

Unit 1: Time**1.1. Do you live in the past, present or future?**How past-focused are you?

- How often do you look at old photos or videos?
 - Often
 - Sometimes
 - Never
- Who do you prefer to spend time with?
 - Friends I met a long time ago
 - New friends
 - Both old and new friends
- Are you interested in your parents/grandparents stories about the old days?
 - Yes, very interested
 - Quite interested
 - No, not at all
- Do you enjoy family events, like birthday parties?
 - I love them
 - They are OK
 - Not really
- Where do you go for your summer holiday?
 - The same place every year
 - A different place every year
- When did you last see your older relatives?
 - Very recently
 - Quite recently
 - A long time ago

Daily life

Spend	time with relatives (parientes)	Eat	healthy food
Do	some exercise	Have	an early night
	homework		fun
	the shopping		a good time
	some work		a family meal
	housework		a lie-in
Stay	in for the evening	Chat	with friends online
Make	future plans	Go	to bed late
	a to-do list		on a trip
			shopping

Question forms

- Questions with *do* and *did*

Auxiliary	Subject	Main verb	Short answer
Do	you	drink coffee?	No, I don't
Does	your husband	buy you presents?	Yes, he does
Did	you	enjoy the concert?	No, I didn't

Question word	Auxiliary	Subject	Main verb
	Do	you	enjoy family events?
When	do	your children	do sport?
	Did	you	(last) see your older relatives
Who	does	your sister	play tennis with?
	do	you	spend time with?
How often	did	you	go on holiday as a child?

- In *yes/no* questions we normally put the auxiliary verbs *do/does/did* before the subject (See below for questions with *be*. *Have got* is also different).
- We can add question word (Who, When, How, Why, etc.) at the start questions.
- We can use an expression instead of a question word. Common expressions include:

How often	What time	What kind of (+noun)
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- We put prepositions (e.g. *to, with, from*) at the end of the question. *What music do you listen to?*

In present simple questions with *he/she/it* we don't add -s or -es to the main verb

Does my hair look nice? NOT ~~*Does my hair looks nice?*~~

2. Questions with *be*

Question word	Be	Subject		Short answer
	Are	you	hungry?	No, I'm not
	Was	he	at home?	Yes, he was
Who	is	your	English teacher?	
Why	are	our friends	late?	

- When the main verb in a question is *be*, we change the order of the subject and the verb.
Are you OK? NOT ~~*You are OK?*~~
- We do not use auxiliary verbs in questions with the verb *be*
Are you American? NOT ~~*Do you are American?*~~
- We put auxiliaries (*do/does/did*) before the subject
- We put the verb *be* (*am/is/are/was/were*) before the subject
- We put prepositions (e.g. *to, with*) at the end of the questions

1.2. Do you live in the past, present or future?

<i>How often do you do exercise?</i>		
<i>a never</i>	<i>b sometimes</i>	<i>c often</i>
• to-do lists?	• late for appointments?	• save money?
• healthy lifestyle?	• go to the dentist?	• plan things in advance?
• keep fit?	• stay out until late?	• have a good time

Present simple and adverbs of frequency/frequency expressions

- We use adverbs of frequency and frequency expressions to talk about how often we do things
- An adverb of frequency usually goes before the main verb
He nearly always listens to rock music
- An adverb of frequency usually goes after the verb *to be*
He's never worried about beating other people
- An adverb of frequency usually goes after the auxiliary verb (*does/do*) in negative sentences
He doesn't usually think about sentences
- Frequency expressions can go at the beginning or end of a sentence
He runs most days

Free-time activities

<i>Play</i>	<i>Do</i>	<i>Go</i>
golf	yoga	clubbing
football	karate	out for a coffee/meal
computer game	exercise	to the gym
cards	aerobics	camping
basketball		swimming
chess		a Facebook
		for a walk
		running

Present simple and adverbs of frequency

High frequency	←—————→			Low frequency
always	most days nearly always usually often	sometimes every now and then occasionally	hardly ever rarely	never

We use adverbs of frequency and frequency expressions when we talk about how often we do things happen

Specific frequency expressions

once twice three time etc	a	day week month, etc
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- In positive sentences, we put adverbs of frequency (including the expressions *hardly ever* and *nearly always*) *before* the main verb, but *after* the verb to be
- In negative sentences, we put adverbs of frequency *after* the auxiliary verbs (*do/does*), but we put *sometimes* *before* the auxiliary
- In questions, we put the adverb of frequency *after* the subject

Positive	Negative	Question
I always work in the morning	I don't always work in the morning	Do you always work in the morning?
I'm always tired on Friday evenings	I'm not always tired on Friday evenings	Are you always tired on Friday evenings?

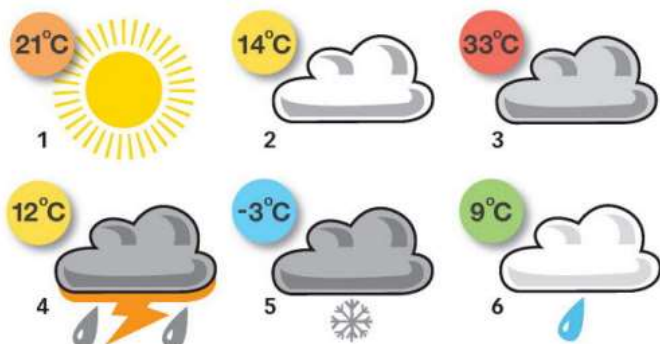
- We put frequency expressions such as *most days* or *every now and then* at the beginning or at the end of a sentence.
*I cook a nice meal **every now and then**.* NOT ~~*I cook every now and then a nice meal*~~
- Use a positive verb with *never*
I am never late. NOT ~~*I'm not never late*~~

1.3. Vocabulary and skills developmentPredicting

- Predicting or guessing before you read can help you understand a text better. Before Reading, you can ask yourself: *What do I already know about this topic?*
- Use photos, the title and the subheadings to predict what the text is about and what type of text it is, e.g. a newspaper article
- You can also predict some of the key vocabulary in the text.

<i>Make</i>	<i>Have</i>	<i>Take</i>	<i>Write</i>
blog	experience	photograph	post
film	record	a look	text
promise	plan	dream	

1.4. Speaking and writing



- 1) Sunny, dry and **pleasant** (agradable)
- 2) Cloudy and **mild** (templado)
- 3) Hot, cloudy and **humid** (hmedo)
- 4) Heavy rain, a **thunderstorm** (tormenta)
- 5) Light snow, temperature below zero
- 6) Cold and **damp** (hmedo) with a few **showers**

Hot	Caliente		Dry	Seco		Thunderstorm	Tormenta electrica
Cloudy	Nublado		Pleasant	Agradable		Light snow	Nieve ligera
Humid	Humedo		Cold	Frio		Below zero	Bajo cero
Mild	Templado		Damp	Humedo			
Sunny	Soleado		Few showers	Algunas lluvias			

Language for speaking. Talking about likes and dislikes.

I'm not keen on ...

I really love ...

I'm really into ...

I prefer ...

I can't stand ...

My favourite ... is ...

I'm really interested in ...

I don't mind ...

I quite like ...

- We generally use a noun or a verb + *-ing* after the likes and dislikes phrases.
I like swimming in the sea

Language for talking. Linking ideas with and, but and so.

- We can join sentences using the linkers *and*, *but* or *so*
The weather is god. There aren't too many people →
The weather is god and there aren't too many people
- In informal writing, e.g. posts and informal emails, we often use these linkers at the beginning of the sentence.
... the sea is nice and calm. But there are a lot of tourists at this time

Reading and writing

1.5. Video

Unit 2: Inside outside**2.1. Street life**

People who work in the street		Words to describe your town/city		Places and things in the street	
Souvenir seller	Vendedor de souvenirs	Safe	Seguro	Stall	Puesto
Pavement artist	Artista sobre pavimento/pintor callejero	Crowded	Atestado/lleño de gente/concurrido	Statue	Estatua
Street cleaner	Limpiador de calles	Dirty	Sucio	Market place	Mercado
Street performer	Artista callejero	Huge	Enorme	Pedestrian area	Zona peatonal
		dull	Aburrido	Rubbish	Basural
		lively	Dinámico/animados	Parking place	Estacionamiento

Present simple and present continuousPositive and negative sentences

	Subject	Auxiliary	Main verb	
Present simple				
+	I		leaves	my house at 8 a.m.
	She		gets	home at 7 p.m.
-	He	doesn't	like	fish
	We	don't	buy	our food in the market
Present continuous				
+	I	am	crossing the road	now
	She	is	enjoying	the music
-	We	aren't	shopping	at the moment

Questions

	Auxiliary	Subject	Main verb	
Present simple				
	Do	you	give	Money to people in the street?
Present continuous				
	Are	you	working	Today?

- We use the present simple to talk about routines and things that are always true
- We use the present continuous to talk about things that are happening now or around now
- We do not usually use the present continuous to talk about states, verbs like: *know, like, love, prefer, understand, want, etc.*
- We do not usually use the present continuous with stative verbs. Common stative verbs include verbs that describe:
 - Feelings: like, love, hate, feel
 - Desires: prefer, want, need
 - Thoughts: understand, know, believe, remember, forget, agree, realize
 - States: exist, cost, seem, be, mean, belong, own

2.2. Home lifeIdentifying relative clauses

1. The woman **who** took the photos is my aunt
2. The blog **that** he writes is really interesting
3. This is the shop **where** Susan bought her laptop from

Identifying relative clauses give us information about the person, place or thing we are talking about. We can't understand what the sentence is about without this information.

- We use **who** or **that** to talk about **people**.
Huang Qingjun is a photographer who travels around China and takes photos of people that are standing outside their homes ...
The people who/that live at number 23 are very kind
 - We use **which** or **that** to talk about **things**
The photos show the huge changes which are taking place in China
Huang's photos are a simple idea that shows how people's lives are changing
The object which/that is most special to me is my ring
 - We use **where** to talk about **places**
He visited one location where a couple had to move
Tiree is the island where my parents met
- We use the pronoun **which** or **that** when a place is the subject or direct object of the identifying clause
This is the house which we bought NOT ~~*This is the house where we bought*~~
 - When an identifying relative clause has a subject, we don't add an object pronoun
This is the man who I met at the wedding NOT ~~*This is the man who I met him at the wedding*~~
 - We write the identifying clause immediately after the noun or noun phrase identifies
The room that I sleep in is big NOT ~~*The room is big that I sleep in*~~

Household objects

- | | | |
|----------------------------|--------------------------------------------|---------------------------------------------|
| - Towel = Toalla | - Candle = vela | - Tap = grifo |
| - Duvet = Funda | - Dust and brush = polvo y cepillo | - Wash basin = lavabo |
| - Sheet = Sabana | - Cupboard = alacena | - Satelite TV = television satelital |
| - Mirror = Espejo | - Cooker = horno | - Chest of drawers = cajonera |
| - Carpet = alfombra | - Dishwasher = lavavajillas | - Wardrobe = guardaropa |
| - Rug = manta | - Microwave oven = horno microondas | - Pan = Sarten |
| - Cloth = paño | | |

2.3. Vocabulary and skills development

Phrases with on

Phrases which start *on* are very common in English, e.g. *on time, on the internet, on a bus*. Learn these as complete phrases

Sentences with missing words

Sometimes writers and speakers leave out words in a sentence to avoid repetition. These words can be:

- | | |
|---------------------------------------------------------------|--------------------------------------------------------|
| 1. Pronouns, e.g. <i>he/she, they</i> | 2. Subject pronouns and auxiliary verbs |
| <i>She lives in Brussels and works for the European Union</i> | <i>Today he's working at home and writing a report</i> |

To understand a text, it is important to know what the missing word are

2.4. Speaking and writing

Asking for and giving directions

- | | |
|--------------------------------------------------|------------------------------------------|
| - On the left = a la izquierda | - Takes = toma |
| - Straight along = seguir recto | - Turn left = gira a la izquierda |
| - Keep going until = sigue Adelante hasta | - How to get to = como llegar a |
| - Second right = segunda a la derecha | - That right = esa derecha |

Parts of the house

- **Guest bedroom** = dormitorio de invitados
- **Master bedroom** = dormitorio principal
- **Terrace** = terraza
- **Painting Pavilion** = pabellón de pintura
- **Drawing room** = sala de estar/recibidor
- **Entrance** = entrada
- **Reception** = recepción

Asking for and giving directions**Asking for directions**

- Please could you tell me how to get to ... ?
- Excuse me, is this the right way to ... ?
- I'm looking for the
- Is it far?
- Can you show me on the map?

Giving directions

- Go straight along/down/past/through ...
- Cross ...
- Keep going until you reach ...
- Take the first right/second left
- Turn left/right

Saying where something is

- You'll see
- It's the (building) ... on the left/right
- You can't miss it
- It's on the ground/first/second/top floor

Saying how long it takes

- It's five minutes' walk from here
- It takes about ten minutes

Checking understanding

- OK, so it's left at the ... then second right?
- Is that right?
- So I need to go through

Abbreviations in texts

People sometimes use abbreviations or the short forms of words in the text messages. This style is more informal. Here are some common examples:

- **Please** = pls
- **See you** = CU
- **You** = U
- **Great** = GR8
- **X** = a kiss after someone's initial (e.g. S = love from Sarah)
- **Oh my god** = OMG
- **Are you** = RU
- **As soon as possible** = asap
- **Thanks** = thnx
- **Sorry** = sry

Reading and writing

1 18 January

RU home yet? Pls could U pick me up now? Sx

Yes, that's fine. Will get there asap Mumx

Thnx!

2 07 March

Hil Where RU? We're waiting for you in the café just along the road from school. CU soon? Jx

Gr8. Sry I'm late -- missed the bus. I'm on my way now. CU soon! Lx

3 31 May

Your order is out for delivery today. To check your order details, please go to www.lander-europe.co.uk and enter 457987200.

2.5. Video

Unit 3: Going up, going down

3.1. The man who fell to Earth

Going up or going down

Drop = soltar

Land = tierra

Jump = saltar

Dive = sumergirse

Fall = caída

Lift = levantar

Rise = Elevar

Climb = subida

Take off = despegar

Over = encima

Towards = Hacia

Along = Al lado de

Out of = fuera de / por / sin

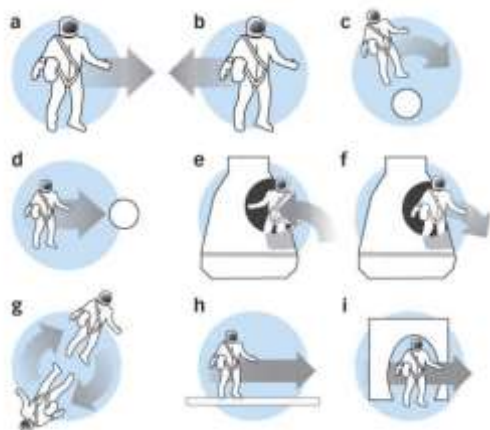
Round and round = vueltas y vueltas

Forwards = hacia adelante

Backwards = hacia atrás

Through = mediante / atravesar

Into = dentro



a. **Forwards** = hacia adelante

b. **Backwards** = hacia atrás

c. **Over** = encima

d. **Along** = Al lado de

e. **Into** = dentro

f. **Out of** = fuera de / por / sin

g. **Round and round** = vueltas y vueltas

h. **Towards** = Hacia

i. **Through** = mediante / atravesar

Past simple

We use the past simple for finished actions in the past. We often use it to tell stories.

- *His journey started at 3.16 p.m.*
- *He didn't think about the view*
- *Did he have any problems during the jump?*

Verbs in the past simple can be regular or irregular:

Regular verbs	Irregular verbs
Shouted	Took
Jumped	Got
Moved	Made
Landed	Fell

1. The plane **took off** half an hour late, but **landed** on time
2. I **didn't sleep** very well last night
3. **Did** you fall **down** the stairs?

Regular verbs	Past simple form	Example
Most verbs	+ -ed	I entered the lift
Ends in -e	+ -d	She decided to jump
Ends in consonante + -y	y → I + -ed	You copied my research
Ends in vowel + -y	+ -ed	We enjoyed the trip
Ends in short vowel + consonant	Double last letter + -ed	They planned the holiday
Negatives (except <i>be</i> and <i>modals</i>)	Didn't + infinitive	He didn't sleep well
Questions (except <i>be</i> and <i>modals</i>)	Did + subject + infinitive	Did you enjoy it?

- Verbs can be regular or irregular. Irregular verbs don't follow the rules for forming the past simple. Look at the examples.
Regular: watch → watched, marry → married, dive → dived, land → landed
Irregular: go → went, get → got, set → set, take → took (ver pag 166 coursebook con los verbos irregulares)
- We use the past simple for finished actions in the past. We often use it to tell stories
*She **left** the house early in the morning*
*He **didn't enjoy** the experience*
***Did** she **take** a long time?*

The past simple doesn't change form in the third person, except for the verb be.

She wore a beautiful dress NOT ~~She wears a beautiful dress~~

Saying when something happened

- **In** March/ the summer/ 2014
- **On** Tuesday/21st April/New Year's Day
- **The** other day/day before yesterday/year before last
- Two years/six days/three months/ **ago**
- **Last** year/night/week
- **When** I was young/he left school/she was 13

3.2. Going up ... One man's lift nightmare



1. anxious, lonely, disappointed, stressed
2. confused, nervous
3. anxious, nervous, stressed, scared, embarrassed
4. stressed, angry
5. embarrassed, guilty
6. in a good mood, pleased



Positive feels: in a good mood, pleased, calm, excited

Negative feels: guilty, scared, nervous, exhausted, embarrassed, disappointed, confused, lonely, angry, anxious, stressed

Adjectives for describing feelings

In a good mood = de buen humor

Pleased = satisfecho

Calm = tranquila

Excited = emocionado

Guilty = culpable

Scared = asustado

Nervous = nervioso

Exhausted = agotado

Embarrassed = avergonzada

Disappointed = decepcionada

Confused = confundido

Lonely = solitario

Angry = enojado

Anxious = ansioso

Stressed = estresada

Past simple and past continuous

1) Positive and negative statements

	Subject	Auxiliary	Verb	
Past simple				
+	I		left	the airport in a taxi
-	We	didn't	buy	a ticket
Past continuous				
+	I	was	walking	in the mountains
-	We	were	planning	our holiday yesterday evening
-	He	wasn't	sleeping	at 1 p.m.

2) Questions

	Auxiliary	Subject	Verb		Short answer
	Past simple				
	Did	you	get	cold in the sea?	Yes, I did
	Past continuous				
	Were	you	doing	something nice?	No, I wasn't

- We use the past continuous to talk about actions which were unfinished at a past time.
*At 3 p.m., she **was still packing** her bags*
*At 10.45, he **was** smoking a cigarette*
- We use the past simple for finished actions and things that happened one after another.
*I **got** into the car, **shut** the door and **started** the engine*
*He **sat** down, **turned** on his computer and **started** to work*
- We use the past simple for repeated past actions or completed past actions
*He **hit** the walls several times*
*He **flew** to Egypt three times*
*She **waited** for him for 30 minutes*
- We often use the past simple and past continuous together.
We use the past continuous for the longer action.
We use the past simple for a shorter action that happened while the longer action was happening.
*While he **was returning** to his office, the lift suddenly stopped between floors*
*While I **was sitting** on the train, I **made** a phone call*
- In these cases, we often use the words *when*, *while* or *as* to introduce the longer action
*He called his friend **as** he walked down the street*

Stative verbs are not used in the past continuous.

He did a puzzle while were on holiday NOT ~~He did a puzzle while we were being on holiday~~

3.3. **Vocabulary and skills development**Adverbs of manner

- The words in **bold** in exercise 1a are adverbs of manner. They describe verbs. They tell us how we do something or how something happens.
- The often and in *-ly*, e.g. quick → *quickly*, or *-ily*, e.g. angry → *angrily*
- Some adverbs are irregular, e.g. good → *well*, or don't change, e.g. fast → *fast*
- Usually adverbs of manner go after the object, or, if there isn't one, after the main verb
I ask them nicely to turn down, I smile politely

Are you a good cook?	Do you cook well ?
Are you a careful driver?	Do you drive carefully ?
Are you a quick typist?	Do you type quickly ?
Are you a slow eater/walker?	Do you eat/walk slowly ?
Are you a regular traveler?	Do you travel regularly ?
Are you a fast runner?	Do you run fast ?

-t and -d before a consonant

- When a word ends in *-t* or *-d* and the next word begins with a consonant, we don't say the *-t* or *-d*
 - Lift going up *sounds like* Lif going up
 - Second floor *sounds like* Secon floor
 - It isn't coming *sounds like* It isn coming

- Sometimes this happens with -t or -d inside a single word
 - Politely *sounds like* Poli-ly
 - Friends *sounds like* Friens

3.4. Speaking and writing

Telling and responding to a story

Starting a story

A funny thing happened this morning ...

I had a bad experience last year, when I was ...

Returning to the subject of a story

So, anyway, ...

Ending a story

I was so embarrassed!

I was really scared!

It was all OK in the end.

Responding to a story

Oh no!

You're joking!

So then what happened?

Time sequencers

When we tell a story, we often use time sequencers to show when things happened.

Showing how a situation changes

At first ... but after ...

To begin with ... but then ...

Talking about an unexpected event

suddenly

Showing the order of events

half an hour later

a short time later

after a few minutes

then

next

Ending a story or saying that a lot of time has passed

in the end

finally

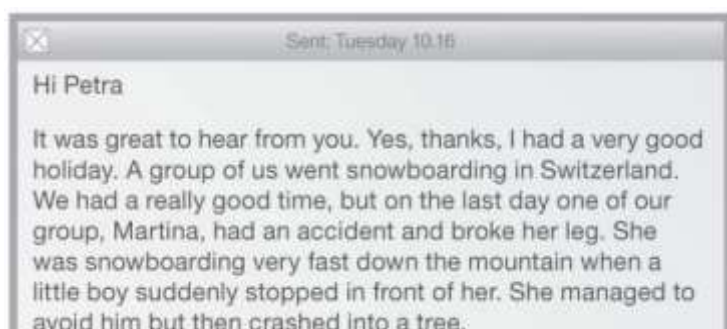
at last

Referring to an action which interrupts another action

when

while

Reading and writing



At first we thought she was alright, but after a few minutes she started screaming and complaining about her leg. It was awful. We tried to phone for help, but the signal was really bad. In the end, I snowboarded down to a nearby mountain café and called from there. A rescue team arrived a short time later to take her to hospital. Anyway, we're all back home now. Martina's leg is getting better. She's off college for a month, but she's enjoying the rest, I think.

Let's speak soon. I'll give you a call some time.

Love
Juliana

3.5. Video

Unit 4: Changes and challenges**4.1. Changing directions**From the youngest to the oldest

- | | | |
|----------------------------|--------------------------|----------------------------------|
| 1. child | 4. in your mid-twenties | 7. middle-aged |
| 2. teenager | 5. in your late twenties | 8. in your sixties |
| 3. in your early twenties | 6. about thirty-five | 9. elderly |
| 1) Start your own business | 7) Leave home | 13) Change career |
| 2) Have a baby/children | 8) Retire | 14) Take up a hobby/sport |
| 3) Go to university | 9) Learn to swing | 15) Pass your exams/driving test |
| 4) Get a job | 10) Leave school | 16) Live with a partner |
| 5) Choose your career | 11) Move house of flat | |
| 6) Get married | 12) Spend time abroad | |

Verbs with -ing and to

Subject	Main verb	-ing form/infinitive	
I	enjoy	swimming	in the morning
He	hopes	to win	the competition
They	go	jogging	every evening
We	don't like	to watch	football on tv

- We sometimes use a second verb after a main verb. In these cases, the second verb is usually an infinitive with *to* or an *-ing* form.
- We usually use the *-ing* form after verbs for discussing likes and dislikes, such as:
like, love, hate, enjoy, can't stand
*I **enjoy** eating seafood*
- We also normally use the *-ing* form after these common verbs:
imagine, keep, go, stop
*I **keep** losing my keys*
- We use the infinitive with *to* after these common verbs:
learn, need, hope, decide, want, would like, plan
*He only **learnt to** swing when he was in his early twenties*
*Heidi **needs to** pass all her exams before she can become a doctor.*

The second verb never change form

Penny decided to take the exam NOT ~~Penny decided to takes the exam~~

4.2. Living without the internetInternet activities

- | | | |
|---------------------|-----------------------------|-----------------------------------------------|
| • Go/be online | • Share photos | • Check/deal with emails |
| • Blog and tweet | • Log on/out | • Chat online |
| • Do research | • Read/listen to the news | • Use social media (e.g. Facebook, Instagram) |
| • Text friends | • Download films/music/apps | |
| • Do online banking | • Post (sth.) on a website | |
| • Shop online | • Update your Facebook page | |

Going to and present continuous for the future

1. Positive/ negative forms

	Subject	Auxiliary		Main verb	
	Present continuous				
+	We	are		having	dinner at 8 p.m.
-	He	isn't		meeting	anyone this evening
	Be going to				
+	I	am	going to	have	a drink
	She	is	going to	ask	a technician for help
-	We	aren't	going to	watch	a dvd

2. Questions

	Auxiliary	Subject		Main verb	
	Present continuous				
	Is	he		staying	here for two weeks?
	Be going to				
	Are	you	going to	finish	your food?

- We can use *going to* or the *present continuous* to talk about future plans. Both forms are often possible and are very similar.
- When the plan has a fixed time and/or place we usually use the present continuous. These plans normally include other people.
I'm meeting Gary in the internet café at 10 a.m.
- We usually use *going to* when we talk about plans or intentions with no time or place.
I'm going to get a new PC.

We often prefer the present continuous with the verb *go*:

I'm going to the computer room after the lesson NOT ~~*I'm going to go to the computer room after the lesson*~~

4.3. Vocabulary and skills development/w/ and /j/ sounds in connected speech

When a word ends with a vowel sound and the next word begins with a vowel sound, we sometimes add a /j/ sound or a /w/ sound to link the words.

GET

Get is a very common word in English. It has several meanings:

1. When we use *get* before a noun, it usually means 'receive', 'buy', 'obtain', 'catch', or something similar
2. When we use *get* before an adjective (e.g. *cold*) or a past participle (e.g. *married*), it means 'become'
3. We don't often use *get* in very formal written English

- | | | |
|------------------|--------------------|------------------------------|
| - Get a present | - Get enough sleep | - Get fit |
| - Get engaged | - Get a taxi | - Get a new job |
| - Get home late | - Get a new pair | - Get up earlier and study |
| - Get angry | - Getting | - Get married |
| - Get cold | - Got one | - Get more sleep |
| - Get a text | - Gets there | - Get home from work earlier |
| - Get the bus | - Get some | - Get a new car |
| - Get some bread | - Gets her some | - get the bus |

4.4. Speaking and writing

Inviting and making arrangements

Checking someone is free

Are you free ... ? Are you doing anything ... ? Is ... any good for you?

Making invitations

Would you like to ... ? Do you fancy + verb + -ing?

Accepting invitations

Sounds ... ! Yeah, I'd like/love to ... That'd be ... !

Refusing invitations (apology + reason)

I'm afraid I can't make (it) ... because ...

I'm really sorry, but I can't ... because ...

Suggesting a time/place to meet

Shall we meet ... at ... ? We could try ...

Suggesting a different time/place to meet

How about + verb '-ing ... instead?

Could we meet ... instead?

Opening and closing emails

Greeting

Hello (Agneta) Hi there! Dear (Seyit)

Starting a message

How are you? How are you doing?

How are things? I hope you're keeping well.

Closing a message

I look forward to hearing from you

I hope you're keeping well Speak (to you) soon

See you soon Take care

Signing off

Best wishes

Bye for now

Many thanks

All the best

Cheers

Reading and writing

4.5. Video

Unit 6: People**6.1. The quiet revolution**Adjectives for describing character

How do you describe a person who ...?

1. doesn't say very much → **QUIET** (tranquilo)
2. is often nervous about speaking to people → **SHY** (timido)
3. enjoys being with other people → **SOCIABLE** (sociable)
4. has a lot of new ideas or is good at making things → **CREATIVE** (creative)
5. likes everything to be in the right place → **TIDY** (ordenado)
6. doesn't mind when things take a long time → **PATIENT** (paciente)
7. is sure they can do things well → **CONFIDENT** (confiado)
8. is good at learning and understanding things → **CLEVER/SMART** (listo/inteligente)
9. always tells the truth → **HONEST** (honesto)
10. doesn't like working → **LAZY** (perezoso)
11. a quiet, shy person who prefers to be alone than with other people → **INTROVERT** (introvertido)

OPOSSITES

Clever/smart → **Stupid**

Lazy → **Hard-working**

Sociable → **Unsociable**

Tidy → **Untidy**

Introvert → **Extrovert**

Making comparisons

1. Pilar is **smarter than** I am
2. I'm **more creative than** my brother, but **less creative than** my sister
3. Mrs. Fiore is **the most patient** person I've ever met
4. They are **the least sociable** students in the class
5. Evan isn't **as confident as** me

Most single-syllable adjectives have a comparative form with *-er* at the end, and a superlative form ending with *-est*. We use *more/most* with longer adjectives.

Type of adjective	Comparative	Superlative
One syllable ending -e	nicer	nicest
One syllable ending with one vowel + one consonant	hotter	hottest
One syllable	longer	longest
One or two syllables ending -y	happier	happiest
Two or three syllables	more helpful	most helpful
	more fantastic	most fantastic

- There are some exceptions, e.g. *bored – more bored*, and some adjectives are irregular, e.g. *good – better – best*, *bad – worse – worst*, *far – further – furthest*
- The opposite of *more* is *less* and the opposite of *most* is *least*.
Less/Least can also be used with short adjectives, e.g. *less shy (=most confident)*, *less tidy (=untidier)*
- We use comparative adjectives (*+ than*) to compare people and things with other people things.
With short adjectives, add *-er* to the end of the adjective, e.g. *quieter*
With short adjectives ending in *-y*, take off *-y* and add *-ier* to the adjective, e.g. *happier*
With longer adjectives use *more/less + adjective*, e.g. *less interested*

My brother is **lazier than** me
 Children are **more sociable than** adults
 We're **less lazy than** the Jones family

- We use superlative adjectives (usually with *the*) to compare people and things with a whole group.
 With short adjectives, add *-est* to the end of the adjective, e.g. *newest*
 With short adjectives ending in *-y*, take off *-y* and add *-iest* to the adjective, e.g. *laziest*
 With longer adjectives use *most/least* + adjective, e.g. *most unusual*

He is **the most confident** person in the family
 I am **the least shy** student in the class
 You're **the best** mum in the world

- We use *not as + adjectives + as* to say that two things or people are not equal in some way.

I'm **not as happy as** Amy (Amy is happier than me)

- We use *(just) as ... as* to say two things or people are equal in some way

They are **just as successful as** extroverts
 Alan is **(just) as crative as** David (they are equally creative)

After than we use an object pronoun:

Our cousins are younger than us NOT ~~Our cousins are younger than we~~

6.2. A long way home

Family

- | | |
|----------------------------|--------------------------------|
| ▪ Father → padre | ▪ Mother-in-law → suegra |
| ▪ Mother → madre | ▪ Adopted → adoptado/a |
| ▪ Brother → hermano | ▪ Related → relacionado |
| ▪ Sister → hermana | ▪ Divorced → divorciado |
| ▪ Aunt → tia | ▪ Separated → separado |
| ▪ Uncle → tío | ▪ Twins → mellizos/as |
| ▪ Daughter → hija | ▪ Stepfather → padrastro |
| ▪ Son → hijo | ▪ Stepmother → madrastra |
| ▪ Parents → padres | ▪ Stepsister → hermanastra |
| ▪ Pair → par | ▪ Stepbrother → hermanastro |
| ▪ Couple → pareja | ▪ Half-sister → media hermana |
| ▪ Engaged → comprometido/a | ▪ Half-brother → medio hermano |
| ▪ Cousin → primo/a | ▪ Relatives → parientes |
| ▪ Father-in-law → suegro | |

Present perfect simple and past simple for experiences

1. Present perfect

- I **have travelled** around the world*
- He **hasn't met** our cousins*
- A. **Have** you **talked** to my brother?
 B. Yes, I **have***

We make the present perfect simple with the auxiliary have and the past participle of the verb

2. Past simple

- a. *I **travelled** around Asia five years ago*
- b. *He **didn't meet** our cousins in 2011*
- c. A. ***Did** you **talk** to my brother?*
B. *Yes, I **did***

- We use the **past simple** to talk about something that happened at a specific time in the past
Saroo lost his mother when he was five
*I **have invited** our in-laws for dinner*
- We use the **present perfect simple** to talk about an action or situation in the past when we don't know the exact time or it isn't important.
He has found his mother
*I **wrote** to the Admissions Office yesterday*
- We make the present perfect simple with the auxiliary **have** and the past participle
- We often use the present perfect simple to start a conversation about our experience. If we want to give more details, we use the past simple
***Have you ever visited** your cousins in Canada?*
*Yes, we **went** there last year*
- We often use *ever* and *never* with the present perfect simple. *Ever* (in questions) means 'at some time in your life'. *Never* means 'at no time up to now'
Have you ever been to India?
No, I've never been there

6.3. Vocabulary and skills development

Adjectives prefixes

- We can use prefixes, e.g. *un-*, *dis-* and *im-* at beginning of some adjectives to give the opposite meaning
happy → *unhappy*, *organized* → *disorganized*, *polite* → *impolite*
- We often use *a bit* before an adjective with a negative meaning to sound more polite
He's a bit disorganized. NOT ~~*He's disorganized*~~
- There are no rules about which prefix to use

Unpleasant → desagradable

Unusual → raro/inusual

Impatient → Impaciente

Dishonest → Dishonesto

Unlucky → desafortunado

Impossible → imposible

Unfair → injusto

Unfriendly → antipático

Unhealthy → malsano

Unnecessary → innecesario

6.4. Speaking and writing

Responding to news on social media

Best of luck → La mejor de las suertes

Congratulations → Felicidades

Bad luck → Mala suerte

You lucky thing → tu cosa de la suerte

Love the pic → Amo la foto

Good luck! → Buena suerte!

I hope you feel better soon → Espero que te sientas mejor pronto

Present perfect simple with **just**, **already** and **yet**

- We use **just** for something which happened very recently.
We put it between *have/has* and the past participle
*I've **just** got here*
- We use **already** for something which happened before now and earlier than expected.
We usually put it before the main verb
*Winter **has already** arrived in Alberta!*
- We use **yet** in negative sentences and questions, for something we expected to happen before now or that we plan to do but haven't up to now.
We put it at the end of the sentences
*Have you seen any good matches **yet**?*

Language for speaking: Giving and responding to news

Introducing news

Have you heard the news?

I've got some (good/bad/interesting/etc) news

Guess what?!

Responding to good news

How/That's + adjective (e.g. amazing, wonderful) !

I'm really happy for you

Oh wow!

Responding to bad news

Oh no!

How/That's + adjective (e.g. awful, terrible) !

Never mind

Oh dear. I'm sorry.

What a + noun (e.g. shame, pity, nightmare) !

Best of luck Congratulations Bad luck You lucky thing
Love the pic

Alex Wang is at Wimbledon with 2 others.
7 Likes · 3 Comments

Amy Wang 1 _____! I'm SO jealous! Have a fab time!
Rob da Souza Have you seen any good matches yet?
Alex Wang No, Rob, I've just got here.

Hanna Paul Interview this afternoon. Wish me luck!
2 Likes · 2 Comments

Joe Bates 2 _____! Thinking of you ... (You'll be fine!)
Sophie Goode Fingers crossed, Hanna! xx

Timo Carter Broken my shoulder ☹️.
2 Comments

Bill Farrar Ah ... 3 _____! Get better soon.
Sven Jensen Get well soon. Wishing you a speedy recovery.

Hanna Paul Got the job!
19 Likes · 2 Comments

Joe Bates Brilliant! Well done.
Carlo Duarte 4 _____! You're a star!

Mark Owen It's only October and winter has already arrived in Moscow!
6 Likes · 2 Comments

Keiko White I can't believe it! Winter already?! Great pic, though.
Helen Webb Yeah ... 5 _____!



6.5. Video

Unit 12: Travel**12.1. The working environment****Jobs:**

- *scientist* (científico)
- *software developer* (desarrollador de software)
- *accountant* (contador)
- *journalist* (periodista)
- *personal assistant (PA)* (asistente personal)
- *administrator* (administrador)
- *judge* (juez)
- *builder* (constructor)
- *nurse* (enfermera)

Professions:

- *engineering* (ingeniería)
- *information technology (IT)* (tecnologías de la información)
- *health care* (cuidado de la salud)
- *sales* (ventas)
- *politics* (política)
- *administration* (administración)
- *law* (ley)
- *medical research* (investigación médica)
- *publishing* (publicación)

Workplaces:

- *building site* (sitio de construcción)
- *construction* (construcción)
- *laboratory* (laboratorio)
- *factory* (fábrica)
- *hospital* (hospital)
- *court* (tribunal)
- *office* (oficina)

I'm a software developer/journalist

I'm studying engineering/IT

I work as a nurse/PA

I work for a construction company

I work in sales/IT/publishing

I'd like to become an accountant/nurse

Which job would you most/least like to do? Why?

Which job do you think is	the most stressful? the best paid? the most important to society?
---------------------------	-------------------------------------------------------------------------

present perfect simple with **for** and **since**

	Subject	have/has	Past participle	for/since
+	Ford	has	made	cars for 110 years
-	I	haven't	worked	since my accident

We form the present perfect simple with *has* or *have* and the past participle of the verb.

The past participle of a verb is often the same as the past simple form and usually ends *-ed* (*work* → *worked*). But remember that some verbs are irregular (*make* → *made*) and their forms are usually different from the past simple forms

We use the present perfect to talk about present situations that started in the past and continue now

We use *for* and *since* with the present perfect when we want to say when the situation started or how much time it has continue for.

- We use the present simple with *for* and *since* to talk about present situations that started in the past and continue now
I've had this job since 2012. NOT ~~I have this job since 2012~~
She's been my boss for two years
- We use **since** when we give the beginning of the time. The beginning of the time can be a date, a day/month/year/clock time, or an event (such as a memorable occasion)
e.g. 2011, yesterday, I was a child
I've been here since 8 am
- We use **for** when we give the length of time
e.g. three months, two years
These offices have been here for many years
- We often use the past simple after since
I've had this desk since I started working here
- We use the question form *How long* when we want to know how long a situation has continued for.
How long has Gill been your manager?

Unit 7: Travel**7.1. On the move**

- *Public transport* (transporte publico)
- *Crowded* (lleno de gente-atestado)
- *Main roads* (carreteras principales)
- *Convenient* (conveniente)
- *Greener* (ecologico)
- *Fuel* (combustible)
- *Pollution* (contaminacion)
- *Fares* (tarifas)
- *Bus pass* (pase de autobus)
- *Traffic jams* (embotellamiento)
- *Reliable* (de confianza)
- *In advance* (por adelantado)

Prediction (will, might)

POSITIVE			
Subject	will/might	Infinitive	
People	will	use	public transport more
Public transport	might	be	more crowded soon

NEGATIVE			
Subject	will/might	Infinitive	
Driving	won't	be	dangerous one day
Workers	might not	travel	to offices in the future

QUESTIONS			
Will	Subject	Infinitive	
Will	planes	fly	without pilots soon?

The form of *will* and *might* stays the same and doesn't change according to the subject

- We use will or won't + infinitive without *to* when we make guesses or predictions about the future, i.e. when we say things we think, guess or know about the future
In 2045, the line will extend to Osaka
I think/believe ... or I don't think/believe ... to introduce a prediction
- We use might or might not + infinitive without *to* to make predictions when we are not sure about our predictions
In the future, some of us might fly to work by train
People might travel less in the future
I might not need my car at the weekend
- We can use probably after *will* and before *won't* to make the prediction a little less certain and definitely to make it more certain.
Maglev probably won't replace other forms of transport in the near future
He'll probably pass his driving test
The design of buses definitely won't change
- We often use *I think ...* or *I don't think ...* to introduce a prediction with *will*
I think he'll come. I don't think they'll win
- We don't usually use direct question forms with *might*
Do you think (that) train travel might become cheaper one day?

We normally contract *will* to *'ll* after personal pronouns, but not after nouns.

The team will probably fly there. It'll be faster than the train

~~NOT The team'll probably fly there. It will be faster than the train~~

7.2. Getting away

Holidays

Before you travel:	During your trip:
<ul style="list-style-type: none"> - <i>Book your flight</i> (reserve tu vuelo) - <i>Buy travel insurance</i> (comprar Seguro de viaje) - <i>Apply for a visa</i> (postularse para obtener la visa) - <i>Get foreign currency</i> (conseguir moneda extranjera) 	<ul style="list-style-type: none"> - <i>Lie by the pool</i> (acostarse junto a la piscina) - <i>Buy souvenirs</i> (comprar recuerdos) - <i>Try the local food reviews</i> (prueba las reseñas de comida local) - <i>Experience the local culture</i> (experimentar la cultura local) - <i>Go sightseeing</i> (hacer turismo) - <i>Explore the area</i> (explorar el área)
Both	
<ul style="list-style-type: none"> - Hire a car (alquilar un coche) - Read a guidebook (leer una guía) - Read online reviews (leer reseñas en línea) - Choose your accommodation (elige tu alojamiento) 	

Do you book your holidays far in advance, or are you a last-minute person?

What type of holiday accommodation do you prefer (hotel, self-catering, etc.)? Why?

What websites do you look at for holiday reviews?

Do you usually take a guidebook on holiday? Why/Why not?

What do you like doing on holiday? Why?

1. Somewhere = en algún lugar
2. Everywhere = en todas partes
3. Everything = todo
4. Anything = cualquier cosa
5. Nobody = nadie
6. Something = algo
7. Everyone = todos

Something, anyone, everybody, nowhere, etc.

1. **Something** is wrong, but I don't know what
2. I can't find my keys. I've looked **everywhere**
3. **No one** visited her while she was in hospital
4. Has **anybody** called?

	One	All	None	None (negatives and questions)
People	somebody/someone	everybody/everyone	nobody/no one	anybody/anyone
Places	somewhere	everywhere	nowhere	anywhere
Things	something	everything	nothing	anything

The endings *-body* and *-one* have the same meaning. There is no difference between them

- We use *some* with *-one/-body, -where, -thing* to talk about a person, place or thing when we aren't talking about a specific one.

*We are going **somewhere** in France, but we haven't decided where yet*

***Somebody** rang, but they didn't leave their name*

The endings *-body* and *-one* have the same meaning, but *-body* is a less formal and we don't usually use it in writing

- We use *every-* with *-one/-body*, *-where*, *-thing* to talk about all people, place or things.

Everything in this market is cheap

I contacted **everyone** to tell them

No- or *-any* with *-one/-body*, *-where*, *-thing* mean no people, places or things

We use *-no* with a positive verb and *any-* with a negative singular verb or in a question

Nobody in my family cycles to work

I don't know **anything** about it

Is there **anywhere** to buy a sandwich near here?

- We can give extra information about these words by adding adjectives, infinitives (with *to*) and relatives clauses:
Let's go somewhere hot = Let's go to a hot place
I need something to drink = I need a drink
A receptionist is someone who meets you when you arrive
- When we use these words as subjects, we use singular verbs
*Everyone **hates** waiting*
- We use somebody/one, something, somewhere, everybody/one, everything, everywhere in affirmative sentences.
I need something to eat.
Everyone leaves their shoes outside
- We use anybody/one, anything, anywhere in negative sentences
I haven't seen anything like this before. NOT ~~I've haven't seen nothing like this before~~
- Nothing, nowhere and nobody/one have a negative meaning, but the verb is in the affirmative form
Nobody's serving food. NOT ~~Nobody's not serving food~~
- After these pronouns we often use adjectives, e.g. *something new*, infinitives, e.g. *somewhere to stay*, and relative clauses, e.g. *someone who ...*

7.3. Vocabulary and skills development

Paraphrasing

- To avoid repetition, writers use different words with a similar meaning.
I love London, but I find the capital a difficult place to live in.
- To understand a text better, you need to recognize paraphrasing, otherwise you may think the writer is talking about two different things

-ed and -ing adjectives

- ed* adjectives describe how a person feels
I feel tired. NOT ~~I feel tiring~~
- ing* adjectives describe a situation, a person or a thing
It was a really exciting film

This lesson is **interesting**. (This describes a thing that causes the feeling= interesante)

I am **interested** in this lesson (This describes how a person feels about something, the feeling= interesado)

7.4. Speaking and writing

LANGUAGE FOR SPEAKING

checking into a hotel

Guest

I'd like to check in/check out, please.

Could we check in, please?

What time is checkout?

Is ... available in the room?

Is there a charge for ...?

Is there somewhere we can leave our luggage?

Receptionist

Do you have a reservation?

What was the name (again)?

Could you fill in the registration form, please?

I'll get someone to help you with ...



LANGUAGE FOR WRITING

short notes and messages

When we write short notes and messages we often:

- 1 use only the key words which are important to understand the message. We miss out pronouns (*I, we, etc.*), auxiliary verbs, forms of *be* and articles, as these don't usually carry the main meaning.

~~*I am on the train.*~~ → *On train*

- 2 use direct forms, instead of more polite, longer forms.

~~*Could you*~~ call back after 6? → *Call back after 6.*

- 3 use abbreviations and short forms of words.

~~*minutes*~~ → *mins*

Note: The abbreviation *U* (= *you*) is only common in text messages (*C* = *see* and *R* = *are* are other examples).

7.5. Video

Unit 8: Language and learning**8.1. The amazing human brain**Ability (can, be able to)

1. The human brain **can think** creatively
2. Computers **aren't able to feel** emotions
3. **Can** you **remember** her name? No, I **can't**
4. Is he **able to take** part in an experiment? Yes, he **is**

We use can and be able to to say that something is or isn't possible or to talk about the ability of someone or something to do something (to know how to do it or to be capable of doing it)

- We use can and be able to to say that we have the ability to do something (we know how to do it)
- For ability or possibility in the present we use can or be able to + infinitive. Only be changes (am, is, are)

Bilingual children can speak two languages

The brain is able to repair itself

NOTE: In the present, can is more common than be able to

- When we talk about the present, can is more common than be able to

He can speak many languages

Young people are able to learn quickly

- We don't use can for predictions about ability or possibility in the future.

For ability in the future we use will/won't or might + be able to + infinitive

People will be able to search the internet just by thinking

NOT ~~In the future, scientists can understand the brain better~~

1. She **might not be able to remember** our number
2. I **won't be able to pass** this exam
3. We **will be able to talk** to robots in the future

- We normally use can if we are deciding (or have decided) about our ability in the future

I'm free tomorrow so I can do the test then.

We don't use can as an infinitive. We use be able to:

I'd like to be able to understand my wife's thoughts

NOT ~~I'd like can understand my wife's thoughts~~

Skills and abilities

<i>Communication skills (C)</i>	<i>Practical skills (P)</i>	<i>Thinking/learning skills (T)</i>
<ul style="list-style-type: none"> - learning languages - telling jokes - explaining things clearly - making speeches - organizing events - map reading 	<ul style="list-style-type: none"> - taking care of people - fixing things that are broken - organizing events - map reading 	<ul style="list-style-type: none"> - understanding how things work - solving computer problems - following instructions - making decisions - remembering people's names/historical or scientific facts - organizing events - map reading - spelling

Being able to do things well to badly

1	2	3	4	5	6	7
Brilliant at	Really/Very good	Good at	Quite good at	OK at	Isn't very good at	Terrible/useless at

8.2. The secrets of a successful education

Subjects

- | | | |
|---------------------------|-------------------------------|-------------|
| - Maths | - Drama | - Languages |
| - Science | - IT (Information Technology) | - Economics |
| - PE (Physical Education) | - Literature | |
| - Art | - History | |
-
- | | |
|----------------------------------------------|-----------------------------------------------------------------------|
| - <i>Do well in</i> (Hacer bien en) | - <i>Psychology</i> (Psicología) |
| - <i>Strict</i> (Estricto) | - <i>Grades</i> (Grados/notas) |
| - <i>Uniform</i> (Uniforme) | - <i>Trained</i> (capacitado) |
| - <i>Private schools</i> (Escuelas privadas) | - <i>Regular exams</i> (Exámenes regulares) |
| - <i>Education</i> (Educación) | - <i>Use of latest technology</i> (uso de la última tecnología) |
| - <i>Degree</i> (título) | - <i>Loads of homework</i> (Muchas tareas) |
| - <i>Success</i> (Éxito) | - <i>An enjoyment of learning</i> (Un placer aprender) |
| - <i>Qualifications</i> (Calificaciones) | - <i>Studying for many hours a day</i> (Estudiar muchas horas al día) |
| - <i>Taking exams</i> (Tomando exámenes) | - <i>Small classes</i> (Clases pequeñas) |
| - <i>Master's degree</i> (Maestría) | - <i>Well-qualified teachers</i> (Profesores bien calificados) |
| - <i>Relaxed</i> (Relajado) | - <i>Regular sport/exercise</i> (deporte/ejercicio regular) |
| - <i>Career</i> (Carrera profesional) | - <i>Strict rules</i> (reglas estrictas) |
| - <i>State schools</i> (Escuelas estatales) | |

Obligation, necessity and permission (must, have to, can)

- We use must or have to to talk about things that are necessary
All teachers must have a Master's degree
- We use don't have to to talk about things that are not necessary
Children don't have to go to school until they are 7
- We use can to say it is OK to do something_ it is allowed
Students can call teachers by their first names
- We use can't or mustn't when we mean 'Don't do this'
Teachers can't give more than half an hour's homework a day

1. Must and have to

- Teachers **must** be qualified
- He **mustn't** be late
- I **have to** study tonight
- Do** you **have to** get up early tomorrow?
- He **doesn't have to** fill in a form

We use must or have to with infinitive when we talk about rules (obligation) and thing that are necessary
Teachers must be qualified I have to study tonight

- We use must to give instructions or orders, especially in writing
Students must arrive before 9 a.m.
- We often use must when we talk about the feeling or wishes of the speaker
I must thank the teacher for her help (I really want to thank the teacher)
He must take a holiday (I think he needs to take a holiday)
We mustn't be late (It will be bad if we are late)
- We often use have to when we talk about rule or an order
We have to do homework every night (The teachers give us homework)
They have to play sport (That's the rule at their school)
- It is more common to use have to in questions

Do you have to leave?

- We use don't have to when we talk about things that are not necessary
Students don't have to wear uniform at college

2. Can

- a. You **can** leave your books here, if you like
- b. A. **Can** they wear their own clothes at school?
B. No, they can't
- c. You **can't** enter this room, it's for staff only
- d. You **mustn't** tell anyone about this

We use can to talk about permission

- We use can to ask for permission and to say that something is permitted (it is OK to do it, it is allowed). We also use it to ask about what is allowed for other people
Can we work outside today? Yes, you can/No, you can't
They can wear their own clothes after school
You can give me your homework tomorrow, if you like
Can they use their mobile phone at school?
- We use can't or mustn't to say that something is not permitted (it is not OK to do it, it is not allowed) or 'Don't do this'
We can't take more than an hour for lunch
You mustn't forget to write your essay

8.3. Vocabulary and skills development (No entra)

8.4. Speaking and writing

YOU SHOULD COMPLETE THIS FORM IF YOU ARE COMING TO THE UK AS A STUDENT VISITOR.

What is the main purpose of your visit to the UK? _____
 How long do you intend to stay in the UK? _____

PART 1: ABOUT YOU

- Title _____
- Given name(s) _____
- Family name _____
- Date of birth (dd/mm/yyyy)
- Sex Put a cross X in the relevant box
 Male ☐ Female ☐
- Place of birth _____
- Nationality _____
- Marital status? ☐ Single ☐ Married ☐ Divorced
 Put a cross X in the box
- Occupation _____

PART 2: YOUR CONTACT DETAILS

- Your full address and postcode _____
- Home (landline) phone number _____
- Your mobile phone number _____
- Email address _____
- Applicant's signature _____
- Date (dd/mm/yyyy)

Form A

PLEASE USE CAPITAL LETTERS

PERSONAL DETAILS

Please complete all required fields below

Course Scuba-diving

Mr / Mrs / Miss / Ms / Dr (delete as appropriate)

First name ADAM

Surname WRIGHT

Email address atm2@yahoo.com

D.O.B. 30/8/96

Gender M/F

Mobile tel 07905232634

Name of next of kin Dorothy Wright

Relationship MOTHER

Mobile tel 0790281546

Medical conditions (allergies, etc.) N/A

Form B

Learn scuba-diving in one of the best locations in South East Asia. We're offering proper training with fully-qualified instructors. Includes: accommodation, meals and diving equipment.

Need help with your booking? Chat to an adviser now on **01273 778 5432**

Checking your writing

It is always important to check your writing. This is particularly important when you complete forms. Using a checklist can help you notice mistakes

Checklist

- Have you given the correct information?
- Is it in the correct place on the form?
- Is the information complete?
- Have you checked spellings?

8.5. Video

Unit 9: Body and mind

9.1. The rise and fall of the handshake

9.2. Going back to nature

9.3. Vocabulary and skills development

9.4. Speaking and writing

9.5. Video