READING SKILLS recognizing proper nouns

The names of people and places are proper nouns. They have a capital letter, e.g. *Jane, England, Paris*.

1 Find the proper nouns in sentences 1–5.

- Hello, I'm Carlos.
- Where are you from, Rashid?
- I'm from Canada.
- We're from Chennai in India.
- Dave and Patsy are on holiday in Mauritius.

2 Work with a partner. Put the proper nouns in exercise 1 in the correct place in the table.

Person	Country	City
Carlos		

3 Read the text. Answer the questions.

'I'm Jacqui. I'm from Boston. I'm not from the USA. I'm from Boston in the UK.'

'And I'm Kevin. I'm from Guelph in Canada. Jacqui and I are on holiday in Nicaragua. We are in a hotel in Granada.'

- Who are the two people?
- Where are they from?
- Where are they now?



# 1.3 How do you spell that?

GOALS  Say the alphabet  Use question words

## Vocabulary the alphabet

1 1.17 Listen and repeat the letters of the alphabet.

### VOCABULARY FOCUS the alphabet

**Aa Bb Cc Dd Ee Ff  
Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp  
Qq Rr Ss Tt Uu Vv  
Ww Xx Yy Zz**

! **C** = capital C **tt** = double t

## PRONUNCIATION the alphabet

1.18 All the letters of the English alphabet have one of these seven sounds:

/eɪ/ – eight /e/ – ten /əʊ/ – no /a:/ – are  
/i:/ – three /aɪ/ – five /ju:/ – you

You can learn the letters of the alphabet in these sound groups.

2a 1.19 Listen to the alphabet again. Write the letters in the correct place in the table.

/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/ju:/	/a:/
A	B	F	I	O	Q	R

b 1.20 Listen, check and repeat.

3a 1.21 Listen and the correct letter.

1 j / g 6 y / j  
2 e / i 7 i / y  
3 f / v 8 q / k  
4 c / s 9 a / h  
5 a / r 10 o / u

b Work with a partner. Say the letters.

HR TV FAQ IMF ASAP WHO

4 Work with a partner. Write the letters you hear. Student A, turn to page 106. Student B, turn to page 111.

5 1.22 Listen and the correct name.

1 Elena / Elinor  
2 Jackie / Jacqui  
3 George / Jorge  
4 Paula / Paola  
5 John / Joan

6 1.23 Listen to four conversations. Write the names.

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

7a 1.24 Listen, read and repeat conversation 4.

A What's your name?  
B My name's Roger.  
A How do you spell that?  
B R-O-G-E-R.  
A R-O-G-E-R?  
B Yes, that's right.

b Talk to other students. Practise the conversation in exercise 7a. Use your names.



## Grammar & Listening question words

8a Complete the questions with the correct question word.

What (x2) Where (x2) How

- 1 Name: A \_\_\_\_\_'s your name?  
B Osvaldo Aguilar.
- 2 Spelling: A \_\_\_\_\_ do you spell that?  
B A-G-U-I-L-A-R.
- 3 Country: A \_\_\_\_\_ are you from?  
B Spain.
- 4 City: A \_\_\_\_\_ in Spain?  
B Barcelona.
- 5 Number: A \_\_\_\_\_'s your phone number?  
B 00 34 735 994 6810.

! 0 – oh 88 – double eight

b Compare your answers with a partner.

9 Look at the questions in exercise 8 again. Match question words 1–3 to answers a–c in the Grammar focus box.

### GRAMMAR FOCUS question words

Wh- questions start with a question word.

1 What?	a K-A-E-L-A-N
2 Where?	b Kaelan, 00 40 745 6597752
3 How?	c Japan, Paris

→ Grammar Reference page 117

10a Match beginnings 1–5 to endings a–e.

1 What's	a phone number?
2 Where are	b you from?
3 Where in	c you spell that?
4 How do	d your name?
5 What's your	e Italy?

b Compare your answers with a partner. Ask and answer the questions. Use your own information.



11a 1.25 Listen to two conversations. Complete the form.

First name:	Havva	Josué
Last name:		
Country:		
Phone number:		

b 1.26 Listen to the first conversation again and complete the sentences.

A Hello. <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ for the GHQ conference?  
 B Yes, <sup>2</sup> \_\_\_\_\_.  
 A <sup>3</sup> \_\_\_\_\_ your name?  
 B My <sup>4</sup> \_\_\_\_\_ ... (name).  
 A <sup>5</sup> \_\_\_\_\_ do you spell that?  
 B ... (letters of name).  
 A Where <sup>6</sup> \_\_\_\_\_ \_\_\_\_\_ from?  
 B <sup>7</sup> \_\_\_\_\_ ... (country).  
 A And <sup>8</sup> \_\_\_\_\_ your phone number?  
 B It's ... (number).  
 A Thanks. Have a <sup>9</sup> \_\_\_\_\_ day.

12 Work with a partner. Practise the conversation in exercise 11b.

# 1.4 Speaking and writing

GOALS  Say *hello* and *goodbye*  Fill in a form

## Listening & Speaking *hello and goodbye*

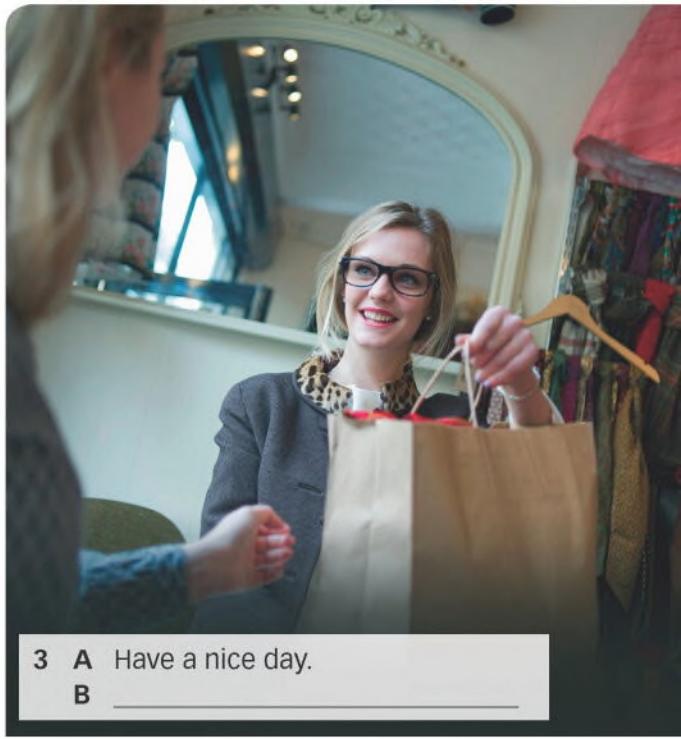
1 1.27 Listen. Are the people saying *hello* or *goodbye*?



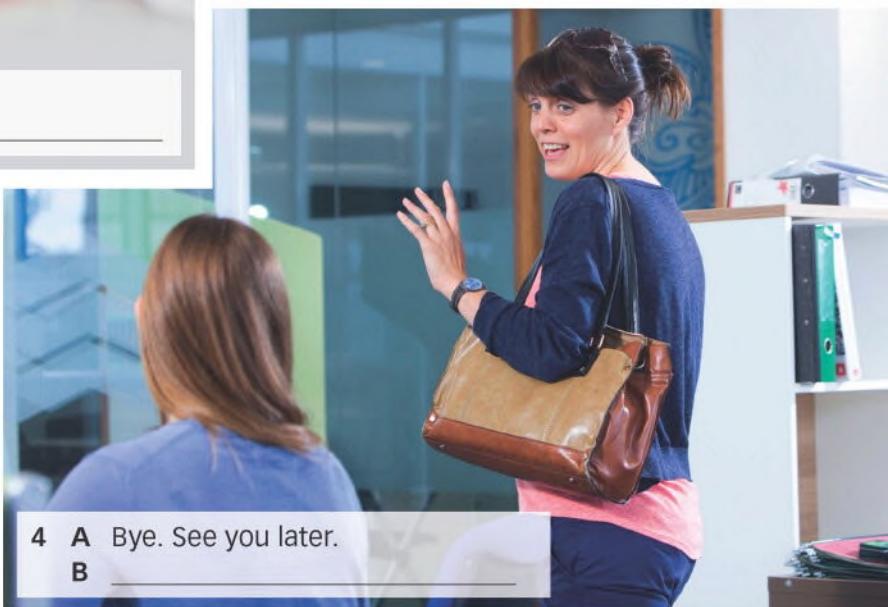
1 A Hi. How are you?  
B \_\_\_\_\_  
A Great, thanks.



2 A Morning, Patrick.  
B \_\_\_\_\_



3 A Have a nice day.  
B \_\_\_\_\_



4 A Bye. See you later.  
B \_\_\_\_\_

2a Complete conversations 1–4 with phrases a–d.

a Goodbye.  
b Good morning.  
c Thanks. You, too.  
d Fine, thanks. And you?

b 1.27 Listen again, check and repeat.

c Work with a partner. Practise the conversations.

3 Work with a partner. Practise saying *hello* and *goodbye*. Use the Language for speaking box to help you.

### LANGUAGE FOR SPEAKING *hello and goodbye*

#### Hello

Hi./Hello.  
Good morning./Morning.  
How are you?  
Fine, thanks. And you?  
Great, thanks.

#### Goodbye

Have a nice day.  
Thanks. You too.  
Goodbye./Bye.  
Bye. See you later.

4a 1.28 Listen and read the examples.

### UNDERSTANDING ... hellos and goodbyes

Learn these short responses so you can reply quickly.

Hear	Say
Hello./Good morning.	Hello./Hi./Morning.
How are you?	Fine. And you?
Have a good/nice day.	Thanks. Bye.
Goodbye./See you later.	Bye.

b 1.29 Close your books. Listen and reply quickly.

## Reading & Writing filling in a form

5 Read the information and complete the registration card.



Hi, I'm Josie Harris from the USA. I'm here on business. My address is 909 Cameron Road, Austin, Texas.

☞ HOTEL REGISTRATION CARD ☚

First name	1
Last name	Harris
Country	2
Home address	3 Cameron Road, Austin, Texas.
Reason for visit	On 4
Signature	Josie Harris

6a Underline the CAPITAL letters in the information about Josie in exercise 5.

Hi, I'm ...

b Read the Language for writing box. Match the CAPITAL letters in the information about Josie in exercise 5 to categories 1-6 in the box.

Hi, I'm Josie ...  
number 5 number 4

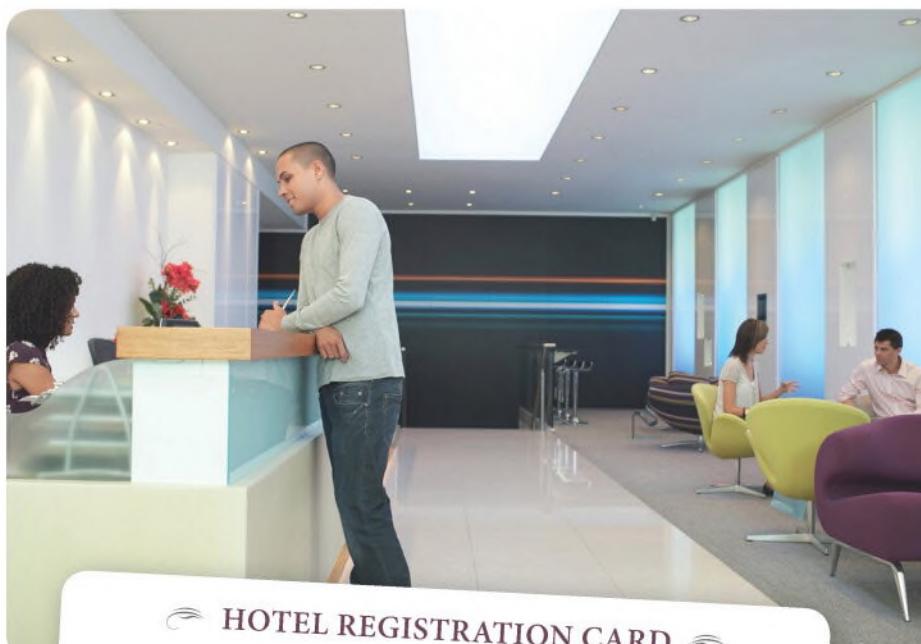
### LANGUAGE FOR WRITING checking capital letters

Use capital letters for ...

1	a name	Havva Yilmaz
2	a city	London
3	a country	China
4	I	I am from Poland.
5	the first word in a sentence	We are on holiday.
6	names of roads and streets	8 Park Road

c Compare your answers with a partner.

7a Correct five mistakes in the registration card.



☞ HOTEL REGISTRATION CARD ☚

First name	zack
Last name	Taylor
Country	australia
Home address	608 Parker street, perth
Reason for visit	On Holiday
Signature	Zack Taylor.

b Compare your answers with a partner.

8a Write your own registration card.

☞ HOTEL REGISTRATION CARD ☚

First name	
Last name	
Country	
Home address	
Reason for visit	
Signature	

b Work with a partner. Swap cards and check the CAPITAL letters.

# 1.5 Video

## At the hotel

1 Work with a partner. Look at the photos. Which of these things do you see in them?

breakfast conference room credit card guest  
receptionist registration card restaurant room key

2 ➤ Watch the video and **circle** the correct option.

- 1 Leila is from *Hong Kong / London*.
- 2 The hotel is in *Hong Kong / London*.
- 3 Richard is from *the USA / England*.
- 4 Richard is *on holiday / on business*.
- 5 Fabienne is from *France / Canada*.
- 6 Fabienne is *on holiday / on business*.
- 7 Breakfast is in the *conference room / restaurant*.

3 ➤ Watch the video again and complete the registration cards.

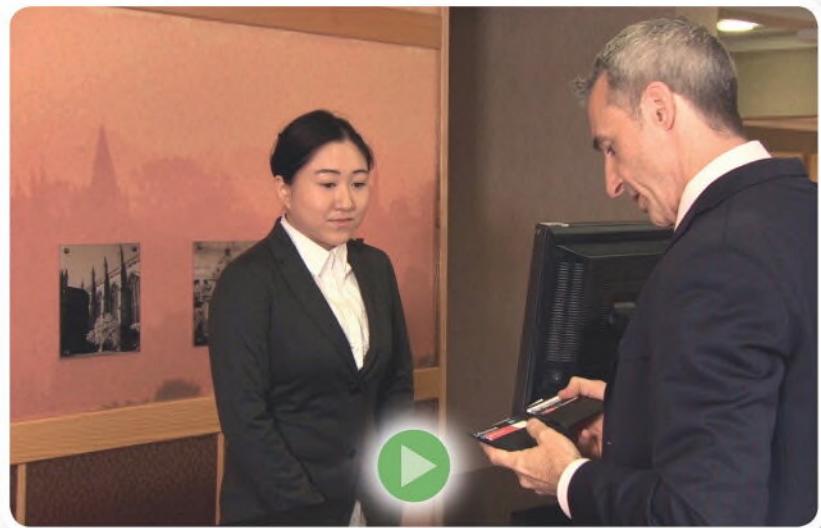
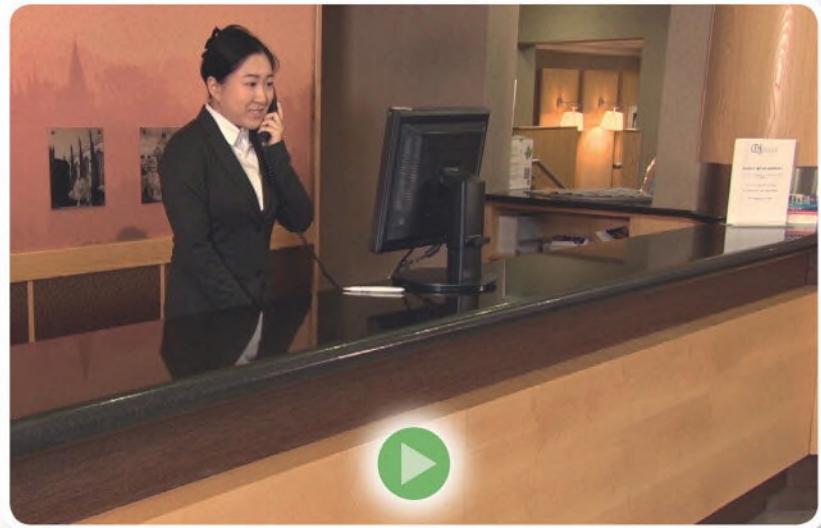
First name	Richard
Last name	1 _____
Address	11 Stanley 2 _____ Tunbridge Wells England
Number of nights	3 _____

First name	Fabienne
Last name	4 _____
Address	12 rue Pasteur Bordeaux 5 _____
Number of nights	6 _____

4a **TASK** Work with a partner. Who says these things? Is it the receptionist (R) or the guest (G)?

- Is check-in here?
- I'm here on holiday.
- Are you here on business?
- What's your address?
- Here's my credit card.
- Where's breakfast?
- Here's your room key.
- The restaurant is over there.
- What's your name?
- See you later.
- I'm from France.
- How do you spell that?
- Sign here, please.
- How are you?

b Take turns to be a receptionist and a guest. Act out a conversation in a hotel. Use the questions and answers in exercise 4a to help you.



# Review

**1a** Put the words in the correct order to complete the conversation.

A Gary / I'm / Hello, .  
 B Hi, / Sally / I'm .  
 A meet / to / Nice / Sally / you, .  
 B too / You, .  
 holiday / here / you / on / Are ?  
 A not. / No, / I'm / on / here / I'm / business.  
 you / And ?  
 B study / I'm / to / here .

**b** 1.30 Listen and check your answers.

**2a** Write the missing words to complete the questions.

1 A \_\_\_\_\_ your name?  
 B Gary.  
 2 A \_\_\_\_\_ do you spell that?  
 B G-A-R-Y.  
 3 A Where are you \_\_\_\_\_, Gary?  
 B Canada.  
 4 A Where \_\_\_\_\_ Canada?  
 B Toronto.  
 5 A \_\_\_\_\_ you here on business?  
 B Yes, I am.  
 6 A What's \_\_\_\_\_ phone number?  
 B 001 289 463 55788.

**b** Work with a partner. Ask and answer questions to complete the hotel registration card. Use your own information.

**HOTEL REGISTRATION CARD**

First name	<input type="text"/>
Last name	<input type="text"/>
Country	<input type="text"/>
Home address	<input type="text"/>
Reason for visit	<input type="text"/>
Signature	<input type="text"/>

**3a** Correct the underlined words.

A You are from Japan?  
 B No, we not from Japan. We am from China. And you?  
 A I from Russia.  
 B Am you here on holiday?  
 A Yes, I'm.

**b** Compare your answers with a partner. Practise the conversation using your own information.

**4** Write the correct letters to make countries.

1 P A \_ N      4 U \_ S I \_  
 2 \_ \_ R K \_ Y      5 \_ H I N \_  
 3 \_ R A \_ \_ L      6 \_ \_ D \_ N E \_ I A

**5** 1.31 Listen and write the names or numbers you hear.

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

**6** Put eleven CAPITAL letters in the correct places.



**7a** Match phrases 1–6 to answers a–f.

1 Nice to meet you.	a Thanks. You, too.
2 How are you?	b Bye. See you later.
3 Have a nice day.	c Me, too.
4 I'm here on holiday.	d Good morning.
5 Morning, Bill.	e And you.
6 Goodbye.	f Fine, thanks. And you?

**b** Work with a partner. Take turns to say the phrases in exercise 7a and give the answers.

## 2.1 What's this in English?

GOALS ■ Use singular and plural forms ■ Say numbers 11-100

## Vocabulary &amp; Speaking objects

1a Match objects 1-10 in David's bag to the words in the box.

an apple 6 a book a key a laptop a notepad  
 a pen 6 a phone a tablet an umbrella a wallet

! a tablet an umbrella

b 2.1 Listen, check and repeat.

c Work with a partner. Student A, say a number. Student B, say the object.

2a 2.2 Listen and circle the correct words.

1 four / five books  
 2 two / ten phones  
 3 three / four keys  
 4 six / eight pens  
 5 two / three wallets

b Compare your answers with a partner.

3 Complete the table. Use exercise 2a to help you.

Singular	Plural
a pen	five 2 _____
a phone	seven 3 _____
1 _____	three umbrellas
a laptop	two 4 _____

4a 2.3 Listen to the pronunciation of -s in plural nouns and repeat.

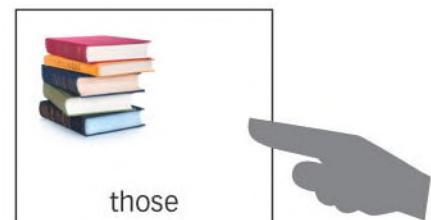
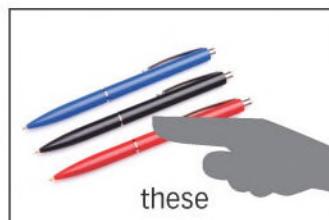
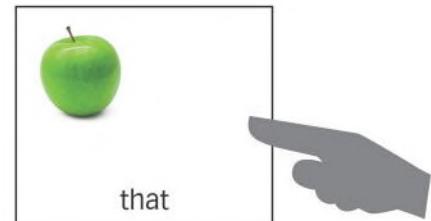
/s/	books, laptops, wallets, tablets
/z/	keys, apples, notepads, umbrellas, pens, phones

b Work with a partner. Look at the objects in the photo in exercise 1 again. Student A, say the singular. Student B, say the plural.



## Grammar &amp; Speaking this/that/these/those; verb be (it/they)

5 2.4 Listen at the photos. Listen and repeat.



## 6a 2.5) Listen and write the words.

- 1 A What's this in English?  
B It's an \_\_\_\_\_.
- 2 A What's that in English?  
B It's a \_\_\_\_\_.
- 3 A What are these in English?  
B They're \_\_\_\_\_.
- 4 A What are those in English?  
B They're \_\_\_\_\_.

b Compare your answers with a partner.

## 7a Complete the Grammar focus box. Use exercise 6a to help you.

## GRAMMAR FOCUS verb be (it/they)

What <sup>1</sup> _____ (is) this/that?	It <sup>2</sup> _____ (is)	a	bag.
Who <sup>3</sup> _____ (is) this/that?		an	apple.
What <sup>4</sup> _____ these/those?		-	Wendy.
		They <sup>5</sup> _____ (are)	apples.

→ Grammar Reference page 118

b Choose the correct options.

- 1 A What's *this / these*?  
B It's / are a tablet.
- 2 A What's / are these in English?  
B They's / are keys.
- 3 A Who's / are that?  
B It's / They're my friend, Lynne.
- 4 A What are *that / those* in English?  
B It's / They're phones.

c 2.6) Listen and check your answers.

## 8 Work with a partner. Talk about things in your bag and in the classroom.

A *What's this/that in English?*  
B *It's a notepad./I don't know.*  
A *What are these/those in English?*  
B *They're pens.*

## Vocabulary &amp; Speaking numbers 11-100

## 9 2.7) Listen and repeat.

11 eleven	18 eighteen	40 forty
12 twelve	19 nineteen	50 fifty
13 thirteen	20 twenty	60 sixty
14 fourteen	21 twenty-one	70 seventy
15 fifteen	22 twenty-two	80 eighty
16 sixteen	...	90 ninety
17 seventeen	30 thirty	100 a hundred

PRONUNCIATION word stress: *-teen* and *-ty*

## 10a 2.8) Listen and notice the stress on numbers.

thirteen	thirty
fifteen	fifty
seventeen	seventy

b 2.8) Listen again and repeat.

11 2.9) Listen and circle the word you hear.

- 1 thirteen / thirty
- 2 fourteen / forty
- 3 sixteen / sixty
- 4 eighteen / eighty
- 5 nineteen / ninety

## 12 Work with a partner. Practise saying the numbers.

- 1 twenty-three sixty-nine eighty-two thirty-five forty-one
- 2 15 52 70 97 49 14 24 28 80 18 86 61 11
- 3 *Seven Years in Tibet* *The 39 Steps* *21 Grams*  
*Apollo 13* *Around the World in 80 Days* *48 Hours*

## LISTENING SKILLS understanding singular and plural

## 1 2.10) Listen to four conversations. Tick (✓) singular or plural for each conversation.

	1	2	3	4
singular				
plural				

## 2 2.11) Listen and write the numbers.

- 1 laptops \_\_\_\_\_
- 2 pens \_\_\_\_\_
- 3 umbrellas \_\_\_\_\_
- 4 apples \_\_\_\_\_
- 5 book \_\_\_\_\_
- 6 bags \_\_\_\_\_

## 3a 2.12) Listen to four conversations. Write the numbers and the objects.

Number	Object
1 one	tablet
2	
3	
4	

b Compare your answers with a partner.

## 2.2 What's your job?

GOALS ■ Talk about jobs ■ Use the verb *be* (he/she/it/they)

### Vocabulary & Speaking jobs

1a Look at the webpage. Match the jobs to the people.

doctor engineer nurse shop assistant student  
~~taxi driver~~ teacher ~~waiter~~

Photo	Name	Job	Country
1	Erik Haas	Germany	Construction worker
2	Hassan Kamal	Saudi Arabia	Businessman
3	Thierry Leloup	France	Waiter
4	Asya Kaya	Turkey	Doctor
5	Sonja Yazov	Russia	Doctor
6	Kumiko Ito	Japan	Shop assistant
7	Daisy Tan	China	Teacher
8	Yanni Loukas	Greece	Taxi driver

b 2.13 (i) Listen and check your answers.

### PRONUNCIATION word stress: jobs

2a 2.14 (i) Listen to the names of jobs and mark the stress.

doctor engineer nurse shop assistant student  
taxi driver teacher waiter

b 2.14 (i) Listen again and repeat.

! I'm **a** doctor. Harry's **an** engineer.

3 Work with a partner. Look at the photos again. Talk about the people's jobs.

*Thierry's a waiter.*

4 Work with a partner. Talk about three school friends with jobs.

*Hannah's a teacher.*

### Grammar & Listening verb *be* (he/she/it/they)

5a 2.15 (i) Look at the photos and listen to the conversation. Circle the correct job for each photo.

Photo 1: student / teacher

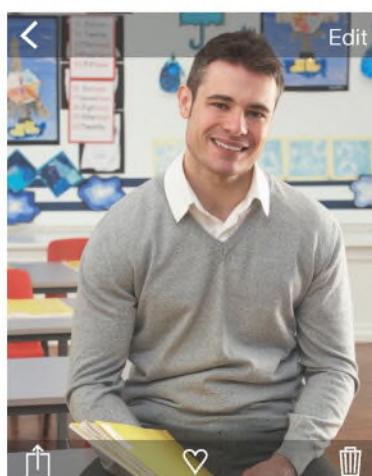


Photo 2: nurses / doctors



b 2.15 (i) Listen again. Complete the conversation with jobs.

A This is my friend Fernando.

B Is he a <sup>1</sup>\_\_\_\_\_?

A No, he isn't. He's a <sup>2</sup>\_\_\_\_\_ in a school in Mexico.

B Is it a language school?

A Yes, it is. And these are my friends, Jack and Katie.

B Are they <sup>3</sup>\_\_\_\_\_?

A No, they aren't. They're <sup>4</sup>\_\_\_\_\_ in a hospital in London.

6 Complete the Grammar focus box. Use exercise 5b to help you.

### GRAMMAR FOCUS verb be (he/she/it/they)

Positive (+)		
He/She/It	1 _____ (is)	from Russia.
They	2 _____ (are)	nurses.
Negative (-)		
He/She/It	3 _____ (is not)	from Sydney.
They	aren't (are not)	doctors.
Questions (?)		
4 _____	she/he/it	from Indonesia?
5 _____	they	engineers?
Short answers		
(+) Yes,	he/she/it	6 _____.
	they	are.
(-) No,	he/she/it	7 _____.
	they	8 _____.

→ Grammar Reference page 118

7a Look at the conversations. Circle the correct options.

- A This <sup>1</sup>is / are a photo of my house in Romania.  
B Where <sup>2</sup>it is / is it? <sup>3</sup>It's / Is it in Brașov?  
A No, <sup>4</sup>it is / it isn't. <sup>5</sup>It's / Is it in Zalău.
- A These are my friends, Jana and Milos. They <sup>6</sup>is / are from Slovakia.  
B <sup>7</sup>They are / Are they doctors?  
A No, they <sup>8</sup>are / aren't. Jana <sup>9</sup>is / are a nurse and Milos <sup>10</sup>is / are a teacher.

b Work with a partner. Practise the conversations in exercise 7a.

8 Work with a partner. Imagine the people in the photos are your friends. Take turns to talk about them.

- A This is my friend Pieter.  
B Is he a ... (job)?  
A Yes, he is./No, he isn't. He's a ...  
B Is he from ... (country)?  
A Yes, he is./No, he isn't. He's from ...



9 Work with a partner. Take turns to guess the jobs and countries. Student A, turn to page 106. Student B, turn to page 111.

### READING SKILLS understanding pronouns (1)

Pronouns, e.g. *he*, *they*, are used in place of nouns, e.g. *Tony*, *my friends*. Understanding pronouns can help you understand the text.

*Wira is my friend. He (= Wira) is a teacher at a language school.*

1 Read the text. Match words 1–4 to names/places a–d.

Julie and Frank are from Australia. She's an engineer and he's a chef in a restaurant in Melbourne. It's an Italian restaurant. Now they are in Italy for ten days. She's there on business and he's on holiday.

1 it	a Julie
2 they	b a restaurant in Melbourne
3 she	c Frank
4 he	d Julie and Frank



2a Underline the correct answers.

- Frank is *an engineer* / *a chef*.
- Julie is *an engineer* / *a chef*.
- Julie is from *Italy* / *Australia*.
- The restaurant is *Italian* / *Australian*.
- Julie and Frank are in *Melbourne* / *Italy* for ten days.
- Frank is there on *business* / *holiday*.

b Compare your answers with a partner.

3 Read the text and answer the questions.

These are my friends, Arturo and Romina. He's from Mexico and she's from Argentina. They're in Thailand for a week. He's there on business and she's there on holiday. He's a doctor at a hospital in Cancún and she's a teacher at a language school. The school is in Buenos Aires and it's very good!



- Who's in Thailand?
- Who's from Argentina?
- Who's there on business?
- Who's a language school teacher?
- What's in Buenos Aires?

### VOX POPS VIDEO 1 & 2

## 2.3 Where are they?

GOALS  Use subject pronouns  Use prepositions of place

### Grammar & Speaking subject pronouns

1



2



3



**1a** Work with a partner. Look at the photos and the maps. Where are the people? Write *Marie*, *John* or *Sven and Max*.

1 Abbey Road \_\_\_\_\_  
2 Champs-Elysées \_\_\_\_\_  
3 Robson Street \_\_\_\_\_

**b** Work with a partner. Answer the questions.

1 Where's Robson Street? It's in ...  
a Perth, Australia.  
b Edinburgh, UK.  
c Vancouver, Canada.  
2 Where's the Champs-Elysées? It's in ...  
a Paris, France.  
b Oslo, Norway.  
c Madrid, Spain.

**c** 2.16 Listen and check your answers.

**2** Work with a partner. Ask and answer questions about places on your maps. Student A, turn to page 107. Student B, turn to page 112.

**3a** Match names 1–4 to sentences a–d.

1 Marie	a He's on Robson Street.
2 John	b They're on Abbey Road.
3 Sven and Max	c It's in London, UK.
4 Abbey Road	d She's on the Champs-Elysées.

**b** 2.17 Listen and check your answers.

**4a** Read the Grammar focus box. Match the beginnings in **bold** to endings 1–7.

#### GRAMMAR FOCUS subject pronouns

I	1 _____'s Tibor's sister.
You	2 _____'s a phone, not a tablet.
He	3 _____'re from the UK. Eva's a chef and Pete's an engineer.
She	4 _____'m a waiter at Pablo's restaurant.
It	5 _____ aren't students. We're doctors.
We	6 _____'re Rachel's teacher, right?
They	7 _____'s a nurse at Westmore Hospital.

→ Grammar Reference page 119

**b** Complete the sentences with subject pronouns.

1 Ian is from Australia. \_\_\_\_\_'s an engineer.  
2 Derya and I are from Turkey. \_\_\_\_\_'re students.  
3 'Hi. Are \_\_\_\_\_ Thierry?'  
4 Sonya's a doctor. \_\_\_\_\_'s thirty-two.  
5 This is Big Ben. \_\_\_\_\_'s in London.  
6 Frank and Julie are in Italy. \_\_\_\_\_'re on holiday.

## 5a Read the phone conversation. Choose the correct words.

A Hi, Lewis. Helen here. How are <sup>1</sup>*you* / *we*?

B Fine, thanks.

A Are <sup>2</sup>*they* / *you* at home?

B No, <sup>3</sup>*I'm* / *It's* in London.

A Really? Where in London?

B <sup>4</sup>*I'm* / *He's* at the Victoria and Albert Museum.

A Where's that?

B <sup>5</sup>*He's* / *It's* on Cromwell Road, near the Science Museum.

A Wow! Is Max with you?

B Yes, <sup>6</sup>*he* / *it* is. <sup>7</sup>*We're* / *They're* here on holiday.

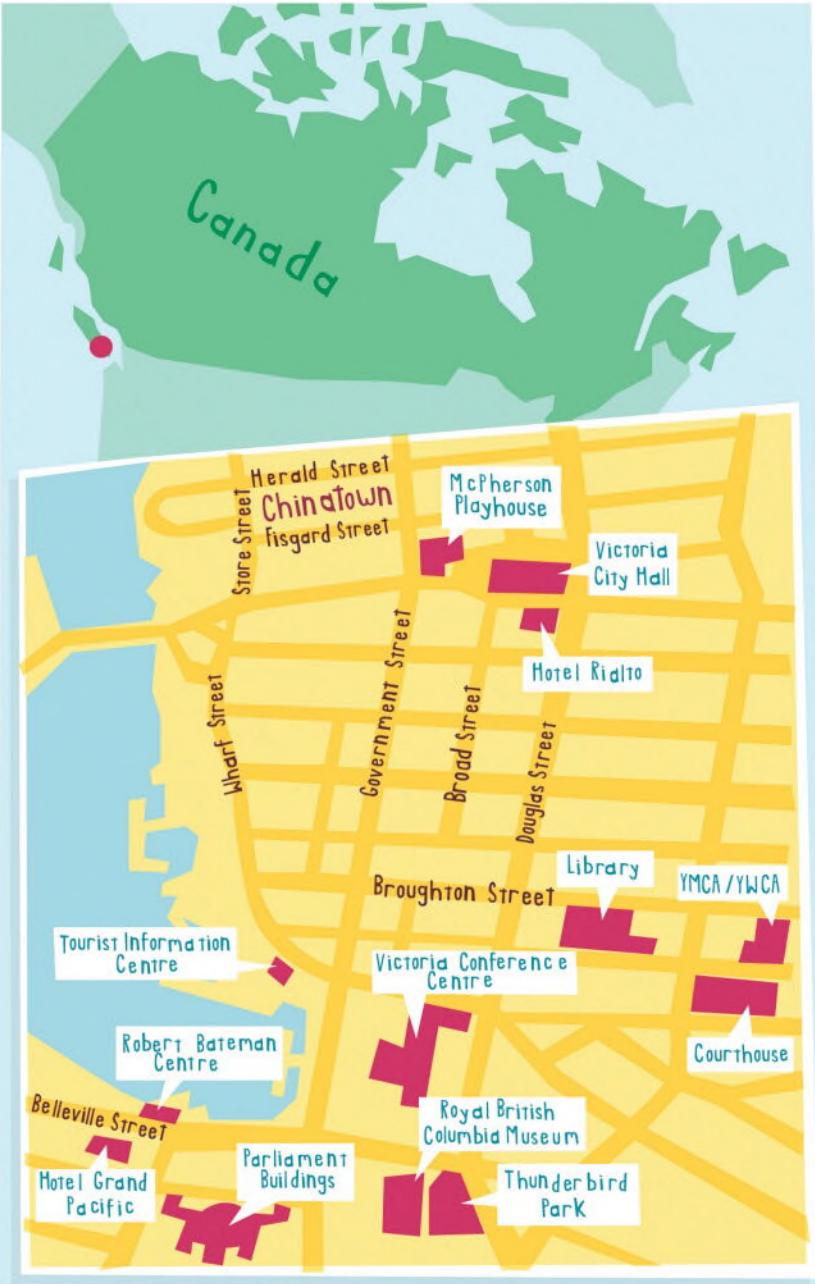
## b 2.18 Listen and check your answers.

c Work with a partner. Have a similar phone conversation. Change the highlighted words.

A Hi, Elena. Pilar here...

## Vocabulary prepositions of place

## 6 Look at the map. What city is this?

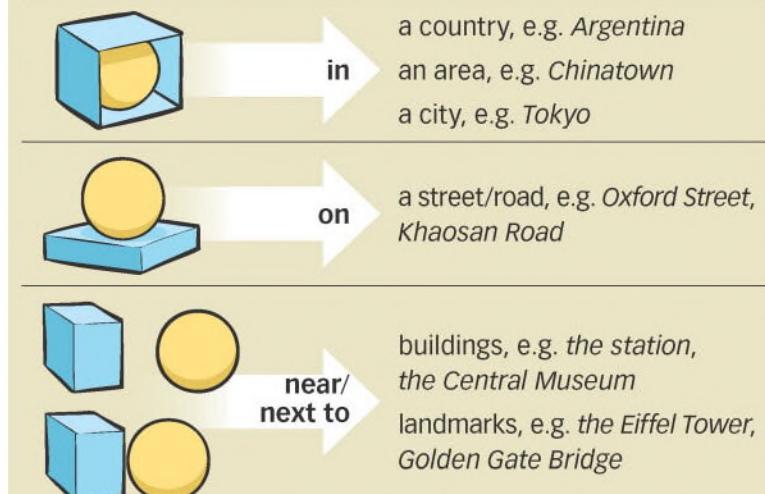


## 7a Find places 1–5 on the map and match them to locations a–e.

1 Fisgard Street	a It's near City Hall.
2 McPherson Playhouse	b They're near the Courthouse.
3 Robert Bateman Centre	c It's in Chinatown.
4 Thunderbird Park	d It's on Belleville Street.
5 YMCA and YWCA	e It's next to Royal British Columbia Museum.

## b 2.19 Listen and check your answers.

## 8a Read the Vocabulary focus box.

VOCABULARY FOCUS *in, on, near/next to*Note: *at* → *home, work, school*b Complete the sentences with *in*, *on* or *near/next to*.

- 1 The Metropolitan Opera is \_\_\_\_\_ 65th Street.
- 2 The Palace Museum is \_\_\_\_\_ Beijing.
- 3 The Tuileries Garden is \_\_\_\_\_ the Louvre Museum.
- 4 The Colosseum is \_\_\_\_\_ Italy.
- 5 The Tower of London is \_\_\_\_\_ Tower Bridge.

## 9 Work with a partner. Ask about places 1–6 on the map.

A Where's ...?	A Where are ...?
B It's ...	B They're ...

- 1 the Library
- 2 the Victoria Conference Centre
- 3 the Parliament Buildings
- 4 Hotel Rialto
- 5 Store Street
- 6 Hotel Grand Pacific

## 10a Write four places in your town.

b Work with a partner. Swap your list of places. Ask and answer questions about the places.

A Where's the Rijksmuseum?

B It's on Museumstraat.

## 2.4 Speaking and writing

GOALS  Tell the time  Write a blog

### Listening & Speaking the time

1a 2.20 Look at the clocks. Listen and write the missing words.

01.00

1 It's \_\_\_\_\_ o'clock.

02.05

2 It's two oh \_\_\_\_\_.

03.10

3 It's \_\_\_\_\_ ten.

04.15

4 It's four \_\_\_\_\_.

06.25

5 It's \_\_\_\_\_ twenty-five.

07.30

6 It's seven \_\_\_\_\_.

09.40

7 It's nine \_\_\_\_\_.

12.55

8 It's \_\_\_\_\_ fifty-five.

### What time is it?

b 2.20 Listen again and repeat.

2 Work with a partner. Ask and answer questions about the time 1-8.

A *What time is it?*  
B *It's one fifteen.*



3 2.21 Read the *Understanding ... times* box and listen to the examples.

#### UNDERSTANDING ... times

To understand times, listen for:

- a number + a number: *two + thirty*
- numbers from *oh one* (01) to *fifty-nine* (59)
- the word *o'clock*

*It's two thirty. It's 10.05. It's eight o'clock.*

4 2.22 Listen and write the times.

5a 2.23 Listen to three conversations. Circle the words you hear.

- 1 A *What time's the film?*  
B *It's seven thirty / at seven thirty.*
- 2 A *What time's the meeting?*  
B *It's at / from two o'clock to four o'clock.*
- 3 A *Excuse me. What time's the next train?*  
B *One moment. It's ten forty-two / at ten forty-two.*

b Compare your answers with a partner.

6a Read the *Language for speaking* box.

#### LANGUAGE FOR SPEAKING asking and answering about times

##### Asking about times

*Excuse me ...*

*What time is it?*

*What time's the next bus?*

*What time's the meeting?*

##### Answering about times

*It's nine fifty.*

*It's at five fifteen.*

*It's from ten o'clock to eleven thirty.*

b Work with a partner. Practise asking and saying the time. Student A, turn to page 107. Student B, turn to page 112.

## Reading & Writing a blog

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**Adriana Costa**

About Blog Photos Videos

### About

My name's Adriana. I'm eighteen and I'm from Brazil. I'm with my friend Pedro in this photo. He's a nice guy. He's from Brazil, too. I'm a student in a language school in Vancouver. Pedro isn't a student. He's a chef in a restaurant. It's an Italian restaurant and it's next to the school!

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**Gio De Luca**

About Blog Photos Videos

### About

I'm Gio from Italy. I'm twenty-seven and I'm an engineer with ENI. ENI is an electricity company in Rome. The offices are near Ciampino airport. In this photo I'm with Nevin. She's twenty-five and she's a friend. Nevin's from Ankara in Turkey and she's a nurse. We're in an English class together.

7 Read the profiles. Answer the questions about Adriana and Gio.

- 1 Where's she from? Where's he from?
- 2 How old is she? How old is he?
- 3 Is she a chef? Is he an engineer?
- 4 Who's her friend? Who's his friend?
- 5 Where's the school? Where are the ENI offices?

8a Read sentences 1 and 2. Find two differences.

- 1 My name is Adriana and I am from Brazil.
- 2 My name's Adriana and I'm from Brazil.

b Match sentences 1 and 2 in exercise 8a to their uses a–b.

- a spoken English and emails to friends
- b letters and emails at work

9a Read the Language for writing box.

### LANGUAGE FOR WRITING using contractions

To write letters and emails to friends, use contractions:

*My name's ... I'm eighteen.  
He's from Dubai. It's in the city.  
She isn't a student. They aren't in class.*

b Find the contractions in the two profiles.

*My name's Adriana.*

10a Rewrite Huba's profile using contractions.

My name is Huba. I am from Hungary. I am twenty-three and I am a teacher at FLL Centre. FLL Centre is a language school. It is in Budapest. In this photo I am with my students. They are very nice.

*My name is Huba. → My name's Huba.*

b Compare your answers with a partner.

11a **TASK** Complete the table with your own ideas.

	You	Your friend
Name		
Country		
Age		
Job		
Other info		

b Write a blog about you and your friend. Use the Language for writing box to help you.

*My name's ...*

c Swap your blog with a partner. Ask your partner 1–2 questions about their blog.

## 2.5 Video

### Witney Antiques

1a Work with a partner. Look at the photos. Match numbers 1–4 to items a–d.

1 three	a books
2 four	b clocks
3 six	c tables
4 ten	d chairs

b Find one thing in the photos that is ...

- 1 old
- 2 beautiful
- 3 expensive

2  Watch the video about an antiques dealer, Jonathan Witney. Tick (✓) Jonathan's favourite things.

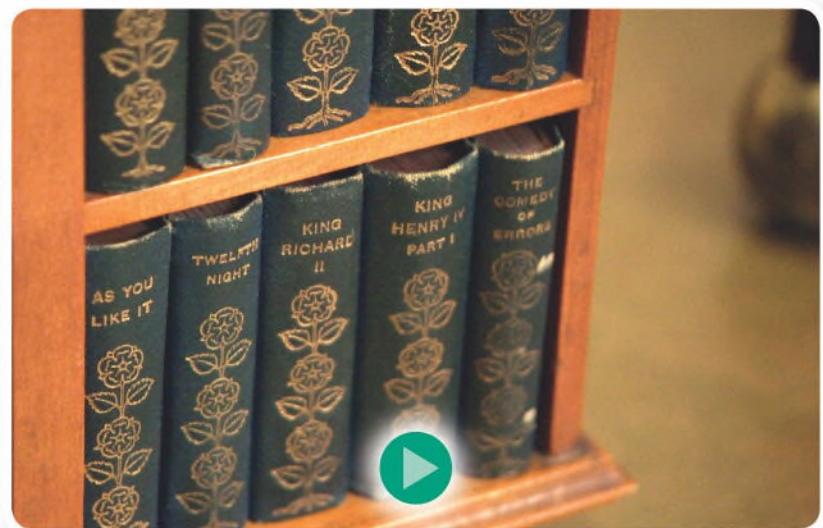
- a table from France
- chairs
- books in a bookcase
- a big clock
- his grandmother's clock

3  Watch the video again. Are the sentences true (T) or false (F)?

- 1 The shop is forty-five years old.
- 2 The table is from France and is 155 years old.
- 3 The chair is from Scotland and is 300 years old.
- 4 The books are by Shakespeare.
- 5 The big clock is from Austria.
- 6 His grandmother's clock is expensive.
- 7 The time on the clock is eleven o'clock.
- 8 The books and the clock are for sale.

4a **TASK** Work with a partner. There is an antiques auction at the city hall and you want to sell your favourite old object. Make notes in the table.

	Object
What is it?	
How old is it?	
Where is it from?	
Is it nice/expensive/beautiful?	
Why is it special?	



b Work in groups. Present your object in the auction and listen to other students do the same. You have £500. Bid for the objects you want.

# Review

**1a** Read the conversations. Underline the correct words.

1 A What's <sup>1</sup>this / <sup>1</sup>these in English?  
 B It's <sup>2</sup>a / <sup>2</sup>an notepad.  
 A And what are <sup>3</sup>that / <sup>3</sup>those?  
 B <sup>4</sup>It's / <sup>4</sup>They're pens.

2 A What's in the bag?  
 B A <sup>5</sup>laptop / <sup>5</sup>laptops, two <sup>6</sup>book / <sup>6</sup>books, a wallet and <sup>7</sup>a / <sup>7</sup>an umbrella.

**b** Work with a partner. Practise the conversations with your own objects.

**2a** Work with a partner. Say the names of the films.

- *The Fantastic 4*
- *12 Years a Slave*
- *84 Charing Cross Road*
- *100 Degrees Below Zero*
- *9 to 5*
- *17 Again*

**b** 2.24  Listen and check your answers.

**3a** Complete the conversation with the words in the box.

a an he is He's Is isn't  
 This What's

A <sup>1</sup> \_\_\_\_\_ is my friend, Ryan.  
 B <sup>2</sup> \_\_\_\_\_ his job?  
 A He's <sup>3</sup> \_\_\_\_\_ engineer.  
 B <sup>4</sup> \_\_\_\_\_ he <sup>5</sup> \_\_\_\_\_ computer engineer?  
 A Yes, <sup>6</sup> \_\_\_\_\_.  
 B Is he from the USA?  
 A No, he <sup>7</sup> \_\_\_\_\_.  
<sup>8</sup> \_\_\_\_\_ from Australia.



**b** Compare your answers with a partner.

**4a** 2.25  Listen to a conversation. Complete the information.

Name: Sarah

Country: UK

Job: Waitress

Where?: London

**b** Think of a friend. Complete the table.

	Your friend
Name	
Country	
Job	

**c** Work with a partner. Talk about your friend in exercise 4b. Use the conversation in exercise 3a to help you.

**5a** Read the text. Replace the underlined words with pronouns.

Paolo and I are on holiday in New York. Paolo and I are with our friends, Hannah and David. Hannah and David are students at Columbia University in New York. Hannah is from California. Hannah is 20 years old. David is from South Africa. David is 21. Paolo, Hannah, David and I love New York. New York is a great city!

**b** Compare your answers with a partner.

**6a** Complete the description with *in*, *on*, *near* or *next to*.



The Sherlock Holmes Museum is <sup>1</sup> \_\_\_\_\_ Baker Street. It is <sup>2</sup> \_\_\_\_\_ Marylebone and Baker Street stations. Madame Tussauds is <sup>3</sup> \_\_\_\_\_ Marylebone Road. It is <sup>4</sup> \_\_\_\_\_ Baker Street station.

London Zoo is <sup>5</sup> \_\_\_\_\_ The Regent's Park. The entrance is <sup>6</sup> \_\_\_\_\_ Prince Albert Road.

**b** 2.26  Listen and check your answers.

**7a** Put the words in the correct order to make questions.

- 1 me. / Excuse / What / is / time / it ?
- 2 the / time's / What / meeting ?
- 3 the / Is / eight / at / o'clock / film ?
- 4 What / bus / next / time's / the ?

**b** Match answers a-d to questions 1-4 in exercise 7a.

- a It's from two o'clock to three o'clock.
- b It's at eleven twenty.
- c It's six forty-five.
- d No, it's at eight thirty.

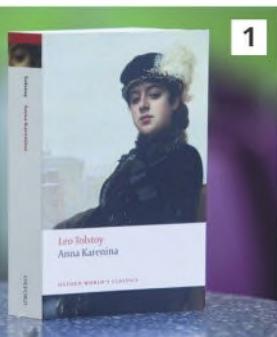
**c** Work with a partner. Practise the conversations.

## 3.1 My neighbours

GOALS ■ Use adjective + noun phrases (1) ■ Talk about possessions with *have got*

## Vocabulary &amp; Speaking adjective + noun phrases (1)

1a Match the phrases in the box to photos 1–6.

a clever woman a funny film a friendly dog a great book  
a hard job a lovely city

1

2

3

4

5

6



b 3.1 Listen, check and repeat.

! a clever woman an old woman

c Work with a partner. Student A, say the number of a photo. Student B, say the phrase.

A Photo 5

B a clever woman

2 Work with a partner. Make sentences using a noun from the box and an adjective.

book country film job man restaurant song

Spain is a lovely country.

Will Ferrell is a funny man.

## Reading &amp; Vocabulary irregular plurals

3 Read the texts. Who has got friendly neighbours?

## Catherine

We've got a flat near Notre-Dame de Paris. It's a nice place. My job is in La Défense, the business centre of Paris. It's a hard job. I'm at work from 8 a.m. to 7 p.m. So for me, the flat is like a hotel. We've got five neighbours – three men and two women – but they aren't our friends.



## Sanjay

My flat is in Bengaluru in a building of about twenty flats, and the people are very friendly. Two neighbours are good friends, Amit and Syreeta. They're lovely people. Amit's got a job in a hospital. He's a musician, too. Syreeta is an engineer. She's a clever woman. She's funny, too. They're from Delhi and they've got two great children.



4a Read the texts again and complete the table.

## Irregular plural nouns

Singular	Plural
a man	1
a woman	2
a person	3
a child	4

b 3.2 Listen, check and repeat.

5 Turn to page 108. Look at the illustration and write what you remember.

## Grammar & Speaking *have got, has got*

6a Read the texts in exercise 3 again and complete the sentences.

- 1 We've got five \_\_\_\_\_, but they aren't our friends.
- 2 I've got two good \_\_\_\_\_ in the building.
- 3 Amit's got a job in a \_\_\_\_\_.
- 4 Amit and Syreeta are lovely people and they've got \_\_\_\_\_ great children.

b Compare your answers with a partner.

7 Complete the Grammar focus box. Use exercise 6a to help you.

### GRAMMAR FOCUS *have got, has got*

#### Positive (+)

I/You/We/They	1 _____ ( <b>have got</b> )	a lovely house.
He/She/It	2 _____ ( <b>has got</b> )	a nice garden.

→ Grammar Reference page 120

! I have got = I've got    He has got = He's got

8a Complete the text with the correct form of *have got*.

My name's Lena. I'm a nurse and I live with my partner. We <sup>1</sup> \_\_\_\_\_ two cats and a dog. This is my village. It <sup>2</sup> \_\_\_\_\_ fourteen houses. I <sup>3</sup> \_\_\_\_\_ great neighbours. Emilie and Bruno are artists; they <sup>4</sup> \_\_\_\_\_ lovely paintings in their house. My other neighbour, Cedric, is a teacher. He <sup>5</sup> \_\_\_\_\_ a hard job, but he's happy. He's a good friend.



b Compare your answers with a partner.

9a 3.3 Listen to two people talking about their neighbours. Complete the texts.

- 1 Antony's my neighbour. He's got a <sup>1</sup> \_\_\_\_\_ in my building. He's a <sup>2</sup> \_\_\_\_\_ in an Italian <sup>3</sup> \_\_\_\_\_. He's a <sup>4</sup> \_\_\_\_\_ man and he's got a nice <sup>5</sup> \_\_\_\_\_. His name's Mr Muffin.
- 2 Mr and Mrs Thompson are my <sup>6</sup> \_\_\_\_\_. They're from New Zealand and they're lovely <sup>7</sup> \_\_\_\_\_. Mr Thompson is a <sup>8</sup> \_\_\_\_\_ in a big <sup>9</sup> \_\_\_\_\_ and Mrs Thompson is a <sup>10</sup> \_\_\_\_\_. They've got four <sup>11</sup> \_\_\_\_\_ and two <sup>12</sup> \_\_\_\_\_.

b Compare your answers with a partner.

10a Make notes about two neighbours or families near you.

Name		
House/flat		
Job		
Children		
Pets		
Adjective		

b Work in small groups. Tell each other about the people you know. Use the texts in exercise 9a to help you.

*Dietmar's ...*

### READING SKILLS identifying key words

Nouns and adjectives are key words – they carry the important information in a text. Recognizing the key words helps you understand the text.

- Nouns are **things** (*dog, information*), **people** (*Mario, student*), and **places** (*school, Italy, London*).
- Adjectives give information about nouns (*She's a **clever** woman.*).

1a Read the text. Underline the nouns.

Agnieska and I have got a lovely flat in Poznań in Poland. It's a great city. It's got big universities and lovely buildings, too. I'm a teacher in a university and Agnieska is a doctor. She's got a hard job. She's at the hospital from 8 a.m. to 7 p.m. every day.

b Compare your answers with a partner. Which nouns have CAPITAL letters?

2 Read the text in exercise 1a again and circle the adjectives. Which nouns do they refer to?

lovely-flat

3a Complete the text with the words from the boxes.

<b>Nouns</b>	children	hotel	manager	pets
	room	work		

<b>Adjectives</b>	happy	hard	interesting
-------------------	-------	------	-------------

Sophia has got an <sup>1</sup> \_\_\_\_\_ house. It's a <sup>2</sup> \_\_\_\_\_. She's the <sup>3</sup> \_\_\_\_\_ and she's got a quiet <sup>4</sup> \_\_\_\_\_. There. She's at <sup>5</sup> \_\_\_\_\_ from 6.30 a.m. to 5.30 p.m. every day. It's a <sup>6</sup> \_\_\_\_\_ job, but she's <sup>7</sup> \_\_\_\_\_. She hasn't got <sup>8</sup> \_\_\_\_\_, but she's got two <sup>9</sup> \_\_\_\_\_ - goldfish!

b Compare your answers with a partner.

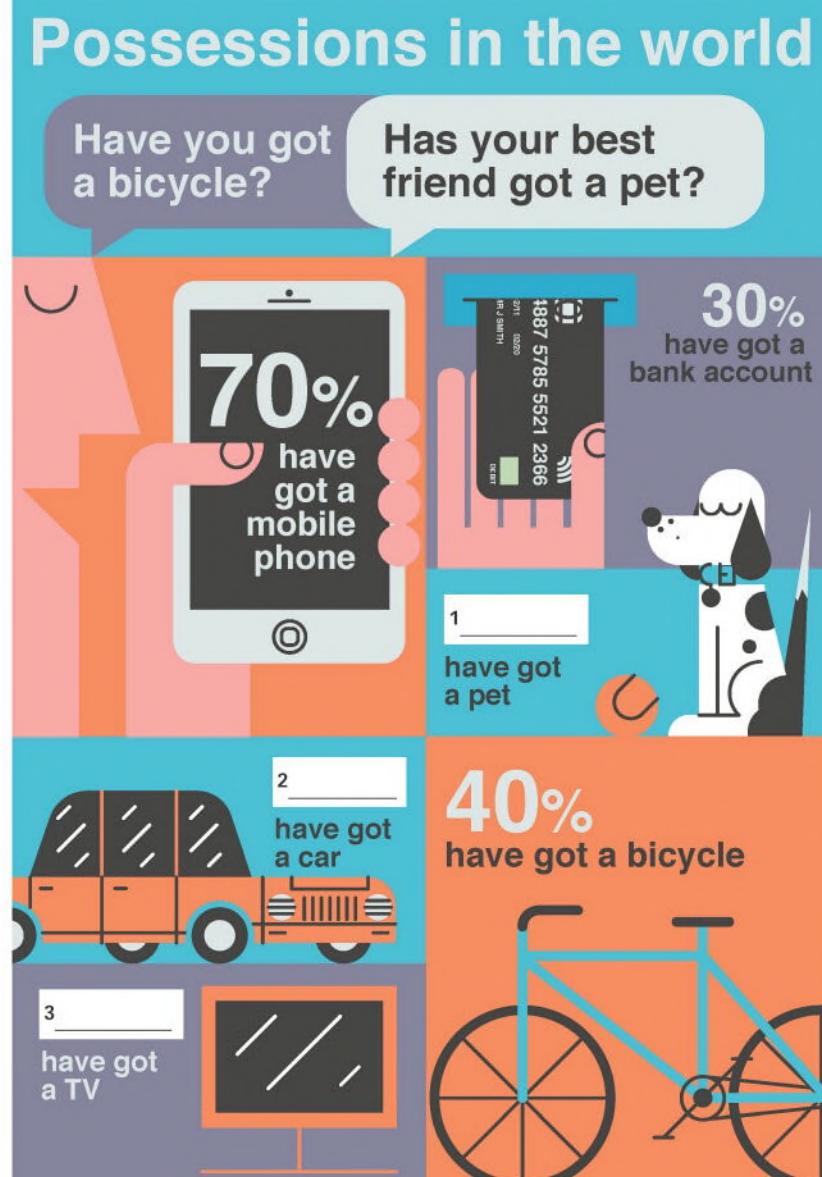
## 3.2 Possessions

GOALS ■ Ask and answer about possessions using *have got* ■ Use opposite adjectives

### Grammar & Speaking *have got* negatives and questions

1a Work with a partner. Look at 'Possessions in the world'. Guess the missing numbers.

2% 9% 20%



b 3.4 Listen and check your answers.

2a Look at 'Possessions in the world' again and complete the sentences.

- 30% of people in the world have got a \_\_\_\_\_.
- 1 in 5 people in the world has got a \_\_\_\_\_.
- 60% of people in the world haven't got a \_\_\_\_\_.
- 91% of people in the world haven't got a \_\_\_\_\_.

b 3.5 Listen and check your answers.

3a 3.6 Listen to two people talking about possessions. Complete the questions and answers.

- A Have you got a <sup>1</sup> \_\_\_\_\_?  
B <sup>2</sup> \_\_\_\_\_, I have.
- A Have you got a <sup>3</sup> \_\_\_\_\_?  
B <sup>4</sup> \_\_\_\_\_, I haven't.
- A Has your best friend got a <sup>5</sup> \_\_\_\_\_?  
B <sup>6</sup> \_\_\_\_\_, he hasn't.

b Compare your answers with a partner.

4 Complete the Grammar focus box. Use exercises 2 and 3 to help you.

### GRAMMAR FOCUS *have got* negatives and questions

#### Negative (-)

I/You/We/They	<sup>1</sup> _____ got (have not got)	a television. a mobile phone.
He/She/It	<b>hasn't got</b> (has not got)	a bank account. a bicycle.

#### Questions (?)

<sup>2</sup> _____	I/you/we/they	<b>got</b>	a car?
<sup>3</sup> _____	he/she/it	<b>got</b>	a pet?

#### Short answers

(+/-) Yes, he/she/it	I/you/we/they	<sup>4</sup> _____.
	he/she/it	<b>has.</b>
(-) No, he/she/it	I/you/we/they	<b>haven't.</b>
	he/she/it	<sup>5</sup> _____.

→ Grammar Reference page 120

! We have not got = We **haven't** got  
He has not got = He **hasn't** got

5a Complete the conversations with the words in the box.

got has Has hasn't Have haven't 's 've

- A <sup>1</sup> \_\_\_\_\_ you got a pet?  
B No, I <sup>2</sup> \_\_\_\_\_. And you?  
A Yes, I have. I <sup>3</sup> \_\_\_\_\_ got a dog.
- A Has your best friend <sup>4</sup> \_\_\_\_\_ a mobile phone?  
B Yes, he <sup>5</sup> \_\_\_\_\_.
- A <sup>6</sup> \_\_\_\_\_ she got a car?  
B No, she <sup>7</sup> \_\_\_\_\_. She <sup>8</sup> \_\_\_\_\_ got a bicycle.

b 3.7 Listen and check your answers.

## PRONUNCIATION stress in yes/no questions and answers

6a 3.8 Listen to the conversation. Notice the stress when you ask and answer.

A *Have you got a car?*  
 B *No, I haven't. And you?*  
 A *Yes, I have. I've got a Mercedes.*

b 3.8 Listen again and repeat.

7 Work with a partner. Ask and answer questions about six possessions.

A *Have you got a car?*  
 B *Yes, I've got a Fiat. And you?*  
 A *Has your neighbour got a bicycle?*  
 B *No, he hasn't.*

## Vocabulary opposite adjectives

8a 3.9 Read and listen to the adjectives in the Vocabulary focus box.



b Work with a partner. Talk about the illustrations in the Vocabulary focus box.

*It's an old phone. It's a new phone.*

9a Work with a partner. Use *a/an + adjective* to complete the sentences.

1 Switzerland is a lovely country.  
 2 Tim Berners-Lee is a great man.  
 3 *Romeo and Juliet* is a lovely story.  
 4 New York is a big city.  
 5 My best friend is a kind person.

b Compare your answers with another pair.

10a Make three true and two false sentences using adjectives.

1 *The USA is a poor country.*

b Work with a partner. Read your sentences to each other and say *true* and *false*.

A *The USA is a poor country.*  
 B *False. The USA is a rich country.*

## Listening & Speaking talking about possessions

11a 3.10 Listen to three conversations. Write the possession, e.g. *car*, and the adjective, e.g. *good*, in each conversation.

Possession	Adjective
1	
2	
3	

b Compare your answers with a partner.

12a Complete conversation 3 from the listening in exercise 11a.

A 1            you got a 2            ?  
 B No, I haven't. And you?  
 A I've got a 3           .  
 B Is it 4           ?  
 A No, it's only 5           .

b 3.11 Listen and check your answers.

13a Work with a partner. Ask and answer questions about the items in the box.

Possessions	bicycle	car	English book	flat	pet
	phone	TV			
Adjectives	bad	big	cheap	clever	cold

b Work with a partner. Talk about three other things you have.

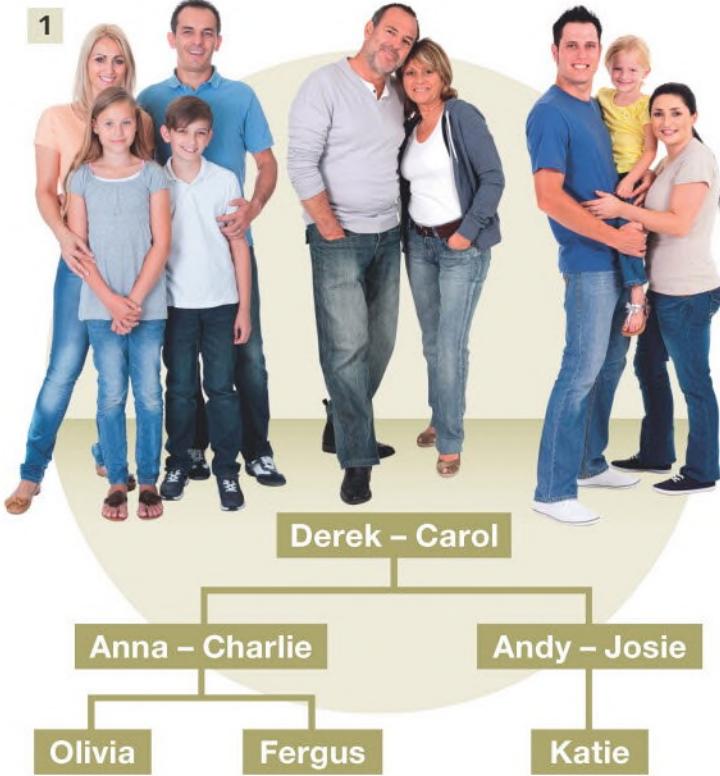
A *I've got an old laptop. Have you got a laptop?*  
 B *No, ...*

# 3.3 Family

GOALS ■ Use possessive determiners and possessive 's ■ Talk about family

## Vocabulary & Speaking family

1a Look at photo 1 and the family tree. Complete sentences 1–5.



- 1 \_\_\_\_\_ is Anna's **father** and Carol is her **mother**.
- 2 \_\_\_\_\_ and Anna are **husband** and **wife**.
- 3 \_\_\_\_\_ and Anna are **brother** and **sister**.
- 4 \_\_\_\_\_ is Charlie and Anna's **daughter** and Fergus is their **son**.
- 5 \_\_\_\_\_ and \_\_\_\_\_ are Fergus, Olivia and Katie's **grandparents**.

b 3.12 Listen and check your answers.

2a Complete the table.

	Male	Female	
1	grandfather	grandmother	
2		mother	parents
3	son		children
4	brother		
5		wife	

b 3.13 Listen, check and repeat.

3 Work with a partner. Look at photo 2. Identify pairs of family members.

*They're brother and sister.*

## Listening & Grammar possession



4a 3.14 Listen to a conversation about photo 2. Who is not in the photo?

b 3.14 Listen again and **circle** the words you hear.

- 1 The woman next to the man is his *wife / sister*.
- 2 The girl is their *mother / daughter*.
- 3 The boy is her *son / brother*.
- 4 We've got one boy and one girl in our *family / children* too.

5a Complete the Grammar focus box. Use exercise 4b to help you.

### GRAMMAR FOCUS (1) Possessive determiners

Pronoun	I	you	he	she	it	we	they
Possessive determiner	my	your	1 _____	2 _____	its	3 _____	4 _____

→ Grammar Reference page 121

b 3.15 Listen, check and repeat.

6a Complete the sentences using possessive determiners.

- 1 This is my brother. \_\_\_\_\_ name's Tom.
- 2 Juan and Lolita are married. \_\_\_\_\_ son Rafael is seven years old.
- 3 I'm Ioana. \_\_\_\_\_ last name's Minculescu.
- 4 Aziza and I are from Kenya, but \_\_\_\_\_ best friends are from Canada.
- 5 Francesca is a nurse and \_\_\_\_\_ husband Marco is an engineer.

b Compare your answers with a partner.

7 Look at the sentences in exercise 1 again and complete the Grammar focus (2) box with 's or nothing (-).

### GRAMMAR FOCUS (2) Possessive 's

We use 's to talk about family and possessions.

- 1 After one name (Katie):  
*Carol is Katie 1\_\_ grandmother.*
- 2 After two or more names (Andy and Josie):  
*Katie is Andy 2\_\_ and Josie 3\_\_ daughter.*

→ Grammar Reference page 121

## 8a Write 's in the correct place in sentences 1-4.

- 1 Aideen is my brother wife.
- 2 Marichka and Mikolaj daughter is ten.
- 3 My husband name is Shuang.
- 4 This is Xavier and Carmen son, Cristóbal.

## b 3.16 Listen and check your answers.

## 9a Complete the text with 's or possessive determiners.



We live in Taiwan. These are <sup>1</sup> \_\_\_\_\_ neighbours, Amy and Jerry, and <sup>2</sup> \_\_\_\_\_ family. Amy and <sup>3</sup> \_\_\_\_\_ husband have got two children. <sup>4</sup> \_\_\_\_\_ names are Grace and Oliver. Oliver is eight years old and <sup>5</sup> \_\_\_\_\_ sister, Grace, is six. Amy <sup>6</sup> \_\_\_\_\_ parents are in Taiwan, too. Amy <sup>7</sup> \_\_\_\_\_ father is called Lee and <sup>8</sup> \_\_\_\_\_ wife <sup>9</sup> \_\_\_\_\_ name is Yu. Jerry <sup>10</sup> \_\_\_\_\_ parents, Naomi and Adam, live in the UK.

## b Compare your answers with a partner.

**Listening & Speaking** talk about family

## 10a 3.17 Listen to Elsa talking about her family. Correct the statements.

- 1 Elsa has got one brother and one sister.
- 2 Inga is twenty-seven years old.
- 3 Elsa's sisters are teachers.
- 4 Inga is married.
- 5 Agneta's husband is a doctor.

## b Work with a partner. Complete the questions from the listening in exercise 10a.

- 1 \_\_\_\_\_ you \_\_\_\_\_ any brothers and sisters?
- 2 What \_\_\_\_\_ names?
- 3 What \_\_\_\_\_ jobs?
- 4 \_\_\_\_\_ married?

## c 3.17 Listen again and check your answers.

## 11a Make notes in the table about a family you know.

Name	Family member	Age	Job
Peter	brother		

## b Work with a partner. Take turns to talk about a family you know using your notes in the table.

A *My brother, Peter, is twenty-six. He's an engineer ...*  
 B *Is he married?*

**LISTENING SKILLS** understanding final 's

The final 's can mean: *is*, *has* or possession. Listening for what comes after 's helps you understand the sentence.

Structure	Meaning	Example
1 's + a(n) + noun	<b>is</b>	<i>Ida's a chef. = Ida <b>is</b> a chef.</i>
2 's + adjective	<b>is</b>	<i>Ali's funny. = Ali <b>is</b> funny.</i>
3 's + got	<b>has</b>	<i>Kayo's got two sons. = Kayo <b>has</b> got two sons.</i>
4 's + noun	<b>possession</b>	<i>Filipa's house is in Warsaw. (= her house)</i>

## 1a 3.18 Listen and complete the sentences.

- 1 My mother \_\_\_\_\_ is very old.
- 2 Frank \_\_\_\_\_.
- 3 My grandfather \_\_\_\_\_.
- 4 Sarah \_\_\_\_\_ friendly dog.

b What is the meaning of 's in the sentences in exercise 1a? Write *is*, *has* or possession.

1 *possession*

## 2 3.19 Listen to Bruno talking about Carlo. Answer the questions.

- 1 Who is Carlo? 3 Has he got children?
- 2 What is his job?

## 3a 3.20 Listen to Mia talking about four people and complete the information.

	<b>is</b> ...	<b>has got</b> ...
Nicole	<i>Mia's neighbour</i>	<i>two children</i>
Ivy		
Robert		
Tony		

## b Work with a partner. Tell each other the answers using 's.

*Nicole is Mia's neighbour.*

# 3.4 Speaking and writing

GOALS ■ Use everyday expressions ■ Write a social media message

## Listening & Speaking everyday expressions



**1a** 3.21 Listen to illustrations 1–8. Listen and complete the conversations with responses a–h.

- a Oh, thanks.
- b That's OK. Don't worry.
- c Sorry, I don't know.
- d Yes, of course.
- e You're welcome.
- f Yes, please.
- g Bless you!
- h Oh, I'm so sorry.

**b** 3.21 Listen again and repeat each conversation.

**c** Work with a partner. Practise the conversations.

**2** 3.22 Read the *Understanding ...* box and listen to the examples.

### UNDERSTANDING ... polite intonation

Listen for the intonation in everyday expressions to understand if the person is polite or not. In polite expressions the speaker's voice goes up ↗ and down ↘ a lot:

**A** Excuse me. Can I sit here?

**B** Yes, of course.

**3a** 3.23 Listen to four everyday expressions and tick (✓) the correct box.

	1	2	3	4
Polite	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not polite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**b** 3.23 Listen again and for each expression choose the correct response from exercise 1a.

**4** Talk to other students in the class. Practise the everyday expressions. Use the Language for speaking box to help you.

### LANGUAGE FOR SPEAKING everyday expressions

Atishoo!	Bless you!
Excuse me. That's my seat.	I'm so sorry.
Tea?	Yes, please.
Excuse me. Where is the toilet?	Sorry, I don't know.
Can I sit here?	Yes, of course.
Thank you.	You're welcome.
After you.	Thanks.
Sorry I'm late.	That's OK. Don't worry.

## Reading & Writing a social media message

5a Read the message from Eva to her friend Nula. Answer the questions.

- 1 Where is Eva?
- 2 Who is she with?
- 3 Why is she there?
- 4 Where is their hotel?

Find Friends | Home | Settings

**Eva Boyle**

1 Hi, Nula – I hope you're well. How are things in Bahrain? 2 I'm in London for three days. I'm here with Sunil. He's here for a conference, **but** I'm on holiday. 3 London is a great city, **but** it's very expensive. Sunil's sister is in London **and** she's got a flat here. Her flat is nice, **but** it's small. It's got only one bedroom. We're in a hotel in Kensington **and** our room is really big. The hotel has got a great restaurant **and** it's near the city centre.

4 Message me soon. Bye. x

✓ Seen 08.35

b Match items a-d to numbers 1-4 in Eva's message.

- a Describe the place
- b End the message
- c Say where you are and why
- d Start the message

6 Work with a partner. Complete the message. Use the text in exercise 5a to help you.

**Chat**

1 \_\_\_\_\_, Leila 2.35 p.m.

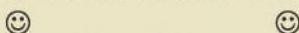
2 \_\_\_\_\_ . I'm in Hawaii on holiday! It's beautiful here. We're in a hotel near the sea.

3 \_\_\_\_\_ . x

7a Read the Language for writing box.

### LANGUAGE FOR WRITING *and* and *but*

To join two similar ideas, use *and*.



*The hotel is nice **and** it's near the city centre.*

To join two contrasting ideas, use *but*.



*The hotel is nice, **but** it's not near the city centre.*

b Look at the sentences with *but* in the message to Nula. What are the contrasting ideas?

*great city/expensive city*

c Underline the sentences with *and* in Eva's message. What are the similar ideas?

*Sunil's sister is in London./Sunil's sister has got a flat in London.*

8a Work with a partner. Complete the sentences. Use *and* or *but*.

- 1 It's a good restaurant, \_\_\_\_\_ it's not cheap.
- 2 Their family is poor, \_\_\_\_\_ they are happy.
- 3 She's got one brother \_\_\_\_\_ one sister.
- 4 I've got paper, \_\_\_\_\_ I haven't got a pen.
- 5 Her father is an engineer \_\_\_\_\_ he has got a job on a big project in Vietnam.

b Make sentences using *and* and *but*.

- 1 It's a nice hotel...
- 2 It's a nice hotel **and** it's cheap.
- 3 It's a nice hotel, **but** it's not near the centre.
- 4 It's a beautiful city...
- 5 They've got two daughters...
- 6 I've got a good job...

9a **TASK** Work with a partner. Imagine you are in another country. Answer the questions:

- Where are you?
- Is it a nice place?
- Why are you there?
- Who are you with?
- Are you in a hotel?
- Where are you now?

b Write a social media message to a friend at home. Use sentences with *and* and *but*.

c Swap your message with another pair. What is similar? What is different?

*We're in Turkey, but they're in Japan.*

*We're on business and they're on business, too.*

## 3.5 Video

### A gadget-free life

1 Work with a partner. Look at the photos of Christopher and answer the questions below.

- 1 Where is Christopher from?
- 2 How old is he?
- 3 What is his job?
- 4 Has he got a job in a company office?
- 5 Is he happy in his life?

2  Watch the video. Check your answers to questions 1–5 in exercise 1.

3a  Watch the video again. **Circle** the correct options.

- 1 Two billion people in the world have got *a mobile phone / a smartphone*.
- 2 25% / 50% of people have got a laptop.
- 3 16% / 6% of people have got a tablet.
- 4 Christopher Jenkinson *has got / hasn't got* a computer.
- 5 He *has got / hasn't got* a TV, but he *has got / hasn't got* a phone.
- 6 He has got *a house / a flat* near the centre of Oxford.
- 7 Christopher *is / isn't* at his desk a lot.
- 8 His favourite books are *comic books / old books*.
- 9 He *has got / hasn't got* a car.
- 10 His friends *have got / haven't got* smartphones.

b Work with a partner. Write the things Christopher has got in his office at home.

*a desk, ...*

4a **TASK** Work with a partner. Prepare questions to ask Christopher about his life. Use the prompts to help you.

- ... from?
- ... job?
- ... office?
- ... big?
- ... objects / in your office?
- ... a computer?
- ... a car?
- ... happy in your life?

b Work with another partner. Role-play an interview with Christopher.



# Review

**1a** Put the words in the correct order to complete the sentences.

- 1 a / Stefan Hell's / man / clever .
- 2 film / a / *Birdman's* / funny .
- 3 Vienna's / city / a / nice .
- 4 neighbours / lovely / My / are / people .
- 5 a / country / Morocco's / friendly .
- 6 teaching / job / hard / Is / a ?

**b** 3.24 Listen and check your answers.

**c** Work with a partner. Make three similar sentences with different people and things.

**2a** Replace the highlighted adjectives with their opposite adjectives.

- 1 I've got an old bicycle. *I've got a new bicycle.*
- 2 They've got a big house.
- 3 It's an expensive laptop.
- 4 He isn't a rich man.
- 5 This coffee is hot.
- 6 It's a good restaurant.
- 7 It's a happy film.
- 8 His father is very young.

**b** Compare your answers with a partner.

**3a** Write one word in each gap. Use contractions where possible.

- 1 A <sup>1</sup> \_\_\_\_\_ you and Fred got pets?  
B No, we <sup>2</sup> \_\_\_\_\_. But my mother <sup>3</sup> \_\_\_\_\_ got nine cats.  
A Nine?! Has she <sup>4</sup> \_\_\_\_\_ a big house?  
B No, she <sup>5</sup> \_\_\_\_\_. It's a small house, but it <sup>6</sup> \_\_\_\_\_ got a garden.
- 2 A <sup>7</sup> \_\_\_\_\_ your parents got a car?  
B No, they <sup>8</sup> \_\_\_\_\_. We haven't got cars in our family. I <sup>9</sup> \_\_\_\_\_ got a car, my brother <sup>10</sup> \_\_\_\_\_ got a car and my parents <sup>11</sup> \_\_\_\_\_ got a car.  
A What transport have you got?  
B <sup>12</sup> \_\_\_\_\_ got bicycles.

**b** 3.25 Listen and check your answers.

**c** Have similar conversations. Ask your partner about these things:

- 1 neighbours – pets?
- 2 family – car?
- 3 you – new phone?

**4a** 3.26 Listen to Caleb's description of his neighbours.

Complete the table.

	Number 34	Number 38
People in the house		
People's jobs		
Pets		

**b** Work with a partner. Talk about Caleb's neighbours.

**c** Write 's in the correct place in sentences 1–4.

- 1 Linda is Charlie wife.
- 2 Charlie and Linda children are young.
- 3 The children pet is a dog called Benji.
- 4 Caleb neighbours are friendly.

**5a** Match answers a–f to expressions 1–6.

1 Atishoo!	a Yes, please.
2 Coffee?	b Sorry, I don't know.
3 Where is Mr Kirk's office?	c You're welcome.
4 Can I sit here?	d Bless you!
5 Thank you.	e That's OK. Don't worry.
6 Sorry I'm late.	f Yes, of course.

**b** Work with a partner. Take turns to say the expressions and check your answers.

**6a** Correct the seven mistakes in the email.

Hi, Paul.

I hope you're <sup>1</sup> good. How are things in Manila? I'm <sup>2</sup> at Italy for a week. I'm here for <sup>3</sup> an conference. Italy is very nice and the food <sup>4</sup> are great, but it's expensive here. Jack is at the conference, too. We <sup>5</sup> is in the same hotel. <sup>6</sup> He've got a room next to my room. It's a nice hotel, <sup>7</sup> but it's near the centre.

See you soon,  
Carrie

**b** Compare your answers with a partner.

## 4.1 About me

GOALS ■ Use present simple positive with common verbs ■ Talk about your life

## Reading &amp; Grammar present simple positive

- 1 Look at the photos. Are they ...
  - 1 husband and wife? 2 brother and sister?
- 2 4.1) Read and listen to the text about Auma and Barack. What is similar about their lives? What is different?
  - parents
  - children
  - home
  - job
- 3a Match the highlighted verbs in the text to photos a–g.



- b Compare your answers with a partner. Say each verb.
- 4a Read the text again and complete the sentences in the Grammar focus box.

## GRAMMAR FOCUS present simple positive

To make the present simple positive, we use:

- 1 I/You/We/They + verb  
I <sup>1</sup> study at a school in the USA.  
They <sup>2</sup> \_\_\_\_\_ the same father.
- 2 He/She/It + verb + (e)s  
He <sup>3</sup> \_\_\_\_\_ basketball.  
She <sup>4</sup> \_\_\_\_\_ for a charity.

To make the he/she/it form, we ...

- 1 add -s to most verbs: *play* → *plays* *read* → *reads*
- 2 add -es to verbs ending in -ch, -sh, -ss, -o: *go* → *goes*
- 3 delete -y and add -ies to verbs ending in consonant + -y: *study* → *studies*

Note: the he/she/it form of the verb *have* is *has*.

→ Grammar Reference page 122

- b Compare your answers with a partner.



This is Auma Obama. She **lives** in Nairobi in Kenya and she has a daughter named Akinyi. She works for a charity – she **teaches** young people from poor families. This is her brother, Barack. They have the same father, but different mothers. Barack lives in the USA with his wife and two daughters. His daughters study at a school there. He **goes** abroad a lot but when he has time, he **plays** basketball, **reads** books and **watches** films – his favourites are *Casablanca* and *One Flew Over the Cuckoo's Nest*. And he **likes** *Spider-Man* comics! Auma and her brother have different lives, but their jobs are similar. They want to help people.

- 5 Complete the sentences about Auma and Barack.

- 1 Barack reads books.
- 2 Auma \_\_\_\_\_ young people.
- 3 Auma and Barack \_\_\_\_\_ different mothers.
- 4 Barack \_\_\_\_\_ *Spider-Man* comics.
- 5 Auma \_\_\_\_\_ a daughter named Akinyi.
- 6 Barack and his family \_\_\_\_\_ in the USA.

## PRONUNCIATION present simple with *he/she/it*

The present simple ending -(e)s is pronounced in three ways.

/s/	likes	works
/z/	goes	lives plays reads studies
/ɪz/	teaches	watches

**6a** 4.2 Listen and repeat the sounds and verbs.

**b** Work with a partner. Say the sentences in exercise 5.

## Vocabulary & Speaking common verbs

**7a** Complete phrases 1–9 with the verbs in the box.

go like live play read study teach watch work

- 1 \_\_\_\_\_ in Kenya/in a flat
- 2 \_\_\_\_\_ at a school/English
- 3 \_\_\_\_\_ abroad/to Italy
- 4 \_\_\_\_\_ for a charity/in an office
- 5 \_\_\_\_\_ basketball/the violin
- 6 \_\_\_\_\_ comics/cars
- 7 \_\_\_\_\_ young people/English
- 8 \_\_\_\_\_ TV/films
- 9 \_\_\_\_\_ newspapers/books

**b** 4.3 Listen and check your answers.

**c** Work with a partner. Add one more word or phrase to each verb.

live in Kenya/in a flat/*in Zurich*

**8** Write two true and two false sentences. Read your sentences to your partner and say *true* or *false*.

A *I live in a flat.*  
B *False. You live in a house.*

**9a** Work with a partner. Use the prompts to talk about your life.

- 1 I live **in**...
- 2 I work **at/in/for**...
- 3 I study **at/**...
- 4 I play (+ *noun*)...
- 5 In my free time, I watch/read (+ *noun*)...

**b** Work with a different partner. Tell them about your partner in exercise 9a.

*Chelsea lives in a flat on Tackley Road. She works in a school ...*

**10** Tell the class about you and other students. Who is similar? Who is different?

*Jakub lives in Prague, but I live in Kladno. We study at Charles University.*

## READING SKILLS understanding verb phrases

To understand verb phrases ...

- Focus on the **verbs** first (e.g. *study, like, lives, goes*).
- Look at the 'idea' that comes after the verb:
  - noun (*a teacher, a hotel*)
  - a longer idea (*in a small hotel in Kiev, at university in London*)

**1** Match verbs 1–6 to nouns and phrases a–f.

1 go <b>c</b>	a the guitar
2 watch <b>b</b>	b in a hospital
3 play <b>c</b>	c to the beach
4 live <b>d</b>	d TV
5 study <b>e</b>	e in Lisbon
6 work <b>f</b>	f art

**2** Underline the verb phrases in sentences 1–6.

- 1 In her free time, Amelia goes to the cinema.
- 2 We watch a lot of films.
- 3 Anton studies English at university.
- 4 Severine plays golf at the weekend.
- 5 Omar teaches maths in a school.
- 6 Bryan and Anna like music.

**3** Read the text and answer questions 1–5.

My name's Giorgia and this is my sister Valentina. We are twins, but we have very different lives. I live in Milan and I'm a nurse. I work in a hospital in the city. Valentina studies music at the University of Palermo. She teaches classes, too. Valentina and I like sport and music, but I haven't got time for sport. At the weekend, Valentina plays tennis and she goes to the beach. But I read books and watch TV at the weekend.

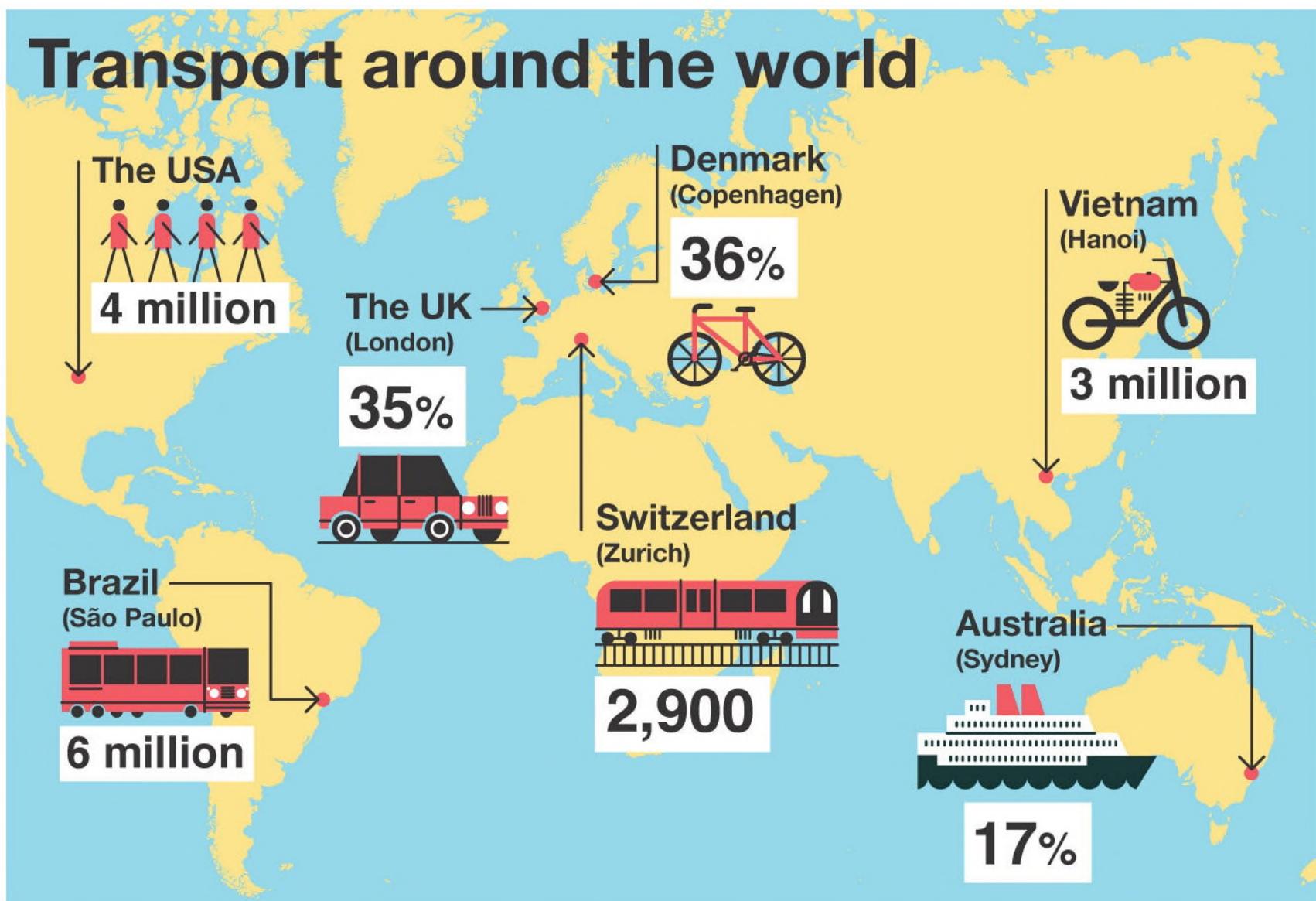


- 1 Where does Giorgia live?
- 2 Where does Giorgia work?
- 3 What does Valentina study?
- 4 What do the twins like?
- 5 What do they do at the weekend?

## 4.2 Journeys

GOALS ■ Use the present simple negative ■ Talk about journeys

Vocabulary & Speaking transport



1 Work with a partner. What forms of transport do you know?

2a Look at the infographic. Complete sentences 1–7 with the words in the box.

**Nouns** bus ferry motorbike train  
**Verbs** cycle ~~drive~~ walk

- 35% of people in London, in the UK, drive to work.
- A lot of people in Switzerland go to work by \_\_\_\_\_. Over 2,900 trains go through Zurich station every day.
- In the USA, 4 million people \_\_\_\_\_ to work or school.
- In Copenhagen, Denmark, 36% of people \_\_\_\_\_ to work, school or university.
- In Sydney, Australia, 17% of people go to work on public transport. Some people go by \_\_\_\_\_.

6 A lot of people in Vietnam go to work by \_\_\_\_\_. Hanoi has 3 million motorbikes.

7 In São Paulo, Brazil, 6 million people go by \_\_\_\_\_ every day.

b 4.4 Listen and check your answers.

3 Work with a partner. Student A, say the city. Student B, say the transport.

A *In London, ...*  
 B *... they drive to work.*

! I go to work by train.

4 Work in small groups. Tell each other about your transport.  
*I cycle to work. And you?*

## Listening & Grammar

present simple negative

5a 4.5 Listen to four people talking about their journeys to work. Match beginnings 1–5 to endings a–e.

1 Christina	a walks to work.
2 Pedro	b cycles to work.
3 Tai	c goes to work by train.
4 Candice	d drives to work.
5 James	e goes to university by motorbike.

b 4.5 Listen again and circle the words you hear.

- I don't go by bus because my house is *five / fifteen* minutes from my work.
- We drive to work. We don't like *buses / trains*.
- I don't drive to university. I don't have a *bicycle / car*.
- My husband James works in Pretoria. It's *17 / 70* kilometres to Pretoria. He doesn't walk to work.

6 Complete the Grammar focus box. Use exercise 5b to help you.

### GRAMMAR FOCUS

present simple negative

I/You/We/They	1 _____ (do not)	drive. like buses.
He/She/It	2 _____ (does not)	work. walk to work.

→ Grammar Reference page 122

7a Change the positive verbs into negative.

- We work near the centre.
- Christina lives in New York.
- The city has good buses.
- The trains go to Essex Road.
- Pedro goes to work by bus.
- I like old ferries.

b 4.6 Listen, check and repeat.

8a Read about Sun-Hee's journey to work. Student A, turn to page 108. Student B, turn to page 113.

b Take turns to tell your partner about Sun-Hee.

A Sun-Hee lives in Sydney...

c Make the sentences about Sun-Hee true for you. Use negatives.

I don't live in Sydney. I live in Cairo, in Egypt.

9 Work with another partner. Talk about your first partner's journey.

Rob doesn't live in Sydney. He lives in Cairo, in Egypt.

### LISTENING SKILLS

understanding positive and negative contractions

Native English speakers often use contractions when they speak: *I'm, The woman's, We don't*. Understanding contractions helps you understand spoken English better.

Negative contractions end in *n't*, e.g. *don't, aren't, haven't*.

1 Underline the negative words.

aren't doesn't hasn't he's isn't it's they've  
we're you're

2 4.7 Listen to six sentences. Write the contractions. Are they positive or negative?

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

3 4.8 Listen to Ye-eun talking about her brother, Bon-hwa. Tick (✓) the correct name for each statement in the table.

Ye-eun	Bon-hwa
✓ lives in South Korea	
is a student	
works in a restaurant	
has got a car	
goes to the university by bus	
goes to the beach	
is happy	



# 4.3 My day

GOALS  Ask present simple yes/no questions  Talk about your day

## Vocabulary & Listening daily activities

1a 4.9 Listen and put the days in the correct place in the calendar.

Friday Monday Saturday Sunday Thursday Tuesday Wednesday

MARCH						
M	T	W	T	F	S	S
1	2	3	4	5	6	7

b 4.9 Listen again and repeat.

2 Work in small groups. Answer the questions.

- 1 What's your favourite day? Why?
- 2 What's a day you don't like? Why not?

*My favourite day is Saturday. I don't go to work and I watch football.*

3a 4.10 Look at the illustrations. Listen and repeat the verbs.



get up



have a shower



get dressed



check emails



have breakfast



go to work



start work



finish work



get home



have dinner



go out



go to bed

b Work with a partner. Student A, say the second part of one of the daily activities. Student B, say the complete phrase.

A *breakfast*

B *have breakfast*

4 Look at the profile of Helena Morrissey. What is surprising about her?



**Name:** Helena Morrissey

**Job:** CEO of Newton Investment Management

**Home:** London

**Family:** Married with nine children

**Hobbies:** Pilates, activities with the family

5a 4.11 Listen to Helena talking about her day\*. Note down three things she does with her family.

b 4.11 Listen again and underline the correct options.

- 1 I get up at 5 a.m. and *have a shower / check my emails*.
- 2 I have breakfast with my *husband / children*.
- 3 I go to work by *train / taxi*.
- 4 I start work at 8.00 a.m. and *finish / get home* at about 6.30 p.m.
- 5 I have dinner at 7.30 / 8.30 p.m.
- 6 After dinner I *work again / go to bed*.
- 7 I *work / don't work* at the weekend.
- 8 On Saturdays, we watch a film or *have dinner / go out* with friends.

c Compare your answers with a partner.

6 Work with a partner. Look at two other profiles. Student A, turn to page 108. Student B, turn to page 113.

\*This interview with Helena Morrissey is fictitious and is based on media reporting.

## Grammar & Speaking present simple yes/no questions

7 Read the questions and answers from the listening in exercise 5a. Complete the Grammar focus box.

- 1 A *Do you get up early?*  
B *Yes, I do.*
- 2 A *Does your husband work?*  
B *No, he doesn't.*

### GRAMMAR FOCUS present simple yes/no questions

Yes/No questions			
1	I/you/we/they	work	at the weekend?
2	he/she	check	emails at 5.00?
Short answers			
(+) Yes, I/you/we/they <b>do</b> .	(-) No, I/you/we/they <b>don't</b> .		
Yes, he/she <b>does</b> .	No, he/she <sup>3</sup> _____.		

→ Grammar Reference page 123

8a Put the words in the correct order to make questions about Helena Morrissey and her family.

- 1 early / she / up / Does / get ?  
*Does she get up early?*
- 2 her / Do / up / 5.00 / children / get / at ?
- 3 have / Does / her family / she / with / breakfast ?
- 4 she / work / Does / to / drive ?
- 5 work / dinner / she / Does / after ?
- 6 at / her / home / live / Do / children ?
- 7 she / Does / weekend / the / at / work ?
- 8 out / friends / Do / with / go / Helena and her husband ?

b Compare your questions with a partner.

! Do you...? Does he...?

### PRONUNCIATION stress in present simple yes/no questions and answers

9a 4.12 Listen to two questions from the interview with Helena. Notice the stress when you ask and answer.

- 1 A *Do you work at the weekend?*  
B *Yes, I do.*
- 2 A *Does your husband work?*  
B *No, he doesn't.*

b 4.12 Listen again and repeat.

c Work with a partner. Ask and answer the questions about Helena in exercise 8a.

10a **TASK** Work with a partner. Use the verbs and phrases in the box to talk about your day. Ask each other questions.

get up have breakfast go to work work finish work  
get home have dinner go out go to bed

A *I get up at 9.00 and have breakfast.*  
B *Do you have breakfast at home?*

b Work with a different partner. Ask and answer questions about your first partners and make notes.

A *Does Giorgio get up early?*  
B *No, he doesn't. He gets up at 9.00.*

c Tell the class about the two people in exercise 10b. Say one thing that is the same and one thing that is different about their day.

*Eliška gets up at 7.00, but Giorgio gets up at 9.00.*

### Vocabulary verb + noun phrases

11a Read the Vocabulary focus box about phrases.

#### VOCABULARY FOCUS phrases with go, get, have

Some words often go together (*go to school, have lunch*, etc.). Learn these groups of words together. It helps you remember vocabulary.

<b>go</b>	to work/to school/to university out (with friends) to bed
<b>have</b>	breakfast/lunch/dinner a shower/a bath a coffee
<b>get</b>	home up

b Write three sentences about yourself or people you know using phrases with *go, have* and *get*. Don't write the second part of the phrases.

*I get \_\_\_\_\_ at 5 o'clock.*

c Swap sentences with a partner. Take turns to guess the missing words.

A *You get up at 5 o'clock.*  
B *False. I get home at 5 o'clock.*

### VOX POPS VIDEO 4

# 4.4 Speaking and writing

GOALS  Ask for things in a shop  Write an informal email

## Listening & Speaking in a shop

1a Match the shops to photos 1–4.

pharmacy  department store  electronics shop  bookshop



C 1

SA Yes. They're over there near the window.

C 2



C 3

SA Can I help you?



SA Is that everything?

C 4



C 5

SA It's £75.

C 6

b 4.13 Listen to four conversations between the customer (C) and the shop assistant (SA). What does each person 1–4 want to buy?

- vitamins
- an umbrella
- a tablet
- nothing

2a Complete the conversations in exercise 1a with items a–f.

- a No, thanks. Just looking.
- b OK. I'll take it.
- c Excuse me. Do you have any umbrellas?
- d How much is this tablet, please?
- e Great. Thank you.
- f No, I need vitamins, too.

b 4.13 Listen again and check your answers.

c Work with a partner. Practise the conversations in exercise 1a.

3 4.14 Read the *Understanding ...* box and listen to the examples.

### UNDERSTANDING ... prices

To understand prices, listen for:

- one number: \$10 – **ten** dollars, £23 – **twenty-three** pounds, 85p – **eighty-five** pence OR
- two numbers: €37.50 – **thirty-seven** (euros) **fifty**, £9.99 – **nine** (pounds) **ninety-nine**

4a 4.15 Listen. Do you hear one number or two numbers?

1 one / two	3 one / two
2 one / two	4 one / two

b 4.15 Listen again and write the prices.

5 Work with a partner. Ask and answer about prices.

Student A, turn to page 108. Student B, turn to page 113.

6a Read the Language for speaking box.

### LANGUAGE FOR SPEAKING in a shop

#### Customer

Excuse me. Do you have a/any ...? Yes, it's/they're over there.  
How much is/are ...? It's \$10./They're £24.99.  
OK. I'll take it./I'll take them.

#### Shop assistant

Can I help you?  
Is that everything?

#### Customer

Yes, please. I need a(n)/four ...  
No, thanks. Just looking.  
Yes, thank you.  
No, I need a(n)/two ..., too.

b **TASK** Work with a partner. Take turns to be a shop assistant and a customer. Ask for the items in the box. Use the Language for speaking box to help you.

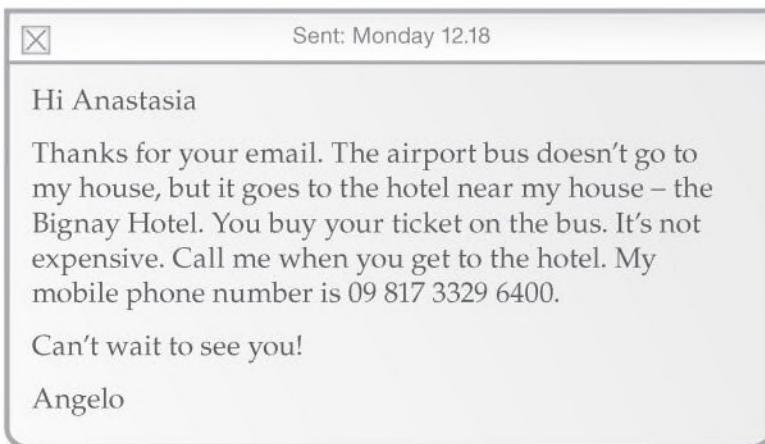
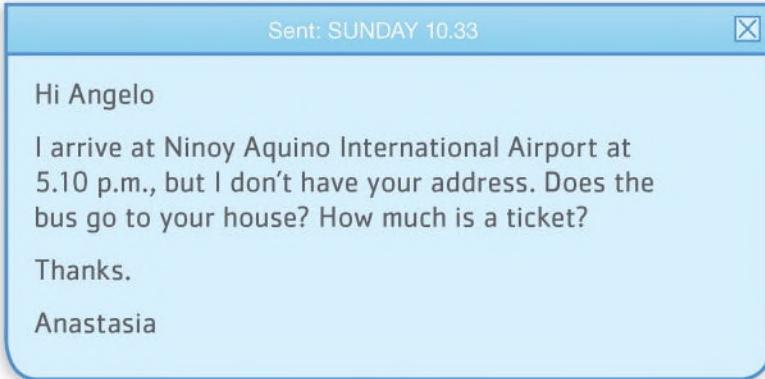
laptop nothing notepad pens

## Reading & Writing an informal email



7 Anastasia is Angelo's friend. Read the emails. Are sentences 1-4 true (T) or false (F)?

- 1 Anastasia arrives in the morning.
- 2 Angelo lives near the hotel.
- 3 The bus goes near Angelo's house.
- 4 The bus ticket is cheap.



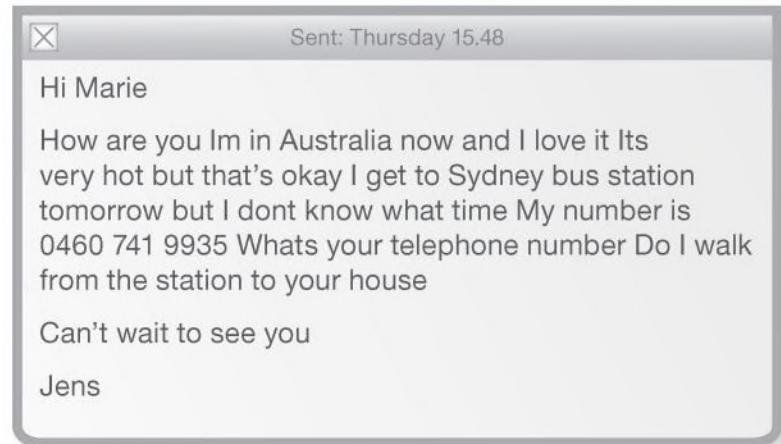
b Read the Language for writing (1) box. Match beginnings 1-5 to endings a-e to make five punctuation rules.

### LANGUAGE FOR WRITING (1) use basic punctuation

1 Use a full stop (.)	a ... at the end of a question.
2 Use a question mark (?)	b ... before <i>but</i> .
3 Use a comma (,)	c ... where a letter is missing.
4 Use an apostrophe (')	d ... at the end of a sentence.
5 Use an exclamation mark (!)	e ... to show strong feelings.

9a Complete the email with the correct punctuation. Use:

- three full stops
- three question marks
- two commas
- two exclamation marks
- four apostrophes



b Compare your answers with a partner.

10a Read the Language for writing (2) box.

### LANGUAGE FOR WRITING (2) an informal email

Start with ...  
Hi/Hello (+ name)

Continue with ...  
How are you?/Thanks for your email.

End with ...  
Can't wait to see you./Thanks,/Love, (+ your name)

b **TASK** You want to visit your partner. Write an email and ask questions about how to get to their house. Use the Language for writing boxes to help you.

c Swap your email with your partner and write a reply.

8a Find and **circle** all the punctuation marks (commas, full stops, etc.) in the emails.

# 4.5 Video

## A day in the life of a journalist

**1a** Work with a partner. Match a verb in A to a phrase in B.

A	B
cook <i>dinner</i>	listen
go	<del>dinner</del>
have	play write
	a story breakfast
	the guitar by bike to the news

**b** Look at the photos from the video. Tick (✓) the verb phrases in exercise 1a that you see.

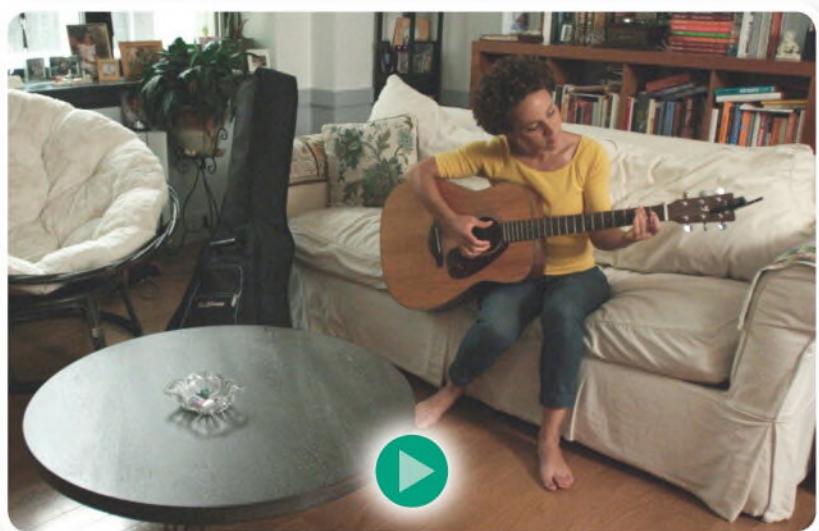
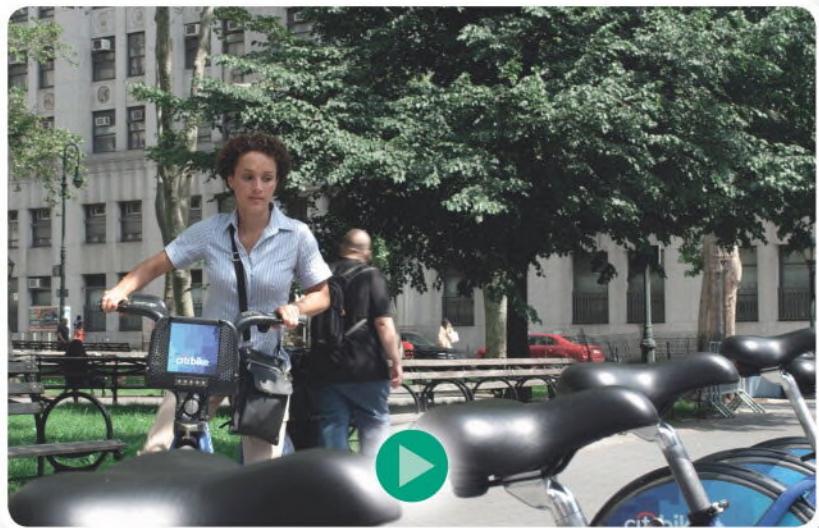
**2**  Watch the video. Are the sentences true (T) or false (F)?

- 1 Portia lives in Chinatown in London.
- 2 She works for a big news company.
- 3 She works in an office.
- 4 She drives a lot in New York.
- 5 Today she has an interview with a lawyer.
- 6 She watches TV in her work.

**3a** Complete the summary with the words in the box.

home listens London loves New York news  
story six transport TV

Portia gets up at <sup>1</sup> *six* o'clock, checks her emails and reads the <sup>2</sup> *news*. She has breakfast and then starts work. She works at <sup>3</sup> *six*. First, she phones her boss in <sup>4</sup> *New York*. They decide on an interesting <sup>5</sup> *story* and Portia writes it. Today she has a story about <sup>6</sup> *London* problems. <sup>7</sup> *London* has a lot of traffic. After the interview Portia goes home. She <sup>8</sup> *listens* to the interview, writes the story and sends it to her boss. In the evening, she plays the guitar and watches <sup>9</sup> *TV*. She <sup>10</sup> *loves* her job.



**b**  Watch the video again and check your answers.

**4a** **TASK** Work with a partner. Write six to eight questions to ask other students about their daily routine. Use the words in the box and the prompts to help you.

cook finish get home get up go to bed go out have  
start use watch work

- Do you ...?
- What do you ...?
- Where do you ...?
- What time do you ...?
- What transport do you ...?

**b** Ask four students your questions. Write their answers.

**c** Work with a partner. Tell them about the other students.

*Three students get up at 7 a.m.*

# Review

1 Complete the text with the present simple form of the verbs in (brackets).

Matt Damon is a film actor and writer. He <sup>1</sup> \_\_\_\_\_ (live) in Los Angeles, California with his wife, Luciana. They <sup>2</sup> \_\_\_\_\_ (have) four daughters. Matt often <sup>3</sup> \_\_\_\_\_ (work) at home. He <sup>4</sup> \_\_\_\_\_ (study) stories for new films. But sometimes he <sup>5</sup> \_\_\_\_\_ (go) to other countries for his work. When he <sup>6</sup> \_\_\_\_\_ (have) time, Matt <sup>7</sup> \_\_\_\_\_ (watch) his favourite baseball team, the Boston Red Sox. He also <sup>8</sup> \_\_\_\_\_ (play) card games.

2a Match the words from the box to illustrations 1–6.

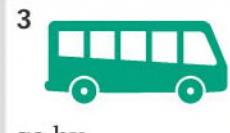
bus cycle drive ferry train walk



go by \_\_\_\_\_



\_\_\_\_\_



go by \_\_\_\_\_



\_\_\_\_\_



go by \_\_\_\_\_



\_\_\_\_\_

b Work with a partner. Make questions with the words and phrases in exercise 2a.

1 Do you cycle to work?

c Work in small groups. Ask and answer the questions in exercise 2b. Tell the class about your group.

Two people in our group cycle to work.

Nobody in our group goes to work by ferry.

3a Match beginnings 1–7 to endings a–g.

1 We live	a at the university.
2 My father goes	b got a good job.
3 I study	c TV in the evening.
4 My mother	d don't have pets.
5 My best friend has	e to work by train.
6 Our neighbours	f doesn't like sport.
7 I watch	g in a big city.

b Work with a partner. Make the sentences in exercise 3a true for you.

We don't live in a big city. We live in a small town.

4a Complete the conversations. Write one word in each gap.

1 A What time <sup>1</sup> \_\_\_\_\_ you get up?  
 B I <sup>2</sup> \_\_\_\_\_ up at 8 a.m.  
 A That's late. When <sup>3</sup> \_\_\_\_\_ you start work?  
 B At 9 a.m. But my work <sup>4</sup> \_\_\_\_\_ very near my house.  
 2 A <sup>5</sup> \_\_\_\_\_ you work at home?  
 B No, I <sup>6</sup> \_\_\_\_\_. But my husband <sup>7</sup> \_\_\_\_\_ at home.  
 A What job <sup>8</sup> \_\_\_\_\_ he do?  
 B He <sup>9</sup> \_\_\_\_\_ for a newspaper. He's a journalist.

b 4.16 Listen and check your answers.

5a Work with a partner. Read the text about John and try to guess the missing information.

John works in a car factory. He starts work at <sup>1</sup> \_\_\_\_\_ and <sup>2</sup> \_\_\_\_\_ at 4 a.m. He gets home at <sup>3</sup> \_\_\_\_\_ and goes to <sup>4</sup> \_\_\_\_\_ at 7 a.m. He gets up at <sup>5</sup> \_\_\_\_\_, has <sup>6</sup> \_\_\_\_\_ and then goes to his daughter's <sup>7</sup> \_\_\_\_\_. His wife <sup>8</sup> \_\_\_\_\_ home at 5 p.m. and the family has <sup>9</sup> \_\_\_\_\_.

b 4.17 Listen to an interview with John and check your answers.

6a Match items 1–5 to answers a–e.

1 Can I help you?	a OK. I'll take it.
2 Excuse me. Do you have any wallets?	b No, thanks. Just looking.
3 It's \$24.99.	c It's £6.
4 Is that everything?	d Yes, they're over there near the window.
5 How much is this umbrella?	e No, I need a notepad, too.

b Work with a partner. Practise the conversations.

7 Complete the email with the correct punctuation.

<input checked="" type="checkbox"/>	Sent: Thursday 9.48
Hi Vanessa	
Thanks for your email <sup>1</sup> I arrive in Barcelona at 4 o <sup>2</sup> clock <sup>3</sup> but I don <sup>4</sup> t know your address <sup>5</sup> When do you finish work <sup>6</sup> Send me a text message <sup>7</sup> My mobile phone number is 622 809 7734 <sup>8</sup>	
Can't wait to see you <sup>9</sup>	
David	

# Style and design

## 5.1 Clothes style

GOALS ■ Use adverbs of frequency ■ Talk about clothes

### Reading & Grammar adverbs of frequency

- 1 Work with a partner. Look at the photos. What clothes types do you wear?
- 2a Read the first paragraph of the text. What do most people wear?
- b Read the three comments and answer the questions. Write *Hussain, Philip* or *Sophie*.  
Who ...  
  - 1 **always** enjoys clothes shopping? *Sophie*
  - 2 **doesn't often** buy clothes?
  - 3 **usually** wears sports clothes?
  - 4 **sometimes** goes clothes shopping with his wife?
  - 5 **never** wears casual clothes at work?
- 3a Look at the questions in exercise 2b and the **highlighted** sentence in the text. Read the Grammar focus box and underline the correct options in the rule.

### GRAMMAR FOCUS adverbs of frequency

We use *always, usually, often, sometimes, never* to say how often people do things.

<i>I always</i> buy my own clothes.	0%	↓	100%
<i>I usually</i> go shopping at the weekend.	0%	↓	100%
<i>I often</i> wear smart clothes at work.	0%	↓	100%
<i>I sometimes</i> wear casual clothes.	0%	↓	100%
<i>I never</i> wear sports clothes.	0%	↓	100%

Adverbs of frequency come <sup>1</sup> before / after most verbs but <sup>2</sup> before / after the verb *be*.

→ Grammar Reference page 124

- b Put an adverb of frequency in each sentence.
  - 1 Clothes shopping is exciting.
  - 2 Rich people and poor people wear the same clothes.
  - 3 Good shoes are expensive.
  - 4 Fashion magazines have young people in them.
  - 5 Smart clothes at work are a good thing.
  - 6 Expensive clothes are good quality.
- c Compare your answers with a partner. Do you agree?



### What clothes type are you?

You probably think that there are many different types of clothes. But in fact there are only four basic types: sports clothes, smart clothes (for work or going out), casual clothes and fashion clothes. Some people always wear one type. But most of us wear different types of clothes at different times. Here are some of our readers' comments.



**Hussain:** 'I always wear smart clothes in the week because I work in a bank. At the weekend, I usually wear sports clothes because I cycle a lot.'



**Philip:** 'Clothes aren't important to me. I don't often buy my clothes. I sometimes go shopping with my wife, but I don't like clothes shopping.'



**Sophie:** 'I never wear smart clothes at work because I work at home. But I like fashion and I love shopping for clothes with my friend Jenny at the weekend.'

**Jenny's clothes are always amazing.**

## Vocabulary & Speaking colours and clothes

4a 5.1 Listen to the colours and repeat.



b Work with a partner. What's your favourite colour? What things do you have in this colour?

*My favourite colour is .../I like ...*

*My phone is blue.*

c Work in small groups. Say two things for each colour.

*Petra's car and my pen are red.*

5a Work with a partner. Match descriptions 1–4 to photos A–D in exercise 1.

- 1 A man in blue **jeans** and a green **jumper**. A woman in a red **top** and blue **jeans**.
- 2 A man in a green **jumper** and brown **trousers**. A woman in a black **top**, a grey **skirt** and black **shoes**.
- 3 A man in a blue **jacket** and **trousers**, and a blue **shirt**. A woman in a red **dress**.
- 4 A man in a yellow **T-shirt**, black **trousers** and white **trainers**. A woman in a grey **top** and a grey **hat**.

b 5.2 Listen and check your answers.

### PRONUNCIATION word stress: clothes

6a 5.3 Listen to the words in the box and write them in the correct place in the table.

dress hat jacket jeans jumper shirt shoes  
skirt top trainers trousers T-shirt

one syllable ●	two syllables ●●
dress	jacket

b 5.4 Listen, check and repeat.

c Work with a partner. Student A, say the name of a person in photos A–D. Student B, say the clothes.

A Tara

B She has a red top, blue jeans and a grey jacket.

7 **TASK** Work in small groups. Take turns to describe somebody's clothes in the class and guess who it is.

A She has a red jacket.

B Is it Francesca?

A Yes, it is.

### READING SKILLS and, but, because

To understand connections between ideas, look for:

- 1 **and** – adds information
- 2 **but** – gives different information
- 3 **because** – gives reasons

*Kuniko's got a beautiful red top **and** her shoes are red, too.*

*I like Ramon's jeans, **but** I don't like his hat.*

*I don't drive to work **because** I haven't got a car.*

1a Match beginnings 1–6 to endings a–f.

- 1 She lives in the city **because**
- 2 She starts work at 8 a.m. **and**
- 3 She's got a lot of money, **but**
- 4 She works in a clothes shop in the day **and**
- 5 She is thirty-two years old, **but**
- 6 She wears smart clothes **because**

- a she finishes at 5 p.m.
- b she lives with her parents.
- c in a restaurant in the evening.
- d her job is there.
- e she works in a bank.
- f she doesn't wear expensive clothes.

b Compare your answers with a partner.

2a Read the text about David and Erika and answer the questions.

I like people's clothes in London because they are different. Our neighbours, David and Erika, are a good example. They love fashion, but they don't like new clothes. David's grandfather is from the USA and David often wears his old clothes – cowboy shirts and leather jackets. Erika wears old clothes because she likes fashion from the 1950s and 1960s. Erika works in a clothes shop in Brick Lane and she is a clothes designer, too. She sometimes makes her own clothes. Her dresses are amazing! David and Erika's clothes aren't expensive, but they look great.



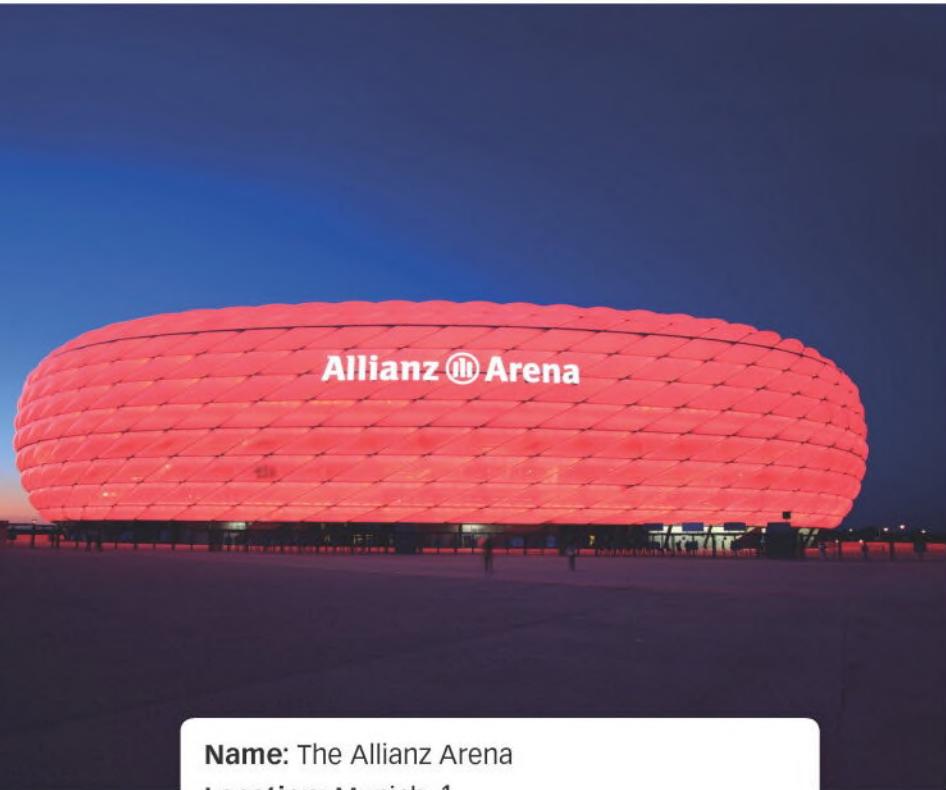
- 1 Why does the writer like clothes in London?
- 2 What clothes do David and Erika like?
- 3 What clothes does David wear?
- 4 Why does Erika wear old clothes?
- 5 What are Erika's two jobs?
- 6 What is good about Erika and David's clothes?

b Compare your answers with a partner.

## 5.2 Amazing architecture

GOALS  Ask *Wh*- questions  Talk about a building you like

### Vocabulary & Listening adjectives



**Name:** The Allianz Arena

**Location:** Munich, <sup>1</sup> \_\_\_\_\_

**Function:** <sup>2</sup> \_\_\_\_\_ stadium

**Design feature:** changes <sup>3</sup> \_\_\_\_\_

**Opening times:** 10.00 – <sup>4</sup> \_\_\_\_\_



**Name:** The Dancing House

**Location:** Prague, Czech Republic

**Function:** <sup>5</sup> \_\_\_\_\_ building and restaurant

**Design feature:** like two <sup>6</sup> \_\_\_\_\_ dancing

**Opening times:** restaurant 12.00 – <sup>7</sup> \_\_\_\_\_

1 Work with a partner. Look at the photos. Choose adjectives from the box to talk about the two buildings.

beautiful big different exciting interesting modern  
old unusual

2a 5.5  Listen to two conversations and complete the two factfiles.

b Compare your answers with a partner.

3a 5.6  Listen to the first conversation again. Underline the correct words.

The Allianz Arena changes colour because <sup>1</sup> seven / different teams play football there. It's <sup>2</sup> red / brown when the 'Bayern Munich' team play and <sup>3</sup> green / blue when '1860 Munich' play. And it's <sup>4</sup> black / white for the German national team.

b Compare your answers with a partner.

### Grammar & Speaking *Wh*- questions

4a Work with a partner. Complete the questions with question words.

What When Where Why

- 1 A \_\_\_\_\_ is it?  
B It's in Prague.
- 2 A \_\_\_\_\_ do people do there?  
B They work there. It's an office building.
- 3 A \_\_\_\_\_ do you like it?  
B Because it's an exciting design.
- 4 A \_\_\_\_\_ is it open?  
B The restaurant is open from 12 midday to 10 o'clock at night.

b 5.7  Listen to the second conversation again and check your answers.

5 Complete the rules in the Grammar focus box. Use exercise 4a to help you.

### GRAMMAR FOCUS Wh- questions

We use ...

- 1 What to ask about things
- 2 \_\_\_\_\_ to ask about places
- 3 \_\_\_\_\_ to ask about time
- 4 \_\_\_\_\_ to ask about reasons

#### Wh- questions with the verb *be*

Wh- word + <sup>5</sup> \_\_\_\_\_ /are + subject?

#### Wh- questions with other verbs

Wh- word + <sup>6</sup> \_\_\_\_\_ /does + subject + verb?

Note: We also use *What* + noun, e.g. *What colour is her dress?*

→ Grammar Reference page 124

6a Complete the questions with *What*, *Where*, *When* or *Why*.

- 1 Where do you live?
- 2 \_\_\_\_\_ is your favourite colour?
- 3 \_\_\_\_\_ do the shops close on Saturday?
- 4 \_\_\_\_\_ do people like fashion?
- 5 \_\_\_\_\_ does your family eat dinner?
- 6 \_\_\_\_\_ music do you like?
- 7 \_\_\_\_\_ do you buy your clothes?
- 8 \_\_\_\_\_ is English a useful language?

b 5.8 Listen, check and repeat.

c Work with a partner. Ask and answer the questions in exercise 6a.

7a Put the words in the correct order to make questions.

- 1 go / you / do / Where / on holiday ?
- 2 you / English / speak / When / do ?
- 3 house / Where / your / is ?
- 4 do / Why / study / you / English ?
- 5 birthday / is / When / your ?
- 6 at / clothes / you / What / wear / work / do ?
- 7 do / weekend / you / do / at / What / the ?

b Work with a different partner. Ask and answer the questions in exercise 7a. Are any of your answers the same?

8 Work with a partner. Take turns to ask questions about buildings. Student A, turn to page 109. Student B, turn to page 113.

9 Talk about a building you like. Ask each other questions.

A *I like the Burj Khalifa.*

B *Where is it?*

### LISTENING SKILLS understanding chunks

In spoken English, sentences are divided into *chunks* (groups of words). Listening for speech chunks helps you to understand spoken English.

1 5.9 Listen and listen to sentences 1–4. Notice the [chunks].

- 1 [What music] [do you like?]
- 2 [I don't work] [at the weekend.]
- 3 [Do you read comics] [in your free time?]
- 4 [My friend] [has a house] [in France.]

2a 5.10 Listen and mark the speech chunks in sentences 1–4.

- 1 I play football every Thursday.
- 2 What car do you drive?
- 3 They live next to the station.
- 4 I never wear blue jeans.

b Compare your answers with a partner.

3a 5.11 Listen to a conversation about a famous building, the Marina Bay Sands in Singapore. What facilities has the hotel got?

b 5.11 Listen again and circle the chunks you hear.

- 1 Do you know? / Do you speak?
- 2 What is it? / What does it?
- 3 It's a big hotel / It's a cheap hotel
- 4 It's got a swimming pool / It's got a restaurant
- 5 It looks amazing / It is amazing
- 6 museum of art and science / museum of natural science
- 7 Do you want to go? / Do you want to see?
- 8 It's very expensive. / It's never expensive.

c Work with a partner. Practise the conversation. Use the chunks in exercise 3b to help you.



# 5.3 Styles around the world

GOALS ■ Use the present simple ■ Talk about body parts ■ Talk about style and fashion

## Reading & Grammar different styles

1 Work with a partner. Discuss the questions.

1 What styles do you like from other countries? Think about lifestyle, clothes, architecture, etc.

*I like Australia's beach lifestyle. People go to the beach at the weekend. They walk, swim or go surfing.*

2 Do you have clothes from other countries? What are they?

2 Look at the text and the photos. Match paragraphs 1–4 to photos a–d. Which of these styles do you like? Why?

## Styles around the world

- 1 The Chola women of Bolivia are famous for their style. They wear big skirts and bowler hats. They also wear a shawl around their body because it is sometimes very cold in Bolivia. Their clothes are always really colourful.
- 2 In the USA and in northern Europe, people put fake tan on their hands and faces because they don't like very white skin. Women put it on their arms and legs too. They want to have brown skin, but sometimes the colour is orange!
- 3 The Miao live in the south of China. The women have amazing hairstyles. They've got very long hair and they put it up on their heads. They wear a piece of wood on their heads and then put their hair round and round the wood.
- 4 In New Zealand, children don't always wear shoes. Children (and sometimes adults, too) walk with bare feet in the street. They think shoes are bad for their feet. I am from Japan and in Japan we always wear shoes in the street. So it's really strange to see this.



3 Read the text again and choose the correct options.

- 1 Chola women wear a shawl because it's *stylish* / *cold* in their country.
- 2 A Chola woman doesn't usually wear *trousers* / *skirts*.
- 3 People use fake tan because they don't like *white* / *brown* skin.
- 4 A Where do the Miao live?  
B In the south of *China* / *India*.
- 5 A Do children in New Zealand always wear shoes in the street?  
B Yes, *they do*. / No, *they don't*.
- 6 The writer comes from *Japan* / *New Zealand*.

4 Complete the Grammar focus box. Use the words in the box and exercise 3 to help you.

do (x2) does (x2) doesn't (x2) don't (x2) lives wear

## GRAMMAR FOCUS present simple – all forms

(+)	I/You/We/They	1 _____	shoes in the street.
	He/She/It	2 _____	in China.
(-)	I/You/We/They	3 _____	like very white skin.
	He/She/It	4 _____	live in the city.
(?)	5 _____	I/you/we/they have an amazing style?	
	6 _____	he/she/it use fake tan?	
(+)	7 _____	Yes, I/you/we/they	(-) No, I/you/we/they
		8 _____.	9 _____.
		Yes, he/she/it 10 _____.	No, he/she/it _____.

→ Grammar Reference page 125

5 Put the verbs in (brackets) into the present simple.

- 1 A How \_\_\_\_\_ (a Miao woman, wear) her hair?  
B She \_\_\_\_\_ (put) it up on her head.
- 2 A Sudanese woman \_\_\_\_\_ (not, wear) trousers.
- 3 What colour dress \_\_\_\_\_ (Chinese women, wear) when they get married?
- 4 Vietnamese women use skin-whitening creams because they \_\_\_\_\_ (not, like) brown skin.

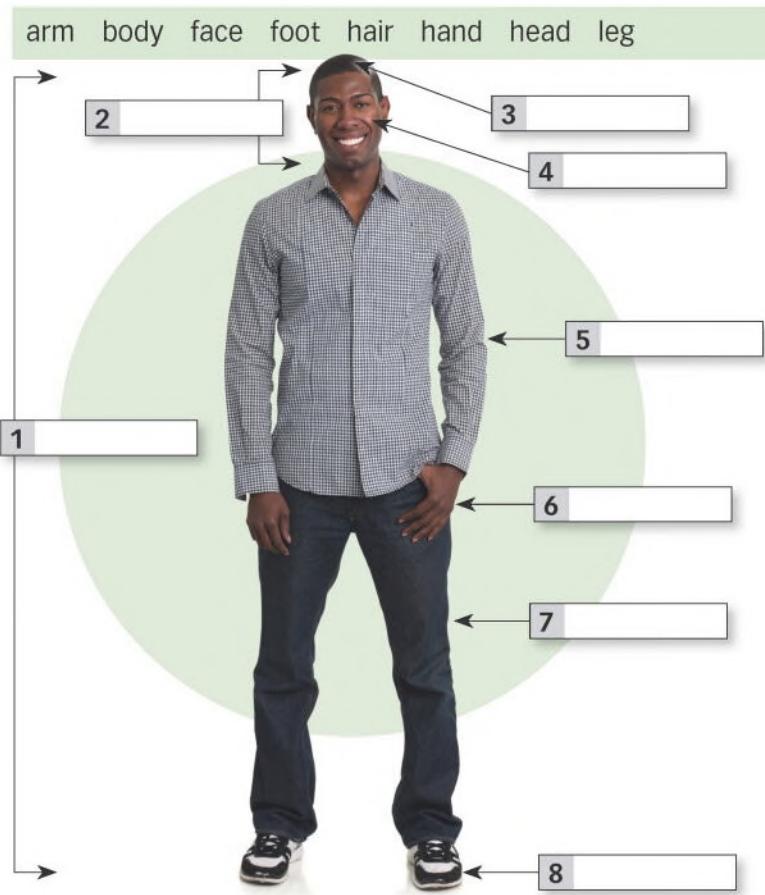
6a Work with a partner. Write four more questions about the text in exercise 2. Use the prompts to help you.

Do ...? What ...? Where ...? Why ...?

b Swap questions with another pair. Answer their questions.

## Vocabulary & Speaking parts of the body

7a Work with a partner. Put the words in the correct place. Use the descriptions in exercise 2 to help you.



b 5.12 Listen and check your answers.

### PRONUNCIATION plural forms

Singular	arm	leg
Plural	arms	legs

8a 5.13 Listen and complete the table with the plural forms of the body parts.

/z/	arms, ...
/ɪz/	

b 5.14 Listen, check and repeat.

c Work with a partner. Student A, say the singular or plural form of a body part. Student B, say the form you hear.

A legs  
B plural

Singular	foot	body	hair
Plural	feet	bodies	hairs

9a Look at the photo. Complete the description with body parts (singular or plural).

These women are Japanese *Maiko*. Their style is very traditional. They have black 1 \_\_\_\_\_ and white 2 \_\_\_\_\_. They put white and red flowers on top of their 3 \_\_\_\_\_. On their 4 \_\_\_\_\_ they wear a traditional dress called a *kimono*. On their 5 \_\_\_\_\_ they wear big shoes made of wood.



b 5.15 Listen and check your answers.

10 **TASK** Work with a partner. Take turns to talk about a style or fashion that you like. Think about:

- different clothes
- colours
- hairstyles

### Vocabulary adjective modifiers

11a 5.16 Listen to the sentences in the Vocabulary box. Which words have the most stress?

#### VOCABULARY *very/really + adjective*

	+	++
1 It's cold.	It's <b>very</b> cold.	It's <b>really</b> cold.

2 She's got long hair.	She's got <b>very</b> long hair.	She's got <b>really</b> long hair.

b Put the words in (brackets) in the correct place in each sentence.

1 That hat is nice. (very)  
2 She's got a lovely face. (really)  
3 My jacket is old. (very)  
4 They wear beautiful clothes. (really)

c Work with a partner. Make sentences about clothes and styles using *very* and *really*.

*In Bolivia, some women wear really long skirts.*

## 5.4 Speaking and writing

GOALS  Ask for and give travel information  Make arrangements by text

### Listening & Speaking asking for and giving travel information

**1a** 5.17 Angelo Santos is on holiday in Barcelona. Listen to four conversations. What does Angelo want?

- 1 a bus / train ticket
- 2 the number of the bus to *Las Arenas* / the station
- 3 the number / time of the metro
- 4 the price of a ticket / time of the journey

**b** 5.17 Listen to the four conversations again and complete questions 1–4 with words from the box.

buy go much next

- 1 Where do I \_\_\_\_\_ a ticket?
- 2 Does this bus \_\_\_\_\_ to Las Arenas?
- 3 What time is the \_\_\_\_\_ metro?
- 4 How \_\_\_\_\_ is it to Las Arenas?

**2a** Match answers a–d with Angelo's questions 1–4 in exercise 1b.

- a It's €2.15 single.
- b No, it doesn't. The number 13 goes to Las Arenas.
- c It leaves at 9.35.
- d You buy your ticket on the bus.

**b** Compare your answers with a partner.

**3a** 5.18 Listen to Angelo's questions again and repeat.

**b** Work with a partner. Practise the four conversations.

**4a** 5.19 Read the *Understanding ...* box and listen to the examples.

#### UNDERSTANDING ... travel announcements

To understand travel announcements:

- think about the information you need – place, time, etc.
- listen for important information – place, time, numbers and letters.



– city centre, New York, Barcelona



– 10.35, 8.40, 15 minutes late



platform 3, 4A, 9B



gate A10, 93 flight EZ402, BA 66



stop G, 12F number 73, 38B



**b** 5.20 Listen to six travel announcements and complete the table.

1	Place:
2	Time:
3	Time:
4	Place:
5	Time:
6	Flight:

**c** Compare your answers with a partner.

**5a** Read the Language for speaking box.

#### LANGUAGE FOR SPEAKING asking for and giving travel information

##### Ask for information

Where do I buy a ticket?

Where does the bus/train go from?

What time is the next train to the University/bus to the town centre?

Does this train/bus/ferry go to Vancouver/the museum?

How much is it to the centre/the University?

##### Give information

This bus/train goes to Upper Street/Ottawa.

It leaves at 3.30.

It arrives at 4.15.

It's £10/\$25.

You buy your ticket from the ticket machine/on the bus.

**b** Work with a partner. Find out information about two journeys. Use the Language for speaking box to help you. Student A, turn to page 109. Student B, turn to page 114.

## Reading & Writing making arrangements by text

6a How do you make arrangements? **Circle** the correct word for you.

- 1 I *always / usually / often / sometimes / never* send a text.
- 2 I *always / often / usually / sometimes / never* phone.
- 3 I *always / often / usually / sometimes / never* email.

b Compare your answers with a partner.

7a Work with a partner. Put lines a-f in the correct order to make a text conversation.

24 March

a  About 2.00. By the museum?

b  I need a new jacket. Do you want to come into town with me?

c  Great! See you there.

d  No, not busy. Why?

e  Hi, Hannah. Are you busy on Saturday?

f  OK. What time?

b **Underline** the words/phrases that tell you the time, place and reason for the meeting.

8 Put phrases 1-8 into the correct column in the table.

- 1 I need to go to the pharmacy.
- 2 on the High Street
- 3 in the park
- 4 at 3 o'clock
- 5 at midday
- 6 I want to buy a tablet.
- 7 near the bank
- 8 on Tuesday

Time	Place	Reason

9a Complete the conversation with responses a-c.

- a OK. See you at the cinema at 6.15.
- b Yes. Where is it on?
- c What time?

A Do you want to see the new James Bond film on Thursday?

B 1 \_\_\_\_\_

A At the Regal.

B 2 \_\_\_\_\_

A 6.30 p.m.

B 3 \_\_\_\_\_

A Great.

b Compare your answers with a partner.

10a Read the Language for writing box.

### LANGUAGE FOR WRITING keeping texts short

One way to keep texts short is to ask simple questions:

*Why do you ask?* → *Why?*

*What time do you want to meet?* → *What time?*

*Can we meet by the museum?* → *By the museum?*

Answers can also be simple:

*No, I'm not busy.* → *No, not busy.*

b Work with a partner. Make sentences 1-4 short.

Hi, Dave. Do you want to meet for lunch?

Yes. <sup>1</sup> Where do you want to meet?

Do you like Italian food?

<sup>2</sup> Yes, I like Italian food a lot.

<sup>3</sup> OK. Can we meet at Jamie's restaurant at 2.30?

That's late! <sup>4</sup> Why do you want to meet then?

I have a meeting until 2.15.

OK. See you at 2.30.

11a **TASK** Work as Student A and Student B.

- Student A, you want to go to a concert.
- Student B, you want to shop for a new camera.

Write a short 'text' on a piece of paper. Ask your partner to meet you.

b Swap your texts. Read your partner's text and write a reply.

c Repeat until you arrange a place and time to meet.

# 5.5 Video

## Architecture in Amsterdam

1 Work with a partner. Look at the photos. What do you know about Amsterdam? Think about ...

- buildings
- transport
- places to visit
- things to do.

2  Watch the video. Which of these buildings do you see?

1 canal houses	6 a sports stadium
2 a cheese museum	7 the Rijksmuseum
3 a post office	8 a modern concert hall
4 a supermarket	9 a science centre
5 a railway station	10 a boat museum



3  Watch the video again. Match each place 1-5 to two descriptions a-j.

1 Canal houses	a has a space for jazz music.
2 Amsterdam Centraal station	b has got great views of the city.
3 The Rijksmuseum	c are hundreds of years old.
4 The Muziekgebouw	d has an unusual clock.
5 The NEMO science centre	e is 140 years old.
	f are symbols of the city.
	g is twenty-two metres tall.
	h is very similar to Amsterdam Centraal.
	i is a modern concert hall.
	j is usually very busy.



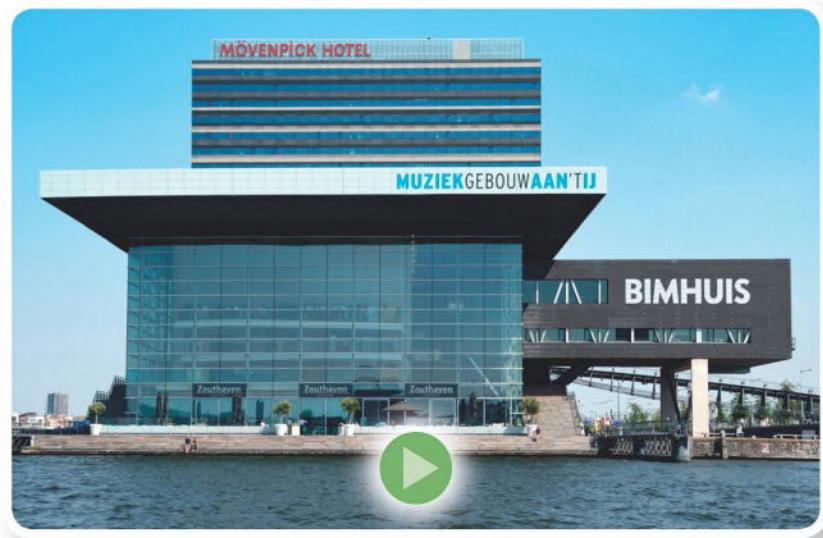
4a **TASK** Imagine you are in Amsterdam for the weekend. Think about the questions below.

- 1 Where do you want to go? Why/Why not?
- 2 What do you want to do?

*I want to go to ...*

*I want to visit ...*

b Write an email to your friend who lives in Amsterdam and tell him/her about your plans.



# Review

**1a** Complete the names of the colours.

	Y _____
--	---------

	R _____
--	---------

	G _____
--	---------

	B _____
--	---------

	B _____
--	---------

	B _____
--	---------

	W _____
--	---------

	G _____
--	---------

**b** Work with a partner. Find things in the classroom that are these colours.

*a green book*

**2a** Put the words in the correct order.

- 1 never / I / yellow / wear / clothes .
- 2 father / sometimes / sports clothes / wears / My .
- 3 My / always / smart / are / work clothes .
- 4 I / online / buy / usually / clothes / my .
- 5 often / at the weekend / I / clothes shopping / go .

**b** Compare your answers with a partner.

**c** Work with a partner. Change the adverbs of frequency to make the sentences true for you.

**3a** Circle the correct word to complete questions 1-6.

- 1 *What* / *Why* 's the name of that building over there?
- 2 *What* / *Where* do people do there?
- 3 *Do* / *Is* it open to the public?
- 4 *Where* / *When* is the plaza open?
- 5 *Do* / *Are* you like the building?
- 6 *What* / *Why* do you like it?

**b** Match answers a-f to questions 1-6 in exercise 3a.

- a No, it isn't, but people visit the plaza.
- b Because it's very different.
- c They work. It's an office building.
- d Yes, I do.
- e It's called the Gherkin.
- f Every day.

**c** 5.21 Listen to the conversation and check your answers.

**4a** Look at the photos and make questions using the prompts.



**1a** Where on the body / a Tuareg man wear a *tagelmust*?

**b** Why / a *tagelmust* important in the Sahara desert?

**2** What colour / these men's football shirts?

**3** Where / Indian women put henna?

**4** Why / people in Russia wear hats like this?

**5** When / a woman wear this dress?

**b** Work with a partner. Ask and answer the questions in exercise 4a.

**5a** 5.22 Listen and complete the text.

The *tagelmust* is a <sup>1</sup>\_\_\_\_\_ long piece of cloth (five to ten metres). Tuareg men wear it on their <sup>2</sup>\_\_\_\_\_ and <sup>3</sup>\_\_\_\_\_. Its colour is often <sup>4</sup>\_\_\_\_\_, but sometimes it is <sup>5</sup>\_\_\_\_\_. Blue is a <sup>6</sup>\_\_\_\_\_ colour for the Tuareg people. Men wear the *tagelmust* because it is <sup>7</sup>\_\_\_\_\_ and because the sun and wind is <sup>8</sup>\_\_\_\_\_ strong in the Sahara. They <sup>9</sup>\_\_\_\_\_ wear it in the house, but they <sup>10</sup>\_\_\_\_\_ wear it outside.

**b** Compare your answers with a partner.

**6a** Complete questions 1-5 with the words in the box.

do does excuse go much next

1 What time is the \_\_\_\_\_ bus to the city centre?

2 Where does the bus \_\_\_\_\_ from?

3 \_\_\_\_\_ me. \_\_\_\_\_ this bus go to the city centre?

4 Where \_\_\_\_\_ I buy a ticket?

5 How \_\_\_\_\_ is it to the city centre?

**b** Work with a partner. Take turns to ask and answer the questions. Have short conversations.

# Places and facilities

## 6.1 Two towns

GOALS ■ Use *there is/there are* ■ Talk about places in a town

### Reading & Vocabulary places in a town

1a Read about two towns, Lewisburg and Mt. Angel. What do Jack and Sara like about their towns?

b Read the texts again. Underline the correct options.

- 1 Lewisburg / Mt. Angel is a good town for old people.
- 2 Lewisburg / Mt. Angel has a famous festival.
- 3 A lot of tourists visit Lewisburg / Mt. Angel.
- 4 Lewisburg / Mt. Angel doesn't have a lot of things to do.
- 5 Lewisburg / Mt. Angel has famous buildings.
- 6 Lewisburg / Mt. Angel is near the sea.

c Compare your answers with a partner.

2a What facilities have Lewisburg and Mt. Angel got? Write *L* or *MA* in the table.

	bank	
	cinema	<input type="radio"/>
	hotel	<input type="radio"/>
	café	<input type="radio"/>
	museum	<input type="radio"/>
	park	<input type="radio"/>
	restaurant	<input type="radio"/>
	shop	<input type="radio"/>
	supermarket	<input type="radio"/>
	theatre	<input type="radio"/>

b Compare your answers with a partner.

3a 6.1 Listen to the words in exercise 2a and repeat.

b Work with a partner. Cover the words in exercise 2a. Test each other using the illustrations.

A *What's this?*  
B *A museum.*

4 Work with a partner. What do you like about the two towns? *Lewisburg has a lot of things to do.*

### Lewisburg, WEST VIRGINIA

**Founded:** 1782

**Population:** 4,000

**Average age:** 46

**Jack:** I live in Lewisburg, West Virginia, and I love the place. I'm 68 and it's a great place for people like me. There are only 4,000 people in Lewisburg, but it has the facilities of a big town. There are museums, cinemas and good shops. There's a theatre, too, and the famous Carnegie Hall, as well as many other beautiful old buildings. There are a lot of things to do. We're very lucky. Oh, and there's an amazing bakery – my favourite shop in Lewisburg. They have great pizza. But one problem is that Lewisburg has a lot of visitors. There are nine different hotels for them!



### Mount Angel, OREGON

**Founded:** 1850

**Population:** 3,400

**Average age:** 37

**Sara:** I live in Mt. Angel, a small town in the lovely Willamette Valley in Oregon. Mt. Angel is famous for its festival – the 'Oktoberfest'. There are four nice restaurants in the town. My favourite is the Glockenspiel. It's a German restaurant. But Mt. Angel doesn't have a lot of facilities. There isn't a hotel, for example. There are banks and supermarkets. But there isn't a cinema and there aren't any museums. There isn't a theatre either. There's a golf course near the town, but I don't play golf. But that's OK, because the country is beautiful and the sea is only two hours away by car.



## Grammar *there is/there are*

5a Look at the two texts again. Complete the sentences.

- 1 There are \_\_\_\_\_ nice restaurants in Mt. Angel.
- 2 There are \_\_\_\_\_ hotels in Lewisburg.
- 3 There aren't \_\_\_\_\_ museums in Mt. Angel.
- 4 There's a theatre in \_\_\_\_\_.
- 5 There isn't a cinema in \_\_\_\_\_.

b Compare your answers with a partner.

6 Look at sentences 1–5 in exercise 5a and complete the Grammar focus box.

### GRAMMAR FOCUS *there is/there are*

- We use *there is/there are* ... to talk about things in a place.

(+)	1 _____ ( <b>There is</b> )	a big supermarket.
	<b>There</b> 2 _____	cinemas.
		three schools.
(–)	<b>There</b> 3 _____ ( <b>is not</b> )	a theatre.
	<b>There</b> 4 _____ ( <b>are not</b> )	any parks.
		any nice shops.

- We use *There aren't + any + plural noun*.

→ Grammar Reference page 126

7a Work with a partner. Underline the correct words in sentences 1–4.

#### Lewisburg

- 1 There 's / *are* good facilities.
- 2 There 's / *are* a great bakery.
- 3 There 's / *are* 4,000 people.
- 4 There 's / *are* a theatre.

b Complete the sentences about Mt. Angel with *There's*, *There are*, *There isn't* or *There aren't*.

#### Mt. Angel

- 5 \_\_\_\_\_ supermarkets and banks.
- 6 \_\_\_\_\_ any hotels.
- 7 \_\_\_\_\_ a theatre.
- 8 \_\_\_\_\_ a German restaurant.

c 6.2 Listen to sentences 1–8 and check your answers.

d 6.2 Listen again and repeat.

8a Think about a town you know well. What facilities does it have? Make a list.

- There is/are ...      • There isn't/aren't ...

b Work in small groups. Talk about your towns. Use *and/but* in your sentences.

*There are good schools in my town, but there isn't a university.*

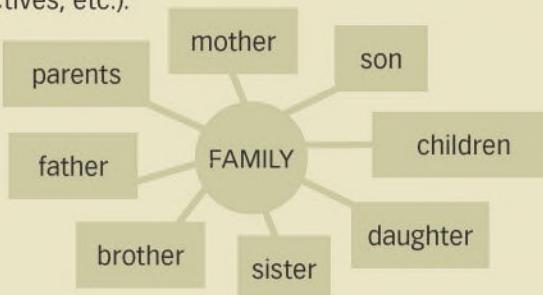
## Vocabulary recording vocabulary

9 Look at the Vocabulary focus box. How can you record vocabulary?

### VOCABULARY FOCUS recording and learning new vocabulary

Here are some ways you can record and learn new words.

- 1 Draw a diagram for a group of words (e.g. family, buildings, adjectives, etc.).



- 2 Note information about new words – number (singular or plural), part of speech (noun, verb, adjective), word stress:

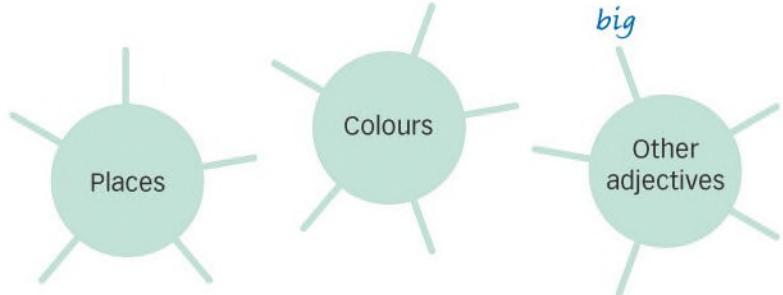
● *children* (plural noun)

- 3 Write an example sentence:

*My brother has two children. Sarah is five and James is three.*

10a Complete the diagrams with the words in the box.

big black blue building exciting green interesting  
modern museum office old red shop theatre white



b Add two more words to each diagram in exercise 10a.

c Compare your answers with a partner.

11a Choose 2–3 words from the diagrams in exercise 10a and note information about them (number, noun or adjective, stress, example sentence).

● *interesting – adjective;*  
*'The Things That Matter' is an interesting book.*

b Compare your answers with a partner.

12a Work with a partner. Make two similar diagrams to the ones in exercise 10a. Note information about the words.

b Work in small groups. Compare your diagrams. Can you add any more words or information?

## 6.2 Is there Wi-fi?

GOALS ■ Talk about hotel facilities ■ Ask questions with *Is there ...?/Are there ...?*

### Vocabulary & Speaking

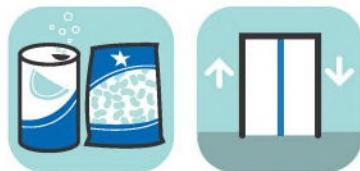
#### hotel facilities

1a Match the words in the box to icons 1–10.

air conditioning bath car park gym  
iron lift refreshments safe towels  
Wi-fi



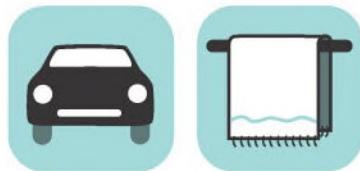
1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_



4 \_\_\_\_\_ 5 \_\_\_\_\_



6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_



9 \_\_\_\_\_ 10 \_\_\_\_\_

b 6.3 Listen, check and repeat.

2a What items are important for you in a hotel? Choose five from the list.

b Work in small groups. Tell each other your items.

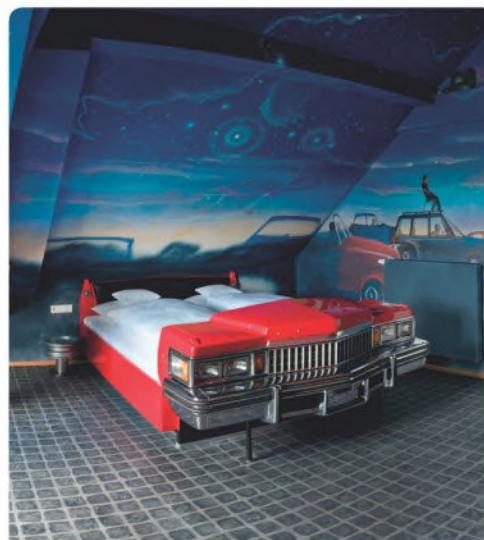
*I like refreshments in my room.*

*A safe is important.*

*A gym is good.*

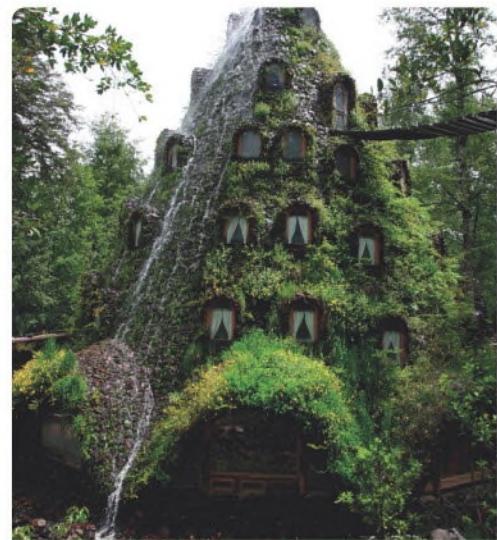
3a Read about two hotels. Answer the questions about each hotel.

- 1 Where is it?
- 2 What facilities does it have?



#### V8 Hotel, Boblingen, Germany

The V8 Hotel is next to the Mercedes Benz factory. Each room has a car theme: Cadillac Movie, Mercedes Car wash. It has all the facilities of a business hotel – free parking, Wi-fi, a gym – and a classic car museum next door.



#### Magic Mountain Hotel, Chile

The Magic Mountain Hotel is an eco-hotel in Chile. It looks like a big tree house. There are lots of things to do – walking, swimming and fishing. The hotel has twelve rooms, a restaurant and a swimming pool.

b Compare your answers with a partner. Which hotel do you like best?

4 Work with a partner. Talk about hotel facilities. Student A, turn to page 109. Student B, turn to page 114.

### Listening & Grammar *Is there ...?/Are there ...?*

5a 6.4 Listen to two conversations at a hotel reception. What three things do the people ask about?

b 6.4 Listen again. Write the missing words.

- 1 A Hi. I have a reservation. The name is Davis.  
B Yes, sir. A room for <sup>1</sup> \_\_\_\_\_ nights.  
A That's right. Is there <sup>2</sup> \_\_\_\_\_ in the room?  
B <sup>3</sup> \_\_\_\_\_, there is. The password is 'guest'.
- 2 A Hello. Is there a <sup>4</sup> \_\_\_\_\_ in the hotel?  
B Yes, there is. It's on level 1.  
A Oh, great. Are there any <sup>5</sup> \_\_\_\_\_ in the gym?  
B No, there aren't. Please take a <sup>6</sup> \_\_\_\_\_ from your room.



6 Look at the conversations in exercise 5a and complete the Grammar focus box.

### GRAMMAR FOCUS *Is there ...?/Are there ...?*

Questions (?)	
1 <b>there</b>	a safe in the room? a restaurant in the hotel?
2 <b>there</b>	any towels in the room? any parking spaces?
Short answers	
(+) Yes, <b>there</b> <sup>3</sup> _____. Yes, <b>there</b> are.	(-) No, <b>there</b> isn't. No, <b>there</b> <sup>4</sup> _____.  In questions we use ... 1 <i>Is there</i> + a/an + singular noun. 2 <i>Are there</i> + any + plural noun.

→ Grammar Reference page 126

! Is there **a** Wi-fi? Is there **an** air conditioning?

7a Work with a partner. Underline the correct options.

- A <sup>1</sup> *Is there* / *There is* a hotel car park?  
B Yes, <sup>2</sup> *there is* / *it is*.
- A Where are the toilets?  
B <sup>3</sup> *There are* / *They are* next to the gym.
- A <sup>4</sup> *Is there* / *Are there* a bath in the bathroom?  
B No, <sup>5</sup> *there isn't* / *there aren't*. But <sup>6</sup> *there's* / *there are* a shower.
- A <sup>7</sup> *Is there* / *Are there* any refreshments in the room?  
B Yes, <sup>8</sup> *there are* / *they are*. The mini-bar has got tea, coffee and water.

b 6.5 Listen and check your answers.

### PRONUNCIATION *Is there ...?/Are there ...?*

8 6.6 Listen and notice the stress.

- A *Is there a gym?*
- B *Yes, there is./No, there isn't.*
- A *Are there any towels?*
- B *Yes, there are./No, there aren't.*

9a 6.7 Listen and repeat the questions and answers.

- A Is there a restaurant? 3 A Are there any museums?  
B Yes, there is. B No, there aren't.
- A Is there a cinema? 4 A Are there any good shops?  
B No, there isn't. B Yes, there are.

b Practise the questions and answers with a partner.

10 **TASK** Work with a partner. Take turns to be a guest and a receptionist. Ask about the facilities in your hotel. Ask two questions (a and b) in each conversation.

#### Student A

- a snacks  
b drinks
- a air conditioning  
b instructions

#### Student B

- a a gym  
b showers
- a an iron  
b an ironing board

A *Are there any snacks in the room?*

B *Yes, there are.*

A *And are there any drinks?*

B *Yes, there are - in the mini-bar.*

### LISTENING SKILLS understanding where and when

We often use *there is/there are* to say **where** (= place) or **when** (= time) something is:

*There's a safe in your room./There are towels in the cupboard.*

*There's a train at 9.08./There aren't any buses at 12.00.*

1 6.8 Listen to four sentences. Complete the table.

What	Where	When
1 <i>phone</i>	<i>room</i>	—
2		
3		
4		

2 6.9 Listen to four questions and complete the questions.

- Are there any \_\_\_\_\_ in the \_\_\_\_\_?
- Is there a \_\_\_\_\_ to the \_\_\_\_\_?
- Is there a \_\_\_\_\_ in the \_\_\_\_\_?
- Are there any \_\_\_\_\_ near the \_\_\_\_\_?

3 6.10 Listen to the answers to the questions in exercise 2 and write the time or place.

#### Where/When

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

4a 6.11 Listen to someone phoning a hotel in Nice, France. Answer the questions.

- Where is the bus stop?
- Where is the hotel?
- Is there free Wi-fi in the hotel?
- When do they serve breakfast in the hotel?
- What time is checkout from the hotel?

b Compare your answers with your partner.

# 6.3 Has each flat got a kitchen?

GOALS ■ Use *each* and *all the* ■ Describe rooms and furniture

## Listening & Vocabulary rooms and furniture

1 Work with a partner. Look at the advert. Answer the questions.

- 1 What city are the flats in?
- 2 Where are the flats in the city?
- 3 When can guests come and go?

Stay with local people in 160 countries. 



### → Vietnam

Three beautiful studio flats in a quiet area of Ho Chi Minh City. Ten minutes from the city centre by taxi. Guest access 24/7.

#### Rooms:

-  kitchen
-  dining area
-  bathroom
-  living room (shared)
-  bedroom

Price: ~~£45~~ £30

#### Facilities:

-  TV
-  microwave
-  balcony
-  free parking
-  internet

BOOK NOW

■ **access** a way or possibility to go into a place



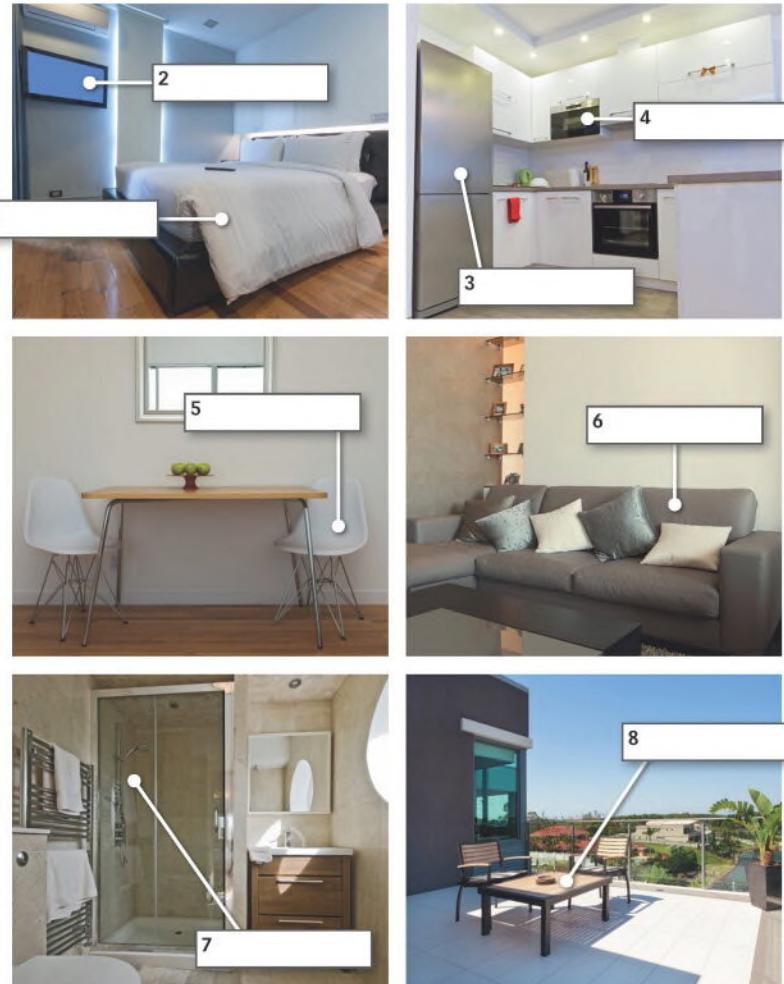
2a 6.12 Listen to two friends. Choose the correct options.

- 1 The flat *is / isn't* expensive.
- 2 They *want / don't want* to stay there.

b 6.12 Listen again. Which rooms/areas and facilities in the flat do they talk about?

3a Look at the photos from the website. Write the words in the box on the correct lines 1-8.

bed chair fridge microwave shower sofa table TV



b 6.13 Listen, check and repeat.

4a Look at the photos and complete the sentences.

- 1 The bed is in the bedroom.
- 2 The TV is in the                   .
- 3 The                    and the                    are in the kitchen.
- 4 The two                    are in the dining area.
- 5 The sofa is in the                   .
- 6 The table is on the                   .
- 7 The                    is in the bathroom.

b 6.14 Listen, check and repeat.

## Grammar & Speaking *each and all the*

5a Complete the second part of the conversation in exercise 2a using the words in the box.

bath garden living one shower sofa table

B ... Oh – there isn't a <sup>1</sup> \_\_\_\_\_ room.  
 A Yes, there is. In Photo 4. There's <sup>2</sup> \_\_\_\_\_ living room for **all the flats**.  
 B Oh, yes. I see. It's got a nice big <sup>3</sup> \_\_\_\_\_ ... And is there a <sup>4</sup> \_\_\_\_\_ in the bathroom?  
 A No, there isn't. **Each** bathroom has got a <sup>5</sup> \_\_\_\_\_ and a toilet.  
 B OK. And is there a <sup>6</sup> \_\_\_\_\_ for **each** flat?  
 A No, there isn't. But **all the** flats have got lovely balconies with a big <sup>7</sup> \_\_\_\_\_.

b 6.15 Listen and check your answers.

6 Complete the Grammar focus box with *each* and *all the*. Use exercise 5a to help you.

### GRAMMAR FOCUS *each and all the*

We use ...

1 \_\_\_\_\_ before a singular noun, e.g. *room*  
 2 \_\_\_\_\_ with a plural noun, e.g. *chairs*

→ Grammar Reference page 127

7a Complete the conversation with *each* or *all the*.

A I live in university flats near the city centre. There are six bedrooms in <sup>1</sup> \_\_\_\_\_ flat, but <sup>2</sup> \_\_\_\_\_ bedrooms are very small.  
 B What furniture is there in <sup>3</sup> \_\_\_\_\_ bedroom?  
 A <sup>4</sup> \_\_\_\_\_ bedrooms have got a bed, a table and a chair.  
 B Oh. And where do you eat?  
 A There's one kitchen and dining area for <sup>5</sup> \_\_\_\_\_ students in the flat.  
 B Is there one bathroom, too?  
 A No, <sup>6</sup> \_\_\_\_\_ flat has got two bathrooms.

b Compare your answers with a partner.

### PRONUNCIATION linking (1)

When a word ends in a consonant sound and the next word starts with a vowel sound, the two words are linked, e.g. *quiet area, in each room*.

8a 6.16 Listen to sentences 1–4. Notice how words are linked.

1 Is there a shower in the bathroom?  
 2 Has each flat got a kitchen?  
 3 Have all the bedrooms got internet access?  
 4 There is a table and four chairs on each balcony.

b 6.16 Listen again and repeat.

9a **TASK** Imagine you want to rent out your flat/house to tourists on a website. Make notes in the table.

My house/flat	
Location	
Rooms	
Facilities	

b Work in small groups. Ask and answer questions about each other's houses or flats and the things in them.  
*Is there a living room? Has it got a bath?*

c Which house/flat do you like best?

### READING SKILLS words that look similar

Some words in English look very similar. Notice the spelling, the function (noun, verb, etc.) and the meaning of each word in a similar pair.

- **for – four:** *There's a living room for all the flats.*  
*Maria's got four children.*
- **read – red:** *I often read comics at the weekend.*  
*Has he got a red jacket?*

1a Underline the letters that are different in these pairs.

1 bad – bed	4 there – their
2 How – Who	5 two – too
3 sea – see	6 form – from

b Complete the sentences with words from exercise 1a.

1 My friend Cindy is \_\_\_\_\_ Jamaica.  
 2 Are \_\_\_\_\_ any chairs in the bedroom?  
 3 Where's Frank? I can't \_\_\_\_\_ him!  
 4 \_\_\_\_\_'s that woman in the blue dress?

2 Read the description. Choose the correct options.

This flat in Hiroshima is twenty minutes <sup>1</sup> *form / from* the city centre. You can go <sup>2</sup> *there / their* by bus or train. The flat is <sup>3</sup> *for / four* five to six people and it has got <sup>4</sup> *two / too* bedrooms. One bedroom has got Japanese 'tatami mat' beds. The other bedroom has got a European <sup>5</sup> *bad / bed*. The flat has also got a small bathroom, a kitchen and a dining room, <sup>6</sup> *two / too*. Click [here](#) <sup>7</sup> *for / four* more photos.



3 Read the text again and answer the questions.

- 1 Where is the flat?
- 2 How many people is the flat for?
- 3 How many bedrooms are there?
- 4 What can you see if you click 'here'?

### VOX POPS VIDEO 6

# 6.4 Speaking and writing

GOALS ■ Explain problems ■ Write a hotel review

## Listening & Speaking explaining problems

1 Work with a partner. Think of three common problems in hotels.  
*old beds, ...*

2a Match problems 1–5 to illustrations a–e.

- 1 My room is very hot.
- 2 I don't know the code for the door.
- 3 There aren't any towels in the bathroom.
- 4 Our room is very noisy.
- 5 The shower in my room is broken.



b Work with a partner. Match solutions a–e to problems 1–5.

- a send someone to look
- b try in the cupboard
- c use air conditioning
- d go to another room
- e give the code number

c 6.17 Listen to five conversations and check your answers.

3a 6.17 Listen to the conversations again and complete the sentences.

- 1 \_\_\_\_\_ air conditioning. The switch is next to the \_\_\_\_\_.
- 2 It's A\_\_\_\_\_.
- 3 Hmm... Try in the cupboard \_\_\_\_\_ the window.
- 4 I'm so sorry. You can have another \_\_\_\_\_.
- 5 Oh, I'm \_\_\_\_\_. I'll send someone to \_\_\_\_\_.

! I'll + infinitive without *to* – to offer help  
*I'll do it.*

b Work with a partner. Practise the conversations.

4 6.18 Read the *Understanding ...* box and listen to the examples.

### UNDERSTANDING ... help

When people give information to help you, listen for the key words. These can be nouns (e.g. names, places), adjectives, verbs, numbers, etc.

*There is air conditioning. The switch is near the door.*  
*I'll send someone to help.*

*The museum is on Bridge Street.*  
*The code for the safe is B50079.*

5a Work with a partner. Look at the four problems in the table. Think of solutions for each problem.

Problem	Solution
1 The phone in my room is broken.	
2 The bathroom is very dirty.	
3 I don't know the address of this museum.	
4 My room is very cold.	

b 6.19 Listen to four conversations. Write two or three key words for each solution in the table. Are any of the solutions the same as yours?

c Use the prompts to practise conversations.

- 1 A The phone in my room is broken.  
B Oh, I'm, sorry. I'll ...
- 2 A The bathroom is very dirty.  
B I'm so sorry. You can ...
- 3 A I don't know the address of this museum.  
B It's ...
- 4 A My room is very cold.  
B There's a heater. The ...

6a Read the Language for speaking box.

### LANGUAGE FOR SPEAKING problems

#### Problems

... is very hot/cold/noisy.  
The ... in my room is broken.  
I don't know ...  
There isn't ...  
There aren't any ...

#### Solutions

There's a ... near ...  
I'll send someone to ...  
It's ...  
Try in the ...

b Work with a partner. Think of two more problems in a hotel. Take turns to be the guest and the receptionist. Have similar conversations.  
*Excuse me. ...*

## Reading & Writing a hotel review

7a Read the hotel review. Complete the table.

Home | Restaurants | Hotels | Things to do | More

**Elpis**  
Reviews  
39 Reviews sorted by  
▶ Date  
▶ Rating

**Write a review**

 **jay1985** 

This hotel is great. It's near the beach, but the sea is not very warm in May. The hotel has a nice swimming pool and a small pool for children. In fact, it has a lot of good facilities – tennis, mini-golf and a gym. The rooms are clean and there is air conditioning in every room. The staff are lovely. There are some beautiful walks near the hotel. But there aren't a lot of other things to do. A bus goes to the local town, Nikiti, but there's only one bus every day.

Good points (+)	Bad points (-)
1 <u>near the beach</u>	1 _____
2 _____	2 _____
3 _____	3 _____
4 _____	
5 _____	
6 _____	
7 _____	

b Compare your list with a partner. Is it a good hotel for you or not? Why?

8a Read the Language for writing box.

### LANGUAGE FOR WRITING basic sentence structure

Look at the structure of these sentences. Note the position of:

- 1 the **subject** (person, thing)
- 2 the **verb** (action)
- 3 the **adjective/object** (saying something about the subject/verb)
- 4 place/time information

This hotel	is	great.	
The bus	leaves/doesn't leave		at 12.30.
The hotel	has/doesn't have	a nice restaurant	

b Find one more sentence of each type in the review.

9a Put the words in the correct order to make sentences.

- 1 too / has / The hotel / a cinema, .
- 2 friendly / The waiters / very / are .
- 3 doesn't / a big bathroom / Our room / have .
- 4 doesn't / The train / to the university / go .

b Compare your answers with a partner.

10a Think about a hotel you know. Answer questions 1–5.

- 1 Where is the hotel?
- 2 What facilities are there in the hotel?
- 3 Are the people friendly? Is the food good?
- 4 What places of interest are near the hotel?
- 5 What are the good points and bad points?

b Work with a partner. Take turns to talk about your hotels.

11a **TASK** Write a review of the hotel. Use the sentence structures in the Language for writing box.

b Work in small groups. Read your reviews. Which hotel do you like? Why/Why not?



# 6.5 Video

## House searching

**1a** Work with a partner. Look at the photos. What rooms do you see? Do you like the rooms? Why/Why not?

**b** Which of these things do you see in the rooms?

bed bookcase chair chest of drawers desk fridge  
oven sink sofa TV wardrobe window

**2**  Watch the video. Are the sentences true (T) or false (F)?

- 1 Louise likes Bristol.
- 2 The flat in Bristol has got two bedrooms.
- 3 The city flat is big, but it's expensive.
- 4 Houses outside Bristol are expensive, too.
- 5 Louise's favourite thing about the house is the garden.
- 6 There isn't a lot to do in the village, but Louise likes it.

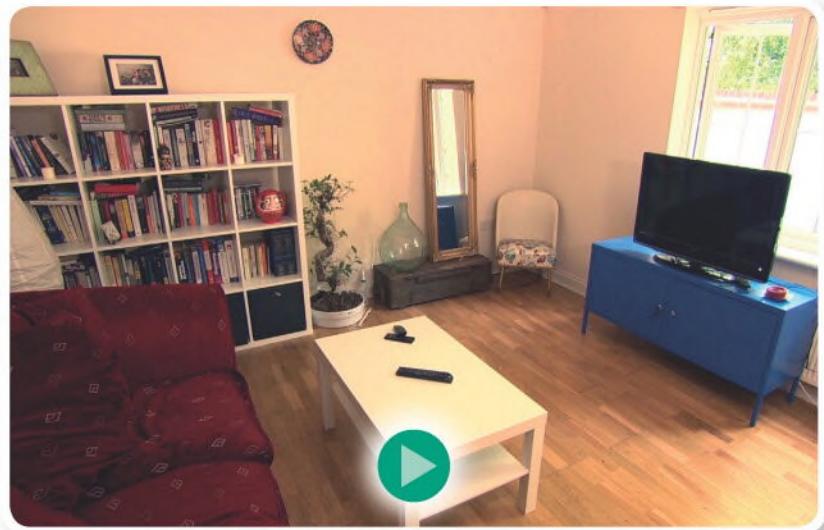
**3a**  Watch the first part of the video again. Circle the correct facts about Bristol and the city flat.

<b>City flat</b>	It's got a <sup>1</sup> big / <sup>2</sup> small living room with a large <sup>3</sup> table / <sup>4</sup> window. The kitchen is <sup>5</sup> big / <sup>6</sup> small. The small bedroom has got a desk and a <sup>7</sup> bed / <sup>8</sup> sofa. There's <sup>9</sup> a bath / <sup>10</sup> a bath and a shower in the bathroom.
<b>Price</b>	£850 per <sup>11</sup> week / <sup>12</sup> month



**b**  Watch the second part of the video again. Circle the correct facts about the village and the house.

<b>The house</b>	It is <sup>1</sup> ten / <sup>2</sup> twenty minutes from the shop. In the living room there's a sofa, a TV and <sup>3</sup> a coffee table / <sup>4</sup> bookcase. The dining room has got a big table and <sup>5</sup> four / <sup>6</sup> six chairs. There is a <sup>7</sup> small / <sup>8</sup> big sink in the kitchen. The two bedrooms have got a <sup>9</sup> wardrobe / <sup>10</sup> desk.
<b>The village</b>	It's quite <sup>11</sup> big / <sup>12</sup> small. It has got <sup>13</sup> a shop / <sup>14</sup> two shops, but it hasn't got any <sup>15</sup> restaurants / <sup>16</sup> museums.



**4a** **TASK** Work as Student A and Student B. Student A, you want to rent a flat in Bristol. Student B, you are an estate agent. Make notes about ...

- the city
- the facilities in the city
- the flat (location, rooms, furniture, price).

**b** Act out the conversation. Do you want to move into this flat? Why/Why not?



# Review

**1a** Work with a partner. Put the words in the box into the correct place in the table.

air conditioning **bank** bed chair iron museum park  
safe shop sofa table Wi-fi

Facilities in a town	Facilities in a hotel	Furniture
<b>bank</b>		

**b** In which rooms can you find the items in the 'Furniture' column of the table in exercise 1a?

*table - kitchen, dining room*

**2a** Look at the studio flat and complete the sentences using *There's*, *There are*, *There isn't* or *There aren't*.



1 There's a big bed. 5          four chairs.  
2          a fridge. 6          a bath.  
3          a sofa. 7          a shower.  
4          a table. 8          any books.

**b** 6.20 Listen and check your answers.

**3a** 6.21 Listen to a phone conversation with a travel agent. Underline the correct items.

**Location:** Lech in <sup>1</sup> Switzerland / Austria

**Size of town:** <sup>2</sup> big / small

**Facilities:** <sup>3</sup> restaurants / museums / cafés / cinemas / supermarkets / shops

**Facilities for children:** <sup>4</sup> swimming pool / park

**Things to do:** <sup>5</sup> ski / walk / cycle

**Hotel facilities:** <sup>6</sup> restaurant / gym / swimming pool / parking / Wi-fi

**b** Compare your answers with a partner.



**4a** Match questions 1–5 with answers a–e.

1 Where are the toilets?	a No, it isn't.
2 Is there a phone in the room?	b Yes, it does.
3 Does our room have Wi-fi?	c Yes, there are.
4 Are there any drinks in the fridge?	d Yes, it's next to the bed.
5 Is the restaurant open at 6 a.m.?	e They're next to the lift.

**b** Compare your answers with a partner.

**5a** Complete the sentences using the words in the box.

a (x2) all All any (x2) Each (x2)

- 1 There aren't \_\_\_\_\_ towels in our bathroom.
- 2 \_\_\_\_\_ room has a TV and a radio.
- 3 \_\_\_\_\_ the houses have got big gardens.
- 4 That's \$80 for four tickets, please. \_\_\_\_\_ ticket is \$20.
- 5 Do \_\_\_\_\_ the buses go to the city centre?
- 6 Is there \_\_\_\_\_ bank on the High Street?
- 7 Have you got \_\_\_\_\_ bicycle?
- 8 Are there \_\_\_\_\_ restaurants on Broad Street?

**b** Complete the short answers to questions 5–8 in exercise 5a.

- 1 No, \_\_\_\_\_.
- 2 Yes, \_\_\_\_\_.
- 3 No, \_\_\_\_\_.
- 4 Yes, \_\_\_\_\_.

**c** Work with a partner. Practise the conversations.

**6a** Work with a partner. Complete the description of a hotel using your own ideas.

This hotel is <sup>1</sup> \_\_\_\_\_. It's got <sup>2</sup> \_\_\_\_\_ and <sup>3</sup> \_\_\_\_\_. But it's not very near <sup>4</sup> \_\_\_\_\_. The rooms are <sup>5</sup> \_\_\_\_\_. In each room there <sup>6</sup> \_\_\_\_\_ and <sup>7</sup> \_\_\_\_\_. All the staff are <sup>8</sup> \_\_\_\_\_. We really like <sup>9</sup> \_\_\_\_\_.

**b** Work with another partner. Swap descriptions. Are they similar?

# Skills and interests

## 7.1 She can paint

GOALS ■ Use *can* and *can't* ■ Talk about your abilities

### Reading & Vocabulary skills

- Work with a partner. Do you know any clever animals? Why are they clever?
- Read the text about Koko the gorilla. Why is she amazing?
- Read the text again. Answer the questions.
  - Where does Koko live?
  - What can she understand?
  - How does she say things?
  - What does Koko do in the videos?
- Match the verbs in the box to nouns 1–8.

drive paint play ~~remember~~ ride speak understand  
use

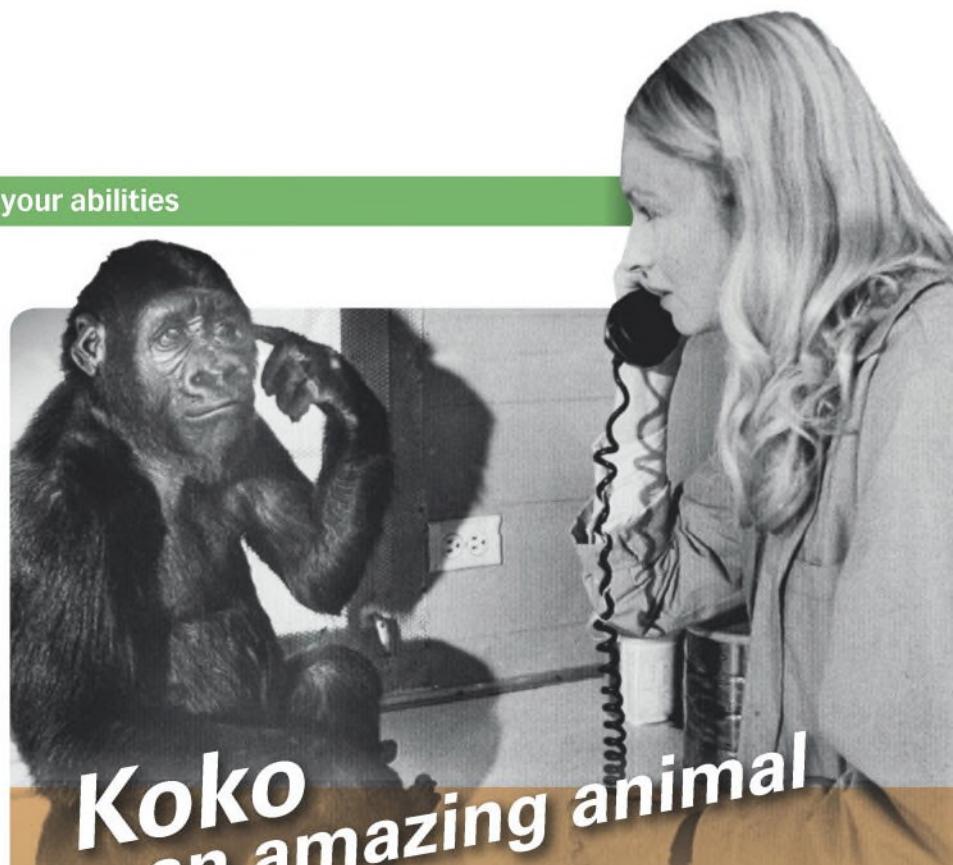
- remember faces
- \_\_\_\_\_ instructions
- \_\_\_\_\_ a picture
- \_\_\_\_\_ the piano
- \_\_\_\_\_ a paintbrush
- \_\_\_\_\_ Japanese
- \_\_\_\_\_ a car
- \_\_\_\_\_ a bike

- Work with a partner. Think of another noun to go with each verb in exercise 3.  
*remember someone's birthday*

- Compare your answers with another pair. How many different nouns do other students have?

### Grammar & Speaking *can, can't*

- Read the text about Koko again. Are the sentences true (T) or false (F)?
  - She can remember people's faces.
  - She can speak.
  - She can't use a paintbrush.
  - She can't paint other animals.



### Koko an amazing animal

Koko is a gorilla. She lives near Santa Cruz in the USA with her friend and teacher, Dr Penny Patterson. Dr Patterson is a teacher at Stanford University. She is very interested in Koko because Koko has an unusual ability: she understands language. She can't speak, but she can understand instructions and she can use her hands to say things. She can use over 1,000 signs. She remembers people's faces too. Koko likes art and other animals. In one video, we watch Koko as she uses a paintbrush and paints a picture of a bird. In another video, she plays an electric piano.

sign



- Look at the sentences in exercise 5 and complete the Grammar focus box.

#### GRAMMAR FOCUS *can/can't*

We use *can/can't* to talk about ability.

##### Positive (+)

I/You/He/She/It/We/They <sup>1</sup> \_\_\_\_\_ paint.  
I/You/He/She/It/We/They <sup>2</sup> \_\_\_\_\_ speak.

##### Negative (-)

I/You/He/She/It/We/They <sup>1</sup> \_\_\_\_\_ ride a bike.  
I/You/He/She/It/We/They <sup>2</sup> \_\_\_\_\_ drive.

→ Grammar Reference page 128

7a Look at the photos. **Circle** the correct options in sentences 1-3.



- 1 Monty <sup>1</sup>can / <sup>can't</sup> drive a car, but he <sup>2</sup>can / <sup>can't</sup> ride a motorbike.
- 2 Abe Chan <sup>3</sup>can / <sup>can't</sup> speak English, but he <sup>4</sup>can / <sup>can't</sup> speak Japanese.
- 3 Sascha <sup>5</sup>can / <sup>can't</sup> play football, but she <sup>6</sup>can / <sup>can't</sup> understand the rules.

b Compare your answers with a partner.

#### PRONUNCIATION sentence stress: *can, can't*

8a 7.1 Listen to two sentences about Koko. Is *can* or *can't* stressed?

- 1 Koko **can** use a paintbrush.
- 2 Koko **can't** speak.

b 7.1 Listen again and repeat.

c Work with a partner. Practise saying the sentences in exercise 7a with the correct stress.

9a Make sentences that are true for you.

- 1 I **can** / **can't** speak Spanish **but** / **and** I **can** / **can't** speak English.
- 2 I **can** / **can't** remember names **but** / **and** I **can** / **can't** remember faces.
- 3 I **can** / **can't** ride a bike **but** / **and** I **can** / **can't** ride a motorbike.
- 4 I **can** / **can't** play football **but** / **and** I **can** / **can't** play tennis.

b Write two more sentences of your own. Compare your abilities with your partner.

#### Vocabulary & Speaking abilities

10a 7.2 Look at photos 1-6. Read and listen to the verbs.



b 7.2 Listen again and repeat.

11a Work with a partner. Talk about what you can and can't do.

*I can write twenty text messages per hour.*

b Work with a different partner. Talk about your first partner.

*Ria can write twenty text messages per hour, but she ...*

#### LISTENING SKILLS the schwa sound /ə/

In English, many unstressed words are pronounced with a schwa /ə/, e.g. *can, are, a/an, from, at, for*, etc. Recognizing the schwa sound can help you to understand spoken English better.

1 7.3 Listen to phrases 1-6. **Circle** the schwa sound /ə/ in each phrase.

1 a paintbrush	4 an easy job
2 from Spain	5 black and blue
3 of course	6 stay at home

2 7.4 Listen to sentences 1-4. **Underline** the words pronounced with a schwa sound /ə/.

- 1 Koko can play an electric piano.
- 2 The boys have lunch at school.
- 3 The shops are closed from one to three.
- 4 There are lots of cafés and parks in this town.

3a 7.5 Listen and complete the text.

My neighbours have <sup>1</sup>\_\_\_\_\_ parrot, Murphy. He's <sup>2</sup>\_\_\_\_\_ amazing bird! Murphy <sup>3</sup>\_\_\_\_\_ sing <sup>4</sup>\_\_\_\_\_ speak, too. He likes dancing <sup>5</sup>\_\_\_\_\_ he <sup>6</sup>\_\_\_\_\_ listen <sup>7</sup>\_\_\_\_\_. The Beatles <sup>8</sup>\_\_\_\_\_ hours. There <sup>9</sup>\_\_\_\_\_ two songs Murphy loves, <sup>10</sup>\_\_\_\_\_ Me <sup>11</sup>\_\_\_\_\_. You and She's <sup>12</sup>\_\_\_\_\_ Woman, but he hates <sup>13</sup>\_\_\_\_\_ Little Help <sup>14</sup>\_\_\_\_\_ My Friends – nobody knows why!

b Compare your answers with a partner.

## 7.2 Can you help?

GOALS ■ Use *can* to ask and answer about abilities ■ Use adverbs of manner

### Listening & Grammar *Can you ...?*

1a Work with a partner. Do you ever do volunteer work? Why/Why not?

b Look at the advert for a volunteer job. Answer the questions.

- 1 Where is the project?
- 2 What are the different jobs?
- 3 What can you do in your free time?
- 4 How much does it cost?
- 5 Is it a good job? Why/Why not?

2a 7.6 Listen to an interview for the job. What can Jack do? Is he a good person for the job in the advert?

b 7.6 Listen again and complete the conversation between the interviewer (I) and Jack (J).

I OK, Jack, and can you <sup>1</sup>\_\_\_\_\_?

J Yes, I can. I can swim well.

I OK, great. And are you <sup>2</sup>\_\_\_\_\_ with a computer?

J I type quite slowly, but I can <sup>3</sup>\_\_\_\_\_ different computer programs.

I Good. And can you <sup>4</sup>\_\_\_\_\_?

J No, I can't. But I can learn. I'm a fast learner.

I Great! And can you use a <sup>5</sup>\_\_\_\_\_?

J Yes, I can. I <sup>6</sup>\_\_\_\_\_ photography a lot.

■ **type** write something on a computer

3a Look at the interview in exercise 2b and complete the Grammar focus box.

#### GRAMMAR FOCUS *Can you ...?*

We use *Can* + subject + verb (infinitive without *to*) to ask about people's abilities.

##### Questions (?)

1 \_\_\_\_\_ you use a computer?

##### Short answers

Yes, I <sup>2</sup>\_\_\_\_\_. / No, I <sup>3</sup>\_\_\_\_\_.

→ Grammar Reference page 128

b Make questions using *can*. Compare with a partner.

- 1 you / speak English? *Can you speak English?*
- 2 you / use a camera?
- 3 you / swim?
- 4 you / teach English?
- 5 you / drive?



#### Volunteers wanted for Dolphin Research Project – Zanzibar

The Dolphin Research Project studies dolphins' behaviour and records the number of tourists in Zanzibar.

- **Work:** Record numbers of tourists and dolphins (on computer); watch dolphins; take photos of dolphins; teach English to tourist guides; drive.
- **Free time:** Visit the beautiful island of Zanzibar.
- **Duration:** 2–6 weeks
- **Cost:** from €800 for two weeks

■ **record** write notes about something

■ **behaviour** the way you are and do things

#### PRONUNCIATION *can, can't* in questions and statements

7.7 Listen and repeat the sentences.

- in positive sentences and questions we say /kən/: *I can* swim. *Can* you drive?
- in short answers we say /kən/: Yes, *I can*.
- in negative sentences we say /kə:nt/: *I can't* speak Thai.

4a 7.8 Listen and repeat the sentences.

- 1 I can use a computer. 3 Yes, I can.
- 2 Can you speak English? 4 No, I can't.

b Practise the sentences with a partner. Use the correct pronunciation of *can* and *can't*.

5 Work with a partner. Ask and answer the questions in exercise 3b. Is your partner a good person for the job in Zanzibar?

## Vocabulary & Speaking adverbs of manner

6a Look at exercise 2b again. Answer the questions.

- 1 Is Jack a good swimmer?
- 2 Is Jack a good typist (= a person who can type)?
- 3 What words tell you this?

b Complete the table with words from the conversation in exercise 2b.

Adjective	slow	bad	good	3 _____
Adverb	1 _____	badly	2 _____	fast

7 Complete the sentences with the words in the box.

badly fast slowly well

- 1 I have a good camera, but I can't use it \_\_\_\_\_.
- 2 Sorry, I can't understand you. Please speak \_\_\_\_\_.
- 3 I don't like their food. They cook \_\_\_\_\_.
- 4 She drives very \_\_\_\_\_, but she's a good driver.

! Adverbs of manner go after the verb or verb phrase.  
I can drive **well**. I can drive a car **well**.

8a Put the words in order to make sentences and questions.

- 1 reads / He / slowly / very .
- 2 can / fast / type / She .
- 3 French / He / badly / speaks .
- 4 well / play / tennis / can't / I .
- 5 well / Can / English / she / understand ?

b 7.9 Listen and check your answers.

9 Work with a partner. Talk about yourself. Use the verbs and adverbs to say what you *can* and *can't* do.

Verbs: cook drive play read speak swim

Adverbs: (very) fast well badly slowly

I can't run fast.

10a **TASK** Work with a partner. Look at the job advert. Imagine you are the interviewer. Prepare questions for the interview. *Can you use a computer? Why do you want to work here?*

Place of work: Tourist Information Centre, Liverpool

Job: Receptionist

Personality: friendly, fast learner

Skills: computer skills, foreign languages, typing, knows Liverpool

b Work with a different partner. Take turns to be the interviewer and interviewee.

c Is your partner the right person for the job? Why/Why not?

## READING SKILLS scanning for specific information

Sometimes we need to read fast for specific information.

- For **names, places, jobs** we look for words.
- For **times, ages, phone numbers** we look for numbers.

1 Look at the advert and write the words in the box on lines a-c.

name of film place time

### FILMS THIS WEEK

Cineworld, Brighton Marina, Brighton  
www.cineworld.co.uk/cinemas/brighton/information

■ **Annie** 17.30 p.m. 19.45 p.m.  
Comedy starring Jamie Foxx.

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

2a Look at the advert for ten seconds and find this information.

- a the job
- b the place

**JOBS** We want enthusiastic English teachers for our summer school. The job is for eight weeks in July and August, teaching students aged 12-16 years at our school in Brighton.

b Compare your answers with a partner.

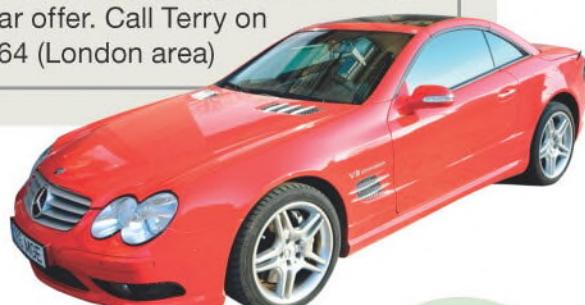
c Who are the students at this school? Read the advert again and find the answer.

3a Work with a partner. Imagine you want to buy a car. You want to know the answers to questions 1-5.

- 1 What make is the car (BMW, Honda, etc.)?
- 2 How old is it?
- 3 What colour is it?
- 4 How much is it?
- 5 Where is the car?

b Look at the advert for twenty seconds and find the answers to questions 1-5.

**FOR SALE** Beautiful Mercedes R230. I don't want to sell, but I have a new job in Canada. Red with grey leather seats. Registered in 2012. £15,000 or near offer. Call Terry on 807 550 923664 (London area)



# 7.3 I like going out

GOALS ■ Use *like* + *-ing* ■ Talk about your hobbies

## The USA



## The UK



### Vocabulary & Speaking hobbies

1a 7.10 Listen to what people in the USA like doing in their free time. Listen and repeat the verbs/phrases.

b Work with a partner. Look at the UK list. Write the activities in the box on the correct lines 1–4.

go to the cinema/theatre go out with friends read  
work in the garden

c 7.11 Listen and check your answers.

d Work with a partner. Student A, say a number. Student B, cover the illustrations and say the verb/phrase. Start with the USA list.

2a Work with a partner. Answer the questions about the infographic in exercise 1a.

- What do people do in the USA, but not in the UK?
- What do people do in the UK, but not in the USA?
- What do people do both in the USA and the UK?

b Work with a partner. What do your friends/people in your country do in their free time?

*My friends play football.*

### Grammar & Speaking *like* + *-ing*

3a 7.12 Listen to a conversation between Anja and Marcin about hobbies. Do they like doing the same things?

b 7.12 Listen again. Circle the correct options.

- Anja likes swimming and taking photos of *nature* / *people*.
- Marcin *likes* / *doesn't like* going out.
- Marcin likes reading and *listening to* / *playing* music.

4 Read the Grammar focus box and complete the gaps with *-ing* forms from exercise 3b.



### GRAMMAR FOCUS *like* + *-ing*

To talk about hobbies and interests we use ...

*like* + verb + *-ing* *They like going out.*

Spelling rules for verb + *-ing*:

- verb + *-ing*: listen → listening, 1 \_\_\_\_\_
- verb ending in *e* + *-ing*: have → having, 2 \_\_\_\_\_
- verb ending in a vowel and a consonant + *-ing*: run → running, 3 \_\_\_\_\_

Note: We can use nouns after 'like', too.

*She likes films. We like tea.*

→ Grammar Reference page 129

## 5a Circle the correct words.

M Do you <sup>1</sup>have / having any hobbies, Anja?

A Yes. <sup>2</sup>I like swim / swimming and <sup>3</sup>take / taking photos.

M What do you take photos of?

A People, usually. And you? What do you like <sup>4</sup>do / doing in your free time?

M Umm ... not a lot.

A Do you <sup>5</sup>go / going out often?

M No, I don't like <sup>6</sup>go / going out. I like <sup>7</sup>read / reading and <sup>8</sup>listen / listening to music at home.

## b 7.12 Listen again and check your answers.

## 6a Complete the conversations with the correct form of the verbs in (brackets).

1 A Do you like <sup>1</sup>\_\_\_\_\_ (go) out in the evening?

B Yes, I do. But my husband likes <sup>2</sup>\_\_\_\_\_ (be) at home.

A Oh. I often <sup>3</sup>\_\_\_\_\_ (go) out in the evening. I like <sup>4</sup>\_\_\_\_\_ (see) my friends.

2 A What do you like <sup>5</sup>\_\_\_\_\_ (do) at weekends?

B I like <sup>6</sup>\_\_\_\_\_ (get up) late and <sup>7</sup>\_\_\_\_\_ (go) shopping. And you?

A Oh. I'm always bored at the weekend. I like <sup>8</sup>\_\_\_\_\_ (have) lots to do.

## b 7.13 Listen and check your answers.

## PRONUNCIATION linking vowels with /w/ or /j/

7.14 When we add -ing to a verb ending in a vowel sound, we need an extra sound (/w/ or /j/) to connect the two vowel sounds, e.g. do + ing, see + ing.

## 7a 7.15 Listen and choose the correct connecting sound in these -ing verbs.

		/w/		/j/	
1 going	a go <sup>ing</sup>		b go <sup>ing</sup>		
		/w/		/j/	
2 being	a be <sup>ing</sup>		b be <sup>ing</sup>		
		/w/		/j/	
3 seeing	a see <sup>ing</sup>		b see <sup>ing</sup>		
		/w/		/j/	
4 doing	a do <sup>ing</sup>		b do <sup>ing</sup>		

## b Work with a partner. Practise the conversations in exercise 6a.

## 8a Work in small groups. Ask and answer questions about your hobbies and write the answers.

A What do you like doing in your free time?

B I like watching sport and seeing my friends.

Erik – watch sport, ...

b Work with a partner from a different group and compare answers. Say what the favourite hobbies are in the group. *Five people like reading. Only one person likes watching sport.*

## Vocabulary like, love, hate + -ing

## 9a Read the Vocabulary focus box.

## VOCABULARY FOCUS like, love, hate + -ing



After these verbs we use ...

1 a noun, e.g. coffee, books

I love coffee.

2 a verb + -ing, e.g. cooking

I hate playing football.



## b Complete sentences 1–4 with a noun and a verb + -ing.

1 I like *swimming*. I like *tea*.

2 I don't like ...

3 I love ...

4 I hate ...

## c Compare your answers with a partner. Are any of your sentences the same?

10a Complete sentences 1–6 with *love*, *like*, *don't like* or *hate* to make them true for you.

1 I \_\_\_\_\_ running.

2 I \_\_\_\_\_ Italian food.

3 I \_\_\_\_\_ working at the weekend.

4 I \_\_\_\_\_ big cities.

5 I \_\_\_\_\_ getting up early.

6 I \_\_\_\_\_ driving.

## b Work with a partner. Ask and answer questions using the sentences in exercise 10a.

A Do you like running?

B No, I don't, but I like cycling.

A Do you like Italian food?

B Yes, I do. I love pizza.

## 11a Write three things people in your family like or don't like.

*My husband loves cooking.*

## b Tell your sentences to your partner. Ask each other questions.

A My sister likes dancing.

B Where does she dance?

## VOX POPS VIDEO 7

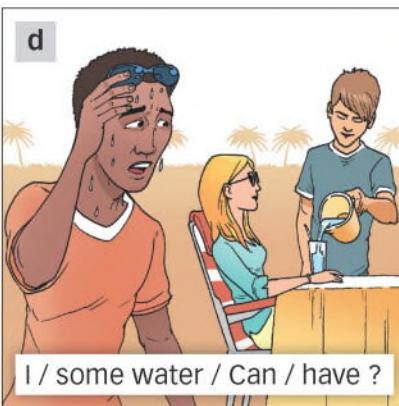
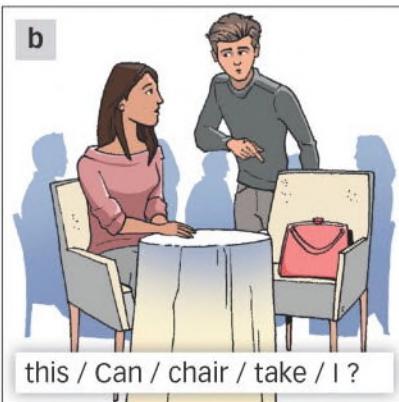
# 7.4 Speaking and writing

GOALS  Make simple requests  Write a post on a social media website

## Listening & Speaking simple requests

1 Work with a partner. Match problems 1–6 to illustrations a–f.

- 1  I can't open this box.
- 2  I can't understand you.
- 3  I'm lost.
- 4  I want to go to the airport.
- 5  I'm really thirsty.
- 6  We only have one chair.



2a Put the words in a–f in the correct order to make requests for each illustration.

b 7.16 Listen, check and repeat.

3a 7.17 Listen to the conversations. Complete the answers.

- 1 A Excuse me. I can't open this box. Can you help me?  
B Of course I \_\_\_\_\_.
- 2 A I can't understand you. Can you speak slowly?  
B Sure, no \_\_\_\_\_.
- 3 A Excuse me. I'm lost. Can you tell me the way to the city centre?  
B Sure. It's \_\_\_\_\_ way.
- 4 A I want to go to the airport. Can you call me a taxi?  
B Yes, of course. Do you want it \_\_\_\_\_?
- 5 A I'm really thirsty. Can I have some water, please?  
B Sure. Here you \_\_\_\_\_.
- 6 A Excuse me. We only have one chair. Can I take this chair, please?  
B \_\_\_\_\_. It's taken.

! Can I have **some** water/tea?

b Work with a partner. Practise the conversations.

4 7.18 Listen to the *Understanding ...* box and listen to the examples.

### UNDERSTANDING ... answers

When you ask for something, it's important to understand the answer.

Q Can you help me?	A Sure./Of course. (= Yes)
	A Sorry.... (= No)

5a 7.19 Listen to four conversations. Is the answer **yes** (✓) or **no** (✗)?

1  2  3  4

b Compare your answers with a partner.

6a Read the Language for speaking box.

### LANGUAGE FOR SPEAKING requests and answers

#### Requests

Can you speak slowly?

Excuse me. Can you... help me?/call me a taxi? tell me the way to...?

Excuse me. Can I... have a/your/this...? take this...?/use your...?

#### Answers

Of course./Sure./No problem./Here you are.

Sorry. I'm busy./Sorry. It's taken.

**b** Work with a partner. Take turns to have similar conversations to the ones in exercise 3a. Use items 1–4 and the Language for speaking box to help you.

**Student A**

- 1 You are thirsty.
- 2 You can't open the door.
- 3 You want to buy a cinema ticket.
- 4 You are lost and can't find the bank.

**Student B**

- 1 You are lost and can't find the museum.
- 2 You don't have your phone.
- 3 You don't know the time.
- 4 You can't understand Student A.

## Reading & Writing a post on a social media website

**7a** Read the post from a social media website. Answer the questions.

- 1 How old is Eduardo?
- 2 Where is he from?
- 3 What is his job?
- 4 What are his hobbies?
- 5 Why is he on this website?

**internationalmeetup.org**

Meetup | Forums | Search | Sign in

Today 11:35

**Eduardo (26) from Uruguay**

Hello

I'm new to this site. I'm here because I like meeting people from all over the world. I like speaking English, but I can't speak very well because in Uruguay people never speak English. I'm an engineer for a telecoms company and my hobbies are football and rock music. I like playing the guitar, too, but I play badly. I sometimes play music with my friend, Javier. He's a great musician and he writes amazing songs.

Please contact me, so we can speak English to each other. Tell me what you like doing.

Share

**b** Compare your answers with a partner.

**8a** Read the Language for writing box.

### LANGUAGE FOR WRITING word order

Use ...

- 1 **adjective + noun**, e.g. *a lovely person*, to describe someone or something.  
*He's a great musician.*
- 2 **verb + adverb**, e.g. *type slowly*, to say how you do something.  
*I can't speak English very well.*
- 3 **adverb of frequency + verb**, e.g. *often write*, to say how often you do something.  
*I sometimes play music with my friend, Javier.*

**b** Complete sentences 1–3 with the words in the box.

amazing badly never

- 1 In Uruguay, people \_\_\_\_\_ speak English.
- 2 I play the guitar \_\_\_\_\_.
- 3 Javier writes \_\_\_\_\_ songs.

**9** Work with a partner. Put the words in the correct order to make sentences.

- 1 always / play / They / at the weekend / football .
- 2 slowly / can / English / speak / I .
- 3 live / small / in / a / We / flat .
- 4 like / I / but / I / well / cook / cooking, / can't .
- 5 in / taking / my / photos / I / time / like / free .
- 6 sometimes / watch / films / American / I .

**10a** Complete sentences 1–6 to make them true for you.

- 1 I can't \_\_\_\_\_ very well.
- 2 I \_\_\_\_\_ go to the beach at the weekend.
- 3 I live in a \_\_\_\_\_ town.
- 4 I can \_\_\_\_\_ fast.
- 5 I \_\_\_\_\_ speak English in my job.
- 6 My partner cooks \_\_\_\_\_ food.

**b** Compare your sentences with a partner. Are any of them the same?

**11a** Write a post about yourself for a social media page. Use adjectives and adverbs to make your post more interesting. Include:

- name, age, and country
- job
- what you like and don't like
- what you can and can't do
- why you are on the website

**b** Work with a partner. Swap your posts and check the use of adjectives and adverbs.

# 7.5 Video

## An unusual hobby

1a Complete the verb phrases with the words in the box.

catch juggle juggling practice throw trick

- 1 \_\_\_\_\_ a ball to someone
- 2 \_\_\_\_\_ a ball
- 3 \_\_\_\_\_ two balls with one hand
- 4 learn a new \_\_\_\_\_
- 5 need a lot of \_\_\_\_\_
- 6 like \_\_\_\_\_

b Work with a partner. Look at the photos and answer the questions.

- 1 What is James's hobby?
- 2 How many balls can he juggle?
- 3 Can the presenter juggle well?
- 4 Is juggling easy?

2  Watch the video. Check your answers to the questions in exercise 1b.

3  Watch the video again. Are the statements true (T) or false (F)?

- 1 Juggling is James's job.
- 2 James can juggle three balls with one hand.
- 3 James likes learning new things.
- 4 James's juggling group meets every week.
- 5 Everyone can learn to juggle.
- 6 The secret to juggling is practice.
- 7 You need to catch the balls slowly.
- 8 The presenter doesn't like juggling.

4a **TASK** Imagine you want to learn some new skills. Choose two or three skills from the list below.

• swim	• ride a bike
• play the guitar	• sing
• speak (Russian)	• drive a car
• dance	• play football
• type very fast	• cook
• paint	• take photos

b Find three students in the class who can teach you the new skills. Ask questions using the prompts.

- Can you ...?
- Is it easy/hard?
- Can you teach me?



# Review

## 1a Put the verbs in the correct place in sentences 1–5.

can drive can learn can play can remember  
can speak can't see can understand

- 1 Simon Reinhard <sup>1</sup> can remember names and faces. He <sup>2</sup> \_\_\_\_\_ the names of 186 new people in 15 minutes.
- 2 Ziad Fazah from Lebanon <sup>3</sup> \_\_\_\_\_ 58 languages.
- 3 Mike Newman <sup>4</sup> \_\_\_\_\_, but he <sup>5</sup> \_\_\_\_\_ a sports car at 300 kph.
- 4 Dolphins <sup>6</sup> \_\_\_\_\_ about sixty words.
- 5 Comet the goldfish <sup>7</sup> \_\_\_\_\_ football and basketball. And he can dance!



## b Compare your answers with a partner.

## 2a Match beginnings 1–6 to endings a–f to make questions about a job in a shop.

1 Can you use <u>f</u>	a photography?
2 Can you speak	b technical instructions?
3 Can you understand	c with people?
4 Are you a good	d sales person?
5 Are you good	e other languages?
6 Do you like	f the computer program, Photoshop?

## b Work with a partner. Take turns to ask and answer the questions.

## 3a Look at this description. Are the underlined words correct?

My wife, Jane, is a translator. She is very <sup>1</sup> well at her job. She understands over seven languages and she can speak three languages <sup>2</sup> good: German, French and Japanese. She can type very <sup>3</sup> fast. I'm a <sup>4</sup> bad typist. I type very <sup>5</sup> slow. I can speak French, too, but I speak it <sup>6</sup> bad.

## b 7.20 Listen and check your answers.

## 4a 7.21 Listen to a conversation between Mark (M) and Chloe (C). Mark the things they like doing with *M, C or Both*.

- 1 Dancing \_\_\_\_\_
- 2 Listening to music \_\_\_\_\_
- 3 Playing sport \_\_\_\_\_
- 4 Swimming \_\_\_\_\_
- 5 Watching football \_\_\_\_\_



## b 7.21 Listen again and complete the sentences. Use one word for each gap.

- 1 A Do you like dancing?  
B Yes, I <sup>1</sup> \_\_\_\_\_, but I can't dance very <sup>2</sup> \_\_\_\_\_.
- 2 A What music do you listen to?  
B Pop music, <sup>3</sup> \_\_\_\_\_.
- 3 A Do you like listening to music?  
B Yes, I <sup>4</sup> \_\_\_\_\_ it. And I love <sup>5</sup> \_\_\_\_\_, too.
- 4 A Do you have other hobbies?  
B Yes, I like <sup>6</sup> \_\_\_\_\_ sport ...

## c Work with a partner. Ask each other the questions in exercise 4b. Give answers that are true for you.

## 5a Work with a partner. Complete the questions in your own words.

- 1 I want to go to the station. Can you call \_\_\_\_\_?
- 2 I'm thirsty. Can I \_\_\_\_\_?
- 3 Excuse me, I'm lost. Can you tell me the \_\_\_\_\_?
- 4 Sorry, I can't understand you. Can you \_\_\_\_\_?
- 5 Excuse me. I can't open the door. Can you \_\_\_\_\_?

## b 7.22 Listen and compare your answers.

## c Work with a partner. Take turns to ask the questions in exercise 5a and give answers.

## 6a Put the words in (brackets) in the correct place in each sentence.

My name is Khalid. I'm from Algeria. <sup>1</sup> I like English and I watch English films on TV (often). <sup>2</sup> But the actors don't speak (very slowly), <sup>3</sup> so I don't understand them (always). I go to school here in Algiers. <sup>4</sup> It's a school (great), <sup>5</sup> but we speak English in class (never), <sup>6</sup> so I don't speak English (very well). <sup>7</sup> I want to be an engineer and work for a company (big). <sup>8</sup> All the people in the company can speak English (really well).

## b Compare your answers with a partner.

## 8.1 When we were seven

GOALS ■ Use the verb *be* in the past ■ Talk about your life then and nowReading & Listening *Seven Up!*

1 Read the article about the film *Seven Up!* Are sentences 1–5 true (T) or false (F)?

- 1 *Seven Up!* was a TV film about seven children.
- 2 The children were from poor families.
- 3 All the children were from England.
- 4 In the second film, the children were eight years old.
- 5 The films are stories about people's personal lives.

2a 8.1 Listen to the stories of two of the *Seven Up!* children, Neil and Suzy. Are they happy now? Why/Why not?

b 8.1 Listen again. Write Neil (N) or Suzy (S).

- 1 Who is from London?
- 2 Who was a happy child?
- 3 Who was at an expensive school?
- 4 Who wanted to be an astronaut?
- 5 Who wanted to be married with children?

3a 8.2 Listen to these years from the article and repeat.

1964 1998 2005 2012

! 1976 – nineteen seventy-six  
2008 – two thousand and eight  
2016 – twenty sixteen

b Work with a partner. Say the years.

1978 1981 1996 2003 2019

c 8.3 Listen and check your answers.

Grammar & Speaking verb *be* past simple

4a Choose the correct options in these sentences about Suzy.

- 1 Suzy was at *a cheap / an expensive* school.
- 2 She wasn't *happy / rich* as a child.
- 3 Suzy's *parents / grandparents* were rich.
- 4 Suzy's parents weren't *happy / married*.

b 8.4 Listen and check your answers.



*Seven Up!* was a 1964 film about fourteen children. But it wasn't a Hollywood film and the children weren't actors. It was a TV film and the characters were real children from different places in England. They were all from different families – rich and poor. There was a new TV film about these people every seven years – in 1970, 1977, 1984, 1991, 1998, 2005 and 2012. In the first film, in 1964, the children were seven years old. In the 2012 film, the 'children' were 56 years old. The films are important historical documents, but they tell amazing personal stories, too.

5 Complete the gaps in the Grammar focus box with *was*, *wasn't*, *were* or *weren't*. Use exercise 4a to help you.

GRAMMAR FOCUS verb *be* past simple

(+)	I/He/She/It <sup>1</sup> _____	clever.
	We/You/They <sup>2</sup> _____	very rich.
(-)	I/He/She/It <sup>3</sup> _____ ( <b>was not</b> )	happy.
	We/You/They <sup>4</sup> _____ ( <b>were not</b> )	actors.
(?)	<b>Was</b> he happy?	Yes, he <b>was</b> ./ No, he <b>wasn't</b> .
	<b>Were</b> they poor?	Yes, they <b>were</b> ./ No, they <b>weren't</b> .

→ Grammar Reference page 130

6a Complete the conversation with *was*, *wasn't*, *were* or *weren't*.

A Where <sup>1</sup> \_\_\_\_\_ you born?  
 B In Malmö, Sweden.  
 A <sup>2</sup> \_\_\_\_\_ you born in 1964?  
 B No, I <sup>3</sup> \_\_\_\_\_ born in 1964! I <sup>4</sup> \_\_\_\_\_ born in 1980.  
 A <sup>5</sup> \_\_\_\_\_ you a happy child?  
 B Yes, I <sup>6</sup> \_\_\_\_\_. There <sup>7</sup> \_\_\_\_\_ six children in our family.  
 A That's a lot of brothers and sisters!  
 B Yes, my parents weren't rich, but we <sup>8</sup> \_\_\_\_\_ very happy.  
 A And your father's a doctor. <sup>9</sup> \_\_\_\_\_ your grandfather a doctor, too?  
 B No, he <sup>10</sup> \_\_\_\_\_. He <sup>11</sup> \_\_\_\_\_ a shop assistant.

b Compare your answers with a partner.

### PRONUNCIATION *was* and *were*

*was* and *were* are ...

- 1 not stressed in positive sentences and questions
- 2 stressed in negative sentences and short answers

7a 8.5 Listen. Notice the stress and the pronunciation of *was* and *were*.

1 I was a happy child.  
 2 My parents weren't teachers.  
 3 A Were you happy?  
 B Yes, I was.  
 4 A Was he a doctor?  
 B No, he wasn't.

b 8.5 Listen again and repeat.

8a 8.6 Listen to the conversation in exercise 6a. Circle when *was*/*were* are stressed.

b Work with a partner. Practise the conversation with the correct stress.

9a Complete the sentences so they are true for you.

- 1 At seven, I was a ... child.
- 2 My dream was to be a/an ...
- 3 My parents were ...
- 4 My school was/wasn't ...
- 5 At fourteen, I was ...
- 6 Now I am ...

b Say your sentences to your partner. Are any of your sentences the same?

### Vocabulary dates

10a Look at the Vocabulary focus box. Write the missing ordinal numbers.

first ninth seventh sixth tenth thirtieth thirty-first  
 twenty-third

### VOCABULARY FOCUS dates

We use ordinal numbers for dates, e.g. 1st January = the first of January

#### Ordinal numbers

1st	<u>first</u>
2nd	<u>second</u>
3rd	<u>third</u>
4th	<u>fourth</u>
5th	<u>fifth</u>
6th	<u>1</u>
7th	<u>2</u>
8th	<u>eighth</u>
9th	<u>3</u>
10th	<u>4</u>
11th	<u>eleventh</u>
12th	<u>twelfth</u>
20th	<u>twentieth</u>
21st	<u>twenty-first</u>
23rd	<u>5</u>
30th	<u>6</u>
31st	<u>7</u>

#### Months

January	August
February	September
March	October
April	November
May	December

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## 8.2 Lives from the past

GOALS ■ Use past simple regular verbs to talk about the past ■ Describe a past life

### Vocabulary & Speaking

*was born/died*

1 Look at the facts and the photo. Read the sentences about Ingrid Bergman.

#### INGRID BERGMAN

Actress, Sweden 1915–1982

Ingrid Bergman was an actress from Sweden. She **was born in** 1915. She **died in** 1982.



2a Match facts 1–4 to photos a–d.

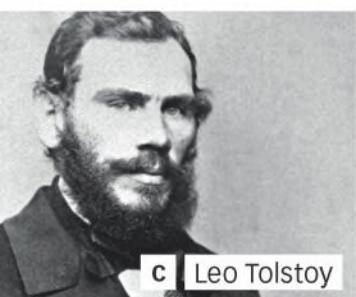
- 1 Writer, Russia 1828–1910
- 2 Artist, Mexico 1907–1954
- 3 Scientist, Poland 1867–1934
- 4 Civil rights leader, USA 1929–1968



a Frida Kahlo



b Marie Skłodowska-Curie



c Leo Tolstoy



d Martin Luther King

b 8.10 Listen and check your answers.

3 Work with a partner. Student A, say a name from exercise 2a. Student B, say facts about them.

A *Martin Luther King*  
B *He was a civil rights leader from the USA. He was born in ...*

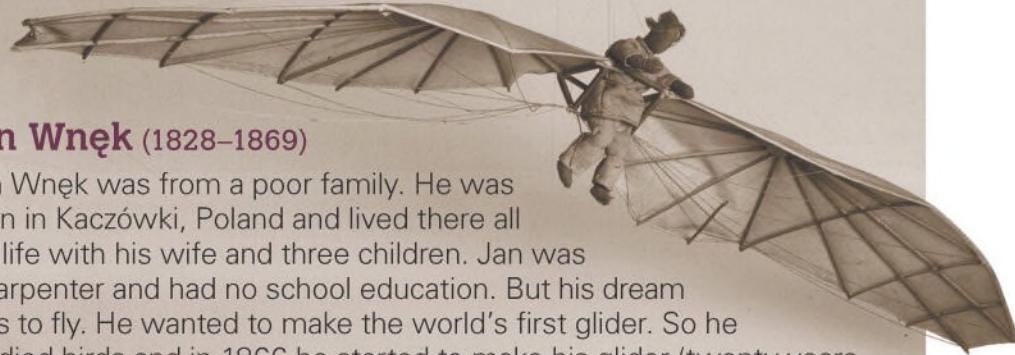
4 Work with a different partner. Talk about other famous people. Student A, turn to page 110. Student B, turn to page 114.

### Reading & Grammar past simple regular verbs

5a Read the text. Why are Jan Wnęk and Harriet Chalmers Adams important people in history?

#### The famous and the not-so-famous

You know about Leonardo da Vinci and Albert Einstein. But do you know Jan Wnęk and Harriet Chalmers Adams? They are also very important people in history.



#### Jan Wnęk (1828–1869)

Jan Wnęk was from a poor family. He was born in Kacówka, Poland and lived there all his life with his wife and three children. Jan was a carpenter and had no school education. But his dream was to fly. He wanted to make the world's first glider. So he studied birds and in 1866 he started to make his glider (twenty years before the famous German aviator, Otto Lilienthal). Jan used his glider to make very short flights between 1866 and 1869. He died in a flying accident in 1869.

#### Harriet Chalmers Adams (1875–1937)

Harriet Chalmers Adams was born in California in 1875. When Harriet was eight years old, she and her father travelled around California on horses. In 1899, Harriet married Franklin Pierce Adams. They both loved adventure, and they visited every country in South America from 1904 to 1907. When she returned to the USA, she talked to people about her travels and showed her photographs. Over the next forty years, Harriet travelled all over the world and worked on articles about her travels. She helped to start the Society of Women Geographers in 1925. She died in Nice in 1937, at the age of sixty-one.

- **return** go back
- **adventure** something exciting that you do

b Read the text again. Write *Jan* or *Harriet*.

- 1 \_\_\_\_\_ was born in the USA
- 2 \_\_\_\_\_ lived in Poland
- 3 \_\_\_\_\_ wanted to fly
- 4 \_\_\_\_\_ travelled to South America
- 5 \_\_\_\_\_ liked adventure
- 6 \_\_\_\_\_ studied birds
- 7 \_\_\_\_\_ worked as a writer
- 8 \_\_\_\_\_ died in an accident



6a Look at the sentences in exercise 5b and add another example to each rule 1–3 in the Grammar focus box.

### GRAMMAR FOCUS past simple regular verbs

We use the past simple to talk about people and things in the past.

*Jan Wnęk started to make his glider in 1866.*

To make the past simple positive, we ...

- 1 add -ed to most verbs: *want* → *wanted*, <sup>1</sup> \_\_\_\_\_
- 2 add -d to verbs ending in -e: *love* → *loved*, <sup>2</sup> \_\_\_\_\_
- 3 delete -y and add -ied to verbs ending in consonant + -y: *try* → *tried*, <sup>3</sup> \_\_\_\_\_

→ Grammar Reference page 130

b Complete the texts with the past simple form of the verbs in (brackets).

Frida Kahlo <sup>1</sup> started (start) painting when she was 18. She <sup>2</sup> \_\_\_\_\_ (paint) 140 pictures in her life, and 55 of these were self-portraits. She was married to the artist Diego Rivera. Their marriage <sup>3</sup> \_\_\_\_\_ (finish) in 1939, but they <sup>4</sup> \_\_\_\_\_ (marry) again in 1940!

Martin Luther King <sup>5</sup> \_\_\_\_\_ (want) a better life for black people in the USA. In 1963, he <sup>6</sup> \_\_\_\_\_ (walk) to the White House in Washington and <sup>7</sup> \_\_\_\_\_ (talk) to 250,000 people about his dream.

Marie Curie was born in Poland. She <sup>8</sup> \_\_\_\_\_ (study) at the Sorbonne in France and <sup>9</sup> \_\_\_\_\_ (live) in Paris, but she always loved her home country.

Tolstoy wasn't a good student. He <sup>10</sup> \_\_\_\_\_ (study) very little at university and <sup>11</sup> \_\_\_\_\_ (finish) his studies early. But later in his life, he <sup>12</sup> \_\_\_\_\_ (open) thirteen schools for poor children.

c Compare your answers with a partner.

### PRONUNCIATION regular past simple endings

8.11 Listen! The past simple ending of regular verbs is pronounced in three ways:

/t/: **helped** /d/: **remembered** /ɪd/: **started**

7a Listen and write the past simple verbs in the correct place in the table.

finished lived loved married opened painted  
studied talked walked wanted watched worked

/t/	/d/	/ɪd/
<b>helped</b>	<b>remembered</b>	<b>started</b>

b Listen, check and repeat.

8a **TASK** Choose one of the people in the lesson, e.g. *Jan Wnęk*. Make notes on the important events in their life, e.g. *born 1828, Poland; from poor family*.

b Work with a partner. Student A, talk about your famous person, but don't say the name. Student B, close your book and try to guess the person.

A *He was born in Poland in 1828.*

B *Is it Leo Tolstoy?*

### LISTENING SKILLS past or present

To decide if a sentence is in the present or the past ...

1 listen for verb endings:

- no ending means present simple: *We live in Rome.*
- third person -s ending means present simple: *She lives in Rome.*
- -ed ending means past simple: *We lived in Rome.*

2 listen for time words and dates. They can help you, too.

*I play a lot of football **now**.* (= present time)

*I lived in Madrid **in 2009**.* (= past date)

1 **8.14** Listen! Circle the verb form you hear.

1 talk / talked	4 works / worked
2 finish / finished	5 lives / lived
3 play / played	6 like / liked

2 **8.15** Listen to six sentences. Write *past* or *present*.

1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

3 **8.16** Listen to the story of Bill and Melinda Gates. Circle the correct verbs.

- 1 Bill Gates *is / was* the boss of Microsoft.
- 2 Melinda *works / worked* for Microsoft as a product developer.
- 3 They *travel / travelled* around the world.
- 4 They *live / lived* in a big house in Medina.
- 5 They *use / used* the Gates Foundation to help poor people.



### VOX POPS VIDEO 8

# 8.3 Special moments

GOALS ■ Use object pronouns ■ Tell a story about a photo

## Reading & Grammar object pronouns

1 Read about the competition. What do they want? What can you win?



### Holiday Photo Competition

Do you have an interesting holiday photo with a story? We want to hear from you. Email us at competition@photostories.co.uk with your photo and story (maximum 25 words).

**1st prize:** 2-week holiday in Thailand

2a Read stories 1–4 and match them to photos a–d.

Inbox	Updated just now
1 These children in Ghana were great. They loved football. They asked <b>1 us</b> to play with <b>2 them</b> !	
2 This man was a street artist. I photographed <b>3 him</b> in Spain in 2012. We talked to him, but he just watched <b>4 us</b> .	
3 We were on holiday in South Africa last year. The monkey on the car looked like a tourist too, so I photographed <b>5 it</b> !	
4 She's a street musician in Manchester. I really liked <b>6 her</b> . I listened to her for two hours yesterday! I hope she remembers <b>7 me</b> .	



b Compare your answers with a partner. Which is your 'first prize' photo and story?

3 Work with a partner. Look at the highlighted pronouns in the stories. Who or what do they refer to? Match pronouns 1–7 to items a–g.

1 us	a the people on holiday in Ghana
2 them	b the people on holiday in Spain
3 him	c the person on holiday in Manchester
4 us	d the street musician
5 it	e the monkey
6 her	f the children in Ghana
7 me	g the street artist in Spain

4a Read the Grammar focus box. Complete the table with object pronouns from exercise 3.

### GRAMMAR FOCUS object pronouns

We use an object pronoun in place of a noun:  
*I photographed the monkey.* **it**

Object pronouns come after ...

- 1 verbs, e.g. *He watched us.*
- 2 prepositions, e.g. *I listened to her.*
- 3 the verb *be*, e.g. *It was him.*

Subject pronoun	Object pronoun
I	1 _____
you	2 <u>you</u>
he	3 _____
she	4 _____
it	5 _____
we	6 _____
they	7 _____

→ Grammar Reference page 131

b Replace each underlined word in sentences 1–6 with an object pronoun.

- 1 I played football with John at the weekend. **him**
- 2 They always invite our family to dinner on Sundays.
- 3 Maria likes me, but I don't like Maria.
- 4 I don't read comics because I don't like comics.
- 5 This exercise is difficult. I don't understand this exercise.
- 6 Where's Ricardo? Can you see Ricardo?

c Compare your answers with a partner.

## PRONUNCIATION linking (2)

8.17 When the object pronoun starts with a vowel, we link the final consonant of the verb or preposition to the pronoun:  
He loves it. You asked us. He works for us.

5a 8.18 Listen and write the verb or preposition and the object pronoun.

- 1 I \_\_\_\_\_.
- 2 He \_\_\_\_\_.
- 3 I \_\_\_\_\_.
- 4 She \_\_\_\_\_.
- 5 He studied \_\_\_\_\_.
- 6 They looked \_\_\_\_\_.

b Work with a partner. Practise saying the sentences. Link the verb or preposition and the object pronoun.

6 Work with a partner. Answer questions 1–4 using object pronouns.

- 1 When do you check emails?
- 2 Do you like *Star Wars*?
- 3 Do your neighbours like you?
- 4 Do you know the head of your company/university?

## Vocabulary &amp; Speaking past time expressions

7a Look at sentences 1–3 from the stories. Underline the expressions that show a time in the past.

- 1 We were on holiday in South Africa last year.
- 2 I photographed him in Spain in 2012.
- 3 I listened to her for two hours yesterday!

b Work with a partner. Put the expressions in order from *Past* → *Now*.

in June in 1998 last night last week last year  
on Monday this morning yesterday

PAST → NOW

8a Add a past time expression to make these sentences true for you.

1 I travelled abroad ...	4 I listened to music ...
2 I played sport ...	5 I talked to my parents ...
3 I visited my friend ...	6 I started a new job ...

b Work with a partner. Say your sentences to each other. Are any of your sentences the same?

9 Work with a partner. Tell a story about a holiday photo. Student A, turn to page 110. Student B, turn to page 115.

## READING SKILLS understanding pronouns (2)

A pronoun usually refers to a noun (person, name or thing). We use pronouns because we don't want to repeat the noun. They can be the subject or object of the verb.

Xander loves Maria, but **she** doesn't love **him**.

When you see a pronoun, ask:

- 1 Is it a **subject** pronoun (*he*, *she*, etc.) or an **object** pronoun (*him*, *her*, etc.)?
- 2 What does the pronoun refer to (man, woman, thing, singular or plural)?

! **he/him** = man, boy    **she/her** = woman, girl  
**it** = thing                    **they/them** = plural

1 Work with a partner. Look at the **bold** pronouns. Underline the nouns they refer to.

- 1 Elena doesn't like London because it's very busy.
- 2 The students in my class are really friendly. They often help me with my work.
- 3 Sarah and Frank had a holiday in France in 2010 and Sarah's parents visited them.
- 4 Jim studied languages at university. The teacher liked **him** because **he** was a good student.
- 5 John and I love the film *Boyhood*. **We** watched **it** last night.

2a Read about Celia's friends. Who or what do object pronouns 1–7 refer to?

These are my friends from university. I don't see <sup>1</sup> **them** often, but we meet for a barbecue every summer. The man in the red and white T-shirt is



Javier. He always plays music for <sup>2</sup> **us** because he's a musician in a band now. The girl next to <sup>3</sup> **him** is Laura. I lived with <sup>4</sup> **her** in my second year. The girl with the yellow hat is Alejandra. I was at school with <sup>5</sup> **her**. She studied journalism and now she has a job with a national newspaper. She loves <sup>6</sup> **it**. The other two men are Rafa and Nicolas. Last month, they walked 200 kilometres to raise money for charity. I was very happy for <sup>7</sup> **them**.

b Compare your answers with a partner.

## 8.4 Speaking and writing

GOALS  Use expressions for special occasions  Show interest  Write a biography

### Listening & Speaking special occasions



1a Match expressions 1–4 to photos a–d.

1 Congratulations! 3 Good luck!  
2 Happy birthday! 4 Cheers!

b 8.19  Listen, check and repeat.

2a 8.20  Listen to four conversations and answer the questions.

**Conversation 1** What is the child's problem?  
**Conversation 2** Why was the woman not happy at work?  
**Conversation 3** Why is the young man happy?  
**Conversation 4** Why is the woman sad?

b 8.20  Listen again and complete the conversations.

1 A Oh no! I don't have my lunch!  
B \_\_\_\_\_ mind.  
2 A Nobody at work remembered.  
B \_\_\_\_\_? Oh, dear.  
3 A I've got a new job.  
B That's \_\_\_\_\_!  
4 A She's not well. She's in hospital.  
B I'm \_\_\_\_\_ to hear that.

c Compare your answers with a partner.

3a Read the Language for speaking box.

#### LANGUAGE FOR SPEAKING expressions for special occasions

##### Social occasions

Congratulations!

Good luck!

Happy birthday!

Cheers!

##### Showing interest

That's great! (after good news)

Really? (after surprising news)

Never mind. (to show that something is OK)

I'm sorry to hear that. (after bad news)

b Match sentences 1–4 with expressions to show interest.

1 I watched four films yesterday.  
2 I'm sorry, but I can't finish my lunch.  
3 My dog died last week.  
4 I studied a lot and the exam was really easy!

c 8.21  Listen and check your answers.

4 8.22  Read the Understanding ... box and listen to the examples.

#### UNDERSTANDING ... hearing good news and bad news

To understand if news is good or bad, listen for:

1 positive words, e.g. *good, great, lovely*  
2 negative words, e.g. *bad, sad, badly*

If you don't understand the words, listen for intonation – if it's good news, the speaker's voice goes up ↗ and down ↘ a lot.

*I was in Africa last weekend and I photographed a gorilla family in the wild.*

5a 8.23  Listen to six sentences. Do they give good or bad news?

1 \_\_\_\_\_ 4 \_\_\_\_\_  
2 \_\_\_\_\_ 5 \_\_\_\_\_  
3 \_\_\_\_\_ 6 \_\_\_\_\_

b 8.23  Listen again and respond using an expression to show interest.

6a Write four sentences giving bad/good/surprising news and saying sorry.

*I'm sorry, but I can't meet you tonight.*

b Work with a partner. Say your sentences and respond to your partner's sentences.

A *I'm sorry, but I can't meet you tonight.*

B *Never mind.*

## Reading & Writing a biography

7 Read a biography of the woman in the photo. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Um Ahmad's family house wasn't big.
- 2 Her father's shop was in Jerash.
- 3 Her first job was as a tour guide.
- 4 She moved to Amman and then married Abdullah.
- 5 She was never sad.

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My grandmother, Um Ahmad, was born in Jerash, Jordan, in 1926. Her family was quite poor and they lived in a small house. She finished school at twelve and started work in her father's shop. There were lots of visitors to the town and she loved talking to them. Her English wasn't very good at first, but she practised everyday. **Then**, at eighteen, she changed jobs and worked as a tour guide in Jerash. She married my grandfather, Abdullah, in 1948. **After that**, they moved to Amman and started a family. There were seven children and twenty-six grandchildren. My grandmother loved her family and was always happy. She died in 2012.

8a Read the Language for writing box.

### LANGUAGE FOR WRITING use sequencers

- We use **then** and **after that** to show the order of events in a story.  
*I cleaned the house. (4–6 p.m.) I cooked dinner. (6–7 p.m.)*  
*I cleaned the house and **then/after that** I cooked dinner.*
- With more than two events we usually start a new sentence with **Then** or **After that**:  
*We visited my aunt. We helped her with the housework.*  
*We watched a film on TV.*  
*We visited my aunt and helped her with the housework.*  
***After that**, we watched a film on TV.*

b Use sequencers to connect the events.

- 1 I lived in Sweden from 2008 to 2014 and worked in a bank. I moved to England.
- 2 We walked in the park. We travelled home by bus.
- 3 She finished work at 7 p.m. She cycled home.
- 4 We visited a museum with some friends and walked by the river. We had a dinner in a restaurant with them.

9a Put the facts from a biography in the correct order.



### Ayrton Senna was born in Brazil in 1960.

- a  He died in a racing accident at San Marino in 1994.
- b  He started to drive when he was seven years old.
- c  He had a great career in Formula 1 and was world champion three times.
- d  At twenty-three years old, he joined Formula 1 team Toleman.
- e  In 1981, he moved to England and started racing in Formula Ford and Formula 3 cars.
- f  At thirteen, he had his first race in a go-kart.

b Work with a partner. Say the correct order of events. Use sequencers *then* and *after that*.

10a Write a biography of someone you know or someone famous.

- Write 5–8 facts about their life, e.g. *born in 1967*.
- Put the facts in the correct order.

b Write the biography. Use sequencers to show the order of events.

c Work in small groups. Read your biographies aloud.

## 8.5 Video

### The Wright siblings

1 Look at the photos. Answer the questions.

- 1 How many Wright siblings were there?
- 2 Why were they famous?
- 3 Which of these things can you see in the photos?

an engine a flight a glider a propeller

2 ➤ Watch the video about the Wright siblings. Put the correct initials next to each fact 1–8: WO (Wilbur and Orville), K (Katharine) or WOK (all three).

- 1 opened a bicycle shop
- 2 had a dream to fly
- 3 studied at Oberlin College
- 4 travelled across the USA and Europe
- 5 was/were good at business
- 6 created the Wright Flyer III
- 7 moved to Kansas
- 8 was/were famous all over the world

3a Complete the summary using the words in the box.

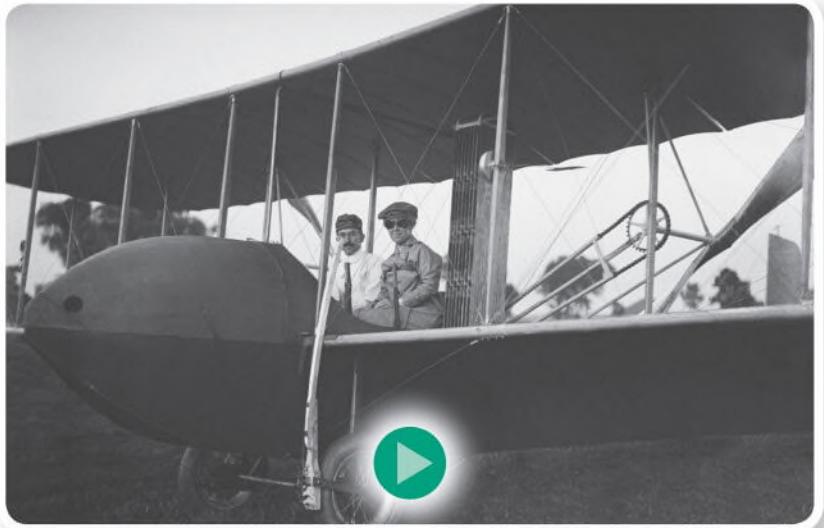
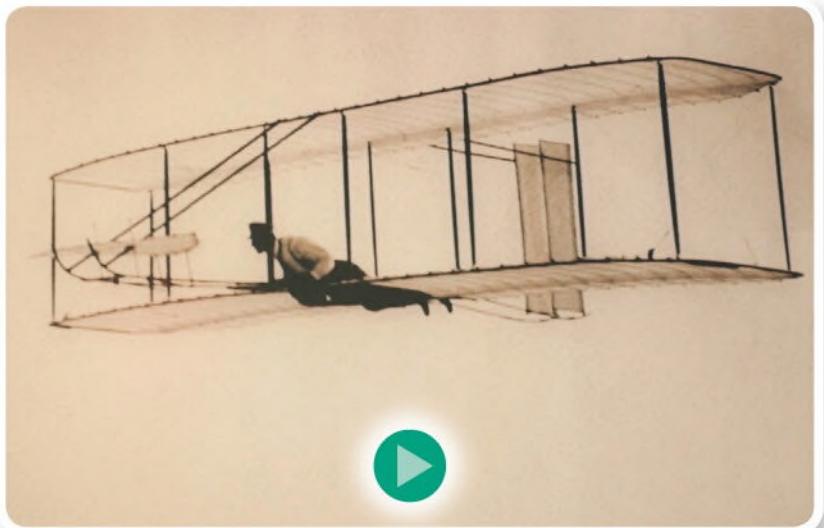
company engine Flyer III glider invented Orville  
tested Wilbur

The Wright siblings, Orville, Wilbur and Katharine lived in Dayton, Ohio. The brothers started a printing business there. Later, they opened a bicycle shop and they even <sup>1</sup>\_\_\_\_\_ their own bicycle.

In 1899, they started to make a(n) <sup>2</sup>\_\_\_\_\_, A year later, they moved to Kitty Hawk in North Carolina. There, they <sup>3</sup>\_\_\_\_\_ different flying machines. In 1903, they were successful with the Wright Flyer I, an aeroplane with a(n) <sup>4</sup>\_\_\_\_\_ and a propeller.

Orville and Wilbur's sister, Katharine, helped the brothers to build the Wright <sup>5</sup>\_\_\_\_\_. The brothers created their famous plane, the Wright <sup>6</sup>\_\_\_\_\_ and they were famous all over the world.

<sup>7</sup>\_\_\_\_\_ died in 1912, but <sup>8</sup>\_\_\_\_\_ continued to work with planes. Katharine married a journalist and moved to Kansas.

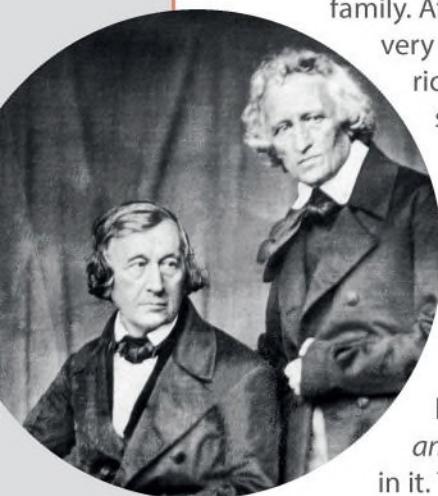


b ➤ Watch the video again and check your answers.

4a **TASK** Work with a partner. Student A, write three true facts about the Wright brothers and one fact that is false. Student B, do the same for Katharine.

b Listen to your partner's facts. Say which fact is false.

# Review



**1a** Complete the text using *was*, *wasn't*, *were* or *weren't*.

The Brothers Grimm, Jacob and Wilhelm, <sup>1</sup>were famous 19th century storytellers. They <sup>2</sup> \_\_\_\_\_ both born in Hanau, Germany. Jacob <sup>3</sup> \_\_\_\_\_ born in 1785 and Wilhelm in 1786. There <sup>4</sup> \_\_\_\_\_ nine children in the family. After their father died, life <sup>5</sup> \_\_\_\_\_ very difficult. Jacob and Wilhelm <sup>6</sup> \_\_\_\_\_ rich, but with help from their mother's sister, they went to school. In 1805, they <sup>7</sup> \_\_\_\_\_ both students at the University of Marburg. It <sup>8</sup> \_\_\_\_\_ a small, but very famous university. The brothers <sup>9</sup> \_\_\_\_\_ good students. They <sup>10</sup> \_\_\_\_\_ interested in tales and started to collect them. Their first book, in 1812, <sup>11</sup> \_\_\_\_\_ *Children's and Household Tales*. There were 86 stories in it. The stories <sup>12</sup> \_\_\_\_\_ for children at first, but they loved them. *Children's and Household Tales* <sup>13</sup> \_\_\_\_\_ the only book that the brothers published, but it <sup>14</sup> \_\_\_\_\_ the most popular.

■ **tales** stories

**b** 8.24) Listen and check your answers.

**2a** Put the verbs into the past tense to complete the sentences.

- 1 Jacob and Wilhelm \_\_\_\_\_ (live) together all their lives.
- 2 Wilhelm \_\_\_\_\_ (like) music very much and he \_\_\_\_\_ (be) a great storyteller.
- 3 Jacob and Wilhelm \_\_\_\_\_ (study) at the University of Marburg.
- 4 Their younger brother Ferdinand Philipp \_\_\_\_\_ (help) them with their work.
- 5 Jacob \_\_\_\_\_ (work) until the last day of his life.
- 6 Jacob \_\_\_\_\_ (die) in 1863 at the age of 78.

**b** Compare your answers with a partner.

**3a** 8.25) Listen and circle the date you hear.

- 1 1916 / 1960
- 2 4th November / 4th December
- 3 12th July 2005 / 12th July 2009
- 4 2014 / 2040
- 5 13th May / 30th May
- 6 22nd June / 22nd July

**b** Compare your answers with a partner.

**4a** Put the words in the correct order to make questions.

- 1 is / birthday / When / your ?
- 2 year / you / born / What / were ?
- 3 at school / first / When / your / day / was ?
- 4 holiday / Where and when / first / was / your ?

**b** Work with a partner. Ask and answer the questions in exercise 4a.

**5** Work with a partner. Read the text. Say who or what each **highlighted** pronoun refers to.

This is a photo of me and my family on holiday. We loved <sup>1</sup>it. We were in a beautiful house near the sea, but we weren't often in <sup>2</sup>it. My daughter was always at the beach and I was usually with <sup>3</sup>her. Our neighbours were a family from the Netherlands with a young boy. My daughter loved playing with <sup>4</sup>him. Sometimes they cooked a meal for <sup>5</sup>us and sometimes we cooked a meal for <sup>6</sup>them.

1 <u>holiday</u>	3 _____	5 _____
2 _____	4 _____	6 _____

**6a** Complete the text using object pronouns.

‘ Patricia Arquette is my favourite actress. I love <sup>1</sup>\_\_\_\_\_ . She's in a lot of films, but I don't know all of <sup>2</sup>\_\_\_\_\_. Did you see the film *Boyhood*? She was great in <sup>3</sup>\_\_\_\_\_. The film is about the life of her son. We watch <sup>4</sup>\_\_\_\_\_ as he grows up. ’

**b** Compare your answers with a partner.

**7a** Match sentences 1–6 to answers a–f.

- 1 I'm not at work today. I'm not well.
- 2 Sorry. I finished the coffee.
- 3 Rob's son is nine years old and he can speak four languages!
- 4 My exam is on Tuesday at two o'clock.
- 5 I can come to your party.
- 6 Well, it's good to see you. Cheers.

- a That's great.
- b Good luck.
- c Cheers.
- d Never mind.
- e Oh, I'm sorry to hear that.
- f Really?

**b** Compare your answers with a partner. Practise the conversations in exercise 7a.

# Unusual stories

## 9.1 Happy memories

GOALS ■ Use past simple irregular verbs ■ Talk about a memory

### Reading & Grammar past simple irregular verbs

- 1 Work with a partner. What love stories do you know?
- 2a Read the story about Clive and Deborah Wearing. Put events a-h in the correct order.
  - a He lost his memory.
  - b They met. **1**
  - c He went to a hospital.
  - d He got ill.
  - e Their life wasn't the same, but Clive was happy.
  - f She visited him in hospital.
  - g They married.
  - h It was a sad time.
- b Read the story again. Are the sentences true (T) or false (F)?
  - 1 Clive and Deborah Wearing were both from London.
  - 2 They were married for five years before he got ill.
  - 3 After his illness, he couldn't remember anything.
  - 4 Clive was never happy after his illness.
  - 5 He could play music after he lost his memory.
  - 6 He stopped loving Deborah.

3a Look at the highlighted verbs in the story. Complete the gaps.

1 be	<u>was/were</u>	9 leave	<u>                  </u>
2 can	<u>                  </u>	10 lose	<u>                  </u>
3 come	<u>                  </u>	11 meet	<u>                  </u>
4 fall	<u>                  </u>	12 say	<u>                  </u>
5 get	<u>                  </u>	13 see	<u>                  </u>
6 go	<u>                  </u>	14 sell	<u>                  </u>
7 have	<u>                  </u>	15 write	<u>                  </u>
8 know	<u>                  </u>		

b 9.1 Listen, check and repeat.

c Work with a partner. Student A, say a verb from exercise 3a in the present or past. Student B, say which form you hear.

A *came*    B *past*



### A love story

This is the unusual story of Clive and Deborah Wearing. They **met** in London in 1978. Deborah **was** from the USA, but she lived and worked in London. Clive studied at Cambridge University and then he worked as a musician. They **fell** in love and married in 1984. They **were** very happy. But on Wednesday 27th March 1985, Clive Wearing **got** very ill and **lost** his memory. He only remembered things for a few seconds. He **could** play the piano and he **knew** Deborah's face, but he couldn't remember her name. Life was very difficult for them. It was a sad time. Deborah **sold** their flat in London and moved back to the USA. Clive **went** to live in a hospital. Deborah often **came** to England to visit Clive and they **had** a good time together. He played music and **wrote** a diary. Every time she **left**, she **said**, 'Remember I love you'. And every time he **saw** her again, Clive fell in love with her again. Their new life was very different. Clive couldn't remember his past, but he was happy in the present.

4a Read the Grammar focus box about past simple irregular verbs. Complete the gaps with past simple verbs from exercise 3a.

### GRAMMAR FOCUS past simple – irregular verbs

The past simple positive form of irregular verbs is the same for all persons.

I	1 _____	goodbye.
You	2 _____	a book.
He/She/It	wrote	a good film.
We	3 _____	
They	4 _____	

→ Grammar Reference page 132

b Put the verbs in the past simple to complete the story.

I <sup>1</sup> **met** (meet) my husband, John, when I <sup>2</sup> \_\_\_\_\_ (be) five years old! We <sup>3</sup> \_\_\_\_\_ (know) each other because we <sup>4</sup> \_\_\_\_\_ (go) to the same school. I <sup>5</sup> \_\_\_\_\_ (see) him again in a clothes shop in 2010. I was with a friend and he <sup>6</sup> \_\_\_\_\_ (sell) a jacket to her. He asked her for my phone number. Then he <sup>7</sup> \_\_\_\_\_ (write) me a text message. It <sup>8</sup> \_\_\_\_\_ (say), 'Do you want to go out for a meal?' So he <sup>9</sup> \_\_\_\_\_ (come) to my house one evening and then we <sup>10</sup> \_\_\_\_\_ (go) out to a restaurant. We <sup>11</sup> \_\_\_\_\_ (fall) in love and <sup>12</sup> \_\_\_\_\_ (get) married in 2011.

c 9.2 Listen and check your answers.

5 Read the story and put the verbs in the past tense.

## The Memory Man

In 2008, scientists at the University of California <sup>1</sup> \_\_\_\_\_ (study) a man called Bob Petrella. Bob <sup>2</sup> \_\_\_\_\_ (have) an amazing memory. He <sup>3</sup> \_\_\_\_\_ (remember) every day of his life. He <sup>4</sup> \_\_\_\_\_ (meet) his friend Susan Angelo on 18th February 1981. 'It <sup>5</sup> \_\_\_\_\_ (be) a Wednesday', he <sup>6</sup> \_\_\_\_\_ (say). At school, he <sup>7</sup> \_\_\_\_\_ (get) good marks in his exams because he <sup>8</sup> \_\_\_\_\_ (can) remember all the facts. In 2006, he <sup>9</sup> \_\_\_\_\_ (lose) his phone, but it wasn't a problem for Bob because he <sup>10</sup> \_\_\_\_\_ (have) all the numbers in his head.



6a Put the verbs in (brackets) in the past simple.

- I \_\_\_\_\_ (meet) my best friend ...
- I \_\_\_\_\_ (get) an amazing birthday present ...
- I \_\_\_\_\_ (go) on holiday to ...
- I \_\_\_\_\_ (lose) my ...
- I \_\_\_\_\_ (see) a famous person ...

b Choose two events from exercise 6a. Think about the details and note your ideas.

- Where were you?
- Who were you with?
- What happened?

c Work in small groups. Tell each other your memories.

### Vocabulary adjective + noun phrases (2)

7 Look at the Vocabulary focus box. Find four examples of adjective + noun phrases in Clive and Deborah's story.

### VOCABULARY FOCUS adjective + noun phrases (2)

	Adjective	Noun
a	sad/good/happy/difficult	time
a	sad/happy/interesting/unusual	story
my	old/new	life
a/an	new/old	friend
an/a	easy/difficult	life
a	happy/sad	ending

8a Circle the correct options in sentences 1–6.

- 1 It's an interesting *story* / *friend*.
- 2 The story had a happy *time* / *ending*.
- 3 It was a difficult *time* / *story*.
- 4 I met an old *life* / *friend*.
- 5 She loves her new *story* / *life*.
- 6 We had a good *friend* / *time* at the party.

b Compare your answers with a partner.

9a Complete the sentences with your ideas.

- 1 I had a good time at \_\_\_\_\_.
- 2 \_\_\_\_\_ has a happy ending.
- 3 \_\_\_\_\_ is an old friend.
- 4 \_\_\_\_\_ is a sad story.
- 5 \_\_\_\_\_ has an easy life.

b Work in small groups. Read your sentences to each other. Explain each situation.

*I had a good time at school. The teachers were nice and I had lots of good friends.*