

Lindsay Clandfield

Straightforward



Elementary Student's Book



MACMILLAN

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MACMILLAN

42
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Lesson	Grammar	Vocabulary	Functional language	Pronunciation
Basics 1 101		International English, numbers 1-100, introductions 1 & 2, Alphabet		
Basics 2 102	4-100 Months	Cardinal Numbers 1-100, days of the week, seasons, Numbers 100-1000, Time, clocks, dates		
1A The new person 103	Verb to be: affirmative Possessive adjectives	Classroom 1	Classroom English: saying hello & goodbye	
1B Personal profile 104	Verb to be: affirmative & negative	Locations & nationalities		
1C Personal possessions 105	There, that, these, those	Classroom 2		
1D In person 106		Drinks	At a party: offers & responses	
2A The expat files 107	Present simple: affirmative & negative	Country names 1		Word stress 1
2B Typical friends 108	Present simple: questions & short answers	Country names 2		
2C He still lives with his parents 109	Wh- questions Possessive 's	The family		Final 's
2D Four group 110	Adjectives	Describing people	Describing people	
3A Houseswap 111	Prepositions of place	Describing where we live		
3B 1600 Pennsylvania Avenue 112	There is, there are How many	Parts of a house		
3C My first flat 113	A, an, some & any	Furniture		
3D Tate Modern 114		Ordinal numbers	In a museum: giving directions	
4A MetroNaps 115		Questions 1: above, go & on	Telling the time	Vowels 1
4B A day off 116	Prepositions of time: in, at, on	Months	Saying the date	
4C Do the housework! 117	Frequency adverbs & phrases How often Time expressions (once a month, etc)	Things in the house Collocations 2: (housework)		Vowels 2
4D I'm on the phone 118			Talking on the phone	Phone numbers
5A Languages made easy! 119	Can/can't			Can/can't
5B Cross Canada trip 120	Past simple was/were	The weather		
5C Travel essentials 121	Past simple regular verbs			rd/ endings
5D Bed & breakfast 122			Asking for permission	

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Reading	Listening	Speaking	Writing (in the Workbook)
1. <i>Exercice 1</i> : la première journée d'un nouveau travail		Guided conversation: introductions	
2. <i>Exercice 2</i> : parler de ses possessions	A phone call to a language school	Make a phone call to a language school <i>Did you know?</i> They aren't American!	Completing a form
3. <i>Exercice 3</i> : parler d'une fête d'accueil	Conversations at a Welcome Party	Game: what's this in English? Roleplay: at a welcome party	
4. <i>Exercice 4</i> : lire un article sur la vie en France	A Briton talking about living abroad	Talk about life as an expat	
5. <i>Exercice 5</i> : lire un article sur la vie en France	A radio interview about men and women and friendship	Talk about things you do with your friends <i>Did you know?</i> The family in Britain	A personal e-message
6. <i>Exercice 6</i> : lire un article sur la vie en France	A phone call describing people arriving at the airport	Communication: describe famous faces past and present	
7. <i>Exercice 7</i> : lire un article sur la vie en France		Game: Class Homeswap Give a virtual tour of your home <i>Did you know?</i> So Downing Street	Giving pink fines
8. <i>Exercice 8</i> : lire un article sur la vie en France	A documentary about the White House	Communication: find differences between two rooms Roleplay: give directions in a building	
9. <i>Exercice 9</i> : lire un article sur la vie en France	Conversations at the information desk of an art gallery		
10. <i>Exercice 10</i> : lire un article sur la vie en France		Talk about daily routines	Phone messages
11. <i>Exercice 11</i> : lire un article sur la vie en France	People talking about special days	Add an extra national holiday to the calendar Survey: Life at work & home	
12. <i>Exercice 12</i> : lire un article sur la vie en France	A radio phone-in about housework	Survey: Phones and you Making phone calls <i>Did you know?</i> Phone facts: North America	
13. <i>Exercice 13</i> : lire un article sur la vie en France	Five phone conversations		
14. <i>Exercice 14</i> : lire un article sur la vie en France		Talk about languages	
15. <i>Exercice 15</i> : lire un article sur la vie en France	People talking about holiday photos	Asking for clarification Talk about holiday photos <i>Did you know?</i> Top destinations for Canadian tourists	Describing a holiday
16. <i>Exercice 16</i> : lire un article sur la vie en France		Talk about things to take on holiday Talk about a past holiday Roleplay: at a hotel	
17. <i>Exercice 17</i> : lire un article sur la vie en France	Conversations at a hotel		

Lesson	Grammar	Vocabulary	Functional language	Pronunciation
6A Celebrations p62	Past simple irregular verbs	Celebrations		Past simple irregular verbs
6B Actor! Author! p64	Past simple regular & irregular verbs Past time expressions	Films & books		
6C They cry easily p66	Adverbs of manner	Feelings	Talking about likes & dislikes	Word stress 2, intonation
6D I'm not crazy about it p68		Giving opinions		
7A Miracle diets? p72	Countable & uncountable nouns Some, any	Food 1		
7B Rice p74	How much, many A lot, not much, not many	Food 2		Word stress 3
7C Fussy eaters p76	Too	Describing food		
7D Eat out p78		Eating out	In a restaurant	Word linking 1
8A I hate flying p82	Verb - ing	Transport		/ɪŋ/
8B Traffic jam p84	Present continuous	Action verbs		
8C Follow that car! p86	Present simple vs. present continuous	Collocations 3: transport		
8D Let's take the bus p88		Verb patterns: Take	Suggestions	Intonation 2
9A A good impression p92	Should/shouldn't	Clothes		Final -e
9B Body moving p94	Imperatives	Body		
9C Never forget a face p96	Whose possessive pronouns	Face		/fə/
9D Not feeling well p98		Health problems	Asking & saying how you feel	
10A It's illegal p102	Must/mustn't/needn't	Places in a city		
10B Life in the capital p104	Comparatives	Describing a city		Word stress 4
10C Best of the best p106	Superlatives	go + verb - ing		
10D City souvenirs p108		Size & colours	In a shop	Word linking 2
11A Working behind the scenes p112	Question review	Jobs		/bɜːl /ɜːl & /ɜːl/
11B The future of work p114	Prediction (will)	Describing work		
11C 16 before 60 p116	Going to future	Collocations 4: (make & do)		/tʃiː/
11D Love and work p118		Phrasal verbs	Invitations	
12A Lifetime achievements p122	Present perfect 1 affirmative	Music		Contractions
12B A public life p124	Present perfect 2 questions & negative			(regular past participle)
12C English in your life p126	Verb forms (review)			
12D The end p128			Thanking	
Communication activities p132	Tapescripts p140	Unit reviews p147		

Reading	Listening	Speaking	Writing (in the Workbook)
Things about celebration	Actor: Author! A television quiz show	Talk about a celebration Game: Actor! Author! Did you know? The Big Read: favourite books Game: The Dialogue Game Talk about people and things that you like and don't like	A card for a special occasion
Why cry easily: article about men and crying	Conversations about likes and dislikes	Invent your own "miracle" diet	A dish for you
How to eat: article about rice	Exposed: A television programme about diets Conversations about eating habits A conversation in a restaurant	Communication: describe differences in pictures of food Dialogue: complaining about food Survey: eating out Guided conversation at a restaurant Did you know? Eating out in America	
How to fly: article about flying	A traffic report on the radio	Questionnaire about travel Game: In Traffic Did you know? London's traffic law Communication: two special days Dialogue: suggestions	An invitation
How to find: detective story	Conversations about crossing London	Talk about making a good impression Survey: health Give instructions for an exercise Game: Memory test Did you know? Faces on coins Roleplay: not feeling well	Giving advice
A person about first impressions A person about sitting at work	An interview about how people remember faces Conversations about feeling ill	Make classroom "laws" Did you know? Banning smoking Talk about your city Roleplay: moving to another city Talk about the best things to do in a city	A city guide
Some laws: article about strange laws	People talk about life in the capital city of their country	Role play: in a shop	
What's the best: extract from guide book about city	A conversation in a souvenir shop	Talk about work Game: Guess the job Did you know? The NHS Talk about your future working life Talk about plans for the future Dialogue: invitations	A job for the summer
What's next: article about the future of work A person about healthy living A person about love and work	Benign the scenes: television programme about jobs People talk about future plans Conversations about invitations		
Music in the future: Article about Grammy Awards	Interviews about speaking in public	Talk about music Talk about a famous singer Questionnaire about speaking in public Did you know? Person of the Year A short presentation Game: A travel game	Thanks
What's your life: brochure for a language school	Conversations at the end of the tour		

Basics 1

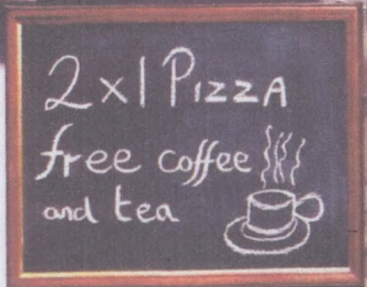
INTERNATIONAL ENGLISH

1 Look at the international English words.
Which ones do you know?

2  1.3 Listen and point to the words you hear.

3  1.4 Listen and repeat.

Hospital



NUMBERS 1-10

1  1.3 Read and listen to the numbers.

1 2 3 4 5 6 7 8 9 10

2  1.3 Listen and repeat.

3  1.4 Listen and write the number you hear.

4 Work in pairs, A and B. Turn to page 137.

6 |

INTRODUCTIONS 1



- 1.4 Read and listen to the dialogue.

Woman: Hello.
 Frank: Hi.
 Woman: What's your name?
 Frank: My name's Frank.
 Woman: Nice to meet you.
 Frank: Nice to meet you.

- 1.5 Listen and repeat.

- 1.6 Listen to two dialogues. Match the dialogues to the pictures.



1

- 1.7 Practise the dialogue from exercise 1.

ALPHABET

- 1.7 Read and listen to the alphabet.

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

- 1.7 Listen and repeat.

- 1.8 Look at the circles. Listen to the sound and the letters.

/æ/	/e/	/e:/
A, H, J	B, C, D, E, G, P	F, L, M, N, S
/aʊ/	/o:/	/u:/
I	O	Q, U

- 4 Write the letters from the box in the correct circles.

K T V W X Y Z

- 1.9 Listen to the recording to check your answers. Repeat the letters.

- 1.10 Listen and write the letters you hear.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

INTRODUCTIONS 2

- 1 Put the dialogue in the correct order.

- ☐ III. My name's Katy.
 What's your name?
☐ I. LINDSAY
 How do you spell that?
☐ II. My name's Lindsay.
 Hello.

- 2.11 Listen and check.

- 3 Work in groups. Ask other people to spell their name.

What's your name?
 My name's Viktor.
 How do you spell that?
 V-I-K-T-O-R

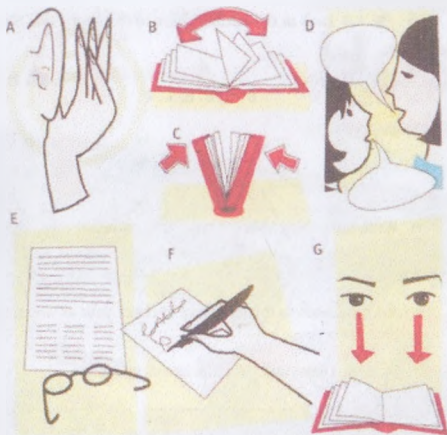


Basics 2

CLASSROOM ENGLISH 1

1 Match the pictures to the verbs in the box.

write listen to open close look at read talk



2 1.12 Listen to the recording and write a word from exercise 1 in the space.

- | | |
|-----------------------|----------------------|
| 1 _____ your books. | 5 _____ the picture. |
| 2 _____ your books. | 6 _____ the text. |
| 3 _____ the words. | 7 _____ the CD. |
| 4 _____ to a partner. | |

3 1.12 Listen again and check.

COLOURS

1 Match the words in the box to the colours.

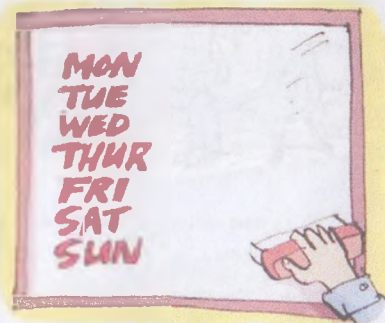
red white green brown blue black yellow



2 1.13 Listen and repeat.

DAYS OF THE WEEK

1 1.14 Listen to the days of the week and complete the words.



2 1.15 Listen and repeat.

3 1.16 Listen to five conversations. Underline the day of the week you hear.

- | | |
|----------------------|---------------------|
| 1 Monday / Sunday | 4 Saturday / Sunday |
| 2 Tuesday / Thursday | 5 Friday / Thursday |
| 3 Friday / Saturday | |

NUMBERS 11-100

1 Match the words to the numbers.

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

2 1.17 Listen and repeat.

3 Write the numbers for these words.

twenty-one	21	seventy-five	_____
thirty-three	33	eighty-eight	_____
forty-seven	_____	ninety one	_____
fifty nine	_____	one hundred	_____
sixty one	_____		

THINGS AROUND YOU

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

an ID card an earring an apple coins keys
a pen sweets



2. Read and listen to the words. What things are in your classroom? Put a tick (✓) or a cross (X).

a TV a door a CD player
a board a window

3. Listen to words from exercises 1 and 2. Point to the object on the page or in the class and say the word.

4. What things do you have with you today? Ask a partner. Use the picture and the words to help you.

Do you have an ID card? Yes.
Do you have photos? No.
Do you have an apple? Yes.
Do you have a credit card? Yes.

GRAMMAR: a / an, plurals

With singular nouns, use the article *a/an*.

a + vowel
an apple
an ID card

a + consonant
a TV
a pen

To make nouns plural = noun + s/es/ies
sweets
sandwiches

SEE LANGUAGE REFERENCE PAGE 40

1. Make the words plural.

- wallet _____
- bus _____
- taxi _____
- hotel _____
- mobile phone _____
- sandwich _____

2. Write *a*, *an* or nothing.

- | | |
|------------------|-------------------|
| 1. _____ ID card | 5. _____ airport |
| 2. _____ bus | 6. _____ key |
| 3. _____ apples | 7. _____ hotels |
| 4. _____ taxis | 8. _____ hospital |

CLASSROOM ENGLISH 2

1. Listen and complete the questions and sentences with a word from the box.

say mean don't

- What does *apple* _____?
- How do you _____ *mean* in English?
- I _____ know.
- I _____ understand.
- Look at the words and pictures on pages 8 and 9. Work with a partner and ask questions.
What does _____ mean?
How do you say _____ in English?

Basics

Language reference

GRAMMAR TERMS

The words in bold are grammar terms used in *Straightforward Elementary*.
What are they in your language?

I	English.		
subject	verb	object	
I	am	a	student.
pronoun	verb	article	noun
Do	you	speak	English?
auxiliary	pronoun	verb	noun
This is an	elementary	book	
	adjective		

PRONUNCIATION

Vowel sounds

i:	ɪ	ʊ	u:
eat	it	book	new
tree	six	pull	school
e	ə	ɜ:	ɔ:
very	American	her	born
any	mother	bird	awful
æ	ʌ	ɑ:	ɒ
back	up	car	what
apple	does	after	on
ɪə	eɪ	oʊ	əʊ
here	face	Europe	no
ear	ate	tour	open
ɔɪ	eə	aɪ	aʊ
boy	their	hi	house
noisy	airport	eve	down

Consonant sounds

p	b	t	d	tʃ	dʒ
stop	bar	ten	desk	cheese	June
parents	job	light	red	teach	orange
k	g	f	v	θ	ð
can	go	father	very	think	the
look	bag	laugh	live	fourth	mother
s	z	ʃ	ʒ	m	n
see	zoo	she	television	make	never
rice	has	information	usually	name	ten
ŋ	h	l	r	w	j
English	hello	like	read	water	yes
sing	hand	ill	practise	where	year

A, an, plurals

Use **a** and **an** in front of singular nouns

Use **a** with a consonant.

a TV
a pen
a door

Use **an** with a vowel.

an apple
an ID card
an earring

To make nouns plural add **s**, **es**, **ies**

-s
pen pens
door doors
apple apples

-es
sandwich sandwiches
bus buses

-ies
dictionary dictionaries
baby babies

Do not use **a/an** with plural nouns

Not ~~a children~~

WORD LIST

International words

airport <i>n</i> ***	/ˈeəpɔːt/
bus <i>n</i> ***	/bʌs/
coffee <i>n</i> ***	/kəʊfi/
football <i>n</i> **	/ˈfʊtbɔːl/
hotel <i>n</i> ***	/həʊtel/
hospital <i>n</i> ***	/ˈhɒspɪtəl/
mobile phone <i>n</i>	/ˈməʊbaɪl fəʊn/
pizza <i>n</i>	/ˈpiːzə/
police <i>n</i> ***	/pəˈliːs/
sandwich <i>n</i> *	/ˈsænwɪtʃ/
tea <i>n</i> ***	/tiːkə/
tea <i>n</i> ***	/tiː/

Numbers

one	/wʌn/
two	/tuː/
three	/θriː/
four	/fɔː/
five	/faɪv/
six	/sɪks/
seven	/ˈsevn/
eight	/eɪt/
nine	/naɪn/
ten	/ten/
eleven	/ˈiːlɪvən/
twelve	/ˈtwelv/
thirteen	/ˈθɜːtɪn/
fourteen	/ˈfɔːtɪn/
fifteen	/ˈfɪftɪn/
sixteen	/ˈsɪksɪn/
seventeen	/ˈsevnɪn/
eighteen	/ˈeɪtɪn/
nineteen	/ˈnaɪntɪn/
twenty	/ˈtwentɪ/
thirty	/ˈθɜːti/
forty	/ˈfɔːti/
fifty	/ˈfɪfti/
sixty	/ˈsɪksɪ/
seventy	/ˈsevnɪ/
eighty	/ˈeɪti/
ninety	/ˈnaɪti/
one hundred	/wʌn ˈhʌndrəd/

Classroom English

write <i>v</i> ***	/raɪt/
listen to <i>v</i> ***	/lɪsən ɪə/
open <i>v</i> ***	/əʊpən/
close <i>v</i> ***	/klaʊz/
look at <i>v</i> ***	/lʊk ət/
read <i>v</i> ***	/riːd/
sing <i>v</i> ***	/sɪŋ/
look <i>n</i> ***	/lʊk/

word <i>n</i> ***	/wɜːd/
partner <i>n</i> ***	/ˈpɑːtnə/
picture <i>n</i> ***	/ˈpɪktʃə/
text <i>n</i> ***	/tekst/
CD <i>n</i> *	/siː diː/

Days of the week

Monday ***	/ˈmʌndeɪ/
Tuesday ***	/ˈtʃuːzdeɪ/
Wednesday ***	/ˈweɪnzdeɪ/
Thursday ***	/ˈθɜːzdeɪ/
Friday ***	/ˈfraɪdeɪ/
Saturday ***	/ˈsætədeɪ/
Sunday ***	/ˈsʌndeɪ/

Colours

black <i>adj</i> ***	/blæk/
blue <i>adj</i> ***	/bluː/
brown <i>adj</i> ***	/braʊn/
green <i>adj</i> ***	/ɡriːn/
grey <i>adj</i> *	/ɡreɪ/
red <i>adj</i> ***	/red/
white <i>adj</i> ***	/waɪt/
yellow <i>adj</i> ***	/ˈjeləʊ/

Things around you

apple <i>n</i> ***	/æpl/
board <i>n</i> ***	/bɔːd/
CD player <i>n</i>	/siː diː ˈpleɪə/
coin <i>n</i> ***	/kɔɪn/
door <i>n</i> ***	/dɔː/
earring <i>n</i>	/ˈɛərɪŋ/
ID card <i>n</i>	/aɪ diː kɑːd/
key <i>n</i> ***	/keɪ/
pen <i>n</i> **	/pen/
photo <i>n</i> **	/ˈfəʊtəʊ/
sweet <i>n</i> **	/swiːt/
TV <i>n</i> ***	/tiː viː/
wallet <i>n</i>	/ˈwɒlɪt/
window <i>n</i> ***	/ˈwɪndəʊ/

Abbreviations

<i>n</i>	noun	<i>sth</i>	something
<i>v</i>	verb	<i>C</i>	countable
<i>adj</i>	adjective	<i>U</i>	uncountable
<i>adv</i>	adverb	<i>pl</i>	plural
<i>sb</i>	somebody	<i>s</i>	singular

*** the most common and basic words

** very common words

* fairly common words

1A The new person

READING & LISTENING

1 Read the text.

*It's Monday. This is Alyssa.
She's new. It's her first day at work.*

2 Match the dialogues to the pictures.

1
Alyssa: Hello
Charles: Good morning.
Alyssa: My name's Alyssa.
Charles: You're new. Hello, I'm Charles.
I'm the manager.

2
Charles: Good morning, Julian.
Julian: Good morning, Charles.
Charles: Julian, this is Alison. She's new.
Julian: Nice to meet you, Alison.
Alyssa: I'm not Alison.
Julian: What?
Alyssa: My name isn't Alison. It's Alyssa.
Julian: Nice to meet you, Alyssa.
Charles: Sorry.

3
Eric: Alyssa!
Alyssa: Hello, Eric!
Eric: How are you?
Alyssa: I'm fine, thanks. How are you?
Eric: Fine. Good to see you. Goodbye.
Alyssa: Yeah. Bye.

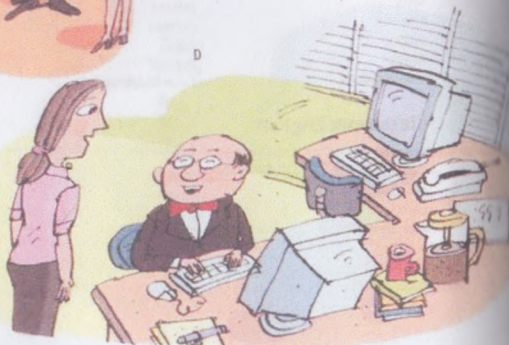
4
Margaret: She's new.
Carla: What's her name?
Margaret: Alyssa.
Carla: Alyssa? How do you spell that?
Margaret: I don't know.

Useful language

Good morning: < 12:00 pm
Good afternoon: 12:00 pm - 6:00 pm
Good evening: > 6:00 pm

3 1.22 Listen to the recording to check your answers.

4 Work in pairs. Repeat the dialogues.



VOCABULARY: objects 1

- 1 Listen and repeat the words.

a desk a computer a chair a pen
a coffee a piece of paper a phone
a book

- 2 Find the things on page 12.

- 3 Listen to Alyssa and Margaret.

Tick (✓) the words from exercise 1 you hear.

GRAMMAR: verb to be; possessive adjectives

I'm new.

They **are** Charles and Julian.
She **isn't** Alison. She's Alyssa.

Possessive adjectives

Her name is Margaret.

What's **your** name?

Their names are Eric and Carla.

- 4 SEE LANGUAGE REFERENCE PAGE 29

- 5 Complete the sentences with *is/are/am*.

- 1 Her name is not Alison.
2 Her name is Alyssa.
3 You are new.
4 I am the manager.
5 They are in the office.
6 He is in the hotel.
7 Eric and Julian are not managers.
8 I am fine, thanks.

- 9 Say the sentences in exercise 1 with contractions.

- 10 Underline the correct word.



- 11 That is your / his pen.

- 2 This isn't my / your sandwich!



- 3 His / Her name is George.



- 4 They're her / their earrings.



- 5 It's my / our computer.



- 6 His / Her name is Elizabeth.

SPEAKING

- 1 Work in groups of three, A, B and C. Write a dialogue. Look at the diagram below and the dialogues 1 and 2 on page 12 to help you.

A

B

C

Say hello to B.

Say hello to A.

Introduce yourself to B.

Introduce yourself to A.

Say hello to C.

Say hello to B.

Introduce A to C.

Say hello to A.

Say hello to C.

Say goodbye.

Say goodbye.

Say goodbye.

- 2 Change roles and repeat the conversation.

1B

Personal profile



A Brazil



B Italy



C France

D Russia



E China

The number 1 language practice system for Russian students, English students, Spanish students, French students, Italian students, Japanese students, Chinese students, German students, Arab students...

Language Link for international language students!

Language Link is simple

- 1 Register at Language Link.
- 2 Create your Language Link profile.
- 3 Choose a language you want to practise.
- 4 Link with a student who wants to practise your language. Link via email, video conference or telephone.

Jobs for language teachers too!

Be a member!

Visit our website www.language-link.co.uk
Or telephone 0800 429 7126



F Japan

G Poland



H Turkey



I Britain



J Greece

VOCABULARY: countries & nationalities

1 Match the sentence to the correct flag or flags.

- 1 The British and Russian flags are red, white and blue.
- 2 The Chinese flag is red and yellow.
- 3 The Italian flag is red, white and green.

2 Write the nationalities for these countries in the correct column.

Brazil Germany Poland Turkey France Ireland
Japan Italy Britain Russia China

(i)an	-ish	-ese	other
Russian	British	Chinese	Greek

3 1.25 Listen to the recording to check your answers. Listen and repeat.

4 Describe the other flags in the picture. Use the words from exercise 1.

5 Work in pairs. Where are you from? What's your nationality? Tell a partner.

Where are you from? I'm from Poland.
What's your nationality? I'm Polish.

LISTENING

1 Look at the advertisement. What is Language Link?

2 1.26 Listen to a telephone call to Language Link. Underline the correct answer.

- 1 Mark is a language teacher / language student.
- 2 Mark is a(n) German / English student.
- 3 Mark's first language is German / English.
- 4 He is 26 / 25 years old.
- 5 He is American / Australian.
- 6 The woman is from London / Sydney.

- 1.26 Listen again. Complete the form for Mark.

Language Link – Personal Profile

First name: Mark Sex: male female
 Last name: _____
 Language student _____ Age: _____
 Language teacher _____ 13 16
 Language of study: German 17 25
 First language: English 26 45
 Nationality: _____ 36 45
 Email address: mark@email.com 46 55 over 55

GRAMMAR: verb to be – negative & questions

With the verb *to be*, change the position of the subject and the verb to make a question.

You are a student.

~~You~~ ~~are~~ ~~a~~ ~~student~~?

Are you a student?

In English there are two kinds of questions:

Wh questions = questions with a question word

Where are you from?

Yes/no questions = questions with no question word

Are you a student?

Yes/no questions have a short answer.

Yes, I am. No, I'm not.

- 1 SEE LANGUAGE REFERENCE PAGE 20

Read about another Language Link member. Make questions and answers.

Ben Stark is a language student at university. He's 21 years old. He studies Chinese and Korean. Ben is from Los Angeles, in the USA.

- | | |
|-------------------------------|--------------------------|
| 1 / Canadian? | 3 / his last name Stark? |
| 2 / he Canadian? No, he isn't | 4 / from New York? |
| 3 / American? | 5 / a language student? |
| 4 / he American? Yes, he is | 6 / 43 years old? |

2 Rearrange the words to make questions.

- name what's your?
- last what's name your?
- language teacher you are a?
- you are a language student?
- are you old how?
- you are from where?

- 1.27 Listen to the recording to check your answers. Repeat the questions.

SPEAKING

- 1 Work in pairs, A and B.

A: You want to be a member of Language Link.

B: You work at Language Link.

Read the conversation.

B: Good afternoon, Language Link

A: Hello, I want to be a member

B: Of course. What's your name?

A: ...

- 2 Continue the conversation. Use the questions in Grammar exercise 2 to help you.

DID YOU KNOW?

- 1 Read the text about nationalities.



Cate Blanchett

Jim Carrey

They aren't American! Hollywood stars from other countries.

Jim Carrey is from Newmarket in the province of Ontario, Canada. Charlize Theron is from the small town of Bonon, South Africa. She's South African. Russell Crowe is from Wellington, New Zealand. Nicole Kidman and Cate Blanchett are Australian. Kidman is from Sydney and Blanchett is from Melbourne. Pierce Brosnan is Irish. He's from Drogheda, Ireland.

- 2 Work in pairs. Discuss these questions.

How many of these people do you know?

Do you know other Hollywood stars who aren't American? Where are they from?

1c | Personal possessions

VOCABULARY: objects 2

- 1 Look at the pictures. How many things can you say in English? Make sentences with words in the box.

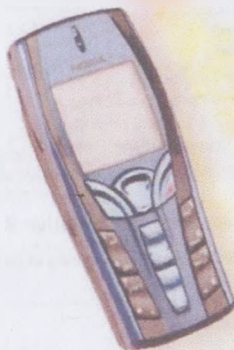
umbrella mobile phone keys alarm clock
bottle of water pens camera glasses
newspaper hook

It's a ...
It's an ...
They're ...
I don't know what this is.

- 2 1.28 Listen and check your answers. Repeat the sentences.

LISTENING

- 1 1.29 Listen and tick the objects you hear.
2 Check your answers with the tapescript on page 140.
3 Work with a partner. Read the dialogues on page 140.



GRAMMAR: *this, that, these, those*

1 SEE LANGUAGE REFERENCE PAGE 20

underline the correct word in the dialogues.

What's those / this?
It's my private book!

Wait a minute. Is that / those a camera?
Yes. Just one photo please!

I think these / this are your keys.
Yes, they are!

Is that the alarm clock?
No, that / these is my mobile phone.

Are those / that your glasses?
Yes, they are.

2 Complete with *this/that/these/those*.

1 Is _____ a taxi?
Yes, it is.



2 _____ are
your keys.



3 Is _____ your
ID card?



4 Look, _____ are
English buses.



3 1.30 Listen to the recording to check your answers. Say the sentences.

SPEAKING

1 Play What's this in English? Work in groups of three.
Each person puts three personal possessions from their bag on the table.

2 One person starts. Ask questions.

For things in the classroom, ask
What's that in English? What are those in English?
For things on the table, ask
What's this in English? What are these in English?

what's this/that in English?

It's a window.

It's a door.

I don't know.

That's right!

Sorry, that's wrong.

It's a window.

1D In person

READING

- 1 Read the email. What is it about?
- 2 Read again and answer the questions.
- 1 What is Explore London?
- 2 Who is Valerie?
- 3 Where is the welcome party?
- 4 When is the welcome party?



LISTENING

- 1 1.31 Listen. Where are the conversations? Underline the correct place for each conversation.

- | | | | |
|---|-----------|-----|------------|
| 1 | reception | bar | hotel room |
| 2 | reception | bar | hotel room |
| 3 | reception | bar | hotel room |
| 4 | reception | bar | hotel room |
| 5 | reception | bar | hotel room |
| 6 | reception | bar | hotel room |

- 2 4.31 Listen again. Is the underlined information correct? Put a tick (✓) or a cross (X).

- 1 Rob and Meg are in reception
- 2 They are in room 24
- 3 They are in the bar.
- 4 He has tea and she has a beer
- 5 Her name is Sam Moore
- 6 Valerie is the tour guide
- 7 Sam isn't in his room.
- 8 Sam is in the bar.
- 9 Herb and Hannah Curtis are from America
- 10 Rob and Meg are from Britain.
- 11 Rob has a coffee
- 12 Meg has a beer

18 |

From: Valerie Hudson <v.hudson@explorelondon.org>
To: Mr and Mrs Curtis <herbcurtis@americainternet.com>
Subject: Welcome party
Date: Mon, May 8 2006 09:15:53

Dear Mr Curtis,
My name is Valerie and I am your tour guide for the Explore London tour.

Explore London Tours would like to invite you to a welcome party at the Regent Hotel, London on Sunday, May 14 at 7:30 p.m. Come for a drink and meet the other people on your tour.

If you have any questions about your tour, please email me or phone our head office in London on 0207 954 6178

We look forward to seeing you,

Valerie Hudson
Explore London Tours "London ... In Style"



VOCABULARY: drinks

Match the words in the box to the pictures.

tea coffee wine (orange) juice
 mineral water beer



1.32 Listen and repeat the words.

Work in pairs. Cover the words. Test your partner.

What's this in English?

Coffee.

That's right.

FUNCTIONAL LANGUAGE: offers & responses

Complete the words in the box to make phrases.

Offers

Would you like a drink?

Responses

Yes, please.

No, thank you. No, please.

See LANGUAGE REFERENCE PAGE 20

2 1.33 Listen to the recording to check your answers.

3 1.34 Listen to the words and make offers.

a coffee Would you like a coffee?

4 Work in pairs, A and B.

A: Offer things to B. B: Respond.

Roleplay

5 Work in groups of three. You are at the welcome party in the lounge of the Regent Hotel. One person is the tour guide, the other two people are on the tour. Prepare a conversation. Use the menu and the useful language below to help you.

6 Present your conversations to other groups in the class.

DRINKS MENU

Coffee

Tea

Beer

Glass of red wine

Glass of white wine

Orange juice

Apple juice

Mineral water

Useful language

Greetings

Hello. Good afternoon.

Introductions

My name's ... Nice to meet you.

Personal information

Where are you from? I'm from ...

Offers

Would you like ...?

Responses

Yes, please. No, thank you.

1 Language reference

GRAMMAR

Verb to be: present simple

Affirmative

Full form

I am

He/She/It is from Canada.

You/We/They are

Contraction

I'm

He's/She's/It's

You're/We're/They're

line.

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

Negative

Full form

I am not from Spain

He/She/It is not a teacher.

You/We/They are not in class

Contraction

I'm not from Spain

He/She/It isn't a teacher.

You/We/They aren't in class
or
You're/We're/They're not in class.

To make questions with the verb to be, put the verb before the subject.

verb subject

Are you married?

Question

Am I

Is he/she/it 30 years old?

Are you/we/they

Short answer

I am
I'm not.

Yes.
No, he/she/it is.
Isn't.

are.
aren't.
you/we/they

Possessive adjectives

I	my	It's my book
you	your	What's your name?
he	his	It's his mobile phone
she	her	Is it her pen?
it	its	What's its name?
we	our	It's our class.
they	their	I am their teacher.

Possessive adjectives go before a noun.

This, these, that, those

Use *this/these* to talk about things that are *here*.



Use *that/those* to talk about things that are *there*.



FUNCTIONAL LANGUAGE

Hello & goodbye

Hello

Hello

Hi

Good morning/afternoon/evening

Goodbye

Goodbye.

Bye

See you tomorrow! Monday! Tuesday!

Offers & responses

Would you like a ...?

Yes, please

No, thank you.

No, thanks.

WORD LIST

Objects

alarm clock <i>n</i>	/ə'lɑːm klɪk/
bottle of water <i>n</i> ***	/bɒl av w.ɔːtə/
camera <i>n</i> ***	/ˈkæmɪərə/
chair <i>n</i> ***	/tʃeə/
computer <i>n</i> ***	/kəmˈpjʊtə/
desk <i>n</i> ***	/desk/
glass <i>n</i> **	/glɑːs/
newspaper <i>n</i> ***	/ˈnjuːspəpə/
paper <i>n</i> ***	/peɪpə/
phone <i>n</i> ***	/fəʊn/
umbrella <i>n</i>	/ʌmˈbrelə/

Countries & nationalities

Brazil	/brəˈzɪl/
Brazilian	/brəˈzɪliən/
Britain	/brɪt(ə)n/
British	/brɪt(ə)n/
China	/tʃaɪnə/
Chinese	/tʃaɪniːz/
France	/frɑːns/
French	/frɛnʃ/
Germany	/dʒɜːmənɪ/
German	/dʒɜːmən/
Greece	/ɡriːs/
Greek	/ɡriːk/
Ireland	/aɪələnd/
Irish	/aɪrɪʃ/
Italy	/ɪtəli/
Italian	/ɪtəlɪən/
Japan	/dʒəˈpæn/
Japanese	/dʒəˈpeɪniːz/
Poland	/pəʊlənd/
Polish	/pəʊlɪʃ/
Russia	/rʌʃə/
Russian	/rʌʃən/
Turkey	/tʌrki/
Turkish	/tʌrkiʃ/

Drinks

beer <i>n</i> *	/beə/
coffee <i>n</i> ***	/kɒfi/
(orange, apple) juice <i>n</i> **	/dʒʊs/
tea <i>n</i> ***	/tiː/
(mineral) water <i>n</i> ***	/w.ɔːtə/
wine <i>n</i> ***	/waɪn/

Other words & phrases

afternoon <i>n</i> ***	/ɑːftəˈnuːn/
age <i>n</i> ***	/eɪdʒ/
air <i>n</i> ***	/eə/
country <i>n</i>	/ˈkʌntri/
email <i>n</i> ***	/iːmeɪl/
evening <i>n</i> ***	/iːvənɪŋ/
glass <i>n</i> ***	/glɑːs/
guide <i>n</i> **	/ɡaɪd/
invite <i>v</i> ***	/ɪnˈvaɪt/
language <i>n</i> ***	/ˈlæŋɡwɪdʒ/
meet <i>v</i> ***	/miːt/
morning <i>n</i> ***	/ˈmɔːnɪŋ/
nationality <i>n</i> *	/næʃ(ə)nælɪti/
new <i>adj</i> ***	/njuː/
party <i>n</i> ***	/pɑːti/
practise <i>v</i> **	/ˈpræktɪs/
reception <i>n</i> *	/rɪˈsepʃ(ə)n/
room <i>n</i> ***	/ruːm/
telephone <i>n</i> ***	/ˈtelɪfəʊn/
tour <i>n</i> **	/tʊə/

2A The expat files

VOCABULARY: common verbs 1

1 Write a verb from the box in the space.

live eat drink have speak work read go

- | | |
|------------------------------|--------------------------------|
| 1 _____ in a house/in a flat | 5 _____ a newspaper/a book |
| 2 _____ tea/coffee | 6 _____ English/French |
| 3 _____ in school/to work | 7 _____ in an office/in a shop |
| 4 _____ chocolate/bread | 8 _____ a cat/friends |

2 Put these words with the correct verb in exercise 1.

a dog water hamburgers
in a hospital Italian in Britain

3  1.35 Listen to someone talk about her life in Britain. Underline the words from exercises 1 and 2 that you hear.

READING

1 Read the article and answer the questions about the people.

- Where are they from?
- Where are they now?
- Are they happy?

THE EXPAT FILES

These people are British, but they don't live in Britain anymore. They live in other countries. They are British expatriates, or expats. The Expats files look at the lives of different British expats around the world.



Name: Sandra From: London
Job: Student New home: USA

HOW IS YOUR LIFE DIFFERENT?

I go to an American university in Seattle. I have a very American life now. I have a big car and a big house. I live there with three friends. I eat a lot of Mexican American fast food. I have friends from here and from South America.

HOW IS YOUR LIFE SIMILAR?

I drink lots of tea. The Americans say I'm typically English in that way! I have my dog, Chelsea. That isn't very different because lots of people here have dogs.

Your opinion: 😊😊 I like it!



Name: Carl and Anna Eder From: Liverpool
Job: Retired New home: Spain

HOW IS YOUR LIFE DIFFERENT?

We don't work now. We're retired. We don't live in a house. We live in a flat in Malaga. We drink red wine with water, that's different. We love Spanish food and Spanish wine. We don't have our cats here.

HOW IS YOUR LIFE SIMILAR?

Lots of English people live here. We have English shops and we read English newspapers. We watch the BBC on satellite television. We don't have an English garden, but we have plants on the balcony. We speak a little Spanish. We go to language classes every Thursday.

Your opinion: 😊😊😊 We love it!

- 2 Read the article again and answer the questions. Write 'Sandra' or 'Carl and Anna' in the space.

- 1 _____ don't work.
- 2 _____ lives in a house.
- 3 _____ has friends from different countries.
- 4 _____ drink red wine.
- 5 _____ has a dog.
- 6 _____ go to language classes.

- 3 Close your books. Choose Sandra or Carl and Anna. Make notes about them. Compare your notes with your partner. Who remembers most?

- 4 Work in pairs. Would you like to live in a different country? Tell a partner.

LISTENING

- 1 3.36 Listen to David. Underline the correct information.

Name: David McKinnon / MacKinnon
From: Ireland / Scotland
New home: Istanbul / Edinburgh
Job: Teacher / Student

Opinion: I like it. / I don't like it.

- 2 3.36 Listen again and decide if the sentences are true (T) or false (F).

- 1 He lives in a house.
- 2 He eats Scottish food.
- 3 He doesn't read the English newspapers.
- 4 He goes to football matches.
- 5 He speaks Turkish.
- 6 He works at the university.

- 3 Work in pairs. Discuss these questions.

- 1 Do you know any expats?
- 2 Where do they live?

GRAMMAR: present simple affirmative & negative

Use the present simple to talk about things that are generally true.

I go to an American university.

We live in a flat in Malaga.

For *he, she, it* add *-s* to the verb.

He speaks Turkish.

She eats fast food.

Make negatives with *don't/doesn't* + infinitive

I don't live in England.

He doesn't have Scottish friends.

- 3 SEE LANGUAGE REFERENCE PAGE 30

- 1 Make sentences in the present simple.

- 1 She / work / in Germany.
- 2 We / live / in a big flat.
- 3 I / not speak English.
- 4 He / have / a dog.
- 5 They / not eat / a lot of pizza.
- 6 He / go / to an American school.

- 2 Complete the text. Put the verbs in brackets into the present simple.

Rosa (1) _____ (be) an Italian expat. She (2) _____ (be) from Rome and (3) _____ (live) in Brighton, a town in England. She (4) _____ (be) a nurse, and (5) _____ (work) in a hospital. She (6) _____ (live) with an English family. The family (7) _____ (not speak) Italian. Rosa (8) _____ (drink) lots of tea now.

- 3 Complete the sentences with a positive or negative verb so that they are true for you.

- 1 I _____ in a house.
- 2 I _____ coffee.
- 3 I _____ in an office.
- 4 I _____ a dog.
- 5 I _____ a car.
- 6 I _____ Spanish.

- 4 Work in pairs. Compare your sentences. What's the same? What's different?

SPEAKING

- 1 Read about an American expat. Where is he?

*I'm American. I live in a flat. I drink coffee and I eat lots of French bread. I go to the Champs Elysees and the Eiffel Tower every day. I don't have a car. I read the newspaper *Le Monde*. I speak French. I like it.*

- 2 Imagine you are an expat. Prepare a similar text about your new life. Don't say the country.

- 3 Work in pairs. Tell your partner about your new life. Guess your partner's country.

- 4 Introduce your partner to another student. Give information about your expat.

He's American. He lives in a flat.



2B

Typical friends

VOCABULARY: common verbs 2

1 Match each picture A-D to a phrase from the box.

watch TV go to the cinema go dancing
play sports study go shopping
go to restaurants listen to music travel



2 Work in pairs. Ask and answer these questions.

- Which activities in exercise 1 do you do?
- What activities do you usually do alone?
- What activities do you usually do with friends?

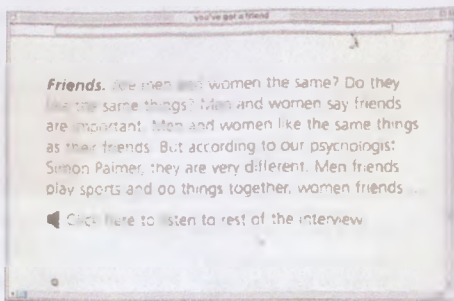
*I don't go to restaurants
I play sports with friends.
I study alone.*



He goes to the cinema alone.

LISTENING

1 Read the webpage. What is it about?



2 Listen to the interview. Tick (✓) the words you hear.

sports football feelings personal tennis movies
fashion television politics

1.37 Listen again. Are the sentences about men (M), women (W), or both (MW)?

- 1 They like the same things. MW
- 2 They play sports. M
- 3 They talk about sports. ---
- 4 They talk about personal things. ---
- 5 They talk about their feelings. ---
- 6 They listen more to their friends. ---
- 7 They don't know a lot about their friends. ---
- 8 What do you think? Put a tick (✓) if you agree and a cross (X) if you disagree.
- 9 Work in pairs. Compare your answers.

Language note

man (singular) men (plural)
woman (singular) women (plural)

GRAMMAR: present simple questions & short answers

Make questions with *do/does* + subject + infinitive.

Do you have a lot of friends?

Does he play sports with his friends?

Use the subject and *do/does/doesn't* in short answers.

No, they don't

Yes, he does

SEE LANGUAGE REFERENCE PAGE 30

Make questions in the present simple.

Part 1

he / have a lot of friends?

Does he have a lot of friends?

they / play sports? Do they play sports?

they / talk about personal things?

he / have women friends?

Part 2

she / have a lot of friends?

they / talk about personal things?

they / do things together?

she / have men friends?

3 Work in pairs. Ask and answer the questions in exercise 1.

Does he have a lot of friends?

No, he doesn't.

Does she have a lot of friends?

Yes, she does.

4 Work in pairs. Ask and answer the questions.

you / have a lot of friends?

Do you have a lot of friends?

you / have more men friends or women friends?

you / know a lot about your friends?

PRONUNCIATION: word stress 1

1.39 Listen to the words in the chart.

ˈ	ˌ	ˈ
sports	travel	politics
watch	shopping	personal
go	music	cinema
play	football	hospital
live	study	
	restaurant	

1.40 Listen and put the words into the chart in exercise 1.

hamburger have English newspaper coffee friend

3 Say the words in the chart. Pay attention to the word stress.

SPEAKING

1 Look at the words in the circles.

What things do you do with your friends?

Talk about personal things

Watch TV

Travel

Speak English

Eat at restaurants

Go shopping

Play sports

Go to work



2 Work in pairs. Interview your partner about what they do with friends. Make questions with the words in exercise 1.

Do you talk about personal things?

3 Are you a 'typical' man friend or a 'typical' woman friend?

1.38 Listen to a man and a woman talk about their friends. Mark the questions in exercise 1 yes (✓) or no (X).

2c He still lives with his parents

SPEAKING

- 1 Work in pairs. Discuss these questions about your country.
 - How old are people when they leave the family home?
 - How old are people when they get married?

READING

- 1 Read the article about the Castle family. What is the problem?
- 2 Read the article again and underline the correct word.
 - 1 Andy *is / isn't* 32 years old.
 - 2 Andy *has / doesn't have* a car.
 - 3 His mother *wants / doesn't want* Andy to live at home.
 - 4 Emily *lives / doesn't live* with Andy.
 - 5 Andy *is / isn't* married.
 - 6 His father *loves / doesn't love* Andy.
 - 7 Andy *likes / doesn't like* his house
- 3 What's your opinion? Answer the questions in the article.
Do you know a person in Andy's situation?

Useful language

<i>It's not a problem.</i>	<i>It's a problem.</i>
<i>It's fine.</i>	<i>It's not right.</i>

An Englishman's home . . . is his Castle!

THE CASTLE FAMILY

Andy Castle lives in Brighton. He's not married. He has a nice car and a good job. Andy Castle lives with his parents, in his parents' house. He's thirty-seven years old.

His mother's opinion

It isn't a problem. Andy is a very good boy. He doesn't have parties in the house.

Why does Andy live at home?

Because he likes it here. He helps me around the house. It's not a problem. I have a daughter Emily, but she doesn't live at home. Andy is my only son

His father's opinion

It's not right. His mother says he's a good boy . . . well, he's a man! And a thirty-seven-year old man doesn't live with his mother and father. What about a family for Andy? I want to be a grandfather!

Why does Andy live at home?

I don't understand. He has money, he's a handsome young man. I love him, but it's better for Andy if he has his own house or flat.

Andy's opinion

It's fine. My father isn't very happy, but that's his problem. I don't have a girlfriend right now. When I meet the right girl, I'll get married and leave home.

Why do you live at home?

I have great parents, and I'm very happy to live with them. I like my house. A lot of my friends live at home.

What do YOU think of the situation?

Why does Andy live at home?

Send your answers to yourview@pointofview.co.uk

**YOUR
VIEW**



VOCABULARY: the family

- 1 Find all the family words in the text. What are they in your language?

parents, mother

- 2 Work in pairs, A and B. You are going to complete Emily's family tree.

A: Turn to page 134. B: Turn to page 136.

GRAMMAR: Wh- questions & possessive's

What, where, when, who, why and how are question words. Put them at the beginning of the question.

Where are you from? Who does he live with?
What is his name? Why does he live at home?

Use 's to show possession.

Andy's mother His parents' house.

SEE LANGUAGE REFERENCE PAGE 30

- 1 Complete the questions with a question word from the box.

who why what how where

- 1 _____ is he from? Brighton, England.
2 _____ does he live with? With his parents.
3 _____ does he live at home? Because he likes it.
4 _____ old is he? Thirty-seven.
5 _____ is his name? Andy.

- 2 Rearrange the words to make questions.

- 1 live do where you?
2 with who live you do?
3 their what names are?
4 old they how are?

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

- 4 Add 's or ' to make possessives.

- 1 our sons _____ names 4 Andy _____ books
2 John _____ cousin 5 his brother _____ birthday
3 the teachers _____ room 6 those families _____ houses

- 5 Work in groups of three, A, B and C.

A: Close your eyes.

B and C: Put objects on the table.

A: Open your eyes and make sentences about the objects.

This is Ana's pen. This is Enzo's book.

PRONUNCIATION: final 's

- 1 1.41 Listen to the pronunciation of the final 's in these words. Sometimes the final 's is pronounced as an extra syllable.

no extra syllable
go goes
computer computers

extra syllable
watch watches
house houses
class classes

- 2 1.41 Listen again and repeat.

- 3 Say these words. Is there an extra syllable in the second word?

do does Charles Charles'
listen listens bus buses
study studies sandwich sandwiches

- 4 1.42 Listen to the recording to check your answers.

DID YOU KNOW?

- 1 Read the text about the family in Britain.

The Family in Britain



Women now have an average of 1.62 children. It is normal now for a British woman to have her first child when she is 29 years old. 31% (per cent) of parents are not married. 23% of children live with one parent, usually the mother. On average, 40% of marriages end in divorce.

- 2 Work in pairs. Discuss these questions.

- How many children do women have in your country?
- Is divorce common in your country?
- How many people live in the family house or flat?
- Are the statistics for Britain similar in your country?

2D | Tour group

VOCABULARY: adjectives

- 1 Match the adjectives in the box to the pictures and complete the sentences.

young short tall fat thin
old beautiful handsome ugly
fair dark

- 1 Height



He's tall. He's short.

- 2 Age



She's young. She's old.

- 3 Weight



He's fat. He's thin.

- 4 Looks:



He's handsome. She's beautiful. They're ugly.

- 5 Hair



She has fair hair. He has dark hair.

- 2 1.43 Listen to the recording to check your answers. Say the sentences.

- 3 Are these adjectives for height, age or looks? Put them in the right category.

middle-aged medium height average looking pretty

GRAMMAR: adjectives

Adjectives go before the noun in English.

He's a handsome man. ~~He is handsome~~

Adjectives don't have a plural form.

They are young children. ~~They are youngs children~~

2 SEE LANGUAGE REFERENCE PAGE 30

- 1 Think of a famous person for each category. Write their names on a piece of paper.

A handsome film star

An ugly politician

A young film star

A fat man

A beautiful singer

A thin woman

A handsome film star Brad Pitt

- 2 Work in pairs, A and B.

A: Say a name.

A: Brad Pitt

B: Say the category.

B: Is he a handsome film star?

A: Yes, he is.

Change roles. Say the other names.

LISTENING

- 1 Valerie and Brian work with Explore London Tours. Look at the pictures and describe them.



1.44 Listen to the conversation. Answer the questions.

- Where is Brian?
- What does Valerie talk to Brian about?

1.44 Listen again. Match the people to the pictures. There is one extra picture.

Delilah Williams - from New Zealand
 Patti Owen - from New Zealand
 Dave Matthews - from Canada



FUNCTIONAL LANGUAGE: describing people

Asking about people

What does ... look like?

How old is ...?
 How tall is ...?

What colour hair does ... have?
 What colour eyes does ... have?

Describing people

He's tall/young/handsome.
 She has fair/dark/brown/black hair.
 He has blue/green/brown eyes.
 She has glasses.
 She's (about) thirty years old.

SEE LANGUAGE REFERENCE PAGE 31

 1.45 Listen to the words and make sentences with *She is* or *She has*.

- glasses *She has glasses.*
- tall *She's tall.*

2 Correct the questions and sentences.

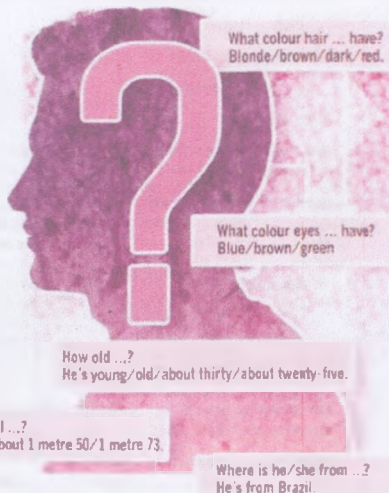
- What do they look?
- Delilah is short pretty.
- How old she?
- Patti is around 30 years
- What he look like?
- He's little fat.
- He has dark and glasses.
- She blue eyes.

3 Work in pairs, A and B.

A: Choose a person in the class. Don't tell B.

B: Ask questions. Use the words below.

A: Answer the questions. Use the words below to help you.



SPEAKING

1 Work in pairs, A and B.

A: Turn to page 132.

B: Turn to page 135.

2D | Tour group

VOCABULARY: adjectives

- 1 Match the adjectives in the box to the pictures and complete the sentences.

young short tall fat thin
old beautiful handsome ugly
fair dark

- 1 Height



He's tall. He's ____.

- 2 Age



She's ____ She's ____.

- 3 Weight



He's ____ He's ____.

- 4 Looks:



He's ____ She's ____ They're ____.

- 5 Hair



She has ____ hair. He has ____ hair.

- 2 1.43 Listen to the recording to check your answers. Say the sentences.

- 3 Are these adjectives for height, age or looks? Put them in the right category.

middle-aged medium height average-looking pretty

GRAMMAR: adjectives

Adjectives go before the noun in English.

He's a **handsome** man. ~~He is a man handsome.~~

Adjectives don't have a plural form.

They are **young** children. ~~They are young childrens.~~

- 2 SEE LANGUAGE REFERENCE PAGE 30

- 1 Think of a famous person for each category. Write their names on a piece of paper.

A handsome film star

An ugly politician

A young film star

A fat man

A beautiful singer

A thin woman

A handsome film star *Brad Pitt*

- 2 Work in pairs, A and B.

A: Say a name.

A: *Brad Pitt*

B: Say the category.

B: *Is he a handsome film star?*

A: *Yes, he is.*

Change roles. Say the other names.

LISTENING

- 1 Valerie and Brian work with Explore London Tours. Look at the pictures and describe them.



1.44 Listen to the conversation. Answer the questions.

- Where is Brian?
- What does Valerie talk to Brian about?

1.44 Listen again. Match the people to the pictures. There is one extra picture.

Delilah Williams - from New Zealand
Patti Owen - from New Zealand
Dave Matthews - from Canada



FUNCTIONAL LANGUAGE: describing people

Asking about people

What does ... look like?

How old is ...?

How tall is ...?

What colour hair does ... have?

Describing people

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SEE LANGUAGE REFERENCE PAGE 31

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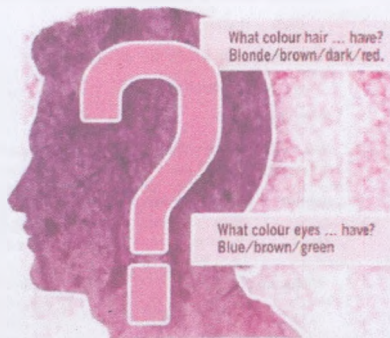
- What do they look?
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- What he look like?
- He's little fat.
- He has dark and glasses.
- She blue eyes.

3 Work in pairs, A and B.

A: Choose a person in the class. Don't tell B.

B: Ask questions. Use the words below.

A: Answer the questions. Use the words below to help you.



What colour hair ... have?
Blonde/brown/dark/red.

What colour eyes ... have?
Blue/brown/green

How old ...?
He's young/old/about thirty/about twenty-five.

How tall ...?
She's about 1 metre 50/1 metre 73.

Where is he/she from ...?
He's from Brazil.

SPEAKING

1 Work in pairs, A and B.

A: Turn to page 132.

B: Turn to page 135.

2 Language reference

GRAMMAR

Present simple

Use the present simple to talk about things which are generally true

I go to an American university.

We live in Malaya.

Affirmative

I	speak	
He/She/It	speaks	English.
You/We/They	speak	

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

Spelling: present simple verbs with *he/she/it*

For most verbs: add *-s*.

work - works eat - eats like - likes play - plays

For verbs ending in consonant + *y*: add *-ies*.

study - studies

For verbs ending in *-ch*, *-sh*, *-o*: add *-es*.

do - does watch - watches

Note: *have - has*

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

subject	auxiliary + not	infinitive	
I	don't	live	in Britain.
She	doesn't	have	a boyfriend.

Negative

I	-	don't	
He/she/it	doesn't	live	in a house.
You/We/They	don't		

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

auxiliary	subject	infinitive	
Do	you	speak	English?
Does	he	listen	to music?

Answer these questions with short answers

Do you speak English? Yes, I do.

Does he have a big family? No, he doesn't.

Question

Do	I	
Does	he/she/it	work?
Do	you/we/they	

Short answer

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

Wh- questions

What, where, when, who, why and how are question words. Put them at the beginning of the question.

How are you?

Where are you from?

What is his name?

Who does he live with?

Why does he live at home?

Possessive 's

Use *'s* to show possession.

John's cousin

my son's bedroom

If the word ends in an *-s*, add

His parents' house The babies' rooms.

Not ~~the babies' rooms~~

Adjectives

Adjectives go before the noun.

a black cat

the big house

Adjectives also go after the verb to be.

Nancy is tall.

Her hair is long.

Adjectives do not have a plural form.

The old men.

Not ~~the old men~~

Plurals

Plurals of words that end in y

family = families
baby = babies

Irregular plurals

child = children
man = men
woman = women
person = people

FUNCTIONAL LANGUAGE

Asking about people

What does he look like?
How old is she?
What hair does he have?
What colour are his eyes?

Describing people

He's tall/young/handsome.
She has fair/dark/brown/black hair.
He has blue/green/brown eyes.
She has glasses.
She's thirty years old.
(about)

WORD LIST

Common verbs

drink v *** /drɪŋk/
live v *** /li:v/
play v *** /pleɪ/
have v *** /hæv/
read v *** /ri:d/
speak v *** /spi:k/
study v *** /stʌdi/
travel v *** /trævl/
work v *** /wɜ:k/

Free time activities

go dancing v *** /gəʊˈdɑ:nsɪŋ/
go shopping v *** /gəʊˈʃɒpɪŋ/
go to restaurants v *** /gəʊ tə ðəˈrestərənts/
go to the cinema v *** /gəʊ tə ðəˈsɪnəmə/
listen to music v *** /lɪsn təˈmju:zɪk/
play sports v *** /pleɪˈspɔ:ts/
watch TV v *** /wɒtʃ tiːˈvi:z/

Family

uncle n *** /ʊŋkl/
aunt n *** /aʊnt/
brother n *** /brʌðə/
child n *** /tʃaɪld/
cousin n *** /kaʊn/
daughter n *** /ˈdɔ:tə/
father n *** /fɑ:ðə/
grandchild n *** /ˈgræntʃaɪld/
granddaughter n *** /ˈgrændaʊtə/
grandfather n *** /ˈgræntfɑ:ðə/
grandmother n *** /ˈgræntmʌðə/
grandparent n *** /ˈgræntpeərənt/
grandson n *** /ˈgræntsʌn/
husband n *** /ˈhʌzbənd/
mother n *** /ˈmʌðə/
parent n *** /ˈpeərənt/
sister n *** /sɪstə/
son n *** /sʌn/
uncle n *** /ʊŋkl/

Descriptions

age n *** /eɪdʒ/
average-looking adj *** /ˈævərɪdʒlɪkɪŋ/
beautiful adj *** /bju:tɪfʊl/
dark adj *** /dɜ:k/
hair adj *** /heə/
fat adj *** /fet/
glasses n *** /ˈglɑ:sɪz/
hair n *** /heə/
handsome adj *** /ˈhændsəm/

height n *** /haɪt/
medium height adj *** /ˈmi:diəm haɪt/
middle-aged adj *** /ˈmɪdlɪdʒd/
old adj *** /əʊld/
pretty adj *** /ˈprɪti/
short adj *** /ʃɔ:t/
tall adj *** /tɔ:l/
thin adj *** /θɪn/
ugly adj *** /ʌɡli/
weight n *** /weɪt/
young adj *** /jʌŋ/

Other words & phrases

boy n *** /bɔɪ/
bread n *** /bred/
cat n *** /kæt/
chocolate n *** /tʃɒkələt/
different adj *** /ˈdɪfərənt/
divorce n *** /dɪˈvɔ:s/
tashan n *** /tæʃən/
feelings n *** /ˈfi:lɪŋz/
flat n *** /flæt/
friend n *** /frend/
get married v *** /getˈmærid/
girl n *** /gɜ:l/
home n *** /həʊm/
house n *** /haʊs/
leave v *** /li:v/
life n *** /laɪf/
love v *** /lʌv/
man n *** /mæn/
office n *** /ˈɒfɪs/
per cent n *** /pəˈsent/
personal adj *** /ˈpɜ:snəl/
point of view n *** /pɔɪnt əvˈvju:
politics n *** /pəˈlɪtiks/
problem n *** /ˈprɒbləm/
same adj *** /seɪm/
sports n *** /spɔ:ts/
thing n *** /θɪŋ/
university n *** /ju:nɪˈvɜ:sɪti/
woman n *** /ˈwʊmən/

3A Houseswap

VOCABULARY: places to live

- 1 Match the adjectives in A to their opposites in B.

A	B
big	quiet
new	small
noisy	old
lovely	horrible

- 2 1.46 Listen to someone talking about where she lives. Underline the words that you hear.

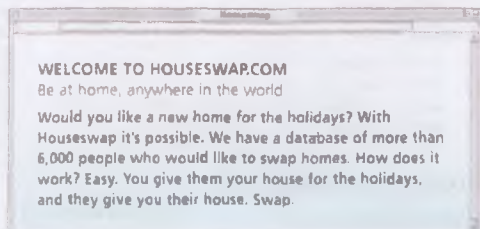
I live in a small / big flat on Herbert Street. It's in the centre of Dublin. It's a lovely / horrible flat, but the street is noisy/quiet. I don't like / like it.

- 3 Work in pairs. Tell your partner about where you live. Use the words in exercises 1 and 2 to help you.

I live in a _____ on _____
It's in _____ It's a _____
I like / don't like it.

READING

- 1 Read the introduction to the Houseswap webpage. What does *swap* mean?



- 2 Read about some of the homes on Houseswap. Match each home to a picture. There is one extra picture.

- 3 Read the texts again and decide if the sentences are true (T) or false (F).

- Ann's house is in Cambridge.
- Ann's house is very big.
- Sean's house is in England.
- Sean's house isn't in the mountains.
- Michael and Catherine's house isn't very big.
- Hugh's flat is in the city centre.
- Hugh's flat is not close to the shops.
- Gerard's flat is very quiet.

- 4 Work in pairs. Which of the five homes on Houseswap would you like for the holidays? Tell your partner.

- 1 This is my home. I live in a small, white house. It's in Cambridge. It's next to an old restaurant and it's close to the university.

Email Ann ann@houseswap.com

- 2 This is my home. It's a small house in Scotland. It's beautiful here and very quiet. The cottage is in the mountains. It's far from other people and noisy cities!

Email Sean sean@houseswap.com

- 3 We have a lovely big family house on the beach. It's in Santa Monica, California. It is a very good area to see Hollywood stars. The famous Hollywood letters are near our house!

Email Michael and Catherine mickecathy@houseswap.com

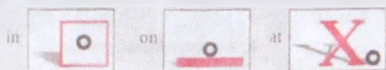
- 4 I live with two friends in the centre of London. The flat is in Notting Hill. It's a little noisy. It's behind a market. It's close to a hospital and 10 minutes from Heathrow Airport.

Email Hugh hugh@houseswap.com

- 5 My wife and I have a big flat at the end of the Champs Élysées in Paris. It's a little noisy, but it's beautiful. We are opposite the Arc de Triomphe.

Email Gerard gerard@houseswap.com

GRAMMAR: prepositions of place



Other prepositions of place are
close *near to* *far from*
next to *in front of*
behind *opposite*

Prepositions of place go in front of a noun
in London *close to the school* *behind the market*

1 SEE LANGUAGE REFERENCE PAGE 40

1 Find and underline the prepositions of place and the nouns after them in the texts.

2 Complete the texts with prepositions.

This is our home. It's (1) ___ New York. We are (2) ___ the centre of Manhattan. It's a flat (3) ___ Fifth Avenue.

I have a very small house (4) ___ the beach. It's (5) ___ Vancouver, Canada. The house is (6) ___ front of a school and close (7) ___ the hospital and shops. Good for families. It's a little far (8) ___ the city centre, but it's quiet.

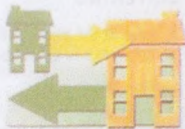
3 Choose a person in the class. Complete the sentences with information about that person.

- 1 I sit close to/far from the teacher.
- 2 I sit next to ___
- 3 I sit in front of ___
- 4 I sit behind ___

4 Work in pairs. Read the sentences in exercise 3. Guess who the person is.

SPEAKING

- 1 Play Class Houseswap. On a piece of paper, write your name and a description of your home. Look at the webpage to help you.



- 2 Walk around the class. Tell other students in the class about your home. Find someone who wants to swap homes with you. Swap papers.

- 3 Tell other students about your new home.

Useful language

This is my home. It's ...
Would you like my house for the holidays?
 Yes, OK.
 No, thanks.



1600 Pennsylvania Avenue



LISTENING

- 1 Look at the photos of the house at 1600 Pennsylvania Avenue. What do you know about this house? Answer the questions.

How old is it?
 What is the name of the house?
 Who lives there?
 Are there public visits?
 How many rooms are there?
 Where is it?

- 2 Listen to the beginning of a documentary about the house at 1600 Pennsylvania Avenue. Put the questions in exercise 1 in the order you hear them.

- 3 Listen again and complete the sentences with the numbers from the box.

4 10 32 7 200

- 1 There are _____ names for the house at 1600 Pennsylvania Avenue.
 2 It's more than _____ years old.
 3 There are 16 family bedrooms, 3 kitchens and _____ bathrooms.
 4 There are also 6 floors, _____ staircases, 3 elevators, 147 windows and 412 doors.
 5 Public visits are available for groups of _____ people or more.
 6 Work in pairs. Would you like to visit this famous house? Tell your partner.

VOCABULARY: parts of a house

- 1 Listen and repeat the words in the box. Match each word to a number on the map.

living room hall kitchen balcony
 bedroom bathroom dining room



- 2 1.49 Listen to the recording to check your answers.

Work in pairs. Ask and answer the questions.

In your house or flat ...

- 1 Where do you watch TV?
- 2 Where do you eat?
- 3 Where do you study?
- 4 Where do you sleep?

GRAMMAR: *there is / there are; How many*

Affirmative

There is a tennis court.

There are three kitchens.

Negative

There isn't a restaurant.

There aren't any public telephones.

Question and short answer

Is there a bathroom? Yes, *there is*. No, *there isn't*.

Are there any offices? Yes, *there are*. No, *there aren't*.

Use *How many* to ask questions.

How many bedrooms are there? *There are 16 bedrooms.*

- 2 SEE LANGUAGE REFERENCE PAGE 40

Make sentences about the White House. Use (+) *There's ... / There are ...*, (-) *There isn't ... / There aren't any ...*.

- 1 a small cinema (+) *There's a small cinema.*
- 2 public bathrooms (-) *There aren't any public bathrooms.*
- 3 two swimming pools (+)
- 4 a restaurant (-)
- 5 three kitchens (+)
- 6 seven lifts (+)
- 7 public telephones (-)

- 2 Make questions using the words in the table.

Is		a	bathroom	at your school?
	there		dining room	in your classroom?
Are		any	restaurant	in your bedroom?
			windows	in your house?
			telephones	

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

- 4 Make questions. Use *How many*.

- 1 bedrooms / your house
How many bedrooms are there in your house?
- 2 students / class today
- 3 bathrooms / your house
- 4 teachers / your school
- 5 books / your bag today

- 5 Work in pairs. Ask and answer the questions in exercise 4.

SPEAKING

- 1 Draw a map of your house or flat. Prepare a short presentation of your home. Use the words from the lesson and the useful language to help you.

Useful language

So, this is my home.

There are ... rooms. This is the bedroom/living room/kitchen.

There's a bathroom/bedroom/study here.

DID YOU KNOW?

- 1 Read about 10 Downing Street.

Number 10 Downing Street

also called Number 10, is the official residence of the Prime Minister of Britain. It is in the centre of London, in Westminster. It's a small house, and inside there are offices and a flat for the Prime Minister's family. There is one entrance through a black door on Downing Street. A policeman always stands outside the door. There aren't any public visits to Number 10, but thousands of tourists come every year to visit the street and look at the door.



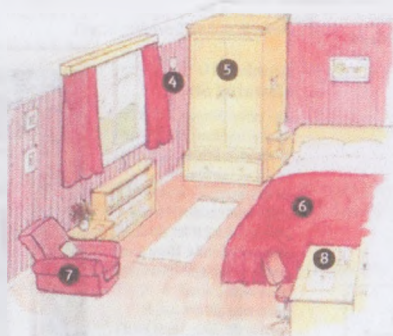
- 2 Work in groups and discuss these questions.

- Does the President or Prime Minister of your country have a famous house? Where is it?
- Are there any other famous houses or flats in your country? Where are they?

3c | My first flat

VOCABULARY: furniture

1 Look at the pictures. What rooms are they?



2 Match the words to the numbers in the pictures.

- | | | | |
|----------|--------------|------------|----------|
| a fridge | a clock | a desk | pictures |
| a stereo | a sofa | plants | a bed |
| a chair | a television | a wardrobe | |
| curtains | a cupboard | a cooker | |

3 1.50 Listen and say the words.

4 1.51 Shelly and Claudia are students. They want to rent a flat. Listen. Which flat do they rent?

READING & LISTENING

- 1 1.52 Read and listen to the dialogue. Answer the questions.

- Does Shelly like her flat?
- Where is Claudia from?
- Does Shelly want to see her parents?

Shelly: Hello?

Father: Hello, Shelly!

Shelly: Oh, hi, Dad.

Father: How are you?

Shelly: I'm fine. Fine.

Father: How's your new flat? Do you like it?

Shelly: Yes, I do. It's ... perfect.

Father: Well, tell me about it. Is it big?

Shelly: Yes, it is.

Father: And what about furniture? Is there any furniture?

Shelly: Yes, I have a desk and a bed in my room.

Father: Would you like a lamp? We have an extra lamp at home.

Shelly: No, thanks, Dad. Claudia has a lamp for the living room.

Father: Who's Claudia?

Shelly: She's my flatmate. She's Italian. Don't worry, there aren't any boys here.

Father: Good. Your mother has some old curtains. Do you want them?

Shelly: No, that's fine. We have curtains.

Father: Really?

Shelly: Yes.

Father: Oh. So, when do we come and see the flat?

Shelly: This week isn't good. We don't have any chairs.

Father: No chairs? What does that mean, no chairs?

Shelly: I don't know. Sorry, that's the door. Talk to you later, OK, Dad? Bye

- 2 Shelly doesn't tell the truth about her flat. Look at the pictures again. Read the text again and underline the false information.

- 3 Work in pairs. Read the dialogue.

GRAMMAR: a, an, some & any

Use a/an with single nouns.

I have **a** desk in my room.

Use some with plural nouns with positive verbs.

There are **some** lamps here.

Use any with plural nouns in questions.

Do you have **any** curtains?

Use any with plural nouns with negative verbs.

There **aren't** any boys here.

- 1 Look at Shelly's bedroom. Complete the sentences with some 'any or a.



- She doesn't have _____ chairs in her room.
- There's _____ bed.
- There are _____ papers on the bed.
- There's _____ pizza on the floor.
- Does she have _____ CDs? Yes, she does.
- There are _____ pictures on the wall.
- Is there _____ wardrobe? No, there isn't.
- There aren't _____ plants.

- 2 Make true sentences about your classroom. Use the words in the box.

There	are is aren't isn't	any some a	student(s) whiteboard(s) teacher(s) window(s) door(s) CD player(s) plant(s) cupboard(s) television(s) picture(s)	in the classroom
-------	------------------------------	------------------	---	------------------

SPEAKING

- 1 Work in pairs, A and B.

A: Turn to page 132.

B: Turn to page 136.

3D | Tate Modern

READING

- 1 Read the text and look at the pictures. What is Tate Modern?

Tate Modern is Britain's new museum of modern art. It is in an old power station next to the Millennium Bridge in London. It opened in May 2000 and is very popular with British people and tourists.



- 2 Work in pairs. Answer the questions.
 - 1 Where is Tate Modern?
 - 2 What do people see there?
- 3 Work in pairs. Ask and answer these questions.
 - Do you like modern art?
 - Are there any famous museums in your town or city?

- 3 Look at the diagram of Tate Modern. Make questions about these places.

cafe What floor is the cafe on?
It's on the second floor.

education centre members' room
bar exhibition
shop

VOCABULARY: ordinal numbers

Language note

We use ordinal numbers to say the order or sequence of things.

- 1 Match the words to the ordinal numbers.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th

third fifth seventh ninth fourth second first
eighth tenth sixth

- 2 1.53 Listen and underline the word you hear. Practise saying the words.

1 1 1st 3 7 7th 5 10th 10 7 2nd 3rd
2 3rd 3 4 9th 9 6 5th 5 8 5th 4th



LISTENING

- 1 Look at the map and match the words to the symbols.

public telephone men's toilets information
lift women's toilets baby changing room café



- 2 1.54 Listen to the recording to check your answers. Say the words.

- 3 1.55 The Explore London tour group is at the Tate Modern. Listen to five conversations at the information desk and tick (✓) the words from exercise 1 you hear.

- 4 1.55 Listen again and match each sentence to a place in exercise 1.

- 1 It doesn't accept coins. _____
- 2 You need a card. _____
- 3 Look, the brown doors. _____
- 4 It's next to the women's toilets. _____
- 5 It's behind you. _____
- 6 It's on the second floor. _____

FUNCTIONAL LANGUAGE: directions

- 1 Complete the directions with a word from the box.

left up down right along



Giving directions

go _____ on the _____ on the left
go right go _____ go _____

Asking for directions

Excuse me, where is the ...?
Is there a ... near here?

1.56 LANGUAGE REFERENCE PAGE 40

- 2 1.56 Listen and complete the sentences with a word or words.

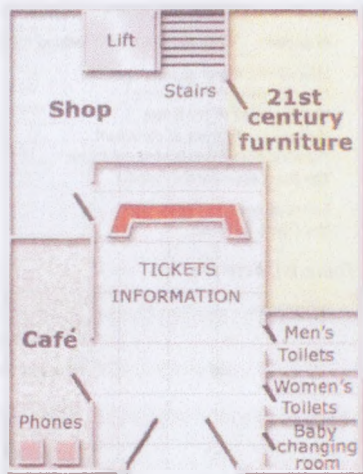
- 1 Where _____ the café?
- 2 It's on the second floor. Go _____ the stairs and _____ right.
- 3 Where _____ the men's toilets?
- 4 They're over there. They're on the _____, next to the lift.
- 5 It's next to the stairs. It's on the _____.
- 6 Go _____ these stairs here. Then turn _____ and go _____ the hall.

- 3 Look at tapescript 1.56 on page 141 to check your answers.

- 4 Work in pairs. Read the dialogues in the tapescript.

Roleplay

- 5 Work in pairs, A and B. Look at the map of the Modern Art Museum.



A: You work at the information desk. Listen to B's questions and give directions. Start each conversation with *Can I help you?*

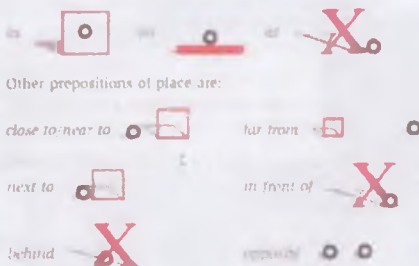
B: You are a visitor to the museum. Choose a place on the floor plan and ask A for directions.

- 6 Swap roles and continue.

3 Language reference

GRAMMAR

Prepositions of place



Other prepositions of place are:

close to/near to far from

next to in front of

behind opposite

Prepositions of place go in front of a noun.

in London close to the school behind the market

I live close to/near to the city centre.

I live far from the city centre.

They live next to my house.

Her house is in front of the school.

There's a big garden behind the house.

The flat is opposite the hospital.

I work at home.

Not I work ~~in~~ ~~house~~.

There is/there are

Affirmative

There is a tennis court.
There are three kitchens.

Negative

There isn't a restaurant.
There aren't any public telephones.

Question & short answer

Is there a bathroom? Yes, there is.
No, there isn't.
Are there any offices? Yes, there are.
No, there aren't.

Use *How many* to ask questions.

How many bedrooms are there? There are 32 bedrooms.

A, an, some & any

a/an

Use *a/an* with single nouns.

I have a desk in my room.

some

Use *some* with plural nouns and positive sentences.

There are some lamps here.

any

Use *any* with plural nouns in questions and with plural nouns and negative sentences.

Do you have any curtains?

There aren't any boys here.

FUNCTIONAL LANGUAGE

Asking for directions

Excuse me, where is the ...?

Is there a ... near here?

Giving directions

Turn right/left.

Go right/left/straight on.

It's on the right/left.

WORD LIST

Places to live

city <i>n</i> ***	/siti/
city centre <i>n</i>	/siti 'sentə/
flat <i>n</i> **	/flæt/
house <i>n</i> ***	/haʊs/
room <i>n</i> ***	/ru:m/
studio <i>n</i> ***	/stʊdi/

Parts of a house

balcony <i>n</i>	/bə'kɒni/
bedroom <i>n</i> **	/bedru:m/
bedroom <i>n</i> **	/bedru:m/
dining room <i>n</i>	/daɪnɪŋ ru:m/
door <i>n</i> ***	/dɔ:/
hall <i>n</i> ***	/hɔ:l/
kitchen <i>n</i> ***	/kɪtʃn/
living room <i>n</i>	/lɪvɪŋ ru:m/
staircase <i>n</i>	/steɪkɛs/
window <i>n</i> ***	/wɪndəʊ/

Furniture

bed <i>n</i> ***	/bed/
bookcase <i>n</i>	/bʊk'keɪs/
chair <i>n</i> ***	/tʃeə/
clock <i>n</i> ***	/klɒk/
cooker <i>n</i>	/kʊkə/
cupboard <i>n</i> *	/kʌbəd/
curtain <i>n</i> ***	/kɜ:tɪn/
desk <i>n</i> ***	/desk/
fridge <i>n</i> *	/frɪdʒ/
lamp <i>n</i> **	/læmp/
picture <i>n</i> ***	/pɪktʃə/
plant <i>n</i> ***	/plɑ:nt/
sofa <i>n</i>	/səʊfə/
stereo <i>n</i>	/stɛrɪəʊ/
television <i>n</i> ***	/telɪvɪʒn/
wardrobe <i>n</i>	/wɔ:drəʊb/

Ordinal numbers

first	/fɜ:st/
second	/sekənd/
third	/θɜ:ð/
fourth	/fɔ:θ/
fifth	/fɪfθ/
sixth	/sɪksθ/
seventh	/sevənθ/
eighth	/eɪtθ/
ninth	/naɪnθ/
tenth	/tenθ/

Other words & phrases

art <i>n</i> ***	/ɑ:t/
baby <i>n</i> ***	/beɪbi/
big <i>adj</i> ***	/bɪg/
safe <i>n</i> **	/keɪf/
easy <i>adj</i> ***	/i:zi/
elevator <i>n</i>	/elə'veɪtə/
entrance <i>n</i> ***	/entrəns/
lambus <i>adj</i> ***	/feɪməs/
film star <i>n</i>	/fɪlm stɑ:/
floor <i>n</i> ***	/flɔ:/
horrible <i>adj</i> *	/hɒrəbl/
information <i>n</i> ***	/ɪnfə'meɪʃn/
lift <i>n</i> *	/lɪft/
lovely <i>adj</i>	/ləvli/
modern <i>adj</i> ***	/mɒdn/
museum <i>n</i> ***	/mju:ziəm/
new <i>adj</i> ***	/nju:/
noisy <i>adj</i> **	/noɪzi/
official <i>adj</i> ***	/ə'fɪʃl/
old <i>adj</i> ***	/əʊld/
outside <i>adj</i> ***	/aʊtsaɪd/
policeman <i>n</i>	/pə'lɪsmən/
quiet <i>adj</i> ***	/kwaɪət/
residence <i>n</i> *	/re'sɪdəns/
school <i>n</i> ***	/sku:l/
shop <i>n</i> ***	/ʃɒp/
stand <i>v</i> ***	/stænd/

4A | MetroNaps



The MetroNaps Pod

Will Cotton works in an office in New York. He goes to work at 7:30. He starts work at 8:15. He usually finishes work at 6:00, but has meetings after work. After his meetings he goes to the gym, or has a drink with friends in the café. He gets home at 9:00 and has dinner. He goes to bed at 12:15 am. It's a very busy day. How does he do it?

'Easy,' says Will. 'At 4:30 I go to MetroNaps.'

MetroNaps is a company in New York. At MetroNaps you get into a machine called the MetroNap pod. You listen to quiet, relaxing music and then go to sleep. After twenty minutes, the pod moves with music and light and you wake up. MetroNaps also has a café, and there are sandwiches and drinks for you after your nap.

Will likes MetroNaps. 'I get my best ideas in bed, not at a desk,' says Will. 'When I go to work after a nap, I'm relaxed. I'm not stressed in meetings after work. I do more with my day.'

The MetroNaps offices are in the Empire State Building in New York. It's open from 10:00 to 6:00. It's a very quiet place.

M E T R O N A P S

READING

- 1 Look at the picture of a MetroNaps pod. Which activity do you think people do at MetroNaps?

go to sleep have a shower watch TV

- 2 Read the article to check your answer.

- 3 Read the article again. Answer the questions.

- Where does Will Cotton work?
- What time does he start work?
- What time does he finish work?
- What is a *nap*?
- Where is MetroNaps?
- Why does Will like MetroNaps?
- What time does MetroNaps open and close?
- How many hours is it open?

- 4 Put the events in order for a typical MetroNap.

You have a sandwich and a drink.
You get into the MetroNap pod.
The MetroNap pod moves.
You go to MetroNaps.
You listen to quiet music.
You wake up.
You go to sleep.

- 5 Work in pairs. Do you have a nap during the day? Would you like a MetroNap? Tell your partner.

FUNCTIONAL LANGUAGE: telling the time

He gets home at nine thirty/half past nine.
He goes to bed at twelve fifteen/a quarter past twelve

Asking the time
What time is it?
What's the time?

Saying the time
It's four forty-five/a quarter to five.

SEE LANGUAGE REFERENCE PAGE 55

1 Say the times for the clocks.



2 1.57 Listen to Will's conversations and complete the clocks.



3 Look at tapescript 1.57 on page 141 to check your answers. Practise the conversations, but change the times.

VOCABULARY: collocations have, go & get

1 Find these words in the text and put them in the correct circles.

to work/to the gym meetings a drink dinner
to bed to sleep ideas a nap

have

get

2 Put these words in the circles.

a shower dressed breakfast classes a break
lunch

3 What is the difference between the underlined phrases?
What are they in your language?

I go home at 6:00 and I get home at 6:15.
I wake up at 7:00 and I get up at 7:05.

PRONUNCIATION: vowels 1

1 1.58 Listen and repeat the sounds and the words.

/æ/ have	/e/ get	/eɪ/ wake	/əʊ/ go

2 Put these words in the correct column in exercise 1.

nap break home bed desk make seven
eight any day flat lamp no

3 1.59 Listen to the recording to check your answers.
Repeat the words.

SPEAKING

Language note

Use the present simple to talk about daily routines and habits.

I wake up at 6:00

To make questions, remember the word order.

Question word + auxiliary (do/does) + subject + verb

What time do you get up in the morning?

1 Work in pairs, A and B.

A: Turn to page 133.

B: Turn to page 136.

2 What do you do at these times? Tell your partner.

1 8:00 2 12:00 3 6:00 4 10:00

4B | A day off

VOCABULARY: months

- 1 1.60 Listen to the pronunciation of these months.

☐ ☐ ☐ ☐	☐	☐ ☐	☐ ☐	☐ ☐ ☐
January	March	April	July	September

- 2 Write the following months in the correct column in exercise 1.

February May June August
October November December

- 3 1.61 Listen to the recording to check your answers. Repeat the months.
- 4 Work in pairs. What is your favourite month? Why? Tell your partner.

LISTENING

- 1 1.62 Listen to people talking about special days that they like. Match the speakers 1-4 to the pictures A-D.

☐ A ☐ B ☐ C ☐ D

- 2 1.62 Listen again. What months are these special days in?
- 3 Work in pairs. Do you have these days in your country? Do people work on these days? What do they do? Tell your partner.

A International Women's Day



B Teacher's Day



C May Day



D New Year's Eve



FUNCTIONAL LANGUAGE: the date

We write the date:

1st May, 2006 or 1 May 2006 or 1/5/06 or 01/05/06

We say the date:

the first of May two thousand and six or May the first two thousand and six

We ask the date:

What's the date today? What date is it today?

▶ SEE LANGUAGE REFERENCE PAGE 58

Say the dates.

- 1 15/10/2006 3 14/09/2000 5 21/03/2008 7 22/03/2008
2 03/07/1999 4 11/09/2000 6 30/10/2006 8 31/07/1999

- 2 Write five important dates for you on a piece of paper. Work in pairs. Ask your partner about his or her important dates.

Why is 3rd March important for you?
Because it's my birthday!

READING & LISTENING

- 1 Read the interview with Christina East. Match the questions to the answers.

When is Nothing Day? Why Nothing Day?
What do people do on Nothing Day? What is Nothing Day?

Christina East is a British mental health specialist. She thinks it's time for a new special holiday, called Nothing Day.

- (1) _____
The idea comes from Harold Colfin, an American journalist. It's a day for nothing. No parties, no gifts, no cards. It's a time to have a break, to sit and do nothing.
- (2) _____
It's on January 16th. The first Nothing Day was in 1973.
- (3) _____
Because there are special days for everything. In March we have Mother's Day and in June we have Father's Day. In October there's United Nations Day and Halloween and in April there's Earth Day.
- (4) _____
Ideally, people do nothing. But that's very difficult. Here are some suggestions:
In the morning, wake up when you like. Have a relaxing breakfast. Do nothing.
In the afternoon, go for a walk. Sit in a park. Do nothing.
At night, telephone an old friend and talk. Read a book, or go to bed. Do nothing.

- 2 1.63 Listen to the interview and check your answers.

- 3 1.63 Read and listen again and decide if the sentences are true (T) or false (F).

- 1 The idea for Nothing Day comes from the United States.
2 Nothing Day is on 6th January.
3 United Nations Day is in April.
4 On Nothing Day, people do nothing.

GRAMMAR: prepositions of time *in, at, on*

Use the prepositions *in, on* and *at* to talk about time.

in + months, years, the morning/afternoon/evening
 in March, *in* the morning
on + days, dates
 on Monday, *on* 16th January
at + time of day
 at four o'clock *at* night

▶ SEE LANGUAGE REFERENCE PAGE 59

- 1 Complete the sentences with a preposition and a time word so that they are true for you.

- 1 I usually relax ...
2 I watch television ...
3 People in my country go on holiday ...
4 My birthday day is ...
5 My English class is ...
6 The next day off is ...

- 2 Work in pairs. Read your sentences to your partner. Ask *What about you?*

SPEAKING

- 1 Work in groups. The government wants to create three new holidays. Decide on three new holidays and what dates they are. What do people do on these days?

- 2 Present your ideas for new holidays to the class. Which are the most interesting?

Our idea for a new holiday is Student's Day. It's on 3rd June. On this day people

4C

Do the housework!

VOCABULARY: verb collocations (housework)

1 Match the pictures to the phrases.

do the shopping do the dishes do the washing
make the bed clean the bathroom take out the rubbish

2 Work in pairs. Which activities in exercise 1 do you do at home? Which activities don't you do at home?

LISTENING

1 You are going to hear part of a radio show phone-in. Look at the newspaper headline and listen. What is today's show about?

75% of British men DON'T do the housework

- 2 1.64 Listen to the radio show and tick (✓) the phrases you hear from section vocabulary exercise 1.
- 3 1.64 Who does it? Listen again and tick (✓) the correct column.

Name	Ralph	Ralph's mother	Tom	Tom's wife
Does the shopping once a week.				
Is always on the phone.				
Uses the washing machine.				
Always does all the housework.				

GRAMMAR: frequency adverbs & phrases

There are two ways to talk about how often we do things:
Use frequency adverbs.

How often do you do the housework?

I often do the dishes

He's always on the phone.

always often usually sometimes hardly ever/rarely never
100%

Use phrases like every day/month/year, once a week/month/year.

I make the bed every morning

Once a year he washes the clothes

1 SEE LANGUAGE REFERENCE PAGE 50



- 1 1.65 Read and listen to the sentences, then make an answer using the words in brackets.

- 1 You never do the dishes.
That's not true. *I often do the dishes!*
(often)
- 2 You don't clean the bathroom.
That's not true. _____ (always)
- 3 You're always in front of the television.
That's not true. _____
(hardly ever)
- 4 I always wash your clothes.
That's not true. _____ (often)
- 5 This flat's always dirty.
That's not true. _____ (rarely)
- 6 You're usually on the telephone.
That's not true. _____
(sometimes)

- 2 Put an adverb of frequency in the sentence so that it's true for you. Then write two more similar sentences.

- 1 I am late for English class.
2 I work on Saturdays.
3 I watch English films.
4 I have coffee in the morning.
5 I go to bed before 10:00 pm.
6 I am tired in the morning.

- 3 Rewrite the sentences with one of the phrases.

twice a week once a year every day
three times a year once a week

- 1 I read the newspaper on Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays and Sundays.
2 I go on holiday in August.
3 On Saturdays and Sundays I have a nap in the afternoon.
4 I see my grandparents at Christmas, at Easter and on my birthday.
5 I do the shopping on Saturdays.

- 4 Choose two sentences from exercise 2 and two sentences from exercise 3. Make questions with *How often*.

How often do you watch English films?

- 5 Work in pairs. Ask and answer the questions.

PRONUNCIATION: vowels 2

- 1 1.66 Listen and repeat the sounds and the words.

/a:/	/aʊ/	/ɔ:/	/ʌ/
hi	house	roast	up

- 2 Which word sounds different? Underline the different word.

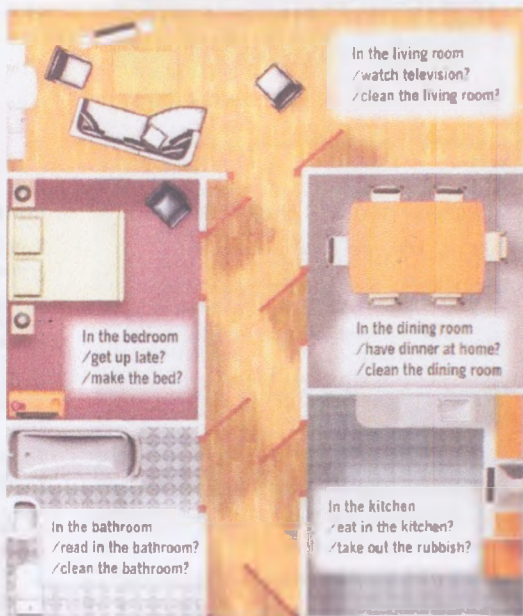
1 time	hi	drink	wife
2 house	aunt	brown	now
3 son	bread	bus	some
4 blue	new	June	good

- 3 1.67 Listen to the recording to check your answers. Say the words.

SPEAKING

- 1 Work in groups of three or four. Do the *Life and work at home* survey. Make questions with *How often ...?* Ask and answer the questions. Make notes of the answers.
- 2 Compare your survey results with other groups in the class.

Life and work at home



4D | I'm on the phone

SPEAKING

- 1 Work in pairs.
Do the phone survey.

PHONE SURVEY

How many phones do you have in your house?

Where are they?

Do you have a mobile phone?

How often do you use the phone?

Do you use the phone in the car?

How many phone calls do you make every day?

How many phone calls do you get every day?



PRONUNCIATION: phone numbers

- 1 1.68 Listen to two phone numbers.
How do you say 0 in phone numbers?
How do you say two numbers together?
0802 788 743
416 928 2212
- 2 1.68 Listen again and repeat.
- 3 1.69 Listen and underline the phone number you hear. Then say the phone numbers.
1 1 455 635 0403 / 1 455 635 0413
2 639 099 088 / 639 099 096
3 0802 788 743 / 0802 728 743
4 011 513 992 0732 / 011 516 992 0732
- 4 What's your phone number? Ask four other people in the class.

48

LISTENING

- 1 1.70 Listen to three phone conversations.
Underline the correct word *makes* or *gets*.
1 Dave makes / gets a phone call.
2 Sam Moore makes / gets a phone call.
3 Valerie makes / gets a phone call.
- 2 1.70 Listen again and decide if the sentences are true (T) or false (F).
1
1 Angie wants to talk to Dave.
2 Dave wants to talk to Angie.
2
1 Sam calls the airport.
2 Sam talks to Mr Green.
3
1 The man wants to talk to Simon.
2 The man calls the wrong number.

- 1.71 Listen to two more phone conversations. Complete the notes.

Message for Rob
Call Ms _____ Kerr.
Phone number: _____

Flight confirmation details for Mr and Mrs Curtis

Flight number _____ to Dallas USA.
Terminal: 2
Date: Thursday, _____
Time: 8:45 am

FUNCTIONAL LANGUAGE: on the phone

- There is one mistake in each of these phrases. Correct the mistake.

- Just minute.
 - I can call you back.
 - I'd like to say to Mr Green.
 - Would you like to leave message?
 - Please tell him to call I.
 - Is Simon here, please?
 - Sorry, you have the number wrong.
 - Hi, I'm Rob.
- Look at tapescripts 1.70 and 1.71 on page 142 to check your answers.

- Read and complete these four telephone dialogues with the correct sentence.

Hi, Sarah. How are you?
No, he isn't. Can I take a message?
Good morning, Acme Company.
Is that 1823 556 0211?

Hi.
Hello.
Hello, it's Sarah.
(1) _____

Hi.
(2) _____ Can I help you?
Good morning, can I speak to Mr James?
Yes, just a minute.

3
Hello, is David there?
(3) _____
Please tell him: to call me
What's your phone number?
It's 662 4043.

4
Hello, is that Michelle?
I'm sorry, you have the wrong number.
(4) _____
No, it isn't.
Oh, sorry.

- 4.72 Listen to the recording to check your answers.
- 5 Work in pairs. Roleplay the dialogues from exercise 3, but use information about you.

DID YOU KNOW?

- 1 Read these facts about phones and phone numbers in North America.

Phone facts: North America



The international code for North America (Canada and the United States) is 1.

All phone numbers have 10 digits. The first three digits are the area code.

The phone number for emergencies is 911.

The phone number for information is 411. This is free.

In North American films and television shows, all the phone numbers begin with 555.

Numbers which begin with 1-800, 1-888, 1-866 or 1-877 are free.



- 2 Work in pairs. Discuss the question.
- What phone information is important for visitors to know in your country?

4 Language reference

GRAMMAR

Prepositions of time: *in, at, on*

Use the prepositions *in, on* and *at* to talk about time.

in + months, years, the morning/afternoon/evening

in March, *in* the morning

on + days, dates

on Monday, *on* January 16th

at + time of day; also *at* night

at four o'clock

We use *at* with *night*, the *weekend*.

at night, *at* the weekend

We use *at* with some special holidays

at Christmas, *at* Easter

Frequency adverbs & phrases

Use frequency adverbs to say how often you do something.

How *often* do you do the housework?

I *never* do the housework.

always	often	usually	sometimes	hardly ever	rarely	never
100%						0%

Frequency adverbs go before the verb (except to be).

He *never* makes the bed.

Frequency adverbs go after the verb to be.

He's *always* on the phone.

You can also use phrases like:

every day/month/year

once a week/month/year

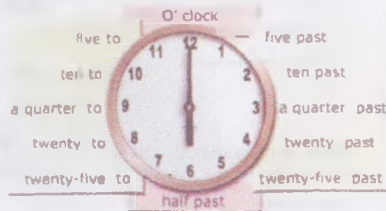
These phrases go at the beginning or end of a sentence.

I make the bed *every morning*.

Once a year he washes the clothes.

FUNCTIONAL LANGUAGE

Telling the time



Use *It's* + time to say the time in English.

It's eight o'clock.

It's a quarter past five.

It's half past eleven.

It's ten to nine.

We can say the time in two ways:

It's twenty to six.

It's five forty.

We can also use *about* + time. We use *about* when we don't know the exact time.

It's about half past three.

We can ask the time in two ways:

What's the time?

What time is it?

The date

Write the date

1st May, 2006 or *1 May 2006* or *1/5/06* or *01/05/06*

Say the date:

the first of May two thousand and six or

May the first two thousand and six

Ask the date:

What's the date today?

What date is it today?

- We use ordinal numbers to say the date in English. For more on ordinal numbers, see lesson 3D.

Talking on the phone

Just a minute.
 Can I call you back?
 I'd like to speak to Mr Green.
 Would you like to leave a message?
 Please tell him to call me.
 Is (Simon) there please?
 I'm sorry, you have the wrong number.
 (Jerry) can't answer the phone right now.
 Can I take a message?
 Hi, it's (Rob).

WORD LIST

Phrases with *have*, *go* & *get*

have breakfast/dinner/lunch	/hæv 'brekfəst, dɪnə, lʌntʃ/
have a drink/a coffee/ a sandwich	/hæv ə drɪŋk, ə kəfi, ə sændwɪtʃ/
have a break	/hæv ə breɪk/
have a nap	/hæv ə næp/
get dressed	/get drest/
get up	/get 'ʌp/
get home	/get hoʊm/
go home	/ɡoʊ hoʊm/
go to bed	/ɡoʊ tə bed/
go to sleep	/ɡoʊ tə sli:p/

Months

January	/dʒænjuəri/
February	/februəri/
March	/mɑ:tʃ/
April	/eɪprəl/
May	/meɪ/
June	/dʒu:n/
July	/dʒulaɪ/
August	/ɔ:gəst/
September	/septembə/
October	/ɒktəbə/
November	/nəʊvembə/
December	/dɪ'sembə/

Housework

do the shopping	/du: ðə 'ʃɒpɪŋ/
clean the bathroom	/kli:n ðə ba:θru:m/
make the bed	/meɪk ðə bed/
wash the clothes	/wɒʃ ðə klaʊðz/
do the dishes	/du: ðə dɪʃɪz/
take out the rubbish	/teɪk aʊt ðə ræbɪʃ/

Other words & phrases

breakfast n ***	/brekfəst/
card n ***	/kɑ:d/
class n ***	/klɑ:s/
closed adj ***	/kloʊzd/
dinner n ***	/dɪnə/
Earth n ***	/ɜ:θ/
finish v ***	/fɪnɪʃ/
gym n	/dʒɪm/
Halloween n	/hæləʊi:n/
idea n ***	/aɪdɪə/
lunch n ***	/lʌntʃ/
meeting n ***	/mi:tiŋ/
nap n	/næp/
nothing prn ***	/nʌθɪŋ/
open adj ***	/əʊpən/
shower n ***	/ʃaʊə/
special adj ***	/speʃl/
United Nations n	/ju:naɪtəd 'neɪʃnz/

5A Languages made easy!

SPEAKING

1 Work in pairs. Discuss these questions.

- What languages do you speak?
- Do you have any of these things?
an English dictionary
a bilingual dictionary
a phrasebook
an electronic dictionary
- How often do you use them?

READING

1 Look at the pictures of two language machines. Before you read, guess what they do. Use the phrases in the box to help you.

you type a word has a microphone
has a clock you hear the translation
knows lots of languages
has a calculator

*The phraselator has a microphone.
You type a word with the*

- 2 Read the article to check your answers.
- 3 Read the article again. Are these sentences about Lingo Global 29 (LG) or the Phraselator (P)? Write LG or P in the space.
- 1 It knows 29 languages. _____
 - 2 To use the machine, you type words or phrases. _____
 - 3 It has a clock. _____
 - 4 It has a microphone. _____
 - 5 You hear the translation of the phrase. _____
 - 6 To use the machine, you say phrases. _____
 - 7 It can tell the time in different cities. _____
 - 8 It says words or phrases. _____
- 4 What do you think of the Lingo Global 29 and the Phraselator? What does your teacher think of them?

LANGUAGES made easy

The world's most advanced technology in a small, portable, easy-to-use device.

The Lingo Global 29

The Lingo Global 29 is a small, portable, easy-to-use device.

It knows 29 languages, and you can

translate words and phrases from one language to another.

Use the Lingo Global 29 to type a

word or a phrase, and then

press the speaker and hear

the translation. Press the

Lingo Global 29 to hear the

translation again.

It's easy to use.

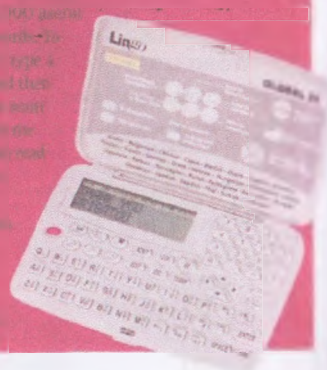
The Lingo Global 29 also

has a clock and a

calculator. It can tell the

time in different cities.

It says words or phrases.



The Phraselator

The Phraselator is a translation machine. It can translate phrases from one language into another language. But the Phraselator is different, because it can *hear* a phrase and then *say* the translation for that phrase in a different language.

It's easy to use the Phraselator. First, say your phrase into the microphone. The computer inside the Phraselator translates the phrase and then says the phrase in the other language. You can hear the new phrase. Today the Phraselator can translate English to other languages, but it can't translate other languages to English.



GRAMMAR: can/can't

Use **can/can't** to talk about ability.

The Phraselator **can** translate phrases from English to another language.

I **can't** translate other languages to English.

You **can** read the word but you **can't** hear it.

See LANGUAGE REFERENCE PAGE 80

Complete the English Language Ability Survey with **can/can't** so that it's true for you.

English Language Ability Survey – Can you do it?

- | | |
|----|---|
| 1 | spell my first name and last name |
| 2 | introduce myself and another person |
| 3 | give my address and phone number |
| 4 | understand the words in English songs |
| 5 | talk about the people in my family |
| 6 | describe someone in the class |
| 7 | talk about where I live |
| 8 | give simple directions |
| 9 | answer the phone and leave a message in English |
| 10 | speak on the telephone for a long time in English |

Work in pairs, A and B.

A. Turn to page 134.

B. Turn to page 136.

PRONUNCIATION: can/can't

1. Listen how the words **can/can't** are pronounced in these sentences.

1. I **can** translate.
2. I **can't** translate.

In sentences and questions, **can** is pronounced /kən/.
In negatives, **can't** is pronounced /kɑ:n't/.

2. Listen and underline the word you hear. Then repeat the sentences.

1. I can / can't translate phrases.
2. I can / can't hear an English phrase.
3. I can / can't read it.
4. I can / can't translate other languages.
5. I can / can't tell the time.

◆ SPEAKING

1. Listen to two dialogues. Match them to the pictures A and B.



2. Work in pairs. Look at tapescript 1.75 on page 142 to check your answers. Practise the dialogues with your partner.

3. Prepare a similar dialogue for the other picture.



Useful language

Excuse me, can you repeat that please?
Can you write it for me on a piece of paper?
I'm sorry, I don't understand. Do you speak Spanish/French/Polish ...?
I only speak a little English.
Can you speak more slowly please?

5B Cross Canada trip

VOCABULARY: the weather

- 1 Look at the weather map of Canada. Complete the sentences with the names of the cities.



- In _____ today it's **cloudy and windy**, but **warm**.
 - It's **cold and snowy** in _____ with temperatures of minus 12.
 - In _____ it's **sunny and cold**, 5 degrees.
 - You need your umbrellas in _____ today. It's **rainy and cool**.
- 2 1.76 Listen to the recording to check your answers. What are the words in bold in your language?

Language note

Use the pronoun *it* to talk about the weather.
It's rainy and cold. It's sunny and warm.
 To ask about the weather.
What's the weather like?

- 3 Work in pairs. Ask and answer these questions.
- What's the weather usually like on your birthday?
 - What's your favourite weather?
 - What weather don't you like?

LISTENING

- 1 1.77 Listen to two people talk about their holiday in Canada. Put the photos in the order you hear them. There is one extra photo.



☐ Our hotel in Banff



☐ Toronto



☐ Montréal jazz



☐ Canoeing in the Rockies



☐ Train in Halifax

- 1.77 Listen again and tick (✓) the words and expressions you hear.

- 1 it was rainy all the time
- 2 the airport
- 3 the houses were lovely
- 4 bar
- 5 two days
- 6 city has great jazz concerts
- 7 shops weren't open
- 8 it was cloudy
- 9 it was cold
- 10 perfect place to go skiing
- 11 Jacuzzi in our room
- 12 go swimming

- 2 Work in pairs. Imagine this was your Cross Canada trip. Use the words in exercise 2 to talk about the photos.

- 3 Would you like to visit these places?

GRAMMAR: past simple *was/were*

The past tense of the verb *be* is *was/were*.

Our holiday was lovely.

We were in Canada.

The negative is *wasn't/weren't*.

I wasn't very happy.

The shops weren't open.

SEE LANGUAGE REFERENCE PAGE 60

- 1 Read the sentences. Then make answers with the words in brackets.
- 1 We were in Dublin. (Glasgow) *No, we weren't. We were in Glasgow.*
 - 2 The hotel was expensive. (cheap)
 - 3 It was in a noisy part of town. (quiet)
 - 4 It was sunny and warm. (rainy and cold)
 - 5 Our tour guide was an Irish man. (Scottish man)
 - 6 We were there for a week. (ten days)

- 2 Complete the dialogue with *was/wasn't, were/weren't*.

Lara: This is Toronto. You can see the CN Tower there. The shops (1) _____ (-) open that day. So we (2) _____ in the park. I (3) _____ (-) very happy. Tom: No, you (4) _____ (-). You (5) _____ miserable. Lara: It (6) _____ snowy! And cold! Tom: How many days (7) _____ we in Toronto? Lara: We (8) _____ there for two days.

- 3 Work in pairs. Read the dialogue.

DID YOU KNOW?

- 1 Read the information about Canadian tourist destinations.



TOP DESTINATIONS FOR CANADIAN TOURISTS

Canada is one of the most popular countries for tourists from other countries, but where do Canadians go on holiday? Every year, more than 17 million Canadians go to other countries for tourism. Here are the top ten countries that Canadians like to visit.

- 10 Spain
- 9 the Netherlands
- 8 Italy
- 7 Germany
- 6 the Dominican Republic
- 5 Cuba
- 4 France
- 3 the United Kingdom
- 2 Mexico
- 1 the United States

- 2 Work in pairs. Discuss these questions

- Do people in your country travel to other countries often?
- What are the popular destinations for tourists from your country?
- Do you know any other countries? Which ones?
- Would you like to visit any of the top ten countries on the list?

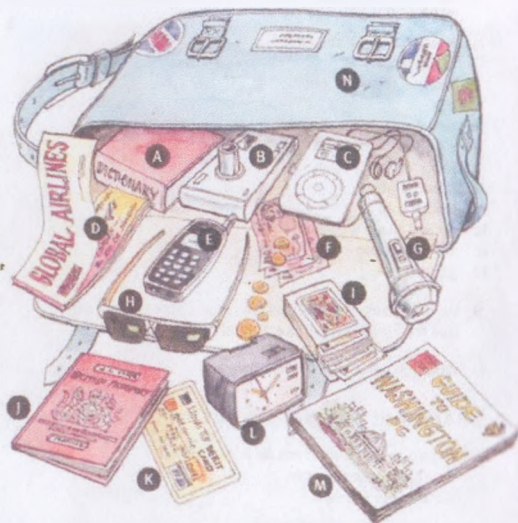
5c Travel essentials

SPEAKING

- 1 Look at the picture. What can you see? How many things can you say in English?
- 2 Work in pairs. Imagine you are going on a last minute holiday to Washington. It's time to pack your bag. You can only take five things from the picture. What do you take?

Useful language

I think the ... is a good idea.
I agree. We can take the ... and the ...
I don't agree. I think the ... is more important



READING & LISTENING

- 1 1.78 The Thompsons are going to the airport. Read and listen to their conversation. Who packed the bags - Walter or Thelma Thompson?

Walter: Come on!
Thelma: I'm here, I'm here.
Walter: Did you turn off the lights?
Thelma: Yes, I did. I turned off the lights and your computer.
Walter: Good. Did you pack my digital camera?
Thelma: Yes, I did. It's in the black bag with your mobile phone and book.
Walter: Which book?
Thelma: The book that was on the table next to your bed.
Walter: Oh, I didn't want a book. I wanted the ipod.
Thelma: Well I didn't know.
Walter: We don't have the ipod then.
Thelma: No, we don't.
Walter: Do you have the guide book?
Thelma: Just a minute.
Walter: Oh no, you didn't remember the guide book.
Thelma: Yes, I did. Here it is!
Walter: Plane tickets?
Thelma: I remembered. They're here.
Walter: Good. Good. Well, darling, we're on holiday.
Thelma: We can finally relax.

- 2 Read the text again. Put a tick (✓) next to the things they have in the car.

computer digital camera mobile phone
book ipod guide book plane tickets

- 3 Work in pairs. Read the dialogue.

- 4 1.79 Listen to Walter and Thelma at the airport. What is the problem?



GRAMMAR: past simple regular verbs

The past tense of regular verbs is verb + ed.

I wanted the iPod.

The past simple negative is didn't + verb.

She didn't remember the iPod.

The past simple question form is did + subject + verb.

Did you pack my digital camera?

2 SEE LANGUAGE REFERENCE PAGE 96

- 1 Complete the sentences. Put the verbs in brackets into the past simple.

1 They _____ (remember) the tickets but they _____ (not remember) the passports.

2 He _____ (want) a book but he _____ (not want) that book.

3 They _____ (visit) Washington but they _____ (not visit) the White House.

4 They _____ (enjoy) the city but they _____ (not enjoy) the weather.

5 They _____ (like) the hotel but they _____ (not like) the food.

- 6 Work in pairs, A and B. Look at the picture in Speaking exercise 1 on page 56. Write down the names of five things on a piece of paper. Don't show your partner.

A Ask B questions and guess what B packed.
B Answer.

A: Did you pack the iPod?

B: No, I didn't. / No, I didn't.

When you finish, swap roles.

- 7 Make questions about last night. Use the words in the box.

on watch study cook take out

1 your television?
Did you watch television?

2 your internet?

3 your dinner?

4 your English?

5 your rubbish?

6 your bed/bath?

- 8 Work in pairs. Ask the questions in exercise 3. Answer like I did or No, I didn't.

PRONUNCIATION: past simple regular verbs

- 1 1.80 Listen to the verbs and the past tense forms. What is different between group A and group B?

A		B
pack	packed	want
open	opened	end
watch	watched	wanted
		ended

- 2 Complete the rule about pronouncing past tense endings using a) or b).

If the past simple verb ends in -ed or -ded then

- a) pronounce the -ed as an extra syllable /id/.
b) don't pronounce the -ed as an extra syllable /id/.

- 3 How do you pronounce the verbs in these sentences?

- I liked it.
- He closed the door.
- They remembered it.
- We visited her.
- You cooked dinner.
- English class started in September.

- 4 1.81 Listen to the recording to check your answers.

SPEAKING

- 1 Make questions in the past simple.

Last year ...

- /travel by plane? Where?
- /visit another country? Where?
- /stay in a hotel? How was it?
- /study English? In what school?
- /play a sport? What sport?
- /live in a different house or flat? Where?



- 2 Work in pairs, A and B.

A: Ask B questions from exercise 1.

B: Answer. Tell a lie about ONE thing that A asks.

A: Guess the lie.

You lied about question 2.

That's right.

That's wrong. That was the truth.

- 3 Swap roles and repeat the activity.

5D Bed & breakfast

SPEAKING

- 1 Complete the sentences with information about you.
- 1 I often/sometimes/hardly ever/never stay in hotels.
- 2 The last time I stayed in a hotel was _____.
- 3 The hotel was in _____.
- 4 The hotel was very good/good/OK/not very good.
- 5 I was there for _____ nights.
- 2 Work with a partner. Compare your answers.

READING

- 1 Read the advertisements for two hotels in Stratford. Which hotel would you like to stay in?
- 2 Read the advertisements again. Write S for the Shakespeare Guest House, C for the Stratford Central Hotel or SC if the sentence is true for both hotels.
- 1 It's an old house. _____
- 2 It's good for business travellers. _____
- 3 You can have breakfast in the hotel. _____
- 4 You can have dinner in the hotel. _____
- 5 It is open every day. _____
- 6 Children can play in the garden. _____
- 7 You can smoke in the hotel. _____
- 3 Complete the definitions with a word from the advertisements.
- 1 Someone who is f_____ is nice and helpful to other people.
- 2 If something is w_____ it is not in a comfortable, pleasant way.
- 3 If something is c_____ then it's free.
- 4 A m_____ is a time when you eat, such as breakfast, lunch or dinner.
- 5 If something is a_____ then you can use, take or get it.

The Shakespeare Guest House

Happy, friendly 18th century guest house located near the famous town of Stratford-on-Avon. Open all year round (including Christmas and New Year). Clean, warm rooms and traditional English breakfast every morning. There is an excellent selection of restaurants and tea houses near the guest house, which we can book for you.



There is a pretty garden with garden furniture and a barbecue area, a separate play area for children and parking. This is a quiet, rural location with lots of walks nearby, and excellent views.

Animals welcome. Please note: the guest house is non-smoking.

The Stratford Central Hotel

One professional, modern hotel is in the centre of Stratford-on-Avon. We are open all year round and are only minutes away from shops, cinemas and discos. All our 81 rooms have a bathroom with shower, complimentary tea and coffee, internet access and modern furniture and design. Our hotel is perfect for business travellers and families. A continental breakfast is included with the price of your room and is served in the breakfast lounge. There is also a restaurant for your evening meals.



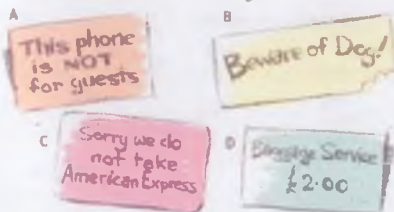
Children welcome. We have smoking and non-smoking rooms available.

Free parking for guests.

LISTENING

- 1 1.82 The Explore London tour is on a trip to Stratford. Listen to the conversation. Which hotel do they visit?

- 2 1.83 Listen to four conversations at the hotel. Match each conversation to a sign.



- 3 1.83 Listen to the conversations again and - complete the dialogues with the correct word from the box.

public credit card fifteen mobile phone
dangerous private take bags sorry four

Hannah: I'm (1) _____ I was only looking. What's his name?

Owner: Rex!

Hannah: Can I touch him?

Owner: I'm afraid you can't. He's very (2) _____

Herb: Hi. Excuse me, but could I use your phone? My (3) _____ doesn't work here.

Owner: I'm afraid we don't have a phone for the (4) _____

Herb: What do you mean, no phone! What about that phone?

Owner: Sorry, it's (5) _____

Herb: I'd like to pay the bill. Can I pay by (6) _____?

Owner: Of course. Visa? Mastercard?

Herb: American Express.

Owner: Oh no, I'm sorry but we don't (7) _____ American Express.

Herb: One more thing. Our bus leaves at a quarter past (8) _____. Is it OK to leave our bags here please?

Owner: Certainly. It's £2 an hour.

Herb: But it's only for (9) _____ minutes!

Owner: I'm sorry, it's £2 minimum to keep (10) _____

- 6 Look at tapescript 1.83 on page 143 to check your answers.

FUNCTIONAL LANGUAGE: asking for permission

Asking for permission

Can I Could I May I	use your phone? smoke here?	(please)
Is it OK if I/Is it OK to	(+ infinitive)	

Responding

⊖	⊕	
(Yes) Of course. Go ahead. Sure.	(No) I'm sorry (but ...) I'm afraid not.	

➔ SEE LANGUAGE REFERENCE PAGE 61

Language note

It's very common to use *please* when we ask for permission.

- 1 Rearrange the words to make questions. Then ask the teacher the questions.

- your please phone I may use?
- to the go toilet please can I?
- alright it is if now go I?
- please I can pen your use?

- 2 Work in pairs. Take turns. Ask the questions in exercise 1. Respond to the questions ⊕ or ⊖.

Roleplay

- 3 Work in pairs, A and B.

A: You are a guest at the Stratford Central Hotel. You are at reception. You want to do different things. Use the ideas on page 132 to help you. Ask permission at reception.

B: You are the receptionist at the Stratford Central Hotel. Answer A's questions. Use the ideas on page 138 to help you.

- 4 Swap roles. Then change partners and repeat the roleplay.

5 Language reference

GRAMMAR

Can/can't

Can is a modal auxiliary verb. This means:

- it goes with the infinitive without *to*
- it has the same form for all subjects.
- the negative is with *not* (*can't*)
- to make a question, put *can* before the subject and the infinitive after the subject.

Affirmative

I		
You		
He/She/It	can	speak another language.
We		
They		

Negative

I		
You		
He/She/It	can't	speak another language.
We		
They		

I can speak French.

Not ~~*I can't speak French.*~~

I can't understand.

Not ~~*I don't understand.*~~

Question & short answer

	I	
	you	
Can	he/she/it	repeat that, please?
	we	
	they	

Yes, you can

 he/she/it can

No, we can't.

 they

Can you hear me?

Not ~~*I can't hear you.*~~

Can has different uses.

Use *can* to talk about ability.

I can speak English.

Use *can* to ask for permission.

Can I use your phone?

Past simple *was/were*

The past simple of *to be* is *was/were*.

I was in Canada.

We weren't in a lovely hotel.

Affirmative & negative

I	was	
He/She/It	wasn't	on holiday.
You		
We	were	
They	weren't	

Question

Was	he/she/it	in Toronto?
Were	you/we/they	

Short answer

	I	was
Yes,	he/she/it	wasn't.
No,	you/we/they	were.
		weren't.

Past simple - regular verbs

For most regular verbs, add *-ed* to the verb for the past simple

He closed the door.

He walked to work.

He started work at nine o'clock.

Affirmative

I		
You		
He/She/It	packed	our bags.
We		
They		

For negatives, use the auxiliary *did* and *did not* (*didn't*) and the infinitive.

Negative

I				
You				
He/She/It	didn't	visit	the museum.	
We				
They				

For questions, use the auxiliary *did*. Put the auxiliary before the subject and the infinitive after the subject.

Question

I				
You				
Did he/she/it	remember	the passports?		
We				
They				

FUNCTIONAL LANGUAGE

Asking for permission

Can I + infinitive?

Could I + infinitive?

May I + infinitive?

Is it OK if I + infinitive?

Is it OK to + infinitive?

Responses

Yes, of course.

Go ahead.

Sure.

No, I'm sorry but

No, I'm afraid not.

WORD LIST

Things to take on holiday

alarm clock <i>n</i>	/ə'lɑ:m klɒk/
guide book <i>n</i>	/gaɪd bu:k/
passport <i>n</i>	/ˈpɑ:spɔ:t/
phrasebook <i>n</i>	/ˈfreɪzbuk/
sunglasses <i>n</i>	/ˈsʌŋɡləsɪz/
ticket <i>n</i>	/tɪkɪt/

The weather

cloudy <i>adj</i>	/ˈklaʊdi/
cold <i>adj</i>	/kəʊld/
cool <i>adj</i>	/ku:l/
rainy <i>adj</i>	/reɪni/
snowy <i>adj</i>	/ˈsnəʊi/
sunny <i>adj</i>	/ˈsʌni/
warm <i>adj</i>	/wɔ:wm/
windy <i>adj</i>	/ˈwɪndi/

Other words & phrases

animal <i>n</i>	/ˈænɪməl/
available <i>adj</i>	/əˈveɪləbl/
barbecue <i>n</i>	/ˈbɑ:bəkeɪ/
bilingual <i>adj</i>	/ˈbi:ˌlɪŋɡwəl/
clean <i>adj</i>	/kleɪn/
complimentary <i>adj</i>	/ˌkɒmplɪˈmentɔ:ri/
concert <i>n</i>	/ˈkɒnsət/
continental breakfast <i>n</i>	/ˌkɒntɪnənəl ˈbrekfəst/
cook <i>v</i>	/kʊk/
design <i>n</i>	/dɪˈzaɪn/
destination <i>n</i>	/ˌdestɪˈneɪʃn/
dictionary <i>n</i>	/ˈdɪkʃnəri/
draw <i>v</i>	/draʊ/
drive <i>v</i>	/draɪv/
electronic <i>adj</i>	/ɪˈlektrɒnɪk/
establishment <i>n</i>	/ɪˈstæblɪʃmənt/
exchange rate <i>n</i>	/ɪksˈtʃeɪndʒ reɪt/
go skiing <i>v</i>	/ɡəʊ ˈski:ŋ/
heat <i>v</i>	/hi:t/
ipod <i>n</i>	/ˈaɪpɒd/
jazz <i>n</i>	/dʒæz/
machine <i>n</i>	/məˈʃi:m/
money <i>n</i>	/ˈmʌni/
play chess/tennis	/pleɪ tʃes, tennis/
sing <i>v</i>	/sɪŋ/
swim <i>v</i>	/swɪm/
torch <i>n</i>	/tɔ:ʃ/
translate <i>v</i>	/trænzˈleɪt/
translation <i>n</i>	/trænzˈleɪʃn/
type <i>v</i>	/taɪp/
unnecessary <i>adj</i>	/ˌʌnnəˈesəri/
view <i>n</i>	/vju:/

6A Celebrations

VOCABULARY & SPEAKING: celebrations

- 1 Look at the different cards. Match each card to a celebration in the box.

a retirement party a birthday
a wedding a new baby



- 2 Work in pairs. Discuss these questions.
- Do you celebrate the events in exercise 1?
 - What do you do?

READING

- 1 Read the blogs*. Match each blog to a card from Speaking exercise 1.
- 2 Read the blogs again and put the sentences a-c in the gaps 1-3.
- a Anyway, we sat and talked for a long time.
b This year it was at my best friend's house.
c He didn't know anything about it
- 3 Read the sentences and decide if they are true (T) or false (F).
- Patrick got a watch at the party.
 - Richard was with the company in 1975.
 - Kyle and Sue didn't have a big wedding.
 - Kyle and Sue got married in an Indian restaurant.
 - The birthday party was outside.
 - People danced at the birthday party.

Meany's Blog

A

The Office Blog – by Patrick Meany

Richard's party was last night. It was at the Madison Hotel and around sixty people came. It was a big surprise for Richard.

(1) _____ When he got to the hotel, we sang 'For he's a jolly good fellow'. We had a wonderful dinner and then we had the presentation. We gave him a gold watch. Nobody could believe Richard started with the company in 1975! I think he liked the party a lot, he looked happy anyway. Marjorie said some words about Richard, and we all congratulated him. I took some photos with my new digital camera. Here they are.

[Click here for photos of the party.](#)

Marisa's Blog

B

Marisa's Daily Blog

After ten years together, Kyle and Sue finally got married last Saturday. They didn't want a big wedding; they got married in the town hall (not very romantic, in my opinion). I didn't go to the ceremony, but I went to the party on Saturday night. It was in an Indian restaurant in the city centre. I met somebody at the party. His name is Julian, and he and Kyle are friends from university.

(2) _____. At the end of the evening, he asked me for my phone number. I gave it to him, of course.

K's and P's Blog

C

Our life – The Blog of Karen and Phil Waters

Well, I am finally thirty! I was born on 31 December so there is usually a party on my birthday. (3) _____. She lives in a big country house near our town. We ate at small round tables in the garden. It was very hot that night. Phil drank two glasses of red wine and went to sleep! After dinner, people danced until 5 am. At 6 or 7 in the morning, I woke Phil up, and we had breakfast in the garden.

[Click here to see a list of other people born on my birthday.](#)

[Click here to see my past birthday blogs.](#)

* a blog is the short form of 'web log'. Many people have a diary or their blog which other people can read.

GRAMMAR: past simple irregular verbs

There are two kinds of verbs in the past simple.

Regular verbs end in *-ed* in the affirmative form of the past simple.

Irregular verbs have a different form in the past simple affirmative.

eat - ate go - went make - made
see - saw have - had

You can see a list of irregular past simple verbs on page 159.

The rules for questions and negatives are the same for regular and irregular past simple verbs.

Did you go to Richard's party? Yes, we did.
We didn't go to a disco.

1 SEE LANGUAGE REFERENCE PAGE 70

- Look at the texts in Reading exercise 1. Underline twelve different irregular past tense affirmative verbs. Write the past form and the infinitive.

eat - ate

- Complete the text. Put the verbs in brackets into the past simple.

Scott's Blog

Scott's Millennium Blog

On December 31, my friend and I (1) _____ (be) on a train from Switzerland to Spain. We (2) _____ (have) a compartment for two people, some champagne and nice food. We (3) _____ (want) to be on a train for the new millennium. The train (4) _____ (not stop) at midnight, but it (5) _____ (stop) twenty minutes later. We (6) _____ (drink) our champagne and (7) _____ (look) out of the window. We (8) _____ (not sleep) all night, we (9) _____ (sit) and (10) _____ (talk). We (11) _____ (get) home to Barcelona at 8 am in the morning on January 1st. It (12) _____ (be) a good New Year's Eve.

1. Ask questions in the past with the words and with you.

- where / go?
what / do?
who / be with?
what / eat?
what / drink?
what time / go to bed?

4. Work in pairs. Choose one of the following celebrations and interview your partner with the questions in exercise 3.

- A birthday party
- A wedding
- A New Year's Eve party
- Other (you choose)

SPEAKING

1. Work in pairs, A and B. You are going to tell a story of a celebration.

A: Begin. Complete sentence 1 with an idea of your own.

B: Continue the story with sentence 2.

- 1 Last night we went to a _____ party.
- 2 It was in a _____.
- 3 It started at _____.
- 4 _____ and _____ were at the party.
- 5 We ate _____.
- 6 and we drank _____.
- 7 At the party we met _____.

2. Continue the story in turns. Choose phrases from the list below to give you ideas.

- called for a pizza
- had a coffee
- washed the dishes
- the music was loud and noisy
- danced in the street
- went out to the street
- the police arrived
- had a nap



3. Finish the story.
At _____ we went home. It was an interesting party!

6B Actor! Author!

VOCABULARY & SPEAKING: films & books

- 1 Match the words to the pictures.

comedy horror love story/romance
science fiction cartoon western thriller

- 2 Work in pairs. Think of a film or book you know for each category. Make a list.
3 Work with another pair. Read out the names of the films or books. Can the other pair say what the category is?
4 Work in pairs. A and B.

A: Turn to page 138.

B: Turn to page 135.

LISTENING

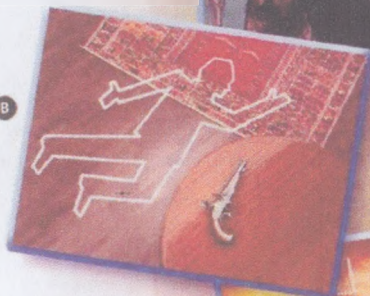
- 1 2.1 Listen to the beginning of the television show *Actor! Author!* What are the rules?
2 2.2 Listen to the show. Can you guess the famous actor or author before Mike or Steph?
3 2.2 Listen again. Underline the correct word/s.

Actor: (1) _____
He was born in Manhattan in 1952 / 1962.
He fell off a horse / a house twelve years ago.
He died in 2005 / 2004.

Author: (2) _____
He is Canadian / American.
His books are translated into more than 14 / 40 languages.
He wrote a famous thriller / love story.
It's about symbols in the art of a famous German / Italian painter.

Author: (3) _____
She's from England / Ireland.
She taught Spanish: English in Portugal more than ten years ago.
There are more than six / nine books in the series.

Actress: (4) _____
She was born in 1967 / 1976.
She's from Australia / America.
She won an Oscar for the film *The House* / *The Hours*.



GRAMMAR: past simple irregular verbs; past time expressions

Past simple irregular verbs

He **wrote** a thriller.

She **taught** in Portugal.

Past time expressions

I **saw** Gladiator on DVD **last night**.

I **read** that book **two years ago**.

▶ SEE LANGUAGE REFERENCE PAGE 70

1 Look at tapescript 2.1 on page 143. Find the past simple of these verbs.

- | | | |
|---------------|--------------|--------------|
| 1 write _____ | 3 win _____ | 5 read _____ |
| 2 teach _____ | 4 fall _____ | 6 make _____ |

2 Rearrange the words to make sentences.

- weekend last a DVD I watched
- last didn't television I watch night
- bought ago two months I a book
- I didn't the Oscars last year watch
- this read newspaper I the morning
- use didn't I the internet email or yesterday

3 Change the sentences in exercise 2 so that they are true for you.

PRONUNCIATION: past simple irregular verbs

▶ 2.3 Listen to these verbs and their irregular past simple forms.

think thought understand understood say said
speak spoke swim swam make made

▶ 2.3 Listen again and repeat.

1 Complete the table with an irregular past simple form from exercise 1.

/w/	/w/	/ɒ/	/e/	/eɪ/	/æ/
wrote	could	taught	read	ate	drank
woke	took	bought	went	gave	had

▶ 2.4 Listen to the recording to check your answers. Say the verbs.

SPEAKING

- Work in groups of three. Write down the names of two famous actors and two famous authors. Don't show your names to the others.
- Prepare clues for your actors and authors.
He/she was born in ...
He/she won an Oscar.
He/she wrote ...
He/she acted in ...
- Play Actor! Author!
One person gives clues.
The others guess.
- Swap roles.



DID YOU KNOW?

1 Read the text about books.

The Big Read

In 2003, the BBC had a television show and competition to discover Britain's favourite books. More than 750,000 people voted for the book they liked the most. Here is the list of the top ten books in Britain.

- The Lord of the Rings** J.R.R. Tolkien
- Pride and Prejudice** Jane Austen
- His Dark Materials** Philip Pullman
- The Hitchhiker's Guide to the Galaxy** Douglas Adams
- Harry Potter and the Goblet of Fire** J.K. Rowling
- To Kill a Mockingbird** Harper Lee
- Winnie the Pooh** A.A. Milne
- Nineteen Eighty-Four** George Orwell
- The Lion, the Witch and the Wardrobe** C.S. Lewis
- Jane Eyre** Charlotte Brontë

2 Work in pairs. Discuss these questions.

- Do you know any of these books?
- What are the titles in your language?
- What are the favourite books in your country, do you think?

6c | They cry easily

VOCABULARY: feelings

1 Match the sentences to the people.

- 1 She is happy.
- 2 He is nervous.
- 3 He is angry.
- 4 She is bored.
- 5 He is sad.



2 2.5 Listen to the people at an important sports event. How do they feel? Put the sentences from exercise 1 in the correct order.

3 Work in pairs. Imagine you are in these situations. How do you feel? Tell your partner.

You are in an exam.

It's a beautiful sunny day and you have the day off.

It's your birthday.

It's Friday night and you finish work.

You are at an important football match.

You are at the airport. Your plane is three hours late.

You can't find an important piece of paper.

READING

1 Look at the photos. How do these people feel?



Read the article. Choose the best title.

Men never cry

Crying – it's a man's thing

Crying – good for your health

Men and sports

Men don't cry, do they? British psychologists and researchers say that men cry easily, more easily than we think. One in three British men cry once a month, and in America, men cry on average 1.4 times a month.

Why do men cry more now? In Britain and America it is more acceptable for men to cry today. Two recent US presidents, Bill Clinton and George W Bush, cried quietly on television in front of millions of people. Football star David Beckham cried when he took his children to school the first time. And British Olympic athlete Matthew Pinsent cried when he won a gold medal at the Athens Olympics in 2004.

In a survey  crying, men said that they often cry when they are sad or when they feel bad. They said they don't cry when they are angry. But men cry a lot more than women when they are happy. For example, many British men cry when their favourite football team plays very well and wins a cup.

Doctors say that crying is good for your body. Most people say that they usually feel better after crying. So the next time you want to cry, go ahead. It's good for you!

Read the sentences and decide if they are true (T) or false (F).

- 1 It's difficult for British men to cry.
- 2 American men cry more often than British men.
- 3 Two American presidents cried in public.
- 4 David Beckham cried when he won a gold medal.
- 5 Men cry when they are angry.
- 6 British men cry at sports, especially football.

Work in pairs. Discuss these questions.

- 1 Is it common for people to cry in your country?
- 2 Who cry more, men or women?
- 3 Do you cry at sports events?
- 4 Do you cry easily?
- 5 When was the last time you cried?

GRAMMAR: adverbs of manner

We use adverbs of manner to say how we do something.

Bill Clinton cried quietly.

The football team played well.

SEE LANGUAGE REFERENCE PAGE 70

1 Find and underline the adverbs of manner in the article.

2 Complete the sentences with the correct form of the word in brackets.

- 1 He explained the rules very _____. (careful)
- 2 The winner at Wimbledon this year played tennis _____. (beautiful)
- 3 The manager of the football team answered the question _____. (angry)
- 4 Formula One cars go very _____. (fast)
- 5 She goes to the swimming pool every day, and she swims very _____. (good)

3 Underline the correct word.

- 1 He speaks very quietly / quiet. I can't hear him.
- 2 It's a very sadly / sad film.
- 3 My boyfriend cries very easy / easily.
- 4 It was a well / good party.
- 5 This is a very hard / hardly test.
- 6 He sat and ate his pizza noisy / noisily.

4 Work in pairs. Can you think of a famous sports person who ...

- drives very fast?
- plays football very well?
- speaks English badly?

PRONUNCIATION: word stress 2, intonation 1

1  2.6 Listen and repeat the adverbs of manner. Underline the stressed syllable in these adverbs.

angrily happily nervously slowly
carefully quietly noisily

2  2.7 Listen to four dialogues. Which adverb describes each dialogue?

SPEAKING

1 Play the Dialogue Game. Your teacher will explain the rules.

6D I'm not crazy about it

SPEAKING

- 1 Work in pairs. Look at the different things to do in London. Imagine you have a free day/evening in the city. Choose three things that you would like to do.

Have some free time?

EXPLORE LONDON recommends ...

- go shopping in London's most famous shopping districts (Oxford Street, Knightsbridge)
- see a film at one of London's many cinemas
- go to a Chelsea or Arsenal football match
- a nightclub
- Kew Gardens
- boat ride on the Thames
- St Paul's Cathedral
- the London Aquarium
- a tour round London on an open top bus
- the Tower of London



- 2 Compare your answers with another pair in the class.

VOCABULARY: adjectives of opinion

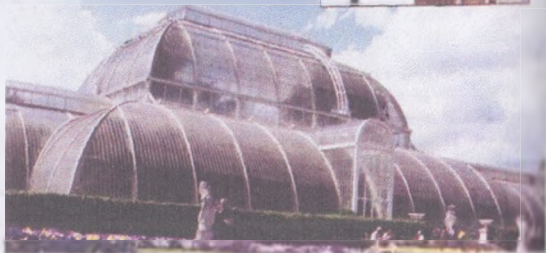
- 1 Listen and underline the word you hear. Say the sentences.

- 1 It was an awful / excellent film.
- 2 The shopping is great / bad here.
- 3 The boat ride was great / terrible.
- 4 The gardens are nice / horrible.
- 5 The football match was good / terrible.

- 2 Put the adjectives into the correct column.

good bad nice lovely awful
great excellent terrible horrible

Positive adjectives	Negative adjectives
good	bad



- 3 Work in pairs. Give examples of:

- excellent weather
- terrible weather
- a nice hotel
- an awful hotel
- a good film
- an awful film
- a great place to visit on holiday
- a terrible place to visit on holiday

LISTENING

- 1 2.9 The Explore London tour had a free day and evening yesterday. Listen to the conversations and decide which activities from Speaking exercise 1 on page 68 they are talking about.



- 2.9 Listen again and tick (✓) the phrases you hear in the conversations.

- | | |
|---------------------------|-----------------|
| 1 I can't stand it. | 4 It was OK. |
| 2 I love football. | 5 It was awful. |
| 3 I'm not crazy about it. | |

FUNCTIONAL LANGUAGE: talking about likes & dislikes

- Complete the table with words from Listening exercise 2 above.

I really like football.
I (1) _____ rock music.
I think London is wonderful/great/excellent.

I like the hotel.
I think the food is good.

I don't mind sport.
It's (2) _____.

I don't like football.
I'm not (3) _____ the hotel.

I hate the food.
I (4) _____ the weather.
I think the book is terrible/awful/horrible.

- 2 Rearrange the words to make questions.

- you of think do what rock music?
- do you films what like?
- you do like football?
- of think what do you English class?

- 3 Work in pairs. Discuss the questions in exercise 2.

SPEAKING

- 1 Write the names of real people or things that you like.

- An actor from your country
- An American actor
- A restaurant in your city
- A TV programme
- A film
- A singer/group

- 2 Work in small groups. Ask other people in your group about the things they wrote in exercise 1. Use the different expressions in the functional language box to answer questions.

- A: What do you think of Antonio Banderas?
B: I think he's OK.
A: What about you? Do you like Antonio Banderas?
C: Yes, I do. I think he's great.

- 3 Find two people or things that everybody in the group likes. Report back to the rest of the class.

We all like

6D

I'm not crazy about it

SPEAKING

- 1 Work in pairs. Look at the different things to do in London. Imagine you have a free day/evening in the city. Choose three things that you would like to do.

Have some free time?

EXPLORE LONDON

recommends ...

- go shopping in London's most famous shopping districts (Oxford Street, Knightsbridge)
- see a film at one of London's many cinemas
- go to a Chelsea or Arsenal football match
- a nightclub
- Kew Gardens
- boat ride on the Thames
- St Paul's Cathedral
- the London Aquarium
- a tour round London on an open top bus
- the Tower of London



- 2 Compare your answers with another pair in the class.

VOCABULARY: adjectives of opinion

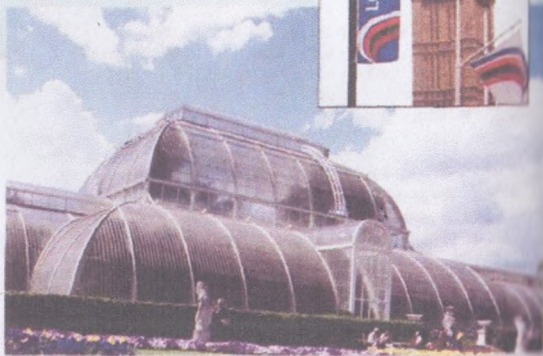
- 1 2.8 Listen and underline the word you hear. Say the sentences.

- 1 It was an awful / excellent film.
- 2 The shopping is good / bad here.
- 3 The boat ride was great / terrible.
- 4 The gardens are nice / horrible.
- 5 The football match was good / terrible.

- 2 Put the adjectives into the correct column.

good bad nice lovely awful
great excellent terrible horrible

Positive adjectives	Negative adjectives
good	bad



- 3 Work in pairs. Give examples of:

- excellent weather
- terrible weather
- a nice hotel
- an awful hotel
- a good film
- an awful film
- a great place to visit on holiday
- a terrible place to visit on holiday

LISTENING

2.9 The Explore London tour had a free day and evening yesterday. Listen to the conversations and decide which activities from Speaking exercise 1 on page 68 they are talking about.



2.9 Listen again and tick (✓) the phrases you hear in the conversations.

- | | |
|---------------------------|-----------------|
| 1 I can't stand it. | 4 It was OK. |
| 2 I love football. | 5 It was awful. |
| 3 I'm not crazy about it. | |

FUNCTIONAL LANGUAGE: talking about likes & dislikes

Complete the table with words from Listening exercise 2 above.

I really like football.
I (1) _____ rock music.
I think London is wonderful/great/excellent.

I like the hotel.
I think the food is good.

I don't mind sport.
I (2) _____

I don't like football.
I'm not (3) _____ the hotel.

I hate the food.
I (4) _____ the weather.
I think the book is/terrible/awful/horrible.

SEE LANGUAGE REFERENCE PAGE 70

2 Rearrange the words to make questions.

- 1 you of think do what rock music?
- 2 do you films what like?
- 3 you do like football?
- 4 of think what do you English class?

3 Work in pairs. Discuss the questions in exercise 2.

SPEAKING

1 Write the names of real people or things that you like.

- An actor from your country
- An American actor
- A restaurant in your city
- A TV programme
- A film
- A singer/group

2 Work in small groups. Ask other people in your group about the things they wrote in exercise 1. Use the different expressions in the functional language box to answer questions.

A: What do you think of Antonio Banderas?

B: I think he's OK.

A: What about you? Do you like Antonio Banderas?

C: Yes, I do. I think he's great.

3 Find two people or things that everybody in the group likes. Report back to the rest of the class.

We all like _____

6

Language reference

GRAMMAR

Past simple - irregular verbs

Many common verbs are irregular in the past simple.

eat - ate go - went make - made see - saw
have - had

There is a list of past simple irregular verbs on page 159.

Affirmative

I	+	
You		
He/She/It	went	to the party.
We		
They		

The rules for the negative and question are the same as past simple regular verbs. See Language reference 5, page 60.

Past time expressions & ago

Use the following expressions with the past tense.
yesterday, last night/week/Saturday/month/year

These expressions go at the beginning or end of a sentence.

*I saw a film **last night**.*
***Yesterday** I had English class.*

We also use periods of time + ago with the past tense. It usually goes at the end of a sentence.

*I saw the film **two weeks ago**.*
*They booked their tickets **six months ago**.*

Adverbs of manner

Use adverbs of manner to say how we do something.

*Bill Clinton cried **quietly**.*
*The football team played **well**.*

Adverbs of manner usually go at the end of the sentence.

To make an adverb of manner, you usually add *ly* to the adjective.

quiet - quietly slow - slowly bad - badly

For adjectives that end in -y, change y to -ily.

easy - easily noisy - noisily

There are some adverbs that do not change.

late - late fast - fast hard - hard early - early

The adverb for good is well.

*They are **good** players. They play **well**.*

FUNCTIONAL LANGUAGE

Talking about likes/dislikes

😊😊

I really like
I love
I think ... is wonderful/great/excellent.

😊

I like ...
I think ... is good.

☹

I don't like
It's OK

☹

I don't like
I'm not crazy about ...

☹☹

I hate
I can't stand
I think ... is terrible/awful/horrible.

WORD LIST

Celebrations

birthday <i>n</i> **	/ˈbɜːrðdeɪ/
ceremony <i>n</i> *	/ˈserəməni/
champagne <i>n</i>	/ˈʃæmpɛn/
congratulate <i>v</i>	/ˌkɒŋgrætʃʊleɪt/
New Year's Eve <i>n</i>	/njuː jɪə ˈiːv/
retirement <i>n</i>	/ˈriːtəsmənt/
wedding <i>n</i> **	/ˈwedɪŋ/

Films & books

cartoon <i>n</i>	/kɑːtuːn/
comedy <i>n</i> *	/ˈkɒmədi/
horror <i>n</i>	/ˈhɒrə/
love story <i>n</i>	/lʌv stɔːri/
romance <i>n</i>	/ˈrəʊməns/
science fiction <i>n</i>	/saɪəns ˈfɪkʃn/
thriller <i>n</i>	/ˈθrɪlə/
western <i>n</i>	/ˈwestən/

Feelings

angry <i>adj</i> ***	/ˈæŋɡəri/
happy <i>adj</i> **	/ˈhæpi/
surprised <i>adj</i> ***	/ˈsɜːpraɪzd/
sad <i>adj</i> **	/sæd/

Adjectives of opinion

beautiful <i>adj</i> **	/ˈbjuːtɪfl/
bad <i>adj</i> ***	/bæd/
excellent <i>adj</i> ***	/ˈeksələnt/
good <i>adj</i> ***	/ɡʊd/
great <i>adj</i> ***	/ɡreɪt/
horrible <i>adj</i> *	/ˈhɒrɪbl/
lovely <i>adj</i>	/ˈlʌvli/
more <i>adj</i> ***	/mɔː/
terrible <i>adj</i> **	/ˈterɪbl/
wonderful <i>adj</i> **	/ˈwʌndəfl/

Other words & phrases

impossible <i>adj</i> *	/ɪmˈpɒsəbəl/
not <i>adv</i> ***	/nɒt/
athlete <i>n</i> ***	/ˈæθliːt/
athlete <i>n</i>	/ˈæθliːt/
runner <i>n</i> **	/ˈrʌnə/
total rule <i>n</i>	/ˈtəʊtəl raɪd/
was <i>v</i> ***	/wəz/
you <i>pr</i> ***	/juː/
and <i>pr</i> ***	/ænd/
because <i>pr</i> ***	/biˈkɒz/

feel <i>v</i> ***	/fiːl/
health <i>n</i> ***	/helθ/
horse <i>n</i> ***	/hɔːs/
medal <i>n</i>	/ˈmedl/
president <i>n</i> ***	/ˈprezɪdənt/
psychologist <i>n</i>	/saɪkələdʒɪst/
stress <i>n</i> *	/stres/
symbol <i>n</i> *	/ˈsɪmbəl/
was born <i>v</i>	/wəz ˈbɔːn/
weekend <i>n</i> ***	/ˈwiːkend/
win <i>v</i> ***	/wɪn/

7A | Miracle diets?

VOCABULARY: food 1

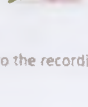
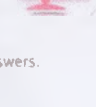
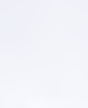
1 Match the words to the pictures.

fish chicken potatoes lettuce
ice cream bananas bread
apples milk eggs cake



2 Complete the information for the Nutrition Reference Guide with words from exercise 1. Check you know the meaning of the other food words.

Nutrition Reference Guide

1 _____ pasta		6 _____ oranges	
2 _____ steak		7 _____ lemons	
3 _____		8 _____ cheese	
4 _____ carrots		9 _____ milk	
5 _____ tomatoes		10 _____ chocolate	

3 2.10 Listen to the recording to check your answers. Say the words.

4 Work in pairs. Find out what food your partner likes. Ask questions.

Do you like pasta?
Yes, I do.
Do you like eggs?
No, I don't.

LISTENING

1 Read the extract from a TV magazine. What is the show about?

EXPOSED!

Film stars talk about them, doctors don't always believe them, and people pay a lot of money for them. Reporter Daniel Barber investigates the world of Miracle Diets. Do they work? Find out tonight at 9:15 pm on Channel 5.

2 2.11 Listen to part of the programme. What three diets does Daniel talk about? Underline the correct name.

Diet 1: The Two Fs diet / The Two Ss diet
Diet 2: The High C diet / The Low C diet
Diet 3: The Soup diet / The Fish diet

3 2.11 Listen again. Complete Daniel Barber's notes. Underline the correct word in Daniel Barber's notes.

Diet 1
for breakfast, have some (1) fruit / meat.
Don't eat any (2) meat / bread or drink any coffee.
You can eat fish and (3) potatoes / tomatoes at lunch.
Don't have any wine or beer, but fruit juice is OK.
Lose (4) 2 or 3 / 5 or 6 kilos in a week.

Diet 2
Eat lots of fish, meat and (5) pasta / chicken.
Eggs are OK too.
Don't eat any bread, pasta or (6) soup / fruit.
You can eat some lettuce, but not any.
(7) potatoes / cheese or carrots.
Amazing results - famous people use this diet?

Diet 3
Couldn't speak to a representative.
Website says you can eat all foods, but in small form.
For example, fish soup, (8) sausage / sausage soup and banana and (9) apple / chocolate soup?!!
Lose (10) 5 / 5 kilos in a week. (?)

4 What do you think? Are these good diets? Do you know any miracle diets?

GRAMMAR: countable & uncountable nouns

Nouns can be countable or uncountable. Countable nouns have a plural form.

You can eat eggs with this diet.

Uncountable nouns do not have a plural form.

I can't eat any pasta.

Some/any

We use *some/any* with plural countable nouns and uncountable nouns. Use *some* in affirmative sentences and *any* in questions and negatives.

SEE LANGUAGE REFERENCE PAGE 80

1 Mark the foods on page 72 countable (C) or uncountable (U).

2 Underline the correct word in the sentences.

- 1 I had some coffee / coffees for breakfast.
- 2 I don't have any / some beer at home.
- 3 I like a French bread / French breads.
- 4 I have an / any orange in my bag.
- 5 I ate some pastas / pasta yesterday.

3 2.12 Listen to the recording to check your answers. Repeat if it's true for you.

4 Daniel Barber interviewed Susan Jeffreys about her experience with the Two Fs diet. Complete the dialogue with *some* or *any*.

- Daniel: So, did the diet work for you?
Susan: No, it didn't. Every morning I had three apples, two bananas and (1) some water for breakfast. I didn't eat (2) any bread or drink (3) any coffee or tea. I was tired all day.
Daniel: What else did you eat? Did you eat (4) any fish?
Susan: Yes, I did. On Monday I ate (5) some fish. On Tuesday I ate (6) some fish. On Wednesday I ate (7) some tomato salad but I didn't eat (8) any fish. On Thursday I ate (9) some fish again, with tomatoes.
Daniel: Did you eat (10) any meat or vegetables?
Susan: No, I didn't. Only fish, fish, fish. At the end of the week I was tired of it!
Daniel: What do you think of the Two Fs diet?
Susan: I didn't lose one kilogram! It's an awful diet!

5 Work in pairs. Read the dialogue.

SPEAKING

- 1 Work in pairs. Invent your own 'miracle diet'. Make a list of foods you can eat and a list of foods you can't eat. Give a name to your diet.
- 2 Work with another pair. Talk about your diet. Ask questions about the other diet.

Useful language

In the diet
You can eat ... Eat lots of ...
You can't eat some ...
You can't eat any ...
Don't eat any ...
The results are amazing/incredible. You can lose 10 kilos in a week.
Can I eat any ...?

7B Rice

SPEAKING

- 1 Work in pairs. Discuss these questions.
 - Do you like rice?
 - Did you eat any rice this week?
 - What do you eat rice with?

READING

- 1 Read a magazine article about rice. Match the paragraphs 1-3 to the headings a-d below. There is one extra heading.
 - a Rice in danger
 - b Rice – an important food
 - c Why I like rice
 - d Why is rice so popular?
- 2 Read the article again and answer the questions.
 - 1 How much rice do Europeans eat every year?
 - 2 How much rice does a person in Myanmar eat every day?
 - 3 How much rice does the world produce every year?
 - 4 Where can you grow rice?
 - 5 How many different types of rice are there?
 - 6 What can you make with rice?
 - 7 Why is rice important for poor people?
- 3 Look at the article and underline two facts you didn't know before. Compare with a partner.



1

Rice is life for millions of people around the world. It is the most important food for 50% of the world's population. Almost every country has rice in their diet. Europeans don't eat much rice, perhaps three kilograms per year. But in Myanmar, for example, each person eats half a kilogram of rice every day. Rice and fish is a popular combination in many Asian countries; rice and vegetables are important dishes in the Middle East and Southern Europe, and rice and beans is very popular in Latin America (in Colombia it is the national food).

2

Every year the world produces more than 500 million tonnes of rice. Rice is a popular food because it grows almost everywhere. You can grow rice on wet land and dry land, in tropical rainforests and in deserts. Scientists think that there are more than 140,000 different types of rice in the world. Rice also has lots of uses. You can make paper, wine, bread, beer, sweets, cosmetics and even toothpaste with rice.

3

Rice is in danger in many parts of the world, because of wars, environmental problems and pollution. Many of the poorest people in the world need rice to survive. For these reasons, the United Nations declared 2004 the International Year of Rice and started many development projects connected to rice production and distribution. These programmes continue today.

GRAMMAR: how much/how many

Use *How much* and *How many* to ask about quantities.

How much + uncountable nouns

How much rice do people eat?

How many + countable nouns

How many countries grow rice?

To talk about quantities, we use

a lot (of) / lots (of)

some

(not) much

(not) many

Rice is in a lot of national dishes.

People don't eat much rice in Europe.

2 SEE LANGUAGE REFERENCE PAGE 80

Make questions using the words in the table.

How much	people	do you buy every week?
How many	water	do you drink every day?
	coffee	are there in your English class?
	rice	did you sleep last night?
	hours	did you eat yesterday?
	eggs	
	bread	

Work in pairs. Ask the questions from exercise 1. Answer a lot, not much, not many or none.

How much coffee do you drink every day? A lot!

VOCABULARY: food 2

Read and listen to descriptions of two rice dishes. Underline all the food and drink words. What are they in your language?

This is a dish I learnt in Mexico. It's called rice and beans. It's simple - it has rice, beans and corn. I like it for breakfast, with eggs and a large cup of coffee with lots of sugar. Delicious!



There are lots of different kinds of paella in Spain.

For this paella you need rice, different kinds of shellfish, Spanish sausages, an onion, some garlic, tomatoes, salt, pepper and a lemon. It's wonderful with red wine on a hot summer day.

- 2 Which words are countable and which are uncountable? Write C or U. Say the words.

PRONUNCIATION: word stress 3

- 1 2.24 Listen and read the three shopping lists. How many syllables do the words have in each list?

Will's shopping list

cheese

bread

milk

Jenny's

shopping list

sugar

sausage

onion

Samantha's shopping list

banana

oranges

tomatoes

- 2 Who buys what? Put the words below into the correct shopping lists in exercise 1.

rice potatoes ice cream lettuce cake sausages

- 3 2.25 Listen to the recording to check your answers. Add more words to each list.
- 4 Work in pairs. Read your lists to your partner.

SPEAKING

- 1 Work in pairs, A and B. Find six differences in the pictures.

A: Turn to page 133.

B: Turn to page 134.

7c | Fussy eaters

SPEAKING & VOCABULARY: describing food

1 Work in pairs. What do you think of these dishes?

What do you think of sushi?

I like it / I hate it / I think it's ... I don't know it

spinach



sushi



curry



chips



brownies à la mode

LISTENING

- 1 Read the definition of fussy eater. Do you know a fussy eater? Who is it? Why?

A fussy eater is a person who eats only some types of food. They don't like trying new food.

My brother is a fussy eater. He doesn't eat onions, vegetables or fruit.

- 2 Listen to four conversations. Put the food and drink words in the order you hear them. There are three extra words.

hamburgers rice pasta fish wine
beer cake

- 2.16 Listen and match the adjectives to the dishes in exercise 1. Say the words. What are these words in your language?

salty spicy sweet raw cooked hot cold

- 3 Work in groups. Find someone who ...

- likes spicy food.
- doesn't like raw vegetables
- likes sweet coffee.
- likes cold soups.
- always eats cooked vegetables.
- doesn't eat salty food.

Do you like spicy food? Yes, I do. No, I don't

- 3.17 Listen again and decide if the sentences are true (T) or false (F).

- 1 The woman's brother is a fussy eater.
- 2 The man likes the wine.
- 3 The woman doesn't want the cake.
- 4 The boyfriend can only eat salty food.

- 4 Work in pairs. Discuss these questions.

- What foods don't you like?
- Are you a fussy eater?

GRAMMAR: too

Too + adjective means 'more than we want'
*It's **too** spicy.*

Too + adjective and **very** + adjective are different.
*The tea was **too** hot. I couldn't drink it.*
*The tea was **very** hot, but I could drink it.*

SP LANGUAGE REFERENCE PAGE 80

Match the sentences in column A to the sentences in column B.

- | | |
|--|--|
| <p>A</p> <ol style="list-style-type: none"> 1 There's a lot of sugar in this coffee. 2 I can't eat Mexican food. 3 We can't move in this kitchen. 4 Our baby needs to eat more. 5 He can't reach the shelf. 6 The film started ten minutes ago. | <p>B</p> <ol style="list-style-type: none"> a You're too late. b He's too short. c It's too small. d It's too spicy. e It's too sweet. f He's too thin. |
|--|--|

Rearrange the words to make sentences.

- 1 in too it's here hot
- 2 tired very not I'm
- 3 easy too this is class
- 4 very food is expensive in country my
- 5 too for me chocolate is sweet
- 6 cloudy it's today very

ASK: Listen to the recording to check your answers. Repeat if it's true for you.

SPEAKING

2.19 Read and listen to the dialogue.

Man: Excuse me, waiter?

Waiter: Yes sir.

Man: I can't eat this soup. It's too cold.

Waiter: I'm sorry, sir.

Man: I hate cold soup!

Match the dialogue to one of the pictures.

Work in pairs. Choose one of the other pictures. Write a similar dialogue.

Present your dialogue to another pair.



7D | Eat out



SPEAKING & READING

- 1 Read the sentences below in the 'Eating Out' survey. For each sentence, write a number 1 to 3 (1=usually; 2=sometimes; 3=hardly ever).

...EATING OUT SURVEY...

- ☐ I have breakfast in a café or restaurant.
- ☐ I go to restaurants with my family.
- ☐ I go to restaurants with friends.
- ☐ I go to restaurants alone.
- ☐ I eat at a cafeteria at work or school.
- ☐ I go to fast food restaurants.

- 2 Work in pairs. Compare your results. Then calculate your points. Who has more points? Who eats out more?

VOCABULARY: eating out

- 1 Match the words in column A to the words in column B to make sentences.

A

- 1 We asked for a table.
- 2 We looked.
- 3 The waiter/waitress* asked us.
- 4 We had fish.
- 5 We ate some chocolate cake.
- 6 When we finished the meal.
- 7 We left a tip.

* waiter = man waitress = woman

B

- a what we wanted to eat.
- b for two in the non smoking section.
- c for the waiter/waitress.
- d for the main course.
- e at the menu.
- f for dessert.
- g we asked for the bill.

- 2 2.20 Listen to the recording to check your answers. Say the sentences.

LISTENING

- 1 2.25 Herb and Hannah go to the Bella Pizza restaurant. Tick (✓) the food they order on the menu.

MENU for BELLA PIZZA

Salads

Tomato and onion salad
Lettuce, tomato, onion and corn salad

Pasta

Spaghetti with tomato sauce
Four cheese pasta
Vegetarian lasagne

Risottos

Seafood risotto
Mushroom risotto
Vegetable risotto

Pizzas

Margherita
(tomato sauce and cheese)
Vegetarian (tomato sauce,
onion, green pepper, mushroom)
Mexican spicy (tomato sauce,
beef, corn, beans)

Drinks

Cola
Mineral water
(sparkling or still)
House wine (red or white)
Beer



- 2.21 Listen again. Complete the dialogues with a word or words.

- Herb: Table for _____, please.
 Waiter: Smoking or non smoking?
 Herb: _____, please.
 Waiter: Anything to _____?
 Herb: Yes. A beer, please.
 Herb: Could we have the _____ too, please?
 Waiter: Of course.
 Waiter: Are you _____ to order?
 Herb: Yes, we are.
 Hannah: No coffee for me, thank you. Just the _____.
 Waiter: Of course. Here you are.

- 2.22 Listen to the end of the meal. What happens?

FUNCTIONAL LANGUAGE: in a restaurant

Customer

- Can I have _____ fish/the menu/the bill, please?
 Could I/we have _____ a table for two please?
 Can I pay _____ by credit card/by cheque?

Waiter/waitress

- Can I help you? Are you ready to order?
 Here you are. That's X pounds, please.

- SEE LANGUAGE REFERENCE PAGE 80

- Correct the mistakes in the sentences.

- 1 Can I help you? Can I help you?
- 2 Here are you.
- 3 That are £15 please.
- 4 Could I has the fish, please?
- 5 Can I pay by the credit card?
- 6 Anything for drink?
- 7 Can we have a bill, please?

PRONUNCIATION: word linking 1

- 2.23 Listen to six sentences. How many words do you hear in each sentence? (contractions = 2 words).
- Look at tapescript 2.23 on page 144 to check your answers.
- 2.23 Listen to the sentences again and repeat.

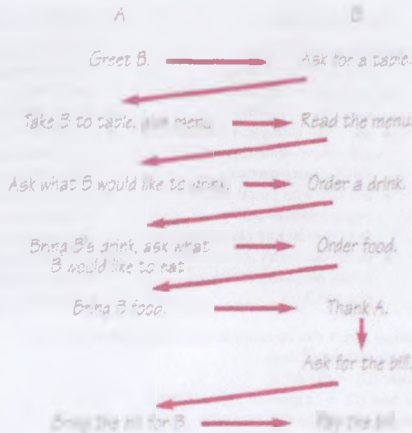
SPEAKING

- 1 Work in pairs, A and B.

A: You are the waiter at Bella Pizza.

B: You are a customer at Bella Pizza.

Follow the directions below.



- 2 Change roles and repeat.

DID YOU KNOW?

- 1 Read the text about eating out in America.

Eating out in America

Eating out in America is a lot more common now than in the past. Eight out of ten American families eat out once a month, and fifty per cent of families eat out once a week. August is the most popular month to eat out, and Saturday is the most popular day of the week.

The top five reasons that families eat in restaurants are:

1. Because they like doing it
2. Birthdays
3. Special occasions
4. Good work at school or school achievements
5. Parents don't want to or are too busy to cook

- 2 Work in pairs. Discuss these questions.

- Are these facts similar for your country?
- When do you eat out?
- Why do you eat out?

7 Language reference

GRAMMAR

Countable & uncountable nouns

Nouns can be countable or uncountable.

Countable nouns

- have a plural form
*This dish has five **eggs**.*
- use *a/an* or *the* for the singular
*Can I have an **orange**?*
- use *some* with plural nouns and affirmative sentences
*I'd like **some carrots**.*
- use *any* with plural nouns in negatives/questions
*Does it have **any chocolate** in it?*
- in the dictionary, countable nouns are marked with a C
pen (n/C)

Uncountable nouns

- do not have a plural form, they are always singular
*I love **fruit**.*
- do not use *a/an*
- use *some* with uncountable nouns in affirmative sentences
*She drank **some water**.*
- use *any* with uncountable nouns in negatives/questions
*Don't eat **any bread**.*
- in the dictionary, uncountable nouns are marked with a U
salt (n/U)

Some nouns can be countable or uncountable, but they mean different things.

beer (U) = the drink

a beer (C) = a glass or bottle of beer

Other nouns like this are *coffee*, *juice*.

How much / how many

Use *how much* and *how many* to ask about quantities.

How much + uncountable nouns

*How **much** rice do people eat?*

How many + countable nouns

*How **many** countries make rice?*

Use words like *lots*, *much*, *some* to talk about quantities.

These words go before the noun.

a lot (of) = *lots+of*

some

not much (with uncountable nouns)

not many (with countable nouns)

*He has **lots of** friends.*

*They don't make **much** money.*

Too

Too = adjective means 'more than we want'

*It's **too** spicy.*

Too + adjective and *very* + adjective are different.

*The tea was **too** hot. I couldn't drink it.*

*The tea was **very** hot, but I could drink it.*

FUNCTIONAL LANGUAGE

In a restaurant

Can I have + noun, please?

Could I/we have + noun?

Can I pay by credit card/by cheque?

Can I help you?

Are you ready to order?

Here you are.

You're welcome.

That's X pounds, please.

WORD LIST

Food

apple <i>n</i> C/U ***	/æpl/
banana <i>n</i> C/U	/bəˈnɑːnə/
bean <i>n</i> C	/biːn/
bread <i>n</i> U ***	/bred/
butter <i>n</i> U **	/ˈbʌtə/
cake <i>n</i> C/U **	/keɪk/
carrot <i>n</i> C/U	/ˈkærət/
cheese <i>n</i> C/U ***	/tʃiːz/
chicken <i>n</i> C/U **	/ˈtʃɪkən/
chips <i>n</i> U ***	/tʃɪps/
chocolate <i>n</i> C/U ***	/ˈtʃɒkələt/
corn <i>n</i> U	/kɔːn/
curry <i>n</i> C/U	/ˈkʌri/
diet <i>n</i> C **	/ˈdiːt/
egg <i>n</i> C/U ***	/eg/
fish <i>n</i> U ***	/fɪʃ/
fruit <i>n</i> C/U ***	/fruːt/
garlic <i>n</i> U	/ˈgɑːlɪk/
ice cream <i>n</i> U	/aɪs kriːm/
lemon <i>n</i> C/U	/ˈlemən/
lettuce <i>n</i> C/U	/ˈletɪs/
milk <i>n</i> U ***	/mɪlk/
nutrition <i>n</i> U	/njuːˈtrɪʃən/
onion <i>n</i> C	/ˈɒnjən/
orange <i>n</i> C **	/ˈɒrɪndʒ/
pasta <i>n</i> C/U	/ˈpæstə/
pepper <i>n</i> U	/ˈpepə/
potato <i>n</i> C/U **	/ˈpəʊteɪtə/
rice <i>n</i> U *	/raɪs/
salt <i>n</i> U *	/sɒlt/
sausage <i>n</i> C/C	/ˈsɑːsɪdʒ/
shellfish <i>n</i> C/U	/ˈʃelɪʃ/
soup <i>n</i> C/U *	/ˈsuːp/
spinach <i>n</i> U	/ˈspɪnɪʃ/
steak <i>n</i> C/U	/steɪk/
sugar <i>n</i> U **	/ˈʃʊɡə/
tomato <i>n</i> C	/təˈmɑːtə/
vegetable <i>n</i> C ***	/ˈvedʒəbəl/
water <i>n</i> U ***	/ˈwɔːtə/
wine <i>n</i> C/U ***	/waɪn/

Eating out

bill <i>n</i> C **	/bɪl/
dessert <i>n</i> C *	/ˈdesəːt/
main course <i>n</i> C	/ˈmeɪn kɔːrs/
meal <i>n</i> C ***	/miːl/
menu <i>n</i> C *	/ˈmenjuː/
tip <i>n</i> C *	/tɪp/
waiter <i>n</i> C	/ˈweɪtə/
waitress <i>n</i> C	/ˈweɪtrɪs/

Describing food

bland <i>adj</i> ***	/blænd/
cooked <i>adj</i> ***	/kʊkt/
delicious <i>adj</i> *	/dɪˈlɪʃəs/
hot <i>adj</i> ***	/hɒt/
meaty <i>adj</i> *	/ˈmiː/
salty <i>adj</i>	/ˈsɒli/
spicy <i>adj</i>	/ˈspeɪsi/
sweet <i>adj</i> **	/swiːt/

8A | I hate flying

SPEAKING

Work in pairs. Ask and answer these questions about air travel.

- Did you travel to another country last year?
- Did you travel by plane?
- When did you travel?
- Where did you go?

READING

Read the magazine article and put the events in the correct order.

- 1 The writer talked to a psychologist.
- 2 The writer visited her brother in Hong Kong.
- 3 The writer went on a course for people afraid of flying.
- 4 The writer talked to a pilot.

2 Read the article again and answer the questions.

- 1 How many Americans hate flying?
- 2 Did the writer travel by plane before the course?
- 3 Why was the writer's phobia a problem?
- 4 Who taught the writer how to relax on a plane?
- 5 What did the people do when the flight started?
- 6 What did the writer do after her flight?

Work in pairs. What about you? What do you think of flying? Do you know someone who is afraid of going on a plane?

FEAR OF FLYING

If you don't like flying, you are not alone. Fear of flying is one of the most common phobias in the world. More than 10 million British adults are afraid of flying. In America, this number is more than 25 million. Many famous people hate or hated flying: Ronald Reagan, Aretha Franklin, Mohammed Ali, Cher and Billy Bob Thornton are only some examples.

I hated flying. I knew that planes were very safe, that they were safer than cars (about 29 times safer), and the chance of being in a plane accident were about 0.0000000004%. But every time I was at the airport, I felt terrible. I couldn't get on the plane. The only problem was that I loved travelling. And if you love travelling and hate flying, that is a problem.

After many years, I decided to do something. A friend told me about a special course for people like me. It was a one day course at the airport. There were more than 100 people on this course. The first part of the course was a class with a pilot. He explained exactly how a plane works, and showed us all the different parts. I liked that because it helped me a lot. Then we had a long talk with a psychologist. She gave us information about phobias and taught us a relaxation technique.

Then we had the most difficult part, a 45 minute flight. We were all still very nervous. Some people held hands, and some people cried. But we all did it. At the end of the flight I felt nervous, tired but very happy. I could get on a plane and survive. The next day I booked a ticket to see my brother in Hong Kong. It was the first time I visited him.

That was three years ago, and I don't mind flying now. But I don't like eating on planes, and no one can help me with that.



GRAMMAR: verb + -ing

After the verbs *like*, *hate*, *love*, we use the verb + *ing*.
 Many famous people *hate flying*.
 I *don't like eating* on planes.

➤ SEE LANGUAGE REFERENCE PAGE 90

- 1 Put the words in the correct order on the line.

like hate don't like love don't mind



- 2 Find examples of the verbs in exercise 1 in the article. Underline them and the verbs that go with them.

- 3 Here are some of the reasons why the writer doesn't like travelling on planes. Complete the sentences with a word from the box. Use the *-ing* form.

wait go sit talk eat

- 1 I don't like _____ through security, it makes me nervous.
 2 I hate _____ next to other people on planes. The seats are too small.
 3 I don't like _____ to a stranger on a plane.
 4 I don't like _____ for a long time at the airport.
 5 I hate _____ airline food.

- 4 Work in pairs, A and B. Find out each other's likes and dislikes.

A: Turn to page 134.

B: Turn to page 136.

VOCABULARY: transport

- 1 Look at the words in the box. Put them into two groups.

car airport car park plane boat
 motorbike railway station train bicycle
 bus underground bus stop port on foot

A Places connected to transport

B Kinds of transport

- 2 2.24 Listen to the recording to check your answers. Say the words.

Language note

With the verb *go* and kinds of transport, use the preposition *by* + transport.

I *went by car*. They *go to work by train*.

- 3 Work in pairs. Ask and answer the questions.

How do you get from your home to ...	the city centre? English class? another city in your country? the sea? the USA?
--------------------------------------	---

PRONUNCIATION: /ŋ/

- 1 2.24 Listen and repeat the words.

waiting young flying eating think English

- 2 2.26 Listen and complete the sentences.

- 1 I _____ flying. 3 I _____ watching horror films.
 2 I _____ speaking English. 4 I _____ writing exams.

- 3 Complete the sentences with *like*/*don't like*/*hate* etc so they are true for you. Say the sentences.

SPEAKING

- 1 Do the Travel questionnaire below.

Did you go on a plane last year? No, I didn't.

Do you hate flying? Yes, I do.

Why?

Because I'm afraid of planes.

NAIPE TRAVEL QUESTIONNAIRE TRAVEL QUES

Find someone who ...

Air

hates flying. Why?

takes planes often. For work or holidays?

Car

likes listening to music while they drive.

What kind of music?

doesn't have a car.

How do you get to class?

Boat & Train

takes the train or underground often.

How often?

would like to make a long journey by boat.

Where to?



8B Traffic jam

LISTENING

1 2.27 Listen to the traffic report. Match the pictures A-D to the stories 1-4.

2 2.27 Listen again. What is the problem in each picture?



3 2.27 Listen again and decide if the sentences are true (T) or false (F).

- There is a bus on fire in Regent Street.
 - Traffic isn't moving in Regent Street.
 - Some people are singing in Oxford Street.
 - These people are standing next to the cars.
 - The police are talking to the lion.
 - A car is on the wrong side of the road in East London.
- 4 Is traffic bad in your town?

GRAMMAR: present continuous

Use the present continuous to talk about events happening now or around now.

Form: be + verb + ing

*Traffic **isn't moving**.*

*Someone **is driving** on the wrong side of the road.*

*What **are they doing**?*

3 See LANGUAGE RESOURCES page 70

1 Look at tapescript 2.27 on page 124. Underline examples of the present continuous.

2 Make questions and answers with the present continuous.

- | | |
|-------------------------------|--|
| What / they / do? | They / move / a car to the side of the road. |
| What are they doing? | They / are moving / a car to the side of the road. |
| 1 What / the people / do? | The people / stand / in the street. |
| 2 Where / they / go? | They / go / to the city centre. |
| 3 Who / the police / talk to? | They / talk to / the demonstrators. |
| 4 What / the lion / do? | It / sit / in the road. |
| 5 What / the car / do? | It / drive / on the wrong side of the road. |
| 6 What / the woman / do? | She / talk / on her mobile phone. |

Think of four people you know. What are they doing now? Make sentences about them. Use the verbs and phrases in the box to help you.

watch TV work sleep sit in traffic
have breakfast/lunch/dinner study
talk on the phone do the housework

Work in pairs. Write the names of the people in exercise 3 on a different piece of paper. Ask questions about the people on your partner's paper.

What's Michael doing?
He's working.

VOCABULARY: action verbs

Write the missing letters in the infinitive verbs.

ng dr_ve k_ss sl_p
w_lk t_n sm_k_

Make sentences about what people are doing in the pictures. Use the verbs in exercise 1 in the present continuous.



SPEAKING

1 Work in pairs. Read the instructions for the In Traffic Game.

In Traffic Game

- Work in groups of four or five. You are all in one car, in a traffic jam.
- Your teacher will give you a piece of paper with an action on it.
 - Do the action. Don't say a word.
- The other students ask questions about the action.
- Are you dancing? Answer Yes, we are or No, we aren't.
 - Take turns.

2 Play the game.

DID YOU KNOW?

1 Read the text about traffic in London.



LONDON'S TRAFFIC LAW

London had the worst traffic in the UK and was one of the worst cities in Europe. Drivers spent 50% of their time in traffic jams, and pollution was terrible. In 2003, the mayor of London made a new law to help reduce traffic. It costs £8 (£10) a day to drive in central London. More people use public transport and bicycles now in London because of this law. Traffic is bad, but not too bad now.

2 Work in pairs. Discuss these questions.

- What do you think of the congestion charge in London? Is it a good idea?
- Is there something similar in your country?

8c | Follow that car!

READING & LISTENING

1 Look at the pictures. What is the television show *Tracy Dick* about?

2 2.28 Read and listen to the show. Number the pictures 1–5 in the correct order. There is one extra picture.

Tracy: Mrs Lunan, it's Tracy Dick here.
 Mrs Lunan: Yes?
 Tracy: You asked me to call you. I'm outside your husband's office now.
 Mrs Lunan: Oh, thank you. He doesn't leave work before six o'clock. And it's now only half past five.
 Tracy: Well, Mrs Lunan, your husband is leaving work now.

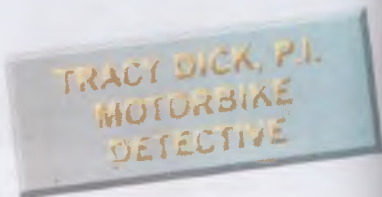
Mrs Lunan: What's he doing?
 Tracy: He's taking a taxi.
 Mrs Lunan: But my husband hardly ever takes taxis! He says they're too expensive! He usually goes by bus. Do you want me to follow him?
 Mrs Lunan: Yes, yes! Follow that car!

Tracy: Mrs Lunan? I'm in the centre of the city.
 Mrs Lunan: Where's my husband?
 Tracy: Mr Lunan is paying the taxi driver ... He's getting out of the taxi.

Mrs Lunan: Where is he exactly?
 Tracy: He's in front of a restaurant, the Green Leaf.
 Mrs Lunan: He always goes to that restaurant. We went there together in the past ...

Tracy: He's not going in the restaurant. He's going into a flower shop.
 Mrs Lunan: What?! He never buys flowers!
 Tracy: I'm parking my motorbike now.
 Mrs Lunan: Phone me back, please.

Mrs Lunan: Hello!
 Tracy: I'm in the restaurant. Mr Lunan is at another table.
 Mrs Lunan: What is he doing now?
 Tracy: He's looking for something — his mobile phone.
 Mrs Lunan: Yes!
 Tracy: He's making a phone call.
 Mrs Lunan: Can you hear? Who's he phoning? This is terrible!



- Read the story again. Choose the correct words to complete the sentences.

- 1 Mr Lunan usually leaves work
 - a) at six o'clock.
 - b) at half past five.
 - 2 He hardly ever
 - a) goes by bus.
 - b) takes a taxi.
 - 3 Tracy Dick follows
 - a) the taxi.
 - b) the motorbike.
 - 4 Mrs Lunan
 - a) knows the Green Leaf Restaurant.
 - b) doesn't know the Green Leaf Restaurant.
 - 5 Mr Lunan
 - a) has some flowers.
 - b) doesn't have any flowers.
 - 6 Mr Lunan
 - a) is making a phone call.
 - b) is getting a phone call.
 - 7 Tracy Dick
 - a) is sitting with Mr Lunan.
 - b) is sitting near Mr Lunan.
- Work in pairs. What is happening? Who is Mr Lunan phoning? Tell your partner.
- 2.29 Listen to the end of the story. Were you right?

VOCABULARY: collocations (transport)

- Choose the correct word.
- 1 Can you *ride* / *drive* a motorbike?
 - 2 Can you *ride* / *drive* a car?
 - 3 How often do you *take* / *ride* a taxi?
 - 4 Do you *take* / *drive* the train to work?
- 2.30 Listen to the recording and check your answers.
- Work in pairs. Ask and answer the questions in exercise 1.

GRAMMAR: present simple vs present continuous

Use the present simple to say what we usually do

He goes to work by bus every day.

Use the present continuous to say what we are doing now.

He's taking a taxi now.

SEE LANGUAGE REFERENCE PAGE 90

- 1 Decide if these sentences are present simple (PS) or present continuous (PC). Write PS or PC in the space.

- 1 Your husband is leaving work now. _____
- 2 What is he doing? _____
- 3 He's taking a taxi. _____
- 4 He usually goes by bus. _____
- 5 He's not going in the restaurant. _____
- 6 He never buys flowers! _____

- 2 Complete the conversation. Put the words in brackets into the present simple or the present continuous.

Pete: So, what (1) _____ you (2) _____? (do)

Tracy: I'm a private detective.

Pete: That's interesting. (3) _____ you (4) _____ (work) now?

Tracy: Yes, I am. At the moment I (5) _____ (follow) a man.

Pete: How exciting! Is he in this bar?

Tracy: Yes, he is. Right now he (6) _____ (talk) to another woman.

Pete: Would you like a glass of wine?

Tracy: No, thank you. I never (7) _____ (drink) at work.

Pete: So ... who asked you to follow this man?

Tracy: His wife. She (8) _____ (wait) for him to call her now.

Pete: Is she? When you finish, why don't you come with me?

Tracy: I don't think so, Mr Hunt. You see, at the moment I (9) _____ (work) for your wife.

- 3 2.31 Listen to the recording to check your answers. Work in pairs. Read the dialogue with your partner.

SPEAKING

- 1 Work in pairs, A and B.

A: Turn to page 137.

B: Turn to page 133.

8D | Let's take the bus

SPEAKING

- 1 Look at the picture.
Describe what is happening.



LISTENING

- 1 2.32 Rob, Meg and Delilah need to cross London. Listen to their conversation. Where are they going? How many different kinds of transport do they take?
- 2 2.32 Listen again. Complete the sentences with a word from the box.

a man by bus the police station
the Royal Albert Hall a taxi the wrong train
an umbrella the directions

- 1
- 1 Valerie is taking Herb and Hannah to _____.
- 2 The concert is at _____.
- 2
- 3 Diana asks _____ for help.
- 4 They don't understand _____.
- 3
- 5 They went on _____.
- 6 Rob wants to go _____.
- 4
- 7 Delilah didn't take _____.
- 8 Delilah calls _____.

FUNCTIONAL LANGUAGE: suggestions

Suggestions

Why don't we/you

take a taxi?

Let's

take the underground.

We/You can/could

Responses

That's a good idea.

OK

No.

I don't think that's a good idea.

2 SEE LANGUAGE REFERENCE PAGE 90

- 9 Rearrange the words to make suggestions.

- 1 go the concert to we could.
- 2 the underground we can take.
- 3 the man ask over let's there.
- 4 a nice taxi see London could we
- 5 now take we that taxi don't why
- 6 the street go up let's.

PRONUNCIATION: intonation 2

- 2.33 Listen to these two suggestions said in different ways. Which way is friendlier? Underline 1 or 2.

- a We can take the underground. 1 / 2
b Let's take a bus. 1 / 2

- 2.33 Listen again and repeat.

- 2.34 Listen to these suggestions. Put a tick (✓) if they are friendly and a cross (X) if they are not.

- Why don't we wait for the bus?
We can go on foot.
We could take a taxi.
Let's go by train.

- Work in pairs. You want to get to the other side of your town quickly. Make suggestions with the pictures. Respond to the suggestions.



VOCABULARY: take

- We can use the verb *take* in different ways in English. Look at the examples in the box.

- 1 take + transport: We can take a bus.
2 take + things: I didn't take an umbrella.
3 it + take + time: It takes 40 minutes (to get to the Royal Albert Hall).

take a photograph



- 2 Look at tapescript 2.32 on page 144 and underline all the examples of *take* + noun(s).

- 3 Complete Rob's diary with words from the box.

a photograph a sandwich twenty minutes
a taxi her camera

In the end, we took (1) _____, Delia was happy of course. She took (2) _____ of us in the car. It took us (3) _____ to get to the Royal Albert Hall, and was right, it cost a lot of money. When we got there, I wanted to take (4) _____ into the hall. The man at the door said I couldn't. No eating in the concert, he said. And he said Delia couldn't take (5) _____ in. I didn't understand this country. First she passed with the bag at the airport, and now this! Tomorrow the bus tour. Hope it doesn't rain!

- 4 Work in pairs. Think of the last long journey you were on. Ask and answer these questions and describe your journey.

- What form of transport did you take?
- Did you take a lot with you?
- How long did it take for you to get there?
- Did you take any photos?
- What did you take photos of?

SPEAKING

- 1 Work in two groups, Group A and Group B. Imagine there is no English class next week. What would you like to do?

A: Think of a suggestion for something to do. Use the ideas in the box to help you. When you are ready, make your suggestions to students in group B.

go to the cinema go to a restaurant
go to a museum
go shopping other – (your idea)

B: When a student from group A makes a suggestion, ask him/her questions. Use the questions below to help you.

Is it expensive?
Where is it?
How do we get there?

8 Language reference

GRAMMAR

Verb + -ing

After the verbs *love, like, hate, don't mind* we use the verb + *-ing*.

- ☺☺ I love
- ☺☺ I like
- ☺☺ I don't mind + flying.
- ☺☺ I don't like
- ☺☺ I hate

Spelling

The *-ing* form can sometimes change the spelling of the verb

Most infinitives = + *-ing*

fly - flying talk - talking go - going

Infinitives that end in 'e' = e + *-ing*

arrive - arriving hate - hating

Infinitives that end in vowel + consonant = double consonant + *-ing*

sit - sitting run - running

Present continuous

Use the present continuous to talk about events happening now or around now.

To form the present continuous, we use the auxiliary verb *be* in the present with the *-ing* form of the main verb.

Affirmative

Full form	Contraction
I am	I'm
You are	You're
He/She/It is working	He's/She's/It's working.
We are	We're
They are	They're

Negative

Full form	Contraction
I am	I'm not
You are	You aren't
He/She/It is not working.	He's/She's/It isn't working.
We are	We aren't
They are	They aren't

Question

Am I
Are you
Is he/she/it working?
Are we
Are they

Present simple vs present continuous

Use the present simple to say what we usually do

He leaves work at six o'clock

With these expressions we usually use the present simple:

every day/month/year/afternoon
once a week/month/year
always/sometimes/hardly/ever/often

Use the present continuous to say what we are doing now.

He's leaving work at 5:30 today.

With these expressions we usually use the present continuous:

at the moment
now
right now
today

Remember: with questions and negatives in the present simple, use the auxiliary verb *do/does*. See page 30.

FUNCTIONAL LANGUAGE

Suggestions

Why don't we/you + verb?
Let's + verb.
We/You can/could + verb.

Responses

That's a good idea.
OK
No
I don't think that's a good idea.

WORD LIST

Transport

airport <i>n</i> C ***	/ˈeəpoːrt/
bicycle <i>n</i> C	/ˈbaɪsɪkl/
boat <i>n</i> C ***	/bəʊt/
bus <i>n</i> C ***	/bʌs/
bus stop <i>n</i> C	/bʌs stɒp/
car <i>n</i> C ***	/kɑː/
car park <i>n</i> C	/kɑː pɑːk/
drive <i>v</i> ***	/draɪv/
motorbike <i>n</i> C	/ˈməʊtəbʌɪk/
on foot	/ɒn fʊt/
plane <i>n</i> C ***	/pleɪn/
port <i>n</i> C ***	/pɔːt/
ride <i>v</i> **	/raɪd/
station <i>n</i> C ***	/ˈsteɪʃn/
train <i>n</i> C ***	/treɪn/
underground <i>n</i> U	/ˌʌndəgraʊnd/

Action verbs

kiss <i>v</i> *	/kɪs/
run <i>v</i> ***	/rʌn/
sing <i>v</i> ***	/sɪŋ/
sleep <i>v</i> **	/sliːp/
swim <i>v</i> **	/swɪm/
walk <i>v</i> *	/wɔːk/

Other words & phrases

accident <i>n</i> C ***	/ˈæksɪdənt/
adult <i>n</i> C ***	/ˈædʌlt/
alone <i>adv</i> **	/əˈləʊn/
common <i>adv</i> ***	/ˈkɒmən/
course <i>n</i> C ***	/kɔːrs/
exactly <i>adv</i> ***	/ɪɡˈzæktli/
eat <i>v</i> U ***	/iːt/
flight <i>n</i> C ***	/flaɪt/
follow <i>v</i> ***	/ˈfɒləʊ/
hand <i>n</i> C ***	/hænd/
law <i>n</i> C ***	/lɔː/
phobia <i>n</i> C	/ˈfəʊbiə/
photograph <i>n</i> C ***	/ˈfəʊtəɡrəf/
pilot <i>n</i> C *	/ˈpaɪlət/
police station <i>n</i> C	/ˈpɒliːs steɪʃn/
rate <i>adv</i> ***	/reɪt/
security <i>n</i> C ***	/sɪˈkjʊərɪti/
stranger <i>n</i> C *	/ˈstreɪndʒə/
survive <i>v</i> ***	/səˈvaɪv/
take <i>v</i> ***	/teɪk/

9A

A good impression

SPEAKING

- 1 What do you notice about a person when you meet them for the first time? Put the following in order from 1 to 5 (1=very important 5=not important).

eyes face clothes voice body

- 2 Work in pairs. Compare your lists. Do you notice the same things when you meet someone for the first time?

VOCABULARY: clothes

- 1 Match the pictures A-M with the words in the box.

shoes trainers jacket dress jeans
jumper shirt skirt tie trousers
T-shirt boots sock



- 2 2.35 Listen and check your answers. Say the words.
- 3 Complete the sentences so that they are true for you.
- I never wear ...
 - I only wear ... at home.
 - I sometimes wear ...
 - Right now I am wearing ...
 - ... is wearing ...

READING

www.agoodimpression.com

www.agoodimpression.com

Every personal or business relationship starts with a first impression. Psychologists say that when you meet someone for the first time, they make an impression on you in less than thirty seconds.

We evaluate another person using three Vs: visual (how you look, your clothes), vocal (your voice) and verbal (what you say). When you meet someone for the first time, your body language and your clothes make 93% of the first impression. Only 7% are the words you say.

There is an expression in English: You never get a second chance to make a first impression. But what makes a good impression on you? Send us your emails.

For me, eye contact. You should look at the other person when you meet them. I don't trust a person if he or she doesn't make eye contact.

David Hill, USA

You should wear clean and neat clothes. A dirty shirt makes a very bad impression, and so do dirty shoes.

Emma Lowry, UK

- 1 Read the webpage. What is it about?
- 2 Read the text again and answer the questions.
 - 1 What are the three Vs?
 - 2 Which Vs are more important?
 - 3 Who writes about body language?
 - 4 Who writes about clothes?
 - 5 Who writes about men and women?
- 3 Work in pairs. Put a tick (✓) next to the sentences in the web page you agree with.

GRAMMAR: *should/shouldn't*

We use *should/shouldn't* + verb to give advice about something.

You should wear clean and neat clothes.

You shouldn't wear a very short skirt for an important meeting or interview.

SEE LANGUAGE REFERENCE PAGE 100

Your physical appearance and body language say a lot about you. Sit up straight. Your body should say 'I am a friendly and confident person'.

Full Launders, Australia

In Canada, you should shake a person's hand, man or woman. You shouldn't kiss them for the first meeting. It's also a good idea to use the other person's first name quickly. It's more friendly.

Michael Dobbs, Canada

I think you shouldn't wear a very short skirt for a first meeting, or an interview. It can give the wrong first impression. For a man, I think a shirt and tie make a good impression at an interview.

Jennifer Dawson, USA

You should smile when you meet someone for the first time. A smile is the best introduction. It's friendly. A smile is universal.

Peter Cranford, USA

PRONUNCIATION: final -e

- 2.36 Listen to the pronunciation of these words and read the rule.

/eɪ/ make /aɪ/ rice /eɪ/ ate /əʊ/ phone

In English, we don't pronounce the letter *e* at the end of words.

- How do you pronounce the underlined letters in these words?

smile clothes face time singke take fine
phage arrive wine cake nice

- 2.37 Listen to the recording to check your answers. Say the words.

- 1 Make new sentences using the words in brackets.

1 You should wear formal clothes. (not)

You shouldn't wear formal clothes.

2 You shouldn't talk loudly. (they)

3 I should listen to the other person. (?)

4 They should do something. (he; I)

5 I should wear smart clothes. (she; not)

6 I should ask the teacher. (you; not)

7 We shouldn't talk in English. (you; should)

- 2 Tim is meeting his girlfriend Judy's parents. He wants to make a good impression. Match Tim's questions to Judy's answers.

1 What should I wear?

2 What time should I arrive?

3 Should I bring a bottle of wine?

4 Should I buy a gift?

5 What should I talk about with them?

a About seven o'clock. We eat at half past seven. Don't be late!

b Your white shirt and the blue tie.

c Don't worry, they're nice people! But you shouldn't talk about politics or religion.

d It's not necessary, but my mother loves plants.

e No, you shouldn't. My parents don't drink.

SPEAKING

- 1 Imagine someone wants to make a good impression on your parents. What are your answers to the questions in Grammar exercise 2? Is there anything else he/she should know?

- 2 Work in pairs. Tell your partner how to make a good impression.

If you want to make a good impression on my parents, you should...

9B Body moving

SPEAKING & READING

1 Work in pairs. Ask and answer the questions.

HEALTH

ARE YOU SITTING COMFORTABLY?

- Are you sitting comfortably?
- Do you spend a lot of your day sitting down?
- Do you work in an office?
- Do you work in front of a computer?
- Do you play computer games?
- Are you in a classroom for many hours a day?
- Do you travel on long plane journeys frequently?
- Do you spend a long time in a car, or on a bus every day?

If you answered 'yes' to more than two of these questions, then read 2.

2 The text in exercise 1 comes from a magazine article. What do you think the rest of the article is about?

- 1 Working in an office and going on holiday
- 2 A history of chairs
- 3 Problems and advice for people who sit for a long time

3 Read the rest of the article below and find out.

4 Read the article again and put the phrases below in the right place.

- | | |
|---------------------|------------------|
| a Take breaks often | c Move your body |
| b Drink water | d Sit correctly |

5 Which of the things in exercise 4 do you do when you are sitting for a long time?

It is not normal for the human body to sit for a long time. Sitting for a long time is new in human history. Now, sitting for many hours every day is common. It is also dangerous for your health.

- 5 You can hurt your back, your arms, your neck and your wrists if you sit for a long time every day. People who work in offices often have health problems because they sit too long in front of a computer. People who travel many hours on planes often say they feel bad at the end of a long trip.
- 10 Experts say you should do the following if you don't want any problems:

(1) ...
Keep your back straight and your feet on the floor. You should have a good, comfortable chair.

(2) ...
Don't sit for more than thirty minutes. Stand up and walk around. Several studies showed that people who take frequent 'microbreaks' do more work in the day.

25 (3) ...
Water cleans your body and keeps you healthy. It's good for you and gives you energy. Don't drink lots of coffee or tea.

30 (4) ...
Stretching is a simple and quick way of doing some exercise while you are sitting down. Stretch your arms, your hands and your shoulders. Don't stretch a lot if it hurts.

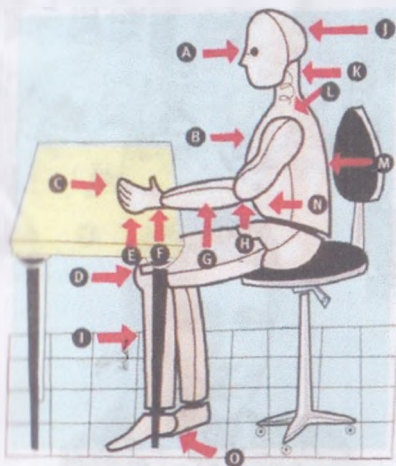


VOCABULARY: body

- 1 Find and underline seven words in the article on page 94 connected to the body.

- 2 Match the body parts with the words in the box.

leg foot/feet knee chest back hand
arm wrist shoulder elbow neck head
stomach eyes fingers



- 3 Listen and tick (✓) the words you hear.
4 Play Simon Says. Your teacher will explain the rules.

GRAMMAR: imperatives

We use the imperative to give orders. The imperative form of the verb is the same as the infinitive.

*Drink water.
Sit straight.*

We use *don't* + verb to make negative imperatives.

*Don't sit for a long time.
Don't move.*

- 5 See LANGUAGE REFERENCE PAGE 100

- 1 Underline all the examples of verbs in the imperative in the article.
- 2 Make a sentence for each picture. Use the verbs and phrases in the box in the imperative.

take photos smoke speak walk
turn right drive slowly



SPEAKING

- 1 2.39 Look at the picture and listen to the instructions for a 'microbreak' exercise.



- 2 2.39 Listen again and follow the instructions
- 3 Work in pairs, A and B.
A: Look at page 133.
B: Look at page 135.

9c | Never forget a face

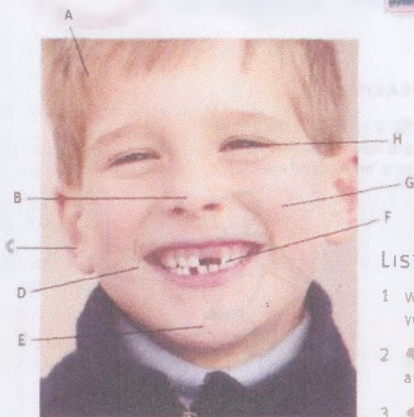
SPEAKING

- 1 Work in pairs. Read the sentences. Are they true for you?
 - 1 I can remember what we learnt in our last English class.
 - 2 I can remember the teacher's first name and last name.
 - 3 I can remember the names of all the people in the class.
 - 4 I never forget a face.
- 2 Change the sentences in exercise 1 so that they are true for you.

VOCABULARY: face

- 1 Match the words to the parts of the picture.

nose chin eye ear hair
mouth cheek tooth



- 2 2.40 Listen and touch the parts of the face you hear. Say the words.



LISTENING

- 1 Work in pairs. Look at pictures A and B. Describe the pictures with your partner. Do you see anything strange?
- 2 2.41 Listen to the interview from a television interview about memory and the human face. What is wrong with the pictures in exercise 1?
- 3 2.41 Listen again and answer the questions.
 - 1 Who doesn't have a very good memory: the woman or the man?
 - 2 Which is the more important for memory: the top of the face or the bottom of the face?
 - 3 What is strange about picture A?
 - 4 Whose face is in picture B?
 - 5 Whose hair is in picture B?
 - 6 What do famous people do?
- 4 Look at tapescript 2.41 on page 145 to check your answers.

PRONUNCIATION: /h/

- 1 Listen to the words in the box. Tick (✓) the words that begin with a /h/ sound.

house hot hospital what whose hair
happy have his has hamburgers who
hour

- 2 Complete the sentences with words from exercise 1.

- 1 Helen and Harry work in a _____.
2 They _____ lunch together every day.
3 He has _____ and she has _____ soup.
4 Helen's _____ with Harry.
5 But Helen _____ a problem.
6 She hardly ever remembers _____ name.

- 3 Listen to the recording to check your answers.

- 4 Listen again and repeat.

GRAMMAR: whose & possessive pronouns

We use *whose* to ask about possession.

Whose face is that? It's George Washington's face.

We can replace the underlined words with a possessive pronoun.

Whose face is that? It's his.

My memory isn't very good. How is your memory?

My memory isn't very good. How is yours?

- 5 SEE LANGUAGE REFERENCE PAGE 100

- 1 Rewrite the sentences using possessive pronouns.

- 1 It's his face. It's *his*. 5 Is this our room? It isn't *their* flat.
2 They're her children. 6 Where's your book? That's *his* cat.
3 It's my money.
4 Here's your coffee.

- 2 Underline the correct word.

- 1 Whose face is that? It's *her's* / *hers*. It's the Mona *liar*.
2 I can remember his name but I can't remember *she* / *theirs*.
3 She always forgets *her* / *hers* glasses.
4 Who's / Whose in the picture?
5 Who's / Whose face is in the picture?
6 I brought my old photos today. Where are *yours* / *your*?

* SPEAKING

- 1 Work in pairs. You are going to test your memory. Look at the pictures for one minute. Turn to page 134.



DID YOU KNOW?

- 1 Read the information about coins.

Faces on coins

The design of coins and money can say a lot about that country's culture and history. Countries often put an animal, a symbol or a person's head on their money. Many English-speaking countries have the Queen of England's head on their coins (Australia, Belize, Bermuda, Canada, Fiji, Great Britain and New Zealand are some examples). The United States has pictures of different presidents' heads on their coins.

- 2 Work in pairs. Discuss these questions.

- 1 Whose face is on the money of your country?
2 Do you have other symbols or animals on your money?

9D | Not feeling well

VOCABULARY: health problems

1 Match the pictures to the sentences.

- I've got a headache.
- I'm ill.
- My back hurts.
- I've got a cold.



2 Complete the sentences with the words in the box.

tired stomach sick toothache head
stomachache arm

I'm I feel	ill. (1) _____ (2) _____	
My	back (3) _____ (4) _____ (5) _____	hurts
I've got I have	a headache. a cold. (6) _____ (7) _____	

What are these in your language?

3 Work in pairs. Discuss these questions.

- Are you ill often?
- When was the last time you had a cold?
- How often do you go to the doctor?
- When was the last time you went to the doctor?

LISTENING

1 2.44 Listen to the conversations. Tick (✓) the phrases you hear.

- | | |
|-----------------------|-------------------------|
| 1 Are you alright? | Anything else? |
| 2 I don't like it. | I don't feel well. |
| 3 I'm fine. | Is there a doctor here? |
| 4 How's your stomach? | You're welcome |
| 5 Are you OK? | I've got a headache. |

2 2.44 Listen again and put the events in the correct order.

- Hannah calls a doctor.
- The doctor gives Valerie some aspirin.
- Valerie feels sick.
- Herb feels ill.
- Valerie goes to the toilet.
- Valerie sits down and puts on Dave's jacket.

3 Match the words in A to the words in B to make phrases.

- | | |
|--------------------|-----------------------|
| A | B |
| 1 Was it something | a too much wine? |
| 2 Take off | b a minute |
| 3 Did she drink | c two aspirin. |
| 4 Take | d you ate last night? |
| 5 Wait | e that jacket. |



FUNCTIONAL LANGUAGE: asking/saying how you feel

Asking how you feel

How are you?

Are you *alright?*
OK?

What's *the matter?*
wrong?

Saying how you feel

I'm fine, thanks.

I'm very well, thanks.

I don't feel (very) well.

I feel sick/ill/tired.

I've got a ...

SEE LANGUAGE REFERENCE PAGE 101

Look at tapescript 2.44 on page 145. Find examples of the phrases in the box.

Work in pairs. Ask and answer how you feel. Use the pictures.

How are you? I don't feel well.



3 Complete the dialogues using the words in the box.

1

well got are matter

A: Hi, how (1) _____ you?

B: Oh, I don't feel very (2) _____.

A: What's the (3) _____?

B: I've (4) _____ a headache.

A: You should lie down.

2

fine wrong home I'm

A: Are you alright? What's (1) _____?

B: I'm (2) _____, thanks. I'm a little tired.

A: Do you want to go (3) _____?

B: No, (4) _____ fine. Really.

3

fine cold head

A: Can I go out now?

B: No, you can't. You've got a (1) _____.

B: I feel (2) _____. My (3) _____ doesn't hurt now.

A: You should stay in bed.

4 2.45 Listen to the recording to check your answers. Practise the dialogues.

Roleplay

5 Work in pairs, A and B.

Roleplay 1

A: You feel ill. You have got a headache and you feel very sick. You are very tired. You don't think you can go to work. Phone your work and explain.

B: You are A's boss. When A phones you, listen to what he/she says and respond.

Roleplay 2

A: You are B's father/mother. You think B is ill. You think he/she shouldn't go out tonight. Listen to what B says and respond.

B: You are A's son/daughter. You are often tired because you go out too much! You want to go out tonight, but you don't feel well. Ask permission to go out.

9 Language reference

GRAMMAR

should/shouldn't

Should is a modal auxiliary verb. This means:

- it goes with the infinitive without *to*.
- it has the same form for all subjects.
- the negative is with *not* (*shouldn't*).
- to make a question, put *should* before the subject and the infinitive after the subject.

We use *should* to give advice.

You should say hello when you meet someone for the first time.

Affirmative	I/You/He/She/It/We/They	should	wear a tie
Negative	I/You/He/She/It/We/They	shouldn't	wear a tie.
Question	Should	I/you/he/she/it/we/they	wear a tie?
Short answer	Yes.	I/you/he/she/it/we/they	should.
	No.	I/you/he/she/it/we/they	shouldn't.

Do not use *to* after *should*.

You *should* arrive early. Not ~~to arrive~~ early.

Imperative

The imperative form of the verb is the same as the infinitive without *to*. Use the imperative to give orders and instructions.

Drink water. **Sit** straight.

Use *don't* + verb to make negative imperatives.

Don't sit for a long time. **Don't move**.

You can also use imperatives to give directions (see Unit 3D page 39).

Whose & possessives

Use the question word *whose* to ask about possession. We can use *whose* with or without a noun.

Whose money is that? *Whose is that money?*

Use possessive pronouns to avoid repeating the noun.

Possessive adjective	Possessive pronoun
It's my book.	It's mine.
It's your book.	It's yours.
It's his book.	It's his.
It's her book.	It's hers.
It's our book.	It's ours.
It's their book.	It's theirs.

Do not use possessive pronouns with a noun.

It's mine. Not ~~mine~~.

have got

Have got means the same as have. It is common in spoken British English.

Use *have got*:

- to talk about possession.
I've got a car.
- to talk about relationships.
I've got two brothers and sisters.
- to talk about states.
I've got a headache.

Affirmative

I/You/We/They	have got 've got	a headache.
He/She/It	has got 's got	

Negative

I/You/We/They	haven't got	a headache.
He/She/It	hasn't got	

Question

Have	you/I/we/they	got	a headache?
Has	he/she/it		

Short answer

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

The past of *have got* is *had*.

FUNCTIONAL LANGUAGE

Asking how you feel

How are you? Are you alright? Are you OK?

What's the matter? What's wrong?

Saying how you feel

I'm fine, thanks. I'm very well, thanks.

I don't feel (very) well.

I feel + adj.

I've got a + noun.

WORD LIST

Clothes

coat n C	hood
dress n C	'dres
jeans n C	/dʒænz/
jumper n C	dʒɪmpə
shirt n C	'ʃɜ:t
shorts n C	'ʃɔ:t
skirt n C	skɜ:t
suit n C	taɪ
trainers n C	'treɪnəz
T-shirt n C	ti:'ʃɜ:t

Body

arm n C	arm
back n C	'bæk
chest n C	'tʃest
elbow n C	'elbəʊ
finger n C	'fɪŋɡə
foot (plural feet) n C	fʊt, fri:t
hand n C	'hænd
head n C	'hed
hip n C	'hɪp
leg n C	leg
neck n C	'nek
shoulder n C	'ʃəʊldə
stomach n C	'stʌmək
wrist n C	'rɪst

Face

eyebrow n C	'aɪbrəʊ
eye n C	aɪn
ear n C	ɜ:
face n C	feɪs
hair n U	heə
mouth n C	maʊθ
nose n C	nəʊz
tooth (plural teeth) n C	tu:θ, ti:θ

Health problems

cold n C	kəʊld
headache n C	'hedetʃ
flu n C	'flu
stomach ache n C	'stʌmketʃ
sore adj	'sɔ:ə
toothache n C	'tu:θetʃ

10A | It's illegal

VOCABULARY: places in a city

- 1 Complete the sentences with a word from the box.

shop library bank
town hall stadium

- A _____ is the building that has all the offices of the town government.
- A _____ is a place where you can keep money or change money.
- A _____ is a place where you buy things.
- A _____ is a place where there are sports events, like football matches.
- A _____ is a place where you can look at books, CDs and films.

- 2 Make similar sentences for these places.

school hotel hospital disco

A school is a place where

- 3 Look at these signs, in which places in exercise 1 or exercise 2 do you see these signs?



READING

- Read a magazine article about different laws and choose the best title for the article.
- Important laws for visitors to American cities
- School laws in American cities
- Strange laws in American cities

Several years ago, two American students started a collection of interesting American laws and put them on the internet. It was part of a high school project. They now have several hundred different bizarre laws from different parts of the United States on their webpage.

Here are some examples.

- * If you want to go swimming in Destin, Florida, you must get dressed in your hotel room and not in your car.
- * You mustn't take a pig to the beach in Miami Beach, Florida.
- * You must not look into car windows on the street in Milford, Massachusetts.
- * You mustn't ride a bicycle in a swimming pool in the town of Baldwin Park, California.
- * In Cathedral City, California, it's illegal to take a dog to school.
- * In the state of Virginia, you must wear shoes while you are driving.



- * A law in Walnut, California, says that a man must not wear women's clothes.
- * In Toledo, Ohio, it's against the law to throw a snake at another person.
- * You must not shout or sing in public at night in the town of Topeka, Kansas.



- * In the majority of American cities, you needn't have a permit to buy or carry a gun.

Glossary
bizarre (adj) unusual

- 2 Read the article again. Which city, cities or state have:

- a law about swimming?
- a law about transport?
- a law about clothes?
- a law about animals?

- 3 Work in pairs. Discuss these questions.

- Which law do you think is the most interesting?
- Do you have any strange laws in your town or country?

GRAMMAR: *must/mustn't/needn't*

Use *must/mustn't* to talk about obligation. In affirmative sentences, *must* means 'this is necessary'.

You *must* wear shoes while you are driving. In negative sentences, *mustn't* means 'don't do, this'.

You *mustn't* sleep on the road. In negative sentences, *needn't* means 'this isn't necessary'.

You *needn't* have a permit to buy a gun.

- 1 SEE LANGUAGE REFERENCE PAGE 100

- 2 Rewrite the sentences using the words in brackets.

- 1 They must drive slowly. (you)
- 2 You must drive slowly.
- 3 You needn't wear a tie. (must)
- 4 You must have a permit to buy a dog. (needn't)
- 5 You must go now. (he; not)
- 6 I mustn't call the police. (you; must)
- 7 The teacher must prepare the lesson. (students; needn't)

- 2 Complete the sentences with *must* or *mustn't* and a verb.

A library

have *apologise* bring

- 1 You *mustn't speak* loudly.
- 2 You _____ a library card to take out books.
- 3 You _____ the books back to the library.

A bus

buy pay smoke

- 4 You _____ for a ticket.
- 5 You _____ the ticket from the driver.
- 6 You _____ in the bus.

SPEAKING

- 1 Work in pairs. You are going to make some classroom laws. Look at the phrases in the box. Are they for the teacher, the students or the teacher and the students?

come to class late
explain again if the students don't understand
do the homework every day
speak in English all the time
speak quickly
turn off mobile phones in class
correct the homework
use the book in every lesson

- 2 Now make sentences with the phrases. Use *must*, *mustn't* or *needn't*. Add at least one more sentence of your own.
- 3 Work with another pair. Read your classroom laws. Do you agree? Decide on the five most important classroom laws.

DID YOU KNOW?

- 1 Read the article about smoking.

Ireland was the second country in Europe (after Norway) to pass a law against smoking in all public places. You *mustn't* smoke now in any offices, banks, restaurants and pubs in Ireland. If you want to smoke a cigarette, you must go outside. In the year after the new law, more than 7,000 Irish people quit smoking. Today, nine out of ten people in Ireland say that the anti-smoking laws are a good thing.



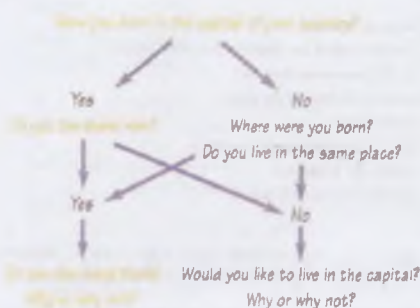
- 2 Work in pairs. Discuss these questions.

- Are there anti-smoking laws where you live?
- Where *mustn't* you smoke in your city or town?
- Do you think these laws are a good idea?

10B | Life in the capital

SPEAKING

- 1 Work in pairs. Answer the questions.



VOCABULARY: adjectives

- 1 Read the questionnaire. Check the meaning of any words you don't understand in a dictionary.

SEVEN QUESTIONS ABOUT ROME

- Are the people friendly?
- Is it an expensive place?
- Is it dangerous to walk on the streets at night?
- Can you visit interesting things in your city?
- Is it very noisy?
- Are there any beautiful or historic buildings?
- Is the air polluted?

- | | | | |
|-----|--------------------------|----|--------------------------|
| Yes | ☐ | No | ☐ |
| Yes | ☐ | No | ☐ |
| Yes | ☐ | No | ☐ |
| Yes | ☐ | No | ☐ |
| Yes | ☐ | No | ☐ |
| Yes | ☐ | No | ☐ |
| Yes | ☐ | No | ☐ |

- 2.46 Listen to Giovanni talk about life in Rome. Tick (✓) the answers yes or no in exercise 1.
- 3 Match the words to their opposites in exercise 1.
- safe boring quiet ugly clean
unfriendly cheap modern
- 2.47 Listen to the recording to check your answers. Say the words.
- 5 Work in pairs. Choose a city, town or village that you know well. Interview your partner about his/her city.

LISTENING

- 1 Look at the pictures of different capital cities. How many can you recognize?



- 2 2.48 Listen to Nick and Sofia talking about life in different capital cities around the world. What capital cities do they talk about?

- 1 2.48 Listen again and decide if the sentences are true (T) or false (F).

- 1 Sofia lives in the capital.
- 2 Sofia lives with her family.
- 3 You can see bigger families in Alicante.
- 4 Nick lives in the capital.
- 5 Nick's city is very clean and quiet.
- 6 Nick thinks that people have the wrong opinion about the capital.

GRAMMAR: comparatives

Use comparatives to compare people and things with other people and things.

Alicante is **smaller than** Madrid.
Life in small cities is **more romantic and calmer than** life in the capital.
Mexico City is **more modern than** other cities in Mexico.

- 2 SEE LANGUAGE REFERENCE PAGE 120

Make the comparative form of the adjective.

cold bad small interesting big
cosmopolitan friendly good happy
dangerous safe polluted

- 3 Complete the text. Put the adjectives in brackets into the comparative form.

Many people think that Toronto is the capital of Canada. Actually, Ottawa is the capital. Ottawa is (1) (small) than Toronto. It's also (2) (cold) in winter. Lots of people say that Toronto is (3) (interesting), because it's (4) (big) and (5) (cosmopolitan). I think that Ottawa has more historical buildings than Toronto. Canadians also say that people from other cities are (6) (friendly) than Torontonians. Traffic in Toronto is (7) (bad) than traffic in Ottawa. There are too many cars. Toronto and Ottawa are both safe cities. They are (8) (safe) than many other North American cities.

- 3 Look at the statistics for two cities in the state of New York. Make sentences and put the adjectives in brackets into the comparative form.

	New York, NY	White Plains, NY
1 Became a city in	1626	1683
2 Population	2,008,278	52,105
3 Cost of living	\$193.4	\$172.7
4 Air quality (100=excellent)	15	21
5 Violent crimes/year	1,063.1	380
6 Distance to Washington DC	373.1 km	406.8 km

- 1 (old) New York City is older than White Plains
- 2 (big)
- 3 (cheap)
- 4 (polluted)
- 5 (safe)
- 6 (close to capital)

PRONUNCIATION: word stress 4

- 1 2.49 Listen to these words and count the syllables.

- 1 friendly 1 2
 frien / dly
- 2 cold
- 3 polluted
- 4 expensive
- 5 noisy
- 6 clean
- 7 beautiful

- 2 Mark the stress in each word and say the words.

frien / dly

- 3 2.49 Listen again to check your answers.

SPEAKING

- 1 Work in groups of three, A, B and C.

A: Turn to page 133.

B: Turn to page 138.

C: Turn to page 135.

- 2 Is life better in the capital or outside the capital in your country? Why?

10c | Best of the best

SPEAKING

- 1 Work in pairs. Imagine some friends are coming to visit your town or city. They only have time to see three things. What three things should they see? Make a list.
- 2 Compare your list with another pair. Who has the more interesting list?

READING

- 1 Work in pairs. What do you know about the city of Cape Town? Make some notes with a partner.
- 2 Read the extract from a guide book for Cape Town. Match the photographs A-C to the correct paragraphs.

BEST OF THE BEST – CAPE TOWN

Cape Town is one of South Africa's most beautiful cities. Cape Town is famous for its beaches, mountains and wine. There are lots of things to do and see during your visit. We have collected here a small sample of the best Cape Town has to offer.

1 The most exciting thing to do

Cape Town sits next to the beautiful Table Mountain. Table Mountain is 1,086 metres high and is the most famous mountain in South Africa. If you visit Cape Town, you must take a cable car up to the top of the mountain. (1) _____ You can also go walking around the top of the mountain.

2 The most frightening activity

The ocean near Cape Town is famous for sharks. On special adventure tours you can go diving with a great white shark. (2) _____ This is an experience that you will never forget!

3 The best shopping

For many reasons the Victoria and Albert Waterfront is the best and most popular shopping centre in the city. You can find cheap jewellery, good books and quality clothes at the shopping centre. If you want African paintings and souvenirs, go shopping at the Green Point Market on Sundays. (3) _____ There are hundreds of little shops at the market, and some are cheaper than others.

4 The most expensive place to stay

The Cape Grace is a five-star hotel next to the sea in Cape Town. At Cape Grace you can go swimming in the pool, relax in the spa or read in the library. (4) _____ The hotel bar has more than 420 different kinds of whisky!

5 The most historical place

If you want to go sightseeing, you must go to Robben Island. Robben Island was one of South Africa's worst prisons during apartheid. (5) _____ Nelson Mandela, former president of South Africa, spent 27 years in prison on Robben Island.

6 The wildest night out

Cape Town is home to the biggest nightclub in South Africa, the Dockside. (6) _____ The giant building has a dancefloor for 5,000 people.



Put the sentences a-f back in the gaps 1-6 of the article.

- a A special cage protects you from the most dangerous animal in the world.
 - b The 360° views are incredible.
 - c It is now a national memorial and museum.
 - d This is the best place to go dancing and have a good time.
 - e The 122 rooms have beautiful furniture, satellite television, internet connection and lots of space.
 - f Some advice: you should always compare prices before you buy.
- Work in pairs. Imagine you have a free trip to Cape Town but you can only see three things. Which of the places in the brochure would you like to visit most? Decide which three places are the best to go to.

VOCABULARY: go + verb -ing

Match column A to column B to make sentences about things you can do in Cape Town. All the expressions are in the brochure.

- | | |
|---|--|
| <p>A</p> <ol style="list-style-type: none"> 1 You can go walking 2 You can go sightseeing 3 You can go diving 4 You can go dancing 5 You can go shopping for souvenirs 6 You can go swimming | <p>B</p> <ol style="list-style-type: none"> a at the Dockside nightclub b on Robben Island c at the Green Point Market on Sundays d with sharks in Gansbaai, Cape Town e at some of the beaches around Cape Town f on the top of Table Mountain |
|---|--|

Work in pairs. Discuss these questions.

- Which of the words in bold can you do in your city?
- Where can you do them?

GRAMMAR: superlatives

We use superlatives to compare people and things with ALL THE OTHER people and things in that group.

Table Mountain is **the most famous landmark** in South Africa.
The V&A Waterfront is **the most popular shopping centre**.

SEE LANGUAGE REFERENCE PAGE 110

Look at the text. Underline all the superlatives.

2.50 Listen and make the superlative.

A safe city. The **safest** city.

3 Simona and Nicky are visiting Cape Town. Complete the sentences and put the adjectives in brackets into the superlative form. Where are they in each conversation?

- 1 What about this souvenir for my brother? I don't know. It's _____ souvenir in the shop! (expensive)
- 2 Look at this place! I think it's the _____ club in town. (big)
It's also very expensive, and I don't like dancing. Let's go to a different place.
- 3 Why don't you want to go? Because it's _____ thing in the guide book! It's also _____ (crazy, dangerous)
- 4 The guidebook says this is _____ part of Cape Town.
Wow. You can see everything from up here. (high)
- 5 Who is Nelson Mandela? He's _____ person in modern South African history! (important)

SPEAKING

1 Make questions with the phrases below. Use the superlative. Make two more questions of your own.

- 1 good place to go shopping for clothes? What's the best place to go shopping for clothes?
- 2 interesting monument?
- 3 dangerous part of the city?
- 4 nice park?
- 5 bad time of year to visit the city?
- 6 important festivals in the city?



2 Work in pairs, A and B.

A: Choose a city that you know.

B: Ask the questions in 1 about A's city. Swap roles.

3 Work with a different partner. Repeat the same activity.

10D City souvenirs

SPEAKING

1 Work in pairs. Discuss these questions.

- Do you have any souvenirs from other cities/countries at home? What are they? Where are they from?
- When you visit another city/country, do you buy souvenirs? Who do you buy them for? What do you buy?
- What do people buy as souvenirs from your city/country?

VOCABULARY: size & colours

1 Complete the descriptions of the souvenirs with a word from the box.

brown blue red white silver black

- It's a light _____ T-shirt.
- It's a tiny _____ keyring.
- It's a small _____ taxi.
- It's a large _____ and _____ football shirt.
- It's a big _____ teddy bear.

Language note

Remember: colour words are adjectives - they come BEFORE the noun.

~~A black taxi.~~

A black taxi.

2 Use the words in the box to describe things in the gift shop.

	SIZE	COLOUR		NOUN
It's a They're	small	black white yellow silver gold		T-shirt. towels. pen. teddy bear taxi. football shirt. mug.
	big	light dark	red blue green brown	



LISTENING

- 1 2.51 Listen to Rob and Meg in the gift shop. What do they buy? How much does it cost?

- 2 2.51 Listen again and answer the questions.

- 1 How many mugs does Meg buy?
- 2 How much are the pens?
- 3 How many pens does Meg buy?
- 4 What is the book about?
- 5 How many bags does Meg want?

FUNCTIONAL LANGUAGE: in a shop

- 1 Complete the dialogues with the phrases in the box.

You're welcome. I can't see a price.
Can I help you?

Shop assistant: Hello. (1) _____
Customer: Yes please. How much is this book?
(2) _____
Shop assistant: Just a minute. It's £7.95.
Customer: Thank you.
Shop assistant: (3) _____

No, I'm sorry we don't. OK, thanks.
Do you have any keyrings?

Customer: (4) _____
Shop assistant: Yes, we do. There are silver ones and these black ones.
Customer: Do you have any with the cathedral on it?
Shop assistant: (5) _____
Customer: (6) _____

How much are they?
The book and these postcards then, please.
Anything else?

Shop assistant: (7) _____
Customer: Yes, I'd like some postcards please.
Shop assistant: They're over here.
Customer: (8) _____
Shop assistant: They're four for a pound.
Customer: Fine. (9) _____

Would you like a bag for that? Bye. Here you are.

Shop assistant: That's £8.95.
Customer: (10) _____ Ten pounds.
Shop assistant: Here's your change. (11) _____
Customer: No thanks, that's alright. Goodbye.
Shop assistant: (12) _____

- 2 2.52 Listen and check your answers. Choose one dialogue and practise it in pairs.

PRONUNCIATION: word linking 2

- 1 2.53 Listen to these sentences. Notice how some of the words are joined together.

Can I help you?
How much is it?
Just a minute.
Anything else?
They're over there.
Would you like a bag?
Here you are.

- 2 Practise saying the sentences in exercise 1 quickly.

SPEAKING

- 1 Work in groups of three, A, B and C. Choose a city.

A and B: You are tourists. You would like to buy souvenirs from the city (decide what souvenirs you want). Buy some souvenirs.

C: You are the shop assistant. Help the tourists.

Useful language

Can I help you?	How much is/are ...?
I'm sorry, we don't have any.	Here you are.
Yes, I'd like ...	Do you have ...?
	Anything else?



10 Language reference

GRAMMAR

Must/mustn't/needn't

Must is a modal auxiliary verb. This means:

- it goes with the infinitive without *to*.
- it has the same form for all subjects.
- the negative is with *not* (*n't*).
- to make a question, put *must* before the subject and the infinitive after the subject.

Must, mustn't, needn't

I	must	
You		
He/She/It	mustn't	wear shoes in this place
We	must not	
They	needn't	

We use *must* to talk about obligations.

Must has two possible negatives.

Mustn't (*must not*) means *don't do this*.

Needn't (*need not*) means *this isn't necessary*.

You can make questions with *must*, but this is not very common.

Must I bring a pen to the exam?

We can also say *don't* / *doesn't need to* = *needn't*.

Comparatives

Use the comparative form of the adjective to compare two people or things.

The capital is more expensive than my town.

Use *than*, not *that*, to compare the two things we are comparing.

The city is bigger than the town.

Not ~~*The city is bigger than the town.*~~

For most short adjectives (one syllable), add *-er*.

old	older
small	smaller

If the adjective ends in consonant + vowel + consonant, double the consonant + *-er*.

big	bigger
-----	--------

Longer adjectives (more than one syllable), add *more* + adjective.

expensive	more expensive
dangerous	more dangerous

Adjectives that end in *-y*, drop the *-y* and add *-ier*.

noisy	noisier
-------	---------

Good and *bad* have irregular comparative forms.

good	better
bad	worse

Superlatives

Use the superlative form of the adjective to compare more than two people and things.

It's the most dangerous part of the city.

It's the highest mountain.

With superlatives, use the article *the*.

He is the best player.

Not ~~*He is the best player.*~~

For most short adjectives (one syllable), add *-est*.

short	the shortest
cheap	the cheapest
nice	the nicest

If the adjective ends in consonant + vowel + consonant, double the consonant and add *-est*.

big	the biggest
hot	the hottest

Longer adjectives (more than one syllable), add *the most* + adjective.

expensive	the most expensive
popular	the most popular

Adjectives that end in *-y*, drop the *-y* and add *-est*.

happy	the happiest
funny	the funniest

Good and *bad* have irregular superlative forms.

good	the best
bad	the worst

FUNCTIONAL LANGUAGE

In a shop

Can I help you?

That's + price

Would you like a bag for that?

Here you are

How much is are + it

Do you have any + noun?

I'd like + noun

WORD LIST

Places in a city

bank <i>n</i> C ***	/bæŋk/
disco <i>n</i> C	/dɪskoʊ/
hospital <i>n</i> C ***	/ˈhɒspɪtl/
hotel <i>n</i> C ***	/həʊtel/
library <i>n</i> C ***	/ˈlaɪbrəri/
nightclub <i>n</i> C	/ˈnaɪtklʌb/
school <i>n</i> C ***	/sku:l/
shop <i>n</i> C ***	/ʃɒp/
shopping centre <i>n</i> C	/ˈʃɒpɪŋsɛntə/
stadium <i>n</i> C	/ˈsteɪdiəm/
town hall <i>n</i> C	/taʊn ˈhɔ:l/

Describing a town/city

beautiful <i>adj</i> ***	/bju:tɪfl/
boring <i>adj</i> **	/ˈbɔ:ɪŋ/
cheap <i>adj</i> ***	/tʃi:p/
cosmopolitan <i>adj</i>	/kɒsməˈpɒli:tən/
dangerous <i>adj</i> ***	/ˈdeɪŋdʒərəs/
expensive <i>adj</i> ***	/ɪkˈspensɪv/
friendly <i>adj</i> *	/ˈfrendli/
historical <i>adj</i> **	/hɪstərɪkl/
interesting <i>adj</i> **	/ˈɪntrɪstɪŋ/
modern <i>adj</i> ***	/mɒdɪn/
noisy <i>adj</i> **	/ˈnɔɪz/
polluted <i>adj</i>	/pəˈlu:tɪd/
quiet <i>adj</i> ***	/ˈkwaɪət/
safe <i>adj</i> ***	/seɪf/
ugly <i>adj</i> *	/ˈʌɡli/
unfriendly <i>adj</i>	ənˈfrendli

go + -ing

go dancing	/ɡəʊ ˈdɑ:nsɪŋ/
go diving	/ɡəʊ ˈdaɪvɪŋ/
go sightseeing	/ɡəʊ ˈsaɪtsi:ŋ/
go shopping	/ɡəʊ ˈʃɒpɪŋ/
go swimming	/ɡəʊ ˈswɪmɪŋ/
go walking	/ɡəʊ ˈwɔ:kiŋ/

Size & colours

big <i>adj</i> ***	/bɪɡ/
dark <i>adj</i> ***	/dɑ:k/
gold <i>adj</i>	/ɡəʊld/
large <i>adj</i> ***	/lɑ:dʒ/
light <i>adj</i> ***	/laɪt/
silver <i>adj</i>	/ˈsɪlvə/
small <i>adj</i> ***	/smɔ:l/
tiny <i>adj</i> **	/ˈtaɪni/

Other words & phrases

apartheid <i>n</i> U
at least
bizarre <i>adj</i>
carry <i>v</i> ***
dancefloor <i>n</i> C
get dressed <i>v</i>
gun <i>n</i> C ***
illegal <i>adj</i> **
jewellery <i>n</i> U **
keyring <i>n</i> C
lose <i>v</i> ***
offer <i>v</i> ***
permit <i>n</i> C
put <i>n</i> C *
quality <i>n</i> C ***
shark <i>n</i> C
shout <i>v</i> ***
skull <i>n</i> C ***
snake <i>n</i>
spa <i>n</i>
strange <i>adj</i> ***
teddy bear <i>n</i> C
throw <i>v</i> ***
unwell <i>n</i> C *

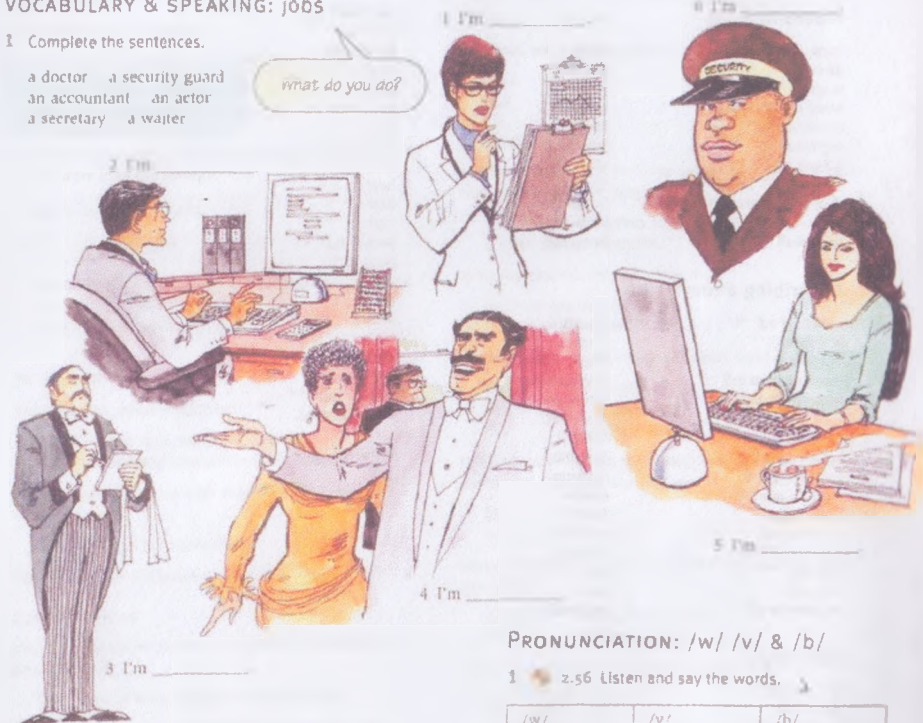
11A | Working behind the scenes

VOCABULARY & SPEAKING: jobs

1 Complete the sentences.

a doctor a security guard
an accountant an actor
a secretary a waiter

What do you do?



PRONUNCIATION: /w/ /v/ & /b/

1 2.56 Listen and say the words.

/w/	/v/	/b/
waiter	vet	builder
Will	Victoria	Bob
Washington	Vincent	Barbara
Wendy	vegetables	Brighton
working	vocabulary	bread
whisky	Vienna	beer

2 2.57 Listen and read the text.

Will is a waiter. He lives in Washington. He likes working and whisky.

3 Make similar texts with other words from the box.

_____ is a _____. He/She lives in _____.
He/She likes _____ and _____.

2 2.54 Listen to the recording to check your answers.

3 2.55 Listen and underline the correct words.

- I work *for* / *to* a big company.
- I'm in charge *for* / *of* other people.
- I work *in* / *to* a restaurant.
- I work *in* / *at* home.
- I work *with* / *to* the public.
- I often work *on* / *in* a computer.

4 Work in pairs. Discuss these questions.

- What do you do?
- Do you like your work?
- Do you know people who do the jobs in exercise 1?
- Which job would you like to do?

LISTENING

- 1 Read the description of the television documentary show *Behind the Scenes*.

BEHIND THE SCENES

Every week, *Behind the Scenes* visits a big organization and talks to the people who do the invisible jobs, the work behind the scenes. This week, we visit a _____ in England and talk to a _____ and an _____.

- 2 2.58 Listen to the show and complete the description in exercise 1.

- 3 2.58 Listen again. Underline the correct words to complete the sentences.

- Janet works with two men / a man and a woman.
- Janet got the job eleven / two years ago.
- Janet's father likes / doesn't like her job.
- Michael works with three people / two people in the accounts department.
- Michael got his job ten years ago / last year.
- Michael thinks his job is boring / isn't boring.

- 4 Work in pairs. Discuss these questions.

- Do you know anybody who works in a hospital?
- What is his/her job?
- Does he/she work behind the scenes?

GRAMMAR: question review

Why, when, where, who, what and how are all question words.

We can combine *how* and *what* with other words to begin questions.

How + many/much/often/old ...

What + time

Remember the word order with questions: (auxiliary) + subject + verb.

- SEE LANGUAGE REFERENCE PAGE 120

- 1 Look at the interviewer's questions from *Behind the Scenes*. Correct the mistakes in the questions.

- What you do?
- When did start you here?
- What do other people thinks of your job?
- You like your job?
- Where you work in the hospital?
- Why you do like your job?

- 2 Look at tapescript 2.58 on page 145 to check your answers.

- 3 Complete the questions about work with a question word from the box.

what what when who how many why where

- _____ are you from?
- _____ did you study at school?
- _____ do you work with?
- _____ did you start work today?
- _____ did you do today at work?
- _____ do you like your job?
- _____ days do you work every week?

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

SPEAKING

- 1 Play Guess the job. Work in pairs, A and B.

A: Choose a job.

B: Ask questions and guess the job. Use the questions from grammar exercise 3 to help you.

- 2 Swap roles and repeat the activity.

DID YOU KNOW?

- 1 Read the text about the National Health Service.

The NHS (National Health Service) is a public health care service in Britain. It's free for all British people. In Britain, 11% of nurses are men, and 89% are women. 35% of new nurses and 25% of new doctors every year come from other countries. In a report in 2004, 75% of NHS workers said that it was difficult work, but they liked their jobs.



- 2 Work in pairs. Discuss these questions.

- Are hospitals in your country public or private?
- Are nurses usually women in your country?
- Do you know someone who works in another country? What do they do?

11B | The future of work

SPEAKING

- 1 Read the sentences and circle *I agree / I disagree / I don't know*.
 - 1 It is normal to change jobs many times.
I agree. I disagree. I don't know.
 - 2 It is easy to get a job in my country.
I agree. I disagree. I don't know.
 - 3 Many people work at home in my country.
I agree. I disagree. I don't know.
 - 4 You must know how to use a computer to get a job.
I agree. I disagree. I don't know.
 - 5 Lots of people don't have jobs in my country.
I agree. I disagree. I don't know.
- 2 Work in pairs. Compare your answers. Explain why you agree or disagree.

READING

- 1 Read the text. What is *Futurework*?
 - 1 A book about the future of work in Britain.
 - 2 A webpage about the best jobs in the future in Britain.
 - 3 A magazine article about work and life in Britain.
- 2 Read the text again and decide if the sentences are true (T) or false (F).
 - 1 *Futurework* is about the future of work around the world.
 - 2 Lancaster wrote *Futurework* quickly.
 - 3 Lancaster thinks that people will change jobs often.
 - 4 Mobile phones will create more stress in the future.
 - 5 Lancaster thinks that working at home is a good thing.
 - 6 There are more old people in Britain now than in the past.
 - 7 It will be important to know other languages to get a good job.
- 3 Work in pairs. Look at the predictions about work. Do you think these are true for your country? Discuss with your partner.

the future won't wait ... will you?

In *Futurework*, author Lee Lancaster describes the world of work for the rest of the 21st century. Lancaster makes these predictions several years after investigation into jobs in Britain and around the world. Chapters include:

How many jobs? You won't have a permanent job for life in the future. People will change jobs many times during their lives. Part-time jobs will be more common than full-time jobs.

Work/life balance? With mobile phones, laptop computers, email and the internet it will be difficult to separate your job and your personal life. People will be more stressed.

Office in the living room? Working from home will be more popular in the future. That is good news and bad news. If your job is at home, where will you go for a day off?

A life of service? Britain's population is getting older, and the economy is changing. This means that more people will be employed in the service sector: shops, hospitals, centres for old people, hotels and restaurants.

Languages and jobs? How many languages do you speak? Yes, English will be a very important language in the future of work, but it won't be the only language. Many people in Britain only speak English at the moment. People who speak two or more languages will have better opportunities.

Other important skills for future jobs? Computers, the Internet and communication skills. You need to know these important things if you want a good, well-paid job in the future.

'If you want to know what the future is, you must read Lancaster's work!'

Daily Sun Times

'Lancaster explains clearly and completely what the dangers of future work will be, and how we can prepare for them.'

Publisher's Circle

See also the website www.futurework.com

VOCABULARY: describing work

- 1 Find the opposites of these words in the text.

part-time badly-paid temporary
unemployed

- 2 Complete the sentences with a word from exercise 1.

- 1 There is a _____ job at the school. They are looking for a person to work from February to July.
2 She has a _____ job in the bank. She only works Tuesdays and Thursdays.
3 He hates his job. It's dirty, dangerous and _____. He never has any extra money.
4 I'm _____ at the moment. I can't find a job.

- 3 Work in pairs. Discuss these questions.

What jobs are well-paid in your country? What jobs are badly-paid?
Are many people in your country unemployed? Do students often have part-time jobs in your country?

- 2 Match the sentences in exercise 1 to the other books about life in the future in the box below.

Futurelive Futuredrive Futureeat

- 3  2.59 What is your future? Listen to the words and make sentences with I'll or I won't.



- 1 he rich I'll be rich, or I won't be rich.

- 4  2.59 Work in pairs. Listen to the recording again. Now make questions and answers.

- 1 he rich Will you be rich? Yes, I will. No, I won't.

GRAMMAR: predictions (will)

Use *will* to talk about predictions in the future. Use *will* when we're certain something will happen in the future.

The negative of *will* is *will not* (won't).

Part-time jobs **will** be more common than full-time jobs.

You **won't** have a permanent job for life in the future.

Where **will** you go for a day off?

 SEE LANGUAGE REFERENCE PAGE 120

- 1 Complete the sentences with *will* / *will not* + the verb in brackets. Use contractions.

- 1 Public transport, like buses, _____ (not use) petrol. They _____ (work) on electricity.
2 A computer _____ (control) everything in your house: lights, fridge, television.
3 Every car _____ (have) a computer with satellite technology.
4 There _____ (be) more problems with bad meat and people _____ (be) ill.
5 People _____ (not cook), they _____ (buy) prepared food.
6 People _____ (not live) in tall buildings, they _____ (live) underground.

SPEAKING

- 1 Do the My Future Working Life quiz.

My Future Working Life

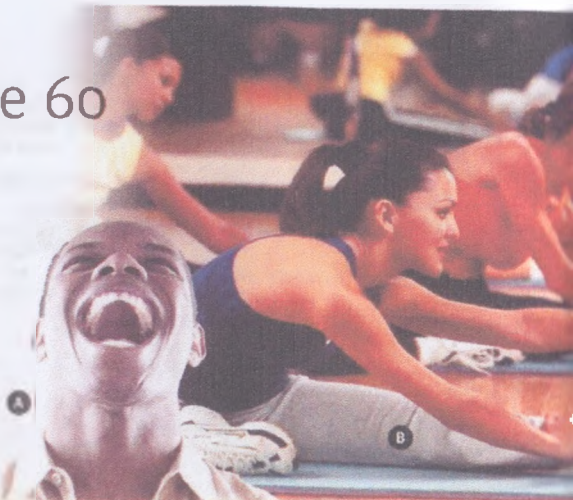
In 10 years ...

- 1 I'll have (a) a good job (b) an OK job (c) no job
2 I'll work (a) many hours (b) part-time (c) not many hours.
3 Work will be (a) the most important part (b) very important (c) not important in my life.
4 I'll work (a) close to home (b) far from home (c) at home.
5 (a) Some people (b) Lots of people (c) Nobody will work for me.
6 I'll be (a) happy (b) satisfied (c) unhappy with my job
7 In my work (a) I'll travel to other countries (b) I'll travel inside my country (c) I won't travel.
8 I'll go to work (a) in the company limousine (b) in my own car (c) by bus.
- 2 Work in pairs. Tell your partner about your future working life. Who will have a better future?

11c | 16 before 60

SPEAKING & READING

- 1 Work in pairs. Complete the sentences.
- 1 If you want to be happy at work, you should ...
- 2 If you want to live a long time, you shouldn't ...
- 3 If you want to be happy when you're 60 years old, you should ...
- 2 Compare with another pair in the class.
- 3 Read the magazine article '16 things to do before you're 60 years old'. Match the photos A-C with the correct paragraph.



16 things to do before you're 60 years old

Are you living your life as best as you can? Are you working to live, or living for your work? We have collected a list of 16 things that usually make people happier and healthier. It's time to take a look at your life critically. Which of these things do you do? Which are you going to do?

1 Take a break

Take a break from work to do something different: go back to school, try a different job or travel to a different country. Make plans now.

2 Say 'no'

It's difficult to say 'no' when someone asks you to do a job. If you say 'yes' to things that are impossible for you, then you will be unhappy, and more stressed.

3 Exercise

If you do more exercise, you feel better and look better.

4 Learn from your mistakes

When you make a mistake, see this as a chance to learn something new. Don't make the same mistake again and again.

5 Make things simple

People often have too many things. If you don't use it, or love it, then you don't need it!

6 Do some volunteer work

Help others and it helps you. Research shows that helping other people who need you makes you happier and live longer.

7 See the positive side

One American study showed that optimists live 7.5 years longer than pessimists. Happy people make friends more easily too.

8 Make a difference in society

If you can vote, then you should.

9 Sleep well

We sleep more than 30% of our lives. Experts say you should have a good bed and sleep between seven and eight hours every night.

10 Save money

It's never too late to save money, and it needn't be a lot. Start early!

11 Eat well

A healthy diet, with lots of fruit and vegetables, protects you from health problems.

12 Quit

If you smoke, today is the best day to stop. Your body notices the difference in 24 hours.

13 Check your teeth

Many people hate the dentist, but if you don't go you will regret it later. Make an appointment with the dentist twice a year for a healthy smile.

14 Laugh more

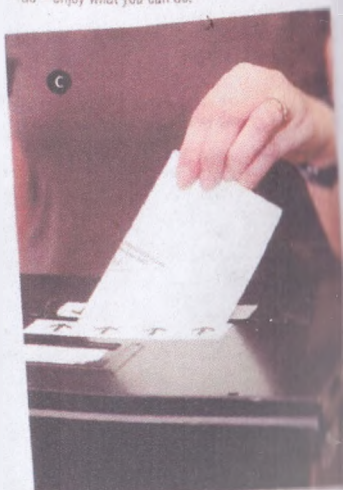
According to an American doctor, if you laugh more, you will be healthier. A good laugh is good exercise.

15 Drink water

Because water makes you healthier, more beautiful and more relaxed.

16 Don't worry!

Don't feel bad about all the things you can't do – enjoy what you can do!



4 Read the article again. Which paragraphs talk about:

- | | |
|------------------------|--------------------|
| 1 food and drink _____ | 6 money _____ |
| 2 exercise _____ | 7 your teeth _____ |
| 3 feelings _____ | 8 sleep _____ |
| 4 cigarettes _____ | 9 politics _____ |
| 5 school _____ | 10 work _____ |

5 Match the highlighted words to the definitions.

- | | |
|---------|---|
| 1 _____ | work for no money |
| 2 _____ | to stop and relax for a short time |
| 3 _____ | to feel bad about something you did |
| 4 _____ | to stop doing something |
| 5 _____ | opportunity |
| 6 _____ | to put money in the bank for the future |

6 Read the article again. Put a tick (✓) next to the things that you already do, or did in the past.

7 Work in pairs. Compare your lists. Which are the same?

VOCABULARY: collocations *make & do*

- Find all the examples of *make* and *do* used as a main verb in the text. Underline them and the words that come after them.
- Make sentences that are true for you using the words in the box.

I never I always I sometimes I usually	do make	my homework every night. friends easily. a good job when I'm motivated mistakes in English. coffee in the morning. plans for the future.
---	------------	---

LISTENING

- 2.60 Five people talk about '16 things to do before you're 60'. Put a tick (✓) next to points in the article you hear.
 - 2.60 Listen again and match the sentences to the people - David, Sandra, Will, Ail, and Jarvis.
- | |
|---|
| 1 He's a student. |
| 2 She's going to go to a gym next year. |
| 3 Her husband is a pessimist. |
| 4 He's going to live in France. |
| 5 He plays football. |

GRAMMAR: *going to*

We use *be + going to + infinitive* to talk about plans in the future.

Affirmative *She's going to go to the gym next year.*

Negative *I'm not going to stop smoking.*

Question *What are you going to do?*

SEE LANGUAGE REFERENCE PAGE 120

1 Rearrange the words to make sentences.

- to a is going buy David good bed
- going water drink she is to more
- in live country Will is not another going to
- stop smoking going to I'm

2 Complete the reporter's questions to Jarvis about the trip he is going to make.

- Where / go? *Where are you going to go? To China.*
- Who / go with? *My best friend, Charlie.*
- When / make this trip? *In two years, when I finish my studies.*
- How / get there? *By plane.*
- What / do? *We're going to ride around the country on motorbikes.*

3 Think of a trip you are going to make in the future. Make notes about the trip.

4 Work in pairs. Interview your partner about the trip. Use the questions in exercise 2.

PRONUNCIATION: /tə/

1 2.61 Listen to the pronunciation of the word *to* in these sentences.

- I'm going to drink more water.
 - I'm going to stop smoking.
 - What are you going to do?
 - Who are you going to go with?
- 2 Practise saying the sentences.

SPEAKING

- Look at the list of '16 things to do before you're 60'. Make sentences about things you are going to do in the future and things you aren't going to do in the future.
- Work in pairs. Compare your lists. Are there other things you are going to do?

11b | Love and work

READING & SPEAKING

- 1 Look at the pictures and the heading of the webpage below. What is the webpage about?



- 2 Read the comments about 'Love and Work' on an Internet discussion board. Which people think it's good and which people think it's bad?

Love and work.org

Love and work - a good idea?

- 1 My boss asked me out. It was terrible. I said no. I lost my job two weeks ago
- 2 I met my wife at work. We were in the same office. We got married ten years ago. We are married now, and we still work together. It's great.
- 3 I think it's awful. I never go out with the people I work with. It's not professional.
- 4 I'm a teacher and my husband is a teacher. We get along very well, but we can't work at the same school. He has his work and I have mine. It's better that way.
- 5 I went out with a colleague for three months. Then we broke up. We don't talk now, but we still work together. I hate the situation, because everybody at work is talking about us.
- 6 I met my ex-husband when I was his secretary. We had a relationship and got married. Now we are divorced, and guess what? He's in a relationship with his new secretary!

- 3 Work in pairs. Discuss these questions.

- Is it good or bad to have a romantic relationship with a person you work with?
- Why or why not?

VOCABULARY: phrasal verbs

Language note

A phrasal verb is a combination of two or three words that you use like a verb. *Go out, take off, get up* are phrasal verbs.

- 1 Underline these phrasal verbs in the text.

ask out go out break up
get along

- 2 Match the phrasal verbs from exercise 1 with the definitions.

- 1 to have a romantic relationship with
- 2 if people , they like each other and are friendly to each other
- 3 to end a romantic relationship
- 4 to invite someone to go somewhere because you want to start a romantic relationship with them

- 3 Complete the sentences with a verb from the box.

ask go get break

- 1 Older men out with younger women.
- 2 Younger men out with older women.
- 3 The man the woman out.
- 4 The woman the man out.
- 5 People up by phone.
- 6 People up face to face
- 7 People who like the same things along well.
- 8 People who like different things along well.
- 4 Which of the sentences in exercise 1 is more common in your country?

LISTENING

- 1 2.62 Listen to three conversations between the people in the pictures. Who invites who?



- 2 2.62 Listen again and decide if the sentences are true (T) or false (F).

- 1 The tour finishes tomorrow.
- 2 The hotel manager doesn't want to have dinner with Valerie.
- 3 Dave invites Valerie for a drink.
- 4 Valerie doesn't want to have a drink with Dave.
- 5 Dave is a police officer.
- 6 Sam invites Dave to the police station.

FUNCTIONAL LANGUAGE: invitations

Invitations

Would you like to *go to the theatre*
have dinner (with me/us)?
come

Responses

Yes, *I'd love to.*
that would be nice
I'm working/going shopping
No, *thanks sorry. I can't.*
I'm busy

SEE LANGUAGE REFERENCE PAGE 121

- 1 Correct the mistakes in the sentences.

- 1 Would you like have dinner with me tomorrow night?
- 2 No, I'm sorry. I busy.
- 3 Would you like to have a drink me?
- 4 Yes, I love to.
- 5 Do you like to come with us now to the police station?

- 2 Look at tapescript 2.62 on page 146 to check your answers.

SPEAKING

- 1 2.63 Read and listen to the dialogue.

A: Hello.
B: Hi. How are you?
A: Fine, thanks.
What are you doing?
B: Oh, nothing much.
A: Would you like to have a cup of tea with me?
B: Oh, yes. That would be nice.
A: I know a very good café near here.
B: Good. Let's go.



- 2 Work in pairs. Practise the dialogue.
- 3 Work in pairs. Choose one of the roles in the box. Prepare a similar dialogue.

The President of the United States and the president of your country
Two students after class
Two famous film stars (you decide who)
Other (you decide the roles)

11 Language reference

GRAMMAR

Question review

When, where, what, how, who and why are all question words. We use them to begin a question.

Remember these rules about questions in English.

We make questions with the verb *be* by putting the verb in front of the subject.

verb subject

Are you a doctor?

Where were you yesterday?

We make questions in the present simple and past simple with an auxiliary verb (*do/does/did*) and the infinitive. We put the auxiliary verb before the subject and we put the infinitive after the subject.

auxiliary subject infinitive

Do you work at night?

When did you finish today?

Other verb forms (present continuous, *can*, *should*) already have an auxiliary verb and a main verb. We put the auxiliary verb before the subject and we put the infinitive after the subject.

auxiliary subject infinitive

Can you speak English?

What should he do?

Will / won't

We use *will* to talk about predictions in the future.

Will is a modal auxiliary verb. This means:

- It goes with the infinitive without *to*.
- It has the same form for all subjects.
- the negative is with *not* (*n't*).
- to make a question, put *will* before the subject and the infinitive after the subject.

Affirmative & negative

I	will	
You	'll	
He/She/It	won't	have a job in ten years.
We		
They		

Question & short answer

Will	I you he she it we they	have a job in ten years?	Yes, No,	I you he she it we they	will won't
------	---	-----------------------------	-------------	---	---------------

Going to future

Use *be + going to + verb* to talk about plans for the future.

She's *going to go* to the gym next year.

Affirmative

Full form

I am
You are
He/She/It is
We are
They are

going to
vote in
the next
election

Contraction

I'm
You're
He's/She's/It's
We're
They're

going to

do
exercise

Negative

Full form

I am
You are
He/She/It is
We are
They are

not
learn
another
language

Contraction

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

going to
learn
another
language

Question & short answer

Am I			Yes, I am
Are you			No, I'm not.
Is he/she/it	going to	visit England?	Yes, he/she/it is. No, he/she/it isn't.
Are we			Yes, you, they, we are.
Are they			No, you, they, we aren't.

FUNCTIONAL LANGUAGE

Invitations

Would you like to + verb (with me/us)?

Responses

Yes, I'd love to.

That would be nice.

No, thanks.

Sorry, I can't.

Sorry/Thanks, but I'm busy.

WORD LIST

Jobs

accountant <i>n</i> C	/əkaʊntənt/
actor <i>n</i> C ***	/æktə/
builder <i>n</i> C	/bɪldə/
doctor <i>n</i> C ***	/ˈdɒktə/
nurse <i>n</i> C **	/nɜːs/
secretary <i>n</i> C *	/ˈsekɹətəri/
security guard <i>n</i> C	/ˈsekjuəriːɡɑːd/
vet <i>n</i> C	/vet/
waiter <i>n</i> C	/ˈweɪtə/

Describing work

badly-paid <i>adj</i>	/ˈbædli peɪd/
employed <i>adj</i> **	/emˈplɔɪd/
full-time <i>adj</i>	/fʊlˈtaɪm/
part-time <i>adj</i>	/pɑːtˈtaɪm/
permanent <i>adj</i> **	/ˈpɜːmənənt/
temporary <i>adj</i> ***	/ˈtempərərɪ/
unemployed <i>adj</i> *	/ˌʌnimˈplɔɪd/
well paid <i>adj</i>	/welˈpeɪd/

Collocations with *make* & *do*

do a good job	/duː ə ɡʊd dʒɒb/
do homework	/duː ˈhəʊmwɜːk/
make a friend	/meɪk ə ˈfrend/
make a mistake	/meɪk ə ˈmɪstəɪk/
make coffee	/meɪk ˈkɒfi/
make plans	/meɪk ˈplænz/

Phrasal verbs

ask out <i>v</i> *	/æsk aʊt/
break up <i>v</i> ***	/breɪk ʌp/
get along <i>v</i> **	/ɡet əˈlɒŋ/
get up <i>v</i> ***	/ɡet ʌp/
go out <i>v</i> ***	/ɡoʊ aʊt/

Other words & phrases

chance <i>n</i> C ***	/tʃaɪns/
chapter <i>n</i> C ***	/ˈtʃæptə/
invisible <i>adj</i> *	/ɪnˈvɪzəbəl/
opportunity <i>n</i> C ***	/ˌɒpəˈtjuːnəti/
public <i>adj</i> ***	/ˈpʌblɪk/
quit <i>v</i> *	/kwɪt/
request <i>v</i> ***	/rɪˈɡrest/
save (money) <i>v</i> ***	/seɪv/
volunteer work <i>n</i> U	/ˌvɒlənˈtɪə wɜːk/

12A | Lifetime achievements

SPEAKING & VOCABULARY: music

- 1 Put the words into two groups.

singer rock pop musician songwriter
jazz R&B band rap folk classical

People who make music	Kinds of music

- 2 What are these words in your language? Which ones are similar?

- 3  2.44 Listen to different kinds of music. What kind of music is each one? Do you like it?

- 4 Work in pairs. Discuss these questions.

- What kind of music do you listen to?
- Can you sing or play a musical instrument?
- Do you like going to concerts?
- What kind?

READING

- 1 You are going to read an article about the Grammy Awards. Look at the photos on the page. What do you think the Grammy Awards are?
- 2 Read the article. Look at the pictures A–D. Which person is not in the article?
- 3 Read the biographies again and answer the questions.
- 1 How many Lifetime Achievement Awards does the Grammy Foundation give every year?
- 2 Name two songs by Bob Dylan and two by Aretha Franklin.
- 3 Where are the Rolling Stones from?
- 4 Where have the Rolling Stones given concerts?
- 5 What is Aretha Franklin's other name?
- 6 Which musician has also won an Oscar?

- 4 Work in pairs. Discuss the questions.

- Do you know any of these singers or groups?
- What do you think of them?
- Do you like their music?



The Grammy Awards, or Grammys, started in 1959 and are held every year in New York or Los Angeles. They celebrate the best in the music business. Every year the Grammy Foundation gives a Lifetime Achievement Award to individuals or groups who have made an important contribution to the music business. Here are some winners from the past.

The Rolling Stones

Made any two songs from Britain.

Received the Grammy Lifetime Achievement Award in 1988. They are the longest and most successful rock and roll band in history. They haven't stopped making music for more than 40 years. They have made over 25 albums and have had more than 50 top ten songs. They have given concerts in 15 every continent.

GRAMMAR: present perfect 1 – affirmative

Use the present perfect to talk about general events or experiences in the past. When we use the present perfect, we don't talk about a specific time in the past.

The present perfect uses *have/has* + past participle.

He has written more than 450 songs.

She has won 17 Grammys.

1 SEE LANGUAGE REFERENCE PAGE 130

- 1 Underline all the examples of the present perfect affirmative in the article.

- 2 Make the past participles of these verbs.

make say write stop change give sing have win

- 3 Complete the text about another Grammy Award winner. Put the words in brackets into the present perfect.

Joni Mitchell

Born in 1943, Canada.

Received the Grammy Lifetime Achievement Award in 2002. Joni Mitchell is one of the most important woman singers and songwriters of the twentieth century. She (1) _____ (make) 21 albums. The musicians Prince, Seal and Annie Lennox (of the Eurythmics) (2) _____ (say) that she was an influence on their music. Joni Mitchell (3) _____ (write) poetry and (4) _____ (be) famous for her work as a painter. She (5) _____ (win) many awards for her work.

Bob Dylan

Born in 1941, Minnesota, USA.

Received the Grammy Lifetime Achievement Award in 1993.

People have said that Bob Dylan is the greatest songwriter

- of all time. He has written more than 450 songs, including the hits 'Blowin' in the Wind' and 'Mr Tambourine Man'. He has won many Grammys, and an Oscar for his work. Bob Dylan is also famous because he has changed musical styles many times.

Aretha Franklin

Born in 1942, Tennessee, USA.

Received the Grammy Lifetime Achievement Award in 1994.

Aretha Franklin is also called the 'Queen of Soul'. She has made more than 30 albums and has sung some of the most

- famous R&B songs in history, including 'Respect', 'You Make Me Feel Like a Natural Woman' and 'I Never Loved a Man (The Way I Love You)'.

PRONUNCIATION: contractions

- 1 2.65 Listen to these contractions.

I have won an award. I've won an award.

He has not won an award. He hasn't won an award.

They have won an award. They've won an award.

- 2 Say the sentences below with contractions.

1 We have not won an award.

2 He has written a song.

3 She has not changed musical style.

4 You have not won.

5 It has not been easy.

6 I have not said the truth.

- 3 2.66 Listen to the recording to check your answers. Say the sentences.

SPEAKING

- 1 2.67 Read and listen to a person talking about her favourite singer.

I think Robbie Williams should get a Lifetime Achievement Award. He has made some great CDs. He's written lots of songs. He's given concerts all round the world. He's been number one in many countries, and he has a million a week. I think he's a great singer.

- 2 Work in pairs. Which musician or group from your country should get a Lifetime Achievement Award for their work? Why? Prepare your reasons. Look at exercise 1 for an example.
- 3 Work with another pair. Explain who should get the Lifetime Achievement Award.



12B A public life

SPEAKING

1 Work in pairs, A and B.

A: Choose one of the photos. Describe it to your partner.

B: Guess the picture. Swap roles and repeat.

2 Have you been in one of these situations? How did you feel?

I was on television. I didn't like it. I was very nervous. I spoke at a friend's wedding. It was great.



LISTENING

1 in 4 Americans have been on television, study says

Number 1 dream: to be on television say young people

Psychologists say 'we are obsessed with public lives'

1 Look at the headlines. Do you think these statements are true for your country?

2 2.68 Listen to someone doing a survey in Britain. Tick (✓) the words you hear.

television camera radio game show newspaper
a letter the morning news the evening news

3 3.68 Listen to the recording again and complete the table.

✓ Yes X No ? doesn't say

	Speaker 1	Speaker 2	Speaker 3
been on TV	X		
spoken on radio	X		
written to newspaper	?		

GRAMMAR: present perfect 2 – questions & negative

Use the present perfect to ask about experiences in the past.

In questions in the present perfect, we can use **ever**. **Ever** usually means 'in your life'.

*Have you ever been on television? Yes, I have.
Have you ever written to a newspaper? No, I haven't.*

We can use **never** in negatives. **Never** = not ever.
I've never been on television.

Have you ever been in the newspaper? No, never.

SEE LANGUAGE REFERENCE PAGE 120

4 Complete the past participles. Then match them to the infinitives in the box.

be write have hear call speak

- 1 b_e_n 4 h_e_d 7 h_e_r_d
2 sp_k_n 5 s_e_n
3 c_l_d 6 wr_t_B

- 2 Complete the dialogue. Put the words in brackets into the present perfect.

Journalist: (1) _____ (you ever be) on television?

Martin: No, I haven't.

Journalist: (2) _____ (you ever speak) on the radio?

Martin: What do you mean?

Journalist: Well, (3) _____ (you: called) a radio station?

Martin: Yes, I have.

Journalist: (4) _____ (you ever have) your photo in the newspaper?

Martin: Yes, I have. I (5) _____ (write) several letters to the newspaper. One time my photo was next to my letter. (6) _____ (you hear) of the *Daily Star*?

Journalist: No, I haven't. I (7) _____ (never hear) of it. I work for the *Weekly Times*.

Martin: I (8) _____ (never see) your newspaper.

- 3 2.69 Work in pairs. Listen to the recording to check your answers. Practise the dialogue with a partner.

PRONUNCIATION: irregular past participles

- 2 2.70 Listen to the past participles.

known	given	won	made	read
spoken	driven	done	paid	met

- 3 Put the words in the correct column in exercise 1.

broken slept come written taken

- 3 2.71 Listen to the recording to check your answers. Say the words.

SPEAKING

- 1 Read the A Public Life questionnaire. Make the questions.

A Public Life

— Are you a public person or a private person?

Have you ever ...

been on television?	When?
appeared in public?	Where?
been a radio programme?	When?
had your photo in the newspaper?	When?
written a letter to the newspaper?	When?
known an event in public?	When?
sung in public?	When? What song?

- 2 Work in pairs. Ask and answer the questions from exercise 1. Answer Yes, I have or No, I haven't. If your partner answers Yes, I have, ask the next question (Where? When? etc.).

A: Have you ever been on television?

B: No, I haven't.

A: Have you ever spoken in public?

B: Yes, I have.

A: Where?

B: At school.

- 3 Tell the rest of the class about the people you interviewed. Who has the most public life in the class?

DID YOU KNOW?

- 1 Read the information about *Time* magazine.



The American magazine *Time* has a special issue every year called Person of the Year. *Time* chooses the Person of the Year as the individual or group of individuals who have had the biggest effect on the year's news. They have had very public lives.

Some of the people of the year for *Time* magazine have been:

Mohandas Gandhi, Indian leader (1930)

Adolf Hitler, German leader (1938)

Elizabeth II, Queen of England (1952)

Martin Luther King, American Civil Rights leader (1963)

Jeff Bezos, founder of Amazon (1999)

- 2 Work in pairs. Discuss these questions.

- Do you know the magazine *Time*? Is there a similar news magazine in your country?
- Think of some people who are on television or in the news a lot at the moment. Why are they in the news? Do they have a very public life?

12c English in your life

SPEAKING

- 1 Work in pairs. When you are learning English, what is important? Read the sentences and choose three that are very important and three that aren't very important.
 - 1 A good relationship with other people in the class
 - 2 A small class (not many students)
 - 3 A comfortable classroom, with good chairs and desks for the students
 - 4 Interesting lessons
 - 5 A CD player and television in the classroom
 - 6 A good teacher
 - 7 A computer with internet for every student
 - 8 Lots of homework
- 2 Compare your answers with another pair. What other things are important when you are learning English?

READING

- 1 Read the text. What kind of text is it?
 - 1 An advertisement brochure for a language school
 - 2 A newspaper article about a language school
 - 3 A story about people at a language school
- 2 Read the text again and answer the questions.
 - 1 Who didn't feel relaxed when she came to the school?
 - 2 Who likes speaking in class?
 - 3 Who is going to take an important exam?
 - 4 Who didn't learn English when he was younger?
 - 5 Who says there aren't many students in the class?
 - 6 Who comes to the school because it isn't expensive?
 - 7 Who thought that English was difficult, but liked it?
 - 8 Who makes a prediction about English in his country?
- 3 Work in pairs. Are you similar to one of these students? Discuss with a partner.



WHY LEARN ENGLISH WITH US? BECAUSE WE'RE THE BEST.

If you don't believe us, read what our students say.

I came to your school because I wanted to learn English. I thought English was difficult and boring work, only grammar, lots of vocabulary to memorise, etc. But then I saw that here you can also learn English with films, or songs. We also had computer classes on the internet. I didn't know any English when I started at your school, but one year later I knew a lot of English.
Doris

I have been at the International School of English for two years. I'm studying now for an important exam. I like this school because there are not many students in the class and the teacher gives us a lot of personal attention.
Kanda

I'm a student at your school. I speak a lot of English, but I don't practise outside of class, so I come here to the conversation classes. I'm learning lots of English expressions. The teachers at your school have helped me a lot. The classes are good, and they are cheaper than other schools. That's why I'm with the International School.
Moulea

I haven't studied English before. When I was a child, we didn't study English at school. Now all the children in my country are learning English when they are very young. I'm studying English because I need it for my work. In the future, everybody in my country will speak English.
Constantine

When I had my first lesson at the International School of English, I was very nervous because I could not speak English very well. But I liked studying English because all the teachers were very friendly, and they always made students relax so we could understand the lessons. I'm going to come back next year.
Renata

If you want
English for school. English for work. English for fun.

Come to
International School of English. English ... in your life.



SPEAKING

- 1 2.72 Listen to someone give a one-minute presentation in English. Tick (✓) the topic they are talking about.

Foods I like and don't like
Where I live
The capital city of my country
A typical day
A person that should win an award
A favourite thing
Learning a language

- 2 You are going to prepare a one-minute presentation in English. Choose a topic.
- 3 Prepare your presentation. Make notes of what you want to say in English.
- 4 Work in small groups. One person presents his/her topic.
- 5 You must talk about your topic for one minute.
- 6 You must talk only in English.
- 7 You can look at your notes, but you mustn't read them.
- 8 If you are not talking, you must listen to the speaker and think of one question to ask him/her after the presentation. Use the question words and phrases to help you.

GRAMMAR: verb forms (review)

SEE LANGUAGE REFERENCE PAGE 130

- 1 Find examples of the following verb forms in the text.
- | | |
|------------------------------------|--------------------------------------|
| 1 two different future verb forms | 5 a past simple in the negative |
| 2 a present continuous | 6 an irregular past simple verb form |
| 3 a present simple | 7 a regular past simple verb form |
| 4 a present simple in the negative | 8 a present perfect |
- 2 Complete the English In Your Life questionnaire. Put the words in brackets into the correct form of the verb.

ENGLISH IN YOUR LIFE

- 1 Why are you learning (you learn) English now?
- 2 How often _____ (you have) English classes?
- 3 How often _____ (you do) English homework?
- 4 Who _____ (be) your first English teacher?
- 5 When _____ (you start) studying English?
- 6 _____ (you ever see) a film in English?
- 7 _____ (you ever speak) on the phone in English?
- 8 _____ (you study) English next year?
- 9 _____ (you visit) an English-speaking country in the future?

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

Why? When?
What happened next?
Where?
What did you think?
How often...?
How much/many...?

- 5 The others in the group ask the speaker one question. Answer the questions. Swap roles.

12D The end

All good things must come to an end.

Every end is a new beginning.

SPEAKING

- 1 Translate the proverbs above into your own language. Are there any similar expressions in your language? What are they in English?
- 2 Work in pairs. Ask and answer these questions.
 - How do you feel at the end of an exam?
 - How do you feel at the end of the school year?
 - How do you feel at the end of the weekend?
 - How do you feel at the end of a holiday?



LISTENING

- 1 2.73 It's the end of the Explore London tour. Listen to the recording. Match the five conversations 1-5 to the sentences a-e below.

- a Hannah invites Sam.
- b Valerie explains what happened with Dave.
- c Rob and Meg ask how to get to the train station.
- d Delilah asks permission to do something.
- e Valerie says goodbye to the group.

- 2 2.73 Listen to the recording again and answer the questions.

Conversation 1

- 1 Where was the Curtises' money?
- 2 What is Sam's job?

Conversation 2

- 3 Where is Brian going to take people?
- 4 What does Valerie want the people to write on the piece of paper?

Conversation 3

- 5 What does Delilah want to do?

Conversation 4

- 6 Does Rob want to take a taxi to the station?
- 7 How are Rob and Meg going to get to the station?

Conversation 5

- 8 Where does Mrs Curtis invite Sam?
- 9 Where is Sam going to work next month?

FUNCTIONAL LANGUAGE: 'thanking'

Thanking

Thank you.
Thank you very much.
Thanks a lot.
That's very kind of you.

Responses

You're welcome.
Don't mention it.
That's all right.

- 1 Look at tapescript 2.73 on page 146. Find all the examples of thanking and the responses. Complete the functional language box above.

- 2 Choose the correct response.

- 1 We've bought you a little gift.
a) Oh, thank you. b) You're welcome.
- 2 Thank you very much for dinner.
a) You're welcome. b) You're alright.
- 3 Here, you can have my pen.
a) You're welcome. b) Thanks.
- 4 Thank you very much for everything you've done.
a) Sorry. b) Don't mention it.
- 5 Excuse me. You left your wallet in the shop.
a) Thank you very much. b) Not at all.

- 3 2.74 Listen to the recording to check your answers. Practise the dialogues.

- 4 Work in pairs. Prepare two similar dialogues and practise them with your partner.

SPEAKING

- 1 Work in groups of three or four. Turn to page 139. Read the instructions and play the travel game on page 129.



12 Language reference

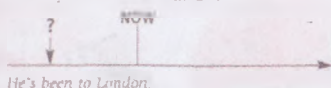
GRAMMAR

Present perfect

Use the present perfect to talk about events that happened in the past when we don't say a specific time.

The present perfect is formed with the auxiliary *have/has* + past participle.

He has won an award.
They have made 35 albums.



There are two kinds of past participle in English:

- regular (ends in -ed) *visited, received, opened*
- irregular (different form) *spoken, eaten, met*

See page 159 for a list of irregular past participles.

Affirmative

Full form	Contraction
I have	I've
You have	You've
He has	He's
She has	She's
It has	It's
We have	We've
They have	They've

Negative

I haven't	
You haven't	
He hasn't	
She hasn't	(ever) won an award.
It hasn't	
We haven't	
They haven't	

In the negative, we can use *not* + *ever*.

I haven't ever won an award.

We can also use *never* to make a negative sentence. *Never* = *not ever*.

I have never won an award.
I have never heard him speak.

Use the present perfect to ask about experiences in the past. We can use *ever* in questions. *Ever* usually means 'in your life'.

Question

Have I	
Have you	
Has he	(ever) spoken in public?
Has she	
Have we	
Have they	

Short answer

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

Verb forms review

Form	Affirmative	Negative	Question	Short answer
Present simple	I live in Spain.	I don't work here.	Do you like chocolate?	Yes, I do. No, I don't.
Past simple	They had the bus.	We didn't go to class.	Did you study for the exam?	Yes, he did. No, I didn't.
Present continuous	He is working at home.	I'm not working at the moment.	Are they going to the match?	Yes, they are. No, he isn't.
Future (going to)	We are going to see a film.	He isn't going to have a holiday.	Are you going to travel?	Yes, I am. No, they aren't.
Future (will)	He will get married.	They won't lose a job.	Will you be home?	Yes, we will. No, we won't.
Present perfect	They've sung in many competitions.	She hasn't won a Grammy Award.	Have you ever spoken at a meeting?	Yes, I have. No, I haven't.

FUNCTIONAL LANGUAGE

Thanking

Thank you.

Thank you very much.

Thanks a lot.

That's very kind of you.

Responses

You're welcome.

Don't mention it.

That's alright.

WORD LIST

Music

band <i>n</i> C	/bənd/
classical (music) <i>n</i> U	/ˈkleɪkəl/
folk (music) <i>n</i> U	/fəʊk/
jazz <i>n</i> U	/dʒæz/
musician <i>n</i> C *	/mjuːziːn/
pop (music) <i>n</i> U	/pɒp/
R&B <i>n</i> U	/ræɪnb/
rap <i>n</i> U	/ræp/
rock (music) <i>n</i> U	/rɒk/
singer <i>n</i> C	/ˈsɪŋə/
song <i>n</i> C	/sɒŋ/
songwriter <i>n</i> C	/ˈsɒŋraɪtə/

Media

camera <i>n</i> C	/ˈkæmərə/
game show <i>n</i> C	/ɡeɪm ʃəʊ/
journalist <i>n</i> C *	/dʒəˈnəlɪst/
newspaper <i>n</i> C	/ˈnjuːspetə/
radio <i>n</i> C	/ˈreɪdɪəʊ/
the (morning/evening) news <i>n</i> U	/ðə ˈnjuːz/

Other words & phrases

beginning <i>n</i> C *	/bɪˈɡɪnɪŋ/
beginning <i>n</i> C *	/bɪˈɡɪnɪŋ/
brochure <i>n</i> C	/ˈbrɒʃʃə/
cheese <i>v</i> C	/tʃiːz/
lifetime <i>n</i> C	/ˈlaɪftaɪm/
memorise <i>v</i>	/ˈmeməraɪz/

Communication activities

2b Speaking exercise 1 page 29

Student A

Describe your pictures to your partner. Decide if the pictures are the same or different.

In my picture 1, Elvis is young. He's thin and has short hair.



Elvis



Madonna



Diego Maradona



Halle Berry

3c Speaking exercise 1 page 37

Student A

Look at the picture of the room. Ask your partner questions. Find six differences in your pictures.

Ask questions.

Are there any ...?

How many ... are there?

Is there a ...?



5b Functional language exercise 3 page 59

Student A

You are a guest at the Stratford Central Hotel. You are at reception. You want:

- to connect your laptop computer to the internet in your room
- to leave your passport and money at reception
- to change rooms (you want a room with a view)
- to pay the bill with your Visa card

Ask your partner.

4A Speaking exercise 1 page 43

Student A

Interview your partner. Ask questions about these activities.

What time / get up? *What time do you get up?*
 have breakfast? *Do you have breakfast?*
 What time / go to work or classes?
 get the bus or train?
 have coffee?
 What time / have lunch?
 have a nap?
 What time / get home?

Answer your partner's questions. Ask: *What about you?*

10B Speaking exercise 1 page 105

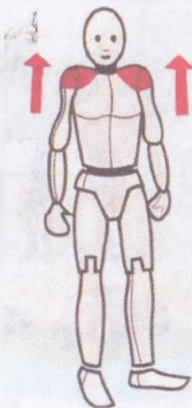
Student A

At the end of the roleplay, choose which city you would like to live in.

9B Speaking exercise 3 page 95

Student A

Teach your partner how to do this exercise.



Hold: five seconds Repeat: three times (x 3)

Do you know any other exercises like this? What are they?
 Tell your partner.

2B Speaking exercise 1 page 75

Student A

Look at the photo. Find six differences with your partner's photo. Ask questions.



Do you have any rice? How much rice do you have?

8C Speaking exercise 1 page 87

Student B

Listen to what Phil usually does. Answer your partner's questions about what Phil is doing today.

Phil's having cake for breakfast.

Today

(have) cake for breakfast
 (take) a taxi
 (go) to the cinema
 (eat) in a restaurant
 (go) to a birthday party



Tell your partner what Sarah does every Saturday. Find out what Sarah is doing today.

Sarah wakes up early on Saturday. What is she doing today?

Every Saturday

(wake up) late
 (have) breakfast
 (do) the shopping
 (go) for a walk in the park
 (watch) TV in the afternoon

Guess why Sarah is doing different things.

5a Grammar exercise 2 page 53

Student A

Read the example and then use the pictures to interview your partner.



Can you play football? Yes, I can. / No, I can't.
How well? Very well.

Useful language

Very well

Quite well

Not very well.

8a Grammar exercise 4 page 83

Student A

Read the example and use the pictures to interview your partner.

Do you like doing the dishes?
Yes, I do. I love it. / No, I don't. I hate it.



2c Vocabulary exercise 2 page 27

Student A

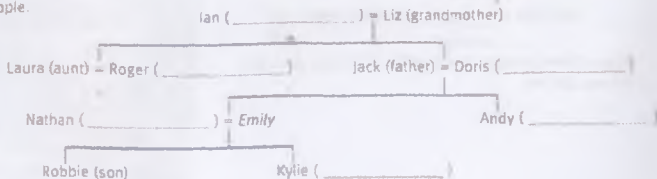
Look at Emily's family tree.
Ask questions about the people.
Who is Ian?

He's Emily's grandfather.

Answer B's questions.

Who is Liz?

She's Emily's grandmother.



7a Speaking exercise 1 page 75

Student B

Look at the photo. Find six differences with your partner's photo. Ask questions.

Do you have any eggs? How many eggs do you have?



9c Speaking exercise 1 page 97

Ask questions about the objects and their owners.

Whose dog is this? It's theirs.

Whose sunglasses are these? They're his.

Who has the better memory?



2D Speaking exercise 1 page 29

Student B

Describe your pictures to your partner. Decide if the pictures are the same or different.

In my picture 1, Elvis is middle-aged. He's fat and has long hair.



Elvis



Madonna



Halle Berry



Diego Maradona

6B Vocabulary & speaking exercise 4 page 64

Student B

Interview your partner about books and reading. Ask these questions.

Do you read a lot?

What was the last book you read? What was it about?

How many books do you read every year?

Who are the most famous authors from your country?

9B Speaking exercise 3 page 95

Student B

Teach your partner how to do this exercise.



Hold: five seconds. Repeat: twice (x 2)

Do you know any other exercises like this? What are they? Tell your partner.

10B Speaking exercise 1 page 105

Student C

Student A has a new job. He/She can live in the capital city or a smaller city. You think Student A should live in a smaller city, not the capital. Here are some reasons why you think the smaller city is a better choice:

- it's safer in a smaller city
- traffic in the capital is worse
- people in the smaller cities are friendlier

Think of other reasons.

I think you should choose because ...

3c Vocabulary exercise 2 page 27

Student B

Look at Emily's family tree.

Ask questions about the people.

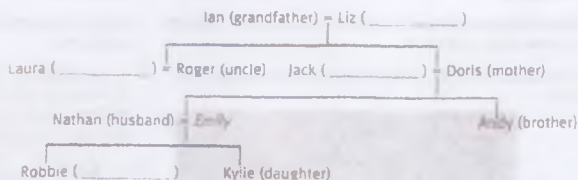
Who is Liz?

She's Emily's grandmother.

Answer A's questions.

Who is Ian?

He's Emily's grandfather.



3c Speaking exercise 1 page 37

Student B

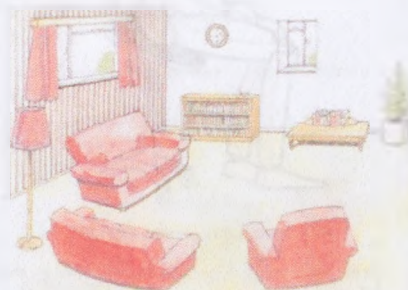
Look at the picture of the room. Ask your partner questions. Find six differences in your pictures.

Ask questions.

Are there any ...?

How many ... are there?

Is there a ...?



5A Grammar exercise 2 page 53

Student B

Read the example and then use the pictures to interview your partner.



Can you play football?
How well?

Yes, I can. / No, I can't.
Very well.

Useful language

Very well

Quite well

Not very well.

4a Speaking exercise 1 page 43

Student B

Answer your partner's questions. Ask: What about you?

Interview your partner. Ask questions about these activities.

What time / wake up? What time do you wake up?
have a shower in the morning? Do you have a shower in the morning?

What time / get to work or classes?

have a break?

have meetings?

What time / go home?

What time / have dinner?

What time / go to sleep?

8A Grammar exercise 4 page 83

Student B

Read the example and use the pictures to interview your partner.

Do you like doing the dishes?

Yes, I do. I love it. / No, I don't. I hate it.



8C Speaking exercise 1 page 87

Student A

Tell your partner what Phil usually does. Find out what Phil is doing today.

Phil usually takes the bus. What is he doing today?

Usually

(have) bread and coffee for breakfast
(take) the bus
(go) to work
(eat) at home
(go) to English class in the evening

Guess why Phil is doing different things.

Listen to what Sarah usually does. Answer your partner's questions about what Sarah is doing today.

Sarah's waking up early.

Today

(wake up) early
(not have) breakfast
(go) to the hairdresser
(take) a limousine
(go) to the church



BASICS 1 Numbers 1 – 10 page 6

Student A

Look at the numbers on the page. Say a number to your partner.

Student B

Listen to your partner.
Point to the number
your partner says.



50 Functional language exercise 3 page 59

Student B

You are the receptionist at the Stratford Central Hotel. Here is information to help you with A's questions:

- the internet connection doesn't work at the moment
- there is a safe at reception for guests. It is £3 a day.
- there are no rooms with a view available this week
- the hotel accepts all credit cards

100 Speaking exercise 1 page 105

Student B

Student A has a new job. He/She can live in the capital city or a smaller city. You think student A should live in the capital city. Here are some reasons why you think the capital city is a better choice:

- the nightlife is more exciting
- the shops are better (there are more shops, and better quality)
- the people in the capital are more interesting

Think of other reasons.

I think you should choose because ...

50 Vocabulary & speaking exercise 4 page 64

Student A

Interview your partner about the cinema. Ask these questions.

Do you often go to the cinema? How often do you go?

How often do you watch videos/DVDs?

What film would you like to see at the moment?

Who are your favourite actors/actresses?

INSTRUCTIONS

- ✦ Play the game in groups of three or four. You will need a dice and some counters.
- ✦ In the game, you are all on a tour. Decide what country you are touring and write it next to the plane.
- ✦ Place your counters on the square marked ARRIVAL (square 1).
- ✦ The first player to throw a six starts the game.
- ✦ The first player throws the dice and moves their counter according to the number on the dice.
- ✦ When a player lands on a letter square, they must talk about the subject for 30 seconds. Look at the 'Talk about' subjects on this page.
- ✦ When a player lands on a number square, they must roleplay the situation with other people in the group. Look at the roleplays on this page.
- ✦ When a player lands on a red circle, they must say as many English words in that category as they can in 30 seconds.
- ✦ The game continues until the first player reaches the circle marked DEPARTURE.



MINI ROLEPLAYS

- 1 You meet other tourists. Introduce yourself.
- 2 You are at a party. Offer the others food or drink.
- 3 Spell your first and last name for the hotel receptionist.
- 4 Give directions to the men's/women's toilets.
- 5 Phone the others in the group. Tell them that the museum visit is cancelled.
- 6 Ask permission to take a photograph.
- 7 Order something to eat.
- 8 You have the afternoon free. Make suggestions.
- 9 The bus is moving too quickly and you don't feel well. Tell the others.
- 10 Buy some souvenirs.
- 11 Thank the others for a nice tour.
- 12 Say goodbye.

TALK ABOUT

- a Talk about a friend or someone from your family.
- b Talk about an ugly/beautiful/interesting building that you know.
- c Talk about an important public holiday in your country.
- d Talk about the weather in the country you are visiting.
- e Talk about an actor/director/singer you like.
- f Talk about things to see in the country you are visiting.
- g Talk about the last time you went on a plane/train/boat.
- h Talk about the most interesting/ugliest/most expensive souvenir you have.
- i Talk about your job or school.

Tapescripts

BASIC 1 Introductions 1 exercise 3

- 1.6
- 1 C = computer A = astronaut
C: Hello.
A: Hi.
C: What's your name?
A: My name's John.
C: Nice to meet you, John.
A: Nice to meet you.
2 SC = ship's captain C = castaway
SC: Hello.
C: Hello.
SC: What's your name?
C: My name's Robinson.
SC: Nice to meet you.
C: Nice to meet you?

BASIC 2 Days of the week exercise 3

- 1.16
- 1
A: What day is it today?
B: It's Monday.
A: I thought so.
2
A: When is English class?
B: It's on Thursday this week.
A: Oh.
3
A: Do you want to go out this Saturday?
B: This Saturday?
A: Yes.

- 4
A: So, what did you do last Saturday?
B: Nothing much. And you?
A: No. Nothing.
5
A: Hello, class. What day is it today?
B: It's Friday.
A: Yes, Friday.

1A Vocabulary exercise 3

- 1.24
- 1
M: Hello.
A: Hi. My name's Aloisa.
M: Yes. I know. I'm Margaret.
A: Nice to meet you.
M: You're new, so I'll explain. This is our desk.
A: Great.
M: This is your computer.
A: Yes.
M: And this is my computer. Don't touch.
A: OK. I understand.
M: This is my phone. You don't have a phone.
A: And this?
M: Your towel. This dress is nice. Add this to my cup. And that's it.
A: OK. Thank you.

1B Vocabulary exercise 4

- 1.25
- Russian
Swedish
German
Italian

1C Listening exercises 2 & 3

- 1.26
- R = receptionist M = Mark
R: Good afternoon. Language Link.
M: Hi. I want to register for Language Link, please.
R: Of course. What's your name?
M: My name's Mark.
R: What's your last name?
M: Richards.
R: How do you spell that?
M: R-I-C-H-A-R-D-S.
R: Thank you. Are you a language teacher?

- M: No, I'm not.
R: Are you a language student?
M: Yes, I am.
R: What is your language of study?
M: I'm a German student.
R: German? OK. We have lots of German classes for you on Language Link.
M: Good.
R: How old are you?
M: Oh, I'm 26 years old.
R: Twenty? OK. Good. Where are you from?
M: I'm from Sydney.
R: Are you Australian?
M: Yes, I am.
R: I love Australia. Nicole Kidman is my favourite actress.
M: Where are you from?
R: Well, I'm from London. OK, what's your email address?
M: mark.at.mad dot com.
R: Thank you.

1C Listening exercise 2

- 1.28
- 1 It's an umbrella.
2 It's a mobile phone.
3 They're keys.
4 It's an alarm clock.
5 It's a bottle of water.
6 They're pens.
7 It's a camera.
8 They're glasses.
9 It's a newspaper.
10 It's a book.

1C Listening exercise 1

- 1.29
- M = man W = woman
1
M: What's that?
W: It's my book. My private book.
M: OK. OK. Relax.
2
M: Wait a minute, is that a camera?
M: I see. Yes. Just one photo please. Much?
M: No camera. No camera.
3
M: Excuse me.
W: Yes?
M: I think there are your keys.
W: Yes, they are. Thank you.
M: You're welcome.
4
A: Is that the water filter, James?
Man: No, that's my mobile phone. (answers the phone) Hello.
Mar: Hello. Master hand.

- 5
W: Are those your glasses?
M: Yeah. (sighs) (sighs) (coughs)
W: Oh, David. Those are your glasses.
M: Oh, nooooo.

1C Listening exercises 1 & 2

- 1.31
- R = Rob M = Meg Re = receptionist
Re: Good afternoon.
R: Good afternoon. We have a reservation.
Re: What's your name?
R: Rob and Meg Sherman.
Re: How do you spell that?
R: S-H-E-R-M-A-N.
Re: Sherman, yes. Are you with the band?
M: Yes we are.
Re: Room 34. These are your keys.
M/R: Thank you.
2 He = Herb Ha = Hannah
He: Is this the bar?
Ha: Yes, sweetheart. I think this is the bar.

- He: It's very English.
Ha: I know.
W: Good afternoon. Would you like a drink?
He: Yes, please. A beer.
Ha: Tea, please.
He: Well, darling. We're here. We're in London. Welcome to that. That's London.
Ha: Wonderful.
W: Hello.
Ha: Hi.
Me: Beer over here. Thanks.
W: You're welcome.
3 S = Sam V = Valerie Re = receptionist
Re: And these are your keys, Mr Moore.
S: Thank you.
V: These are your Sam Moore's?
S: Yes, I am.
V: Hi. My name's Valerie. I'm the tour guide for your tour.
S: Oh, hello. Nice to meet you.
V: Nice to meet you. Would you like a drink?
Our welcome party is in the bar.
S: No, thank you. I'm tired, and I'll just go to my room.
V: Really? OK, men. See you tomorrow.
B: Thank you again. Goodbye.

- 4 S = Sam V = Valerie
S: Hello.
V: Hello. Sam. Where are you?
S: In the office.
V: Are you working now?
S: No, I'm not. I'm in my room.
V: Are you at the hotel now?
S: No, I'm not. Not at the moment.
V: Not at the moment.
S: Always.

- 5 He = Herb Curtis Ha = Hannah Curtis
V = Valerie R = Rob M = Meg
V: Hello. My name's Valerie.
He: Well, hi. I'm Herb Curtis. This is my wife, Hannah.
V: Nice to meet you.
Ha: Nice to meet you.
V: This is Rob and Meg. They're on your tour.
R: Hello.
He: Where are you from Rob?
R: We're Australian.
Ha: Australia. Where?
He: Hannah and I are from Texas, Texas.
Ha: That's in the United States of America.
6 V = Valerie R = Rob M = Meg
V: Would you like a drink, Rob?
R: Yes, please. Coffee.
V: Meg? Would you like a drink?
M: Yes, please. A glass of water, please.

2A Listening exercises 1 & 2

- 1.36
- My name's David MacKinnon. That's a MacKinnon. I'm from Scotland but now I live in Istanbul. My life is very different here. I live in a flat, not a house. I only eat Turkish food now. I will read English newspapers, and I have the BBC on the internet in my flat. Oh yeah. I go to football matches here in Istanbul. That's different. Because in Scotland I don't go to football matches as often as I do here. I'm an English teacher. I speak Turkish, because I have a Turkish girlfriend. I speak like a Turk. It's great.

2B Listening exercises 2 & 3

- 1.37
- 1 = interviewee
P = Dr Palmer
1: What about women? Do women talk about friends?
1: Yes.
P: No, no, they don't. Not like you. Women friends are more personal. They talk more

76 Speaking & vocabulary exercise 2

2.16

- A: What's that?
B: Sushi.
A: Bread?
B: Yes, it's Japanese. It's raw fish, it's cold.
A: Would you like any salt with your chips?
B: Not, thanks. These chips are very salty already.
A: Oh, I always put extra salt on.
B: How's your curry?
B: Excellent. It's very spicy. Can you give me some water, please?
A: Oh, yes. I can't stand spinach.
B: You can't?
A: No, not cooked spinach anyway. Harems!
A: Breadcrumbs is a bread.
B: What does breadcrumbs is a bread made?
A: Well, the breadcrumbs are like a type of bread. It's like you add a spoonful of cold breadcrumbs to a mixture.
B: I know, you would be the.
A: I know.

76 Listening exercises 2 & 3

2.17

- 1 M - man W - woman
W: I'm not a bossy wife. But my brother-in-law is. He's a very bossy man. It's terrible. He only eats hamburgers and he drinks lots of cola.
M: How old is your brother?
W: He's twenty-six years old. That's why it's terrible.

- 2 M - man W - woman
M: The red wine was good.
W: I don't know. I think it's too young.
M: What was it like?
W: Just a minute, 2004. Yes, definitely too young.
M: I think it was good.

- 3 M - man W - woman
W: How can you eat that?
M: What?
W: That cake.
M: It's very good, isn't it?
W: Good food, yes, it is very sweet.
M: Would you like to eat a little more?
W: Would you like to eat a little more?

- 4 M - man W - woman
W: And so we didn't eat it. Is there a long meal in your family?
M: Oh, yes. We invited our daughter and her boyfriend for dinner. It was awful. My wife made a delicious steak, and my daughter's boyfriend didn't eat anything. He said it was too salty. He was a special diet. He's a swimmer and he can't eat salt.
W: What did you do?
M: My wife made him a very big plate of rice.

76 Listening exercises 1 & 2

2.21

- H: Herb Ha - Hannah W: Walter
W: Can I help you?
H: Yes, please.
W: Anything or more something?
H: Not anything, please.
W: This was great.
W: Anything to drink?
H: Yes, a beer, please.
H: And a mineral water for me, please.
W: Speaking at the bar.
H: Speaking, please.
H: I'd like to have the apple juice, please.
W: Of course.
W: Here you are. A beer and a sparkling mineral water.
H: Ha! Thank you.
W: Are you ready to order?
H: Yes, we are, Hannah!
H: Can I have the mushroom risotto?
H: And can I have the Mexican spicy potato?

- W: Yes, OK. Thank you.
H: Well, that was delicious! Not too spicy.
H: I love my potato.
H: Water?
W: Yes.
H: Can we have the bill, please?
W: About you for a drink? Coffee?
H: No, thanks. Just!
H: No coffee for me, thank you. Just the bill.
W: Of course. Here you are.

76 Listening exercise 3

2.22

- H: Herb Ha - Hannah
W: Walter
H: Can I pay by credit card?
W: Of course.
H: I'll wait a minute. I don't have my money here. Hannah, do you have my money?
H: I don't think so, Herb. No, I don't have my money with my credit card. Oh, no.
H: What is it?
H: My money isn't here!
H: What do you mean?
H: I think someone took our money, Herb.
H: I can't believe this.
H: Oh, no.

76 Pronunciation exercises 1 & 3

2.23

- 1 Can I help you?
2 Are you ready to order?
3 Could we have the menu, please?
4 I'd like a pizza, please.
5 Would you like a drink?
6 Can I have the bill?

8 Listening exercises 2 & 3

2.27

- R - Kate J - John
K: Yes, that was Anna's thinking. Another famous name. Coming up, we have the most famous and news. We are here in the traffic news. And it's a busy day on the roads. Let's find it.
J: Yes, it's Kate. Good morning. We have an accident in Regent Street. There's a big fire. Everything is OK, but traffic is moving very slowly.
K: A large group of people are standing in the middle of Oxford Street. I can't hear them, but I think they are standing in front of the cars and blocking the traffic. Is it moving? The police are talking to them at the moment.
J: Can you tell us anything about the incident on Regent Street?
K: Yes, Kate. There's a fire, yes. I saw a fire on Regent Street. I'm looking at the camera now. A lot of cars are moving slowly around it. It's coming in the middle of the road and blocking the traffic.
K: When did it come from? Do you have any more news?
J: Well, the police say that they think it escaped from the bus. I'm waiting for more information on that. We have a report coming in from Regent Street. There's a big traffic problem. Someone is driving on the wrong side of the road.
K: Another makes day for drivers. Then, I'm not update a small part ten. Thank you.

8 Listening exercise 5

2.29

- R - Nancy M - Mrs Luman
MRL - Mrs Luman
M: Can you hear? Who is he phoning? Is he a friend? Just a minute, it's my mobile phone. Hello?
MRL: Hello, darling.
MRL: Yes, it's me. I have a surprise for you.
M: Oh, yes.
MRL: Do you remember the Green List?

- Walter!
M: Yes.
MRL: I'm waiting for you. I have a list for two.
M: Oh, John.
MRL: Talking, take a taxi.
M: Yes, I see.
MRL: Come quickly, darling. I love you.
M: I love you too.
M: Sorry, Ms Luman.
T: That's alright, Mrs Luman. I heard. I'm happy everything is OK.
M: Yes.
T: Good evening. You can pay on the telephone.

80 Listening exercises 1 & 2

2.32

- R - Rob M - Meg D - Deliah M - man
D: Hi, guys.
R/M: Hi.
D: I'm ready for the concert. Where's Victoria?
R: She's leaving Herb and Hannah to the police.
D: Really? Why? Are they alright?
R: Someone took their money and passport.
D: That's terrible.
R: So, what do we do now?
M: We could go to the concert. Just the three of

- D: OK. Where is it?
M: At the Royal Albert Hall.
D: I know. Let's take a taxi.
A taxi? No, no, no. Taxis here are too expensive. We can take the underground.
D: Where are we?
M: We're near Camden Town.
M: Camden Town is Camden Road.
R: Camden Town. So, we can take the black line to it.

- D: Let's ask the man over there.
M: No, no, no. It's OK. Look, the black line to Euston, then change to the Victoria line. We can take a taxi to Victoria station. We can take the Victoria line, then get off at Victoria station. Get on the District line, the green line, and go to South Kensington. It takes around 40 minutes.

- D: Thank you. Did you understand that?
M/M: No.
D: Why don't we take the taxi now?
R: Wait. He said the Northern Line. Let's go on that.

- M: I think we took the wrong train. This is King's Cross.
D: What do we do now?
M: Let's get up to the street and take a bus. At least we can see London that way. And we can take the bus to the concert.

- M: That's a good idea.
M: As you can see, London is a big city.
M: That was the third bus. I'm tired of buses.
M: Well, guys, here. We can walk now. It takes 15 minutes to the concert hall.
D: I don't think that's a good idea. I don't want to walk.
D: It's a shame. I don't take an umbrella.
R: Thank you, John.
D: See you.

80 Speaking exercises 1 & 2

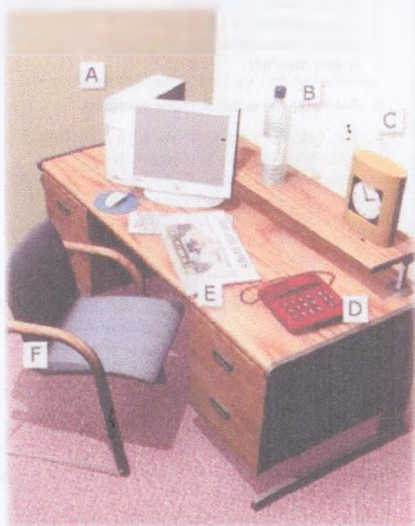
2.39

- Wendy on: Move your fingers. All the fingers move. Now move your shoulders and arms. Stop moving your arms. Move your legs and then the other leg. Sit down again.

1 | Review

1 Match the words to the pictures.

a computer a chair a phone a bottle of water
a clock a newspaper



2 Complete with his/her/their.

- 1 She's the tour guide. ___ name is Valerie.
- 2 Sam isn't at the party. He is in ___ room.
- 3 They are from America. ___ names are Herb and Hannah.
- 4 Meg and Rob are in London. This is ___ hotel.
- 5 She's new. It's ___ first day at work.
- 6 He's famous. ___ photo is in the newspaper.

3 Make questions and answers.



Emily Pryde is a teacher in Rio de Janeiro, Brazil. She's 43 years old. She teaches English and French. She's from Dublin, Ireland.

- 1 / her name Emily? Is her name Emily? Yes, it is.
- 2 / Brazilian?
- 3 / her last name Janeiro?
- 4 / a language teacher?
- 5 / Irish?
- 6 / 21 years old?

4 In each of the short dialogues below, there is a word missing. Insert the missing word.

- 1 Julian: this Alyssa. She's new.
Nice to meet you.
- 2 How you spell your name?
A-L-Y-S-S-A
- 3 Are you language teacher?
Yes, I am.
- 4 Where is she from?
She from Warsaw. She's Polish.
- 5 Are these your keys?
No, aren't. My keys are here.
- 6 Would you like a drink?
No, thank.

5 Complete the dialogues with the phrases in the box.

Would you like How are you I'm fine
Yes, please No, it isn't

- A: Good morning.
B: Oh, hi. (1) _____?
A: Fine, thanks. And you?
B: Oh, (2) _____.
A: There's a bar over there. (3) _____ a drink?
B: (4) _____. A coffee, please
A: OK, two coffees.
B: Is this your coffee?
A: (5) _____. This is my coffee.

6 Work in pairs. Read the dialogue.

2 Review

- 1 Read the text and complete with a word from the box.

eat go have speak live work

Friends

Friends.com - the place to make friends
Friend of the week

My name's Pauline. I'm from Scotland. I (1) _____ in a house in Edinburgh. I live alone, but I (2) _____ a cat. Her name is Tabby. I (3) _____ to university, and I (4) _____ in a shop on Saturdays. I (5) _____ English and a little French. My favourite food is chocolate. I (6) _____ lots of chocolate. I'm thirty years old.



- 2 Make more sentences about Pauline. Use the words.

- 1 play football (✓) *She plays football.*
- 2 smoke (X) *She doesn't smoke.*
- 3 drink beer (✓)
- 4 speak Spanish (X)
- 5 have lots of friends (✓)
- 6 have a boyfriend (X)
- 7 go dancing (✓)
- 8 live with her parents (X)

- 3 Complete the sentences with a word from the box.

aunt brother daughter father grandfather
 mother son uncle sisters

- 1 He is my mother's brother. He is my _____.
 - 2 He's my father's father. He is my _____.
 - 3 She's my father's wife. She is my _____.
 - 4 She's my uncle's wife. She is my _____.
 - 5 He's my father's son. He is my _____.
 - 6 She's my sister. She is my parents' _____.
- 4 Make sentences for the other three words in the box in exercise 3.

- 5 There is a grammatical mistake in each sentence or question. Correct the mistakes.

- 1 We doesn't work now.
- 2 No, he don't.
- 3 Do you has lots of friends?
- 4 She speak French and Spanish.
- 5 I don't lives in London.
- 6 Is you married?

- 6 Rearrange the words to make questions.

- 1 you / of / lot / have / friends / a / do / ?
- 2 with/ you / do / your parents/ live / ?
- 3 different / is / how / life / your / ?
- 4 do / do / you / what / ?
- 5 name / your / what / is / ?
- 6 are / from / where / you / ?
- 7 you / with / who / live / do / ?

- 7 Match the questions from exercise 6 with the answers in the article.

An interview with an expat

- a _____ I'm Joe Matthews and I'm 28
- b _____ I'm from Dublin in Ireland.
- c _____ No, I don't. I live in Paris now.
- d _____ I'm a student. I study Art at The Sorbonne University.
- e _____ I speak French everyday and I drink lots of wine.
- f _____ Yes, I do
- g _____ I have a flat with friends.

- 8 Complete the sentences with the adjectives in the box.

beautiful fair tall thin young

- 1 She isn't old. She's _____.
- 2 She isn't fat. She's _____.
- 3 She isn't short. She's _____.
- 4 She isn't ugly. She's _____.
- 5 Her hair isn't dark. It's _____.

3 | Review

- 1 Complete the sentences. Write the words in brackets as an ordinal number.

- 1 This is my _____ (3) visit to Britain.
- 2 The toilets are on the _____ (4) floor.
- 3 Today is the _____ (1) day of school.
- 4 This wall is from the _____ (5) century.
- 5 Hannah is Herb's _____ (2) wife.

- 2 Look at the picture and make questions and answers.



- 1 a bed? *Is there a bed? Yes, there is.*
- 2 how many windows? *How many windows are there? There are two windows.*
- 3 how many chairs?
- 4 a desk?
- 5 a computer?
- 6 how many lamps?
- 7 any plants?
- 8 a television?
- 9 any curtains?

- 3 In the text below there are five grammatical mistakes. Underline and correct the mistakes.

The MoMA (Museum of Modern Art) is in New York near from Madison Avenue, between Fifth and Sixth Avenue. There are lots of different types of art in the MoMA. There is paintings, sculptures, drawings and any photographs. There is an education centre on the one floor of the museum.

- 4 Underline the five adjectives in the text below and match to opposites below.

This is my home. I live in a lovely cottage in a small village near to the mountains. The village is very old. It is beautiful here and very quiet.

- 1 big: _____
- 2 ugly: _____
- 3 horrible: _____
- 4 noisy: _____
- 5 new: _____

- 5 Complete the phone conversation with *some, any, a, is* and *are*.

- A: Good morning. Welcome to Houseswap USA. How can I help you?
- B: Hi! I'd like a house for my holiday. Are there (1) _____ places in Florida?
- A: Yes, there are (2) _____ houses near Miami. What kind of house do you want?
- B: I'd like (3) _____ house with three bedrooms and a big garden.
- A: OK, there (4) _____ three houses that match that description.
- B: Do they have (5) _____ swimming pool?
- A: Yes, they do.
- B: Great. (6) _____ there a garage?
- A: Yes, there (7) _____.

- 6 Complete the dialogue with phrases from the box.

The toilets. OK, go along the hall here and turn left. No, down the stairs. opposite the information desk. Then go down the stairs. Turn left ... Yes, can I help you?

- Man: Excuse me!
- Woman: (1) _____
- Man: Yes, where are the toilets please?
- Woman: (2) _____
- Man: Sorry! Turn ...
- Woman: (3) _____
- Man: Left. OK.
- Woman: (4) _____
- Man: Up the stairs.
- Woman: (5) _____
- Man: Sorry! Down the stairs.
- Woman: Yes, and the toilets are on the left (6) _____
- Man: Thank you.

4 | Review

- 1 Will Cotton's wife works as a nurse. Look at the pictures and complete the sentences with the correct verb.

- 1 She ____ breakfast with Will.



- 2 She ____ coffee.



- 3 She ____ to bed.



- 4 She ____ up at four o'clock.



- 5 She ____ dinner alone.



- 6 She ____ to work at 11 pm.



- 2 Work in pairs. Cover the sentences. Look at the pictures and say the sentences.

- 3 Complete the text about Nothing Day with the correct prepositions.

(1) ____ January 16th. I celebrate Nothing Day. This year Nothing Day is (2) ____ Tuesday, so I don't go to work of course! I wake up (3) ____ 11 o'clock (4) ____ the morning. I read a newspaper and have a big breakfast. I watch television (5) ____ the afternoon. (6) ____ 6 o'clock. I go for a walk with a friend. I read a book (7) ____ the evening and I do nothing (8) ____ night. It's a boring day, but a good day.

- 4 Match the dates in the box to the special days in the United States for the year 2007. There are two extra dates you do not need.

note: dates are Day/Month/Year

13/05/2007	14/06/2007	22/11/2007
12/01/2007	04/09/2007	30/03/2007
04/07/2007	10/02/2007	

- The third Monday in February is Presidents' Day.
- The second Sunday in May is Mother's Day.
- July the fourth is Independence Day.
- June the fourteenth is Flag Day.
- The first Monday in September is Labor Day.
- Thanksgiving Day is the fourth Thursday in November.

- 5 Rearrange the words to make questions and sentences.

- dishes / do / do / how / often / the / you / ?
- do / you / what / usually / Saturdays / on / do / ?
- never / Saturdays / I / on / work .
- make / always / the / morning / in / the / bed / I .
- up / you / often / morning / get / in / do / early / the / ?
- rubbish / I / the / out / rarely / take
- Saturday / the / do / on / morning / you / shopping / sometimes / do / ?

- 6 Choose the correct response, a or b.

- Good morning. Explore London tours.
a) Hello. I'm Valerie
b) Hello, it's Valerie
- Hello. I'd like to speak to Brian, please. λ
a) I'm sorry, he isn't here.
b) Please tell him to call me
- Hello, is that Michelle?
a) I'm sorry, you have the wrong number.
b) Is Michelle there please?
- Dave can't answer the phone right now.
a) Can I leave a message?
b) Can I speak to Dave, please?
- Would you like to leave a message?
a) Yes, please. Please tell her to call me.
b) You have the wrong number.

5 | Review

1 Make questions in the past from the prompts.

- 1 when / you on holiday?
- 2 where / you?
- 3 how many days / you there?
- 4 who / you with?
- 5 what / the weather like?
- 6 the people nice?
- 7 what / the food like?
- 8 it a good holiday?

2 Match each answer to a question in exercise 1.

- a Five days.
- b Yes, it was a very good holiday.
- c I was in the south of France.
- d Yes, they were.
- e I was with my brother and his wife.
- f It was sunny and warm.
- g I was on holiday last summer.
- h The food was excellent.

3 Work in pairs. Think of your last holiday. Ask and answer the questions in exercise 1.

4 Complete the text with *was* or *were*.

Famous Canadians



Wayne Gretzky (1) _____ a famous hockey player in Canada in the 1980s. He (2) _____ born in 1961 in Brantford, Ontario.
The games of basketball and Trivial Pursuit (3) _____ two Canadian inventions.
The actress Pamela Anderson (4) _____ born in 1967. She (5) _____ in the television show *Baywatch* with David Hasselhof.
Pierre Elliot Trudeau (6) _____ the Prime Minister of Canada from 1968 to 1984.
Alexander Graham Bell (7) _____ born in Canada. He (8) _____ the inventor of the telephone.
The singers Avril Lavigne, Celine Dion and Shania Twain (9) _____ all born in Canada.

5 In each of the sentences below, one word is not necessary. Cross out the unnecessary word in each sentence.

- 1 What's your favourite weather to like?
- 2 The Lingo Global 29 can to translate lots of languages.
- 3 I can't not speak English very well.
- 4 The weather was lovely and was sunny.
- 5 Yes, I no agree. We can take lots of money.
- 6 I did remembered. Look! It's here.
- 7 Can I use your phone, please me?
- 8 Of course you can use.

6 Rewrite the sentences with the past tense.

- 1 Every night when I arrive home, I cook dinner.
Last night when I arrived home
- 2 I don't watch television.
- 3 I listen to music and study English for a couple of hours.
- 4 I use the internet to practise my English.
- 5 I look at English websites.
- 6 I don't go to bed late, around 11 o'clock.
- 7 Work in pairs. Which of the sentences in exercise 6 is true for you? What did you do last night?

8 Work in pairs, A and B.

A: Ask for permission using the pictures and words to help you.

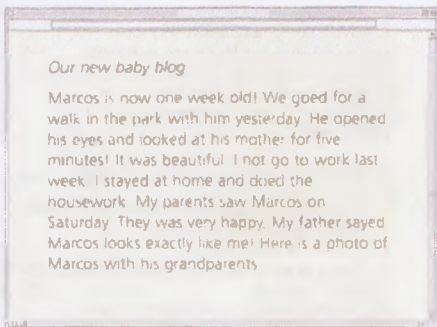
B: Respond.

Swap roles and repeat.



6 | Review

- 1 In the text below there are five grammatical mistakes. Underline and correct the mistakes.



- 2 Complete the text. Put the verbs in brackets into the past simple.



Laurence Olivier (1) _____ (be) born in England in 1907. He (2) _____ (study) acting in London, and (3) _____ (start) his career in 1926. He (4) _____ (work) in all the great Shakespeare plays when he (5) _____ (be) young, and (6) _____ (make) film versions of *Henry V*, *Hamlet* and *Richard III*. *Hamlet* (7) _____ (win) the Oscar for best film in 1948. In 1947, he (8) _____ (become) a knight and his name (9) _____ (change) to Sir Laurence Olivier. He (10) _____ (be) married three times. Laurence Olivier (11) _____ (die) in 1989.

- 3 Complete the sentences with a verb from the box. Put the verbs into the past simple. There is one verb you don't need.

write win die read make

- John Wayne _____ in 1979. He was 72 years old.
- The author Octavio Paz, from Mexico, _____ the Nobel Prize for Literature in 1990.
- Frank Sinatra was a famous singer, but he also _____ more than 15 films.
- JK Rowling _____ the first *Harry Potter* book at a time when she didn't have a job.
- Clint Eastwood _____ an Oscar for the films *Unforgiven* and *Million Dollar Baby*.
- Agatha Christie _____ more than eighty novels and plays. She is one of the most famous authors in the English language.
- Peter Jackson _____ the film version of the *Lord of the Rings* in 2000. The third film, *Return of the King*, _____ many awards, including Best Picture Oscar.

- 4 Change the adjectives in the brackets to adverbs and put the word in the correct position in the sentence.

- Can you read this very please? (careful)
- He cried really and we couldn't hear him. (quiet)
- She speaks English. (good)
- You sing very. Can you sing again, please? (beautiful)
- Can you speak? I can't understand you. (slow)

- 5 Decide if the sentence is positive (+), negative (-) or neutral (0).

- I really like Chinese food. (+) (-) (0)
- I think the *Star Wars* movies are terrible. (+) (-) (0)
- I'm not crazy about holidays on the beach. (+) (-) (0)
- I can't stand football. (+) (-) (0)
- This food is awful! (+) (-) (0)
- I don't mind rainy weather. (+) (-) (0)
- I love old westerns. (+) (-) (0)

- 6 Work in pairs. Change the sentences in Exercise 5 so they are true for you.

7 | Review

1 Underline the word that doesn't belong.

- | | | | |
|------------|---------|-----------|-----------|
| 1 bread | rice | pasta | fish |
| 2 cheese | milk | carrots | eggs |
| 3 tomatoes | lettuce | rice | carrots |
| 4 eggs | oranges | apples | bananas |
| 5 cake | chicken | chocolate | ice cream |

2 Tick (✓) how much or how many.

	How much ...?	How many ...?
apples		
chocolate		
milk		
oranges		
eggs		
sugar		
tomatoes		
juice		
chicken		

3 Make questions from the sentences. Use the chart in exercise 2 to help you.

- We need some apples. *How many apples do you need?*
- We have chocolate.
- I want some milk.
- We need oranges.
- I have eggs.
- We need tomatoes.

4 Read the recipe for risotto and tick the pictures of the food you need.



This is a recipe for basic risotto. It's an Italian dish. An Italian friend taught me. You need special Arborio rice, butter, an onion, some white wine, water and Parmesan cheese. Oh, and some salt and pepper too. You can put fish, vegetables or chicken in the risotto.

5 Rearrange the words to make sentences or questions.

- you / week / rice / much / how / every / eat / do / ?
- have / wine / I / some / please / can / I
- a / for / I'd / like / please / table / two
- is / this / excuse / too / soup / salty / me / ?
- any / you / German / have / do / beer / ?
- vegetables / raw / eat / I / don't /

6 Choose the correct phrases to complete the sentences.

- Can I have _____
a) that's twenty pounds?
b) the menu, please?
- Do you have _____
a) any salt?
b) the bill, please?
- We haven't _____
a) the four cheese pasta.
b) mineral water
- Would you like a _____
a) smoking or non smoking table?
b) thank you.
- Could we _____
a) look the menu, please?
b) have the menu, please?

7 Complete the dialogues with a word from the box. There is an extra word.

tip non smoking dessert bill main course menu

- A table for two, please.
Yes, of course. Smoking or _____?
- What would you like for the _____?
The steak, please
- What would you like for _____?
Can I have chocolate ice cream, please?
- How much is the _____?
£12. That's cheap.
- Did you leave a _____?
Yes, I left £1 for the waiter

8 | Review

1 Complete the sentences with a suitable word.

- 1 JFK International, Heathrow and Charles de Gaulle are very big a _____.
- 2 Ferrari, Volkswagen and Ford are different c _____.
- 3 Suzuki, Vespa and Honda are different m _____.
- 4 Paddington, Grand Central and Belloruskaya are important r _____ s _____.
- 5 Boeing, Airbus and Concorde are all names of p _____.

2 Complete the text with the correct form of the words in the box.

drive stand take travel wait



Everyday I (1) _____ a bus to work. I can't stand (2) _____ by bus, but I live too far away to walk and I can't (3) _____ a car. I don't like (4) _____ at the bus stop and I hate (5) _____. I can never get a seat.

3 Choose the correct phrase to complete the dialogues.

- 1 a) What do you do? I'm sitting in a restaurant.
b) What are you doing?
- 2 Are you listening to me? a) Yes, I am.
b) Yes, I do.
- 3 a) Do you often take taxis? No, I don't.
b) Are you often taking taxis?
- 4 I can't talk right now. a) I'm driving.
b) I drive.
- 5 What does she do? a) She's a teacher.
b) She's talking to the students.
- 6 What is he doing? a) He works.
b) He's working.

4 Put the dialogue in the correct order.

- 1 Alan! What are you doing?
- 9 Indian.
- No, I don't want to see a film.
- Nothing at the moment. Why?
- That's a good idea. Where do you want to go?
- We could go to the cinema.
- If you don't want to see a film, let's go out for a meal.
- Why don't we go out?
- Yes, that sounds nice. Italian or Indian?

5 Complete the sentences with *love* or *hate* and the correct form of a word from the box.

eat fly play watch

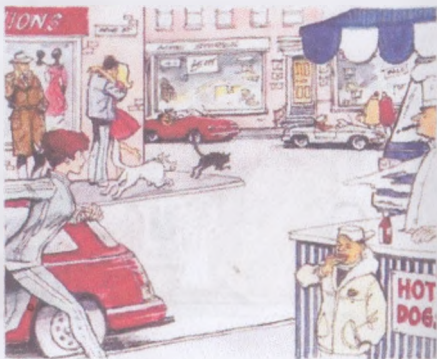
Venus Williams (Tennis star) (1) _____ horror movies. Sometimes she's frightened and wants to leave the cinema, but she still thinks they are great!

Jennifer Aniston (Actress) really (2) _____ Mexican food. Her favourite is Tortilla chips with Salsa.

Dennis Bergkamp (Football player - Arsenal & Holland) was on a plane to the USA and there was a storm. Now he really (3) _____.

Dan Brown (Author - The Da Vinci Code) (4) _____ tennis. He plays every afternoon.

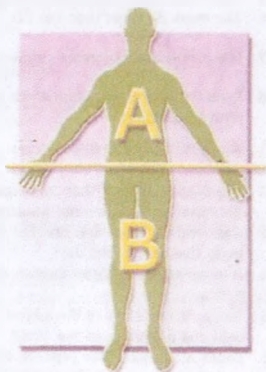
6 Look at the picture and make six sentences using the present continuous.



9 | Review

- 1 Look at the picture and label the clothes words A (for the top part of the body), B (for the bottom part of the body) or AB (for both).

- 1 tie _____
- 2 shirt _____
- 3 skirt _____
- 4 trousers _____
- 5 shoes _____
- 6 jacket _____
- 7 T-shirt _____
- 8 dress _____
- 9 boots _____
- 10 jeans _____



- 3 Here is some advice for making a good impression at a job interview in Britain. Complete with *should/shouldn't* + a verb from the box.

smoke wear find out be answer say

- 1 You _____ hello with confidence.
- 2 You _____ jeans or trainers.
- 3 You _____ information about the job and company first.
- 4 You _____ questions truthfully.
- 5 You _____ late.
- 6 You _____ during the interview.

- 3 Work in pairs. Choose a situation from the box below. Ask your partner for advice about the clothes you *should* or *shouldn't* wear.

a party a job interview a walk in the mountains
at the beach going to the cinema to school

- 4 Replace the underlined words in the dialogues with possessive pronouns.



- 1 A: I have brown eyes. What colour are your eyes?
B: My eyes are green.
- 2 A: I know her name is Laura. What's his name?
B: Michael. What about the baby? Is it their baby?
A: It's her son, but not his son.
- 3 A: Mr Smith, please explain this money in your bag.
B: It's not my money.
A: Mr Smith, if the money isn't your money, whose money is it?
B: I can't remember his name. I can only remember his face!
- 4 A: I have a terrible memory. Is this your book?
B: No, it's not my book. It's his book.

- 5 In each sentence below there is a word missing. Insert the missing word.

- 1 What's matter?
- 2 Thank you much.
- 3 I've got stomachache. And I'm cold.
- 4 Here, put my jacket.
- 5 Are alright?
- 6 I don't know. I don't very well.
- 6 Rearrange the lines in exercise 5 to make a dialogue. Practise the dialogue with a partner.

10 | Review

1 Complete the sentences.

- 1 A library is a place where you can look at books and CDs.
- 2 A hotel is
- 3 A bank is
- 4 A town hall is
- 5 A shop is
- 6 A hospital is
- 7 A stadium is
- 8 A school is

2 Each of these sentences has one extra word. Cross out the extra word.

- 1 You mustn't to take photographs in the airport.
- 2 Children mustn't not buy cigarettes.
- 3 You needn't to go to school after you are 16 years old.
- 4 You must to be 15 years old to get married.
- 5 You don't mustn't smoke in public buildings.
- 6 You must can have a licence to have a television.
- 7 You needn't not have a licence to buy a gun.

3 Work with a partner. Put a tick (✓) next to the laws in exercise 2 that are true for your country. Put a cross (X) next to the laws that are not true.

4 Change the sentences with a cross (X) so they are true.

5 Underline the word that has a different comparative form. Write the comparative form of the underlined word in the space.

- 1 nice cheap small interesting more interesting
- 2 easy hot happy friendly _____
- 3 safe polluted dangerous beautiful _____
- 4 big nice good cold _____
- 5 beautiful modern ugly historical _____
- 6 cheap clean safe expensive _____

6 Look at the pictures of three different souvenirs from South Africa and decide if the sentences are true (T) or false (F).



- 1 The keyring is bigger than the mask.
- 2 The keyring is the cheapest souvenir.
- 3 The CD is the most expensive souvenir.
- 4 The CD is smaller than the mask.
- 5 The mask is the most expensive souvenir.
- 6 The mask is bigger than the CD.

7 Make three other sentences about the souvenirs.

8 Read the facts about South Africa. Underline the correct form of the adjective.

- 1 South Africa is one of the richest / richer countries in Africa.
- 2 It is biggest / bigger than its neighbours Namibia, Botswana, Zimbabwe and Mozambique.
- 3 The weather is hot and dry, but it's coldest / colder at night than during the day.
- 4 It is the biggest / bigger English-speaking country in Africa.
- 5 South Africa is one of the largest / larger producers of gold and diamonds in the world.
- 6 South Africa has three capitals: Pretoria, Cape Town and Bloemfontein. Pretoria is biggest / bigger than Bloemfontein, and Cape Town is the biggest / bigger.

9 Put the dialogue in order.

- Of course. What size?
- No, they're cheaper.
- Yes, please. Do you have any other T-shirts?
- Medium, please.
- Yes, we do. We have the souvenir T-shirts over here.
- Good, can I have two, please?
- 1 Hello, can I help you?
- Are they more expensive than the other T-shirts?
- 2 Two medium souvenir T-shirts. That's twelve pounds.

10 Work in pairs. Practise the dialogue in exercise 9.

11 | Review

1 Complete the sentences.

- My brother is going to work ____ a big company.
- He's going to be in charge ____ lots of people.
- It's going to be a full ____ job.
- He isn't going to work ____ the public.
- It's a well-____ job.

2 Complete the questions.

- ____ do?
I'm a shop assistant.
- ____ work?
I work in a shoe shop.
- ____ with?
I work with two other people. Janet is the other shop assistant and Kerry is the manager.
- ____ start work?
The shop opens at nine o'clock, but I get to work at eight thirty.
- ____ here?
I started here five years ago.
- ____ your job?
Yes, I do. I like working with the public and I can get cheap shoes!

3 Rearrange the words to make predictions.

In fifty years ...

- work / will / people / home / from
- colder / than / it / much / will / be / now
- and / eat / fresh / fruit / people / vegetables / won't
- speak / everyone / the / language / will / same
- will / travel / everyone / electric / cars / by
- in / live / people / houses / won't / underground / will / live / they
- cities / people / in / live / the / countryside / they / will / in / live / won't

4 Work in pairs. Tick (✓) the predictions you agree with and compare.

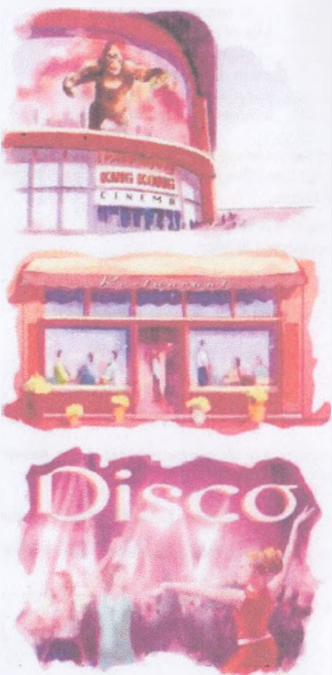
5 Here are some phrasal verbs that are in *Straightforward Elementary*. Choose the correct preposition.

- Take off / on your jacket if you feel hot.
- Will Cotton get out / up at six o'clock every morning.
- Did you turn off / in the lights?
- You look tired. Maybe you should sit down / up.
- OK, everybody please stand up / out to do this exercise.
- Did you take off / out the rubbish last night?
- Can you turn along / on the radio please?

6 Work in pairs, A and B.

- Invite B to one of these places.
- Respond.

Swap roles and repeat.



7 Complete the sentences with the words in the box.

went were met asked broke got

- They ____ out together for six years.
- They ____ in the same French class.
- Chris ____ Jennifer out.
- Jennifer got a job in a different country and they ____ up.
- Chris ____ Jennifer at university.
- They ____ along well together.

8 Put the sentences in exercise 7 in order to make a story.

12 | Review

- 1 Complete the sentences with the present perfect of the verbs in the box.

make be have write win sing

- We _____ in concerts around the world.
 - I _____ lots of books.
 - We _____ many CDs.
 - I _____ many sports competitions.
 - I _____ success in my music career.
 - I _____ a singer for over 40 years.
- 2 Work in pairs. Look at the sentences in exercise 1. Who is speaking? Now think of a *living* famous person for each of the sentences.

We have sung in concerts around the world.
U2. Yes, or maybe Coldplay.

- 3 Make questions using the words in the box.

Have you ever	had read cooked visited been	an English-speaking country? a book in English? diving in the sea? breakfast in bed? a meal for more than eight people?
---------------	---------------------------------------	---

- 4 Work in pairs. Ask the questions in exercise 3. Answer Yes, I have or No, I haven't.
- 5 Do the *Grammar Rules* quiz. For each definition, choose the correct verb form from the box.

present simple present continuous past simple future (going to) future (will) present perfect

GRAMMAR RULES

Part One

Rules of Form:

- There is no change to infinitive EXCEPT third person (add 's').
- The form is to be + verb + -ing.
- For regular verbs, add -ed to the verb. There are irregular verbs, eg went, saw, made.
- The form is the auxiliary *will* + infinitive.
- For questions and negatives the form is the auxiliary verb *do/does* + infinitive.
- The form is the auxiliary verb *have* + past participle.
- The form for questions and negatives is the auxiliary verb *did* + infinitive.
- The form is the auxiliary to be + going to + infinitive.

Part Two

Rules of Use:

- We use this verb form to talk about things we usually do.
- We use this verb form to talk about things that happened at an unspecified time in the past.
- We use this verb form to talk about things that happened at a specific time in the past.
- We use this verb form to talk about things we are doing NOW.
- We use this verb form to talk about predictions in the future.
- We can use this verb form to ask about people's experiences.
- We use this verb form to talk about plans for the future.

- 6 Each dialogue below has one mistake. Correct the mistake.

- A: What a beautiful gift! Thank you very much.
B: You welcome. Where's the mistake?
- A: Excuse me, I could use your phone for a minute?
B: Sure. Here you are.
A: Thank you.
- A: Why we don't ask the teacher?
H: Yes, that's a good idea.
A: OK then.
- A: What does the matter?
B: Nothing. I'm fine.
A: You look tired.
- A: What do you think of the *Star Wars* films?
B: I think they great.
A: I don't like them.

- 7 Match the dialogues to the functions. There is one extra function.

- ___ suggesting ___ asking/saying how you feel
___ talking about likes/dislikes ___ asking permission
___ thanking ___ inviting someone

Irregular verb list

Infinitive	Past simple	Past participle
be	was / were	been
begin	began	begun
break	broke	broken
bring	brought	brought
buy	bought	bought
can	could	been able
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known
learn	learned / learnt	learned / learnt
leave	left	left
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
shine	shone	shone
show	showed	shown
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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