

BBC

Speak out

3RD EDITION

A2



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Student's Book and eBook

with **Online Practice**



B B C

Speak <out

3RD EDITION



Student's Book

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	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read an article about big life changes		Discuss your life 'then and now'	
		Understand people talking about events that went wrong	Describe an important life event	Write a mini-bio; use linking words: <i>after that, then, next</i>
	Read a short article about excuses in the digital age		Apologise and make excuses FUTURE SKILLS Social responsibility MEDIATION SKILLS Help a friend to tell a story	
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		B B C Programme <i>Cities: Nature's New Wild</i>	Talk about an experience	Write about an experience
	Read an article about interesting jobs		Talk about jobs that fit people in your class	
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		B B C Programme <i>Arctic Academy</i>	Talk about a difficult trip	Write about a trip

VOCABULARY REVIEW

1 A Work in pairs. Put the words in the box in the correct group.

17 G notebook purple the UK Thursday

- 1 everyday objects:
- 2 colours:
- 3 countries:
- 4 numbers:
- 5 days of the week:
- 6 the alphabet:

B Work in pairs. Add three or more words to each group.

C Check your ideas in the Vocabulary Bank.

▶ pages 130–132 **VOCABULARY BANK**
everyday objects, colours, nationalities and countries, the alphabet, days of the week, numbers 1–100

GRAMMAR REVIEW

subject pronouns and *be*; object pronouns and possessive adjectives

2 A Look at the photos. Complete the sentences with the words in the box. You do not need three of the words.

Her He's him his It's She's them They're

B **L.01** | Listen and check.

C Learn and practise. Go to the Grammar Bank.

▶ pages 96–97 **GRAMMAR BANK**

question words

3 A Choose the correct word to complete the questions.

- 1 How's / What's your name?
- 2 Where / Who are you from?
- 3 How / Why are you today?
- 4 What's / Who's your favourite actor?
- 5 When's / Where's your birthday?
- 6 Why / What are you here?

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

C Learn and practise. Go to the Grammar Bank.

▶ pages 96–97 **GRAMMAR BANK**

classroom language

4 A Complete the sentences with the words in the box.

again How ~~mean~~ page understand

- 1 A: What does 'singular' mean ?
B: It means one thing, not many, for example 'a car' not 'two cars'.
- 2 A: do you spell it?
B: s - i - n - g - u - l - a - r.
- 3 A: 'Work together?' I don't
B: It means work with another student.
- 4 A: Sorry, could you say that, please?
B: Yes, the homework is Exercise 7.
- 5 A: Sorry, which is it?
B: Thirty-five.

B **L.02** | Listen and underline the main stressed word in Speaker A's sentences.

C **L.02** | Listen again and say Speaker A's words with the recording.



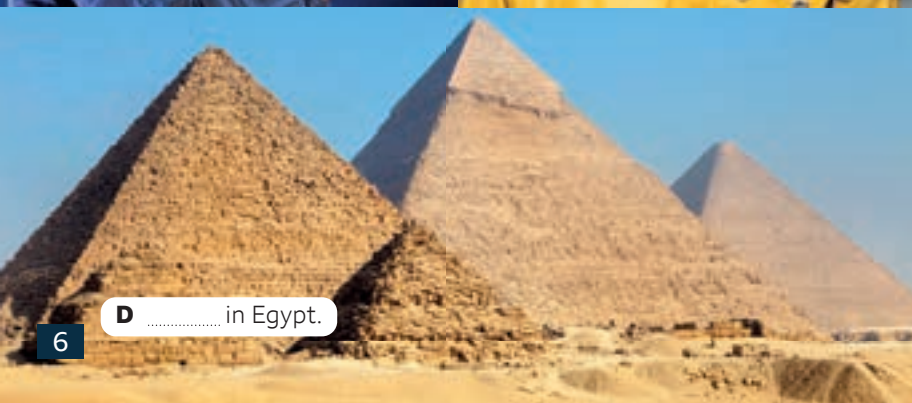
A a singer.



B name's Greta.



C She's married to



D in Egypt.



E from Italy.



me and you 1



VLOGS

Q: Who are you?

- 1 ▶ Watch the video. How many speakers say their nationality? What nationality are they?
- 2 ▶ Watch again. How many speakers say Friday is their favourite day?

GSE LEARNING OBJECTIVES

- 1A LISTENING** | Understand people introducing other people: jobs and studies
Introduce and talk about yourself: present simple: *I, you, we, they*
Pronunciation: weak forms and linking: *do you*
Write a personal profile; use capital letters
- 1B READING** | Read an article about twin brothers who are very different: common verb phrases
Talk about a friend or a family member: present simple: *he, she, it*
Pronunciation: third person -s
- 1C HOW TO ...** | make suggestions: adjectives for feelings and time phrases
Pronunciation: intonation to show interest
- 1D BBC STREET INTERVIEWS** | Understand street interviews about people and their families: family
Talk about people in your life: possessive 's, s'
Describe five people in your life

1A Hi!

GRAMMAR | present simple: *I, you, we, they*

VOCABULARY | jobs and studies

PRONUNCIATION | weak forms and linking: *do you*

LISTENING

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

favourite café nationality
favourite music **What's your ...?** favourite colour
name favourite day of the week job

A: What's your favourite café?

B: The Tea Tree. What's your job?

A: I'm a waiter. What's your nationality?

- 2A Work in pairs. Look at the photos and discuss the questions.

- 1 Where are the people?
2 Are they friends?

- B 1.01 | Listen to two conversations. Match the conversations (1–2) with the photos (A–B).

- 1
2

- C 1.01 | Listen again. How do the people respond to the sentences (1–3)? Write two answers for each sentence.

- 1 How are you?
2 Nice to meet you.
3 How do you know each other?

- D Work in pairs. Student A: Say a sentence from Ex 2C.
Student B: Say one of the answers.

A: Nice to meet you.

B: And you.

GRAMMAR

present simple: *I, you, we, they*

- 3A Complete the sentences with one word.

- 1 A: you know Gabriele?
B: No, I
2 A: you work with Pietro?
B: Yes, we together.
3 A: How do you each other?
B: Our children to the same school.

- B Choose the correct phrase to complete the rule.

We use the present simple when we talk about things that are **always true** / **happening now**.

- C Learn and practise. Go to the Grammar Bank.

page 98 **GRAMMAR BANK**

PRONUNCIATION

- 4A 1.02 | **weak forms and linking: do you** | Listen and underline the main stressed word. Notice the pronunciation of *do you* /dəjə/.

- 1 How do you know each other?
2 Do you have a minute?

- B 1.03 | Listen and write the questions. Then listen again and underline the main stressed word in each question.

- C Work in pairs. Take turns to ask and answer the questions. Remember the pronunciation of *do you*.



SPEAKING

6 Work in groups. You are at a party. Introduce yourself.

Hi, my name's Dan.

Hi, I'm Anita.

Where do you live?

What do you do?

7A Work with the class. Make a list of all the famous people you know.

B Work in groups. One student: Choose one of the famous people. Other students: Ask *yes/no* questions to guess who.

Student 1: Are you a man?

A: Yes, I am.

Student 2: Do you come from ... ?

A: No, I don't.

Student 3: Do you work outside?

A: Sometimes.

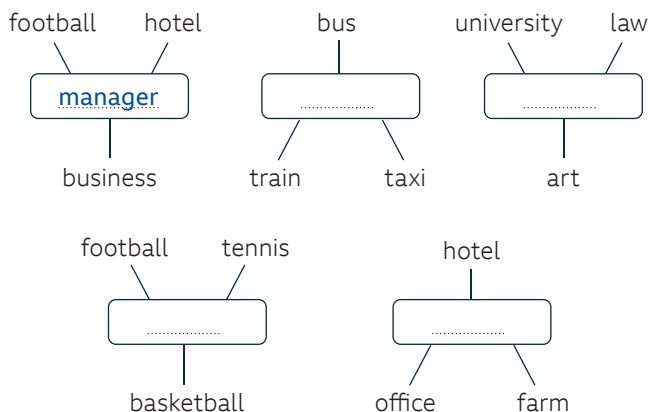
Student 4: Are you a football player? A: No, I'm not.

VOCABULARY

jobs and studies

5A Complete the word webs with the words in the box.

driver player ~~manager~~ student worker



B **1.04** | Listen and find the jobs you hear. Then listen again and repeat the answers.

C Work in pairs and discuss the question. Which jobs in Ex 5A would you like to do? Choose three.

A: Which jobs would you like to do?

B: I'd like to be a train driver or a ... What about you?

A: Not a train driver. Maybe a taxi driver.

D Work in pairs. Write five other jobs that you know. Check your ideas in the Vocabulary Bank.

▶ page 133 **VOCABULARY BANK** jobs

WRITING

write a personal profile; use capital letters

8A Work in pairs. Look at the website form. Answer the questions.

1 This website is for people who want:

a a new job.

b new friends.

2 The form asks for information about:

a contact details.

b favourite places.

3 In the bio/interests, you write about:

a your address.

b your life.

New in town?
Join **Group-Chat**
and meet new people

Complete your profile to get started!

full name

username

email

Instagram

location

bio/interests

B Write a personal profile. Go to the Writing Bank.

▶ page 88 **WRITING BANK**

1B Same but different

GRAMMAR | present simple: *he, she, it*

VOCABULARY | common verb phrases

PRONUNCIATION | third person -s

Andy, businessman

Sam, actor

VOCABULARY

common verb phrases

1A Complete the phrases (1–8) with the words in the box.

get up go have live play study teach **work**

- 1 **work** in a theatre/for a company/from home
- 2 early/at 11/late
- 3 in a village/with friends/alone
- 4 a car/a lot of money/two sisters
- 5 Italian/hard/every day
- 6 out a lot/to bed late/running
- 7 students/at a university/English
- 8 the guitar/in a band/tennis

B Work in pairs. Student A: Close your book. Student B: Say a verb from Ex 1A. Student A: Say the words that can go with it.

C Work in pairs. Use the verb phrases in Ex 1A to ask questions. Find five things that are the same for you and your partner.

A: Do you get up early?

B: Yes, I do. I get up at seven. What about you?

A: I get up at eight or nine.

D Read the Future Skills box and do the task.

FUTURE SKILLS Self-management

Learn words that go together (collocations), and write them in groups in the same way as in Ex 1A. Think of more phrases you can make with each verb.



READING

2A Choose two people in your family. Work in pairs. Take turns to ask and answer the questions.

- 1 Who are the people?
- 2 What do they have in common?
- 3 How are they different from each other?

A: Who are the people?

B: My sister and my father.

A: What do they have in common?

B: They both play tennis.

B Look at the photos. Which phrases (1–9) do you think go with Sam (S)? Which go with Andy (A)?

- | | |
|-----------------|--------------------|
| 1 small village | 6 Chinese language |
| 2 teacher | 7 cooks at home |
| 3 tech start-up | 8 restaurants |
| 4 home office | 9 jazz |
| 5 gets up early | |

C Read the article and check your ideas.

D Read the article again. Are the statements True (T) or False (F)?

- 1 Sam has a lot of money.
- 2 Sam studies for one hour a day.
- 3 Sam cooks Chinese food with chicken in it.
- 4 Andy doesn't go out to eat alone.
- 5 The brothers don't like each other.



Identical twins?

Andy writes about life as a twin

Many brothers are very different from each other, but people think twins are exactly the same. In fact, my twin brother Sam and I are very different. It's hard to believe we come from the same family!

Sam lives in a small village and he's an actor. He also teaches drama students at university, because he doesn't have a lot of money. My life is very different. I'm the businessman in the family. I have a small tech start-up company. I work from home, from my flat near the city centre. I think his work is crazy – and he thinks mine is!

Our day-to-day life is very different. I get up early, usually for video calls with business partners in Asia. Sam gets up at about eleven. After that he studies Chinese for an hour. He loves languages! Sam is a vegetarian and he cooks at home for himself. I don't have time to cook, I go out a lot to local restaurants with friends. Sometimes Sam visits me in the city, and we go and listen to music somewhere. The problem is that Sam likes jazz – he plays the guitar in a jazz band – but I prefer indie concerts.

The great thing is that Sam and I are really good friends and we often do things together. It's funny when we are out together. People see us and say, 'Wow, am I seeing double?' I think this is probably normal for all twins.

GRAMMAR

present simple: *he, she, it*

3A Complete the sentences. Use the article to help you.

- 1 Sam in a small village.
- 2 He also drama students.
- 3 He have a lot of money.

B Look at Ex 3A and complete the rule.

We add s or to the infinitive to make the present simple. For the negative, we use + infinitive.

C Find more examples of the present simple with *he* in the article.

D Learn and practise. Go to the Grammar Bank.

▶ page 99 **GRAMMAR BANK**

PRONUNCIATION

4A 🔊 **1.05** | **third person -s** | Which -s sound do you hear? Listen and put the verbs in the correct place in the table.

/s/	/z/	/ɪz/
.....	lives	.....
.....
.....
.....
.....

B Complete the table with the third person form of the verbs in the box.

do finish go sit stay
stop study watch work

C 🔊 **1.06** | Listen and check. Then listen again and repeat.

SPEAKING

5A 🔊 **1.07** | Listen and write the questions.

B Work in pairs. Student A: Think about someone you know (a friend, a family member or someone from work/college). Student B: Ask questions about the person. Use the questions in Ex 5A to help you.

A: OK, my person is Maria.

B: Do you know her well?

A: Yes, she's a good friend.

B: Does she work?

A: Yes, she does. She's an engineer.

C Work in pairs and discuss the questions. What do you have in common with the person in Ex 5B? How are they different from you?

We both like music.

1C Let's meet.

HOW TO ... | make suggestions

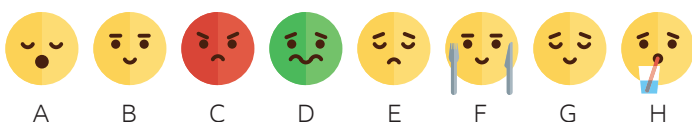
VOCABULARY | adjectives for feelings and time phrases

PRONUNCIATION | intonation to show interest



VOCABULARY

adjectives for feelings



1 A Work in pairs and answer the questions.

- 1 What do you think the emojis (A–H) show?
- 2 Do you use emojis on social networking sites or in messages?
- 3 If yes, which ones do you use most? If no, why not?

B Match the emojis (A–H) with the adjectives in the box.

all right angry bored hungry
ill relaxed thirsty tired **A**

C Work in pairs. Which adjectives in Ex 1B have one syllable? Which have two syllables?

D 1.08 | Listen and check.

2 A Work in pairs. Student A: Point to one of the emojis. Student B: Ask *Are you ...* ?

B: *Are you tired?*

A: *Yes, I am.*

B Read the Future Skills box and answer the question.

FUTURE SKILLS Self-management

Some phrases are different in different languages. In your language, how do you say: 'I'm hungry', 'I'm thirsty', 'I'm bored'? Make a note of differences that you find between English and your language.



READING

3 A Read the messages and answer the questions.

- 1 Are they between friends or business people?
- 2 Are they to: a) give news b) make an arrangement c) say someone is late?

Chat Lisa + Eva

Hi, how are things? 09:25

I'm all right, thanks. You? 09:25

I'm bored. Do you want to do something today? 09:25

Sorry, I can't. Busy day at the restaurant. I feel really tired. What about tomorrow morning? 09:26

OK. Can we meet for a coffee? 09:26

Sure. Where? 09:26

Let's try that new café near me, Coffee Club. 09:27

What time? 09:27

How about ten? 09:28

Sure, that's fine. See you there. 09:28

B Read the messages again and complete Lisa's calendar.



Event: 1

Date: 19 March

Time: 2

Add people: 3

Add location: 4

How to ... make suggestions

4A **1.09** | Listen to the phone conversation between Lisa and Eva. What changes do they make to their plans?

B Read the suggestions. Choose the correct word(s) to complete the sentences.

- 1 Can / Do we do something this evening?
- 2 What do / would you like to do?
- 3 What about / do you think a film?
- 4 Let's / Let me meet at the cinema.

C **1.10** | Listen and check.

D Look again at the messages in Ex 3A. Find three more suggestions.

E Learn and practise. Go to the Grammar Bank.

▶▶ page 100 **GRAMMAR BANK**

PRONUNCIATION

5A **1.11** | **intonation to show interest** | Listen to the conversations (1–6). Are the people interested (+) or not interested (-)?

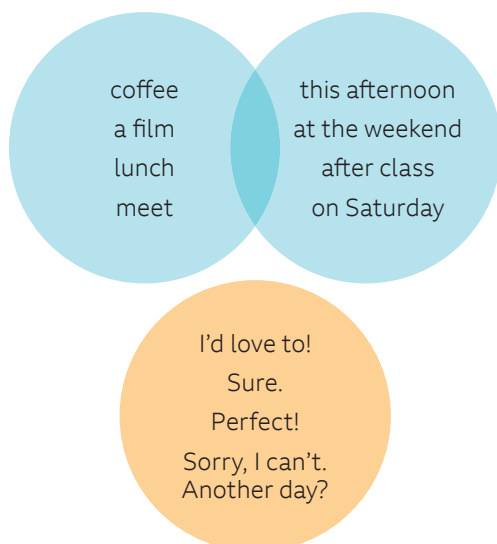
1 2 3 4 5 6

B Work in pairs.

Student A: Use the prompts to make a suggestion.

Student B: Decide if you are interested or not and reply.

Student A: Is Student B interested or not interested?



A: Let's meet for a coffee after class.

B: Sure.

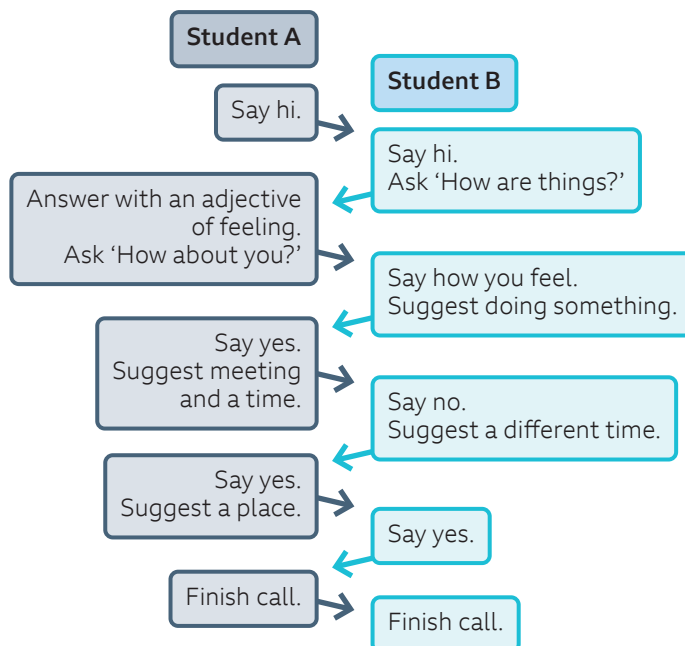
A: You're interested!

C Learn and practise. Go to the Vocabulary Bank.

▶▶ page 134 **VOCABULARY BANK** time phrases

SPEAKING

6A Work in pairs. Look at the prompts and have a phone conversation.



B Close your books. Work with the class. Make suggestions to two other students. Arrange to meet. Think about an activity, a time and a place.

7 Send a message to a friend in English to arrange to do something.

MEDIATION SKILLS

asking questions to make a plan



Make a free-time plan together.

▶▶ page 154 **MEDIATION BANK**



1D B B C Street Interviews

Family and friends

GRAMMAR | possessive 's, s'

SPEAKING | talk about people in your life

WRITING | describe five people in your life



Rob



Jackson

PREVIEW

- 1 A** Work in pairs. You meet someone at a party and you have one minute to introduce yourself. Look at the box. What information do you usually give?

name nationality where you live
job family interests/hobbies

- B** Match the sentences (1–5) with the topics in the box in Ex 1A.

- 1 I'm a teacher.
- 2 I have two brothers and two sisters.
- 3 I'm Jack.
- 4 I like sport.
- 5 I'm from Italy, but I live in London.

- C** Work in pairs and introduce yourself. Give information about each topic in the box in Ex 1A.

- 2 A** Work in pairs and answer the question. How many family words do you know?

- B** Check your ideas in the Vocabulary Bank.

▶▶ page 135 **VOCABULARY BANK** family

VIEW

- 3 A** ▶ Watch the first part of the video. How many different countries do you hear?

- B** Work in pairs. What do you remember? Complete the sentences.

- 1 Mon Zer: I work for an engineering
- 2 Rob: Hi I'm Rob. I'm a
- 3 Rose: I'm originally from
- 4 Jackson: I live in London and I study film at
- 5 Marcello: I'm from the United States and currently I'm a

- C** ▶ Watch again and check.

- 4 A** ▶ Watch the second part of the video. How many speakers have brothers?

- B** ▶ Look at the photos. Match the sentences with the people. Then watch again and check.

- 1 My sister's name is Sarah and she lives in Hamburg.
- 2 My sister is married with two kids.
- 3 My mum's name is Martine and my dad's name is Daniel.
- 4 I'm married and my wife's name is Rachel.
- 5 I also have nine brothers and sisters.
- 6 My parents' names are Daniel and Monica.

GRAMMAR

possessive 's, s'

- 5 A** Read the sentences then choose the correct alternative to complete the rules.

- 1 My mum's name is Martine and my dad's name is Daniel.
- 2 I'm married and my wife's name is Rachel.
- 3 My parents' names are Daniel and Monica.

Rules

We use name + 's / s' for the possessive for one person.

We use name + 's / s' for the possessive for two people or more.

- B** Learn and practise. Go to the Grammar Bank.

▶▶ page 101 **GRAMMAR BANK**



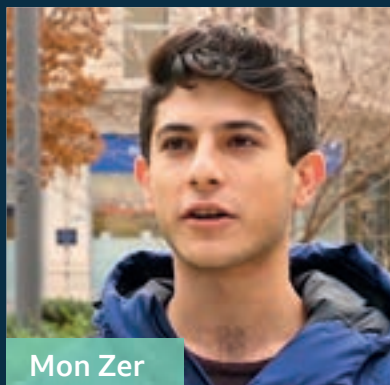
B B C

Q1: Tell us about yourself.

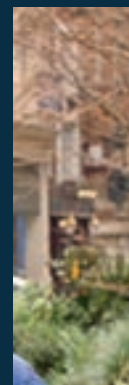
Q2: Tell us about your family.



Rose

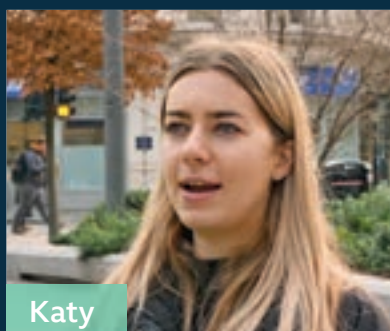


Mon Zer



Stephanie

Serge



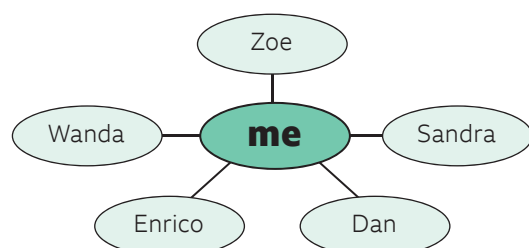
Katy



Marcello

SPEAKING

talk about people in your life



6A Write your name in a circle in the middle of a page of your notebook. Write the names of five people in your life around your name.

B Write two things about each person. Use the Key phrases to help you.

KEY PHRASES

Arielle's my sister/a good friend/my manager.
 Who is he/she/Dan?
 How do you know him/her?
 We're friends from work/school.
 Ellen is my brother's wife/a friend from work.
 Are you very good friends?
 How often do you meet/talk?
 We're in a class together.

C Work in pairs. Look at the questions in the Key phrases box. Think of two more questions.

D Work in pairs. Student A: Show Student B the names of your five people and talk about them. Student B: Ask questions.

A: Arielle's a friend from school. She's a doctor now.

B: How old is she?

A: She's my age.

B: Is she a very good friend?

WRITING

describe five people in your life

7A Read the email from Jasmine to her friend Yvonne. How many different people does she write about?

< Sent



Dear Yvonne,

Let me tell you about my family.

My parents' names are Patsy and Vince. They live about an hour from me. I have two sisters, and they live near my parents. My sisters' names are Marcella and Greta. Greta's a lawyer and she isn't married. Marcella's a teacher. She teaches at the local school. She's married and has one child. Her husband's name is Marcel. (I know, it's funny, but it's true!) Their daughter's name is Sofia, and she's eight years old. We all meet every Sunday at our parents' house. It's great!

Can you tell me about your family?

See you soon!

Jasmine

B Read the email again. Tick the topics you read about.

ages children interests/hobbies jobs
 married or single names where they live

C Work in pairs. Look at the email again and find examples of:

1 plural possessive: s' **My parents' names**

2 singular possessive: 's

3 contractions with 's

8 Describe five people in your life. Write about four or more topics in the box in Ex 7B.

GRAMMAR

1 A Work in pairs. How much do you know about your partner? Complete the sentences. Use the positive or negative form of the verbs in brackets.

- 1 He/She doesn't work (work) from home.
- 2 He/She _____ (teach) at a university.
- 3 He/She _____ (get) up early.
- 4 He/She _____ (play) the guitar.
- 5 He/She _____ (live) with friends.
- 6 He/She _____ (study) every day.
- 7 He/She _____ (have) a car.
- 8 He/She _____ (go) out a lot.

B Work in pairs. Ask questions to check your ideas.

A: Do you work from home?

C Work in a different pair. Ask and answer about your first partner.

A: Does she work from home?

2 A Correct the sentences. Add the words in the box.

about ~~Can~~ does doesn't
know love of 's s' to

Can

- 1 Perfect. Can we meet at nine?
- 2 Sorry, I'm busy. How Monday?
- 3 Yes, she. She studies Law at university.
- 4 Yes. Let get a coffee.
- 5 I don't the answer. Ask the teacher.
- 6 He's at the University London.
- 7 I'd to, but I can't.
- 8 Would you like have dinner?
- 9 He have a job at the moment.
- 10 This is the student room. They work here.

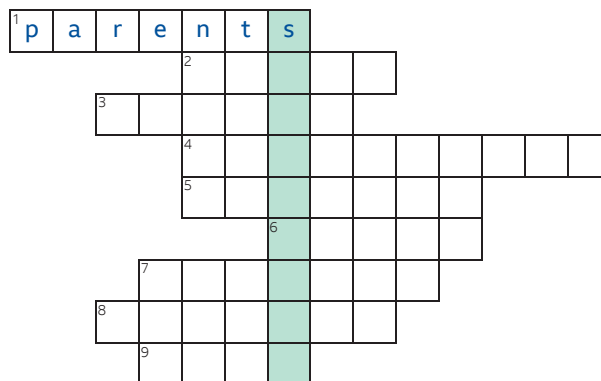
B **R1.01** | Read the sentences in Ex 2A. Listen and write the word that is different.

1 nine five

VOCABULARY

3 A Read the clues and complete the puzzle. Find the job.

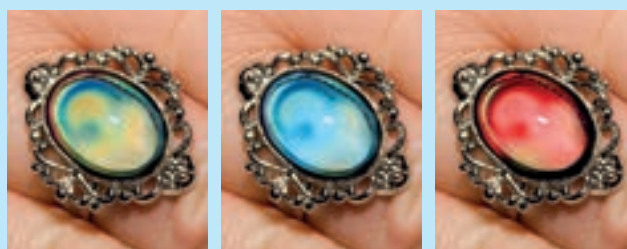
- 1 My mother and my father are my _____.
- 2 My mother's brother is my _____.
- 3 My father's sister's daughter is my _____.
- 4 I don't have a job at the moment. I'm _____.
- 5 The boss of the hotel is the hotel _____.
- 6 I want to sleep. I feel very _____.
- 7 My dad is seventy, he doesn't work. He's _____.
- 8 Can I have some water? I'm _____.
- 9 My mother's sister is my _____.



B Work in pairs. For each word in the puzzle, say two related words.

parents – children, daughter

4 A Complete the words in the text.



Remember mood rings, the rings that change colour with your feelings? My ring is a present from my ¹grandm____ and I wear it every day. It's a simple ring with a coloured stone. The colour of the stone shows my feelings at that moment. The colour green is 'normal'. It means I feel all ²ri____. If the stone is purple, that means I have strong romantic feelings. Blue means I feel ³rela____, so when I watch a film with my ⁴fam____ at the ⁵we____ or play the ⁶gui____, my ring is blue. Finally, the colour red means I have a positive feeling about the future or that I'm ⁷ang____ – it's not so clear. My ring is red at the moment. I'm happy, but I'm ⁸hun____. Time for dinner!

B **R1.02** | Listen and check.





lifestyle 2



VLOGS

Q: What food do you like and dislike?

- 1 Work in pairs and discuss the question. Make a list.
- 2 Watch the video. How many things on your list do you hear?

GSE LEARNING OBJECTIVES

2A LISTENING | Understand people talking about food: food and drink

Talk about shopping and eating habits: countable and uncountable nouns; *a, an, some, any*

Pronunciation: the weak /ə/ sound: *a, an, some*

Write an online comment; use linking words: *and, but, or*

2B READING | Read and do a lifestyle quiz: everyday activities

Discuss what is important in your life: adverbs and phrases of frequency

Pronunciation: linking

2C HOW TO ... | order a meal in a restaurant: restaurant words

Pronunciation: polite intonation

2D BBC PROGRAMME | Understand a documentary about the Indian Relay Race in the USA

Talk about a special event: *like, hate, love + -ing*

Describe an event

2A Can't live without it

GRAMMAR | countable and uncountable nouns; *a, an, some, any*

VOCABULARY | food and drink

PRONUNCIATION | the weak /ə/ sound: *a, an, some*



VOCABULARY

food and drink

1 A Look at the photo below. How many things can you name?

B Complete the table with the words in the box.

an apple an avocado beans broccoli cheese
eggs grapes a lemon orange juice rice
salmon tomatoes yoghurt

fruit	an apple
vegetables	
meat or fish	
drinks	
other	

C **2.01** | Listen and check.

D Work in pairs. Add two more types of food to each group in the table. Check your ideas in the Vocabulary Bank.

▶ page 136 **VOCABULARY BANK** food and drink

2 A Work in pairs. Student A: Say a group from the table in Ex 1B. Student B: Say three types of food.

A: vegetables

B: beans, ...

B Work in pairs and discuss the question. What types of food and drink do you like and dislike?

A: What types of fruit do you like?

B: I really like apples.

A: Me too. And what types of fruit do you dislike?

B: I don't like bananas.

LISTENING

3 A **2.02** | Listen to a podcast of three people talking about food they love. What is their favourite food?

B **2.02** | Look at the photos and listen again. Which food does the speaker NOT talk about?

1 Sasha



2 Mark



3 Lynn



C Work in pairs and answer the questions.

1 Does your town or city have a food market?

2 What's good about it?

3 Do you have other types of markets?



GRAMMAR

countable and uncountable nouns; *a, an, some, any*

4A Look at the food in Ex 1B. Which food can you count (C) and which can't you count (U)?

an apple (C), broccoli (U)

B Complete the sentences with *a, an, some* or *any*.

- I eat avocado every day.
- I have banana for breakfast every day.
- I need potatoes for tonight.
- We always have cheese at home.
- They don't have black grapes here.

C Choose the correct word to complete the rules.

- Use *a* or *an* with a **singular** / **plural** noun.
- Use *some* with a **singular** / **plural** noun.
- Use *some* with a **singular** / **an uncountable** noun.
- Use *any* in a **positive** / **negative** sentence.

D Read the Future Skills box and answer the question.

FUTURE SKILLS

Self-management



Good dictionaries show if a noun is countable or uncountable, either after the word or in front of the meaning. Does your dictionary show this? Choose three types of food and write (C) or (U) after them. And when you write a noun, write (C) or (U) next to it.

E Learn and practise. Go to the Grammar Bank.

▶▶ page 102 **GRAMMAR BANK**

PRONUNCIATION

5A **2.03** | the weak /ə/ sound: *a, an, some* | Listen to the sentence. Which words are stressed? Notice the weak /ə/ sound in *a, an* and *some*.

I have a carrot, an onion and some potatoes.

/ə/ /ə/ /ə/

B **2.04** | Listen and write the sentences (1–5). Then listen and repeat.

6 Work in pairs. Student A: Go to page 146. Student B: Go to page 150.

SPEAKING

7 Work in groups and discuss the questions.

- What do you have for breakfast every morning?
- Who does the food shopping in your home? And who does the cooking?
- Where do you like buying food: in big shops, small shops or in a market? Why?
- What food do you always have at home?
- What food do you like but never have at home? Why not?

WRITING

write an online comment; use linking words: *and, but, or*

8A Do you post photos, read or write about food on social media sites?

B Read the introduction to an online discussion about comfort food. What is your favourite comfort food?

When you feel unhappy or stressed, what type of food do you eat?

Maybe noodles with chicken or your mother's home-made pierogi (filled dumplings), it depends where you are from. For many people around the world it's pizza and for a lot of us it's ice cream. What is *your* favourite comfort food? Write and tell us.



C Write an online comment about your favourite comfort food. Go to the Writing Bank.

▶▶ page 89 **WRITING BANK**



2B Your lifestyle and you

GRAMMAR | adverbs and phrases of frequency

VOCABULARY | everyday activities

PRONUNCIATION | linking

Lifestyle quiz

We all eat, sleep and work. But we all do these things in different ways. How about you? Do this fun quiz. What does it say about you?

Choose the best answer for you: a, b or c.

1 What do you **usually** do first in the morning?

- a I **always** go online and check my messages. I do this every day.
- b I **usually** get up early and go running, but not at the weekend.
- c I have breakfast and talk to my family.

2 How often do you see your friends?

- a We **hardly ever** meet, maybe once a month, but we talk online a lot.
- b I cook lunch for friends every Sunday. I **always** make something healthy!
- c I **often** meet friends for coffee or we go shopping together.

3 How often do you exercise?

- a I **hardly ever** exercise. Well, **never**.
- b I go to the gym every day.
- c Once a week on Saturdays – I do some sport with friends.

4 Do you spend a lot of time online?

- a I **often** spend 7–8 hours a day online for work, but not every day.
- b I **sometimes** work online for about 3 or 4 hours, but I'm **never** online at the weekend.
- c Yes, I'm **always** online. I spend hours on social media.

5 How do you meet new people?

- a I join online groups and I make new friends there. We chat online.
- b **Sometimes** I meet people at the gym or when I go walking.
- c My friends or family introduce us or I meet people at parties.

Key

Mostly a: The online world is important for you. You are happy to spend a lot of time on your computer or smartphone.

Mostly b: It's important for you to exercise a lot, with friends or alone. Exercise and good food are important for you because you want to keep fit and healthy.

Mostly c: People are important for you. It's important for you to spend time with your friends or your family. You don't like being alone.

VOCABULARY

everyday activities

1 A Complete the word webs with the verbs in the box.

check get up go go to
meet someone spend time

shopping running

go

for coffee for lunch

messages emails

online with your family

a party a meeting

early late

B Work in pairs. Take turns to ask and answer the question *Which do you do more ... ?* Use the phrases in Ex 1A.

A: Which do you do more, check emails or check messages?

B: I check my messages more. And you?

A: Me too.

READING

2A Do the online quiz.

B Work in pairs and compare your answers.

C Read the key. Do you agree with the answers? Why/Why not?

GRAMMAR

adverbs and phrases of frequency

3A Look at the quiz again. Put the adverbs in bold in the correct place in the diagram.

How often?

never

0% 10% 40% 60% 80% 100%

B Choose the correct word to complete the rules. Use the quiz to help you.

- 1 Use adverbs of frequency **before** / **after** most verbs.
- 2 Use adverbs of frequency **before** / **after** the verb *be*.

C Look at the quiz again and find four other phrases of frequency.

every day

D Learn and practise. Go to the Grammar Bank.

▶▶ page 103 **GRAMMAR BANK**


PRONUNCIATION

4A | **linking** | Put the sentences (a–f) in order: 1 = most often and 6 = least often.

- a We go to Spain **every** summer.
- b I play tennis **twice** a week.
- c I go to the cinema four or five **times** a year.
- d We eat **fish** **every** Saturday.
- e I check my messages three or four **times** an hour. 1
- f I call my mother **once** a day.

B  **2.05** | Listen and check.

C Work in pairs. Take turns to say the phrases in bold. Practise the linking between the words.

D  **2.06** | Listen and repeat the phrases and the whole sentences.

5 Work in pairs. Take turns to ask and answer the questions. Remember to use linking in the phrases of frequency.

How often do you ... ?

check your messages **call your best friend**

do some exercise **eat in a restaurant**

shop online go to the cinema

SPEAKING

6A Put the words in the box in the correct place on the line for you.

← not important very important →

animals coffee family food friends
health online life shopping sleep
sport time alone work

B Work in pairs Compare things that are important to you. Find one thing that is the same and one thing that is different.

Work is very important to me. I enjoy it. I often work at the weekend. Animals aren't important to me. I don't have a pet.

C Work in a different pair. Talk about your first partner.

Sleep is very important to Yulia. She sleeps for ten hours every night, but I usually sleep about six or seven hours.



2C Eating out

HOW TO ... | order a meal in a restaurant

VOCABULARY | restaurant words

PRONUNCIATION | polite intonation

Looks GOOD, tastes GOOD?

What's more important to you: food that tastes good, or food that **looks** good? The internet has hundreds of websites with thousands of photos of different types of food: cooking blogs, travel sites and social media sites with names like FoodSpotting, SnapDish, InstaFood and of course Instagram. One website has 'rainbow food': red, orange, yellow, green and other coloured food, all on one plate. And there are

websites about how to take a good photo of food: the most important thing is that the food is bright and colourful and looks delicious. Pasta or noodles always look good. Fruit juice is colourful and pink food is great in a photo. And take your photo from above! Some restaurants now have photo-friendly lighting and mirrors. They want to attract today's photo foodies!

READING

1 A Look at the photo and answer the questions.

- 1 Do you ever take photos of your food, at home or in restaurants? Why/Why not?
- 2 Do you ever post them online? Why/Why not?

B Work in pairs and discuss the questions.

- 1 What types of websites do people post food photos on?
- 2 What do you think 'rainbow food' is?
- 3 What's the best way to take a photo of food: from the side or from above?
- 4 Is the photo on the phone a good online photo? Why/Why not?

C Read the article and check your answers.

VOCABULARY

restaurant words

2 A Work in a different pair and discuss the questions.

- 1 What is your favourite type of restaurant?
- 2 Do you know any good local restaurants?

B Look at the words in the box. Which ones are parts of a meal?

bill desserts dinner for two main courses
service charge side dishes starters waiter

C Complete the restaurant menu with the words in the box.

3 A Read the menu again and choose a dish for each course.

B Work in pairs. Tell each other your dishes.

A: For starter, I'd like the soup of the day.

How to ...

order a meal in a restaurant

4A **2.07** | Listen to a conversation in the restaurant. Write Scott (S) or Teresa (T) next to the correct food and drink on the menu.

B Complete the sentences.

- 1 Good evening. you have a reservation?
- 2 We have a table two for half past seven.
- 3 we have a table near the window?
- 4 you ready to order?
- 5 So for a starter, I have the soup, please?
- 6 And then I' like the salmon with a green salad, please.
- 7 you like something to drink?
- 8 is your meal?
- 9 Would you like to look at the menu?
- 10 Could we have the at the same time, please?

C **2.08** | Listen and check.

D Learn and practise. Go to the Grammar Bank.

page 104 **GRAMMAR BANK**

PRONUNCIATION

5A **2.09** | **polite intonation** | Listen to the customers. Tick the ones that sound polite.

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐

B **2.10** | Listen to the polite intonation. What makes it sound more polite? Listen again and repeat.

C Read the Future Skills box and answer the question.

FUTURE SKILLS

Communication



Your words and your intonation help you sound polite. Is intonation important in your language?

SPEAKING

6A Work in groups. Prepare a menu from your town or country. Write three starters, main courses, side dishes and desserts.

B Work in groups. Roleplay a conversation in a restaurant.

Student A: You are the waiter.

Other students: You are the customers.

A: Good evening. Do you have a reservation?

B: Yes, we have a table for ...

7 Take a photo of the food you eat tonight and bring it to the next lesson. Prepare to describe it to the rest of your class.

MEDIATION SKILLS

selecting relevant information



Help someone understand a pizza menu.

page 155 **MEDIATION BANK**

Ask your ¹ about our **DAILY SPECIALS!**

.....².....

Soup of the day (V)

Deep fried mushrooms with a garlic dip (V)

Sushi platter

Bruschetta with tomatoes and basil (V)

.....³.....

Beefburger with chips

Thai green chicken curry with rice

Salmon in a cream sauce

Nut roast (V)

MENU



.....⁴.....

Green salad

Chips

Seasonal vegetables

.....⁵.....

Lemon tart

Homemade ice cream (3 scoops)

Fresh fruit salad

Chocolate brownie

COLD DRINKS

Orange juice

Lemonade

Still water

Sparkling water



HOT DRINKS

Coffee – Americano, espresso, cappuccino

Tea – green tea, mint tea, breakfast tea

NOTE: A 15% ⁶ will be added to the ⁷

After your meal, please write a review on our website and send us your photos.

Every month we give a free ⁸ for the best photo.

2D

BBC Documentary

The Indian Relay

GRAMMAR | *like, hate, love + -ing*

SPEAKING | talk about a special event

WRITING | describe an event

PREVIEW

1 A Work in pairs. Look at the photos and discuss the questions.

- 1 Where do you think this is?
- 2 What season is it?
- 3 Can you ride a horse?

B Read the BBC programme information and answer the questions.

- 1 Where does the Indian Relay Race happen?
- 2 How many horses does each rider ride?
- 3 Who is Oliver Pakootas?



Mountain: Life at the Extreme

Every year, the people of Okanogan County in Washington State, USA, have a fair to celebrate the end of summer. One of the big events is the Indian Relay Race, a tradition of American Indians. In the Indian Relay, each rider rides three different horses around the track. In this programme, we watch Oliver Pakootas as he and his family prepare for this important tradition. There can only be one winner. Will it be Oliver?

VIEW

2 A ▶ Watch the BBC video clip. Who wins the race?

B ▶ Watch again and choose the words and phrases you hear.

- 1 Oliver Pakootas has a big **race** / **day**. It's the Indian Relay.
- 2 This race is a **custom** / **tradition** for American Indians.
- 3 He has a **team** / **his family** to help him.
- 4 The horses are also part of the **team** / **family**.
- 5 For Oliver and his family, the Indian Relay isn't only a race, it's a **lifestyle** / **way of life**.
- 6 For three minutes, all Oliver thinks of is the **relay** / **race** and the horses.

C Work in pairs and discuss the question. What are three good things about their lifestyle?

GRAMMAR

like, hate, love + -ing

3 A Read the sentences. What is the verb form after the verbs in bold?

Oliver and his team **enjoy** being together, and they **love** working with their horses and their horses love them. Oliver **likes** riding his horses in the mountains.

B Work in pairs. Say four things you like or don't like doing and say why. Use *I like, enjoy, love* and *don't like*.

C Learn and practise. Go to the Grammar Bank.

▶ page 105 **GRAMMAR BANK**


SPEAKING

talk about a special event

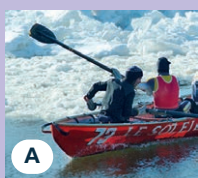
- 4A** Think of a special event, e.g. a festival or a national holiday. Read the questions and make notes about your answers.
- 1 What's the special event?
 - 2 When and where does it happen?
 - 3 What do you like doing at this event? Describe three activities.
 - 4 What's your favourite thing about the event?

B Work in pairs. Tell each other about the special event. Use your notes from Ex 4A to help you.

- 5A** Work in pairs. Look at the information about the Quebec Winter Carnival. Which activity looks interesting to you?

B  **2.11** | Listen to someone talking about the Quebec Winter Carnival. Number the photos in the order you hear about them.

Carnival



A

Canoe race:
2.30 p.m.



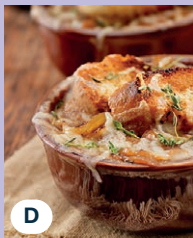
B

Parade:
starts 7 p.m.



C

Ice sculpture
display
all week!



D

Enjoy a bowl
of French
onion soup!

C  **2.11** | Listen again and tick the phrases you hear.

KEY PHRASES

Let me tell you about ...
It happens in [place] in [month].
At this time, we often ...
The [event] lasts [number] days.
It's one of the best things all year.
My favourite thing is ...
We really enjoy watching it together.

- 6** Work in groups. One student: Talk about your special event. Use the Key phrases to help you. Other students: Listen and make notes. Then ask two questions about the event.



WRITING

describe an event

- 7A** Read the description of the Quebec Winter Carnival. Which things in the brochure in Ex 5A does the person NOT write about?

In Quebec we have a big festival every winter, the Quebec Winter Carnival. The city goes crazy! It's really good fun and we have lots of things to see and do. I love looking at the ice sculptures. The artists often make ice animals and buildings. I always watch the canoe race. They race on the icy river and it's very exciting. My favourite thing is the evening parade. I like watching it with my family.

B Write a description of your event from Ex 4A. Write 80–100 words.

C Read other students' descriptions. Which event would you like to go to?

GRAMMAR

- 1 A** Which words are countable (C) and which are uncountable (U)?


onion bean broccoli butter
cucumber lemon lemonade
oil pear prawn yoghurt

- B** Choose five things from Ex 1A and write a list.

- C** Work in pairs. Ask what's on your partner's list.

A: Do you have an onion on your list?

B: Yes, I do. Do you have any beans?

- 2 A**  **R2.01** | Listen and write the sentences.

- B** Change the sentences so they are true for you.

I usually watch TV on Sundays.

- C** Work in pairs. Find two things that are the same and two things that are different for you and your partner.

- 3** Work in a different pair. Ask about the activities in Ex 2A. Use *Do you like ... ?* or *Do you enjoy ... ?*

A: Do you enjoy watching TV?

B: Sometimes. It depends on the programme. I hate watching ...

VOCABULARY

- 4 A** Name a type of food or drink that starts with these letters.

1 ce 2 av 3 gr 4 la 5 mu 6 no 7 su 8 le 9 sa 10 st

- B** Work in pairs. Student A: Say the first letter of a type of food or drink. Student B: Guess or ask for one more letter.

A: r

B: One more letter, please.

A: r-i

B: Rice?

A: Yes!

- 5 A** Match (1–6) with (a–f) to make questions.

Do you:

- | | |
|-------------|---|
| 1 go to bed | a friends for coffee? |
| 2 check | b late at the weekend? |
| 3 meet | c your messages on a phone, tablet or laptop? |
| 4 go to | d shopping with friends or alone? |
| 5 spend | e time online in the evening? |
| 6 go | f parties at the weekend? |

- B** Work in pairs. Take turns to ask and answer the questions in Ex 5A. Ask extra questions.

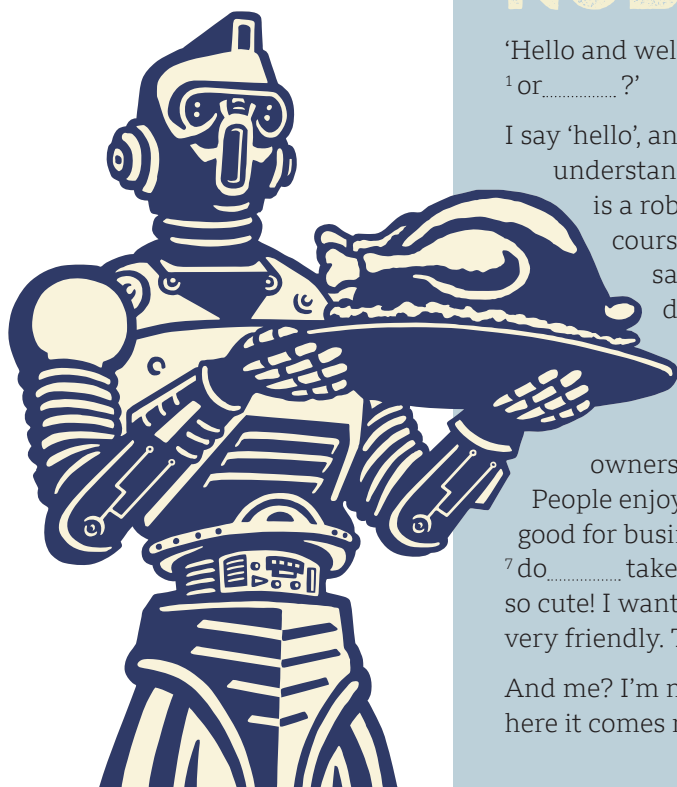
Where? What time? Why/Why not?

Who with? What do you ... ?

Do you go to bed late at the weekend? What time?

- 6 A** Complete the words in the text.

- B**  **R2.02** | Listen and check.



ROBOT WAITERS

'Hello and welcome,' says the waiter. 'Are you ready to
¹or.....?'

I say 'hello', and 'yes, I'm ready to order'. But does the waiter understand me? I don't know. You see, the waiter is a robot. I give my order – a steak for my ²ma course, potatoes for a ³si..... dish and an avocado salad. The robot says, 'Would you like ⁴so..... to drink?' so I ask for some water. And I hope this works, because I'm very thirsty.

Robot waiters are not a new thing, and people have different feelings about them. Restaurant owners love them: 'I ⁵ha..... more customers now.

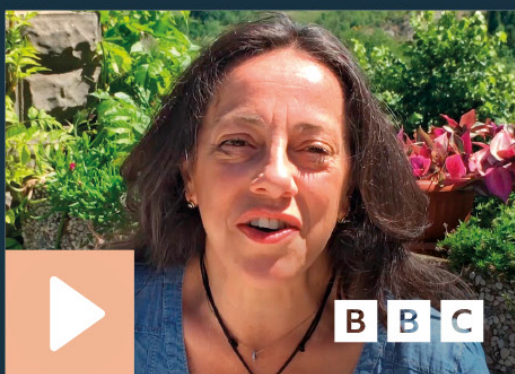
People enjoy ⁶se..... the robots with the trays of food. It's good for business.' The human waiters aren't sure: 'I hope it ⁷do..... take my job.' And customers? Some love them: 'It's so cute! I want a selfie with it!' Some hate them: 'They're not very friendly. They ⁸ne..... smile!'

And me? I'm not sure. I'm very hungry, and my lunch ... Ah, here it comes now!




home

3



VLOGS

Q: Do you ever have visitors staying in your home?

- 1 Work in pairs and discuss the question.
- 2  Watch the video. How many speakers love having visitors?



Global
Scale of
English

LEARNING OBJECTIVES

- 3A LISTENING** | Understand someone talking about their apartment: rooms and furniture
Describe an apartment and where things are: *this, that, these, those; here, there*
Pronunciation: /t/ and /i:/
Write a description of a home for a website; use commas
- 3B READING** | Read about how to 'say goodbye' to too much stuff: common adjectives (1)
Talk about and describe objects in your home: *have got*
Pronunciation: sentence stress
- 3C HOW TO ...** | make invitations and offers: social phrases
Pronunciation: rhythm in phrases
- 3D BBC STREET INTERVIEWS** | Understand street interviews about where people live
Talk about your local area: *there is, there are*
Write an email about your local area

3A

Come in.

GRAMMAR | *this, that, these, those; here, there*

VOCABULARY | rooms and furniture

PRONUNCIATION | /ɪ/ and /i:/



A

VOCABULARY

rooms and furniture

1 A Work in pairs. Look at the photos (A–C) of an apartment in Edinburgh, Scotland. Discuss the questions.

- What do you like/dislike about the rooms?
- Would you like to stay there on holiday? Why/Why not?

B Work in pairs. Look at the photos again. Match the places (1–12) with the objects (a–l).

Living room What is:

- | | |
|-----------------------------------|---------------|
| 1 on the wall? | a a plant |
| 2 in front of the window? | b a chair |
| 3 behind the laptop on the table? | c a TV |
| 4 between the windows? | d some papers |

Kitchen What is:

- | | |
|----------------------------------|----------------|
| 5 under the orange light? | e a window |
| 6 above the sink? | f a radio |
| 7 to the left of the pink plant? | g some bottles |
| 8 on the counter? | h a table |

Bedroom What is:

- | | |
|-------------------------|---------------|
| 9 on the bed? | i a cupboard |
| 10 next to the desk? | j a chair |
| 11 near the window? | k a picture |
| 12 opposite the mirror? | l some towels |

C Work in pairs. Add two more rooms and three more items of furniture. Check your ideas in the Vocabulary Bank.

▶ page 137 **VOCABULARY BANK** rooms and furniture

2 A Look at the things in the box. Choose a place for each one in the rooms in Ex 1B.

glasses keys phone TV remote wifi password

B Work in pairs and take turns. Ask questions to find the things.

A: I can't find my glasses.

B: Are they in the bedroom?

A: Yes, they are.

B: Are they near the window?

A: No, they aren't.

LISTENING

3 A Work in pairs. Which things in the box are most important when you stay in a holiday apartment? Why? Choose three.

extra keys important phone numbers
a local map a TV remote
the wifi password

B **3.01** | Listen to the owner describing her apartment in Ex 1. Number the photos (A–C) in the order you hear about them.

C Work in pairs. Read the questions (1–7) about the apartment. Can you remember the answers?

BOOKING FORM

Questions for the owner

- How do I get the keys?
- Can you give us some information about the local area?
- Does the apartment have wifi?
- Where is the nearest food shop?
- Can you give us some important phone numbers (police, hospital, your number)?
- Do we need to bring any soap, shampoo or towels?
- Does the apartment have a desk? I'd like to do some work.

D **3.01** | Listen again and answer the questions in Ex 3C.



B



C

GRAMMAR

this, that, these, those; here, there

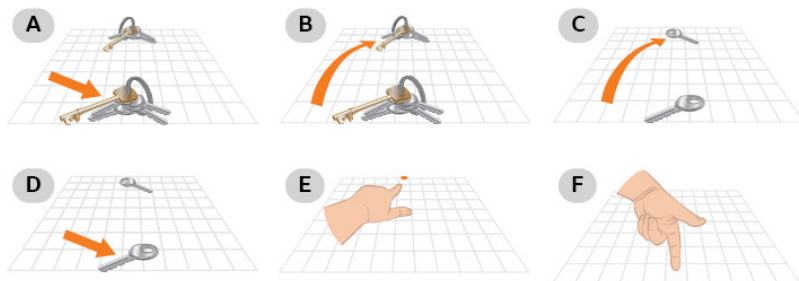
4A Complete the sentences with *this, that, these* or *those*.

- 1 You enter the code here, and little door opens.
- 2 two keys here are for the front door.
- 3 And do you see towels, over there?
- 4 And desk over there is where I work.

B **3.02** | Listen and check.

C Match the words in the box with the pictures (A–F).

here that there these this those



D Learn and practise. Go to the Grammar Bank.

page 106 **GRAMMAR BANK**

PRONUNCIATION

5A | /ɪ/ and /i:/ | Work in pairs. Are the words in bold pronounced with a short /ɪ/ or a long /i:/ sound? Put them in the correct place in the table.

- 1 **It's easy** to open.
- 2 **These** are the **keys**.
- 3 **This** is the living room.
- 4 You don't **need** to **bring** any shampoo.
- 5 **We** always **leave** some.

/ɪ/

It's

/i:/

easy

B **3.03** | Listen and check. Then work in pairs and practise saying the sentences.

SPEAKING

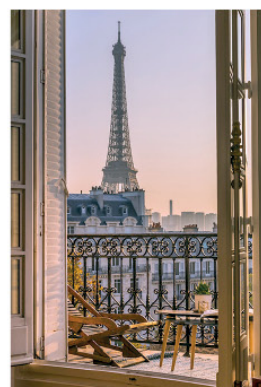
- 6** Work in pairs. Practise describing an apartment. Student A: Go to page 146. Student B: Go to page 150.

WRITING

write a description of a home for a website; use commas

7A Read part of an online description. Where do you think it comes from?

- a online information for tourists
- a social media post for travellers
- a website with apartments and rooms for visitors



★ 4.58
(143 reviews)



Enjoy your stay in this traditional, very clean apartment, close to the centre of Paris. It sleeps 3 people and is perfect for guests who want a weekend break in this romantic city.

B Write an online description of a home. Go to the Writing Bank.

page 90 **WRITING BANK**

3B Too much stuff

GRAMMAR | *have got*

VOCABULARY | common adjectives (1)

PRONUNCIATION | sentence stress

READING

1 A Work in pairs and discuss the questions.

- Is it easy to find things: a) in your bag b) on your desk c) in your bedroom?
- Look at the photo. What do you think *clutter* means?

B Read the text. What do the pictures mean? Then work in pairs and check your answers.

The picture of the two pairs of sunglasses means you have an extra thing. You don't need two pairs of sunglasses.

2 A Work in pairs. Don't look at the text. Answer the questions.

- What are the three types of clutter?
- What's a good time of day to clean up?
- What two questions are important to ask?
- Why have chocolate?

B Read the text again and check your answers.

C Which three ideas in the text do you like best? Why?

D Look at the text again. Complete the sentences with the words in bold.

- You have something and you don't give it to anyone, e.g. I want to this book and read it later.
- You take something from the floor with your hand, e.g. Please your rubbish.
- You put something in its usual place, e.g. After breakfast I always the milk in the fridge.
- To be late for a bus or train, and it leaves without you, e.g. It's eight o'clock. Don't the bus!
- To stop a machine, e.g. Please your phone when you're in the library.

Say goodbye to clutter

Help! Your train leaves in fifteen minutes, but you can't find your ticket. After ten minutes you find it under some books and a lot of paper. You **miss** your train.

Is this you? You're not alone. Many people have a problem with clutter. But you **CAN** change this. It's difficult, yes, but you **CAN** do it! First there are some things you need to understand.

3 types of clutter

1 Have you got two of something?

Do you really need both of them?

Keep one and give the other to a friend.



2 It's in your wardrobe, but you never wear it. It's too big for you. Ask yourself, 'Do I really love this?' No? It needs to go.

3 It's in your kitchen cupboard. It's a gift from

someone in your family, but you never use it. (It's got the price on the box!) You don't like it, it's too large, and you haven't got any space for it. It goes!



Clear your clutter: 5 top tips

1 Choose one room, or a part of a room, for example a cupboard in your bedroom. It's important to choose a time of day when you've got a lot of energy. Open all the windows and play some loud music! **Turn off** your phone and always finish the job.

2 Maybe you haven't got much time to clean. OK, so spend a short time every day, maybe fifteen minutes. You don't need to spend hours: 'little and often' is best.

3 Every time you **pick up** something, ask yourself two questions: 'Is this useful? Do I love this?' Is the answer to both questions 'yes'? You can keep it.

4 Give yourself a present when you finish. Do you enjoy playing video games? Go and play for an hour. Do you like eating chocolate? Have some chocolate. Sit in a nice, soft chair and relax.

5 And in the future? Don't leave anything on the floor or on tables. Always pick things up and **put them away**. Have a place for everything.

GRAMMAR

have got

3A Complete the sentences with one or two words. Then check your answers in the text in Ex 1B.

- 1 you got two of something?
- 2 It's the price on the box!
- 3 ... you got any space for it.
- 4 ... choose a time of the day when got a lot of energy.

B Work in pairs. Look at Ex 3A and answer the questions.


- 1 Do *have got* and *have* mean the same thing?
- 2 Does 's in Sentence 2 mean *is* or *has*?
- 3 How do you make the negative and a question of *you have got*?

C Learn and practise. Go to the Grammar Bank.

▶▶ page 107 **GRAMMAR BANK**

PRONUNCIATION

4A  **3.04** | **sentence stress** | Listen and write the sentences.

B  **3.04** | Listen again and underline the stressed words. Listen again and repeat the sentences.

5A Work with the class. Find someone who has got:

a bicycle a sister an Instagram account
a cat or another pet
a friend from another country
a garden coins in their bag

Have you got a bicycle?

B Tell the class about what someone has got. Don't say their name. Other students guess who it is.

A: She's got some coins in her bag.

B: Is it Petra?

A: No, it's Dominique.

VOCABULARY

common adjectives (1)

6A Find one adjective in each sentence.

- 1 Sit in a soft chair and relax.
- 2 It's too large, and you haven't got any space for it.
- 3 It's difficult, but you CAN do it!
- 4 Open the windows and play some loud music!
- 5 So spend a short time every day, maybe fifteen minutes.
- 6 You have got two of the same thing.

B Complete the table with the opposites of the adjectives. Use your answers from Ex 6A.

hard	soft	long	
different		quiet	
easy		small	

C Read the Future Skills box and do the task.

FUTURE SKILLS Self-management



Learn opposites at the same time – it's easier to remember the words. Try this now: cover one column in Ex 6B. Say each adjective and its opposite. Then cover the other column and do the same.

D Work in pairs. Practise using the adjectives. Student A: Go to page 146. Student B: Go to page 150.

SPEAKING

7A Work in pairs. Choose ten objects that you both have at home. Use the photos to help you. Take turns to ask and answer questions.

A: Have you got a guitar at home?

B: No, we haven't. Have you got any scissors?

B Work in pairs. Choose five objects to keep. Explain your reasons.

A: I'd like to keep the scissors because they're very useful. I use them every day.

B: Yes, let's keep them. I don't need the alarm clock because I always use my phone.

A: I agree.

C Work in groups. Compare your final lists. Use the phrases in bold in Ex 7B to help you.



3C What can I bring?

HOW TO ... | make invitations and offers

VOCABULARY | social phrases

PRONUNCIATION | rhythm in phrases



SPEAKING

1 A Work in pairs and discuss the questions.

- 1 What is the relationship between the people in the photo?
- 2 How often do you or your family invite people to your home?
- 3 Do you usually invite them for a meal, for coffee or tea or for something else?

B Work in pairs and do the questionnaire. What do YOU do?

A: Question 1. It depends. I often bring flowers or a box of chocolates. What about you?

C Work in groups. Read the Future Skills box and discuss the questions.

FUTURE SKILLS

Social responsibility



When you visit someone from another country, it is a good idea to check their customs. In your country, what are the customs for a host and for a guest? Are these different from customs in another country that you know?

What is a good guest?

It depends! Something that is right for one person can be wrong for someone else. Answer the questions and then ask a friend what they think. The differences can be interesting!

1 Before the meal, your host says, 'Don't bring anything! Just yourself!' What do you bring?

- a nothing
- b some flowers
- c something else

2 Your host asks you, 'Is there anything you don't eat?' You hate mushrooms. What do you say?

- a 'No, I eat everything.'
- b 'I hate mushrooms.'
- c 'Sorry, but I don't eat mushrooms.'

3 The invitation says 7 p.m. When do you arrive?

- a at 7 o'clock exactly
- b at 7.15
- c at 7.30

4 You arrive. Your host has no shoes on. What do you do?

- a ask, 'Shall I take off my shoes?'
- b take off your shoes
- c keep your shoes on and say nothing

5 You don't like one of the dishes. What do you do?

- a say, 'I'm sorry I can't eat this.'
- b eat it
- c eat a little and then say, 'I'm full!'

6 It's 10 p.m. What do you do?

- a wait for your host to end the visit
- b thank your host and leave
- c say, 'I need to go.'

How to ...

make invitations and offers

2 Read the email and answer the questions.

- 1 Is it an invitation for a meal or a party?
- 2 What does Jason need to do?

Dear Jason,

Would you like to come to dinner at our house on Friday? Is 7 p.m. good for you? We live in Camden. It isn't easy to find our house, so I'll message you with directions. Please phone me to tell me if you can come. I think you have my number.

Best wishes,
Alysha and Dion

3A 3.05 | Listen to three conversations with Jason.

Which two statements are True (T)?

- 1 Jason says he doesn't eat mushrooms.
- 2 He arrives on time.
- 3 He asks for still water.
- 4 He leaves at 10 p.m.

B Work in pairs. Complete the sentences from the conversations in Ex 3A.

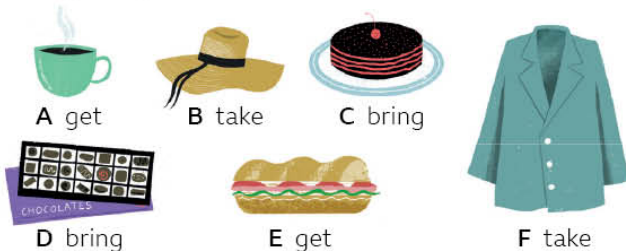
- 1 Would you to come for dinner on Friday?
- 2 I'd to come.
- 3 me take your jacket.
- 4 Can I you something to drink?
- 5 Let get your drink.
- 6 No thanks, I'm

C 3.06 | Listen and check.

D Put the phrases in Ex 3B in the correct place in the table.

make an invitation	Would you like to come for dinner on Friday?
make an offer	.....
say 'yes'	.....
say 'no'	.....

4A Work in pairs. Look at the pictures. Student A: Say a letter. Student B: Make an offer. Student A: Say yes or no politely.



A: A

B: Let me get you a coffee. A: Thank you.

B Learn and practise. Go to the Grammar Bank.

▶▶ page 108 **GRAMMAR BANK**

VOCABULARY

social phrases

5A Who says the phrases, the host (H), the guest (G) or both (B)?

- 1 Sorry I'm late.
- 2 Great to see you.
- 3 These are for you.
- 4 Have a safe journey home.
- 5 I'm full. That was delicious!

B Work in pairs. How do you respond to the sentences in Ex 5A?

C Match the responses (a–e) with the sentences (1–5) in Ex 5A.

- a You too.
- b Oh, thank you. How nice of you!
- c No problem.
- d Glad you liked it!
- e Thank you for a lovely evening!

D 3.07 | Listen and check.

PRONUNCIATION

6A 3.08 | rhythm in phrases | Listen again to the sentences in Ex 5A. Notice the patterns.

- 1 OooO
- 2 OoOo
- 3 OooO
- 4 ooOOOo
- 5 oO oooOo

B 3.08 | Listen again and repeat. Pay attention to the rhythm.

C Work in pairs. Student A: Say one of the sentences (1–5) in Ex 5A. Student B: Close your book and answer.

SPEAKING

7A Write a short email to invite a new friend or colleague to your home for a meal. Use the email in Ex 2 to help you.

B Work in pairs. Student A: Give your email to Student B. Student B: Phone Student A and accept the invitation.

C Work in different pairs. Roleplay conversations for arriving, ending the meal and saying goodbye. Use the prompts to help you.

Hello! Great to see you!

You too. These are for you.

I'm full! That was delicious. Thank you.

Glad you liked it.

It's ten o'clock! I need to go.

MEDIATION SKILLS

describing your culture

Give advice to a friend about your country.

▶▶ page 156 **MEDIATION BANK**



3D

BBC Street Interviews

Your neighbourhood

GRAMMAR | *there is, there are*

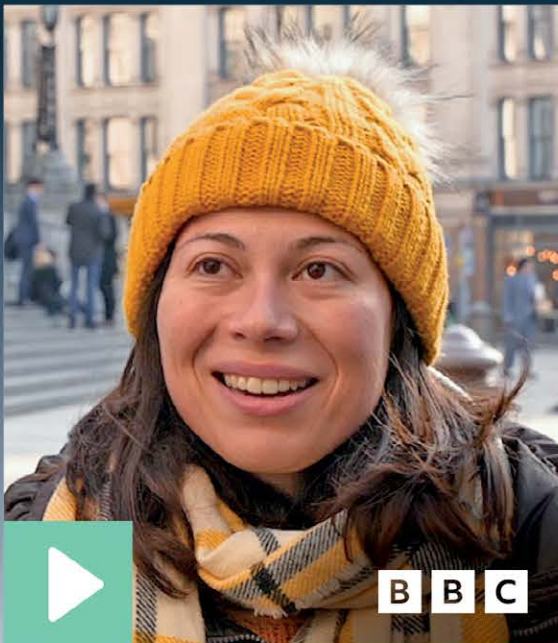
SPEAKING | talk about your local area

WRITING | write an email about your local area

PREVIEW

1 Work in groups and discuss the questions.

- Do you live in an apartment or a house? Where is it?
- What can you see from your window? What can you see from the front door?
- What is one thing that you like about the area where you live?



BBC

Q1: Tell us about your home.

Q2: What do you like about where you live?



Elliot

VIEW

2A ▶ Watch the first part of the video. Listen to the speakers describing their homes. Who has got a garden?

B Complete the sentences with the words in the box.

apartment small back floor garden lounge parents

- It has a _____, a big kitchen, four bedrooms and three bathrooms.
- We've got a kitchen on the ground _____.
- ... and one living and dining area, with a garden at the front and the _____.
- ... we have three bedrooms – one for my sister, one for me and one for my _____.
- It's a one-bedroom flat, with a bathroom, a kitchen and a _____ living room.
- I live in an _____ in South West London.
- It has a nice living room, big kitchen and a spacious _____.

C ▶ Watch again and check.

3A ▶ Watch the second part of the video. Listen to the speakers describing their neighbourhoods. Who talks about parks?

B ▶ Watch again and choose the words and phrases you hear.

- There are **lots of** / **a lot of** open spaces.
- There's a park **close by** / **close to us**.
- There isn't very much **noise** / **traffic** ...
- There are a lot of **trees** / **parks** – areas that you can walk in ...
- It is very quiet and there are lots of **shops** / **cafés** around my area.

GRAMMAR

there is, there are

4A Complete the sentences with *'s*, *are*, *isn't* or *aren't*.

- There _____ any restaurants.
- There _____ a park close by.
- There _____ very much traffic.
- There _____ lots of shops.

B Learn and practise. Go to the Grammar Bank.

▶ page 109 **GRAMMAR BANK**

Lily

Stuart

Gusy

Isabelle

Helen

Mark

SPEAKING

talk about your local area

5 A Work in pairs and look at the topics. For each topic, say one thing that you like OR dislike about your neighbourhood.

- restaurants and cafés
- shops or big stores
- nightlife: cinemas, clubs, theatres
- neighbours
- open spaces: parks or a forest
- traffic

B Read the Key phrases. Which phrases can you use to talk about YOUR neighbourhood?

KEY PHRASES

It's very quiet/busy/loud/interesting.

There's a ...

There are lots of/a lot of ...

It's got a/a lot of ...

My neighbours are ...

The only problem is that ...

I don't like the ...

C Work in a different pair. Take turns to ask and answer questions about your neighbourhoods. Use the Key phrases to help you.

What do you like about it? What's not so good?

WRITING

write an email about your local area

6 A Read the email. What does Jaylen NOT like about her neighbourhood?

< Sent



Hi Chloe,

Well, I'm here in my new apartment in Istanbul and I really like the area. I'm about two kilometres from the city centre, and there are buses to the centre every five minutes. The neighbourhood is nice. There's a small food store close by and a big supermarket about ten minutes' walk away. It's a busy area. There's a lot of traffic. The only problem is that sometimes the traffic is loud and I can't sleep, but it's not too bad. We've got a bank, a cinema, a post office – all the usual things – and there's a great market on Sundays. It sells fresh fruit and vegetables from the local farmers. My neighbours are friendly and quiet and I'm really happy here.

I hope you're well. Write back and tell me about your area.

Lots of love,

Jaylen

B Write an email to Jaylen. Tell her about your local area.

GRAMMAR

- 1 A** Complete the sentences with the words in the box.

has got haven't There are
These photos This is those flowers

- 1 This is a very difficult exercise.
- 2 One person in my family black hair.
- 3 seven people in my family.
- 4 I like over there.
- 5 We got any homework tonight.
- 6 on my phone are of my holiday.

- B** Change the sentences in Ex 1A so they are true for you.

- C** Work in pairs and compare your answers.

- 2 A** **R3.01** | Look at the picture and listen. Are the statements True (T) or False (F)?

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |



- B** Work in pairs. Student A: Look at page 28. Student B: Look at page 137. Write four true and two false sentences about the photos. Use *there is/are* and *have/has got*.

- C** Work in pairs. Student A: Show Student B the photos and read your sentences. Student B: Look at the photos. Which sentences are true? Swap roles.

VOCABULARY

- 3 A** Complete the words.

- 1 Are there a lot of mi_____ in your home?
- 2 Have you got ca_____ or r_____ on the floor?
- 3 Do you eat in the ki_____ or do you have a di_____ r_____?
- 4 Do you have a home of _____ with a de_____?
- 5 Do you like sleeping on a ha_____ bed or a so_____ bed?
- 6 Do you like listening to lo_____ music?
- 7 What type of food do you think is de_____?
- 8 Do you always stop eating when you're fu_____?

- B** Work in pairs. Take turns to ask and answer the questions in Ex 3A.

- 4 A** Choose the correct option (A–C) to complete the text.

Home sweet (tiny*) home

We've got a tiny home and we love it. Tiny homes aren't expensive and have the ¹ rooms as normal homes. In our home, ² 's a bedroom, a kitchen and a bathroom with a small ³ We are a long way from the city centre and it's very ⁴

So what's ⁵ about living in a tiny home? Well, everything is very small: the ⁶ has space for only six plates; there isn't a ⁷ and we ⁸ got a bath, only a shower. Life is good, but not always ⁹ Sure, we've got problems – everyone has problems – but our problems are ¹⁰, they're TINY.

*tiny = very, very small



- | | | |
|----------------|-------------|--------------|
| 1 A some | B small | C same |
| 2 A this | B there | C it |
| 3 A washbasin | B oven | C roof |
| 4 A long | B quiet | C large |
| 5 A the same | B difficult | C easy |
| 6 A cupboard | B fridge | C downstairs |
| 7 A upstairs | B bedroom | C hall |
| 8 A haven't | B have | C hasn't |
| 9 A tiny | B easy | C small |
| 10 A different | B difficult | C large |

- B** **R3.02** | Listen and check.




this world 4



VLOGS

Q: Do you enjoy quizzes?

- 1 Work in pairs and discuss the question.
- 2  Watch the video. How many people say that they are NOT good at quizzes?



Global
Scale of
English

LEARNING OBJECTIVES

- 4A LISTENING** | Listen to a podcast about events in the 2010s: time phrases (1) and dates
Talk about a time in your life: past simple of *be*: *was, were*
Pronunciation: weak and strong sounds: *was, were*
Write about a special time; use time phrases
- 4B READING** | Read an article with fun facts about numbers: amounts and numbers
Ask and answer questions about world number facts: *how much, how many; how + adjective*
Pronunciation: intonation to check understanding
- 4C HOW TO ...** | get help in shops: shops and shopping
Pronunciation: linking
- 4D BBC PROGRAMME** | Understand a documentary about Sakura time in Japan: weather and seasons
Talk about a good time to visit: *should, shouldn't*; imperatives
Write an email about the best time to visit

4A What a decade!

GRAMMAR | past simple of *be*: *was, were*

VOCABULARY | time phrases (1) and dates

PRONUNCIATION | weak and strong sounds: *was, were*



LISTENING

- 1 A** Work in pairs. Look at the photos and find the people in the box. What do you know about them?

Adele Monica Puig Neymar Mark Zuckerberg

- B** Work in pairs and do the quiz.

What do you know about ... the 2010s?

- Which was first: Tik Tok, Instagram or Snapchat?
- He was TIME Magazine Person of the Year at the beginning of the decade. Who was he?
- His transfer to Paris Saint-Germain cost 222 million euros. Who was he?
- She was the first Olympic gold medal winner for Puerto Rico. Who was she?
- Her album was the bestselling album of the decade. Who was she? What was the name of the album?
- It got 53 million likes. What was it?

- C** **4.01** | Listen to part of a podcast about the 2010s (*twenty-tens*). Check your answers.

- D** **4.01** | Listen again and write the correct year for the answers (1–6) in the quiz.

Instagram – 2010

- E** Work in pairs and discuss the question. What do you know or remember from the 2010s? Think about singers, bands, films and famous people.

GRAMMAR

past simple of *be*: *was, were*

- 2 A** Read the sentences. Are they about the present or the past?

- The first Instagram photo was in 2010.
- All three were new in the 2010s.

- B** Complete the sentences.

- Well, 2016 a good year for Puerto Rico.
- There 53 million 'likes' for an egg.
- the singer British?
- No, it Messi. It was Neymar.

- C** Work in pairs and answer the questions about Ex 2B.

- Which verbs are singular and which are plural?
- How do we make a question?
- How do we make a negative?

- D** Learn and practise. Go to the Grammar Bank.

page 110 **GRAMMAR BANK**

PRONUNCIATION

- 3 A** **4.02** | **weak and strong sounds: *was, were*** | Listen and write the sentences.

- B** **4.02** | Work in pairs. Listen again and choose the correct word(s) to complete the rules.

- We usually **stress** / **don't stress** *was* and *were* in questions and positive sentences.
- We **stress** / **don't stress** *was* and *were* in short answers.

- C** Work in pairs and discuss the question. Where were you in 2010? Pay attention to the pronunciation of *was* and *were*.

A: Where were you in 2010?

B: I was a manager with Samsung.

A: Was it a good job?

VOCABULARY

time phrases (1) and dates

4A Read the sentences from the podcast and find the time phrases.

- 1 The first Instagram photo was in 2010.
- 2 It was on 16 July.
- 3 It feels like a long time ago.

B Complete the time phrases (1–6) with the words in the box.

after ago in last on yesterday

- 1 in 2012, July, the summer, the afternoon
- 2 the break, the lesson, lunch, this exercise
- 3 morning, afternoon, evening
- 4 night, Friday, weekend, month
- 5 Saturday, Sunday, 4 May, 10 June
- 6 a week, ten days, ten minutes

C Choose five of the time phrases in Ex 4B. Write past sentences about you. Use *was*.

Last weekend, I was at home.

D Work in pairs. Student A: Say a sentence from Ex 4C, but don't say the time phrase. Student B: Guess the time phrase.

A: *I was at home.*

B: *Were you at home ... last weekend?*

A: *Yes, I was!*

5A Work in pairs. Can you say these dates?



B Learn and practise. Go to the Vocabulary Bank.

▶ page 138 **VOCABULARY BANK** dates

6A Work in groups. Practise hearing and saying dates.
Student A: Go to page 146. Student B: Go to page 151.
Student C: Go to page 152.

B Work in groups and discuss the questions. What two dates in the year are important to you? Why?

A: *I love the 14th of April.*

B: *Why?*

A: *It's New Year's Day in my country.*

SPEAKING



7A Choose a time from the cloud that was important to you. Plan answers to the questions.

- 1 Where were you?
- 2 Who was with you?
- 3 How long were you there?
- 4 Was it good/fun/easy/hard/noisy/expensive?
- 5 Were you happy?
- 6 Were any other people there?
- 7 How many people were there?

B Work in groups. Student A: Talk about why the time was important to you. Other students: Ask questions. Use your own ideas and the questions in Ex 7A.

WRITING

write about a special time; use time phrases

8A Read the introduction to an online discussion and the first part of Nadia's post. What time does she write about?



What a decade!

Sara Walker: The 2010s was a great decade! Where were you then? What do you remember about that time? Or: choose a special day, week, month or year for you. Write and tell us about it.



Nadia116

My special time was a holiday seven years ago, in the summer. I was 28. I was with my family in southern Turkey for a week.

B Write a description of a special time for you. Go to the Writing Bank.

▶ page 91 **WRITING BANK**

4B Life in numbers

GRAMMAR | *how much, how many; how + adjective*

VOCABULARY | amounts and numbers

PRONUNCIATION | intonation to check understanding

What's in a number?

Numbers are everywhere.

They are in our lives, all around us.

What are the numbers in your life?



phones Many people say they can't live without their smartphone, and it's not surprising. In one day, we check our phones 96 times, and spend an average of 171 minutes doing something on the phone. Over 5 billion* people have a phone – and only about 4 billion have a toothbrush.

READING

- 1 A** Work in pairs and discuss the question.
What is the connection between the things and the numbers in the box?

phone – 96 bath – 100 pizza – 350
traffic lights – 4 walking – 7,500

A: Maybe there are 96 different phone companies.

B: Or maybe we send 96 texts every day.

- B** Read the article and check your ideas.

- C** Correct the mistake in each sentence.
Change one word.

- We look at our phones 171 times a day.
- You need 148,000 litres of water to wash a car.
- Americans eat 10.4 kilograms of pasta a year.
- Some people spend two days a year waiting at green lights.
- The average person walks the distance from Bangkok to Manila in one year.

- D** Work in pairs and discuss the questions.

- Are any of the facts in the article surprising to you?
- Where do YOU find this kind of information?
- How often do you Google information?
- What kind of information do you Google?

VOCABULARY

amounts

- 2 A** Match the numbers in column A with the words in column B.
Then work in pairs and check.

A	B
70	just under/almost/nearly a hundred
98	just over a hundred
102	under a hundred
100	about a hundred
140	exactly a hundred
98–102	over a hundred

- B** Choose the correct word(s) to complete the sentences. Use the article to help you.

- A five-minute shower uses **under** / **over** 100 litres of water.
- We spend **nearly** / **just over** 170 minutes on the phone every day.
- It takes **almost** / **just over** 150,000 litres of water to make a car.
- We check our phones **nearly** / **just over** 100 times a day.
- One billion is **exactly** / **about** 1,000,000,000.
- We spend **exactly** / **about** two days waiting at red lights every year.

- C** Work in pairs and discuss the question. Are the sentences true for you?

- There were exactly twelve people in class in the last lesson.
- I know just over 100 English words.
- I have nearly 200 Instagram followers.
- It's about one kilometre from here to my home.
- My phone is almost two years old.
- My last holiday was exactly six months ago.

A: No, I think there were about fifteen people in class.

B: I agree.

- 3 A** Work in pairs. Say the numbers from the article in Ex 1B.

171 minutes 148,000 litres 10.4 kilograms 7,500

- B** Learn and practise. Go to the Vocabulary Bank.

▶ page 138 **VOCABULARY BANK** numbers



water We drink it, we wash with it, we swim in it and we also use it to make things. So how much water do we use to make a pair of jeans, for example? Well, about 10,000 litres, but that's nothing. To make a car uses 148,000 litres. And next time you have a bath, remember that a bath uses about 100 litres of water, but a five-minute shower uses 37 to 94 litres.



food The top kinds of food in the world are pasta, rice and – pizza, of course! Americans are big pizza eaters. So how many slices do they eat a day? Well, they eat 350 slices – not per day, but per second! And the average American eats 10.4 kilograms of pizza per year. But with frozen pizza, the Norwegians are number one, at 5 kilograms a year per person.



time We know that we spend about one-third of our lives sleeping. But where does the rest of the time go? How long do you wait at a traffic light for example? One minute? Two minutes? Well, those minutes become hours, and in the end you spend about two days a year at red lights, or about four months in a lifetime.



walking We walk from point A to point B, and we don't usually think about it. But if you're an average person, you usually take about 7,500 steps a day. So how far do you walk in a year? Well, usually it's between 2,100 and 2,400 kilometres. That's about the distance from Bangkok to Jakarta.

*1 billion = 1,000,000,000

GRAMMAR

how much, how many; how + adjective

4A Complete the sentences with the phrases in the box. You do not need one of the phrases.

How many How much How big
How far How long

- water do we use to make a pair of jeans?
- slices do they eat a day?
- do you wait at a traffic light?
- do you walk in a year?

B Work in pairs and answer the questions.

- When do we use *How much* and when do we use *How many*?
- What other adjectives can we use with *How*? Write five.

C Learn and practise. Go to the Grammar bank.

▶ page 111 **GRAMMAR BANK**

PRONUNCIATION

5A **4.03 | intonation to check understanding** | Listen to and read the conversation. Look at the intonation.

A: How many people were at the party?
B: Almost fifty.

A: Sorry, how many?
B: Fifty. About fifty.

B Work in pairs. Practise the conversation in Ex 5A. Pay attention to the intonation when you check understanding.

C Think about an average twenty-four hours in your life. Answer the questions.

- How many hours do you usually sleep?
- How much coffee or tea do you drink?
- How much time do you study English?
- How far do you walk?
- How many text messages do you send?

D Work in pairs. Student A: Ask a question from Ex 5C. Student B: Answer. Student A: Check the answer. Use a short *How ... ?* question.

A: How many hours do you usually sleep?

B: About seven.

A: Sorry, how many?

B: About seven.

6A Read the Future Skills box and answer the question.

FUTURE SKILLS Communication



When you don't understand or you don't hear something, there are many phrases you can use to check, for example, 'Sorry, how many?' Write two other phrases you can use.

B Work in a different pair. Take turns to ask and answer the questions in Ex 5C. Use different ways to check understanding.

SPEAKING

7 Work in pairs. Exchange information about world facts. Student A: Go to page 147. Student B: Go to page 153.

8 Find three interesting statistics on the internet and bring them to your next lesson to tell the class.

4C Where can I get ...?

HOW TO ... | get help in shops
VOCABULARY | shops and shopping
PRONUNCIATION | linking



VOCABULARY

shops and shopping

1 A Work in pairs. Read the messages and answer the questions.

- 1 What is Louise's problem? 2 What can she do?

Chat Gina + Louise

Send me a message when you arrive! 14:01

I'm here! Good flight, great hotel. Just one problem. I'm in Amsterdam, but my suitcase is in Paris. 15:25

Oh no! So no clothes? No laptop? 15:25

Laptop yes, in my carry-on bag. But no clothes for the conference. My talk is at 9 a.m. tomorrow. 15:26

15:26

I've only got jeans and trainers, and this old top. 15:26

Can you buy some clothes? 15:27

Yes, good idea. My phone charger is in my suitcase too. 15:27

You can buy everything in Amsterdam. Shops are open, right? 15:28

Yes. I'm really stressed. I have a terrible headache. 15:28

Then get some painkillers too! 15:29

Definitely! 15:29

Good luck, everything will be fine! 15:29

15:30

B Read the messages again and find four things that Louise needs to buy. What kind of shops does she need?

C Work in pairs. What other shops do you know? Write a list. Check your ideas in the Vocabulary Bank.

▶ page 139 **VOCABULARY BANK** shops

How to ... get help in shops

2 A **4.04** | Listen to Louise shopping. Which shops does she visit? What does she buy? How does she pay?

B Work in pairs and complete the sentences. Which sentence does the shop assistant say?

Conversation 1

- Excuse me. Could you me?
- you sell phone chargers for this phone?
- How is it?
- Good, I'll it.
- Can I by phone?
- Could I a receipt?

Conversation 2

- What are you?
- Can I try it ?
- Where are the changing ?
- Have you it in a different colour?

C **4.05** | Listen and check.

3 A Work in pairs. Which phrases in Ex 2B can you use in:

- a pharmacy?
- a bank?
- a shoe shop?

B Work in pairs. Roleplay the two conversations in Ex 2A. How much can you remember?

C Learn and practise. Go to the Grammar Bank.

▶ page 112 **GRAMMAR BANK**



PRONUNCIATION

4A **4.06 | linking** | Listen and choose the correct word to complete the rule.

How much js it?

When a word ends in a **consonant** / **vowel** sound and the next word begins with a **consonant** / **vowel** sound, we link them together.

B Add the links between the correct words.

- 1 Can I pay by phone?
- 2 Could I have a receipt?
- 3 What size are you?
- 4 Have you got it in a different colour?

C **4.07 |** Listen and check. Then listen again and repeat.

5 Read the Future Skills box and do the task.

FUTURE SKILLS Self-management



Make a separate 'survival English' notebook for when you travel. Use sections for different places, e.g. shops and banks. Have one section for phrases you can use in many situations. Which phrases in this lesson can you use in many different situations?

SPEAKING

6 Work in pairs. Roleplay a conversation in a shoe shop. Use the prompts.

Tourist	Shop assistant
Excuse me. / Could / help me?	Yes / course
Can I / see / those shoes / window?	These ones?
Yes, thanks. / I / try them on?	size / you?
In my country / I / be / size 6 ½	That / size 39 or 40 / here. / Try these on.
They / too small	How about these? / How / they?
They / good How much / they?	They / sixty euros
I / take / them. / Can / pay / card?	Yes. / Could / put in / PIN? / Thank you.
Thanks.	Have / good day!
And you.	

7 Work in pairs. Roleplay conversations in different shops. Student A: Go to page 147. Student B: Go to page 151.

8A Work in pairs. Read the extract from a website for tourists. Answer the FAQs for a visitor to your town.

Amsterdam: We ♥ You!

Visitors' FAQs

Are opening times for shops, banks and restaurants the same every day?

My phone is broken. Where can I go to repair it?

Where is the best place to change money?

Where is the best place to buy clothes (not too expensive)?

B Work in pairs. Write three more questions about shops and shopping for the website.

C Work in a different pair. Take turns to ask and answer your questions from Ex 8B.

9 Look at three websites about your town or your favourite city. Which one is the best? Tell the class in your next lesson.

MEDIATION SKILLS checking details



Buy something for a friend.

► page 157 **MEDIATION BANK**

4D

BBC Documentary

Sakura time

GRAMMAR | *should, shouldn't*; imperatives

SPEAKING | talk about a good time to visit

WRITING | write an email about the best time to visit

PREVIEW

1 A Work in pairs and answer the questions.

- 1 Which season can you see in the photo?
- 2 What are the other seasons?
- 3 What's the weather like today?
- 4 What other words do you know to describe the weather?

B Check your ideas in the Vocabulary Bank.

▶ page 140 **VOCABULARY BANK** weather and seasons

2 A Read the BBC programme information and answer the questions.

- 1 What is *sakura*?
- 2 Where in Japan does it start?

B Work in pairs. At *sakura* time, what three things do you think people do?

Springwatch in Japan

Japan has four seasons, and many people's favourite season is spring. In spring in Japan, the blossoms open on one million cherry trees. The Japanese call these blossoms 'sakura'. At sakura time, a pink wave of colour travels from south to north and people come out to celebrate. This week on Springwatch, we talk about the best time to visit Japan, and the things you can do there.

VIEW

3 A ▶ Watch the BBC video clip. Check your ideas in Ex 2B.

B ▶ Watch again and choose the words and phrases you hear.

- 1 ... a pink wave of colour travels from south to north, over **3,000 / 13,000** kilometres.
- 2 One is the weather forecast and the other is the **cherry blossom / tourist** forecast.
- 3 ... some women wear **Japanese / traditional** clothes.
- 4 People buy cherry blossom tea, cherry blossom cakes and cherry blossom **sweets / rice**.
- 5 Go out early, and find a good place to sit and **take photos of / enjoy** the blossoms.
- 6 The blossoms open, and then, about a **week / month** later, they begin to fall.

C Work in pairs and discuss the questions.

- 1 Would you like to visit Japan at this time? Why/Why not?
- 2 What's your favourite season? Why?

GRAMMAR

should, shouldn't; imperatives

4 A Read the sentences (1–4). Choose the correct word(s) to complete the rules (a–c).


- 1 You **should** stay for a week or two.
 - 2 You **shouldn't** start the day too late.
 - 3 Go out early, and find a good place to sit.
 - 4 You **should** bring some warm clothes.
- a Use *should* for something that is **necessary / a good idea**.
 b Use *shouldn't* for something that is **not necessary / a bad idea**.
 c Use the imperative (Go) for an **answer / instruction**.

B Learn and practise. Go to the Grammar Bank.


▶ page 113 **GRAMMAR BANK**

SPEAKING

talk about a good time to visit

5A  **4.08** | Listen to someone talking about a good time to visit Lake Balaton in Hungary. Answer the questions.

- 1 When should I visit?
- 2 What can I do there?
- 3 What clothes should I bring?

B  **4.08** | Listen again and choose the words and phrases you hear.

KEY PHRASES

You should come in **spring** / **summer** / **autumn** / **winter**.

It's **beautiful** / **lovely** / **very cold** at this time.

You can **go running** / **swim in the lake** / **eat in restaurants**.

In the evening we **always** / **usually** / **often** ...

It's usually hot **in the daytime** / **in the evenings** / **at night**.

You should also bring some **sunglasses** / **warm clothes**.

Come and **visit** / **stay with** / **spend time with** us.

6A Choose a place that you know. Make notes to answer the questions in Ex 5A.

B Work in pairs. Take turns to ask and answer the questions in Ex 5A. Then ask one more question.

WRITING

write an email about the best time to visit

7A Read the emails. When does Vicente say is the best month to travel? Why?

Hi Vicente,

How are you? I'm fine and work is good.

Can you help me? I want to come to Chile next year, for two weeks. When is the best time to come?

What are some good things to do? What clothes should I bring?

Best wishes,

Matt

Hi Matt,

It's good to hear from you. We're well, thanks.

It's great news about your visit. When should you come? Well, it depends. In the south of Chile, in Patagonia, many people think the best time is summer, from October to March. But I think you should come in autumn, maybe in April. There aren't so many tourists at that time. The autumn leaves are beautiful and you can visit the Torres del Paine National Park, near us. You should bring warm clothes because the weather can be very cold.

Best wishes,

Vicente

B Write a reply to the questions in Matt's email about your city or region.

C Read other students' replies. What advice do you think is really useful?

GRAMMAR

1 A Use the prompts to make questions with *How* and *should*.

- How / water / drink?
How much water should you drink?
- How / fruit / eat?
- How / far / walk / for exercise?
- How / hours / sleep?
- How long / stop using / phone before bedtime?
- How often / brush / teeth?

B Work in pairs and discuss the questions in Ex 1A.

C  R4.01 | Listen to the podcast and check your ideas.

2 Work in pairs and discuss the questions.

When you were a child, who or what were:

- three of your favourite teachers?
- two good friends?
- your favourite TV shows?

VOCABULARY

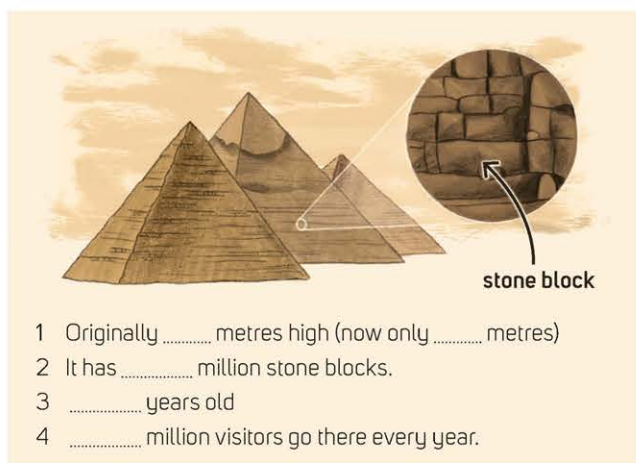
3 Work in pairs. Student A: Say a date from the box. Student B: Guess which date it is.

tomorrow's date your birthday
your favourite day of the year
an important date last year a holiday date

A: the 19th of March

B: your birthday?

A: yes!

4A  R4.02 | Listen and complete (1–4) with the correct numbers.

- Originally metres high (now only metres)
- It has million stone blocks.
- years old
- million visitors go there every year.

B Work in pairs. Student A: Cover Ex 4A. Student B: Say one of the numbers. Use (*just*) *under*, *over*, *exactly*, *nearly*, *almost* and *about*. Student A: Say what the number means.

B: over 2 million

A: It has over 2 million stone blocks?

B: yes!

5A Name the shops. Use the pictures to help you.



1 sh ...



2 gr ...



3 bu ...



4 ha ...



5 sp ...



6 ba ...



7 su ...



8 ph ...

B Work in pairs. Student A: Say the first letter of a shop. Student B: Guess the shop or ask for one more letter.

A: c

B: one more letter, please

A: c-l

B: clothes shop?

A: yes!

6A Choose the correct word to complete the text.

Should children memorise facts?



Most people don't remember life before the internet. But I DO remember, because I ¹ **was** / **were** at school in Scotland in the 70s and 80s, and there ² **was** / **wasn't** any Google to ask for information.

When my friends and I ³ **was** / **were** at school, it was important to memorise facts. There ⁴ **was** / **were** quizzes every week, with questions like: 'How ⁵ **long** / **tall** is the Eiffel Tower?' (I don't remember), 'How ⁶ **long** / **far** is it from New York to Beijing?' I DO remember – it's ⁷ **almost** / **over** 11,000 kilometres (or ⁸ **under** / **exactly** 10,982) and 'Can you name five Asian countries?'

I think every child ⁹ **should** / **shouldn't** learn the dates of important events. Facts ¹⁰ **should** / **shouldn't** be the only thing that children learn, but they can exercise the brain.

B  R4.03 | Listen and check.




the past

5



VLOGS

Q: When you were a child, what was your favourite thing/ place/food/music? Why?

- 1 Work in pairs and discuss the questions.
- 2  Watch the video. What things do the speakers say that you also liked?



Global
Scale of
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LEARNING OBJECTIVES

- 5A READING** | Read an article about big life changes: time phrases (2)
Discuss your life 'then and now': past simple: regular verbs
Pronunciation: *-ed* ending of regular verbs
- 5B LISTENING** | Understand people talking about events that went wrong: life events
Describe an important life event: past simple: irregular verbs; *wh-* questions
Pronunciation: irregular verbs
Write a mini-bio; use linking words: *after that, then, next*
- 5C HOW TO ...** | apologise and make excuses: excuses and saying the time
Pronunciation: intonation for apologising
- 5D BBC STREET INTERVIEWS** | Understand street interviews about what people did at the weekend
Talk about last weekend: adjectives and modifiers
Write about a recent activity

5A Then and now

GRAMMAR | past simple: regular verbs

VOCABULARY | time phrases (2)

PRONUNCIATION | -ed ending of regular verbs

A Big Change

Sometimes life is the same from day to day, year to year, and then it **changes**. How does that change happen? How different are our lives before and after? Read about two people from very different parts of the world.

READING

1 A Work in pairs and discuss the questions.

- 1 Have you got a favourite famous person, for example a sportsperson, singer or YouTube star?
- 2 What about when you were a child? Who were your favourite stars then?

B Read the text. What was the change in each person's life?

C Read the text again and correct the information in each sentence.

- 1 When Park Mak-rye was a teenager her life was easy.
1 Her life was hard.
- 2 Her three children were college students.
- 3 Yura's first YouTube post of her grandmother was a cooking recipe.
- 4 Her YouTube channel has more than 20 million subscribers.
- 5 Running was Rocha Da Silva's favourite sport when he was a teenager.
- 6 In 2005 he was a top marathon runner.
- 7 In 2009 he was a member of the Brazilian national marathon team.
- 8 His job as a refuse collector wasn't useful for his running.

D Work in pairs and discuss the questions.

- 1 Would you like to be famous on social media or a famous sportsperson? Why/Why not?
- 2 How is your life different now from in the past?



Park Mak-rye, South Korean YouTube star

Park Mak-rye's family was very poor and she worked hard all her life. Her father didn't want to send her to school and when Mak-rye was a teenager, she cooked and cleaned for all the family. Later, as a wife and mother, she opened a restaurant and

worked from 4 a.m. to 10 p.m. Her three children all finished high school and her granddaughter Yura was the first in the family to go to college. Then when Mak-rye was seventy, her life changed completely. Yura posted her grandmother's holiday video on YouTube and three million people watched it! With Yura's help, Park Mak-rye started making videos of her travels, cooking recipes and make-up tips. Her followers (including many young people) think she's very funny and they love her positive ideas about life. In 2021 she was one of the biggest YouTube stars in South Korea, with over 1 million subscribers and over 20 million views.



Solonei Rocha da Silva, Brazilian marathon runner

In Brazil some of the top marathon runners start their working lives as refuse collectors*. Refuse collectors need to run, sometimes up to 15 kilometres a day, to finish their work. For Solonei Rocha da Silva this job was a way to earn money **and** a very good way to exercise. Before he was twenty, Da Silva played a lot of football, but he didn't do much running. His first real race was in 2003 when he was about twenty

and he came first. He didn't enjoy that race, but about two years later he started running regularly and after some years, he decided to become a serious runner. In his first big city marathon, in Porto Alegre in 2010, Da Silva came first and in 2011 he entered the Pan American Marathon. He was part of the Brazilian national marathon team and he won. Did he enjoy his day job? Well, he says his work as a refuse collector for many years helped him to be a great runner.

*refuse collector: a person who collects rubbish from outside people's homes

GRAMMAR

past simple: regular verbs

2A Look at the text again. Find the past of these regular verbs: *work, cook, change*. Then complete the rule.

To make the past simple, we usually add or to the infinitive.

B Read the sentences and complete the rules.

He didn't enjoy that race.

Did he enjoy his day job?

1 To make the negative in the past simple, use + infinitive.

2 To make a *yes/no* question in the past simple, use + subject + infinitive.

C Work in pairs. Look at the text again. Find seven more examples in each person's story of past simple regular verbs.

D Learn and practise. Go to the Grammar Bank.

▶ page 114 **GRAMMAR BANK**

PRONUNCIATION

3A **5.01** | **-ed ending of regular verbs** | Listen and put the past simple verbs in the correct place in the table.

/t/	/d/	/ɪd/
<u>worked</u>	<u>changed</u>	<u>posted</u>
.....
.....
.....

B Work in pairs. Student A: Say one of the verbs in Ex 3A. Student B: Check their pronunciation of the ending.

4A Complete the sentences with the past simple form of the verbs in brackets.

Last year:

- I every morning. (exercise)
- I friends in another country. (visit)
- I TV every evening. (watch)
- I somewhere different. (live)
- I in a hotel. (stay)
- I English every day. (study)

B Work in pairs. Put the new verbs in Ex 4A in the correct place in the table in Ex 3A.

C Change the sentences in Ex 4A so they are true for you.

D Work in pairs. Take turns to read out your sentences. Find three things you have in common.

VOCABULARY

time phrases (2)

5A Choose the correct word(s) to complete the time phrases in brackets. Use the text in Ex 1B to help you.

- She worked hard (**all** / **for** her life).
- (**In** / **When** Mak-rye was a teenager), she cooked and cleaned for all the family.
- She opened a restaurant and worked (**in** / **from** 4 a.m. **to** / **for** 10 p.m).
- (**Before** / **Before that** he was twenty), Da Silva played a lot of football.
- He didn't enjoy that race, but about (two years **later** / **then**) he started running regularly.
- His work as a refuse collector (**for** / **from** many years) helped him to be a great runner.

B Complete the time phrases (1–6) with the words in the box.

all before for from later when

- When** I was nineteen/we were in Spain/I phoned her.
- morning to night/2015 to 2020/March to July
- day/week/my life
- breakfast/this lesson/I started college
- three years/two months/four days
- I posted the photo. Then five minutes/one hour/two days , they phoned me.

C Work in pairs and discuss the questions.

- Do you ever stay up all night? Why/Why not?
- Did you have a mobile when you were eight years old? What kind?
- Did you use a social networking site before you were eleven? If yes, which ones? If no, when did you start using them?
- What school did you go to from five to twelve years old? What about from twelve to eighteen?
- Last week did you study English for more than ten minutes every day? How long?
- When did you last watch a horror film? How did you feel later?

SPEAKING

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

Then: When did you last ... ? **Now:** Do you often ... ?

listen to the news on the radio? post a photo on social media?
play a board game? relax on a beach? work or study late?
cook for other people? talk on your phone?
wash your clothes by hand? use a pen?

A: When did you last listen to the news on the radio?

B: I can't remember. Oh, about a month ago, in the car.

A: Do you often listen to the news on the radio?

B: No, I usually read about it online. How about you?

B Work in a different pair. Say three things you learnt about your first partner.

5B What went wrong?

GRAMMAR | past simple: irregular verbs; *wh-* questions

VOCABULARY | life events

PRONUNCIATION | irregular verbs



LISTENING

1 A Work in pairs and discuss the questions.
Do you enjoy parties? Why/Why not?

B Work in pairs and read about three parties. What do you think goes wrong in each one?



They invited forty people to the wedding party and asked a famous chef to cook lunch.

I drove all day to get to my best friend's 21st birthday party, so I was very tired.



It was a leaving party for me, a surprise party. My manager opened the door to a large room and called out: 'Surprise, surprise!'



C **5.02** | Listen to someone talk about each party. Check your ideas in Ex 1B.

D **5.02** | Listen again and answer the questions.

- 1 Why did the chef phone?
- 2 What food did Sandra's sister order?
- 3 Who did Jack invite?
- 4 What did Olivia decide to do in the end?
- 5 When did Kingsley change jobs?
- 6 Where were the other people?

E Work in pairs and discuss the questions.
Which situation was the worst? Why?

GRAMMAR

past simple: irregular verbs; *wh-* questions

2 A Complete the sentences with the past simple verbs in the box.

drove got had left said took went

- 1 Her husband went to the supermarket and some frozen desserts.
- 2 My sister's son his wedding last summer.
- 3 I all day and arrived early in the evening.
- 4 People goodbye to me and
- 5 We a taxi to a small restaurant in the city centre.

B Work in pairs. Write the infinitive form of the verbs in Ex 2A.
went – go

C Read the questions and complete the rule.

Why did the chef phone? What did the sister do?

To make *wh-* questions in the past simple, we use a *wh-* question word + + subject + verb.

D Learn and practise. Go to the Grammar Bank.

page 115 **GRAMMAR BANK**

PRONUNCIATION

3 A **5.03** | **irregular verbs** | Listen and put the past simple verbs in the correct place in the table.

/e/	/əʊ/	/æ/
<u>went</u>	<u>drove</u>	<u>had</u>

B Go to the Verb Table on page 176. Check your spelling.

C **5.04** | Listen and write the questions you hear.

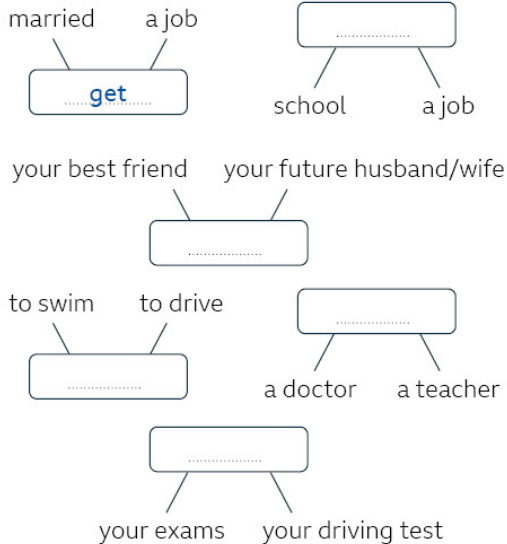
D **5.04** | Work in pairs. Listen again and repeat. Then take turns to ask and answer the questions.

VOCABULARY

life events

4A Complete the word webs with the verbs in the box.

become **get** learn leave meet pass



B Go to the Verb Table on page 176. Check the past simple form of any new verbs in Ex 4A.

C Work in pairs. Tell your partner about your past. Use at least three of the collocations in Ex 4A.

A: I learnt to drive when I was nineteen.

B: Really?

A: Yes. Can you drive?

B: Yes, I can.

A: When did you learn to drive?



WRITING

write a mini-bio; use linking words: *after that, then, next*

5A Read the first part of Liam's mini-bio for his blog. What do you think the next part of the text is about?



Hi, my name is Liam Morgan. Welcome to my blog! I'd like to tell you a few things about myself.

I was born on 8 August 1993, in Des Moines, Iowa. My parents had a restaurant in the centre of town, a very popular diner. I spent my childhood in that diner and ...

... more

B Write a mini-bio. Go to the Writing Bank.

▶ page 92 **WRITING BANK**

SPEAKING

6A Work in groups. Look at the important life events and answer the questions.

- 1 Do people in your country usually have parties for these events?
- 2 What other events do they celebrate?

an 18th, 21st or 30th birthday

getting married

when a baby is born

finishing high school

leaving your job

passing your driving test

B Choose an event in your life from the list in Ex 6A or use another idea. Make notes to answer the questions.

- What did you do?
- Who was there?
- How did you feel?
- Did anything funny or interesting happen?

C Work in groups. One student: Tell the other students about your event. Other students: Ask questions.

7 Bring a photo to the next lesson. It can be from an event in your life. Prepare to talk about the event and what happened.

5C Sorry I'm late.

HOW TO ... | apologise and make excuses
VOCABULARY | excuses and saying the time
PRONUNCIATION | intonation for apologising



A



B

VOCABULARY

excuses

1 A Work in pairs. Look at the photos (A–C) and discuss the questions. What is the problem? What excuses can they make?

B Read the article. Work in pairs and answer the questions.

- How many excuses can you find in the article?
- Which two excuses do you like best?

C Match (1–8) with (a–h) to make excuses.

- | | |
|-------------------|---------------------|
| A | B |
| 1 I left | a was late. |
| 2 I missed | b my alarm. |
| 3 My bus | c all my work. |
| 4 My wifi | d was ill. |
| 5 I didn't hear | e was down. |
| 6 I lost | f my bag in a taxi. |
| 7 My daughter | g time. |
| 8 I had the wrong | h my train. |

D Work in pairs. Student A: Cover column B. Say an excuse. Student B: Add a different ending and make a new excuse. Swap roles.

A: I left my bag in a taxi.

B: I left my glasses at home.

E Which excuses in Ex 1C do you use?

How to make excuses in an online world

'A dog ate my homework.' This excuse was never good in the past and it certainly isn't good now. College students and people in business now do most of their work online, so everyone needs to think digital. Good excuses today are: 'My wifi was down.' 'There was a problem with my computer and I lost all my work.' And the best: 'I left my laptop on the bus.' This reason is really good because your friends or colleagues will feel sorry for you. In the end, perhaps the dog is still a good excuse: 'A dog ate my online homework. He took a *megabyte*.'





C

How to ... apologise and make excuses

2A Work in pairs and discuss the questions.

- 1 Are you often late? Why/Why not?
- 2 Have you got a friend or family member who is often late? How do you feel about that?

B 5.05 | Listen to two conversations and answer the questions.

- 1 Why do the people apologise (say sorry)?
- 2 What excuses do they make?

C 5.05 | Listen again. Number the sentences (a–f) in the order you hear them.

- | | |
|---------------------|--------------------------|
| a I'm really sorry. | d I'm sorry I'm late. 1 |
| b That's all right. | e No problem. |
| c It's OK. | f I'm so sorry I'm late. |

D Work in pairs. Put the sentences in Ex 2C in the correct group.

Apologising: **I'm really sorry.**

Accepting an apology: **That's all right.**

E Learn and practise. Go to the Grammar Bank.

page 116 **GRAMMAR BANK**

PRONUNCIATION

3A 5.06 | intonation for apologising | Listen to people apologising (1–6). Are they sorry (✓) or not sorry (✗)?

1 2 3 4 5 6

B Work in pairs. Student A: Apologise for being late. Student B: Does Student A sound sorry? Accept the apology.

A: **I'm sorry I'm late.**

B: **You don't sound sorry!**

A: **I'm sorry I'm late.**

B: **That's all right.**

SPEAKING

4A Work in pairs. Read the prompts. Decide on the situation and your excuses.

Student A

You have a one-to-one meeting with your manager/university tutor. You are late. Knock on their door.

Apologise (you are late) and make an excuse.

You don't have the report/essay. Apologise and make another excuse.

Student B

Ask the person to come in.

Respond. Ask for the report/essay.

Respond. Ask the person to send it and give them a time.

B Roleplay the conversation. Then swap roles.

C Read the Future Skills box. Work in groups and discuss the questions.

FUTURE SKILLS Social responsibility



In some countries it is very bad to be late for a business meeting or when meeting friends. It is also important to give the reason why you are late. Is this true in your country, or another country you know?

5A Work in pairs. Look at the clocks. Can you say the times?



B Learn and practise. Go to the Vocabulary Bank.

page 141 **VOCABULARY BANK** saying the time

6 Work in pairs. Practise giving and accepting apologies. Student A: Go to page 148. Student B: Go to page 151.

7A Think of a real situation where you made an excuse. Make notes to answer the questions.

- | | |
|-------------------|-----------------------------|
| • When was it? | • What did you do? |
| • Where were you? | • What happened in the end? |
| • What happened? | |

B Work in pairs. Take turns to ask and answer the questions in Ex 7A. Add more information.

MEDIATION SKILLS listening actively



Help a friend to tell a story.

page 158 **MEDIATION BANK**

5D

BBC Street Interviews

My weekend was ...

GRAMMAR | adjectives and modifiers

SPEAKING | talk about last weekend

WRITING | write about a recent activity

PREVIEW

1 A Work in pairs and read the sentences. Which ones are true for you?

- My weekends are always different.
- I don't do much at the weekend.
- It's the only time I can meet my friends, and that's important for me.
- Saturdays are great, but Sundays are boring.
- I do a lot of things – I usually go to the gym and go shopping.
- I always have fun!

B Work in groups. Find three things that you all do at the weekend.



Q1: How was your weekend?

Q2: What did you do?

Gregor



Mon Zer



VIEW

2 A Watch the first part of the video. How many speakers enjoyed ALL of their weekend?

B Work in pairs. What do you remember? Which adjectives in the box do the speakers use?

all right boring busy fun good great lovely nice

C Watch again and check.

3 A Watch the second part of the video. How many speakers did something outdoors?

B Work in pairs. What do you remember? Choose the correct words.

- 1 So, on Saturday I went for a **walk** / **run** in the park.
- 2 I spent **time** / **money** with my family and my two children.
- 3 It was very nice, a bit **busy** / **crowded** but good.
- 4 I took my **dog** / **children** for a walk ...
- 5 On Saturday I went to a **museum** / **gallery** ...
- 6 I stayed at my friend's home and I watched **TV** / **movies**.
- 7 I worked and watched TV **programmes** / **shows**.
- 8 On Sunday I had **fun** / **work**.

C Watch again and check.

GRAMMAR

adjectives and modifiers

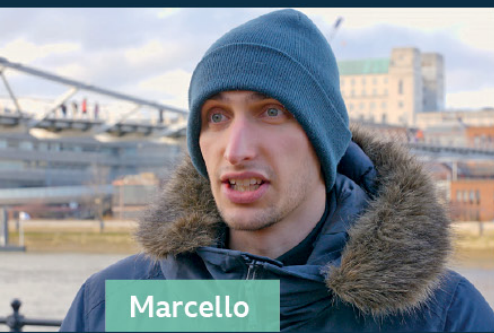
4 A Work in pairs and read the sentences. Find four adjectives.

- 1 My weekend was very nice. **nice**
- 2 It was quite good.
- 3 My weekend was boring.
- 4 It was a bit crowded.

B Work in pairs. Find three modifiers in the sentences in Ex 4A.

C Learn and practise. Go to the Grammar Bank.

page 117 **GRAMMAR BANK**



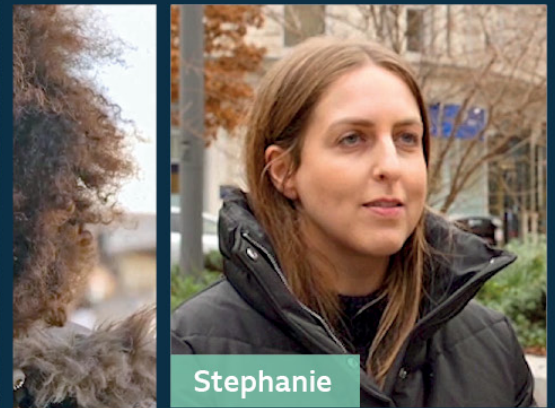
Marcello



Gusy



Abi



Stephanie



Katy



Mark



Natalia

SPEAKING

talk about last weekend

5A Write three things you did last weekend.

B Use the prompts to make questions.

1 How / be / weekend?

How was your weekend?

2 What / do?

3 Who / go / with?

4 When / get home?

C Match the questions (1–4) with the answers in the Key phrases.

KEY PHRASES

It was a really great/fun/interesting weekend.

It was a bit boring/cold/hot.

Nothing special/much.

I stayed at home/spent time with my family/met a friend for coffee.

I went to the gym/for a walk/to a party/shopping.

With some friends/my family/my colleagues.

Really early/late, before nine/after midnight, I think.

6A Work in pairs. Talk about last weekend. Use the questions in Ex 5B to keep the conversation going.

B Talk to two other students about their weekends. Who had the most interesting weekend?

WRITING

write about a recent activity

7A Read the email about Ian's weekend. What did he do?

Dear Joel,

I'm sorry you were ill at the weekend. You missed a great concert! I went to the concert with Gina and Sam. The place was a bit crowded and very loud. I know that's quite normal for a concert, but for me it was too much – too much noise, too many people. The band was really amazing and I'm glad that I went. As I said, you missed an excellent concert, but we missed you too!

After the concert we had a late dinner at Jerry's Burger Joint. Their hamburgers are the best! Then we went to my apartment and chatted for an hour or two, and played some online games. I really enjoyed that.

I hope you feel better. Maybe you can come with us another time!

Ian

B Read the email again. How many modifier + adjective pairs can you find?

C Write an email to a friend about a recent weekend. Choose one key event to write about. Answer the questions in Ex 5B.

D Work in pairs. Read your partner's email. Where can the email use more modifiers?

GRAMMAR

1 A Complete the sentences with the correct form of the verbs in brackets.

- I _____ a sandwich for lunch yesterday. (have)
- I _____ a friend last night. (meet)
- I _____ to this lesson ten minutes early. (come)
- I _____ in a small town when I was young. (live)
- I _____ born in a hospital. (be)
- I _____ English for one hour yesterday. (study)

B Change the sentences so they are true for you.

C Write *wh-* questions for the sentences in Ex 1A.

What did you have for lunch yesterday?

D Choose two questions from Ex 1C. Ask other students your questions. Make notes of their answers.

E Work in pairs. Student A: Tell Student B about your answers. Student B: Guess the person.

A: She had pizza for lunch yesterday.

B: Was it Victoria?

A: No, it wasn't. It was Stella.

VOCABULARY

2 A Work in pairs. Read the sentences. What is *it* in each second sentence? Think of two things.

- I left my _____ on the train. **It** had the report in it. It was on my seat.
A: 'It' is 'bag'.
B: Yes, or maybe 'briefcase'.
- I missed the _____. **It** left five minutes early.
- My _____ was late. **It** usually comes at 8, but it only came at 8.30.
- My _____ is down. **It** was fine yesterday. I sent some emails, no problem.
- I didn't hear my _____. **It's** not very loud.
- I lost my _____. So I started **it** again from the beginning.

B Work in pairs. Complete the excuses in Ex 2A with the words in the box.

alarm ~~bag~~ bus train wifi work

I left my bag on the train.

3 A Complete the phrases with two letters.

- f__ or ten years
a__ his life
befo__ they were married.
- lea__ to drive
pa__ an exam
beco__ a teacher
- __ to the beach
s__ my family
watch a mat__
- st__ in
go f__ a walk
watch __
- g__ married
st__ at home
go o__ for dinner

B Work in pairs. Match phrases from Ex 3A with the situations (1–6).

- You do it at home. **watch a match (on TV) ...**
- You do it outside.
- You need a machine to do it.
- You need other people to do it.
- It answers the question 'When?'
- It answers the question 'How long?'

4 A Choose the correct word(s) to complete the text.

Last summer, my mum organised a party for my dad's 70th birthday and she ¹**invited** / **were** lots of people. Family members ²**became** / **came** from all over the country, and there were over sixty of us. We sat together in a restaurant, we ³**had** / **eat** dinner and we ⁴**chatted** / **understood**. Then my dad ⁵**said** / **asked** my mum, 'Isn't there a band?' and someone else said, 'Yeah, where's the music?' My mum ⁶**asked** / **said**, 'The band – they're late!' So she ⁷**woke** / **called** the band and spoke to their singer. My mum said, 'Where are you?' The guy said, 'Oh, no, we forgot! I'm ⁸**really sorry** / **apologise**.' Then my mum ended the phone call and looked at all the guests. My dad didn't know what to say. Then everyone looked at him and ⁹**started** / **changed** laughing ... because suddenly, from the back room, the band started playing! The band was there ¹⁰**before** / **before that** we were! It was our 'surprise' for Dad!

B  R5.01 | Listen and check.




out and about

6



VLOGS

Q: Where do you spend time when you are in town?

- 1 Work in pairs and discuss the question.
- 2  Watch the video. How many people do the same as you?



Global
Scale of
English

LEARNING OBJECTIVES

- 6A LISTENING** | Understand someone describing a person: clothes and appearance
Describe people: present continuous
Pronunciation: weak form of *are*
Write a description of a group photo
- 6B READING** | Read an article about unusual ways to get to work: common adjectives (2) and transport collocations
Discuss journeys by different forms of transport: comparative adjectives
Pronunciation: sentence stress
- 6C HOW TO ...** | give directions: places
Pronunciation: stress to correct information
- 6D BBC PROGRAMME** | Understand a documentary about wild animals in cities
Talk about an experience: prepositions and adverbs of movement
Write about an experience

6A Meet me in town.

GRAMMAR | present continuous

VOCABULARY | clothes and appearance

PRONUNCIATION | weak form of *are*



LISTENING

1 A Work in pairs. Look at the photos (A–C) and discuss the questions.

- 1 What do you think is the relationship between the people?
- 2 Which part of town are they in?
- 3 Do you have similar places in your town?

B **6.01** | Listen to phone conversation 1 between work friends Tom and Becky. Match the conversation with the correct photo (A–C). Then answer the questions.

- 1 Tom asks Becky for help. What does he ask her to do?
- 2 Which person in the photo do they talk about?

C **6.02** | Listen to phone conversations 1–3 between Tom and Becky. Are the statements True (T) or False (F)?

- 1 Becky is in a car park. **T**
- 2 Becky is about five minutes' walk from the bus stop.
- 3 Tom has a good excuse for not meeting Denise.
- 4 Tom can't phone Denise.
- 5 Denise knows Becky.
- 6 Becky parks in front of the bus stop.
- 7 Denise uses Becky's phone.

D Work in pairs and discuss the questions.

- 1 Do you ever ask friends/classmates/people at work for help in this way?
- 2 When did you last help a friend/classmate/person from work in this way?

GRAMMAR

present continuous

2 A Read the sentences and underline the verbs.

- 1 I'm using Becky's phone.
- 2 Her phone isn't working.
- 3 Are you driving?
- 4 What's she wearing?

B Are the sentences in Ex 2A about something that:

- a happens every day?
- b is always true?
- c is true now?

C Complete the rule.

We make the present continuous with subject +
+ *-ing* form of the verb.

D Learn and practise. Go to the Grammar Bank.

page 118 **GRAMMAR BANK**

PRONUNCIATION

3 A **6.03** | **weak form of are** | Listen to five questions. How many words are there in each question?

B **6.03** | Listen again and write the two stressed words in each question.

1 What, doing

C Work in pairs. Take turns to ask and answer the questions. Use the correct stress and the weak form of *are*.

SPEAKING

- 6** Work in pairs. Find the differences between two pictures. Student A: Go to page 148. Student B: Go to page 152.

WRITING

write a description of a group photo



Dear Yves,

Thank you for sending me your family photo. I loved reading about your family. You asked me for a photo of my family, so I'm attaching it to this email. Let me tell you about them.

- 7A** Work in pairs. Look at the photo. What do you think the relationships are between the people?

B Read the first part of the email. Are the writer and Yves old friends, people from work or online penpals?

C Match the sentences (1–6) with the people in the photo (A–H).

- 1 She's wearing her favourite skirt and top and smiling at the photographer.
- 2 I think he's making a joke; he always makes jokes.
- 3 He's wearing a hat and is probably also making a joke. He's tall and he's got a beard and a moustache.
- 4 – she's got long blonde hair and her smile is the same as my mum's.
- 5 And my other sister is standing behind my dad, and ...
- 6 her best friend is next to her.

D Write a description of a group photo. Go to the Writing Bank.

▶ page 93 **WRITING BANK**

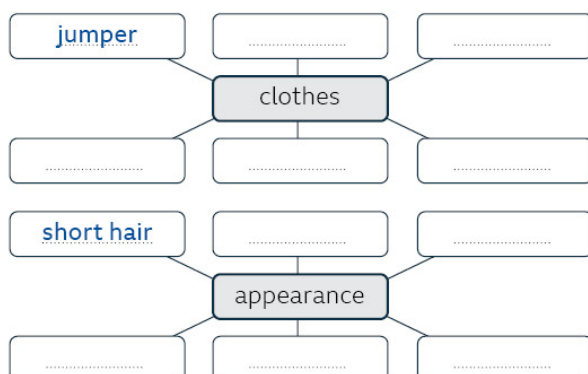
VOCABULARY

clothes and appearance

- 4A** Work in pairs. Look at the photos (A–C). Choose the correct word to complete the sentences.

- 1 One man is wearing a pink **jumper** / T-shirt.
- 2 All the women have got **short** / long hair.
- 3 One child is wearing a checked **jacket** / shirt.
- 4 The boy with his mother is **tall** / short.

B Work in pairs. Put the words and phrases in Ex 4A in the correct place in the word webs.



C Work in pairs. Add two more words or phrases to each word web. Use the photos to help you.

D Learn and practise. Go to the Vocabulary Bank.

▶ page 142 **VOCABULARY BANK**
clothes and appearance

- 5A** Work in pairs. Student A: Describe someone in the photos (A–C). Student B: Identify the correct person.
This person is a woman. She's tall and she's wearing ...

B Work in pairs and discuss the questions.

- 1 What clothes do you wear at work or in class?
- 2 What clothes do you usually wear at home?
- 3 What do you wear when you go to a wedding or a formal dinner?
- 4 What type of clothes do you have a lot of?
- 5 What are you wearing today?

6B My way

GRAMMAR | comparative adjectives

VOCABULARY | common adjectives (2)
and transport collocations

PRONUNCIATION | sentence stress



VOCABULARY

common adjectives (2)

1 A Work in pairs and discuss the questions.

- How do you get to school or work?
- How long does it take you? Do any of the words in the box describe your journey?

cheap comfortable easy interesting
long safe slow quiet

B Match the adjectives (1–8) with their opposites in Ex 1A.

- | | |
|---------------------|-----------------|
| 1 short long | 5 noisy |
| 2 dangerous | 6 quick/fast |
| 3 expensive | 7 boring |
| 4 difficult | 8 uncomfortable |

C Which adjectives in Exs 1A and 1B have more than one syllable? Underline the stressed syllable.

D 6.04 | Listen and check.

2 A Choose a journey from the list and think of three adjectives from Ex 1B to describe it.

- a taxi to the airport fast, short, expensive
- a boat journey along the River Nile
- a one-hour plane journey to another city
- a 50-kilometre bus journey across mountains
- a bike journey in the city centre
- a 12-hour plane journey

B Work in pairs. Student A: Describe a journey. Student B: Guess the journey.

A: It's fast and short but expensive.

B: Is it a taxi to the airport?

A: Yes, it is.

C Work in pairs. Describe a recent journey.

Last weekend I travelled by train from my home to the city centre. The journey wasn't long.

D Learn and practise. Go to the Vocabulary Bank.

page 143 **VOCABULARY BANK**
transport collocations

READING

3 A Work in pairs and discuss the questions.

- What other ways can you travel to work or to school?
- Why don't you take them?

B Read the article about three people's journeys to work. Match the people (1–3) with the transport they use (a–c).

- | | |
|---------------------|---------------|
| 1 Horchler | a plane |
| 2 Hill and Benedict | b rowing boat |
| 3 Hadrava | c hovercraft |

Another way

How do you get to work or school? Do you enjoy going by car, bus, train or something else? Well, these people weren't happy with the usual ways of travelling and decided to find something different.

Gabriel Horchler, a librarian in Washington DC, rows a boat five miles down the Anacostia River to get to his workplace. The journey to work takes ninety minutes, longer than the forty-minute journey by car. But Horchler isn't doing this to save time. He loves the quiet and the sound of the water. The boat is slower than a car, but the river is more beautiful than the motorway.

For sisters Heidi Hill and Ashley Benedict of Cordova, Illinois, the journey to their workplace on the other side of the Mississippi River takes over an hour by car. So Hill and Benedict found a better way: they built a hovercraft from garden machines. True, the hovercraft is noisier, but now they get home in five minutes.

Frantisek Hadrava is a factory worker in the Czech Republic, and his workplace is fifteen minutes by car. He didn't like driving, so he built his own plane and now he flies to work. Flying can take four minutes, so it's faster than driving, but Hadrava usually goes a longer way (seven minutes) because he doesn't want to wake up the people in his village. At the factory, Hadrava's plane takes four parking spaces, but he arrives early so he always finds a space.



C Read the article again and complete the table.

	time by car	time by the alternative way
Horchler	40 minutes	
Hill and Benedict		
Hadrava		

D Match the sentences (1–6) with the people in the article. Some have more than one answer.

- The journey is very short. **Hill and Benedict, Hadrava**
- They travel on water.
- Time isn't important to them.
- We don't know their job.
- They built their transport themselves.
- They use a car park.

E Work in pairs and discuss the questions. Which type of transport in the article would you like to try? Why?

GRAMMAR

comparative adjectives

4A Complete the sentences. Use the article in Ex 3B to help you.

- The boat is a car.
- The river is beautiful the motorway.
- So Hill and Benedict found a way.

B Complete the rules for comparative adjectives. Use the sentences in Ex 4A to help you.

- Short adjectives (e.g. *slow, short*), add to the adjective.
- Long adjectives (e.g. *beautiful, dangerous*), use + adjective.
- Irregular adjectives: bad → worse, good →
- We often use after a comparative adjective.

C Find three more examples of comparative adjectives in the article.

D Learn and practise. Go to the Grammar Bank.

▶ page 119 **GRAMMAR BANK**

PRONUNCIATION

5A **6.05** | **sentence stress** | Listen and write the sentences.

B Underline the stressed words in the sentences. Notice the pronunciation of *than* = /ðən/.

C **6.05** | Listen again and say only the stressed words with the recording.

6A Look at the sentences you wrote in Ex 5A. Write a type of transport for each one.

1 It's cheaper than a taxi. **a train**

B Work in pairs. Student A: Say one of the sentences from Ex 5A. Student B: Guess the type of transport that Student A wrote in Ex 6A.

A: **It's cheaper than a taxi.**

B: **Is it a bus?**

A: **No, it isn't.**

B: **Is it a train?**

SPEAKING

7A Work with the class. Complete the phrases with names of places you all know.

1 from here to (name of city)

2 from to
(a nearby city) (a place in another country)

3 from to
(name of city) (name of city)

B Work in pairs. Choose a route for each journey in Ex 7A. Use the information on page 147 as a model to help you.

1 from here to Istanbul:



C Make notes about the transport for each part of the journey.

A: **First, we can take a taxi to ...**

B: **Good idea.**

A: **Then let's go by train to ...**

D Work in groups and compare your routes.

- Take turns to describe one of the journeys. Use your notes to help you.
- Do you have different routes or types of transport?
- Which route is better and why? Which is more interesting? Which is cheaper?

Our journey is shorter than yours, but your journey is more interesting.

6C Getting around

HOW TO ... | give directions

VOCABULARY | places

PRONUNCIATION | stress to correct information

READING

1 A Work in pairs and answer the questions.

- 1 What do you know about Dublin?
- 2 Would you like to visit this city? Why/Why not?

B Read the extract from a leaflet and choose the best title (a–c).

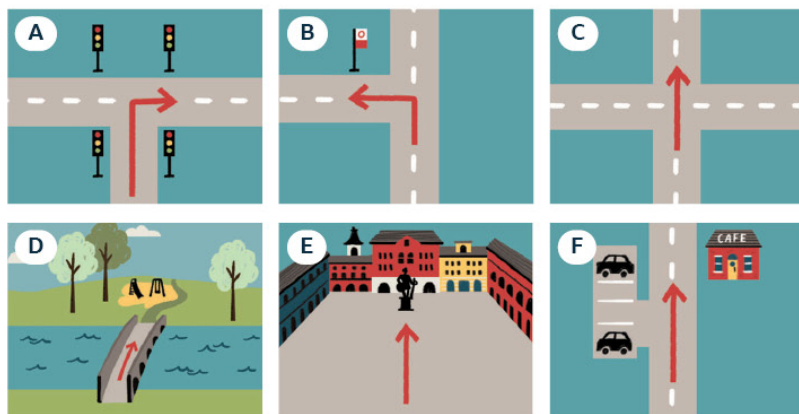
- a Sights of Dublin b Dublin on foot c Travelling around Dublin

C Work in pairs and discuss the questions. In your town/city is it usually better to walk, drive or take public transport? Why?

VOCABULARY

places

2 A Match the directions (1–6) with the diagrams (A–F).



- 1 At the **crossroads**, go straight on.
- 2 Cross the **pedestrian bridge**. The park is just after that.
- 3 Turn left at the next **corner**. The bus stop is on the right.
- 4 Cross the **square** and the **statue** is in front of you.
- 5 Go to the **end of the road** and turn right at the **traffic lights**.
- 6 Go past the **car park** and the café is on your right.

B Work in pairs. Look at the diagrams again. Find the places/things in bold in Ex 2A.

C Look at the map of Dublin. Which of the places/things in Ex 2A can you see?

D Work in pairs and discuss the questions.

- 1 Which places/things in Ex 2A are there in your town?
- 2 Which places/things don't you have in your town?

A: There are lots of statues.

B: I don't think there's a pedestrian bridge.

Millennium Bridge
to Molly Malone statue

This journey is a little faster on foot than by bus, but don't hurry! On foot, you can see the small streets south of the River Liffey and maybe stop at the famous **Irish Rock 'n' Roll Museum Experience**.

Ha'penny Bridge
to Dublin Castle

On foot, you start by crossing the River Liffey, and you should stop and take selfies on Ha'penny Bridge. The bus journey to the castle isn't quicker than walking – both are about 10 minutes – so why not walk and enjoy the sights?

How to ... give directions

3 A Work in pairs. Look at the map and answer the questions.

- 1 Can you find the places in bold in the leaflet in Ex 1B?
- 2 If you walk from Dublin Castle to Ha'penny Bridge, what places of interest do you pass?
- 3 Which of those places would you like to visit?

B **6.06** | Listen to a woman asking for directions from Dublin Castle to Ha'penny Bridge.

- 1 She starts at the red X on the map. Follow the walking route.
- 2 Which place of interest does she pass?

C **6.07** | Listen and complete the sentences.

- 1 How do you to Ha'penny Bridge from here?
- 2 Walk Cork Hill.
- 3 Then turn left Parliament Street.
- 4 straight on.
- 5 No, don't cross the bridge.
- 6 Then walk the river for about five minutes.
- 7 You go on past the next bridge.
- 8 And then you can see Ha'penny Bridge front of you.

D Learn and practise. Go to the Grammar Bank.

page 120 **GRAMMAR BANK**



PRONUNCIATION

4A **6.08** | **stress to correct information** | Listen and underline the stressed word in each answer.

- 1 A: OK, so straight on down Parliament Street to Grafton Bridge.
B: Actually no, it's Grattan Bridge.
- 2 A: And do I cross over the bridge?
B: No, don't cross over the bridge.

B Work in pairs. Practise using stress to correct information. Student A: Go to page 148. Student B: Go to page 152.

C Read the Future Skills box and do the task.

FUTURE SKILLS Communication



Sometimes we want to correct numbers or to make a number clearer. One way to do this is to say: 'thirteen – one three.' Work in pairs and make these numbers clearer: 15, 40, 16, 70.

SPEAKING

5A Choose a starting point on the map of Dublin. Then choose a place.

B Work in pairs. Student A: Say your starting point and give directions to your place. Student B: Follow the directions and say Student A's place. Swap roles.

6 Work in pairs.

Student A: Give directions between two places that you know, e.g. from the bus stop to your home or from the classroom to a place you often go.

Student B: Take notes. Write a maximum of ten words. Then use your notes to write directions.

Student A: Read your partner's directions. Are they correct?

MEDIATION SKILLS putting information together



Help a group make a plan.

▶ page 159 **MEDIATION BANK**

6D

BBC Documentary

Cities: nature's new wild

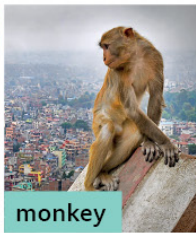
GRAMMAR | prepositions and adverbs of movement

SPEAKING | talk about an experience

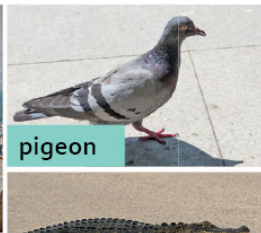
WRITING | write about an experience



wolf



monkey



pigeon



crocodile

PREVIEW

1 A Work in pairs and discuss the questions.

- Which animals in the photos do you usually find in a city?
- Are there any other wild animals that you often find in cities?
- Why do you think there are more wild animals in cities?

B Read the BBC programme information and check your answers to Ex 1A Question 3.



Cities: Nature's New Wild

All over the world, cities are growing bigger and bigger, as more and more people move in. Animals, too, are moving out of nature and into the cities. There they can find more food and safer places for their families. In this episode of the BBC series *Cities: Nature's New Wild*, we follow the journey of a group of penguins from the ocean to their homes near Cape Town.

VIEW

2 A Work in pairs. Which things in the box do you think are a problem for the group of penguins?

tourists going up steps cars the dark
carrying food a slow penguin getting lost

B Watch the BBC video clip. Check your ideas in Ex 2A.

C Watch again and choose the words you hear.

- This female African penguin lives in a **garden** / **park** near the city of Cape Town.
- Tourists **love** / **walk with** the penguins.
- The penguins have a long way to go. And it's **easier** / **safer** to travel together.
- African penguins choose one partner for **life** / **a year**.
- Up to **thirty** / **fifty** penguins die each year on the roads here.

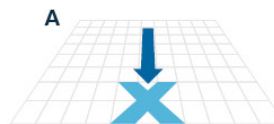
D Work in pairs and discuss the questions.

- Can people and animals live together in cities and towns?
- What animals are OK in cities?
- What animals shouldn't be in cities?

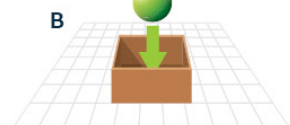
GRAMMAR

prepositions and adverbs of movement

3 A Work in pairs. Match the sentences (1 and 2) with the correct picture (A or B).



- 1 She's waiting for him to come back.




- 2 This penguin's going into a house.

B Learn and practise. Go to the Grammar Bank


▶ page 121 **GRAMMAR BANK**

SPEAKING

talk about an experience

4A  **6.09** | Listen to Jordan describe an unusual experience. What happened? Choose the correct option (a–e).

- a He was out at night and something unusual happened.
- b He got lost.
- c He saw a wild animal.
- d He got on the wrong bus or train.
- e He met an interesting person in a public place.

B  **6.09** | Listen again and choose the words and phrases you hear.

KEY PHRASES

This happened **last year** / **two or three years ago** ...

It was **early in the morning** / **in the middle of the afternoon**.

I walked **out of** / **towards** / **past** / **along** my building ...

Suddenly, I **heard** / **saw** a big dog ...

... so I didn't feel **scared** / **surprised**

It was just like in a **dream** / **film**.

5A Choose one of the situations in Ex 4A. Make notes. When did it happen? Where were you? What happened? How did you feel?

B Work in pairs. Tell your partner about the situation. Use the Key phrases in Ex 4B to help you.

WRITING

B B C

write about an experience

6A Read the story and find one difference from the recording.

A City Story

This happened last year, in my hometown. It was in the middle of the afternoon. I walked out of my building and got into my car. My car was in front of my building, so I didn't need to walk far. Suddenly I saw a big dog at the end of the road. It walked towards me, and when it was very close, I saw that it wasn't a dog – it was a wolf! A wolf in the city centre! I was safe inside my car, but I was very scared. I took out my phone and tried to video the wolf as it walked past my car. Usually there were people on the street, but at that moment there wasn't anybody. I watched the wolf for a minute. Then it turned the corner and was gone. It was just like in a dream. Yes, I was scared, but I had a great story to tell my friends. After that I always looked along the road before I left my apartment.

B Read the story again. How many examples are there of each linking word in the box? One is not in the story.

and after that because but so then


C Read the story again. Find five prepositions of movement.

7A Write a city story. Write about your situation in Ex 5A or choose another one. Use at least four different linking words and three prepositions or adverbs of movement.

B Other students read the stories. Who do you think wrote each one?



GRAMMAR

1 A  R6.01 | Listen and write the sentences.

B Change the sentences so they are true for you.

C Work in pairs and compare your sentences.

2 A Look and compare the two ways of travelling from Sydney to Perth, in Australia. Use the adjectives in the box.

cheap comfortable fast
interesting long short slow

The train is cheaper than the plane.

train: from \$550 for a seat (no bed). Meals not included. 3 days (2 nights).

flight: \$650 business class. 5 hours. Drinks and snacks served.

B Work in pairs and discuss the questions.

- Which way do you think is better, the train or the plane?
- Do you usually feel that way about journeys?

VOCABULARY

3 A Work in pairs and look around the class. Complete the table with six words or phrases for clothes and appearance.

someone in this room ...	no one in this room ...
long hair	a tie
.....
.....
.....

B Work in a different pair. Student A: Say one of the things in your table. Student B: Say *Someone/No one is wearing/has got ...*

A: a tie

B: No one is wearing a tie.

4 A Add one letter to complete the adjectives.

- | | |
|----------------|-----------------|
| 1 bring boring | 5 nosy |
| 2 dangerous | 6 quick |
| 3 expensive | 7 uncomfortable |
| 4 difficult | 8 quit |

B Work in pairs. Describe 1–5. Use the adjectives in Ex 4A.

- the road outside the building
- your last holiday
- your favourite type of car
- a restaurant or café you both know
- watching a film in English

5 A Choose the correct option (A–C) to complete the text.

When Cha Huilan from Lazimi village in China needs to buy medicine for her mother, she doesn't ¹ a bus or ² a bike. She goes by zip line ³ the River Nu. The River Nu ('nu' means angry) is ⁴ strong, and boats can't cross it safely. There is a bridge, but it's almost 20 kilometres away. That is ⁵ far to walk. A boat is ⁶ dangerous than the zip line, and walking is much ⁷ Cha Huilan doesn't have a choice.

There are about twenty villages in the area with zip lines for crossing the river. Children ⁸ to school by zip line, villagers go to market and come ⁹ by zip line. There aren't very many visitors to the villages, because it's difficult to use the zip line. But the towns ¹⁰ building more bridges now. Local people hope for simple ¹¹ bridges so they can go safely ¹² foot. But it takes time to build across the Angry River.



- | | | |
|-----------------|--------------|--------------|
| 1 A go | B drive | C take |
| 2 A ride | B get into | C go by |
| 3 A through | B across | C past |
| 4 A much | B very | C a bit |
| 5 A too | B to | C two |
| 6 A very | B quite | C more |
| 7 A more slow | B slower | C slow |
| 8 A are getting | B get | C are going |
| 9 A over | B along | C back |
| 10 A are | B want | C is |
| 11 A statue | B crossroads | C pedestrian |
| 12 A on | B with | C by |

B  R6.02 | Listen and check.




work

7



VLOGS

Q: What job would you most like to do?

- 1 Work in pairs and discuss the question.
- 2  Watch the video. Write three jobs that you hear. Which would you like to do? Why/Why not?



Global
Scale of
English

LEARNING OBJECTIVES

- 7A READING** | Read an article about interesting jobs: skills and qualities
Talk about jobs that fit people in your class: articles: *a, an, the, zero*
Pronunciation: weak forms: *a, an, the*
- 7B LISTENING** | Understand a podcast about volunteer work: phrasal verbs
Discuss and choose volunteer jobs: present simple and present continuous
Pronunciation: connected speech, the /t/ sound
Write a blog post; use example language
- 7C HOW TO ...** | phone for information: phoning
Pronunciation: friendly intonation
- 7D BBC STREET INTERVIEWS** | Understand street interviews about people's skills
Do a survey: verbs and *to* infinitive
Write a summary of a survey

7A Odd jobs

GRAMMAR | articles: *a, an, the*, zero
VOCABULARY | skills and qualities
PRONUNCIATION | weak forms: *a, an, the*

A

B

C

READING

- 1 **A** Work in pairs and look at the photos (A–D). What do you think people do in these jobs?
- B** Work in pairs. Student B: Go to page 151. Student A: Read the article and answer the questions.
 - 1 Were your ideas in Ex 1A correct?
 - 2 What is the name of each job?
 - 3 What are two things that the people do in each job?
 - 4 Why did the people choose the job?
- C** Student A: Prepare to tell Student B about the two jobs and why the people chose them. Write ten words to help you.
- 2 **A** Work in pairs. Tell each other about the jobs. Listen to your partner and write one good and one bad thing about each job.
 - B** Work in groups and discuss the questions. Would you like to do any of these jobs? Why/Why not?
 - C** Find more information about one of the jobs or another unusual job. Tell the class about it in your next lesson.

GRAMMAR

articles: *a, an, the*, zero

- 3 **A** Match the examples (1–5) with the rules (a–e).

- 1 *b.* I write a blog for **a hotel company** ...
- 2 ... and **the company** wants customers to know that its beds are perfect.
- 3 ... Tim S is **a toy breaker**.
- 4 ... 'I love **toys**.'
- 5 ... And he often spends more time writing reports than sleeping **in bed**.

- a** We use *a/an* before people's jobs.
- b** We use *a/an* before singular nouns to mean *one*.
- c** We use no article (zero article) before plural nouns to talk about things in general.
- d** We use *the* before a specific thing. We know which thing the writer is talking about.
- e** We use zero article in some fixed phrases.

B Learn and practise. Go to the Grammar Bank.

▶ page 122 **GRAMMAR BANK**

Is this the job for you?

Are you looking for a job? Or do you want to change your job? Perhaps you should think about something a bit different. Read about some different ways to make money.

Sleep on the job

'I read about this job online,' Stefano D says, 'and I thought, I love sleeping, that's the perfect job for me!' Stefano is a **professional sleeper**. He works for many different companies. Sometimes he tests beds and writes a report on each one. How comfortable is it? Is it too hard or too soft?

The job isn't always easy. 'I'm a good sleeper, but sometimes it's difficult. For example, when I work for scientists and they watch me all night.' And he often spends more time writing reports than sleeping in bed. 'I write a blog for a hotel company and the company wants customers to know that its beds are perfect for sleeping. And they are!'

Three jobs in one

'In the beginning, I hated this job,' says Julia M. 'I wanted to work in TV because I loved making my own videos.' But Julia soon found out that being a **TV runner** is very different from making her own videos. 'You're a waiter, a taxi driver and a secretary at the same time.'

TV runners make coffee and tea for the people in the studio, drive people to different places, copy and print documents and check the post.

'Sometimes it's boring, but most of the time I love it,' says Julia. 'Runners help TV shows to go much better, and it's a great way to learn about TV and to meet people. I'm sorry that I don't make videos, but I feel my job is important. And I know it's only a first step in this business.'



PRONUNCIATION

4A **7.01** | **weak forms: a, an, the** | Listen and write the sentences.

B **7.01** | Listen again. How do you pronounce *a*, *an* and *the*? What sound do they all have?

C Change the sentences so they are true for you. Then work in pairs and compare your answers. Pay attention to the pronunciation of articles.

It's better to be a teacher than a student.

5A Choose one option (a–c) to complete the questions (1–3). Write a short answer.

- 1 How much do you speak English:
 - a at work?
 - b in class?
 - c at home? **not a lot**
- 2 What job:
 - a did you want to do when you were a child?
 - b did your grandparents do?
 - c would you hate to do?
- 3 When do you wear:
 - a jeans?
 - b an old T-shirt?
 - c a tie?

B Work in pairs. Student A: Read one of your answers from Ex 5A. Student B: Guess the question.

A: **not a lot**

B: **How much do you speak English at home?**

A: **Yes.**

C Read the Future Skills box and answer the question.

FUTURE SKILLS Self-management



When you write a noun in your notebook, put it in a short sentence, for example: 'I live in the city centre.' This shows how to use the word with *a/an, the* or no article. What would you write for these words: *doctor, weekend, bus*?

VOCABULARY

skills and qualities

6A **7.02** | Listen to four people talking about the jobs in the photos. Match the speakers (1–4) with the jobs (A–D).

1 2 3 4

B **7.02** | Listen again and complete the phrases.

- 1 be relaxed in of people
- 2 work well people
- 3 people's names
- 4 work hours
- 5 work with your
- 6 alone
- 7 be good animals/numbers/languages
- 8 work (e.g. in the city streets)

C Work in pairs and make questions. Use the phrases in Ex 6B. Start your questions with phrases a–c. Don't answer the questions.

- a Are you ... ?
- b Do you ... ?
- c Would you like to ... ?

D Work in pairs. Take turns to interview each other. Use the questions in Ex 6C.

A: **Are you good with animals?**

B: **No, I'm not. What about you?**

A: **It depends. I'm good with cats, but I don't like horses.**

7A Read the sentences. Which job in Ex 1A are they about?

- 1 Sometimes he **writes a report** on each one.
- 2 He helps them **fix the problems**.

B Learn and practise. Go to the Vocabulary Bank.

page 144 **VOCABULARY BANK** skills

SPEAKING

8A Work in pairs. Choose four jobs from the box.

fashion designer hotel manager
lorry driver/taxi driver musician office worker
shop assistant singer translator

B You want to find someone who is right for each job. Write two interview questions for each job. Use the phrases in Ex 6B and the Vocabulary Bank to help you.

Shop assistant:

- 1 **Are you good with people?**
- 2 **Can you work long hours?**

C Work in a different pair. Ask the questions from Ex 8B and note your partner's answers. Tell them which job is best for them.

7B An extra day

GRAMMAR | present simple and present continuous

VOCABULARY | phrasal verbs

PRONUNCIATION | connected speech, the /t/ sound



LISTENING

1 A Work in pairs and answer the questions.

- How many days is a working week or school week in your country? Should it be shorter?
- Imagine you have an extra day free each week. What would you like to do on the extra day?
- Look at the photo of the man working on his extra day. What is he doing?

B 7.03 | Listen to a podcast of people talking about their extra day and complete the table.

	normal job	extra day activity
Nia		
Jack		
Bella		

C What can you remember? Answer the questions. Write Nia (N), Jack (J) or Bella (B). More than one answer is possible.

On their extra day, who:

- works on a Friday?
- sometimes works with children?
- works outside?
- uses a computer?
- goes to a new place every week?

D 7.03 | Listen again and check.

E Work in pairs and answer the questions.

- Which activity would you most like to do? Why?
- Which activity would you NOT like to do? Why not?

VOCABULARY

phrasal verbs

2 A Complete the phrasal verbs with the words in the box.

after off up (x4)

- Well, today most of us **are cleaning** the woods and cutting the grass.
- He's **picking** rubbish.
- But you didn't **give** your job?
- The elephants come here and we **look** them.
- Last week someone wanted to know how to **turn** their new phone!
- He wants to **look** information about housing on the internet.

B 7.04 | Listen and check.

C Complete the questions with a phrasal verb from Ex 2A.

- Where do you new words in English? On a computer, on your phone or in a dictionary?
- Do you ever someone's pet when they go away on holiday?
- Do you ever rubbish on the beach? Or in a city street?
- How often do you your bedroom?
- Do you usually your mobile in the evening or is it always on?
- What is a good reason to a good job?

D Work in pairs. Take turns to ask and answer the questions in Ex 2C.

GRAMMAR

present simple and present continuous

3A Underline the verbs in the sentences.

- 1 I work for a bank.
- 2 I'm working outside in this beautiful place.
- 3 Today I'm helping Jim.
- 4 Sometimes I come here and I help at the weekend.

B Which sentences are in the present simple and which are in the present continuous?

C Choose the correct word to complete the rules. Use the examples in Ex 3A to help you.

- 1 The present **simple** / **continuous** is for actions that are happening now.
- 2 The present **simple** / **continuous** is for actions that are habits and routines or that are always true.

D Learn and practise. Go to the Grammar Bank.

▶ page 123 **GRAMMAR BANK**

PRONUNCIATION

4A 7.05 | **connected speech, the /t/ sound** | Listen to the sentences. Do the speakers pronounce the final -t in *doesn't* and *isn't*?

- 1 She doesn't work here.
- 2 He doesn't live near here.
- 3 It doesn't cost a lot.
- 4 She isn't listening.
- 5 He isn't looking.

B Replace *She*, *He* and *It* in the sentences in Ex 4A with a person or a thing. Work in pairs and say your sentences. Pay attention to the pronunciation of *doesn't* and *isn't*.

- 1 She doesn't work here.
A: **Elena doesn't work here.**
B: **My sister doesn't work here.**

- 2 He doesn't live near here.
A: **Your uncle doesn't live near here.**
B: **My friend doesn't live near here.**

5A Think of two people you know and answer the questions.

- 1 Who are you thinking about?
- 2 Where does he or she live?
- 3 Where is he or she now?
- 4 What does he or she do?
- 5 What is he or she doing now, do you think?

B Work in pairs. Take turns to ask and answer the questions in Ex 5A.

SPEAKING

Give us just ONE day a week!

- Help build homes
- Listen to children read
- Serve food to homeless people
- Plant trees
- Teach a skill to teenagers (What can YOU do?)
- Work on a farm
- Train a sports team
- Take old people on day trips
- Teach an art class or a music class

6A Read the advertisement for volunteer jobs. Match the statements (1–3) with the jobs.

1 This one is really important in my country. There were terrible forest fires last year.

2 I'm good at sports. I'd like to teach sports to people of all ages. This one's good for me.

3 People always say I'm good with young children, so I'd like to try this.

B Which of the volunteer jobs would you like to do? Choose three.

C Work in groups. Explain your choice of jobs. Use the language in Ex 6A to help you.

D Read the Future Skills box and do the task.

FUTURE SKILLS

Collaboration



When you have a group discussion, be sure everyone has a chance to speak. Invite quieter class members to say something. Complete these two questions that you can use: 'What you think?' '..... about you?'

WRITING

write a blog post; use example language

7A Read the extract from a blog post about volunteering. Who or what in the box is the blogger writing about?

'For example, you can take them cooked meals or simply spend time with them.'

animals children nature older people

B Write a blog post. Go to the Writing Bank.

▶ page 94 **WRITING BANK**

7C I'm calling to check ...

HOW TO ... | phone for information

VOCABULARY | phoning

PRONUNCIATION | friendly intonation



LISTENING

1 A Work in pairs. Match the photos (A–F) with the places in the box. Which places are not in the photos?

cinema concert ticket office gym hairdresser's
leisure centre repair company shop spa
train or bus company university office

B Work in pairs. Look at the places in Ex 1A and discuss the questions.

- How do you usually contact these types of places: personally, on the phone, online, by text or another way?
- When was the last time you phoned any of these places? Why did you call?
- When you call a company, do you like automated messages? Why/Why not?

C **7.06** | Listen to the automated message at a leisure centre and answer the questions.

- What time does the leisure centre open?
- Do I need to book the spa before I come?

D **7.06** | Listen again and complete the information.

- Website address: millsleisurecentre ¹
- Spa team: press ²
- General reception: press ³
- Your number in the queue: ⁴
- Leave your name and number and a ⁵ message

VOCABULARY

phoning

2 A Work in pairs and read the sentences. Do the words in **bold** have the same or a different meaning?

- I need to **call/phone/ring** the Leisure Centre.
- Call me on my **mobile/smartphone/landline**.
- My number is 693022/**six nine three zero two two/six nine three oh double two**.
- Could you hold on a **second/minute/moment**?
- Please **leave/send/delete** a message ...
- ... so we can **call/phone/ring** you **back** as soon as possible.

B Complete the words with three letters.

- I almost never **leave** messages on voicemail, because ...
- 'H..... on a sec.....' never means a very short time; it usually means ...
- I don't say 'mob.....' or 'smartph.....'; I just say ...
- I don't like it when someone ca..... me in the evening after ...
- It's better to s..... me a message, not ph..... me, because ...
- Nobody's got a landl..... anymore, because everyone ...
- Sometimes I tell someone 'I'll ring you b.....' and then I forget, and I feel ...
- I never del..... messages because I don't want to lose something important.

C Work in pairs. Complete the sentences in Ex 2B with your own ideas. Make any other changes you need to.

I often leave messages on voicemail, because I don't want to phone again and again.



How to ... phone for information

3A **7.07** | Listen to a phone conversation and complete the form.

Spa booking – Thursday 20 July

Time of booking:

Name:

Phone:

B Match the phrases (1–10) with the reasons for saying (a–d).

- | | |
|--|------------------------------------|
| 1 Can I help you with anything else? | a to start the call |
| 2 How can I help (you)? | b to ask the caller to wait |
| 3 Sorry, could you hold on a minute? | c to apologise |
| 4 Thank you for calling. | d to end the call |
| 5 Thank you for waiting. | |
| 6 You're speaking to Simon. | |
| 7 Just a moment. | |
| 8 (I'm) sorry about that. | |
| 9 Hello, this is the spa. | |
| 10 Is there anything else? | |

C Complete the customer's phrases.

- I'm phoning to about times and bookings.
- Could you me the opening and closing times?
- Three and six. Let me
- No, that's all. Thank you for your
- I another question.

D **7.08** | Listen and check.

E Learn and practise. Go to the Grammar Bank.

▶ page 124 **GRAMMAR BANK**

PRONUNCIATION

4A **7.09** | **friendly intonation** | Listen to the sentences. Who sounds more friendly, Speaker A or Speaker B?

B **7.10** | Listen again to the friendly speakers and repeat the sentences. Pay attention to your intonation.

5 Work in pairs. Use the prompts.

Student A: You are the receptionist at a leisure centre. Answer the caller's questions.

Student B: You are the caller. You want to join a swimming class today. Phone and ask about the times. Practise using friendly intonation.

Receptionist

This / Mills Leisure Centre.
You / speak / (your name).
How / help ... ?

Caller

I / call / about / the swimming classes today

What / like / know?

Could / tell / the times ... ?

There / class / 5.30 / and 7 p.m.

Did / say / 9.30?

No / I / say / 5.30

Thank you. / need / to book?

No / you / not / need / to book

OK / great

Can / help / you / anything else?

Yes. / I / another question. Who / the teacher?

It / Carlos. / Is / anything else?

No / that / all

Thank you / calling

Goodbye.

SPEAKING

6 Work in pairs. Make phone calls in different situations. Student A: Go to page 149. Student B: Go to page 150.

MEDIATION SKILLS listening for important words



Give someone the information they need.

▶ page 160 **MEDIATION BANK**

7D **BBC** Street Interviews

Would you like to ...?

GRAMMAR | verbs and **to** infinitive

SPEAKING | do a survey

WRITING | write a summary of a survey

PREVIEW

- 1 A** Work in pairs. Take turns to ask and answer questions about what you can do. Use the words and phrases in the box.

cook dance salsa drive paint
make good videos play chess
play another game or sport
speak another language

A: Can you cook?

B: Yes, I can, but not very well. Can you?

- B** Work in pairs and discuss the questions. What two skills in Ex 1A would you like to learn? Why?

**BBC****Q1:** What do you do?**Q2:** What other skills would you like to learn and why?

Shannon

VIEW

- 2 A** Watch the first part of the video. Are the statements True (T) or False (F)?

1 There are three students. 2 There's one designer.

- B** Work in pairs. Correct the mistake in each sentence.

- Shannon: I'm studying Spanish. **English.**
- Rob: I work for a website as a designer.
- Rose: I own a company that makes soap and conditioners.
- Hashil: I love working with money.
- Gregor: I study literature and I really love it.
- Abi: I study Geography and I like learning about the planet.

- C** Watch again and check.

- 3 A** Watch the second part of the video. Match the speakers (1–6) with the skills (a–f).

- | | |
|-----------|--------------------|
| 1 Shannon | a learn French |
| 2 Rob | b photography |
| 3 Rose | c learn Italian |
| 4 Hashil | d learn the guitar |
| 5 Gregor | e learn Arabic |
| 6 Abi | f music production |

- B** Complete the sentences with the words in the box.

because course future hobby more question

- ... I think it's really important for the and yeah.
- I am currently trying to learn [the] guitar, erm, as a
- That's a good
- I would like to learn about photography.
- I would love to learn Italian I think it's a magnificent language.
- I plan to do a in music production ...

- C** Watch again and check.

GRAMMAR

verbs and **to** infinitive

- 4 A** Read the sentences. What verb form do we use after 'd like, love, want, etc.?

- I'd like to learn a foreign language.
- I'd love to learn Italian.

- B** Learn and practise. Go to the Grammar bank.

▶▶ page 125 **GRAMMAR BANK**



Rob



Abi



Rose



Gregor



Hashil

SPEAKING

do a survey

5A Work in pairs. Take turns to ask and answer the questions.

- 1 In your work or studies, what do you need to do well?
- 2 In the future, where do you plan to use English?
- 3 What skills do you have and what skills would you like to learn?

B Work in a different pair. Ask the questions in Ex 5A. Then use the Key phrases to answer the questions.

KEY PHRASES

I need to ... because ...
 I plan to use English for ...
 I'd love/like to learn to ...
 I can ... , but I want to do it better.
 It's important for me to ...

6A Work in groups. Choose a question from Ex 5A.

B Ask your question and make a note of each student's answer in your group.

In your work or studies, what do you need to do well?

Emilio	needs to answer online questions in English
Carol	

C Tell the group your answers. Choose one student in your table and write any new information you hear.

Emilio needs to answer online questions in English. He plans to use English at work because he wants to work in a hotel in another country. He can ...

D Tell the group about the student you chose.

E Listen to what other students say about you. Is it true?

WRITING

write a summary of a survey

7A Read the summary. How many skills does the person write about?

¹I asked six people the question, 'What skills do you have and what skills would you like to learn?' ²Their answers were surprising. ³Two people can sing and they often act in the local theatre. ⁴One person can speak three languages and one person can write in Chinese. ⁵Two people love making videos and they said they can make good videos.

⁶The second part of the question was 'What skills would you like to learn?' ⁷Three of the answers were very different. ⁸One person would like to learn to cook Thai food, one person wants to learn to play chess and one person would love to learn to dance the tango! ⁹The other three people want to learn to draw and paint.

B Match the parts of the summary (a–c) with the numbers in the text (1–9).

- a the question 1
- b the answers
- c a comment about the answers 2

C Use your notes from Ex 6B to write a summary of the answers. Include all the parts in Ex 7B.

GRAMMAR

- 1 A** Complete the sentences. Use the present simple or present continuous and the correct article (*a, an, the* or *-*).
- One student lives (live) in the town centre.
 - Two students (have) same birthday.
 - Three students (not wear) jeans today.
 - Four students (not know) a lot about video games.
 - Five students (write) their answers in notebook.
 - We all (use) a tablet at work or at school.

- B** Work in pairs. Choose three sentences from Ex 1A and write the questions. Ask other students in the class.

Do you live in the town centre?

- C** Change the sentences in Ex 1A so they are true for the students you asked.

Three students live in the town centre.

- 2 A** Use the prompts to make questions.

- Would / you / like / be / scientist?
- you / planning / get / new phone / next year?
- you / want / have / coffee / now?
- When / learn / use / computer?
- When / decide / study / English?

- B** Work in pairs. Take turns to ask and answer the questions. Ask *Why/Why not?*

VOCABULARY

- 3 A** Complete the phrases.

- l _ _ k after animals
- f _ x a computer
- l _ _ v _ a message
- dr _ v _ a lorry
- m _ k _ clothes
- p _ ck _ p rubbish
- s _ nd a message
- t _ rn _ ff your phone
- w _ rk with your hands
- d _ s _ gn furniture

- B** Work in pairs. Replace the words in bold in Ex 3A with two other things.

Look after someone's pet/a child.

- C** Work in pairs. Take turns to ask and answer questions. Use your ideas in Ex 3B. Begin: *When was the last time you ... ?*

A: When was the last time you looked after someone's pet?

B: I never look after people's pets. What about you?

- 4 A** Choose the correct option (A–C) to complete the text.



From computers to pizzas

János was a twenty-four-year-old student when he decided ¹ a new job. He was a shop assistant in an electronics shop. He had quite good computer skills and he could ² some customers' problems. But he didn't like his manager so he started ³ a new job, and found one as a pizza delivery man for a pizzeria in town. The interview was simple: 'Can you ⁴ a van? Can you work ⁵ ? Are you ⁶ money and people?' He answered yes to everything, and he started that day.

The work was easy. He ⁷ pizzas from ⁸ pizzeria, delivered them and collected the money. Customers were usually friendly, and he always ⁹ their names. People liked that.

János is now the manager of the pizzeria, but he says it was very difficult to ¹⁰ his pizza delivery job. 'I liked meeting the customers and driving around the city,' he says.

- | | | |
|-------------------|------------------|------------------|
| 1 A to getting | B get | C to get |
| 2 A fix | B fax | C read |
| 3 A looking after | B looking for | C looking up |
| 4 A drive | B draw | C type |
| 5 A long hours | B how many hours | C long time |
| 6 A good at | B good for | C good with |
| 7 A turned off | B gave up | C picked up |
| 8 A a | B the | C – (no article) |
| 9 A relaxed | B decided | C remembered |
| 10 A give up | B clean up | C turn off |

- B** **R7.01** | Listen and check.




travellers 8



VLOGS

Q: What place in the world would you most like to visit?

1 Work in pairs and discuss the question.

2  Watch the video. Write three places that you hear. Which would you like to visit? Why?



Global
Scale of
English

LEARNING OBJECTIVES

8A READING | Read a travel website: describing places

Talk about a good city to visit and the best things to do there: superlative adjectives

Pronunciation: -t in superlatives

8B LISTENING | Understand a podcast about surprise travel: travel activities

Interview someone and suggest a trip for them: *be going to*

Pronunciation: weak form of *to*

Write a description of a trip; use linking words: *so, because*

8C HOW TO ... | make requests and offers in a hotel: hotel language and hotel rooms

Pronunciation: the contraction *'ll*

8D BBC PROGRAMME | Understand a documentary about a school expedition to the Arctic

Talk about a difficult trip: adverbs of manner

Write about a trip

8A Trip advice

GRAMMAR | superlative adjectives

VOCABULARY | describing places

PRONUNCIATION | -t in superlatives

VOCABULARY

describing places

1 A Work in pairs and discuss the questions.

- When you are planning to visit a new place, where do you get information?
 - friends
 - social media
 - magazines
 - podcasts
 - websites
 - guide books
- How do you communicate with your friends or family while you are on holiday?
- Do you ever write reviews about places you visit or stay in? If yes, where do you post them?

B Read the information about Sintra. Find four things to see or do there.

2 A Put the words in bold in the text in the correct place in the table.

location	nature	adjectives
<u>in the middle of</u>	<u>coast</u>	<u>wonderful</u>
.....
.....
.....

B Work in pairs. Add at least two more words or phrases to each group in the table.

C Write about a place you know. Use five of the words or phrases in Ex 2A. Don't say the name of the place.

It's about a hundred kilometres west of here. It's got a lovely beach. There are some ...

D Work in groups. Read each other's descriptions and guess the place.

READING

3A Read the travel discussions. Which advice do you like the most? Work in pairs and compare your answers.

B Read the discussions again and answer the questions.

- Who talks about:
 - the beach?
 - transport?
 - how much things cost?
- What do these people agree on?
 - Irek and Sofia
 - Yusuf, Miki and Sofia
 - Miki and Cindy

C Work in pairs. Answer Tim and Adriana's questions about your town/city or a town/city you know.

Top Places to Visit in Portugal

Sintra

Sintra sits **in the middle of** beautiful hills just 21 km **west of** Lisbon, and 20 minutes from the **coast**. After Lisbon, the capital city, Sintra is the number one place to visit in Portugal. There are lots of **wonderful** old buildings **in the area**. There's the Pena Palace **at the top of** one of the hills and the Moorish Castle nearby. You can see the Atlantic **Ocean** from up there and walk in the **forest** past large **rocks** the size of a small house. And there's the **lovely** old town with its **pretty** shops and cafés, and of course the **National** Palace, an important part of Sintra's history.



Tim P

Rotterdam, Holland

Sintra under 10 euros?

My friends and I are in Lisbon for a few days. We'd like to go to Sintra for a day, but we don't have very much money. What can we do for under 10 euros?



Irek
Warsaw,
Poland

1. Re Sintra under 10 euros?

Sintra is lovely, but it's expensive to visit the Pena Palace and the Moorish Castle. I think you should spend more time in Lisbon.

[Reply](#) [Favourite](#)



Yusuf
Istanbul,
Turkey

2. Re Sintra under 10 euros?

I disagree with Irek. The train ride is around 5 euros return, and it's the cheapest way to get to Sintra. Just walk around the old town and stop for coffee in one of the many cafés – that is the nicest way to spend a day there.

[Reply](#) [Favourite](#)



Miki
Kobe, Japan

3. Re Sintra under 10 euros?

For me the Pena Palace is the most beautiful place in Sintra and you can get there on foot. On your way back, stop at the Casa das Minas for a coffee – it's the highest place in the old town!

[Reply](#) [Favourite](#)



Adriana

Buffalo, NY, USA

Free day near Lisbon?

What's the best thing to do near Lisbon?
We have a free day at the end of our trip.



Cindy

Shanghai,
China

1. Re Free day near Lisbon?

Go to Sintra, but think about how you get there. A taxi is the most expensive way, but it's the quickest. Then you have time for the palace (my favourite – it's so beautiful) AND the castle.

[Reply](#) [Favourite](#)



Andrew

Toronto,
Canada

2. Re Free day near Lisbon?

Go to one of the beaches near Lisbon and relax. That's the easiest thing to do, and at the end of a trip maybe the nicest.

[Reply](#) [Favourite](#)



Sofia

Montevideo,
Uruguay

3. Re Free day near Lisbon?

Stay in Lisbon and go back to your favourite places there! Sit out, have a delicious coffee and do nothing. Enjoy!

[Reply](#) [Favourite](#)

GRAMMAR

superlative adjectives

4A Complete the sentences with the adjectives in brackets.
Use the text in Ex 3A to help you.

- 1 The train is way to get to Sintra. (cheap)
- 2 The Pena Palace is place in Sintra. (beautiful)
- 3 What's thing to do near Lisbon? (good)

B Look at the sentences in Ex 4A. Complete the rules about how to form superlative adjectives.

- 1 Short adjectives: *the* + adjective +
- 2 Long adjectives, e.g. *beautiful*: *the* + + adjective
- 3 Irregular adjectives: *bad* → *the worst*, *good* →

C Find five more examples of superlatives in the text in Ex 3A.

D Learn and practise. Go to the Grammar Bank.

[▶](#) page 126 **GRAMMAR BANK**

PRONUNCIATION

5A **8.01** | **-t in superlatives** | Listen to the sentences.

In which of the sentences (1-4) can you hear the **-t** in bold?

- 1 It's the **busiest** road in the area.
- 2 It's the **best** example of local food.
- 3 It's the **most** important building in the city.
- 4 It's the **cheapest** place to eat near here.

B **8.01** | Work in pairs. Listen again and choose the correct word to complete the rule.

We don't usually pronounce the **-t** at the end of superlative adjectives when the next word begins with a **consonant** / **vowel** sound.

C Work in pairs. Think of examples of 1–4 in Ex 5A. Pay attention to the pronunciation of the **-t** in the superlatives.

A: I think the **busiest** road in this area is the **Marginal**.

B: Yes, **that's busy**. But I think the **busiest** is the **IC19**.

SPEAKING

6A Choose a town or city you think is good to visit.

B Read the prompts and prepare five questions to ask your partner. Use superlatives in your questions.

- good time to visit? **When is the best time to visit?**
- bad time to visit?
- easy way to get there?
- easy way to get around?
- good place to stay?
- interesting thing to do?
- important thing to see?
- beautiful building there?
- expensive restaurant?
- good place to get a view?

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

D Work in different pairs. Take turns to ask and answer the questions. Which place would you most like to visit? Why?

8B Surprise travel

GRAMMAR | *be going to*

VOCABULARY | travel activities

PRONUNCIATION | weak form of *to*

VOCABULARY

travel activities

- 1** Work in pairs and discuss the question. What do you think a surprise holiday is? Read the advert and check your ideas.

Can't decide where to go on holiday?

Take the stress out of travel.

Let us choose the perfect holiday for you.

Complete a questionnaire and we can

arrange everything. One week before you leave,

we send you travel tickets and the name of the place.

Start with our questionnaire.



- 2** Complete the questionnaire. Then work in pairs and compare your answers.

- 3A** Complete the phrases with the words in the box. Use the questionnaire to help you.

doing going on going with looking
taking trying using visiting

- 1 taking photos
- 2 famous places
- 3 the local food
- 4 a class
- 5 an organised tour
- 6 around the town
- 7 an app or a guidebook
- 8 a local guide

- B** Work in pairs and discuss the questions. Which two activities in Ex 3A do you NOT enjoy on holiday? Why not?

A: When I'm on holiday, I don't enjoy going on an organised tour because I like walking around and finding places myself. What about you?

Complete our questionnaire and leave everything to us!

When you go on holiday, what do you prefer?
Tick the boxes that are right for you.

- ☐ a weekend break
- ☐ a two-week holiday
- ☐ a small island
- ☐ a big city
- ☐ warm weather
- ☐ cold weather
- ☐ a simple room
- ☐ a five-star hotel

What's important to you on holiday?

- ☐ culture (theatre, concerts)
- ☐ shopping
- ☐ sightseeing (visiting famous places, taking photos)
- ☐ food and drink (trying the local food)
- ☐ nightlife (clubs, dancing)
- ☐ learning (doing a class – cooking, dance, language)
- ☐ relaxing (beach, hotel swimming pool)
- ☐ being active (hiking, surfing, skiing)

Which of the sentences is more 'you'?

- ☐ I enjoy looking around a place without a guide. I like using an app or a guidebook, and even getting lost.
- ☐ I like using a local guide and going on an organised tour.

LISTENING

4A **8.02** | Listen to a radio programme about a surprise holiday. Are the statements True (T) or False (F)?

- 1 Brody and Lexie both have a big birthday.
- 2 They like big city holidays.
- 3 Brody knows their plans better than Lexie.
- 4 They don't plan to do everything together.

B **8.02** | Listen again. Tick the day Brody and Lexie do each activity.

	day 1	day 2	day 3
boat trip			
dance class (salsa)			
look around the town	✓		
museums			
organised tour			
street food (<i>fritanga</i>)			

GRAMMAR

be going to

5A **8.03** | Listen and complete the sentences.

- 1 What you to do there?
- 2 We're visit some museums.
- 3 We going to change our plans.

B Complete the rule for forming the future with **be going to**.

subject + + *going* + infinitive

C Choose the correct phrase to complete the rule.

Use **be going to** to talk about a **future plan** / a **present habit**.

D Learn and practise. Go to the Grammar Bank.

page 127 **GRAMMAR BANK**

PRONUNCIATION

6A | **weak form of to** | Work in pairs. Use the prompts to make questions.

- 1 When / you / have dinner?
- 2 How / you / get home?
- 3 study / you / English tonight?
- 4 you / meet friends this weekend?

B **8.04** | Listen and check.

C **8.04** | Listen again. Is **to** in **going to** pronounced /tu:/ or /tə/?

D Work in pairs. Take turns to ask and answer the questions in Ex 6A. Use the weak form of **to** /tə/.

SPEAKING

7A Work in pairs. Use the questionnaire in Ex 2 to interview each other. Note the answers.

B Plan a surprise trip for your partner. List five things they can do during the trip.

C Work in pairs. Student A: Tell Student B about the surprise trip. Student B: Choose three things to do.

A: I chose Crete, an island in Greece, for you. When you are there, you can take a boat trip, you can ...

B: That sounds great. Those are good ideas. The best three ideas are ...

D Work in groups and do the tasks.

- 1 Student B: Tell the other students about your holiday plans. Remember to use **be going to**.
- 2 Other students: Listen and ask questions. Then say other things that Student B can do.

B: Beatrice chose Crete, in Greece, for me. When I'm there, I'm going to take a boat trip and I'm going to ...

WRITING

write a description of a trip; use linking words: so, because

8A Read an extract from a description of a trip. Answer the questions.

- 1 Where do you think the writer is going this summer?
- 2 Who do you think *she* is?

It's her village, and I like it because I spent a lot of my childhood there.

... she has a big garden, and she's quite old, so we're going to help her in her garden.

B Write a description of a trip. Go to the Writing Bank.

page 95 **WRITING BANK**

8C At a hotel

HOW TO ... | make requests and offers in a hotel

VOCABULARY | hotel language and hotel rooms

PRONUNCIATION | the contraction 'll

VOCABULARY

hotel language

1 A Read an article about hotel receptionists and questions that guests ask. Answer the questions.

- 1 Which three questions are the funniest?
- 2 What do you think the hotel receptionist should say or do?

B Work in pairs and discuss your ideas.

2 A Complete the phrases with the words in the box.

airport transfer bill early late lift luggage
safe pass ~~room~~ service

- 1 book a room /an
- 2 order room
- 3 pay your
- 4 keep something in the
- 5 take the
- 6 print your boarding
- 7 leave your
- 8 check in/check out /

B Work in pairs. Put 1–8 in Ex 2A in the correct order. There is more than one possible answer.

First, you book a room, then after that you usually ...

C Work in pairs and discuss the question about using a hotel. Which things do you usually do?

- 1 book a room by phone
- 2 check in early
- 3 take the lift (not the stairs)
- 4 order room service
- 5 keep things in the safe (What?)
- 6 print your boarding pass at the hotel
- 7 leave your luggage at reception
- 8 pay your bill in cash



The most difficult job in the hotel

Hotel receptionists don't have an easy job, and you can see why. Receptionists tell us some of their guests' funniest questions from last year.

- How much is the free breakfast?
- The bath is too big. Can you change my room?
- What time does the 24-hour café open?
- (at the reception desk) Where's the reception desk?
- Does the lift go up **and** down?
- Can I order room service in the restaurant?
- I'd like to keep my passport in the safe. How big is the safe?
- Can I check out before I check in?

How to ...

make requests and offers in a hotel

3A **8.05** | Listen to four conversations between a guest and a receptionist. Tick the topics they talk about.

key card ☒ safe ☐ windows ☐ lift ☐
shower ☐ boarding pass ☐ checking out ☐ luggage ☐

B Work in pairs. Choose four of the topics the speakers talked about and answer the questions.

1 What is the problem? 2 What does the receptionist do?

C **8.05** | Listen again and check.

D **8.06** | Work in pairs and complete the sentences. Then listen and check.

- R: Let me give you another key card.
G: great, thank you.
- R: I put your passport in the safe here, if like.
G: Thanks, that's of you.
- G: There's air conditioning? Great. How do I turn it on?
R: I' send someone up.
- R: I'm sorry that, Mr Cooper.
G: That's OK, but someone help?
R: Of course, I'll send someone right
- R: Just a moment, I check. I'm that's not possible. All the rooms are booked tomorrow.
I apologise.
G: That's all right. No problem.

E Learn and practise. Go to the Grammar Bank.

page 128 **GRAMMAR BANK**

PRONUNCIATION

4A **8.07** | the contraction 'll | Listen to the sentences. Which speaker uses 'll (the contraction of will), a or b?

1 a ☐ 1 b ☒ 2 a ☐ 2 b ☐ 3 a ☐ 3 b ☐

B Work in pairs. Student A: Choose from 1–4. Say sentences a and b. You can change the order. Student B: Say the order that you heard.

- 1 a I do it. 2 a I call her. 3 a I help you. 4 a I get it.
- 1 b I'll do it. 2 b I'll call her. 3 b I'll help you. 4 b I'll get it.

A: I'll do it. I do it.

B: You said sentence b, then a.

C Read the Future Skills box and answer the question.

FUTURE SKILLS

Social responsibility

Apologising – saying 'I'm sorry' – is very important in some cultures and in some jobs. In your culture, do you think people apologise a lot?



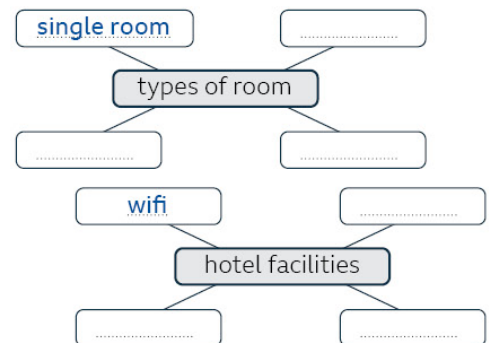
SPEAKING

5A Work in pairs. Roleplay a conversation in a hotel. Use the prompts.



B Work in a different pair. Roleplay the conversation without the prompts.

6A You are going to roleplay other conversations between a guest and a hotel receptionist. Work in pairs and complete the word webs with your own ideas.



B Learn and practise. Check your ideas in the Vocabulary Bank.

page 145 **VOCABULARY BANK** hotel rooms

7 Work in pairs. Roleplay more conversations. Student A: Go to page 149. Student B: Go to page 153.

MEDIATION SKILLS

expressing certainty and uncertainty

Discuss a short story.



page 161 **MEDIATION BANK**

8D BBC Documentary

Arctic Academy

GRAMMAR | adverbs of manner

SPEAKING | talk about a difficult trip

WRITING | write about a trip

PREVIEW

- 1 A Work in pairs. Look at the words in the box and find them in the photos.

backpack hat skis sunglasses tent

- B Read the BBC programme information and answer the questions.

- Who are the man and the girl in the photo below?
- Where is the group of students from?
- Where are they travelling to?
- What problems do you think Kim has?



Arctic Academy

Craig Mathieson is an Arctic explorer. Every year he chooses ten teenagers from a Scottish school and takes them on a ten-day expedition to the Arctic. It is a life-changing experience for these teenagers, but it isn't easy for any of them. In this programme, one of the students, Kim, is having problems.

VIEW

- 2 A Watch the BBC video clip and number the events in the correct order.

- They ski down the mountain.
- They arrive at the second camp.
- Kim says, 'I want to go home.'
- The teenagers wake up. 1
- They arrive at the top.
- Adam helps Kim.
- They have a meeting.
- Kim feels much better.

- B Watch again and choose the words you hear.

- The teenagers are having a group **talk / meeting** with their leader Craig.
- Each person is pulling 45 kilograms of **equipment / food** behind them.
- Craig needs to think about **everyone / every person** in the group.
- After eight hours, they finally arrive at their next **camp / stop**.
- It's really difficult to **walk / ski** in the snow.
- ... she's got an amazing story to tell her **parents / family** when she gets home.

- C Work in pairs and discuss the questions.

- Do you think this was a good experience for the teenagers? Why/Why not?
- Do you think it's good to try very difficult things?

GRAMMAR

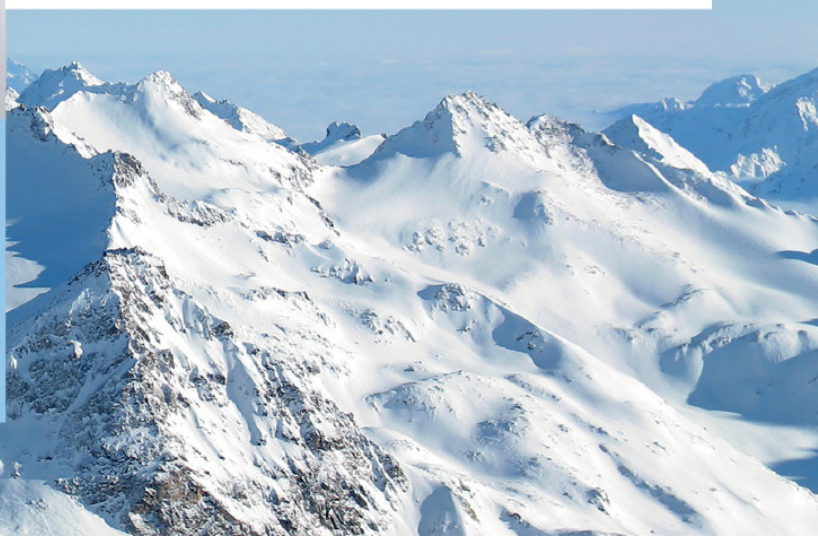
adverbs of manner

- 3 A Work in pairs. Underline the word in each sentence that describes how.

- For one of them, Kim, the day is starting badly.
- They can't go very fast.
- They climb slowly.
- They arrive safely, tired but happy.

- B Learn and practise. Go to the Grammar Bank

▶ page 129 **GRAMMAR BANK**



SPEAKING

talk about a difficult trip

4A Work in pairs. You are going to hear someone talking about a walking holiday in New Zealand. Which things do you think were good, and which were bad?

- 1 new walking shoes
- 2 the rain
- 3 other hikers/walkers
- 4 the scenery
- 5 the tent

B **8.08** | Listen and check your ideas.

C **8.08** | Listen again and tick the phrases you hear.

KEY PHRASES

A few years ago I went on a group holiday to ... ✓
... one of the most beautiful walks in the world.

First, the good things ...

The best thing was the scenery.

The worst thing was the weather.

I had some problems, though.

In the end, I enjoyed the experience.

I'd love to do it again.

5A Think of a difficult trip that you went on. Make notes about the good things and the bad things.

B Work in pairs. Tell your partner about the trip. Say the good things first, then the bad things.

C Work in groups and tell your stories. Whose trip was the most difficult?



WRITING

B B C

write about a trip

6A Read the story. What two mistakes did the writer make on his trip?

About ten years ago, I went on a trip to Luxor, to see the Valley of the Kings, one of the most important tourist sites in Egypt. I stayed in the town on one side of the Nile River; the Valley of the Kings is on the other side. People usually take a guided tour to the site, but I wanted to go alone.

First, the good things. I rented a bicycle from a very nice man near my hostel. He gave me directions to the site. I rode slowly to the river and I felt really good in the morning air. I often stopped to take photos – the scenery was beautiful.

I had some problems, though. I made two mistakes. First, it was a very hot day and I only had one small bottle of water with me – I drank it quickly in the morning, and I was thirsty all day. The second problem was the sun because I didn't have a hat. I got terrible sunburn, and felt really hot and tired. After a few hours I reached the site and took lots of photos. The site was amazing!

In the end, I enjoyed the experience. True, I didn't feel very well, but now I have some beautiful photos and memories. I'd love to do it again, but not on a bicycle!

B Read the story again and answer the questions.

- 1 How many paragraphs are there?
- 2 What is each paragraph about?
- 3 Find two adverbs of manner.

C Write about a trip.

- Use your notes from Ex 5A or write about another trip.
- Write four paragraphs. Follow the model in Ex 6A.
- Use at least two adverbs of manner.

D Read other students' stories. Who learnt the most from their trip?



GRAMMAR

- 1 A** Complete the sentences with the superlative form of the adjective in brackets.
- Find the person who:
- 1 is in their family. (tall)
 - 2 has surname. (long)
 - 3 thinks thing in English is grammar. (easy)
 - 4 thinks thing in English is listening. (difficult)
 - 5 lives from here. (far)
 - 6 can remember day of last summer. (hot)
 - 7 thinks way to practise English is with an app. (interesting)
 - 8 can draw elephant. (good)

- B** Work with the class. Ask questions to find the information in Ex 1A. Write the answers.

Are you the tallest in your family?

- C** Work in groups. Discuss the answers to your questions.

Suzanna is the tallest in her family.

- 2 A** Read the list and write Jan's plans for tomorrow.

He's going to look for some new jeans at the clothes shop.

Jan's to do list:

- clothes shop – new jeans (look for)
- baker's – cake for birthday party (order)
- library – interesting book to read (find)
- ATM – 200 euros (get)
- post office – package (send)
- café – Sam and Helen (meet)
- electronics shop – new battery for phone (buy)

- B** Make a 'to do list' for this week. Write two places and why you're going to go there.

- C** Work in pairs. Ask where your partner is going and what they are going to do there.

A: Where are you going?

B: To the pharmacy.

A: What are you going to do there?

B: I'm going to buy some aspirin.

VOCABULARY

- 3 A** Complete the phrases with the words in the box. You do not need two of the words.


air conditioning area coast double gift
middle ocean pool twin view

You should stay in a:

- 1 hotel with a swimming
- 2 hotel with a shop.
- 3 room (1 bed).
- 4 room (2 beds).
- 5 room with

You should stay:

- 6 on the
- 7 in the of a forest.
- 8 near the

- B**  **R8.01** | Listen to two people planning trips. What type of place should they stay in? Choose four phrases from Ex 3A for each person.

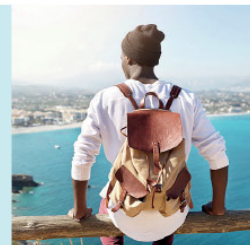
Ben should stay in a place on the coast ...

- C** Work in pairs and discuss your ideas.

- 4 A** Choose the correct option (A–C) to complete the text.

Home away from home

Let's go back in time. It's 1960, there is no internet. You're on holiday from university, and you ¹ going to take a trip. You'd like to go to another country and ² some famous places, meet people and ³ a lot of photos. For students like you, the ⁴ place to stay is a youth hostel, with lots of other young people, but you're a member of 'Servas International'. Servas members stay in other members' homes, usually for two nights, and spend a lot of time together. You aren't going to have ⁵ service or a ⁶, but would you like a room with a view of the sea? Why not, if that's where your host lives? And your Servas host can be your local guide. They know the area ⁷, so you don't need to ⁸ an organised tour. Don't hurry, just do your sightseeing ⁹, You and your Servas host cook and eat together, so you can ¹⁰ the local food. Servas started in the 1940s, and millions of people now use it.



- | | | |
|-----------------|------------|-----------|
| 1 A 're | B 've | C 'll |
| 2 A go on | B look | C visit |
| 3 A took | B take | C taking |
| 4 A cheaper | B cheapest | C cheap |
| 5 A room | B clothes | C fast |
| 6 A service | B swimming | C gym |
| 7 A differently | B good | C well |
| 8 A go | B go on | C go out |
| 9 A slowly | B slow | C happily |
| 10 A to eat | B try | C eating |

- B**  **R8.02** | Listen and check.

SPEAKOUT GAME

A Work in groups and take turns. Student A: roll the dice and move your counter to the correct square. Follow the instructions on the square.

B Follow the instructions (1–3). Use the sentences in the box to help you.

Can you repeat that? Let's ask the teacher. What does mean?
I don't understand. Is it my turn? It's your turn.

- 1 You completed the task → go to the next square.
- 2 You didn't complete the task → go the square above your square.
- 3 You rolled a number 1 → after you complete the task you can have another turn!



Instructions

Talk for one minute about this topic.

Say and spell three words from this topic.

Make the question, then ask someone.

Say three phrases for this situation.

	1 a friend	2 jobs	3 what / you / going / do / at the weekend?	4 making a plan to meet a friend	5 your favourite food
11 everyday activities	10 why / you / learn / English?	9 ordering in a restaurant	8 your lifestyle	7 adjectives for feelings	6 when / you / happiest?
12 being a guest at someone's house	13 your home	14 family	15 what / you / do / last weekend?	16 buying something in a shop	17 your favourite place
23 food	22 where / be / you / this time last week?	21 arriving late to a meeting	20 your country	19 furniture	18 what / your favourite subject / at school?
24 asking for directions in the street	25 travel	26 clothes	27 what / best / café / near here?	28 giving directions in the street	29 your life five years ago
35 skills and abilities	34 what five things / you / do / every day?	33 asking the teacher a classroom question	32 your last birthday	31 travel activities	30 what / you / your friends / have / in common?
36 asking for information on the phone	37 your dream job	38 hotel	39 when / you / last / ride / bike?	40 telling a hotel receptionist about a problem	FINISH!

1A write a personal profile; use capital letters

- 1 A** Read the personal profile and the business card. Which information in the box is in the personal profile but NOT on the business card?

age interests languages
nationality phone number



full name Alexis Wilson
username AlexIsNo1
email alexis.wilson129@wahoo.com
Instagram @alexwilson129
location Tarragona
bio/interests Hi, I'm Alexis!
I'm a writer and website developer and I have a small company, AW Design. I live in Tarragona near the city centre. I'm thirty-two and this is my first year here in Spain. I would like to meet local people to practise my Spanish. I speak a little Spanish and French, but my English is best (I'm American). I'm interested in meeting people to go to a museum or simply to have a coffee. Contact me if you're interested!

- B** When do we use capital letters? Tick the rules. Then find an example of each rule in the personal profile in Ex 1A.

Use a capital letter for the first letter of:

- 1 a sentence
- 2 cities
- 3 countries
- 4 businesses
- 5 jobs
- 6 languages
- 7 nationalities
- 8 people's names
- 9 places in town
- 10 street names

- C** Complete the words. Use capital letters where necessary.



full name Robert Wilks
username Robert642
email robert.wilks642@wahoo.com
Instagram @robertwilks642
location Tokyo
bio/interests _ello, my name is _obert!
I'm a _otel _anager at the _entral _otel in the centre of _okyo. _'m married, and my wife and I live in an apartment near the _otel. _his is our first year here, and we would like to meet local _eople. We speak _nglish and _ortuguese (my wife is _razilian). _e're interested in meeting people to practise speaking _apanese. _ontact me if you're interested!



- 2 A** Write your personal profile. Use the text in Ex 1A to help you. Remember to use capital letters correctly.

- B** Work in pairs. Compare your profiles. Did you find out new information about your partner?

2A write an online comment; use linking words: *and*, *but*, or

1 A Read the online answers to the question *What is your favourite comfort food?*
Does anyone write about your favourite comfort food?

B Complete the sentences with *and*, *but* or *or*.

- 1 It's not very good for me, I love it!
- 2 Her pies bring back memories of my childhood my time at her house.
- 3 You can buy them with meat you can get vegetarian samosas.

C Read the text in Ex 1A again. Find two more examples of *and*, *but* and *or*.

D Complete the rules with *and*, *but* or *or*.

- 1 Use to add (+) two things.
- 2 Use to choose between two things.
- 3 Use to show two things are different.

2 A Complete the online comments with *and*, *but* or *or*.

My number one food is traditional fish
1 chips, especially outdoors, in
paper. It's easy to buy this everywhere
in the UK, 2 I think the best
place is at the seaside. I like it with
lemonade 3 tea.

Mike *England*

I think rice pudding ('arroz con leche')
is my favourite comfort food. It's made
from rice, milk 4 sugar. Most
people have it with cinnamon on top,
5 I like it with strawberries 6
sometimes with nothing.

Eduardo *Peru*

I'm Spanish, 7 I live in Germany.
For me, it's a tortilla, just with eggs
and potatoes 8 maybe eggs,
potatoes and onions. I can make a
good tortilla, 9 my mother's
tortilla is the best. She often cooked it
for me when I was young, 10 she
cooks it now when I visit her.

Patricia *Spain*

B Write an online comment about comfort food. Use *and*, *but* and *or*.

C Work in pairs. Compare your online comments. Which food sounds the best?



What is your favourite comfort food?

Comments ● ● ●



Giulia
Bologna, Italy

My favourite comfort food is a big plate of spaghetti. Spaghetti with butter, herbs and parmesano cheese, all mixed together. It's not very good for me, but I love it! I eat it when I feel sad or tired. It's delicious.

I'm with you, Giulia. I love pasta, but my Aunt Elizabeth's meat pies are top of my list of comfort food. She makes them with chicken or sometimes with beef. Her pies bring back memories of my childhood and my time at her house. I can smell her chicken pie right now! Yummy!



Tom
Maine, USA



Meera
Delhi, India

Samosas. We love samosas in India. You can buy them everywhere in the streets. The outside of the triangle is crispy and inside are potatoes with onions and peas. You can buy them with meat or you can get vegetarian samosas. I like them with meat, but I sometimes have a vegetarian one.

Mine is my mother's mochi, a kind of Japanese rice cake, with sweet red bean paste inside. She makes the best mochi in the world. I'm in Canada now for one month. The food is good here, but I miss my mother's cooking. They have mochi in a shop here in Canada, but it's not the same.



Tatsuki
Osaka, Japan

3A write a description of a home for a website; use commas

1 A Read the text and look at the photos. Who would like this apartment the most, A, B or C?

B Read the text again. Put the topics (a–g) in the order you find them in the text. One of the topics is not in the text.

- a House rules
- b A personal comment to the reader
- c Rooms and furniture
- d Shops and restaurants
- e What is near?
- f Where is it?
- g Who/How many people is it good for?

C Read the sentences. How are they different? Which one is correct?

- 1 The living room has a sofa a table and chairs.
- 2 The living room has a sofa, a table and chairs.

D When do we use commas in lists? Choose the correct word(s) to complete the rules.

- 1 In a list of two things we **use** / **don't use** a comma.
- 2 In a list of three or more things, we **use** / **don't use** a comma between the things. We **use** / **don't use** a comma before *and*.

E Add commas to the sentences if necessary.

- 1 The bedroom has a bed a desk an armchair and a reading lamp.
- 2 The kitchen has a fridge and a dishwasher.
- 3 The apartment is good for couples business travellers and small families.

2 A Choose an apartment on page 146 or 150, your home or a home that you know. Choose one of the groups of guests in the photos (A–C).

B Write an online description of the apartment or home for your guests.

C Read your description and check your use of commas.

D Work in pairs. Compare your descriptions. Do you agree which guests in the photos (A–C) would like the place the most? Why?

★ 4.48 (123 reviews) ♥

Apartment in the heart of Barcelona

Enjoy your stay in this traditional, very clean apartment, close to the centre of Barcelona. It sleeps three people and is perfect for a break in this romantic city. Here are some details about the apartment.

The living room has a sofa, a table and chairs. The sofa can be a bed for one person. The apartment has good wifi and the TV has 44 channels.

The main bedroom has a double bed and a place for your clothes. The small balcony has a beautiful view over a pretty garden, perfect for a romantic dinner.

The kitchen is small but very well equipped with a microwave, a fridge and a dishwasher.

The bathroom has a shower and a bath and we always leave shampoo, soap and towels for our guests.

We love this apartment and live here most of the year. Museums and parks are close by. The apartment building is pleasant and quiet – please don't make a noise after 10 p.m. We hope it will be your home from home when you are in Barcelona. Minimum stay: 5 nights



A

We want a romantic weekend in Barcelona or Venice.



B

We have a concert in Barcelona and need a place to practise.



C

We'd like to come for a week. We want to be close to parks and museums.

4A write about a special time; use time phrases

1 A Read the online post from Nadia116. Which of the things in the box does she NOT write about?

weather food swimming people

B Read the answers and write the questions.

1 Seven years ago, in the summer.

When was your special time?

2 In southern Turkey.

3 With my family.

4 Yes, we were. Very happy.

5 The food.

C Find four phrases in the text that answer the question *When?*

seven years ago,

D What does *What a day!* mean?

a I can't remember the day.

b The day was very good.

2 A Choose a special time to write about. Choose one of the topics from page 39, Ex 8A, or use your own idea.

1 Answer the questions in Ex 1B. Make notes.

2 Choose three time phrases to use in your description.

3 Write your ending: *It was a great ...*

B Write your description. Use your notes from Ex 2A.

C Work in pairs.

1 Read your partner's description and ask questions to get more information.

2 Suggest information to add to your partner's description.

D Use the ideas from Ex 2C to change your description.



What a week!



Nadia116

My special time was a holiday seven years ago, in the summer. I was 28. I was with my family in southern Turkey for a week. We were in a very small apartment next to the sea, with a balcony and a beautiful view. Our children were very young – Oliver was three and Charlotte was only one. We were on the beach every afternoon. It was a lot of fun! There weren't many people, so it was very quiet and relaxed. We were all very happy there. My favourite part was the food – there was fresh fish every day, straight from the sea! It was a great place with great weather and great food! What a week!



5B write a mini-bio; use linking words: *after that*, *then*, *next*

1 A Read the form and answer the questions.

- 1 What is Liam's job?
- 2 Where does he live now?
- 3 What verbs can you use with each piece of information?

Date of birth → was born

Name

Liam Morgan

Date of birth

8 August 1993

Place of birth

Des Moines, Iowa

Education

1998–2011: Des Moines Public Schools (Des Moines, Iowa)

2011–2015: Northwest University – BA Journalism

Work experience

2015–2016: intern, *The Des Moines Register* – worked on online edition of newspaper

2016–2019: reporter, *Los Angeles Times*

2019–present: writer, *The Atlantic* magazine

Hobbies

surfing, reading

Other

Currently living in Los Angeles (moved in 2016)

B Read the mini-bio that Liam wrote for his blog. Answer the questions.

- 1 What was his favourite job?
- 2 Does he use the verbs you thought of in Ex 1A, question 3?



Hi, my name is Liam Morgan. Welcome to my blog! I'd like to tell you a few things about myself.

I was born on 8 August 1993, in Des Moines, Iowa. My parents had a restaurant in the centre of town, a very popular diner.

I spent my childhood in that diner and met all the important local people there.

I finished high school in 2011. After that I went to Northwest University and studied journalism. I wanted to be a writer and work at the local newspaper in Des Moines. I finished university in 2015. Then I worked as an intern for *The Des Moines Register*. It wasn't my dream job (the pay was low), but I got some good experience. I worked on the online edition of the newspaper – and that was important for my future work.

Next I found a job with the *Los Angeles Times*, as a reporter. I moved to LA for the job, and I live there now. In 2019 I left the *Los Angeles Times* and started a job as a writer for *The Atlantic* magazine. To be honest, this IS my dream job.

I'm married and we have one child. I love surfing and reading in my free time.

C Complete the sentences with one or two words. Then check your answers in the text in Ex 1B.

- 1 I finished high school in 2011. _____, I went to Northwest University and studied journalism.
- 2 I finished university in 2015. _____ I worked as an intern for *The Des Moines Register*.
- 3 I worked on the online edition of the newspaper, and that was important for my future work. _____ I found a job with the *Los Angeles Times*.

D Choose the correct phrase to complete the rule.

We use *then*, *next*, *after that* to talk about **two actions at the same time** / **one action after another**.

2 A Prepare to write your mini-bio.

- 1 List six to eight major events or steps in your life. Use the form in Ex 1A to help you.
- 2 Add personal information at the end.

B Write your mini-bio. Use *after that*, *then*, *next*.

6A write a description of a group photo



This is a photo of my family from last year. We're celebrating my mother's birthday. She's wearing her favourite skirt and top and smiling at the photographer. My dad is saying something to her. I think he's making a joke; he always makes jokes. That's my brother behind my father. He's wearing a hat and is probably also making a joke. He's tall and he's got a beard and a moustache, the same as me. One of my sisters is standing behind my mum – she's got long blonde hair and her smile is the same as my mum's. And my other sister is standing behind my dad, and her best friend is next to her. And of course that's me in a red T-shirt with my girlfriend on the right.

1 A Read the description of photo A. Which person in the photo wrote it?

B Read the text again and find:

- 1 four words for clothes **skirt**
- 2 five words or phrases for appearance **He's tall**
- 3 nine phrases for an activity at the moment **We're celebrating**

2 Look at photo B and read the notes about it. Complete the description under the photo with two words in each gap.

- Janet – short (160 cm, I'm 165 cm)
- curly brown hair (me too!)
- Abel – straight blonde hair (his dad too)

3 A Prepare to write a description of a group photo.

- 1 Find a photo with two or more people you know or use the photo on page 149.
- 2 Make notes about each person in the photo. Write who they are and two or three things about their appearance, clothes and what they are doing.

B Write your description.



That's my sister Janet and her son Abel. She's got curly brown hair, the same as me, and she's ¹ favourite top. Abel has got straight blonde hair, ² as his dad. They ³ a cake together and ⁴ looking at it in the oven. Abel ⁵ something in his hand.

7B write a blog post; use example language

1 A Read the blog post. How many examples of activities does the person give?

In my country, many older people live alone or live in special homes. They have full and busy lives, but some older people don't have much money or many visitors. So how can you help? Well, in lots of ways. For example, you can visit and spend some time together, maybe take a cooked meal with you. You can do something fun, like go out for a drive or play a game. To give another example, if an older person finds it difficult to read, you can read to them. These activities don't take a lot of time and they can make a big difference. And you'll have fun, too.

B Read the list of examples below. Tick the ones that are in the blog post.

2 A Read the blog post again and answer the questions.

- 1 What three words or phrases does the writer use to give examples? **For example,**
- 2 Which word or phrase does NOT go at the beginning of a sentence?

B Complete the text with your answers from Ex 2A.

And there are other things you can do. ¹....., you can go shopping with them. You can show them something, ²..... how to use a new app. ³....., you can work in the garden together.

3 A Prepare to write a blog post telling readers how they can help in your area.

- 1 Choose a subject, for example: homeless people, nature, children, animals or your own idea.
- 2 List at least three ways to help.

B Put the topics (a–c) in the correct order to make a good blog post. Use the text in Ex 1A to help you.

- a Describe at least three ways of helping.
- b Say something positive.
- c Say something about the subject and what the problem is.

C Write your blog post. Follow the steps in Ex 3B and use the example language.

D Work in pairs. Compare your blog posts. Which ideas do you like the most?

Examples of how to help

- go shopping in town
- take them cooked meals
- work in the garden together
- show them new apps or websites
- go out for a drive
- spend time together
- play games
- read to them



8B write a description of a trip; use linking words: *so, because*

1 A Read the description and answer the questions.

- 1 Were your ideas from Ex 8A correct?
- 2 Is there a place that you have a similar feeling about?

I like travelling and one of my favourite places to go to is in my own country. It's my grandmother's village, and I like it because I spent a lot of my childhood there. The name of the village is Zacatlán and it's about three hours from Mexico City by car.

My brother and I are going to Zacatlán this summer. I don't like travelling by car, so we're going by bus to a town nearby, then a friend is going to pick us up. We're going to stay for two weeks.

When we're there, we're going to go walking every day because the village is very high and the views are amazing. My grandmother has a big garden, and she's quite old, so we're going to help her in her garden. We're also going to visit some other relatives. Both of my parents come from this village, so I have lots of relatives in the area.

For me, a trip to Zacatlán is better than a trip to another country because the best memories of my childhood come back every time I go there.

B Complete the sentences with *because* or *so*. Then check your answers in the text.

- 1 I like it I spent a lot of my childhood there.
- 2 I don't like travelling by car, we're going by bus ...
- 3 ... we're going to go walking every day the village is very high and the views are amazing.
- 4 ... she's quite old, we're going to help her in her garden.

C Choose the correct word(s) to complete the rules.

- 1 We use **because** / **so** to answer the question *Why?* (the cause)
- 2 We use **because** / **so** to answer the question *What happens/happened next?* (the result)
- 3 *Because* and *so* are usually **at the beginning** / **in the middle** of a sentence.
- 4 There's usually a comma before **because** / **so**.

2 A Complete the sentences with *because* or *so*.

- 1 I walked ten kilometres this afternoon
 - a I love walking.
 - b I feel very tired.
- 2 We're not going to look around the town today
 - a I can meet you at two.
 - b it's too hot.
- 3 My sister and I enjoy spending time together
 - a we're going to take a trip together.
 - b we like doing the same things.

B Complete the sentences with your own ideas.

- 1 It's going to rain tomorrow, so
- 2 I didn't go anywhere last summer because
- 3 I didn't go anywhere last summer, so
- 4 I'm not going to study English tonight because

3 A Think about a trip you plan to take in the near future: a holiday to another country, a trip to visit family or a weekend away. Answer the questions. Make notes.

- Where is it?
- When are you going?
- Why are you going there?
- Who are you going to travel with?
- How are you going to get there? Why?
- What are you going to do there? Why? (at least three activities)

B Write a description of your trip. Use *because* and *so* at least two times each.

C Work in pairs. Read your partner's description. Ask three questions about their trip.



LEAD-IN

REFERENCE

◀ page 6

subject pronouns and *be*

We use *be* in the present with: nationalities, adjectives, jobs, places, relationships, names, ages and prices.

We use it with a subject pronoun: **She's British.**

NOT **Is British.**

Positive

subject	<i>be</i>	phrase
I	'm am	fine, thank you. a doctor.
He She It	's is	from Spain. in Madrid today. twenty-one.
We You They	're are	students. in class. friends.

We often use contractions in speaking and in informal writing. **I'm Joe. It's three euros.**

Negative

subject	<i>be + not</i>	phrase
I	'm not	at work today.
He/She/It	isn't	happy.
We/You/They	aren't	sisters.

We can also say *He/She/It's not; We/You/They're not.*

Yes/No questions

She's at home.



Is she at home?

<i>be</i>	subject	phrase
Am	I	late?
Is	he	Italian?
Are	you	OK?

Short answers

	subject	<i>be</i>
Yes,	I	am.
No,	he	isn't.
No,	we	aren't.

We don't use contractions with short answers with *yes*.

Yes, he is. NOT **Yes, he's.**

object pronouns and possessive adjectives

We use subject, verb, object (SVO) word order in positive and negative sentences.

subject	verb	object
They	like	football. it.
I	don't understand	Pablo. him.

We use subject pronouns before verbs.

She isn't at school. I have two email addresses.

We use object pronouns:

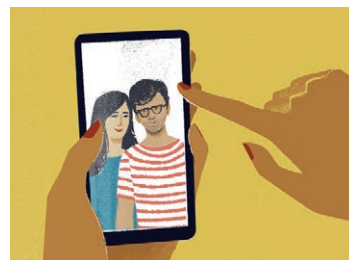
- after verbs.
I like her. Help us!
- after prepositions.
Come with me. Look at them.

We use possessive adjectives before nouns.

Where's my mobile? What are their names? Our teacher is from Poland.

We use **your pens, our books, their names** NOT **yours-pens, ours-books, theirs-names.**

subject pronouns	object pronouns	possessive adjectives
I	me	my
you	you	your
he	him	his
it	it	its
she	her	her
we	us	our
they	them	their



A: I don't know **them**.
Who are **they**?

B: **They're** my friends.
Their names are
Yolanda and Pepe.

its = possessive

Your company, what's its name?

it's = it is

BWST Sports. It's an international company.



A: Where's your cat?

B: **It's** on my desk.

A: What's **its** name?

B: **Its** name is Kitty.

question words

Wh- questions

wh- question word	<i>be</i>	subject
What	's	the time?
Who		Jan?
Where		my key?
When	are	your classes?
How		you?
Why		they (here)?

LEAD-IN

PRACTICE

subject pronouns and *be*

- 1 Complete the conversations with the correct forms of *be*. Use contractions where possible.

Nadia: 1 Are you Sofia?

Jess: No, I 2 I 3 Jess.

Nadia: 4 you a student?

Jess: Yes, I 5 Sofia 6 the teacher.

Tom: 7 Sydney the capital city of Australia?

Kurt: No, it 8 The capital 9 Canberra.

Alison: 10 Craig and Adam brothers?

Phil: No, they 11 They 12 friends from university.

- 2 Use the prompts to make sentences. Use contractions where possible.

- 1 My name / be / Angus. / be / Scottish / and / I / be / a student.

My name's Angus. I'm Scottish and I'm a student

My teacher / be / Maria.

Her classes / be / very good.

Our classroom / be / number thirty-two.

- 2 We / be / from / Peru.

We / be / in Tokyo / on holiday.

I / be / Cecilia / and / my brother's name / be / Miguel.

I / be / nineteen / and / he / be / twenty.

object pronouns and possessive adjectives

- 1 Replace the words in bold with the correct object pronoun.

1 Listen to **the woman**. **her**

2 Meet **me** and **Scott**.

3 Look at **the photo**.

4 Read **the instructions**.

5 Study with **your sister**.

6 Open **the two doors**.

7 I don't know **your parents**.

8 Come with **me and the other students**.

9 Speak to **Mr Puskas**.

10 Close **your book**.

- 2 Choose the correct word to complete the sentences.



- 1 She's **our** / **us** teacher.
Ask **she** / **her**.



- 2 We're at home tonight.
Come and see **us** / **our**!



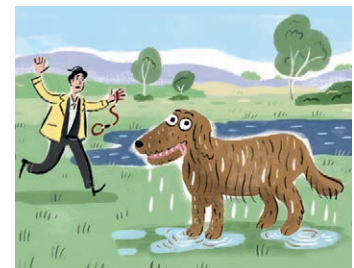
- 3 Here's **me** / **my** number.
Phone **me** / **my**.



- 4 **They're** / **She's** so beautiful! Look at **them** / **their**!



- 5 **She's** / **Her** not in her room.
Call **him** / **her**.



- 6 **It** / **Its** isn't **me** / **my** dog.
It's **his** / **he** dog.

question words

- 1 Look at the answers in bold and write the questions. Use the words in the box and *be*.

What Who Where When How Why

1 **What's your name?** My name's **Ryan**.

2? Christina's **at work**.

3? My mother and father are **well**, thank you.

4? Lunch is **at 1 p.m.**

5? Our doctor is **Dr Kapoor**.

6? Gustavo and Julia are here **because they're my friends**.

1A present simple: *I, you, we, they*

REFERENCE

◀ page 8

We use the present simple to talk about:

- things that are always or generally true.

I come from Italy. They live in Seoul.

- habits and routines.

We get up at 7 a.m.

Positive and negative

subject	auxiliary verb (do)	infinitive	object or phrase
I		like	cats.
We		come	from Canada.
You	don't	understand	me.
They		speak	English.

We use the contraction *don't* (= *do not*) for negatives in speaking and in informal writing.

I don't work on Saturdays.

Questions

	wh-question word	auxiliary verb (do)	subject	infinitive	object or phrase
wh-questions	Where	do	you	live?	
	How	do	they	know	Teresa?
yes/no questions		Do	you	speak	Spanish?
			we	have	homework?

Short answers to yes/no questions

	subject	auxiliary verb (do)
Yes,	I	do.
No,	we	don't.

NOT **Yes, I like. No, we don't like.**

PRACTICE

1 Put the words in the correct order to make questions.

- you / Do / classes? / like / English / your
Do you like your English classes?
- in / Mr / live / Brown / and / Mrs / New York? / Do
- Sonia / you / each / and / Do / know / other?
- to / go / same / your / Do / children / the / school?
- TV? / of / watch / your / a / children / Do / lot
- Ben / Janey / and / Are / married?
- here? / come / you / near / Do / from
- home? / you / Do / at / English / speak

2 Read the answers to the questions in Ex 1. Correct the mistake in each answer. One answer is correct.

- Yes, I **like. do**
- No, they don't live.
- Yes, we know.
- No, we go to different schools.
- Yes, I do.
- No, they don't.
- Yes, I'm from Madrid.
- No, we aren't. We speak Japanese.

3 Read the texts and write the *wh*- questions. Use the verbs in brackets.

Name: ¹Xavier ²LeBon
Address: ³1 Bonny Gardens, NW3 9BJ
Occupation: ⁴Hotel Manager
Company: ⁵Art Hotel

- What's your name**? (be)
-? (spell)
-? (live)
-? (do)
-? (work)

STUDENT CARD

NAME: Martina Fernandez
COUNTRY: ⁶Argentina
CLASS: English
TIME: ⁷9-12 Mon-Fri
TEACHER: ⁸Michael

-? (come)
-? (study)
-? (be)



1B present simple: *he, she, it*

REFERENCE ◀ page 11

Positive and negative

He likes rock music. He **doesn't** like rock music.

subject	auxiliary verb (does)	infinitive (+ -s, -es)	object or phrase
He		knows	my brother.
She		finishes	at six.
It	doesn't	like	fish.
		have	a camera.

We use the contraction *doesn't* (= *does not*) for negatives in speaking and in informal writing.

The train **doesn't** go to Central Station.

Spelling

most verbs	add -s	plays s lives s
verbs ending -ch, -sh, -s, -x	add -es	teach es
verbs ending consonant + -y	change to -ies	stud ies
do and go	add -es	do es go es
have		h as

Questions

He likes rock music. **Does** he like rock music?

	wh-question word	auxiliary verb (do)	subject	infinitive	object or phrase
wh-questions	What	does	'famous'	mean?	
	Why	does	Tony	like	him?
yes/no questions		Does	Emma	play	tennis?
			your sister	live	near here?

Short answers to yes/no questions

	subject	auxiliary verb (do)
Yes,	she	does.
No,	he	doesn't

NOT **Yes, she works. No, he doesn't work.**

Do and does can be:

- an auxiliary verb
Do you play tennis? She **doesn't** like spaghetti.
- a normal verb
He **does** his homework every day.
What do you **do**? (= What's your job?)



Marta's room

PRACTICE

- Look at the picture and write eight sentences about Marta. Use the verbs to help you.
- Complete the text with the correct form of the verbs in the box.

cook drive enjoy fly not have
not like read relax teach work

The couple that does it all!

Ken and Susie Parker are famous in their home town of Queenstown, New Zealand. Everybody knows them because they do everything! In the mornings, Susie ¹ as a shop assistant in a ski shop. In the afternoons she ² storybooks to children in the local school. In the evenings she ³ Maths classes. Her students ⁴ her classes because she's a good teacher and she's very funny.

Ken ⁵ a taxi, the school bus and a tourist boat. On Saturdays he's a pilot and he ⁶ a small plane for groups of tourists.

From Monday to Saturday Ken and Susie ⁷ very much free time, so on Sundays they have a day off. Ken ⁸ lunch because Susie ⁹ cooking. She just sits and ¹⁰ in the garden.

- Read the answers to questions about Ken and Susie. Write the questions.

- Where does Susie work? In a ski shop.
-? She reads to children.
-? Maths classes.
-? Because she's a good teacher.
-? A taxi, a bus, and a boat.
-? A small plane, for groups of tourists.
-? No, she doesn't. She hates cooking.
-? She relaxes in the garden.

1C How to ... make suggestions

REFERENCE

◀ page 13

We use these phrases to make suggestions:

	infinitive	object or phrase
Let's	have	a coffee.
Can we	meet	at half past seven?
Would you like to	see	a film?

Let's = Let us

	noun or time
How about	a break?
What about	three o'clock?

We use these phrases to respond to suggestions:

positive	negative
OK.	I'm sorry, I can't.
Sure.	Sorry, I'm busy then.
Sure, that's fine.	Sorry, I can't. Another time?
Good idea.	
Perfect!	
I'd love to.	

We use *Do you like* to ask about things that are always true.

Do you like (coffee/orange juice)?

Do you like (playing tennis/speaking Spanish)?

We use *Would you like* to make suggestions.

Would you like (a coffee/a bottle of water)?

Would you like to play (tennis/chess)?

PRACTICE

1 Choose the correct word(s) to complete the conversations.

1 A: I **have** / **am** really hungry.

B: Yeah, me, too. **Let's** / **Can we** have something to eat.

2 A: **Let me** / **Can we** meet tomorrow?

B: Yes. **What about** / **Would you like** three o'clock?

A: Sorry, I can't. I'm busy. What about six o'clock?

3 A: I feel very tired.

B: **Would you like to** / **What about** have a break?

A: Good idea. **How about** / **Let's** a coffee?

B: Sure.

4 A: **Can we** / **Would you like** to play football on Saturday?

B: Sorry, I **don't** / **can't**. I'm busy. How about Sunday?

2 Complete the conversations.

A: Gina, would you like ¹..... play tennis tomorrow?

B: I ²..... love to. Where?

A: In the park. Can ³..... meet at 11.00?

B: Sure, that ⁴..... fine.

A: Let ⁵..... have lunch.

B: Sorry, I can't now. ⁶..... time?

A: No problem. How ⁷..... Saturday?

B: ⁸..... idea!

3 Correct the conversation. Add the words in the box.

about Can can't Let's like 'm perfect we

<

Chat

Scott + Joel

📞 📺 📶

Hey, how are you? 11:25

'm

Not so good. I really angry at my manager. 11:25 ✓✓

Oh dear. Would you to talk about it? 11:25

Yes. we meet now? 11:26 ✓✓

I'm sorry I. How this afternoon? 11:26

OK. Where? 11:26 ✓✓

meet in the park. 11:27

What time? 11:27 ✓✓

Can meet at five? 11:27

That's! See you there. 11:27 ✓✓

1D possessive 's, s'

REFERENCE

◀ page 14

We use 's with a person to talk about family and possessions.

Janna is my **father's** sister. NOT ~~Janna is the sister of my father.~~

Where are **Pete's** glasses? NOT ~~Where are the glasses of Pete?~~

We use 's with one person.

My **brother's** wife is from Poland.

We use s' with more than one person.

My **parents'** house is near here. (two parents)
NOT ~~My parent's house is near here.~~ (one parent)

With irregular plurals, we use 's.

This is the **children's** bedroom. NOT ~~This is the childrens' bedroom.~~

We can also use 's or s' with no noun after it.

This book isn't mine. It's **Kiera's**.

This car isn't mine. It's **my parents'**.

We don't usually use 's or s' with things. We use of.

Would you like to see a video **of** our holiday?
NOT ~~Would you like to see our holiday's video.~~

Notice We also use apostrophe 's for contractions.

Max is **Pippa's** husband = possessive

Pippa's at home = contraction: *Pippa is*

When a name ends in -s, we usually use -s's.

This is **Charles's** car.

PRACTICE

1 Choose the correct words to complete the sentences.

- It's **the laptop of Pete** / **Pete's laptop**.
- Are they **Jennifer's** / **Jennifers'** sunglasses?
- This is my **boy's** / **boys'** bedroom. They're five and seven years old.
- It's not my bag. It's **John's** / **Johns'**.
- Where are the **men's** / **mens'** toilets?
- The **end of the film** / **film's end** is sad.

2 Use the prompts to make sentences. Remember to use 's, s' or of.

- Naomi / be / Anton / daughter.
Naomi is Anton's daughter.
- Makiko / favourite / colour / be / purple.
- My / brother / names / be / Zayn, Malek and Amir.
- Eddie / be / the children / father.
- This wallet / be / Nikolay.
- My / sister / husband / job / be / interesting.
- Juan / have / all the students / tickets.
- I / be / in / a / women / football team.

3 Complete the text with ten apostrophes, six for possession and four for contractions.



Jacobs an old friend of mine from university.
His wifes name is Angela and they are both
doctors at the local hospital. They have three
children. Their daughters names are Vicky
and Sue and their sons names Jeff. Vickys at
university and lives with them and Sues flat is
near the city centre. Jeffs married and lives in
his wifes parents house.

4 Correct the words in bold. Use an apostrophe.

- A: I think they're Stefan's books.
B: No, they aren't **Stefan**. They're my books.
No, they aren't Stefan's.
- A: Hey! That's my laptop!
B: No, it isn't. It's **Chris**.
- A: Is it your car?
B: No, it's my **parents**. They live near here.
- A: Thanks for a lovely evening!
B: Thank you for coming. Is this your coat?
A: No, It's **Sam**. This is my coat.

2A countable and uncountable nouns; *a, an, some, any*

REFERENCE

◀ page 19

Countable nouns [C] are things we can count in English. They can be singular or plural.

banana/bananas, onion/onions, vegetable/vegetables

Uncountable nouns [U] are nouns we **can't** count in English. They are not usually plural.

water, pasta, rice NOT ~~waters, pastas, rices~~

We use these quantifiers with nouns:

quantifier	noun	example
a an	singular countable	I have a banana for breakfast. Do you want an apple ?
– 2, 3, 4 ...	plural countable	Does Milly like bananas ? We need four apples .
–	uncountable	I like fish . Fruit is good for you.*

*With uncountable nouns, we use a singular verb.

This pasta is delicious. Our rice comes from India.

We use *some* to talk about a general amount, not an exact number.

We use *a lot of* for a big number or amount.

We use *any* in negative statements and questions.

quantifier	noun	example
some a lot of	plural countable	Let's buy some beans . You have a lot of grapes .
	uncountable	I'd like some pasta . We eat a lot of rice .
any	plural countable	I can't see any potatoes . We don't have any lemons .
	uncountable	Can you see any lamb ? Do you have any orange juice ?

We use *some* and *something* in questions to ask for and offer things.

Can I have some sugar, please?

Would you like something to drink?

PRACTICE

1 Correct the mistake in each sentence. Two sentences are correct.

- Do you eat meats?
- Sylvie doesn't like fruit.
- Pastas are good for you.
- My parents don't eat butters.
- Do you have hot or cold milk in your coffee?
- I like a lot of toast with honeys for breakfast.
- Can I have four potato, please?
- Would you like apple?

2 Look at the picture. What does the customer buy? Write *a/an, some* or *a lot of* and the type of food.

A = some pears

3 Complete the conversation with *a, an, some, a lot of* or *any*.

- Man: What's for dinner?
Woman: Well, let's see. Oh no, we don't have
1 eggs.
Man: So I can't make an omelette. Do we have
2 spaghetti?
Woman: Yes, I can see 3 spaghetti. Five packets!
Man: Do we have 4 tomatoes?
Woman: Yes, I think so. Yes, we have 5 tomato.
Man: And 6 onion?
Woman: No, I can't see 7 onions.
Man: Oh. We just need 8 butter.
Woman: No butter, but we have 9 oil!
Man: No problem. So dinner is spaghetti with oil
and 10 tomato!



2B adverbs and phrases of frequency

REFERENCE

◀ page 21

We use adverbs of frequency to talk about how often we do something.

never	hardly ever	sometimes	often	usually	always
0%	10%	40%	60%	80%	100%

Adverbs of frequency go before most verbs.

subject	adverb of frequency	verb	object or phrase
We	always	have	breakfast at seven.
I	usually	listen	to the news.
Jayne	sometimes	goes	running in the evening.

Adverbs of frequency go after the verb *be*.

subject	<i>be</i>	adverb of frequency	object or phrase
David	's	often	very tired.
They	're	sometimes	late.

Usually and *sometimes* can also go at the beginning of a sentence. *Sometimes* can go at the end, too.

Usually my mother phones me early in the morning.

New York is very cold **sometimes**.

Negatives

subject	auxiliary (<i>do</i>)	adverb of frequency	verb	object or phrase
I	don't	always	finish	my homework.
Marta	doesn't	usually	work	at the weekend.

subject	<i>be</i>	adverb of frequency	object or phrase
I	'm not	usually	bored.
It	isn't	always	so hot here.

We use a positive verb (+) with *never* and *hardly ever*.

She never listens to me.

Stefan is hardly ever ill.

We use phrases of frequency at the end of a sentence or phrase.

I have lunch with my parents every Sunday.

We go late-night shopping on Thursdays.

Kate walks to work once or twice a month.

My brother goes on holiday three or four times a year.

PRACTICE

1 Add the correct adverb of frequency to the sentences. Use the information in brackets to help you.

- I get up early. (0%)
I never get up early.
- I have breakfast with my family. (100%)
- My father reads a newspaper on Sundays. (80%)
- We're tired in the morning. (60%)
- I go to bed before 11 p.m. (10%)
- I drink coffee. (0%)
- Nicola's late. (40%)
- My sister phones me in the evening. (60%)
- The hotel receptionist is friendly (100%)
- The coffee here is hot! (0%)

2 Put the words in the correct order to make conversations.

- A: students / My / late. / never / are
B: homework? / always / they / Do / their / do
A: Yes!
- A: often / go / How / cinema? / you / do / to / the
B: twice / Sometimes / month. / we / go / a
A: hardly / cinema. / go / ever / We / the / to
B: films / on / usually / watch / you / TV? / Do
A: films / we / online. / watch / usually / No,
- A: go? / does / How / the / boat / often
B: goes / three / times / It / day. / a

3 Rewrite the sentences so they mean the same. Use the words in brackets.

- Baz is always early for class (never)
Baz is never late for class.
- I wash my hair every Monday. (once)
- Angie isn't often ill. (sometimes)
- I drink coffee once a month. (hardly ever)
- We go out for a meal on my birthday and my husband's birthday. (twice)
- Sarfaz hardly ever eats fish. (not often)
- Bianca doesn't study in the evenings. (never)
- My brother always goes out on Saturday night. (every)

2C How to ... order a meal in a restaurant

REFERENCE

◀ page 23

We use *can*, *could* and *would like*/*'d like* to make requests in a restaurant.

Can I	have	a glass of water,	please?
Could we		some peas,	
I'd	like	some vegetable soup,	please.
I would			

Can and *could* are both polite, but *could* is a little more polite.

We use *some* to make a request with plural and uncountable nouns. Don't use *any*.

Can I have **some potatoes**, please?

Could we have **some water**, please?

We can use *the* to order something on the menu.

I'd like **the chocolate ice cream**, please.

Can I have **the salmon**, please?

To reply to requests, *yes* or *no* are not very polite. We usually answer with a phrase.

positive	negative
Yes, of course.	I'm sorry, we don't have any
Yes, certainly.	soup left.
Sure, no problem.*	I'm afraid we close at ten.

* This is informal.

PRACTICE

1 Choose the correct word(s) to complete the sentences.

- Can we have **some** / **any** bread, please?
- I'd like / I like the lamb curry, please.
- I could / Could I have some sparkling mineral water, please?
- Sure, **not** / **no** problem.
- Can we have **bill**, / **the bill**, please?
- I'm sorry, we don't have **some** / **any** chicken left.
- Could I have **a bottle** / **bottle** of water, please?
- I afraid / I'm afraid we don't have any green tea.

2 Correct the conversation. Add the words in the box. You do not need one of the words.

any Could d Do have like please
something thank you want water

- Waiter: Are you ready to order?
- Customer: Yes, can **have** some tomato soup, please?
- Waiter: you want any bread rolls with that?
- Customer: Yes, please. And for the main course I' like the steak.
- Waiter: What vegetables would you?
- Customer: I have some potatoes and green peas?
- Waiter: Would you like side dishes?
- Customer: No,.
- Waiter: And would you like to drink?
- Customer: Some mineral, please.
- Waiter: Certainly. Do you a big bottle of mineral water?
- Customer: Yes,.

3 Use the prompts to make conversations.

- A: Ready / order?
Are you ready to order?
B: Yes. / starter / have / vegetable soup?
A: What / you / like / main course?
B: Could / the Malaysian noodles?
A: like / side dishes?
B: No / thank.
A: What / like / to drink?
B: like / sparkling / mineral / please.
- A: How / meal?
B: is / very good / thanks.
A: like / look / dessert menu?
B: please. Could / yoghurt?
A: want / anything / drink?
B: A green tea, please. / have / bill?
A: Yes / course.


2D like, hate, love + -ing**REFERENCE** ◀ page 24

We use verb + *-ing* after *love, like, enjoy, don't like* and *hate*.

I love    talking to people.

I like   studying English.

I enjoy   swimming.

Shopping for clothes is OK/all right. 
= you don't like something, but you don't dislike it. It's 50/50.

I don't like  making mistakes.

I hate   living in a city.

Spelling

infinitive	-ing form	spelling rule
wait do	waiting doing	add -ing
write take	writing taking	æ, add -ing
run get up	running getting up	consonant + vowel + consonant (CVC), double the final consonant, add -ing
know play	knowing playing	verbs ending -y, -w or -x do not double the final consonant

In spoken British English and in US English people often use *like* + *to* infinitive.

We like to go on holiday in September.

What do you like to do at the weekends?

We use *like* + *-ing* to talk about things that are always true.

I like playing tennis.

We use *would like* + *to* infinitive to talk about something you want now.

I'm tired. I'd like to sit down.

**PRACTICE****1 Write the -ing form of the verbs in the box.**

come email give go
meet sit stop watch

2 Complete the article with the -ing form of the verbs in brackets.**How to relax**

When people relax, what do they like ¹ (do)? Some people enjoy ² (play) a sport and others love ³ (dance), but in a survey, many people say they don't like ⁴ (be) with other people all the time. They often feel tired and want to get away. So how do they relax? Well, many people love ⁵ (read). They really like ⁶ (sit) alone with a good book and maybe also ⁷ (listen) to music. Many people also love ⁸ (walk) alone in nature. People say ⁹ (eat) in restaurants is all right, but they don't always feel relaxed there. Interestingly, a lot of people say they don't like ¹⁰ (relax). They hate ¹¹ (take) a break from work. The question is, do they really like ¹² (work)?

3 Correct the sentences. Add the -ing form of the verbs in the box.

be choose have mix put
say sleep stand swim watch

being

- I like ~~thirty~~. It's a good age.
- Toni and I enjoy old black and white films.
- Everyone hates goodbye to people at airports.
- Do you like in hotels?
- Guz loves in the sea.
- We love picnics.
- I really like things in boxes.
- George hates shoes.
- Jo enjoys with people from other countries.
- Sam doesn't enjoy at football matches.

3A *this, that, these, those; here, there*

REFERENCE

◀ page 29

We use *this, that, these, those* + nouns.

This map doesn't have the information. Let's look in **that book**.



This pasta is really good. Can you pass me **that cheese**, please?



These plates are dirty. Are **those plates** clean?



	singular	uncountable	plural
things near me (here)	this map	this pasta	these dishes
things not near me (there)	that book	that cheese	those cups

We can also use *this, that, these, those* with no noun after it.

This is the living room.

What's that in English?

I don't usually like chocolates, but I like **these**.

Can I have one of **those**, please?

PRACTICE

1 Complete the conversations with *this, that, these, those, here or there*.

- A: This key is mine, and keys here are for you. Put them in your bag.
B: Thank you.
- A: Can I look at jeans in the window, please?
B: Sure. Just a minute. Do you mean ones here?
- A: is your room. Number 207.
B: Thank you. Where's the bathroom?
A: It's over on the other side of the room.
- A: I can't see my suitcase. It's small and red.
B: Is this it,?
A: No, but I can see it over there. woman near the information desk has it.

2 Look at the picture. Correct nine mistakes in the conversations.

- Jill: Is this coffee hot? that
Alan: That isn't coffee, it's tea.
- Kim: Those strawberries are delicious.
Alan: Yes, this are from my garden.
- Kim: And these cake is wonderful.
Jill: Thanks. It's from a new recipe.
- Jill: Can I have some of those pasta, please?
Kim: Which pasta? These one?
- Alan: What's in this sandwich?
Jill: Beef and salad. Those sandwiches are very nice.
- Jill: Are this tomatoes from your garden, Alan?
Alan: No, they're from the supermarket!

Alan Kim Jill



3B have got

REFERENCE

We use *have got* for:

- possession
- I've got* some photos of my home.
- The apartment has got* two bedrooms.
- I've got* a brother and a sister.
- How many online friends have you got?*

Positive and negative

subject	auxiliary verb: (have)	got	object
I	've		a small bedroom.
You	have		some old CDs.
We	haven't		a coffee machine.
They	have not		any coffee.
He	's	got	a new TV.
She	has		some nice paintings.
My room	hasn't		a desk.
	has not		any plants.

Have got means the same as *have* in the present simple.

I've got three brothers = *I have* three brothers.
She's got a new job = *She has* a new job.
We haven't got any coffee. = *We don't have* any coffee.
He hasn't got a car. = *He doesn't have* a car.

Questions

wh- question word (have)	auxiliary verb	subject	got	object or phrase	wh- question	What	Why	yes/no questions
	have	you		with you?			has	got
	have	he		sunglasses?			Has	
	have	we		a lesson?			Have	
	hasn't	she		any photos?			Has	

Short answers to yes/no questions

subject	auxiliary verb (have)	Yes, Yes, we have. = Yes, we do.	No, No, it hasn't. = No, it doesn't.
we	have.		
she	has.		
we	haven't.		
she	hasn't.		

Compare *have got* with *have*.

Have we got a class now? = *Do we have* a class now?
Yes, we have. = *Yes, we do.*
Has your phone got a good camera? = *Does your phone have* a good camera?
No, it hasn't. = *No, it doesn't.*

PRACTICE

1 Complete the conversations.

- 1 A: **Have** you got a pen?
B: Sorry, no I _____, but I've _____ a pencil.
A: Can I use it? Thanks.
2 A: _____ your son got a watch?
B: No, he _____. He uses his phone.
3 A: My girlfriend and I _____ tickets for the concert tonight.
B: Wow!
4 A: Oh no. I _____ my credit card with me.
B: I've _____ some money with me.
A: Oh, can I have some?

2 Put the words in the correct order to make sentences.

- 1 car? / Has / got / Meg / a
2 any / you / have / Rino, / got / brothers?
3 ten / Why / Alan / bags? / got / has
4 bananas? / Julie, / got / any / have / we
5 got / you / on / What / phone? / have / apps / your
6 homework / we / Have / got / tonight? / any

3 Correct each item (1–5). Add two words from the box.

got (x2) 've (x2) hasn't have 's (5) x2

- 1 'I love it. It **Y**new, it **Y**fast and it **Y**got wifi. I love driving it.'
's 's 's

- 2 'I've one at home. It twenty years old. I listen to it a lot, mostly music programmes.'

- 3 'She's very friendly. We got three of them, but I like her best. She's black and white and she got big black eyes. She likes playing with me in the garden.'

- 4 'My best friend's three of these in her house. The one in her bedroom is terrible! It's small and it got very good internet.'

- 5 'I got two of them, Juan and Mario. They're usually great, but sometimes we problems. We live in an apartment in the city with our parents.'

4 Look at the sentences in Ex 3. Which 's = has, and which 's = is?

It's new = It is new, it's got wifi = it has got wifi

- 5 Work in pairs. What is each person in Ex 3 talking about?
A: I think number 1 is about a car.
B: Yes. But my car hasn't got wifi!

3C How to ... make invitations and offers

REFERENCE

◀ page 33

We use this phrase to make invitations:

	verb phrase
Would you like to	come for (dinner/lunch)? come to my birthday party?

We use these phrases to respond to invitations:

positive	negative
I'd love to come. I'd love to.	I'm sorry, I can't. I'm busy (on that day/on Sunday).

We use these phrases to make offers:

	verb phrase
Let me	take your coat.
Can I	get you something to eat?
	noun or noun phrase
Would you like	a coffee? something to drink?

We use these phrases to respond to offers:

positive	negative
Thank you./Thanks. Yes, please. That's kind of you. How nice of you. I'd love (one/something/some), thanks. I'd love (a coffee/some water), please.	No thanks, I'm fine. I'm fine, thanks. That's all right. I'm fine.

PRACTICE

1 Number the sentences in the conversation in the correct order.

- A: OK, Wednesday the 17th. Have you got our address?
A: How about next week, then? Would you like to come to dinner on Wednesday?
A: Hi Alice. Would you like to come for lunch this weekend? 1
A: How about Sunday?
B: Let me check. Oh no. I'm sorry, I can't. It's my niece's birthday party on Sunday.
B: Yes, it's in my phone. Thank you very much. See you next Wednesday.
B: Next Wednesday. Yes, that's good.
B: I'd love to, but I work on Saturdays.

2 Put the words in the correct order to make a conversation.

- A: come / Hi, / in! / your / Let / take / me / bag.
B: you. / of / That / kind / 's / you. / these / for / Here, / are
A: of / How / you! / nice / coffee? / you / like / Would / a / of / cup
B: thanks. / I'd / one, / love
A: something? / or / sandwich / you / get / Can / a / I
B: fine. / you, / I / thank / 'm / No



3 Use the prompts to make sentences and complete the conversations.

- 1 Julie: Hi Chris, / it / be / me, Julie.
Chris: Oh hi Julie. How / be / you?
Julie: Good, thanks. / Listen, / like / come / Susie / birthday party / Saturday?
Chris: love / come! / How old / be / she?
Julie: She / be / four.
Chris: time / be / party?
Julie: It / be / three o'clock.
2 Julie: Hi Chris, / come!
Chris: Hello Julie.
Julie: Let / take / jacket.
Chris: Thanks.
Julie: like / something / drink?
Chris: What / you / got?
Julie: We / got / orange juice, water and tea.
Chris: I / love / orange juice, thanks.
Julie: Here / you / be.
Chris: Thanks! Where / be / Susie?

3D *there is, there are***REFERENCE** ◀ page 34

We use *there + be* to say something exists or doesn't exist.

There's a cinema, but there isn't a car park.

Positive and negative

With countable [C] nouns we use *is/are*.

There	's isn't	a	station near here. park.
	are	some a lot of lots of	good cafés close by.
	aren't	any a lot of many	shops near us.

With uncountable [U] nouns we use *is*.



traffic = uncountable [U]



noise = uncountable [U]

There	's	some a lot of lots of	traffic. noise.
	isn't	any a lot of much	

In the positive, we use *some, a lot of, lots of* with plural [C] nouns and with [U] nouns.

In the negative, we use:

- *not any, not a lot of* with plural [C] and with [U] nouns.
- *not many* with plural [C] nouns.
- *not much* with [U] nouns.

Yes/No questions

Is	there	a	supermarket near here?
		any a lot of much	traffic? noise?
Are		any a lot of many	restaurants near you? flats in your building?

In questions we use *any, a lot of, much* and *many*.

Short answers to yes/no questions

Yes,	there	is. are.
No,		isn't aren't.

We can also use *There is/are + no* in the negative.

There's no station. There's no traffic.

There are no buses today.

PRACTICE**1** Complete the questions with *Is/Are there*.

- 1 Is there a park in your neighbourhood?
- 2 any cafés?
- 3 much traffic on your street?
- 4 any shops on your street?
- 5 a playground for the children?
- 6 many food and clothes shops?
- 7 a lot of noise from the park?
- 8 many buses?
- 9 any schools?
- 10 a station?

2 Complete the short answers to the questions in Ex 1.

- 1 No, there isn't.
- 2 No,
- 3 Yes,
- 4 No,
- 5 Yes,
- 6 Yes,
- 7 No,
- 8 Yes,
- 9 No,
- 10 Yes,

3 Complete the second sentence so it means the same as the first sentence.

- 1 We've got six eggs in the fridge.
There are six eggs in the fridge.
- 2 We've got some bread in the cupboard.
There
- 3 Have we got any apples?
..... there?
- 4 Have we got any milk?
..... there?
- 5 We haven't got any rice.
There rice.
- 6 We've got some grapes.
There
- 7 Have we got many oranges?
..... there?
- 8 We haven't got much bread.
There
- 9 We haven't got a lot of potatoes.
There potatoes.
- 10 We've got lots of mineral water.
There

4A past simple of *be*: *was, were*

REFERENCE ◀ page 38

We use *was* and *were* to talk about the past.

We use it with adjectives, places, times, prices, ages and jobs.

We also use it with *to be born*.

I was born in 2005.

Positive and negative

subject	<i>be</i>	phrase
I		very happy.
He	was	a writer.
She	wasn't	born in 1998.
It		born in June last year.
We	were	at home.
They	weren't	in class.
You		there.

Questions

	<i>wh</i> - question word	<i>be</i>	subject	phrase
<i>wh</i> - questions	When	was	she	in Malaysia?
	Where	were	you	yesterday?
<i>yes/no</i> questions		Was	he	correct?
		Were	they	here?

Short answers to *yes/no* questions

	subject	<i>be</i>
Yes,	she	was.
No,	they	weren't.

PRACTICE

1 Correct the email. Add *was, wasn't, were* or *weren't*.

Hi Stefanie,

How are you? We're just back from our break in Istanbul.

was

The apartment **amazing**! It near the city centre.

There a great little café about five minutes away and a supermarket ten minutes away. The apartment very big, there only two rooms, a living room and a bedroom, but the rooms very clean and the furniture new. It quiet because there much traffic nearby, and there very many tourists. We in the apartment very much because we outside all day. Let's go for a coffee soon and I can tell you all about it.

Bye for now.

Lynn



Ada Lovelace

2 Complete the questions and answers in the past. Use two words for each item (1–10). A contraction = two words.

1 Q: **Who was** Ada Lovelace?

2 A: a famous scientist.

3 Q: American?

4 A: No, she She was British.

5 Q: was born?

6 A: She in 1815.

7 Q: her parents?

8 A: Her Lord Byron and his wife Annabella.

9 Q: was famous?

10 A: She famous because of her work on the first computers. a woman!

3 Complete the sentences with the present simple or past simple form of *be*. Use the positive (+) or negative (-) form.

1 Paula **was** (+) a student here in 2010 and now she (+) a teacher.

2 I (-) well at the weekend, but I (+) fine now.

3 Hannah and Billy (+) OK today, but they (-) OK yesterday.

4 Kiefer (-) at work today, but he (+) here yesterday.

5 We (+) at home on Friday, but we (-) at home today.

6 My driving lesson (-) easy today and it (+) difficult yesterday.

4B *how much, how many; how + adjective***REFERENCE**

◀ page 41

We use questions with *How much* and *How many* to ask about amounts and numbers.

uncountable	countable
water	glasses of water
money	coins
traffic	cars
furniture	chairs
luggage	bags

Questions

		noun	phrase
uncountable	How much	water	is there in the human body?
		money	do we need?
countable	How many	countries	are there in Europe?
		bags	have you got?

Answers

uncountable	A lot! Water is about sixty percent of the human body. Not much. About ten dollars.
countable	A lot! I think there are forty countries. Not many. Only three.

We often use *How much* with no noun to ask about the price or the weight of something.

A: How much is that phone?

B: It's sixty euros.

A: How much does your luggage weigh?

B: Twenty kilos.

We can also ask questions with *How + adjective*.

	adjective	phrase
How	tall	is the Eiffel Tower?
	big	are the classes?
	high	are the Andes?
	old	are your children?
	long	do elephants live?*
	far	is your home from the station?**

* NOT **How long time**

** Also: **How far is it from your home to the station?**

We often use short answers: *Not much. Not many. Not far. Not long.*

A: How long do you usually wait for a bus?

B: Not long. Maybe five minutes.

A: How many people were there at the meeting?

B: Not many. Only three.

We use short questions to check information.

A: The lake is 235 metres deep.

B: Sorry, could you say that again?/Sorry. How deep?

A: The class is fifteen euros an hour.

B: Sorry. How much?

PRACTICE**1** Complete the conversation with the words in the box.

far how (x2) long many (x2) much (x2)
nice not old tall

A: Your cat is ... big. How ¹ does she eat?

B: ² much. Only about ten kilograms of food a day.

A: Sorry, how ³ ?

B: Ten kilos a day.

A: That's a lot. And how ⁴ litres of milk does she drink?

B: Not ⁵ Only three.

A: ⁶ many? That's a lot!

B: Well, she weighs fifty kilos ...

A: Sorry, ⁷ many ?

B: Fifty kilos. And she's one metre tall.

A: How ⁸ ? That isn't possible!

B: And she's very sporty. She runs for an hour every day.

A: How ⁹ ?

B: For about an hour. Maybe four kilometres.

A: How ¹⁰ ? Four kilometres!

B: And she's not very young anymore.

B: How ¹¹ is she?

A: Forty years old. It's her birthday today.

B: How ¹² ! Happy Birthday!

2 Read the answers. Then use the prompts and *much*, *many* or an adjective to make the questions.

1 Q: How / coffee / you / drink / every day?

A: A lot!

How much coffee do you drink every day?

2 Q: How / states / be / there / the USA?

A: Fifty, I think.

3 Q: How / be / your parents?

A: Sixty and fifty-six.

4 Q: How / be / you?

A: 1.7 metres.

5 Q: How / be / it / from the city centre / airport?

A: Ten kilometres.

6 Q: How / money / you / got ?

A: Ten euros, for the cinema.

7 Q: How / be / your / last holiday?

A: It was two weeks.

8 Q: How / be / English / from your language?

A: It's very different.

9 Q: How / brothers and sisters / you / got?

A: One brother but no sisters.

10 Q: How / traffic / be / there / this morning?

A: A lot! It was terrible.

4C How to ... get help in shops

REFERENCE

◀ page 42

We use these phrases to make requests in shops:

Can I	pay (by phone/by card)?
Could I	have a receipt?
I'd like	a phone charger, please .
Do you	sell batteries?

Can and *could* are both polite, but *could* is a little more polite.

We use these phrases to request other people to do things:

Can you	put in your PIN number here?
Could you	help me?

We use these phrases to end a conversation with a shop assistant:

I'll take	this one, please .
I'll have	them, please .
	these shoes, please .
I'll leave	it, thank you . It's not right.
	them, thank you . They're not right.
I'll think about	it.

We use prepositions or adverbs in these phrases:

Can I pay **by card/phone**?

Can I pay **in cash**?

Can I **try on these shoes**?

Have you got these **in a different size**?

Other useful phrases for shopping:

How much is it?

How much is (this bag/that laptop)?

How much are (those headphones/these batteries)?

Where are the changing rooms?

A: **What size are you**?

B: I'm (a medium. I'm size 16).

A: **Anything else**?

B: **No, that's it**.

*We can also use *How much is that?* or *How much is that altogether?* when we pay.

PRACTICE

1 Complete the conversation.

A: Do you ¹s..... earphones?

B: Yes, we do. Here they are.

A: I'll ²t..... these, please.

B: Would you like anything ³e.....?

A: No, thank you. Can I pay by ⁴c.....?

B: Yes, of course. Could you put your ⁵p..... n..... in here, please?

A: Could I have a ⁶r....., please?

2 Put the words in the correct order to make sentences.

1 you / Do / batteries? / sell

2 are / rooms? / Where / changing / the

3 take / I'll / pairs / two.

4 receipt, / give / you / Could / me / a / please?

5 Can / try / them / I / on?

6 leave / thanks. / I'll / it,

7 in / you / larger / got / a / Have / size? / them

8 by / phone? / pay / Can / I

9 that / No, / all. / 's

10 much / that / altogether? / How / is

3 Complete the conversation with sentences from Ex 2.

A: I think these jeans are too small.

¹.....?

B: I think so. Let me check. Yes, here you are.

A: Thanks. ².....?

B: Yes, of course. The changing rooms are over there.

A: These feel good. ³.....

B: Anything else?

A: ⁴..... . Where can I pay?

B: I can take the payment. How would you like to pay?

A: ⁵.....?

B: Yes, that's fine.

A: ⁶.....?

B: That's forty dollars.

4 Use the prompts to make a conversation.

A: Hello. / I / try / trousers, / please?

B: Yes, / course.

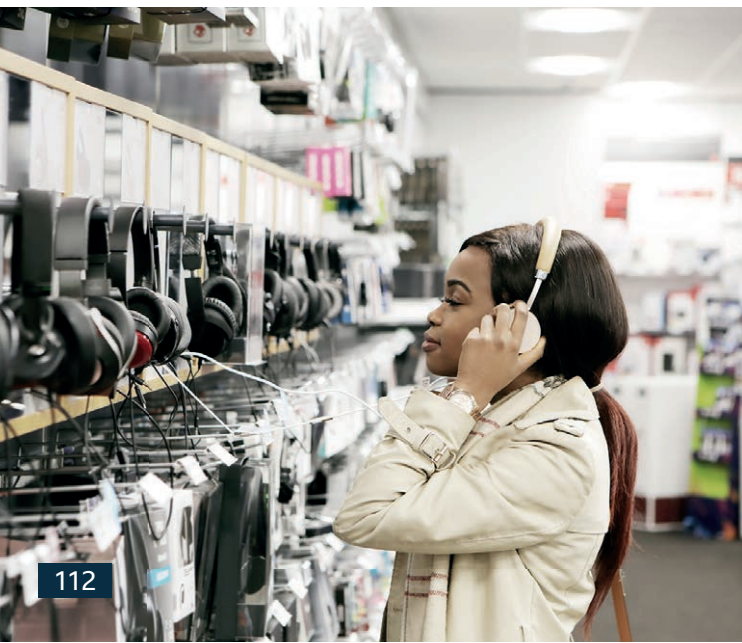
A: Where / be / changing rooms?

B: They / be / over there / next / the dresses.

...

B: How / they?

A: I / leave / thank you. / They / be / not right.



4D *should, shouldn't; imperatives***REFERENCE** ◀ page 44

We use *should* and *shouldn't* + infinitive to give advice.

Positive and negative

subject	<i>should</i>	infinitive	object or phrase
You	should	bring	a lot of money.
They	shouldn't	come	in winter.

Questions

	wh-question word	<i>should</i>	subject	phrase
wh-questions	What	should	I	bring?
	How long	should	we	stay?
yes/no questions		Should	we they	bring sunglasses? drive?

Short answers to yes/no questions

	subject	<i>should</i>
Yes,	you	should.
No,	they	shouldn't.

NOT **Yes, you should bring. No, they shouldn't drive.**

Imperatives

We use imperatives to give strong advice.

The positive is the same as the infinitive. We use *Don't* + infinitive in the negative.

Come early.

Don't be late.

We can use *please* at the beginning or the end of the sentence to soften the advice.

Please bring strong shoes. Don't take photos, please.

We can use *always* and *never* with imperatives.

Always wear a hat.

Never leave your passport in your hotel room.

Imperatives are often used in rules.

Don't talk in the exam. Leave everything on your desk.

PRACTICE**1** Complete the conversation with *should* or *shouldn't* and the words in the box.

bring go (x2) spend

Ask the **TravelWizard** ...

Wolfie37:

We want to travel to Japan in January.

¹ we ² warm clothes?

TravelWizard:

Yes, you ³ It's cold then.

Wolfie37:

Oh, so maybe we ⁴ go in January.

TravelWizard:

No, you ⁵ You should ⁶ in spring.

Wolfie37:

OK. ⁷ we ⁸ to Kyoto?

TravelWizard:

Yes, you ⁹ It's a beautiful city.

Wolfie37:

How many days ¹⁰ we ¹¹ there?

TravelWizard:

Two or three. You ¹² go for only one day.
There's a lot to see.

2 Look at the pictures and correct the sentences. Use the imperative form.

1 No walk on the grass.
Don't walk on the grass.



2 Not pick the flowers.



3 Please rubbish in the bin.



4 In storms, use not mobile phones.



5 Walking this way.



6 Dangerous hills!
No climb.



7 You go right.



8 Please no feed the monkeys.

5A past simple: regular verbs

REFERENCE

◀ page 49

We use the past simple to talk about:

- single actions in the past.
The meeting **started** at ten o'clock.
- habits and routines in the past.
Paolo **sometimes worked** from home.
- states in the past. I **loved** living by the sea.

Positive

infinitive	past simple	spelling rule
look	look ed	add <i>-ed</i>
listen	listene d	
play	playe d	
use	use d	verbs ending <i>-e</i> , add <i>-d</i>
arrive	arrive d	
stop	stop ped	one-syllable verbs ending CVC, double the final consonant, add <i>-ed</i>
plan	plann ed	
study	studie d	verbs ending consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> , add <i>-ed</i>
try	trie d	

Notice

Verbs ending *-w* or *-x* do not double the final consonant.

They **relaxed** by the sea.

Two-syllable verbs ending CVC and *-l*, double the *-l*.

He **travelled** with his family.

Negatives

We use *did* to make negatives, similar to the present simple.

I **don't live** in the city centre. I **didn't live** in the city centre.

subject	auxiliary verb (<i>did</i>)	infinitive	object or phrase
I/You/We/They	didn't	study	French at school.
He/She/It	did not	watch	TV yesterday.

Notice When we speak, or write texts and emails to friends, we use the contraction *didn't*.

I **didn't finish** that book. NOT I ~~didn't finished~~ that book.

Yes/No questions

We use *did* to make *yes/no* questions. This is similar to the present simple.

Do you like that video? Did you like that video?

auxiliary verb (<i>did</i>)	subject	infinitive	object or phrase
Did	I/you/we/they	want	to leave?
	he/she/it	work	at home?

Notice

Did you finish that book? NOT Did you finished that book?

I finish**ed** the book. I **didn't** finish the book.

She lik**ed** the film. **Did** she like the film?

PRACTICE

1 Complete the story with the past simple form of the verbs in brackets.

One Saturday morning in Seattle, Ken
¹ (stop) in front of the Café Brioche and
² (study) the menu in the window. He ³
 (enter) the café and ⁴ (order) lunch.
 The waiter's ten-year-old son ⁵ (be) there
 and ⁶ (want) some money for an ice cream.
 The waiter ⁷ (show) the boy his closed
 hands. He ⁸ (ask) his son, 'Which one do
 you want?' The boy said, 'Open your hands.
 Show me.' So the waiter ⁹ (open) his hands.
 There was a twenty-dollar note in his left hand,
 and a five-dollar note in his right hand. Then he
 closed both hands.

The boy ¹⁰ (look) at the left hand, then at
 the right hand, and finally ¹¹ (point) to
 the waiter's right hand. 'That one,' he said. The
 waiter ¹² (smile) and put the five dollars on
 the table. The boy happily ¹³ (pick up) the
 five-dollar note and ¹⁴ (walk) out of the café.
 The waiter said, 'Why does he always do that?
 Every time! He's a clever boy. I don't understand!
 Later, after lunch, Ken ¹⁵ (call) the boy over
 to his table. The waiter was busy at a different
 table. 'Hey, kid, can I ask you a question?
 Why did you pick the right hand?' The boy
¹⁶ (laugh). 'That's easy. If I pick the hand
 with twenty dollars, then that's the last time I get
 any money.'

2 Use the prompts to make conversations about the past.

1 A: you / close / the window?

Did you close the window?

B: No, I / not. / I'm sorry.

A: And / you remember / to lock the door?

B: Yes, / do.

2 A: you / enjoy / your holiday?

B: Yes, it / be / great.

A: be / very hot in the desert?

B: Yes. We / not / walk / in the daytime. We /
 travel / at night.

3 A: your manager / answer / your question /
 yesterday?

B: No / he / not. / So I / repeat / the question.

A: How many times / you / ask him?

B: I / ask / him five times, but / he / not / answer.

5B past simple: irregular verbs; *wh*- questions

REFERENCE

◀ page 50

Many common verbs have irregular past simple forms.

Positive

infinitive	past simple	infinitive	past simple
become	became	leave	left
come	came	meet	met
do	did	read	read
drive	drove	ring	rang
get	got	say	said
give	gave	take	took
go	went	wake up	woke up
have	had	win	won
know	knew	write	wrote

See more examples on page 176 in the Verb table.

Negatives

Negatives are the same as regular verbs.

subject	auxiliary verb (<i>did</i>)	infinitive	object or phrase
They	didn't	have	a party.
She	did not	do	the homework yesterday.

Yes/No questions

Yes/No questions are the same as regular verbs.

auxiliary verb (<i>did</i>)	subject	infinitive	object or phrase
Did	you	go	to Italy?
	he	write	to you?

Wh- questions

Wh- questions are the same for regular and irregular verbs.

<i>wh</i> - question words	auxiliary verb (<i>do</i>)	subject	infinitive	object or phrase
Who		you	meet	yesterday?
What		she	do	after college?
Where		they	go	to school?
When	did	I	work	there?
How long		they	live	in Colombia?
Why		he	come	here?

Be careful with the verb *have*.

I didn't have breakfast. NOT ~~I hadn't breakfast.~~

When did you have breakfast? NOT ~~When had you breakfast?~~

Notice *be* is different. **She wasn't at work yesterday.**

We weren't at home yesterday afternoon.

Where was he last month? Where were they last week?

We use the past simple with past time phrases.

We finished at five o'clock/yesterday evening/on Sunday/last week/five days ago/in July/after dinner/before lunch.

I lived next to Simon for five years/from 2005 to 2010/all year. When I was a child, I didn't enjoy sport.

PRACTICE

1 Complete the conversation with the past simple form of the verbs in the box.

be become come do give
go have leave **meet** take

A: Who's the guy in this photo?

B: That's Hung, a good friend. He's from Vietnam.

A: He looks nice.

B: Yes, we ¹ **met** in an online game about three years ago. We often played together and we ² friends. We started talking to each other online, maybe once a week. We ³ a lot in common. We both enjoyed gaming and reading comic books. After about a year he ⁴ over here to the USA for a gaming convention. It was in New York and I ⁵ too. We ⁶ really happy to meet each other. He ⁷ me a present, his favourite comic book from 2000.

A: Wow. And what did you ⁸ for him?

B: I ⁹ him to my favourite restaurant for dinner.

A: Nice. How did you feel when he ¹⁰ ?

B: Sad. But we'll meet again in August.

2 Read the sentences. Look at the answers in bold and write the *wh*- questions.

1 Three years ago Paola became a doctor **because she wanted to help people.**

When did Paola become a doctor

Why

2 I met Jim in 2019 **at a dance.**

.....?

.....?

3 William had some toast for breakfast and left home **at nine.**

.....?

.....?

4 I had my first car for three years. I gave it to my sister **because it was too small.**

.....?

.....?

5 We went to a party at the weekend, but we only knew **three people.**

.....?

.....?

5C How to ... apologise and make excuses

REFERENCE page 53

We use these phrases to apologise:

I'm sorry	I'm late.
I'm very sorry	
I'm so sorry	
I'm really sorry	

We don't need *I'm* especially when we speak informally.

Sorry I'm late.

So sorry I'm late.

Really sorry I'm late.

We use *very*, *so* and *really* to make the apology strong.

We use these phrases to make an excuse (give a reason):

The (train/bus) was late.

I missed the (bus/train).

I had the wrong (time/room/place).

There was a problem with my (computer/wifi/car/alarm).

My wifi was down./My cat wasn't well.

I left my (glasses/wallet/bag) at home.

We use these phrases to respond to apologies:

That's all right.

It's OK.

No problem.

PRACTICE

1 Correct six mistakes in the conversation.

I'm

A: Hi Guy. Sorry ~~for the~~ late. But I'm ready to play tennis now.

B: Where were you? I tried to phone.

A: Well, I forgot my phone in a taxi.

B: I see.

A: Then I lost the bus. I waited half an hour for another bus.

B: Well, we have fifteen more minutes.

A: What do you mean? Don't we start at three? It's only 3.15.

B: No, our time is from 2.30. We finish at 3.30.

A: Oh, I so sorry. I had the bad time!

B: That's a right. No problem. Let's play!

2 Look at the pictures and complete the excuses.



1 Sorry,



2 Sorry,



3 Sorry,



4 Sorry,



5 Sorry,



6 Sorry,

3 Use the prompts to make a conversation.

A: Hi Paul.

B: Hi. / I / sorry / I / be / late. / be / a problem / my car.

A: Be / it / OK?

B: No, so / I / come / train, / but / miss / the first train.

A: We / phone / you, but there / be / no answer.

B: Yes, I / leave / phone / in / car!

A: Oh no!

B: Then / second train / be / late.

A: Well, you / be / here now. / Let / look / the menu.

B: I / really / sorry.

5D adjectives and modifiers

REFERENCE

◀ page 54

Adjectives

We use adjectives **before** nouns.

Berlin is a **large city**. NOT ~~a city large~~.

We use adjectives **after** the verbs *be*, *look* and *feel*.

The film **was great**.

Those jeans **look nice**.

I **feel hungry**.

We don't use *and* between adjectives.

We've got a **fantastic new car**.

NOT ~~a fantastic and new car~~.

We never use plural adjectives.

Have you got any **black shoes**? NOT ~~blacks shoes~~.

Modifiers

Some words make an adjective strong (intensifiers) and some words make an adjective weak (qualifiers).

		intensifier	adjective
This city is	*****	so really very too	busy. noisy. expensive.
	***	-----	
		qualifier	adjective
Sam is	**	quite	angry.
	*	a bit	tired.

We use *too* + adjective for a problem.

This city is **too noisy**. I can't sleep.

We use *a bit* with negative ideas or adjectives.

It's **a bit boring**. NOT ~~It's a bit good~~.

PRACTICE

1 Put the words in the correct order to make sentences.

- home. / Have / journey / safe / a
- near / café / a / 's / good / here. / There / really
- black / like / you / shoes? / Do / those
- very / manager / hotel / friendly. / The / wasn't
- problem. / quite / I / angry / feel / the / about
- evening. / you / great / Thank / a / for
- picnic / wet / today. / It / too / for / 's / a
- his / a / bored / bit / with / Dan / 's / job.
- bed / hard / me. / for / This / is / too
- brother / food? / Mexican / Does / like / your

2 Correct the mistake in each sentence. Three sentences are correct.

- It's a beautiful and old town.
- It's a street very long.
- You look really tired.
- This bus is a bit comfortable.
- This food is too delicious.
- I'm so happy!
- She's so much kind.
- The teacher is quite angry.
- Could we have two coffees small, please?
- These questions are too difficults.

3 Choose the correct word(s) to complete the conversations. Sometimes both are correct.

A: How are you today?

B: I feel ¹ **really** / **so** relaxed!

A: Oh, good. You look ² **very** / **too** well.

B: Thanks!

A: That party wasn't ³ **very** / **quite** good. The food was bad, and I was ⁴ **so** / **too** hungry.

B: I thought the food was ⁵ **a bit** / **really** good, but the music was ⁶ **too** / **very much** loud. I'm ⁷ **really** / **quite** tired. Let's go home.

A: Look at this phone. It's ⁸ **quite** / **a bit** nice.

B: But the camera isn't ⁹ **very** / **quite** good. Look at this one.

A: Let me see. It's ¹⁰ **really** / **too** expensive. What about that one?



6A present continuous

REFERENCE

◀ page 58

We use the present continuous to talk about something happening now.

I'm listening to you.

We don't use it with state verbs (these are often verbs of thinking and feeling).

I know him. NOT **I'm knowing him.**

I like music. NOT **I'm liking music.**

Positive and negative

subject	auxiliary verb (be)	infinitive (+ -ing)	object or phrase
I	'm	doing	my homework.
	'm not	watching	TV.
He	's	eating	at the moment.
She	isn't	walking	in the park.
It			
We	're	waiting	for a bus.
You	aren't	talking.	
They			

We can make negatives in two ways:

It isn't raining OR **It's not raining.**

You aren't listening OR **You're not listening.**

Spelling

infinitive	-ing form	spelling rule
wear	wearing	add -ing
come	coming	æ, add -ing
run	running	CVC, double the final consonant, add -ing
relax	relaxing	verbs ending -y, -w or -x do not double the final consonant

Questions

	wh-question word	auxiliary verb (be)	subject	infinitive + -ing
wh-questions	What	am	I	doing?
		is	he	
		are	you	
yes/no questions		Am	I	driving?
		Is	she	
		Are	they	

Short answers to yes/no questions

	subject	auxiliary verb (be)
Yes,	I	am.
	she	is.
	they	are.
No,	I	'm not.
	it	isn't.
	we	aren't.

PRACTICE

1 Read what the speakers say. Then use the prompts (1–10) to make excuses. Use the present continuous.

Client: Can I speak to Ms Moore, please?

Assistant: I'm afraid she's not available ...

- talk to the manager
She's talking to the manager.
- meet a client
- work from home
- have an early lunch
- not sit at her desk

Temi: Hello, Mr Mondahl. Are Mikal and Gina there?

Mr Mondahl: No, they aren't here.

- visit some friends
- play football
- make a video for their website
- run in the park
- not answer my messages

2 Complete the phone conversation. Use the present continuous form of the verbs in the box.

check do get sell sit stand walk wear

Jared: Hi, Hi. Eva, can you hear me?

Eva: Hello, Jared. I'm here. I ¹ **m standing** in front of the metro station now. Where are you?

Jared: I ² at a table outside the café.

Eva: Which café?

Jared: Can you see the woman in the centre of the square? She ³ flowers.

Eva: Er, yes, I can. OK, now I ⁴ towards her.

Jared: Look behind the woman. Can you see the café?

Eva: Yes, but I can't see you. What ⁵ you ?

Jared: A red T-shirt. Can you see me now?

Eva: Yes. Just a minute.

Jared: What ⁶ you ?

Eva: I ⁷ a message on my other phone. Hey, I can't see you now. Where are you?

Jared: I'm inside the café. I ⁸ a coffee. What would you like to drink?

3 Read the answers and write questions about the conversation in Ex 2. Use the present continuous.

- Where is Eva standing?** in front of the metro station
- ? at a table outside a café
- ? flowers
- ? Yes, he is, a red T-shirt.
- ? because he's getting a coffee

6B comparative adjectives

REFERENCE ◀ page 61

We use comparative adjectives to talk about the differences between two things or people.

Cars are **slower** than bikes in the city centre.

We use *than* to compare things and people.

Callan is **taller than** Erik.

We often use *which* to ask questions about the differences between two things.

Which is more comfortable, the train or the bus?

Spelling

adjective	comparative	spelling rule
long	longer	one-syllable adjectives, add <i>-er</i>
nice	nicer	one-syllable adjective ending <i>-e</i> , add <i>-r</i>
big	bigger	adjectives ending CVC, double the final consonant, add <i>-er</i>
happy	happier	one or two-syllable adjectives ending consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> , add <i>-er</i>
comfortable	more comfortable	many two-syllable and all longer adjectives, <i>more</i> + adjective
good/well bad far	better worse further/farther	irregular adjectives

PRACTICE

1 Complete the sentences with the comparative form of the adjectives in brackets.

- My brother is **younger** than me. (young)
- The fish here is than the fish in the supermarket. (cheap)
- Our new hotel room is than our old room. (good)
- This photo is than your old photo. (beautiful)
- Yesterday was than today. (sunny)
- The journey was than I remembered. (far)
- The internet is than usual today. (slow)
- You are than your brother! (bad)

2 Complete the article with the comparative form of the adjectives in brackets.

When are bikes better?

In the 1990s bike sharing started in cities all around the world. Bikes were often ¹ **faster** (fast) than buses for travelling around a city. Bikes were also ² (clean) for cities than cars, but were they ³ (good) for people? We spoke to one city worker, Sergio. 'When it started, it was great. The bike was ⁴ (quick) than the metro and it took me ⁵ (near) to my office. My travel time was ⁶ (short) than before and the journey to work was ⁷ (interesting).' Then winter came. 'I didn't enjoy winter. Of course the journey was ⁸ (difficult) than before. It was ⁹ (cold) and ¹⁰ (wet) and the traffic was ¹¹ (bad), so the journey felt ¹² (dangerous). Sometimes the bikes weren't in the correct place and I felt stressed when I arrived at work.' Now Sergio wants to know about the city's new electric bikes. 'People say they are ¹³ (safe) and ¹⁴ (easy) to ride than the old bikes.' Maybe next summer? 'Maybe!' he says.



3 Use the prompts to make questions.

- Everest / high / Mount Fuji?
- Paris / expensive / London?
- Bogotá / far / from the Equator / Buenos Aires?
- some beetles / strong / elephants?
- Mexico City / hot / Madrid?
- the pyramids in Egypt / old / Machu Picchu in Peru?
- London / dry / Edinburgh?

6C How to ... give directions

REFERENCE

◀ page 62

We use these questions to ask for directions:

How do I get

Can/Could you tell me the way

What's the best way

How far is it

to the station?

We use these phrases with imperatives to give directions:

Turn	left right	just before the park. just after the traffic lights. at the crossroads at the end of the road. onto College Street.
Go Continue Walk	(straight on)	to the end of the road. past the statue. along the road. up the hill.
The museum	is	on the right. on your left. on the corner of X and Y. in front of you.

We can also use *You*: You turn left. You go straight on, etc.

PRACTICE

1 Choose the correct preposition to complete the sentences.

- Go straight **on** / **onto**.
- Turn right just **before** / **in front** the station.
- Turn left just **along** / **after** the bridge.
- Walk to the end **after** / **of** the road.
- Turn left **onto** / **on** North Road.
- Continue straight on **in** / **at** the traffic lights.
- The swimming pool is in front **to** / **of** you.
- The park is **on** / **of** the left.
- The statue is **in** / **on** the corner of First and Second Street.
- Continue straight on **at** / **on** the crossroads.

2 Put the words in the correct order to make sentences.

- Can / me / best / to / way / you / museum? / tell / the / the
- I / do / to / How / park / get / the?
- right / the / at / Turn / road. / end / of / the
- end / of / to / continue / road. / the / the / You
- straight / the / on / up / hill. / Walk
- the / past / go / You / statue.
- in / is / you. / of / The / building / front
- and / Fifth Avenue / on / of / 79th Street. / corner / It's / the
- right. / your / on / Go / park / is / the / on / straight / and
- crossroads. / after / right / the / Turn / just

3 Correct B's part of the conversation. Add the words in the box.

along at for go in lights of past

A: Excuse me. Can you help me? How do I get to the station?

B: Let me think. You ^{go} straight on here.

A: Right.

B: And walk this road for about five minutes.

A: OK.

B: Then the big crossroads, turn right onto Keymer Road.

A: Keymer Road?

B: Yes. Then continue straight on two minutes.

A: Straight on?

B: That's right. Then turn left at the end the road.

A: Sorry, could you say that again? Turn right?

B: No, turn left. Then you walk the supermarket.

A: The supermarket?

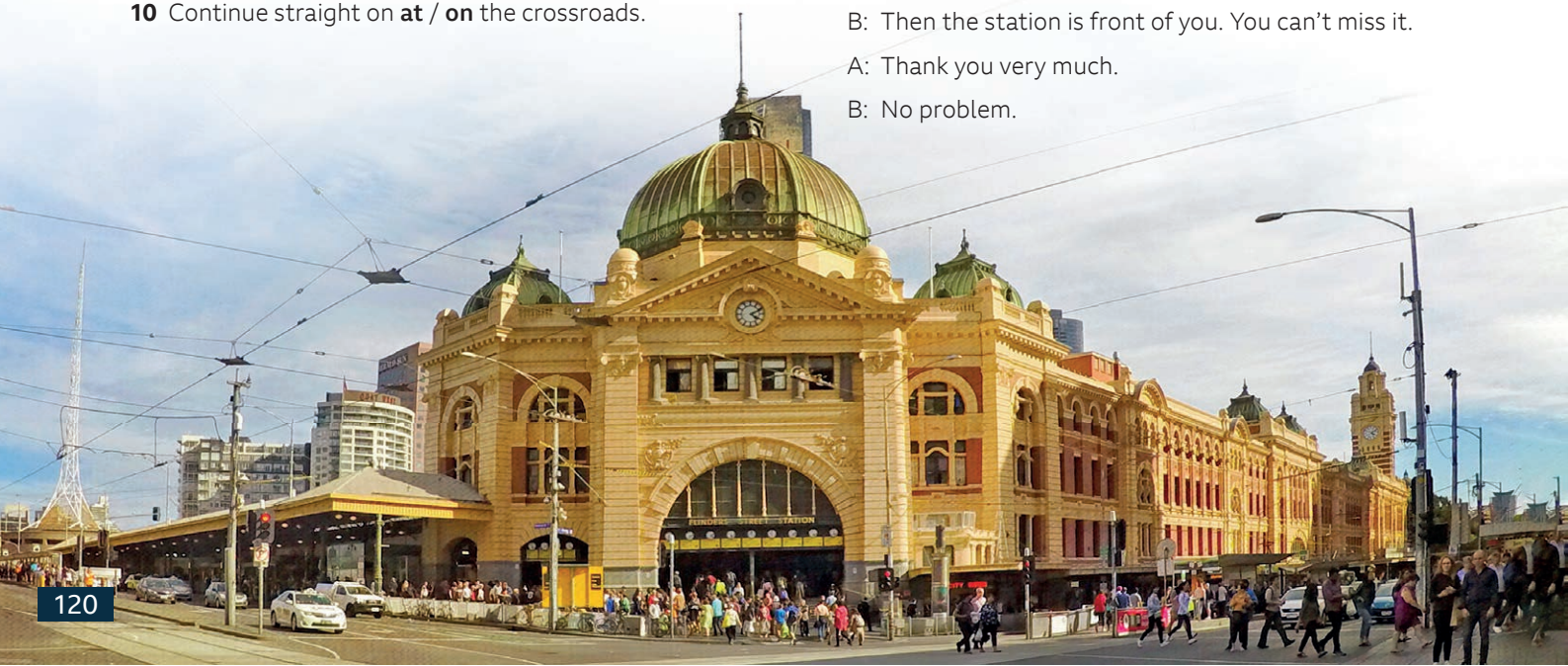
B: Yes and just before the traffic, cross the road.

A: OK.

B: Then the station is front of you. You can't miss it.

A: Thank you very much.

B: No problem.



6D prepositions and adverbs of movement

REFERENCE page 64

We use prepositions of movement before nouns and pronouns.

Come to the office. Go to them.

We use adverbs of movement with no noun.

Come up. Go away!

Prepositions of movement



1 up



2 down



3 over



4 under



5 into



6 out of



7 onto



8 off



9 towards



10 away from



11 across



12 along



13 around



14 past



15 through

Adverbs of movement

Notice Some words can be prepositions (with a noun) or adverbs (with no noun).

I walked up the steps. I walked up.

He went down the hill. He went down.

They looked around the town. They looked around.

PRACTICE

1 Match the imperatives (1–6) with the pictures (A–F).

1 ____ Come back!

2 ____ Get down!

3 ____ Get in.

4 ____ Go away!

5 ____ Look around.

6 ____ Look up!



2 Choose the correct word to complete the text.

I got ¹out / off the train and walked ²out of / off the station. I looked ³around / through. The man in black wasn't there. I turned left and walked ⁴along / across a road for about five minutes. I walked ⁵under / into a bridge and went ⁶past / down a big electronics shop on the right. Then I came to the beach and I knew I was lost. I went ⁷back / away to the bridge and phoned Jim. He arrived in a taxi five minutes later. 'Quick, get ⁸into / in!' he said. The man in black was about 100 metres behind me. I got ⁹on / into the taxi and we drove ¹⁰away / over. 'Thanks, Jim. Just in time,' I said.

3 Complete the sentences with the words in the box. You do not need three of the words.

across away back down off out of
over past through towards up

- 1 We can't get the sofa the door.
- 2 When she got the taxi, she gave the driver a tip.
- 3 I love riding a bike fast a big hill.
- 4 Get the bus at the next stop for the station.
- 5 Walk the square.
- 6 He walked the group playing football.
- 7 I go a lot of cafés on my way to work.
- 8 It's so noisy! How often do planes fly the house?

7A articles: *a, an, the*, zero

REFERENCE

◀ page 68

We use no article (zero article):

no article (zero article)	
before plural and uncountable nouns	I like grapes . Apples are good for you.
when we are speaking in general	I love rice . Pasta is my favourite food.
in fixed phrases:	
with <i>work, school, home</i> and <i>bed</i>	I get to work at eight and I leave work early. Phil is at school . He gets back from school at five. Is Juan at home ? Yes, he came home at one. Suz is in bed . She went to bed two hours ago.
with transport nouns	I came by car/by train/by bus/by air/on foot .
with <i>have</i> + meals	When do you have breakfast/lunch/dinner ?
in other common phrases	I saw it on TV . At night it's very quiet.

We use *a/an*:

<i>a/an</i>	
before singular countable nouns to mean 'one'	I work in a shop .
with adjectives + singular countable nouns	It's a good job .
before people's jobs and occupations	I'm a doctor . She's an art student .
before singular nouns the first time we mention them	I had a meeting at nine. I saw a woman with a child .
in fixed phrases:	
for how often	once a week , twice a day three times a year
for prices	four euros a kilo three dollars a bag

We use *one* to talk about numbers.

I've got two brothers but only one sister.

We don't use *one* with singular nouns in general.

I went to a concert last night.

NOT ~~I went to one concert last night.~~

Remember, we use *an* when the next word begins with a vowel sound, not a vowel letter.

an umbrella (begins with the vowel sound /ʌ/) **a university** (begins with a consonant sound /j/)

We use *the*:

<i>the</i>	
to talk about nouns when we talk or write about them again	I had a meeting at nine. There were fifteen of us in the meeting . I saw a woman with a child . The child was about five years old.
to talk about a specific thing or person	The airport is six kilometres from here. (= the local airport) Can I speak to the manager ? (= the manager of this company) Please close the door . (= the door in this room)
in fixed phrases:	
for times	in the morning/the afternoon/the evening at the weekend the twenty-tens, the 1990s
for some places	at the end of the road, in the city centre , in the north of the country
in other common phrases	These two photos are the same . I learnt about it on the internet . I'm on the phone .

We don't use *the* with *my, his, your*, etc.

Where is the my phone?

PRACTICE

1 Complete the story with *a/an, the* or no article (–).

It started as a normal Friday. Rita got to ¹ – work at eight, she had ² – lunch with the children (she's ³ – pre-school teacher) and got ⁴ – home at about two in ⁵ – afternoon. She went to see ⁶ – film in ⁷ – city centre with ⁸ – friend. They went on ⁹ – foot because it was a lovely day. ¹⁰ – film was boring so they left early. It was raining, so Rita took a bus home. She lived in ¹¹ – house on ¹² – quiet street, but ¹³ – street was full of cars. She arrived at her front door, opened ¹⁴ – door, and – SURPRISE! – ¹⁵ – hundred friends jumped up, shouted 'Happy Birthday!' and gave her ¹⁶ – birthday cake. 'This is very strange,' she thought. 'Today isn't my birthday!'

2 Correct the conversation. Add *a/an, the* or no article (–) to each word or phrase in bold.

A: Excuse me. How do I get to ¹ **city centre**?

B: Are you going on ² **foot** or by ³ **car**?

A: I'm walking. I'm here on holiday. Is there ⁴ **electronics shop** in town? I've got ⁵ **problem** with my ⁶ **mobile**.

B: Yes, there is. You go straight on and then turn left at ⁷ **traffic lights**. You can't miss ⁸ **electronics shop**. It's straight in front of you. But there's ⁹ **problem**.

A: What's ¹⁰ **problem**?

B: ¹¹ **shop** is closed. They're not open in ¹² **evening**.

7B present simple and present continuous

REFERENCE

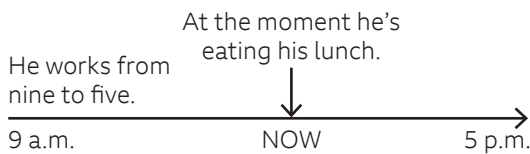
◀ page 71

We use the present simple for:

- habits and routines
He works from nine to five.
- things that are always true or true for a long time
I speak English.
- states
We love Mexican food.

We use the present continuous for:

- something happening now
At the moment he's eating his lunch.
Just a minute. I'm speaking to a client on the phone.



Notice the difference in the questions:

What do you do? = every day = **What's your job?**

What are you doing? = now

State and action verbs

We don't usually use state verbs in the present continuous.

We can use action verbs in the present simple and the present continuous.

State verbs

- feeling verbs: *like, love, hate*
I like swimming. NOT ~~I'm liking swimming.~~
- thinking verbs: *know, understand*
I know her. NOT ~~I'm knowing her.~~
- other verbs: *want, need*

Action verbs

- doing verbs: *listen, speak, walk, run, work*
You never listen to me.
I'm listening to you now.

Some verbs can be states or actions:

have = possession

I have a new car. NOT ~~I'm having a new car.~~

have = action

I'm having a bath

We're having lunch.

We often use these time phrases with the present simple and the present continuous:

present simple

always, usually, often, sometimes, hardly ever, never
every day, every Saturday, every month
on Mondays, at weekends
once a week, twice a day, three times a year

present continuous

now
right now
at the moment

PRACTICE

1 Complete the phone conversations with the present simple or present continuous form of the verbs in the box.

check do get have (x2)
know play rain sit want

A: Hi, John. Listen, I can't speak at the moment.
I ¹ breakfast and I'm late. I usually ²
to work at 9.00 and we ³ a coffee break at
10.30. I can phone you then.

B: OK, speak later.

A: Hi, Suz. How are you? Listen, I ⁴ here with
Jenna.

B: Your manager?

A: Yes, and she ⁵ to talk to you about a job.

B: Wow! Really?

A: Yes. What ⁶ now?

B: Nothing special. I ⁷ emails.

A: Can you come in to the office?

B: Sure. Wow!

A: Hi, Charlie. Look, the weather's bad. It ⁸ here.

B: Oh. But I'd like to come and play golf with you.

A: You ⁹ me! I never ¹⁰ golf in the rain!
Let's try again tomorrow.

2 Use the prompts to make sentences and complete the conversations.

1 A: Look, there's Mr Jordan. / Where / he / go?

Look, there's Mr Jordan. Where's he going?

B: He / go / the park. / He / go / there / every
afternoon.

A: He / wear / a suit!

B: He / like / looking good!

2 A: What / language / Maria / speak / now? Is it
Spanish?

B: No, it / not. / It / be / Portuguese.

A: How many / languages / she speak?

B: Five!

3 A: I / make / lunch. / you / want / eat / with me?

B: Yes, please. / What / you / cook?

A: you / like / chicken?

B: Sorry / I / not / eat / meat.

A: No problem. I can use beans.

7C How to ... phone for information

REFERENCE

◀ page 73

We use these phrases when we phone for information:

asking for information

I'm calling about swimming lessons.

I'm calling to ask about tickets to Barcelona.

Could you tell me the opening and closing times?

I have (a/another) question.

I've got (two/some) more questions.

checking we understand

Let me check. Did you say ...?

Sorry, could you say that again?

ending the call

(Is there anything else?) No, that's all, thank you.

I think that's everything.

Thank you for your help.

answering a call

Hello, this is (name of company).

You're speaking to (name).

How can I help (you)?

Thank you for waiting.

asking the reason for the call

What would you like to know?

What do you want to know?

asking the caller to wait

Sorry, could you hold on a minute?

Just a moment.

apologising for a problem

I'm sorry about that.

Sorry about that.

ending the call

Can I help you with anything else?

Is there anything else?

Thank you for calling.

PRACTICE

1 Complete the conversation.

A: This is TUVU Hotel. You're ¹s..... to John.

B: Hello, I'm ²c..... about our reservation for 12 June. My name's Patel.

A: Yes, Mr Patel. What ³w..... you like to know?

B: Well, can we—?

A: Oh sorry, could you ⁴h..... on a minute?

B: No problem.

...

A: Thank you for ⁵w..... How can I help?

B: I've got a ⁶q..... about the room.

2 Choose the correct word(s) to complete the conversation.

A: Hello, ¹this / here is Tickets GXQ.

B: Hello.

A: You ²speak / 're speaking to Sheila.

B: Hi. I'm calling ³to ask / ask about tickets for the festival.

A: What ⁴do / would you want to know?

A: Have you got any tickets for Friday?

B: Let me ⁵check / to check. Hold on a minute.

A: Hello? Are you there?

B: Yes. Sorry about ⁶that / it. Yes, we have some tickets. They're eighty euros.

B: How much? ⁷Do / Did you say eighteen?

A: No eighty.

B: I think I'll leave it. ⁸Thanks / Thank you for your help.

A: Is there anything ⁹else / extra?

B: No, I think that's ¹⁰everything / all things.

3 Correct the mistake in each part of the conversation (1–10).

1 A: Hello. Monty's. You're speaking to David. How I can help you?

2 B: I call about the two-for-one offer.

3 A: Ah, yes. What do you like to know?

4 B: Could you tell about the menu, please? Is it OK for a vegan?

5 A: You could hold on a minute? I can ask the chef.

6 A: Hello. Thank you for wait. Yes we have three vegan options every day.

7 B: I have other question. Is coffee included?

8 A: Yes, it is. I help you with anything else?

9 B: No, that all, thank you.

10 A: Thank you calling.

Monty's

TWO FOR ONE

Buy one main course and get a second main course **FREE!** Call for details.

7D verbs and to infinitive

REFERENCE

◀ page 74

We use these verbs with *to* infinitive:

- *want*
Do you **want to come** shopping with me?
- *need*
Can you wait a minute? I **need to call** Sam.
- *decide*
When did Joe **decide to become** a pilot?
- *plan*
I'm **planning to see** Marta this weekend.
- *learn*
I **learnt to drive** when I was seventeen.

We also use *to* infinitive with *would like*, *would love* and *would hate*.

What **would you like to eat**?
I'd **love to see** your new apartment.
I'd **hate to be** a doctor.

We can use *I'd love to* as a short answer.

Would you like to come for dinner?
I'd love to!

Notice

I'd like to play tennis. = I want to play tennis.
I like playing tennis. = I enjoy it. I like it in general.

PRACTICE

- 1** Complete the conversations with the words in the box.
You do not need two of the words.

decided do learn like love
planned to (x2) want would

- A: Would you ¹..... to go for dinner?
B: I'd love ²..... When?
A: How about next Wednesday?
B: I need ³..... check my diary. Yes, Wednesday's good.
A: OK. Do you ⁴..... to try that new Greek restaurant?
B: Perfect!
- A: We ⁵..... to call our new baby Ethan after my grandfather.
B: But she's a girl!
A: Yes, so when she was born we ⁶..... to call her Brianna, after my grandmother.
- A: Why are you looking at a website about weddings?
B: I want to ⁷..... to take good photos.
A: So ⁸..... you like to become a wedding photographer?
B: That's right!

- 2** Choose the correct word(s) to complete the text.

Hi Robyn,

I have some news! I'm looking for a new job. I ¹**don't decide / don't want** to work alone anymore. I ²**d like / learn** to work with other people.

What job should I do? Well, I'd hate ³**be / to be** inside all day. I want ⁴**to work / working** outside. Maybe I should become a tour guide. What do you think? At the moment I ⁵**learn / 'm learning** to speak Spanish in the evenings. I like the lessons, but I'm not very good, so I ⁶**d hate / need** to practise more.

Do you remember my job at the bank? I ⁷**planned / want** to stay there a long time, but I wasn't happy, so I ⁸**learnt / decided** to leave after three months. How can I find the right job for me? Please write back soon. What job do you think I should do?

Best wishes,

Matt

- 3** Rewrite the sentences so they mean the same. Use the correct form of the words in brackets.

- I want to finish work at three today. (I / plan)
..... **I'm planning to finish work at three today**
- We should take an umbrella. (we / need)
.....
- Let's watch a film. (you / like)
..... ?
- Last year I had swimming lessons. (I / learn)
.....
- How about dancing? (you / want)
..... ?
- I wouldn't like to be a politician. (I / hate)
.....
- Does Colin want to go to university? (Colin / like)
..... ?
- We really want to visit you. (we / love)
.....
- When did you think, 'Let's get married'? (you / decide)
..... ?
- What does the manager want to do? (the manager / plan)
..... ?

8A superlative adjectives

REFERENCE

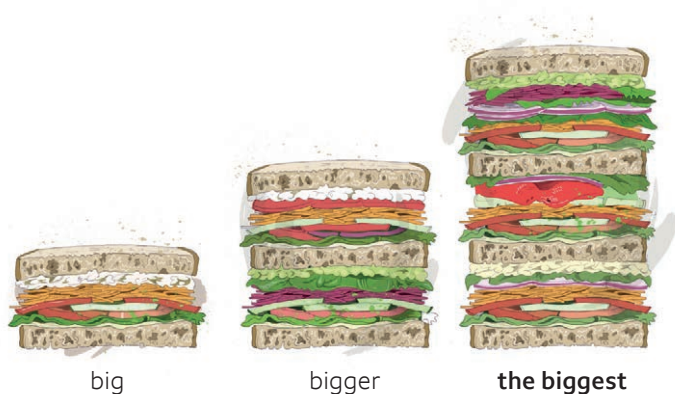
◀ page 79

We use superlative adjectives to compare three or more people, places or things.

The coldest month here is January.

We use *the* with superlative adjectives.

This is the most beautiful view in Barcelona.



Spelling

adjective	superlative	spelling rule
short	the shortest	one-syllable adjectives, add <i>-est</i>
nice	the nicest	one-syllable adjective ending <i>-e</i> , add <i>-st</i>
hot	the hottest	adjective ending CVC, double the final consonant, add <i>-est</i>
dry	the driest	one- or two-syllable adjectives ending consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> , add <i>-est</i>
modern	the most modern	many two-syllable and all longer adjectives, <i>most</i> + adjective
important	the most important	
good/well	the best	irregular adjectives
bad	the worst	
far	the furthest/farthest	

We often use *in* + place after superlative adjectives.

It's the oldest city in the world. NOT **It's the oldest city of the world.**

We also use superlative adjective + noun + *to* infinitive.

What's the best time to visit?

It's the fastest way to travel.

PRACTICE

1 Complete the questions with the superlative form of the adjectives in brackets. Then answer the questions.

- What is river in the world? (long)
a The Amazon b The Yangtse c The Nile
- What is ocean in the world? (big)
a The Pacific b The Indian c The Atlantic
- What is country in Latin America? (large)
a Argentina b Peru c Brazil
- Which is planet from the sun? (far)
a Earth b Venus c Neptune
- What is capital city in Europe? (wet)
a London, UK b Podgorica, Montenegro
c Brussels, Belgium
- What is airport in the world? (busy)
a Atlanta Airport b Beijing International
c London Heathrow
- What is capital city in the world? (high)
a La Paz, Bolivia b Tehran, Iran c Quito, Ecuador
- What is animal in the world? (dangerous)
a shark b hippopotamus c mosquito?

Go to page 153 to check your answers.

2 Read the information from a website that tests new products and services. Compare the items. Use the superlative form of the adjectives in brackets.

- The stage speaker is the loudest.** (loud)
- (cheap)
- (difficult to use)
- (easy to use)
- (expensive)
- (good overall)
- (quiet)

Latest results

	stage speaker	band speaker	home speaker
We tested three of the newest smart speakers and here are the results.			
1 How loud is it?	★★★★★	★★★★	★★★
2 How expensive is it?	★★	★★★★★	★★★★
3 How easy to use is it?	★	★★★★	★★★★★
4 How good is it overall?	★★	★★★★★	★★★★

8B *be going to*

REFERENCE

◀ page 81

We use *be going to* + infinitive to talk about intentions and plans.

I'm going to visit my sister.

We can use *be going to* with these future time phrases: *today, this evening, tomorrow, this week, next month, next year.*

Where are you going to be next month?

Positive and negative

subject	auxiliary verb (<i>be</i>)	<i>going to</i>	infinitive
I	'm 'm not	going to	go for a walk. stay at home.
He She It	's isn't		
We You They	're aren't		

We can also make the negative like this:

She's not going to eat anything. We're not going to stay at home.

With *be going to* + *go*, we don't need to repeat *go*. So both of these sentences are correct:

I'm going to go to the shops this afternoon.

I'm going to the shops this afternoon.

Questions

	wh-question word	auxiliary verb (<i>be</i>)	subject	<i>going to</i>	infinitive
wh-questions	What	are	you	going to	see?
	Who	is	Emma		
yes/no questions		Is	the company		move?
		Are	they		

Short answers to yes/no questions

	subject	auxiliary verb (<i>be</i>)
Yes,	I	am.
	she	is.
	they	are.
No,	I	'm not.
	it	isn't.
	we	aren't.

We can also make negative short answers like this:

No, it's not. No, we're not.

PRACTICE

1 Put the words in the correct order to make sentences.

1 are / Maria / I / to / July. / in / married / going / and / get

Maria and I are going to get married in July.

2 at / off / to / phone / I'm / turn / going / my / night.

3 going / happy! / You're / very / be / to

4 her / stay / Maria / to / in / job. / going / isn't

5 I'm / up / my / to / going / give / in / coffee. / sugar

6 She's / for / to / job. / going / look / a / new

7 to / check / texts / my / not / going / minute. / every / I'm

8 to / year / to / swim. / Next / going / I'm / learn

2 Complete the text with the correct form of *be going to* and the words in brackets.**Summer Plans**

We asked you about your summer plans. Here are some of your answers.

What ¹ (you / do) this summer?

Paolo: ² (I / have) a 'staycation'* with a friend. ³ (We / not / go) to another country, we're going to stay near here.

Who ⁴ with? (you / go)

Paolo: With my friend, Jesse. He lives twenty kilometres north of here, so ⁵ (I / ride) my bike up to his place and ⁶ (he / meet) me there.

Where ⁷ ? (you / stay)

Paolo: Maybe at his sister's place for the first night. The next day she ⁸ (drive) us up into the hills. We ⁹ (not / stay) in hotels.

We ¹⁰ (camp). We just hope it doesn't rain!

Have a good holiday!

* a staycation = a holiday in your own country or in your own home

8C How to ... make requests and offers in a hotel

REFERENCE

◀ page 83

We use these phrases to make and respond to requests:

make a request	say yes
I'd like to order room service.	Of course. Right away.
Can you give me a new room?	say no and apologise
Could someone (help me/call me)?	I'm afraid that's not possible.
	I'm sorry about that.
	I'm sorry, but (we're busy at the moment/I can't come).
	I do apologise.

I do apologise is formal.

We use these phrases to make and to reply to offers:

make an offer	say yes
Let me get you another key.	That's great, thank you.
I can carry that if you like .	That's kind of you.
I'll (check/find out/send someone up).	say no
	Thank you but I'm OK.

In spoken English we use *I'll* + infinitive to make a spontaneous offer.

I'll help you.

'll is the contraction of *will*, but we almost never use *will* for an offer.

I'll carry your bags. NOT ~~I will carry your bags.~~

PRACTICE

1 Write offers. Use *I'll* and the verb phrases in the box.

answer it bring another one carry it
get some open the window say it again

- A: My phone's ringing.
B: I'll answer it.
- A: This spoon isn't clean.
B: _____.
- A: It's hot in here.
B: _____.
- A: This bag is heavy.
B: _____.
- A: I don't understand.
B: _____.
- A: I need some milk.
B: _____.

2 Complete the conversations.

- A: Hello, Reception.
B: Hello. I'm in Room 212 and I'd like to ¹k..... my passport in the ²s....., but I can't lock it.
A: I'll ³s..... someone up to help you.
B: Thanks. That's ⁴k..... of you.
- A: Good morning.
B: Hi. Could you ⁵p..... my ⁶b..... p....., please? My plane leaves very early in the morning.
A: I'm really ⁷s....., but we're ⁸b..... at the moment.
B: That's OK. I'll come back later.
A: I ⁹c..... call you when we're quieter if you ¹⁰l.....
B: Yes, please.
- A: Yes, can I help?
B: I'm in room 349, but it isn't clean.
A: I do ¹¹a..... I'll give you a new room.
B: That's OK.
A: I'm really ¹²s..... about that.
B: No problem.

3 Use the prompts to make conversations.

- A: Hello, Room Service. / help / you?
Hello, Room Service. Can I help you?
B: Yes. Could / have / large pizza, / please?
A: afraid / that / not / possible.
B: What / be / the problem?
A: It / two o'clock / morning.
B: Oh. / Could / make / me / sandwich?
A: What / your / room number?
- A: Hello, Reception. You / speak / Tina. / How / I / help?
B: The air conditioning / my room / make / lot of noise.
A: I / be / sorry / that. / I / send / someone up.
B: That / be / great. / Thank you.
A: Be / there / anything else?
B: I / need / print / my boarding pass. / you / help?
A: can / print / here / you like.
B: Thanks.

8D adverbs of manner

REFERENCE

◀ page 84

We use adverbs of manner to say **how** we do things.

*She walked **slowly** along the road.*

We use adverbs of manner with most verbs.

*He speaks **loudly**.*

We use adjectives before nouns and with the verbs *be*, *feel* and *look*.

*I don't like **loud music**. This test is **easy**.*

Spelling

adjective	adverb	spelling rule
slow	slowly	add -ly to the adjective
loud	loudly	
happy	happily	change the -y to -i, add -ly
good	well	
fast	fast	irregular adverbs
hard*	hard**	

* = difficult ** = using a lot of energy

Well has two meanings. It can be an adverb or an adjective.

*Do you speak Italian **well**?* (adverb = how do you speak Italian?)

*Are you **well**? I don't feel **well**.* (adjective = not ill)

We usually use adverbs after a verb or a verb phrase.

*We finished **quickly** and left. We finished the meeting **quickly** and left.*

We also use adverbs at the end of a sentence.

*I understand your English **very well**.* NOT ~~I very well understand your English.~~

We can use intensifiers (*really*, *very*, *too*) and qualifiers (*a bit*, *quite*) with adverbs.

*She plays the guitar **really nicely**. I did the homework **quite easily**.*

PRACTICE

1 Complete the sentences with the adverb form of the adjective in brackets.

- Can you say that **slowly**, please? I don't understand. (slow)
- My son drives very I don't like being in the car with him. (bad)
- I can't type I didn't learn to type at school. (quick)
- I have a French test next week, so I'm studying (hard)
- Speak to your little sister! (nice)
- The two men worked in the garden. (busy)
- You dance really (good)
- Your daughter plays the piano (beautiful)
- The plane flew over our apartment. (noisy)
- You finished your homework very! (fast)

2 Complete the sentences. Use the adjective or adverb form of the words in brackets.

- Ryan was very He walked out of the room. (angry)
- I'm speaking very because the baby is sleeping. So please be really (quiet)
- I know this is a car, but you're driving too! (fast)
- English in Australia and the USA is not very but people pronounce some words (different).
- Our art lessons are Mrs Taylor teaches (good).

3 Correct three mistakes with adverbs of manner in each conversation.

- A: Thank you for this evening. It's been lovely!
B: Bye. Have a safely journey home.
A: I'm going to drive very slow.
B: Yes, the roads can be a bit dangerous in this weather.
A: Don't worry. I'm not going to drive quick.
- A: Hi, how are things? Are you better now?
B: Yes, I'm well, thanks. How about you?
A: I'm really happily.
B: That's good, why?
A: I worked very hardly all weekend to finish the report.
B: And?
A: My manager says the report is very well.
- A: You speak very well English.
B: Thank you, but my pronunciation is badly.
A: No, I understand you perfectly.
B: People in the UK speak very fast sometimes.
A: Can you understand them?
B: Sometimes. I can understand you easy.

4 Choose the correct word(s) to complete the sentences. In two sentences both are correct.

- Susan makes clothes **really** / **too** beautifully.
- Mike writes English **a bit** / **very** well.
- Elena drives too **fast** / **slow** for me. She's really dangerous.
- I can play the guitar, but I play **very** / **really** badly.
- I'm quite **hungry** / **hungrily**. Let's eat something.
- Are you OK? You're walking **a bit** / **too** slowly today.
- Sam works really **good** / **well** with people.
- I can remember names **quite** / **very** easily.


LEAD-IN

everyday objects

◀ page 6

1 A Match the words (1–12) with the photos (A–L).

- 1 toothbrush
- 2 tissues
- 3 laptop
- 4 purse
- 5 wallet
- 6 stamps
- 7 scissors
- 8 file
- 9 mobile
- 10 driving licence
- 11 glasses
- 12 ticket

B  **VB.L.01** | Look at the photos again. Listen and repeat.



2 Work in pairs. Look at the words (1–12) in Ex 1A and answer the questions.

- 1 Which words are in the plural?
- 2 What is the plural of the other words?

3 Work in pairs and answer the questions.

- 1 Which objects are in the classroom?
- 2 Which objects are in your bag?
- 3 Which objects are in your home?

colours

◀ page 6

1 A Put the letters in the correct order to make colours. The first letter is in bold.



1 edr



2 woleyl



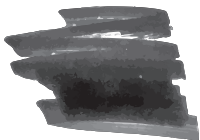
3 lueb



4 regen



5 hiwet



6 clabk



7 wronb



8 nogare



9 lurpep



10 kipn

B **VB.L.02** | Look at the colours. Listen and repeat.

2 Work in pairs. Student A: Name something that is one of the colours. Student B: Say the colour.

A: my file

B: pink

nationalities and countries

◀ page 6

1 A Complete the table with the correct countries.

nationality	country
-an/-ian	
1 Brazilian	<u>Brazil</u>
2 Australian	.....
3 Colombian	.....
4 American	.....
5 Mexican	.....
6 Russian	.....
7 Argentinian	.....
8 South African	.....
9 Italian	.....
-ish	
Scottish	Scotland
Turkish	Turkey
Polish	Poland
-ese	
Chinese	China
Vietnamese	Vietnam
Portuguese	Portugal
other	
German	Germany
Greek	Greece
French	France

2 Work in pairs and test each other.

A: Greek

B: Greece

3 Work in pairs and answer the questions.

- Which countries in Ex 1A have English as an official language?
- Do any countries have the same language as yours?
- Which countries are near your country?

B **VB.L.03** | Listen and repeat.

the alphabet

◀ page 6

1 A Put the letters in the correct group. Each group has the same vowel sound. One letter goes in two groups.

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

A	B	F	I	O	Q	R
H	C					

B **VB.L.04** | Listen and check.

2 Work in pairs. Student A: Close your book. Student B: Spell a word from the Vocabulary Bank on page 131. Student A: Say the word.

B: Capital A-u-s-t-r-a-l-i-a

A: Australia

3 Practise spelling your name. Say it out loud five times, then tell your partner.

days of the week

◀ page 6

1 A Complete the words with vowels (a, e, i, o, u).

M_nd_y T__sd_y W_dn_sd_y Th_rsd_y Fr_d_y S_t_rd_y S_nd_y

B **VB.L.05** | Listen and repeat.

2 Work in pairs and answer the questions.

1 Which day of the week has three syllables?

2 Which days are the weekend in your country?

3 What day is it today?

4 What day is it tomorrow?

numbers 1–100

◀ page 6

1 Write the numbers.

.....1..... one twenty forty-four ninety
 twelve a hundred eleven thirty
 eight fifteen seventy-two

2 **VB.L.06** | Work in pairs. Underline the stressed syllable in the numbers in Ex 1. Then listen and check.

3 Work in pairs. Student A: Say five numbers between zero (0) and a hundred (100). Student B: Write the numbers.

4 Read the Future Skills box and do the task.

FUTURE SKILLS Self-management



Practise saying these vocabulary sets during the day. Try this now: count from 1–30 out loud. Then say the days of the week three times. Do this every day, with different vocabulary sets.

1A jobs

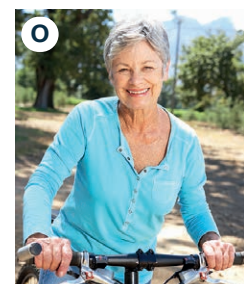
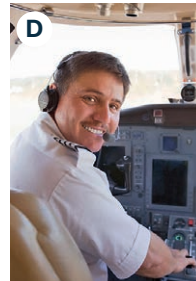
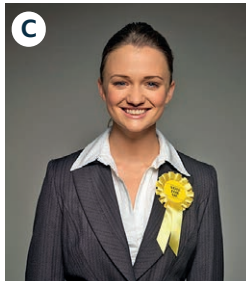
◀ page 9

1 Match the words (1–15) with the photos (A–O).

- 1 K doctor
- 2 nurse
- 3 actor
- 4 police officer
- 5 shop assistant
- 6 singer
- 7 engineer
- 8 lawyer
- 9 pilot
- 10 politician
- 11 scientist
- 12 writer
- 13 digital designer
- 14 retired*
- 15 unemployed**

* retired = My working life is finished.

** unemployed = I don't have a job at the moment.



2A Add *a*, *an* or nothing to the words in Ex 1.

B **VB1.01** | Listen and check.

3 **VB1.01** | Listen again and underline the stressed syllable in the words in Ex 1.

4 Work in pairs and discuss the question. Which jobs would you like to do for ONE day?

NOTICE Some jobs can also have a male and female version:
a sportsperson: a sportsman, a sportswoman
a businessperson: a businessman, a businesswoman

A female actor can be called an actress.
A female waiter can be called a waitress.

1C time phrases

◀ page 13

1 A Put the phrases in the correct place in the table.

half past nine morning week (x2) Saturday evening afternoon
weekend the weekend tonight tomorrow morning Wednesday (x2)

at	on	this	next	-
three o'clock	Monday	evening	Thursday	tomorrow
noon	Tuesday afternoon	Wednesday	weekend	today
.....
.....

B  **VB1.02** | Listen and repeat.

2 Today is 9 a.m. on Thursday 5 November. Complete 1–8 with a time phrase.

Let's meet ...

1 on Friday 6 November at 10 a.m.

tomorrow morning

2 on Thursday 5 November at 3 p.m.

3 on Saturday 7 and Sunday 8 November

4 on Thursday 5 November at 12 p.m.

5 on Wednesday 11 November

6 on 7 November at 7 p.m.

7 on 10 November

8 on 9, 10, 11, 12 or 13 November

November						
Sat	Sun	Mon	Tu	Wed	Th	Fr
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
09:00						

3 Work in groups. Find a time when each student is free. Use the phrases in Ex 1A.

A: Are you free next Thursday?

B: Yes, but only in the afternoon.

A: Are you free next Thursday afternoon?

C: No, I'm not.



1D family

◀ page 14



1 Look at the family tree. Complete the sentences with the people's names.

- 1 is Joel's grandfather.
- 2 is Kenny's grandmother.
- 3 are Sarah's grandparents.
- 4 is Jenny's husband.
- 5 is Freddie's wife.
- 6 are Freddie's sons.
- 7 is Vitoria and Freddie's daughter.
- 8 is Sarah's mother.
- 9 is Barbara's father.
- 10 are John and Amy's grandchildren.
- 11 is Mikael's aunt.
- 12 is Joel's uncle.
- 13 are Jenny's nephews.
- 14 is Freddie's niece.
- 15 are Kenny's brother and sister.
- 16 are Joel's cousins.

2A **VB1.03 | word stress** | Listen and put the family words in the correct place in the table.

O	Oo	Ooo
wife.....	mother.....	grandfather.....
.....
.....
.....
.....
.....
.....
.....
.....

B Work in pairs. Which words are female, which are male and which are both?

wife is female

NOTICE some people say **partner** for girlfriend, boyfriend, husband or wife

2A food and drink

◀ page 18

1 Complete the words with vowels (a, e, i, o, u). Use the photos to help you.



1 an orange



2 strwbrr_s



3 a m_l_n



4 a p_r



5 p_t_t_s



6 l_tt_c_



7 a_c_mb_r



8 a p_pp_r



9 an_n_n



10 m_shr_ms



11 h_rbs



12 _l_v_s



13 ch_ll_s



14 an__b_rg_n_



15 a c__rg_tt_



16 p_s



17 l_mb



18 pr_wns



19 ch_ck_n



20 f_sh



21 s_g_r



22 p_st_



23 n__dl_s



24 br_d



25 c_r_l



26 b_tt_r



27 y_gh_rt



28 __l



29 l_m_n_d_



30 sp_rkl_ng
w_t_r

2 VB2.01 | Look at the photos again. Listen and repeat.

3 Work in pairs. Student A: Describe a type of food or drink. Student B: Guess the food.

A: It isn't a vegetable. It isn't a fruit. I have it for breakfast.

B: What colour is it?

A: It's brown. I have it with butter.

B: Is it bread?

A: Yes, it is.

3A rooms and furniture

◀ page 28

1 A Match the rooms in the box with the photos (A–H).

bathroom bedroom
dining room garage hall
home office/study kitchen
living room

B **VB3.01** | Look at the photos again. Listen and repeat.

2 Work in pairs and discuss the questions.

- 1 Which rooms are usually downstairs and which rooms are usually upstairs in a house?
- 2 What about in your home?

3 Match the words (1–18) with the items (a–r) in the photos.

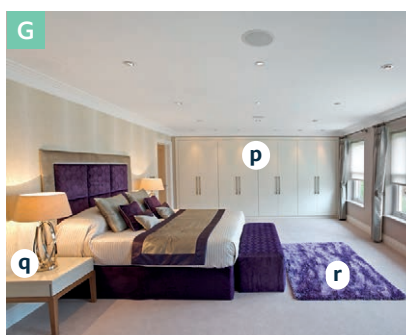
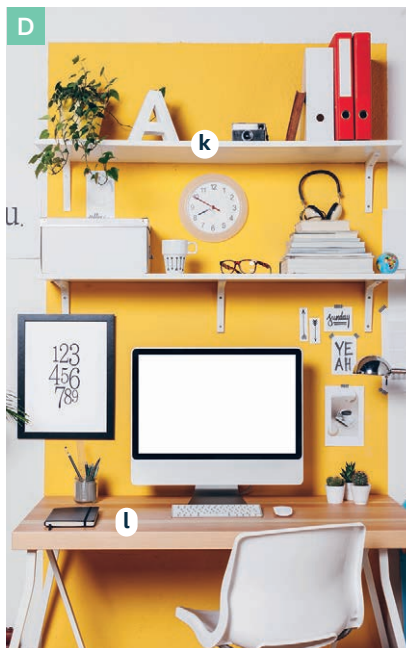
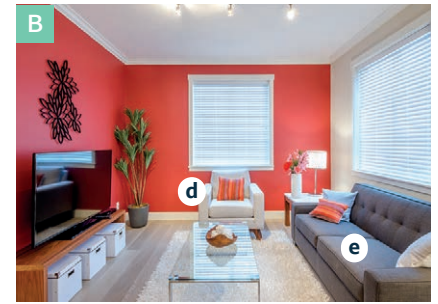
- 1 armchair
- 2 carpet
- 3 counter
- 4 cupboard
- 5 desk
- 6 fridge
- 7 mirror
- 8 lamp
- 9 oven
- 10 plant
- 11 rug
- 12 shelf/shelves
- 13 shower
- 14 sink
- 15 sofa
- 16 stairs
- 17 wardrobe
- 18 washbasin

4 **VB3.02** | Work in pairs. Match 1–18 in Ex 3 with their stress pattern: O, Oo or Ooo. Then listen and check.

1 armchair Oo

5 Work in pairs. Student A: Say a room. Student B: Say three things you can find in the room.

6 Work in pairs. Student A: Think of a room in your home. Say five things that are in the room. Student B: Guess the room.



4A dates

◀ page 39

1 **VB4.01** | Work in pairs. Underline the stressed syllable in each month. Then listen and check.

- | | | | | | |
|------------|---------|--------|----------|-------------|-------------|
| 1 January | 3 March | 5 May | 7 July | 9 September | 11 November |
| 2 February | 4 April | 6 June | 8 August | 10 October | 12 December |

2 Work in pairs and answer the questions.

- | | |
|---------------------------------|---|
| 1 What month is it now? | 4 Which months don't have the letter <i>r</i> ? |
| 2 What month was it last month? | 5 Which months have two syllables? |
| 3 What month is it next month? | |

3 Complete the ordinal numbers.

- | | | | | | |
|--------------|---------------|----------------|-------------------|---------------------|------------------|
| 1st – first | 5th – fifth | 9th – ninth | 13th – thirteenth | 21st – twenty-first | 28th – |
| 2nd – second | 6th – sixth | 10th – | 14th – | 22nd – | 29th – |
| 3rd – third | 7th – seventh | 11th – | 17th – | 23rd – | 30th – thirtieth |
| 4th – fourth | 8th – eighth | 12th – twelfth | 20th – twentieth | 25th – | 31st – |

4 **VB4.02** | Listen and write the correct date with the months in Ex 1.

4th January

5 Work in pairs. Look at a calendar of a year on your phone. Student A: Say a date. Student B: Say which day it is or was.

A: The 8th of October 2020. B: Just a moment ... That was a Thursday.

NOTICE

UK and US English have different ways of saying and writing the date.

10th June = the tenth of June (UK and US) June the tenth (UK) June tenth (US)

4B numbers

◀ page 40

1 Work in pairs. How do you say the numbers?

- 1 272 2 4,490 3 1.4 4 2.46 5 ¼ 6 555 7 3,000,000 8 1,000,000,000

2 **VB4.03** | Complete the numbers in Ex 1. Write – if no word is necessary. Then listen and check.

- | | |
|---|---------------------------------|
| 1 two hundred <u>and</u> seventy-two | 5 a |
| 2 four thousand four hundred ninety | 6 five hundred fifty-five |
| 3 one four | 7 three |
| 4 two point six | 8 one |

3A Work in pairs. How much do you know? Complete the sentences with the words in the box.

three million two hundred and seventy-two five hundred and fifty-five one point four
four thousand four hundred and ninety two point four six one billion a quarter
three thousand seven hundred and seventy-six

- | | |
|---|--|
| 1 Mount Fuji is metres high. | 5 The average family in Poland has children.
In Honduras, the number is |
| 2 The Lotte World Tower is metres tall. | 6 There are about bicycles in the world. |
| 3 The Greenland shark lives for years or more. | 7 Just over people live in Mongolia. |
| 4 It's kilometres from New York to Los Angeles. | 8 The Sahara Desert covers over of Africa. |

B **VB4.04** | Listen and check.

NOTICE

In English, we use a comma for the thousands place: 3,776 NOT 3.776.

We use a full stop for the decimal place: 2.46 NOT 2,46.

4C shops

◀ page 42

1 A Match the names of the shops (1–15) with the photos (A–O).

- 1 baker's
- 2 bookshop
- 3 butcher's
- 4 clothes shop
- 5 department store
- 6 dry cleaner's
- 7 electronics shop
- 8 greengrocer's
- 9 hairdresser's
- 10 café
- 11 pharmacy/chemist's
- 12 stationer's/newsagent's
- 13 shoe shop
- 14 sports shop
- 15 supermarket

B **VB4.05** | Look at the photos again. Listen and repeat.



2 **VB4.06** | Work in pairs. Listen to the question. Student A: Say the answer to Student B. Then swap roles.

You hear: Where can I get some new shoes?

Student A says: There's a good shoe shop near here.

3 Work in pairs. Student A: Ask *What can you get at a [name of shop]?* Student B: Answer the question. Then swap roles.

A: What can you get at a butcher's? B: You can get lamb. What can you get at a ... ?

4D weather and seasons

◀ page 44

1 A Match the sentences (1–6) with the photos (A–F).

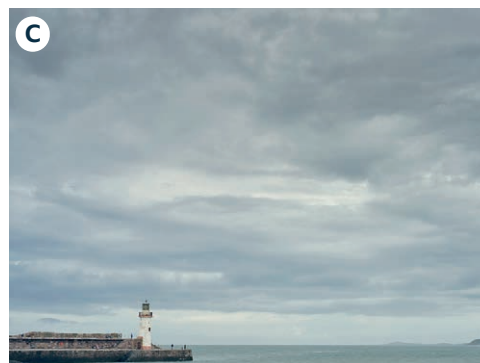
- | | | |
|------------------------|------------------------------|-------------------------------|
| 1 <u>E</u> It's windy. | 3 It's fine and sunny. | 5 It's grey and cloudy. |
| 2 It's snowing. | 4 There's a storm. | 6 It's raining. |

B VB4.07 | Look at the photos again. Listen and repeat.

C Work in pairs. Student A: Point to a photo and ask about the weather. Student B: Reply.

A: What's the weather like?

B: It's snowing.



2 Put the adjectives in the box into three pairs of opposites.

cold cool dry hot warm wet

3 A Complete the text about the UK with the words in the box in Ex 2.

In spring (March, April and May) the temperature isn't very high, so it isn't very ¹ hot, but there are some nice ² days, with temperatures of about fifteen to seventeen degrees Celsius. Sometimes it rains a lot. Summer (June, July and August) is usually ³ with little rain and long sunny days, but there are sometimes bad storms and it can be ⁴ in the evenings, with temperatures of about ten degrees. Autumn (September, October and November) is often ⁵ and windy with a lot of rain and storms, but there are also many fine days. In winter (December, January and February) it often snows in Scotland and the north of England and it can feel very ⁶, with temperatures of about minus five degrees Celsius.



B VB4.08 | Listen and check.

4 Work in pairs. What two types of weather do you like best? Why?

5C saying the time

◀ page 53

1 A Match the times (1–8) with the photos (A–H). Then complete the times.

- 1 **A** seven o'clock
- 2 past seven
- 3 three past five
- 4 three fifteen OR quarter past
- 5 four thirty OR past four
- 6 twenty-three minutes past
- 7 seven forty-five OR to eight
- 8 ten eleven

B **VB5.01** | Look at the photos again. Listen and repeat.

2 Work in pairs. Student A: Point to a photo in Ex 1A. Ask the time. Student B: Say the time.

A: What's the time?

B: It's ...

3 **VB5.02** | Listen and tick the correct times.

1

10:30 12:30 02:30

2

03:15 03:45 04:15

3

06:40 07:20 07:40

4

04:25 04:35 05:25

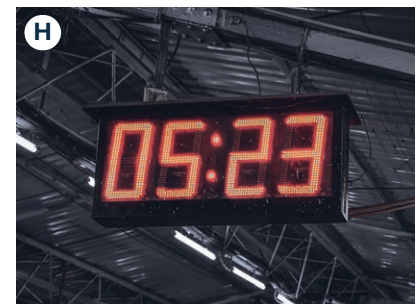
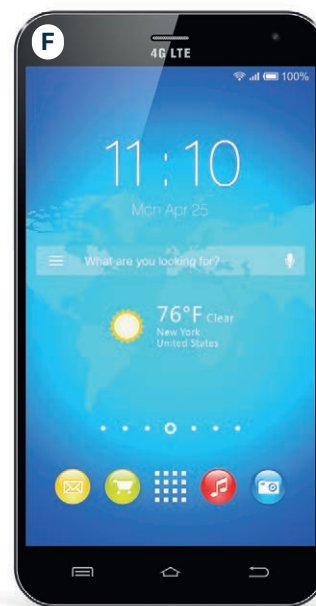
4 Work in pairs. Take turns to ask and answer the questions.

At the weekend, what time do you:

- get up?
- have breakfast?
- have lunch?
- go to bed?

A: At the weekend, what time do you get up?

B: On Saturday I get up at nine, but on Sunday I ...



6A clothes and appearance

◀ page 59

1 A Look at the photos. Find one example of each word or phrase in the box. Write the correct number (1–8) for each word or phrase.

tall short straight hair curly hair long hair short hair bald
blond(e) hair dark hair red hair a beard a moustache

B **VB6.01** | Look at the photos (1–8) again. Listen and repeat.



C Put the words in Ex 1A in the correct place in the table.

He's/She's got ...	He's/She's ...
straight hair	tall
.....
.....
.....
.....
.....
.....
.....
.....

2 A Match the words (1–14) with the clothes in the photos (A–N).

- | | |
|------------------|------------------|
| 1 socks | 8 top |
| 2 jeans | 9 skirt |
| 3 suit | 10 jumper |
| 4 jacket | 11 shorts |
| 5 trousers | 12 dress |
| 6 shirt | 13 T-shirt |
| 7 tie | 14 coat |

B **VB6.02** | Look at the photos (A–N) again. Listen and repeat.

3 **VB6.03** | Listen and look at the photos (1–8). Match the descriptions (a–d) with the correct photos.

4 Work in pairs. Student A: Describe one of the photos (1–8). Student B: Identify the correct photo.

6B transport collocations

◀ page 60

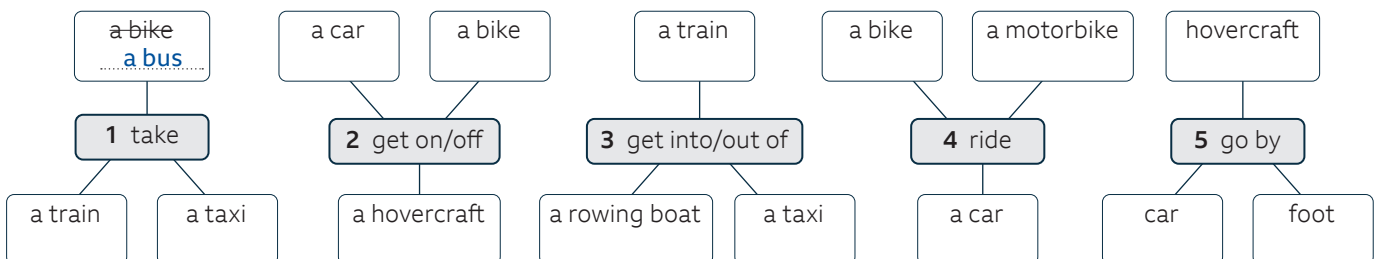
1 A Match the types of transport (1–12) with the photos (A–L).

- 1 ☐ plane
- 2 ☐ motorbike
- 3 ☐ scooter
- 4 ☐ van
- 5 ☐ hovercraft
- 6 ☐ lorry/truck
- 7 ☐ boat
- 8 ☐ ship
- 9 ☐ rowing boat
- 10 ☐ ferry
- 11 ☐ tram
- 12 ☐ underground/subway train

B **VB6.04** | Look at the photos again. Listen and repeat.



2 Look at the word webs. Correct one type of transport in each word web.



3 Work in pairs. Student A: Say a type of transport. Student B: Say the correct verbs.

A: bike

B: go by bike, get on a bike, ride a bike ...

4 Complete the sentences with types of transport. You can give more than one for each sentence.

- 1 I like travelling
- 2 I don't like travelling
- 3 On my summer holiday, I like going

5 Work in groups and compare your ideas. How many wrote the same as you?

7A skills

◀ page 69

1 A Match the sentences (1–12) with the photos (A–L).

- 1 She can play a musical instrument.
- 2 He can make clothes.
- 3 He can sell things.
- 4 She can design furniture.
- 5 She can write a report.
- 6 He can teach children to read.
- 7 She can drive a lorry.
- 8 It can translate.
- 9 He can draw a plan.
- 10 She can type.
- 11 She can fix a computer.
- 12 He can read music.

B **VB7.01** | Listen and check.

C **VB7.02** | Listen and answer the questions.

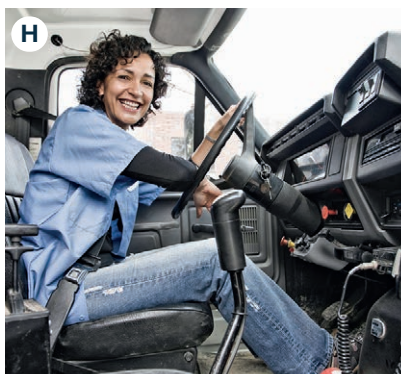
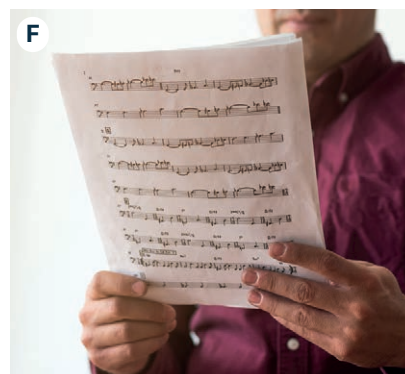
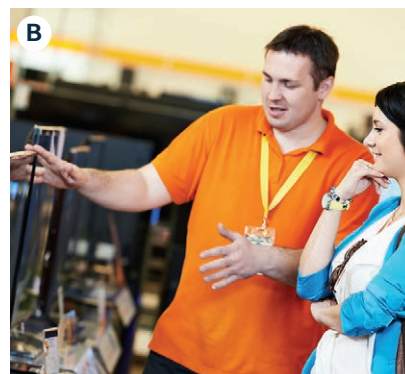
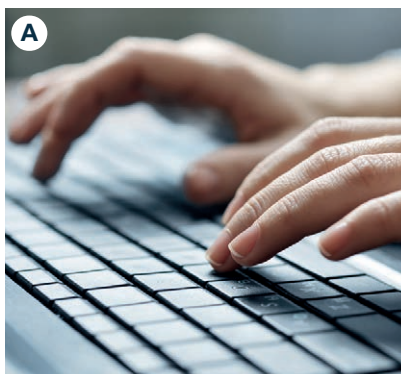
- 1 Is the stress on *can* or on the verb?
- 2 How is *can* pronounced?

D Work in pairs. Cover the sentences in Ex 1A. Look at the photos and ask each other questions.

A: Can you type?

B: Yes, but not very well. Can you?

A: Yes, I learnt when I was at school.



8C hotel rooms

◀ page 83

1 A Match the rooms and facilities (1–16) with the pictures (A–P).

Rooms

- 1 single room
- 2 double room
- 3 twin room
- 4 room with a balcony
- 5 room with a view of the sea

Facilities

- 6 shower
- 7 air conditioning
- 8 car park
- 9 gym
- 10 wifi
- 11 bath
- 12 gift shop
- 13 restaurant
- 14 spa
- 15 hairdresser's
- 16 swimming pool



B **VB8.01** | Look at the pictures again. Listen and repeat.

2 Work in pairs. Cover the words in Ex 1A. Choose the three most important facilities for you. Compare your ideas.

1C Making plans

SPEAKING OUTPUT | a group discussion

GOAL | make a free-time plan together

MEDIATION SKILL | asking questions to make a plan

WARM-UP

1 A Work in pairs and discuss the questions.

- 1 Where do you and your friends meet?
- 2 What activities do you do together?

B Work in pairs. Make a list of places to go in your town.

cinema, restaurant ...



PREPARE

2 Work in pairs and read the Scenario. Which of the activities do people do in your town?

SCENARIO

Your new friends want to meet you this afternoon. Here are some activities you can do in your town.

- meet friends for coffee
- go running in the park
- go to the cinema
- go to an Italian restaurant

Talk to your friends and decide on an activity, a time and a place.

3 Read the Mediation Skill box. Which activities are good for Julian and Anna?

MEDIATION SKILL

asking questions to make a plan



When you want to decide something in a group, ask different people questions to get all the information you need.

Anna: How are you today, Julian?

Julian: I'm OK ... I'm tired. What about you? How are things?

Anna: I'm hungry!

Julian and Anna need an activity that is good for a tired person and a hungry person.

4A Match the questions (1–5) with the responses (a–e).

- | | |
|---------------------------|--|
| 1 How are things? | a How about 5 o'clock? |
| 2 What time? | b No, I don't. |
| 3 Do you like coffee? | c Good idea. Let's meet at the cinema. |
| 4 What about a movie? | d Great! See you at the park! |
| 5 Let's meet at the park. | e Not good. I'm bored. |

B Work in pairs. Think of two more ways to respond to the questions in Ex 4A.

- 1 How are things?
I'm all right.

5 Answer the questions. Make notes.

- 1 What places do you like in your town?
- 2 What activities do you like?
- 3 What time are you free today?

MEDIATE

6 Work in groups. Make a plan. Ask each other questions to decide on the activity, the time and the place.

7 Work with the class. Discuss the questions.

- 1 What is your activity?
- 2 What is your place?
- 3 What time is your meeting?
- 4 Why is the activity good for your group?

2C Pizza problem

WRITING OUTPUT | a message to a friend

GOAL | help someone understand a pizza menu

MEDIATION SKILL | selecting relevant information

WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Do you like pizza? Why/Why not?
 - 2 How often do you and your family eat pizza?
 - 3 Read the list of pizza ingredients in the box. What things do you like on a pizza? Choose three toppings.

A: I like salmon on a pizza.

B: Salmon? I don't like salmon on a pizza.

broccoli cheese chicken chillies egg
fresh tomatoes herbs mushrooms olives
onions pineapple prawns red pepper salmon

PREPARE

- 2 Read the Scenario. Are the statements True (T) or False (F)?
 - 1 Guy doesn't eat mushrooms.
 - 2 His friend doesn't like pizza.
 - 3 Guy understands all the information about the pizzas.

SCENARIO

Your friend Guy sends you a message.

Hi. I want to order some pizzas for me and my friend from the pizza restaurant where you work, but I don't understand the menu. We need pizzas with only vegetables, but I don't like mushrooms. Can you help? Here's the menu:

Which ones are best for us?
We'd like to get two different ones.
Thanks! PS We're very hungry! 😊



- 3 Work in pairs. Look at the three pizzas in the Scenario and answer Guy's question.
- 4 Read the Mediation Skill box. Which information does Guy need? Which doesn't he need?

MEDIATION SKILL

selecting relevant information



When you give people information, answer their questions clearly, but don't give too much information.

Here is some information about pizzas:

- the names of the pizzas
- a list of all the ingredients of each pizza
- the name of the pizzas that aren't good for a person
- why the pizzas are good for them
- the prices of the pizzas

MEDIATE

- 5 Write a reply to Guy's message to help him order the correct pizzas.
- 6 Work in pairs. Compare your messages. Do you think your partner needs to add or change anything?

GARDEN AND SEA

TOMATO, ONION, BROCCOLI, PRAWNS

PRICE: £12



PRIMAVERA

RED PEPPER, OLIVES, MUSHROOMS

PRICE: £11.50



HOT SPRING

OLIVES, GREEN PEPPER, HERBS, CHILLIES

PRICE: £10



3C Cultural advice

WRITING OUTPUT | a reply to an email

GOAL | give advice to a friend about your country

MEDIATION SKILL | describing your culture



WARM-UP

1 Work in pairs and discuss the questions.

- 1 How often do you have dinner with family or friends?
- 2 How often do you go to your friends' homes for dinner?
- 3 Do you prefer to have dinner at a friend's house or in a restaurant? Why?

PREPARE

2 Read the Scenario. Think of more questions Kelly can ask.

SCENARIO

Your friend Kelly sends you a message.

Hi, how are things?



So, this is my second week here in your country and I love it! The job is good and all my colleagues are very nice, but I need your help with one thing. Next week, there is a dinner at my manager's house, and I have a few questions:

Do I need to arrive on time?

Do I take anything, like flowers, food or gifts?

What do people usually talk about at dinner?

What food do people make for their guests?

I hope you can help!

Kelly x

3 Read the Mediation Skill box. What other adverbs do we use to say how often we do things?

MEDIATION SKILL describing your culture



When you want to give a friend advice about your country or culture, you can use adverbs of frequency to say how often you do things.

We **never** arrive late for dinner.

We **always** take a gift.

We **sometimes** bring some food.

4A Read the sentences. Change the adverbs so the sentences are true for your country.

When we meet our friends for dinner ...

- 1 we **often** talk about the weather.
- 2 we **usually** wear formal clothes.
- 3 we **sometimes** help in the kitchen.
- 4 we **always** eat a lot.
- 5 we **usually** stay for a long time.

B Work in pairs and compare your answers. Are they the same or different?

MEDIATE

5 Read the questions in the Scenario again. Make notes about your answers. Write your reply to Kelly.

Hi Kelly,

I'm so happy you like life here! So, you have a dinner at your manager's house? Here's my advice ...

6 Work in pairs. Compare your emails. Do you agree with your partner's advice?

4C Party clothes

SPEAKING OUTPUT | a phone conversation

GOAL | buy something for a friend

MEDIATION SKILL | checking details

WARM-UP

1 Work in pairs and discuss the statements. Which of them are true for you?

- 1 I buy my clothes online.
- 2 I buy new clothes every month.
- 3 I like shopping for clothes.

Number 1 is not true for me. I always go to shops to buy clothes.

PREPARE

2 Read the Scenario. Why does Ash need your help?

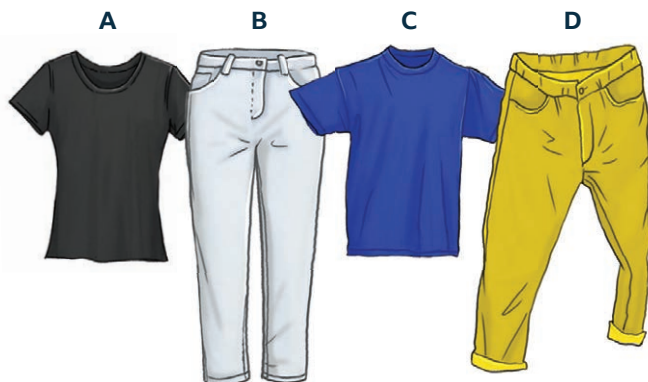
SCENARIO

Your friend Ash sends you a message.

Hi, I need your help!
It's Donald's party tonight and I need something to wear, but I don't have time to go to the shops. Can you go to Unishop for me? I only need two things. Please?
I need:
a black T-shirt, medium size, £20 or less
white jeans, size 28, £50 or less
Thank you! You're a great friend. Call me if you have any problems.
Ash

Go to Unishop and ask for the clothes Ash wants. Call her with the information.

3 **MB4.01** | Listen to the conversation. Tick the item (A–D) that the person buys.



4 **MB4.01** | Read the Mediation Skill box. Tick the sentences you heard in Ex 3. Listen again and check.

MEDIATION SKILL checking details



Sometimes shops don't have exactly what we need. Use *but* to tell someone what a shop has/hasn't got.

They've got T-shirts, but they haven't got any jeans, sorry.

They haven't got a black T-shirt in a medium, but they've got blue, white or green.

Use the phrases below to check if the new details are OK for someone:

They've got white jeans in a size 28, but they're £100. Do you want them?

They haven't got a blue one, but they've got a red one. Is that OK?

MEDIATE

5 Work in groups.

Student A: You work in Unishop. Decide what the shop has got and complete the table. Answer Student B's questions.

Student B: You are Ash's friend. Ask Student A for the clothes that Ash asks for in the Scenario. Then check the details on the phone with Ash.

Student C: You are Ash. Answer Student B's questions. Tell Student B you also want a jacket.

	colour	price	size
T-shirts			
jeans			
jackets			

6 Swap roles and repeat the conversation.

5C How was your day?

SPEAKING OUTPUT | an informal conversation

GOAL | help a friend to tell a story

MEDIATION SKILL | listening actively

WARM-UP

1 A Work in pairs. Which of the situations happen on a good day and which happen on a bad day?

- you arrive at work on time
- rain
- traffic problems
- a nice journey to work/school
- you see a friend in a café
- problems with technology
- you get a good mark in an exam
- you lose something

B Answer the questions.

- 1 Can you think of more things that happen on good/bad days?
- 2 Who do you talk to when you have a bad day?

PREPARE

2 Read the Scenario. Was your friend's day bad or good?

SCENARIO

Your friend sends you a message.

Can we meet for coffee? I want to tell you about my terrible day yesterday! We went to see John's parents, but it was a very difficult day!

3 **MB5.01** | Listen to a conversation between Janina and Rex. Tick the things that they mention.

someone arrived late problems with a car
someone lost something bad food
bad weather the beach a walk



4A **MB5.01** | Read the Mediation Skill box. Listen again. Which things did Rex do?

MEDIATION SKILL listening actively



When you listen to someone during a conversation, you can help them to tell a story by asking questions. This shows that you understand and want to listen to what they tell you.

Asking questions

A: She didn't arrive at seven o'clock.

B: What did you do?

Showing that you understand

A: We went to see Jana.

B: Jana, right.

Reacting

That's too bad/terrible. That's a shame. Oh no!

Sounds nice.

B **MB5.01** | Listen again and complete the sentences.

- 1 How things?
- 2 What yesterday?
- 3 Do they live near here?
- 4 J: And we had problems all day.
R:
- 5 J: Then we had problems with the car. That car is so old now ...
R: Oh, too bad.
- 6 you arrive late at John's parents' house?
- 7 J: We went to the beach near their house.
R: Sounds nice.
- 8 Wow, that **was** a day.

MEDIATE

5 Work in pairs. Student A: Look at the ideas in Ex 1 and make notes for a story about a bad day.

6A Student A: Tell the story of your bad day. Student B: Listen and help Student A to tell their story.

B Swap roles and repeat the conversation.

C Work with the class and discuss the question. How did your partner help you to tell your story?

6C Plans for Dublin

WRITING OUTPUT | a message to friends

GOAL | help a group make a plan

MEDIATION SKILL | putting information together

WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Are there any cities near you? What are their names?
 - 2 What interesting things are there in these cities?

I live near Berlin. It has got a zoo and some famous museums.

PREPARE

- 2 Read the Scenario. Match the activities (1–5) with the photos (A–E).

SCENARIO

Your friend Jet sends you a message.

Hi guys! I'm excited about our trip to Dublin tomorrow! I know we only have one day in the city, so maybe we can only do three of these things – what do you think?

- 1 Visit the Little Museum of Dublin (10 euros)
- 2 See the deer in Phoenix Park (free)
- 3 Go on a bus tour (24 euros)
- 4 Visit Trinity College Library – more than 400 years old! (15 euros)
- 5 Cross Ha'penny Bridge – great view (free)



- 3 Read the replies to Jet's message. Do Kenny and Jan agree on which places to visit?

Hi Jet, thanks for this! Museums are really boring! I'd like to do the bus tour, the park and the bridge, please.
Kenny

Hi Jet – I haven't got much money. Cheap things, please!
Jan

- 4 Read the Mediation Skill box. Then complete the sentences with *than*, *and* and *but*.

MEDIATION SKILL putting information together



When people have different ideas, you can suggest a plan which gives everyone something they want.

Use *and* and *but* to put information together. Use *What about* and *Let's* to make suggestions.

Anna wants to go for dinner, **and** Chris wants to eat and to see a film. **What about** a quick dinner and then a film? We're hungry, **but** Charles hasn't got too much money. **Let's** go to a cheap restaurant.

Use the comparative to show the difference between two things.

Hyde Park is **bigger than** Regent's Park. Let's go there.

- 1 OK, Cina wants to see a film, Jonah doesn't want to go to the cinema.
- 2 I want to go to the library visit the museum.
- 3 The tour is more expensive the museum.
- 4 The park is very nice, the weather is bad today.
- 5 The park is more beautiful the bridge.

MEDIATE

- 5 Write a response to your group. Suggest a good plan for everyone.
Hi everyone, I love the ideas for Dublin! Let's make a plan.
- 6 Work in pairs. Compare your messages. Is your partner's plan good? Do you want to change your own response? Why/Why not?

7C Voicemail

WRITING OUTPUT | short messages

GOAL | give someone the information they need

MEDIATION SKILL | listening for important words



WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 Do you prefer to send voice messages or text messages? Why?
 - 2 Do you like receiving voice messages? Why/Why not?


PREPARE

- 2 Read the Scenario. What does Lily want you to do?

SCENARIO

Your friend Lily sends you a message.

Hello. I've got some voice messages, but I can't understand them very well. Can you listen and tell me what they say? One is the hairdresser and I think one is the university.
Thanks for your help!
Lily x

- 3  **MB7.01** | Listen to the first voice message for Lily. What is it? Choose the correct option (a–c).
 - a She's late for her appointment.
 - b She needs to make a new appointment.
 - c She's got a new hairdresser.



- 4A Read the Mediation Skill box. Think of examples of adjectives, nouns, verbs and negative forms of verbs.

MEDIATION SKILL

listening for important words



When you listen and make notes, it's not necessary to write down every word – you can note down the words that give the important information. They are often the **adjectives**, **verbs** and **nouns**. **Negative** forms of **verbs** are often important too because they change the meaning.

You can then use these important words to make a simple message.

- B Read the sentences. Which one has the important words in bold?
 - a This is **John**. I'm very sorry, but I **can't come** to your **party** tonight.
 - b **This is John**. I'm very sorry, **but** I can't come **to your party** tonight.

- C Complete the message. Use the information in Exercise 4B


..... called. He to your tonight.

- 5 Read the voice message from Ex 3. Find the most important words. Then complete the message.

Hi, this is a message for Lily Aldora from Cuts Hairdressers. I'm sorry to say that Rose, your usual hairdresser, is not well today. The problem is all the other hairdressers are busy, so we need to change your appointment time. Can you call us on 077075? Thank you very much, and sorry again.

..... called. Your isn't well. You need to your appointment time. them on 077075.

MEDIATE

- 6  **MB7.02** | Listen to two more voice messages for Lily. Note the important words. Then write two messages for her.
- 7 Work in pairs. Compare your messages. Do you both give the same information? Would you like to change anything in your messages?

8C Checking out

SPEAKING OUTPUT | an informal discussion

GOAL | discuss a short story

MEDIATION SKILL | expressing certainty and uncertainty

WARM-UP

- 1 Work in pairs and discuss the questions.
 - 1 How often do you listen to stories?
 - 2 Do you prefer films or books? Why?
 - 3 What type of stories do you like, love stories, funny stories or strange stories?

PREPARE

- 2A Read the Scenario. Why did your friend message you?

SCENARIO

Your friend sends you a message.

Hi, how are you? We missed you in class last night! The teacher gave us some homework. We need to listen to a story called 'Check Out' and answer some questions. Her message is below. See you next week!

Hi everyone.

Your homework is to listen to the story 'Check Out'. Here are the questions to discuss next week in class.

- 1 Where does the story happen?
- 2 Why did the receptionist call Mr Hooper?
- 3 What did Mr Hooper say?
- 4 What did Mr Hooper want to do at 2.03 a.m.?
- 5 Why was the receptionist surprised?
- 6 Why did Mr Hooper want to leave?
- 7 Why did Jan ask Tobias to check the room?
- 8 What happened in the room?

- B **MB8.01** | Listen to the story *Check Out*. What is it about?

- a a strange hotel guest
- b a very bad hotel

- 3 Read the Mediation Skill box. Then read the questions in the Scenario (1–8) again. Which answers are you sure about (S) and which are you not sure about (NS)?

MEDIATION SKILL

expressing certainty and uncertainty



Sometimes we are sure about an answer to a question.

A: Where does John live?

B: John lives in Barcelona.

But sometimes we are not sure. We can use words like *maybe*, *perhaps* and *I think* to show this.

A: Why did he leave so quickly?

B: **Maybe** he was late.

C: **Perhaps** he broke something in the room.

A: Where is he from?

B: **I think** he's British.

- 4 **MB8.01** | Read questions 1–8 again and listen again. Make notes about your answers.

MEDIATE

- 5 You are in your next lesson. The teacher asks you to talk about your homework. Work in pairs. Discuss your answers to questions 1–8.
- 6 Work in a different pair. Compare your answers. Did you and your first partner agree? Which questions did you disagree about?



VERB TABLE

infinitive	-ing form	past simple
answer	answering	answered
arrive	arriving	arrived
ask	asking	asked
be	being	was/were
become	becoming	became
book	booking	booked
bring	bringing	brought
buy	buying	bought
call	calling	called
change	changing	changed
chat	chatting	chatted
check	checking	checked
check in/out	checking in/out	checked in/out
choose	choosing	chose
clean up	cleaning up	cleaned up
close	closing	closed
come	coming	came
cook	cooking	cooked
delete	deleting	deleted
discuss	discussing	discussed
do	doing	did
drink	drinking	drank
drive	driving	drove
eat	eating	ate
enjoy	enjoying	enjoyed
exercise	exercising	exercised
feel	feeling	felt
find	finding	found
finish	finishing	finished
fix	fixing	fixed
get	getting	got
get up	getting up	got up
give	giving	gave
give up	giving up	gave up
go	going	went
hate	hating	hated
have	having	had
introduce	introducing	introduced
join	joining	joined
keep	keeping	kept
know	knowing	knew
learn	learning	learned/learnt
leave	leaving	left
like	liking	liked
listen	listening	listened
live	living	lived
look	looking	looked
look after	looking after	looked after
look for	looking for	looked for
love	loving	loved

infinitive	-ing form	past simple
make	making	made
match	matching	matched
mean	meaning	meant
meet	meeting	met
miss	missing	missed
need	needing	needed
open	opening	opened
order	ordering	ordered
pay	paying	paid
phone	phoning	phoned
pick up	picking up	picked up
play	playing	played
post	posting	posted
practise	practising	practised
print	printing	printed
put	putting	put
put away	putting away	put away
read	reading	read
relax	relaxing	relaxed
repeat	repeating	repeated
ring	ringing	rang
say	saying	said
see	seeing	saw
sell	selling	sold
send	sending	sent
sing	singing	sang
sit	sitting	sat
sleep	sleeping	slept
speak	speaking	spoke
spend	spending	spent
start	starting	started
stay	staying	stayed
stop	stopping	stopped
study	studying	studied
take	taking	took
talk	talking	talked
teach	teaching	taught
think	thinking	thought
travel	travelling	travelled
try	trying	tried
turn off/on	turning off/on	turned off/on
understand	understanding	understood
use	using	used
wait	waiting	waited
wake up	waking up	woke up
walk	walking	walked
want	wanting	wanted
win	winning	won
work	working	worked
write	writing	wrote

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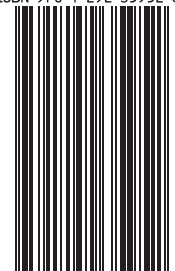
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