

# Language Hub



## BEGINNER Student's Book

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A1

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LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
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LESSON • OBJECTIVES		GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
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LESSON • OBJECTIVES	GRAMMAR	VOCABULARY	PRONUNCIATION	READING • LISTENING	SPEAKING • WRITING
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## GREETINGS

**A** Read and listen to the conversation.

0.1 Jack: Hello! I'm Jack.

Alex: Hi. I'm Alex. Nice to meet you.

Jack: Nice to meet you, too.

**B SPEAK** Work in pairs. Practise the conversation.  
Say your name.

## CLASSROOM INSTRUCTIONS

**A** Listen to the classroom instructions.

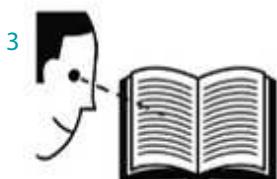
0.2



Open your book



Close your book



Read



Listen



Listen and repeat



Speak



Write



Ask a question

**B** Read and listen to the conversations.

0.3

1 Student: What does *book* mean?

Teacher: It means *libro*.

2 Student: I don't understand.

Teacher: That's OK. I'll explain it again.

3 Student: Can you repeat that, please?

Teacher: Yes, of course.

## THE ALPHABET

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

**a, e, i, o, and u are vowels.**

**The other letters are consonants.**

**A** Listen to the alphabet.

0.4

**B** Listen and repeat the alphabet.

0.4

**C** Listen and write the names.

0.5

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

**D SPEAK** Work in pairs. Spell your name.

**A:**Hello. My name's Lizzie. L - i - z - z - i - e.

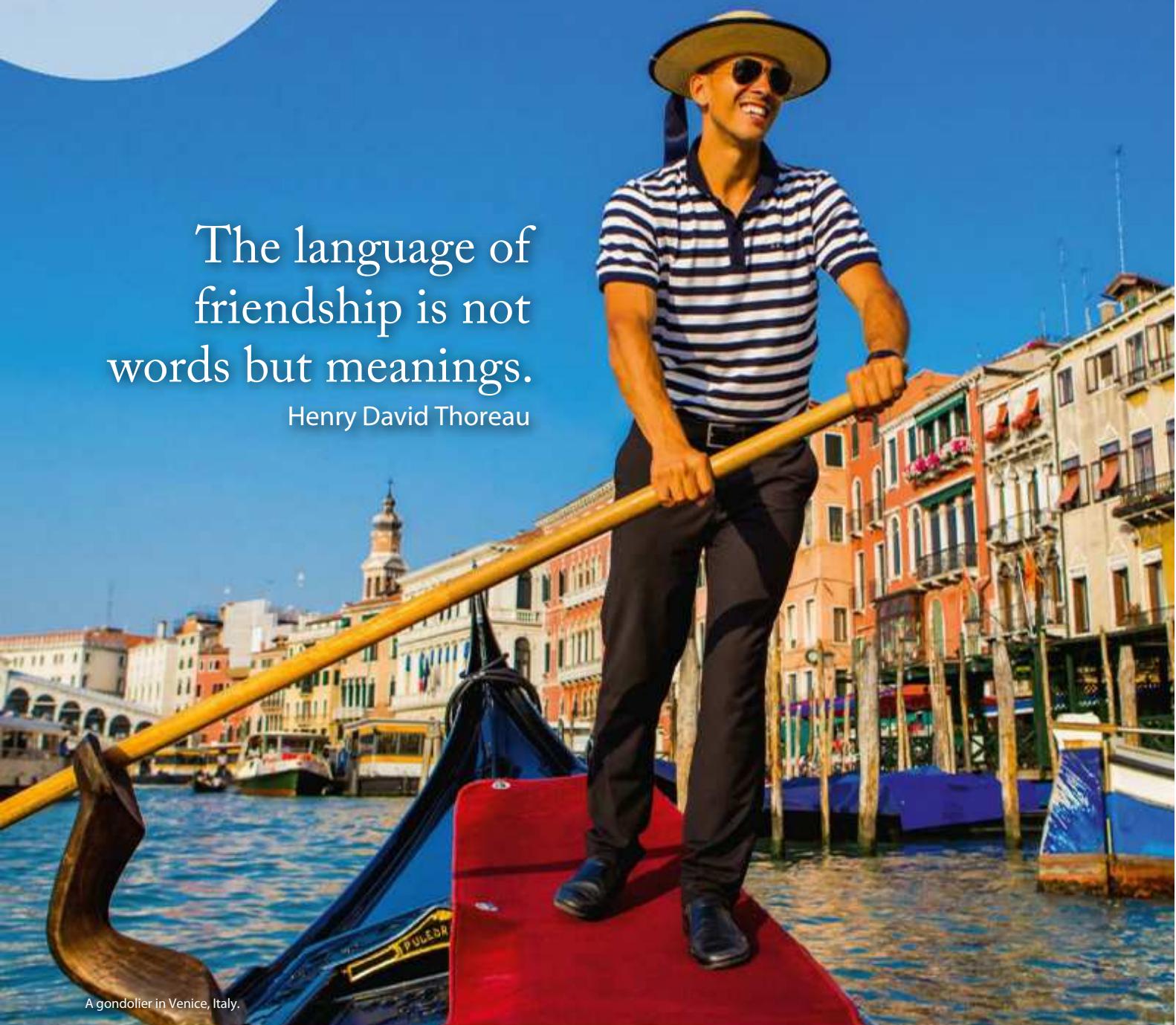
**B:**Hi, Lizzie. My name's Florian.

F - l - o - r - i - a - n.

# NICE TO MEET YOU!

The language of friendship is not words but meanings.

Henry David Thoreau



A gondolier in Venice, Italy.

## OBJECTIVES

- talk about where you're from
- introduce a friend
- greet people
- fill in a form

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which country is the man in?
- 2 What language(s) do you think he speaks?
- 3 What language(s) do you speak?

# 1.1 Say hello

● Talk about where you're from

V countries

P syllables and syllable stress

V numbers 0–10

G present simple *be*: *I, you*

## VOCABULARY

### Countries

A SPEAK Work in pairs. Say hello. Say your name.

A: Hi, I'm Victor.

B: Hello, Victor. I'm Anna. Nice to meet you.

A: Hi Anna! Nice to meet you, too!

B Complete the greetings with names of countries.

Argentina Australia Brazil Britain Canada Egypt  
Italy Mexico Morocco Spain Turkey Japan

Let's chat! It's easy! It's fun! Click and say hello!

- 1 Hi! I'm Emine.  
I'm from Turkey
- 2 Hello, everyone!  
I'm Camilla. I'm from
- 3 Hello! I'm Alexa.  
I'm from
- 4 Hi, everyone! I'm Laura.  
I'm from
- 5 Hi! I'm Yasmin. I'm from
- 6 Hi, everyone! I'm David. I'm from
- 7 Hi! I'm Matteo.  
I'm from
- 8 Hello, I'm Emily. I'm from !
- 9 Hello, everyone.  
I'm Hiro. I'm from
- 10 Hi! I'm Charlotte. I'm from
- 11 Hello! I'm Mark. I'm from
- 12 Hi, everyone. I'm Hamid. I'm from

C SPEAK Work in pairs. Ask about each picture.

A: Where is it?

B: It's in Egypt.



A pyramid in Egypt



Mount Fuji



Sydney Opera House



The leaning tower of Pisa

## PRONUNCIATION

### Syllables and syllable stress

In English, we stress a different part of different words. A stressed syllable is loud and strong.

## Ar-gen-ti-na

A Listen. Underline the stressed syllable in each word. Which word only has one syllable?

- |             |            |
|-------------|------------|
| 1 Argentina | 7 Italy    |
| 2 Australia | 8 Japan    |
| 3 Brazil    | 9 Mexico   |
| 4 Canada    | 10 Morocco |
| 5 China     | 11 Spain   |
| 6 Egypt     | 12 Turkey  |

B SPEAK Work in pairs. Ask your partner about these cities. Then underline the stressed syllable.

- |                     |                      |
|---------------------|----------------------|
| 1 Berlin, Germany   | 4 Jakarta, Indonesia |
| 2 Budapest, Hungary | 5 Moscow, Russia     |
| 3 Bogotá, Colombia  | 6 Stockholm, Sweden  |

A: Where's Berlin?

B: It's in Germany.

## LISTENING

**A PREDICT** Look at the photo. Read the information. Where are they?



**B LISTEN FOR SPECIFIC INFORMATION** Listen to the conversation. Which city is the student from?

**C LISTEN FOR DETAIL** Listen again. Find and correct three mistakes in the form.

### Application for Language School

First name: **Luisa**

Last name: **Fuentez**

Country: **Italy**

Phone number: **07647 293387**

**D SPEAK** Work in pairs. Ask and answer.

**A:** Where are you from?

**B:** I'm from Turkey.

## VOCABULARY

Numbers 0–10

**A** Listen and repeat each number.

1.3

0    1    2    3    4    5  
6    7    8    9    10

**B** Listen to Lisa's phone number. How does she say the numbers in bold?

07647 293387

**C** Listen and complete the phone numbers.

1.5



**D SPEAK** Work in a group. Ask each person for their phone number. Make a list.

**A:** What's your phone number?

**B:** It's 07790 521006.

## GRAMMAR

Present simple *be*: *I*, *you*

**A** Listen to the examples. Underline the verbs.

1.6

I'm from Spain.

Are you from Madrid?

No, I'm not. I'm from Bilbao.

I am = I'm

**B WORK IT OUT** Circle the correct verb.

### am/are

I	<sup>1</sup> 'm / 're	from Spain.
You	<sup>2</sup> 'm / 're	from Turkey.
I	<sup>3</sup> 'm not / aren't	from New York.
You	<sup>4</sup> 'm not / aren't	from Toronto.
Am / Are	you from Brazil?	No, I <sup>5</sup> 'm not / aren't

**C** Go to the Grammar Hub on page 98.

## SPEAKING

**A PREPARE** Read the conversation. Practise the conversation with a partner.

**A:** Hi! I'm Thomas. I'm from Argentina.

**B:** Nice to meet you, Thomas. I'm Anna. I'm from Germany.

**A:** Are you from Berlin?

**B:** No, I'm not. I'm from Hamburg.

**A:** Nice to meet you, too.

**B PLAN** Change the underlined words so the information is about you and your partner.

**C PRACTISE** Work in pairs. Practise your conversation.

**D REPEAT** Find a new partner. Practise the conversation again.

**O** Talk about where you're from

# 1.2 What's your job?

Introduce a friend

V jobs

S identifying personal pronouns

G present simple *be*: *he, she, it*

P contractions with *be*

## VOCABULARY

### Jobs

A SPEAK Work in pairs. Which jobs can you name?



B Match the words in the box with the pictures in Exercise A.

an architect a computer programmer a designer a doctor an engineer a manager a student a teacher



C Listen and check your answers.

1.7

D Go to the **Vocabulary Hub** on page 122.

## READING

A READ FOR GIST Read the emails. What is Emma's job?

New job!

To: fashionista@mailhub.com  
From: em173@design.nett

Hi Emma,

How's your new job? Is it fun? Is your manager nice? Please tell me all about it!  
Keira

RE: New job!

To: em173@design.nett  
From: fashionista@mailhub.com

Hi Keira,

Today is my first day in my new job! I'm on the design team. It's a small team with five people. My manager isn't very friendly, but she's OK. Her name is Amanda. My colleague Anton is nice. He's new today, too. I'm not very busy because it's my first day.

How are you?

Emma

PS Here's a photo of me in my new job as a designer.



B READ FOR DETAIL Read the emails again. Circle the correct answer.

- 1 Keira / Emma is in a new job.
- 2 She's in a small / big team.
- 3 Her manager is / isn't very friendly.
- 4 Her manager is from Brazil / Canada.
- 5 Anton is / isn't new.

### Identifying personal pronouns

Pronouns talk about a noun.

My colleague Anton is nice. He's new today too.

C READ FOR DETAILED UNDERSTANDING What do the words in bold refer to? Circle the noun.

- 1 How's your new job? Is **it** fun?
- 2 I'm on the design team. **It**'s a small team with five people.
- 3 My manager isn't very friendly, but **she**'s OK.
- 4 Her name is Amanda and **she**'s from Brazil.

## GRAMMAR

Present simple *be*: *he, she, it*

**A** Read the examples from the emails. Underline the verbs.

It's a small team with five people.  
My manager isn't very friendly, but she's OK.  
My colleague Anton is nice.  
How's your new job? Is it fun?

**B WORK IT OUT** Complete the table with '*s, is or isn't*'.

Present simple *be*: *he, she, it*

Positive	He/She/It	nice.
Negative	He/She/It	nice.
Question		he/she/it fun?

**C** Go to the **Grammar Hub** on page 98.

**D** Look at the verbs in the first two sentences in Exercise A. What are the full forms of these verbs?

**It's a small team with five people.** = **It is a small team with five people.**

**E SPEAK** Work in pairs. Ask questions about your classmates.

- A:** Is Anna from Italy?  
**B:** Yes, she is. She's from Milan.  
**A:** Is Raúl a doctor?  
**B:** No, he isn't. He's an architect.

## PRONUNCIATION

Contractions with *be*

**A** Read and listen to the examples. Listen to the pronunciation of *he's, she's* and *it's*.

1.8

- 1 He's from Canada.
- 2 She's from Brazil.
- 3 He's new today, too.
- 4 She's really nice.
- 5 It's my first day.

**B** Listen and repeat the examples in Exercise A.

1.8



**C** Listen and circle the word you hear.

- 1 *He's / She's* from Vietnam.  
2 *It's / She's* from Egypt.  
3 *He's / She's* an engineer.  
4 *He's / She's* a doctor.  
5 *He's / It's* OK.

**D SPEAK** Work in pairs. Take turns to say sentences using *he's, she's* and *it's*. Listen to your partner. Do they say *he's, she's* or *it's*?

## SPEAKING HUB

**A PLAN** Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 128.

Imagine the man in the picture below is your friend. Complete the information about him with your own ideas.

First name \_\_\_\_\_

Last name \_\_\_\_\_

Country \_\_\_\_\_

City \_\_\_\_\_

Job \_\_\_\_\_

**B PREPARE** Prepare to introduce your friend to your partner. Practise by yourself.

This is a picture of my friend. His name is Ollie. He's from ...  
He's \_\_\_\_\_.

**C PRESENT** Work in pairs. Introduce your friend to your partner.

**D REPEAT** Change roles and listen to your partner's introduction.



**Introduce a friend**

# Café Hub

## 1.3 How are you?

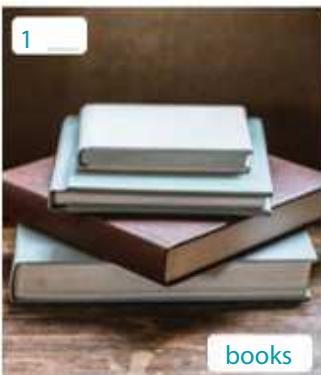
F greet people

### COMPREHENSION

- A Watch the video. Number the pictures (a–d) in the order you see them (1–4).



- B Match the objects (1–8) with the places (a–d) in Exercise A. Then watch the video again and check your answers.



- C Match the numbers (1–5) with the letters (a–e) to make correct sentences.

- 1 Gaby is in \_\_\_\_\_  
2 The café  
3 Gaby's coffee is \_\_\_\_\_  
4 Mark is \_\_\_\_\_  
5 Gaby's full name is \_\_\_\_\_

- a Gabriela García Martínez.  
b is Sam's Café.  
c London.  
d a cappuccino.  
e Gaby's English teacher.



GABY



SAM



LUCY

- D 01:32–02:28 Watch part of the video and correct the mistakes in the numbers on the form.

## USEFUL PHRASES

- 00:40–01:28 Who says it? Sam (S), Gaby (G) or the receptionist (R)? Watch part of the video and check your answers.

- 1 Welcome to Sam's Café!
- 2 A cappuccino, please.
- 3 Thanks!
- 4 You're welcome!
- 5 Perfect!
- 6 Can I help you?

## FUNCTIONAL LANGUAGE

### Greeting people

- A Complete the phrases in the table with the words in the box.

fine Hello morning See soon

Saying hello	Greeting people	Saying goodbye
1 _____ / Hi.	How are you?	Bye.
Good 2 _____.	I'm <sup>3</sup> _____, thanks. And you?	See you <sup>4</sup> _____.
Good afternoon.		<sup>5</sup> _____ you tomorrow.
Good evening.		

- B Watch the video again and check your answers to Exercise A.

## PRONUNCIATION

- 1.10 A Listen to the conversation. Notice how the underlined words are stressed.

Anna: Hello!  
Stefani: Good morning. How are you?  
Anna: Fine, thanks. And you?  
Stefani: I'm fine, thanks. See you soon.  
Anna: See you tomorrow.  
Stefani: Bye!

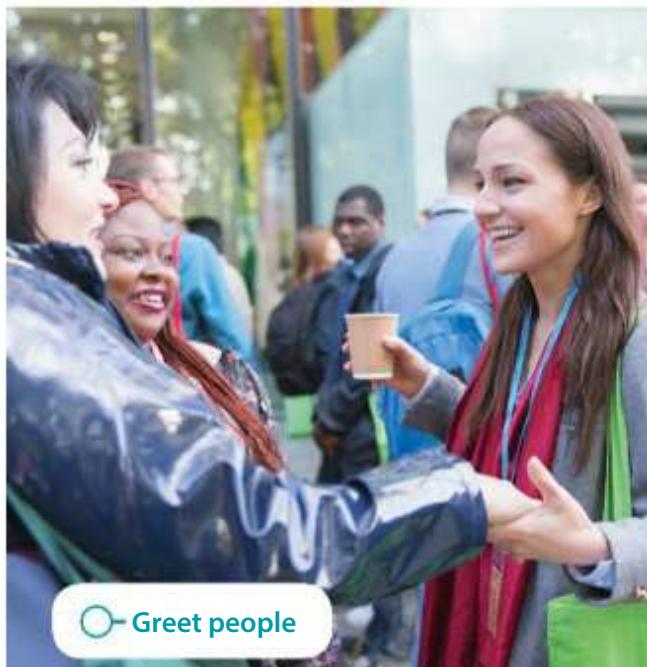
- 1.10 B Listen again and repeat the conversation. Copy the stress.

## SPEAKING

- A PREPARE Work in pairs. Practise the conversation in Pronunciation Exercise A again.

- B PRACTISE Walk around the class. Greet your classmates.

A: Hi onur. How are you?  
B: I'm fine, thanks. And you?  
A: I'm fine, thanks.  
B: Great, see you soon.



# 1 Writing

## Fill in a form

### W using capital letters

- A Read the form. Where is Alex from? What is his job?

#### The Global Hub English School

##### Registration form

**First name:** Alex  
**Last name:** Johansson  
**Home (city, country):** Stockholm, Sweden  
**Job:** computer programmer  
**Telephone number:** 451 3398765  
**Email:** ajohansson@hub.com

##### Email addresses

When we say email addresses, @ = at and . = dot  
(ajohansson at hub dot com).

- B Read the form again. Tick (✓) the words that need a capital letter.

- |   |  |
|---|--|
| <input type="checkbox"/> first names        | <input type="checkbox"/> names of cities |
| <input type="checkbox"/> last names         | <input type="checkbox"/> names of jobs   |
| <input type="checkbox"/> names of countries | <input type="checkbox"/> email addresses |

### Using capital letters

We use capital letters for names of people and places.

## WRITING

**WRITE** Complete the form with information about you.

#### The Global Hub English School

##### Registration form

**First name:** \_\_\_\_\_  
**Last name:** \_\_\_\_\_  
**Home (city, country):** \_\_\_\_\_  
**Job:** \_\_\_\_\_  
**Telephone number:** \_\_\_\_\_  
**Email:** \_\_\_\_\_

## Fill in a form

# Unit 1 Review

## GRAMMAR

- A Complete the sentences with the positive (+) or negative (-) form of *be*. Use contractions if possible.

- 1 My name 's Jason. (+)
- 2 Carmen isn't from Greece. (-)
- 3 I am an artist. (+)
- 4 You are in my class. (-)
- 5 My manager is friendly. (+)
- 6 I am not from Italy. (-)

- B Write questions and answers in your notebook using the correct form of *be*.

- 1 you / from Paris (+)      4 Tony / from Indonesia (-)

Are you from Paris?  
Yes, I am.

- 2 Leila / from Mexico (-)      5 Anna / a student (+)

- 3 you / a new student (+)      6 you / Japan (-)

## VOCABULARY

- A Reorder the letters to make the names of countries.

- 1 izrBal
- 2 yuTrek
- 3 pytgE
- 4 adanCa
- 5 tylal
- 6 oMixec
- 7 nihaC
- 8 Sinap
- 9 apJan
- 10 natrAnige

- B Complete the jobs with the missing letters.

- 1 d \_ c \_ or
- 2 computer p \_ og \_ m \_ r
- 3 ar \_ h \_ e \_ t
- 4 e \_ i \_ e \_ r
- 5 fashion d \_ i \_ n e \_
- 6 t \_ c \_ r

## 2

# OUR MUSIC, OUR WORLD



Music is the universal language of mankind.

Henry Wadsworth Longfellow

Musicians playing in a mariachi band, Guanajuato, Mexico.

## OBJECTIVES

-  talk about nationalities
-  ask for and give personal information
-  ask for clarification
-  write an online introduction

Work with a partner. Discuss the questions.

- 1 Look at the picture. What type of music is it?
- 2 Choose two words to describe the picture.  

boring   happy   interesting  
modern   sad   traditional
- 3 What do you think the quote means?

# 2.1 Where are they from?

Talk about nationalities

V languages and nationalities

P syllable stress

G present simple *be*: *we, you, they; possessive adjectives*

## READING

A SCAN FOR INFORMATION Look at the pictures. Read the playlist. Where are the people from?

### World Music fans!

Are you ready for some great new music?  
On our playlist this week ...



**Esperanza Spalding** is a musician from Portland in the USA. She's 33 years old and she's a jazz musician. Her songs are in English, **Spanish** and **Portuguese**. We're big fans of her new album!

**Fatoumata Diawara** is a singer and musician from **Mali**. She's 36 years old and a big star in Africa. Her album *Fatou* is one of our favourites, and our new favourite song is *Fenfo* from the new album *Fenfo (Something to Say)*!

**Of Monsters and Men** is a band of five people. They're from Reykjavík in Iceland. Their songs are really fun but they aren't in **Icelandic** – they're in English.

**Monoswezi** are an international band. Two of the band are **Swedish**, one is **Norwegian**, one is from Mozambique and one is from Zimbabwe. Their music is a mix of African and European music. These musicians are super cool!

B READ FOR DETAIL Read the playlist and tick (✓) the correct name.

	Esperanza Spalding	Fatoumata Diawara	Of Monsters and Men	Monoswezi
1 The people in this band are from one country.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Her songs are in three languages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 The people in this band are from different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Their music is a mix of music from different countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 This singer is from the USA.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 She's a big star in Africa.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C SPEAK Work in pairs. Which musicians in the playlist do you want to listen to?

## VOCABULARY

Languages and nationalities

A Read the playlist again. Complete the languages and nationalities.

Country Language/Nationality

1 Spain

Spanish

2 Portugal

3 Iceland

4 Sweden

5 Norway

B Work in pairs. Write the nationalities of these musicians.

Choose an ending from the box.

-ese -ian -ish

1 Midori is from Japan. She's Japanese.

ese

2 Marisa Monte is from Brazil. She's Brazilian.

ian

3 Bono is from Ireland. He's Irish.

ish

C Go to the **Vocabulary Hub** on page 122.



## PRONUNCIATION

### Syllable stress

2.1

- A** Listen to the countries and nationalities. Underline the stressed syllables in the nationalities. Do the countries and nationalities have the same or different stress?

1	Sweden	Swedish	same / different
2	Egypt	Egyptian	same / different
3	Iceland	Icelandic	same / different

2.1

- B** Listen again and repeat.

2.2

- C** Listen and underline the stressed syllable in each country and nationality. Is the stress the same or different?

1	China – Chinese	same / different
2	Turkey – Turkish	same / different
3	Canada – Canadian	same / different
4	Poland – Polish	same / different
5	Italy – Italian	same / different

2.2

- D** Listen again and repeat.

- E SPEAK** Work in pairs. Add another country and nationality for each ending.

Country	Nationality
1	ese
2	ish
3	(i)an

## GRAMMAR

### Present simple be: we, you, they

- A** Read the examples from the playlist. Underline the verbs.

Are you ready for some great new music?

They're from Reykjavík in Iceland.

... but they aren't in Icelandic – they're in English.

We're big fans of her new album.

- B WORK IT OUT** Complete the table with the positive and negative forms of the verb *be*.

Subject	Positive	Negative
I	'm / am	'm not
you	're / are	aren't
he/she/it	's / is	isn't
we		
you		
they		

- C** Go to the Grammar Hub on page 100.

3



- D SPEAK** Complete the questions. Then ask and answer them with your partner.

1 Are / Is you a fan of world music?

2 Are / Is your favourite musicians from America?

### Possessive adjectives

- A** Read the examples. Underline the possessive adjectives.

On our playlist this week ...

Their songs are really fun.

We're big fans of her new album!

- B WORK IT OUT** Complete the table with possessive adjectives from the box.

Her His Its My Our Their Your

Subject pronoun	Possessive adjective
I am a world music fan.	1 <u>My</u> name is Luciana.
You are from Brazil.	2 <u>songs</u> are in Portuguese.
She is a singer from Mali.	3 <u>songs</u> are sad.
He is from Sweden.	4 <u>songs</u> are in Swedish.
This is the new album.	5 <u>Fenfo</u> . name is Fenfo.
We are world music fans.	6 <u>playlist</u> is cool.
They are from Iceland.	7 <u>music</u> is full of energy.

- C PRACTISE** Circle the correct possessive adjective.

1 They're in a band. Her / Their new album is great.

2 We're fans of great music. Our / Their favourite music is from Brazil.

3 She's a musician. His / Her name is Ariane.

4 He's a singer. Her / His name is Michael.

- D** Go to the Grammar Hub on page 100.

## SPEAKING

- A PREPARE** Write information about your favourite musician or band.

Name:

Country:

Age:

Name of album or song:

- B DISCUSS** Work in pairs. Tell your partner about your favourite musician or band.

- C REPORT** Tell the class about your partner's favourite musician or band.

### Talk about nationalities

# 2.2 When are you free?

Ask for and give personal information

V days of the week; numbers 11–100

S identifying context

G wh-questions with *be*

P contractions in questions

## VOCABULARY

### Days of the week

A Read the flyer. Which class looks fun?

## INTERNATIONAL CENTRE

### ADULT EVENING CLASSES

Learn something new!  
Learn about other cultures and meet people!

All classes start at 7 pm

DAY	CLASS	DURATION	ROOM
MONDAY	Spanish guitar classes	60 mins	Room 8
TUESDAY	African drums workshop	75 mins	Room 24
WEDNESDAY	Arabic language class	90 mins	Room 12
THURSDAY	no classes		
FRIDAY	Yoga for everyone	45 mins	Room 18
SATURDAY AND SUNDAY	no classes		

B Listen and repeat the days of the week.

2.3

C SPEAK Work in pairs. Ask your partner questions about the classes.

A: What day is yoga?

B: Friday!

### Numbers 11–100

A Listen and repeat the numbers. Notice the stressed syllable.

2.4

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

B Go to the **Vocabulary Hub** on page 122.

2.5

C SPEAK Work in pairs. Circle all the numbers in the flyer and say them with your partner. Then listen and check.

## LISTENING



A LISTEN FOR GIST

Listen to three conversations. Write the number of the conversation.

Who are they?

a teachers

b students

c friends

Conversation 1



### Identifying context

Greetings such as *Good morning* or *Good afternoon* are more formal.

*Hi!* and *Hello!* are less formal.



B LISTEN FOR DETAIL

Match the greetings in the box with the conversations (1–3).

Good afternoon! Hello! Hi! How's everything?  
Nice to meet you!



C LISTEN FOR DETAIL

Listen again. Choose the correct answers to complete the sentences.

1 Kara's teacher is ...

a Spanish.

b Argentinian.

2 Maria and Angelo are in classroom ...

a 12B.

b 12C.

3 Maria and Angelo are in ...

a a Spanish class.

b an Arabic class.

4 Leila is ...

a the Arabic teacher.

b the yoga teacher.

## GRAMMAR

### Wh- questions with *be*

#### A Read the examples. Underline the question words.

- What's your name?      When are you free?  
 Who's your teacher?      How old are you?  
 Where's she from?

#### B WORK IT OUT Choose the correct word to complete the questions.

- 1 What / Who are their jobs?
- 2 When / How old are Kara and Pete?
- 3 What / Where are they from?
- 4 What / Who is your teacher?
- 5 When / What is your Spanish class?

#### C WORK IT OUT Choose the correct options to complete the rules.

##### *wh-* questions with *be*

- 1 In *wh-* questions, the *verb / question word* is first.
- 2 In *wh-* questions, the *verb / question word* is second.

#### D Go to the Grammar Hub on page 100.

#### E PRACTISE Complete the questions with the correct form of the verb *be*. Then match the questions (1–5) with the answers (a–e).

- 1 What \_\_\_\_\_ their names?
- 2 Where \_\_\_\_\_ she from?
- 3 When \_\_\_\_\_ your yoga classes?
- 4 How old \_\_\_\_\_ your children?
- 5 Who \_\_\_\_\_ your favourite musicians?

- a 5 and 8
- b Lucia and Stefan
- c On Fridays
- d Of Monsters and Men and Coldplay
- e Australia

#### F SPEAK Work in pairs. Use the prompts to ask and answer the questions.

- 1 When / your (English) lessons?
- 2 Who / your teacher?
- 3 Where / your teacher from?

## PRONUNCIATION

### Contractions in questions



#### A Read and listen to these questions. Notice how *who* and *how* are pronounced.

- 1 Who's your teacher?
- 2 How's your teacher?
- 3 Who are you?
- 4 How are you?



#### B Listen and repeat the examples in Exercise A.

2.7



#### C Listen and choose the correct answer to the questions you hear.

- |                                     |                        |
|-------------------------------------|------------------------|
| 1 a He's Mr Parker.                 | b He's really nice.    |
| 2 a I'm a new student.              | b I'm fine, thank you. |
| 3 a She's OK, thank you.            | b Her name's Anna.     |
| 4 a This is Pedro and this is Yuki. | b They're great!       |

#### D SPEAK Work in pairs. Write four questions using *Who's*, *How's*, *Who are* and *How are*. Then ask your partner.

## SPEAKING HUB

#### A PREPARE Work in pairs. Student A – Stay on this page. Student B – Go to the Communication Hub on page 132.

Read the information. What questions can you ask to find the missing information?

- |                           |   |   |
|---------------------------|---|---|
| 1 <u>What's his name?</u> | 5 | ? |
| 2                         | 6 | ? |
| 3                         | 7 | ? |
| 4                         | 8 | ? |

#### B PRACTISE Ask your partner your questions from Exercise A to complete the information about each person.



Name 1  
**Country** Argentina  
**Age** 2  
**Job** Designer



Name Tomoko Kogawa  
**Country** 3  
**Age** 35  
**Job** 4



Name 5  
**Country** India  
**Age** 6  
**Job** Engineer



Name 7  
**Country** Turkey  
**Age** 25  
**Job** 8

### COMPREHENSION

- A** Watch the video. Number the pictures (a–h) in the order you see them (1–8).



- B** Complete the information in the table. Watch the video again and check your answers.

Name	Gaby	3	4	Onur	7
Nationality	1	English	5	6	Italian
Job	2	English teacher	primary school teacher	student	8

### USEFUL PHRASES

- A** Who says it? Gaby (G), Mark (M) or Carolina (C)? Watch the video again and check your answers.

- 1 Please sit down. \_\_\_\_\_  
 2 Yes, that's it. \_\_\_\_\_  
 3 Nice to meet you. \_\_\_\_\_

- 4 Hi, guys. \_\_\_\_\_  
 5 Now it's your turn. \_\_\_\_\_  
 6 I'm late! \_\_\_\_\_

- B** Student A – Mime a phrase in Exercise A. Student B – Say the phrase. Then change roles.



GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Asking for clarification

**A** Complete the phrases with the verbs in the box.

mean say understand

- 1 Carolina: How do you 1 primário in English?  
Mark: 'Primary', I think.
- 2 Marta: I'm a nurse.  
Carolina: I'm sorry, I don't 2.
- 3 Onur: What does 'nurse' 3?  
Mark: *Enfermeira*

**B** 02:01–02:50 Watch part of the video and check your answers to Exercise A.

**C** Reorder the words to make the phrases.

1 mean? / What / 'student' / does

2 you / say / in English? / How / do / obrigado

3 understand. / I'm sorry, / I / don't



## PRONUNCIATION

2.9

**A** Listen to the conversation. Notice how the underlined words are stressed.

**Angela:** Good morning, everyone. My name's Angela. I'm your English teacher.

**Roberto:** I'm Roberto. I'm from Italy. How do you say medico in English?

**Angela:** 'Doctor'.

**Roberto:** Oh yes, that's it. I'm a doctor.

**Monika:** Hi. My name's Monika. I'm Polish and I'm an architect.

**Roberto:** I'm sorry, I don't understand. What does 'architect' mean?

2.9

**B** Listen again and repeat the conversation. Copy the stress.

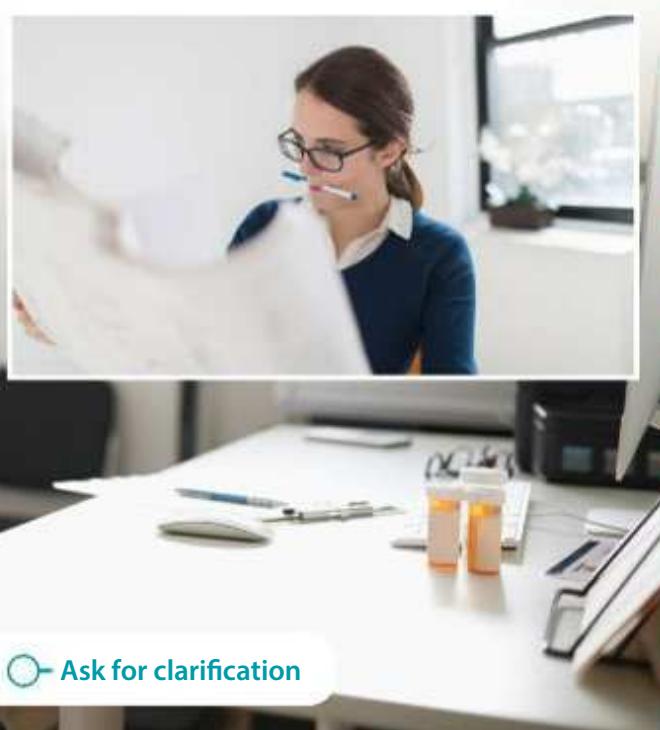
## SPEAKING

**A PREPARE** You are going to introduce yourself to a group. Think about what you want to say.

- name
- nationality
- job

**B PRACTISE** Work in groups. Imagine you are in a new class. Practise your conversation.

**C PRESENT** Perform your conversation for the rest of the class.



Ask for clarification

## 2 Writing

### Write an online introduction

#### W using and to join sentences

- A Read the title and introduction of the blog post. What do you think Tina writes about?

address age birthday country job name  
nationality phone number teacher's name

The screenshot shows a website header with a globe icon and the text "GLOBAL HUB LANGUAGE SCHOOL". Below the header, there are links for "Home", "Forum", and "About", along with "Login" and "Sign up" buttons. A pink sidebar on the left contains the text "Say hello to your classmates. Post your introductions on this page." Below this, a blog post by "Tina Gonzalez" is displayed. The post starts with "Posted by: Tina Gonzalez" and includes a text box with the following content:

Hi, everyone! My name's Tina and I'm from Mexico. I'm 28 years old and I'm a photographer. My English classes are on Tuesdays and Thursdays. My teacher is Mr Sampson. He's from Ottawa in Canada. I'm a big fan of British music. My favourite bands are Coldplay and Arctic Monkeys. Their music is really cool!

#### Using and to join sentences

We use *and* to link ideas. *And* gives extra information.

I'm 28 years old *and* I'm a new student.

- B Read Tina's self-introduction again. Answer the questions.

- 1 Where's Tina from? \_\_\_\_\_
- 2 How old is she? \_\_\_\_\_
- 3 What's her job? \_\_\_\_\_
- 4 Who's Mr Sampson? \_\_\_\_\_
- 5 Who are her favourite bands? \_\_\_\_\_

## WRITING

- A PLAN Imagine you are at a new school. Complete the information.

What's your name?	_____
Where are you from?	_____
What's your job?	_____
When are your English lessons?	_____
Who's your teacher?	_____
Who are your favourite musicians?	_____

- B WRITE Write an introduction for your school web forum. Use Tina's introduction to help you. Use *and* to join sentences.

### Write an online introduction

## Unit 2 Review

### GRAMMAR

- A Choose the correct verb to complete the sentences.

- 1 We *am / is / are* from Morocco.
- 2 My friend *am / is / are* Portuguese.
- 3 *Am / Is / Are* you a fan of world music?
- 4 Their names *am / is / are* Paolo and Pawel.

- B Write the questions for these answers.

- 1 He's a teacher.  
What's his job?  
\_\_\_\_\_
- 2 They're from Brazil.  
\_\_\_\_\_
- 3 Her name is Elise.  
\_\_\_\_\_
- 4 My class is on Thursday.  
\_\_\_\_\_
- 5 I'm 34 years old.  
\_\_\_\_\_
- 6 My teacher is Mr Stevens.  
\_\_\_\_\_

- C Circle the correct possessive adjectives.

- 1 She's from Brazil and *his / her* songs are in Portuguese.
- 2 We're from Iceland, but *our / their* songs are in English.
- 3 They're from Senegal and *our / their* music is traditional.
- 4 You're from Mexico, but *my / your* name is German.

### VOCABULARY

- A Write the nationalities for these countries.

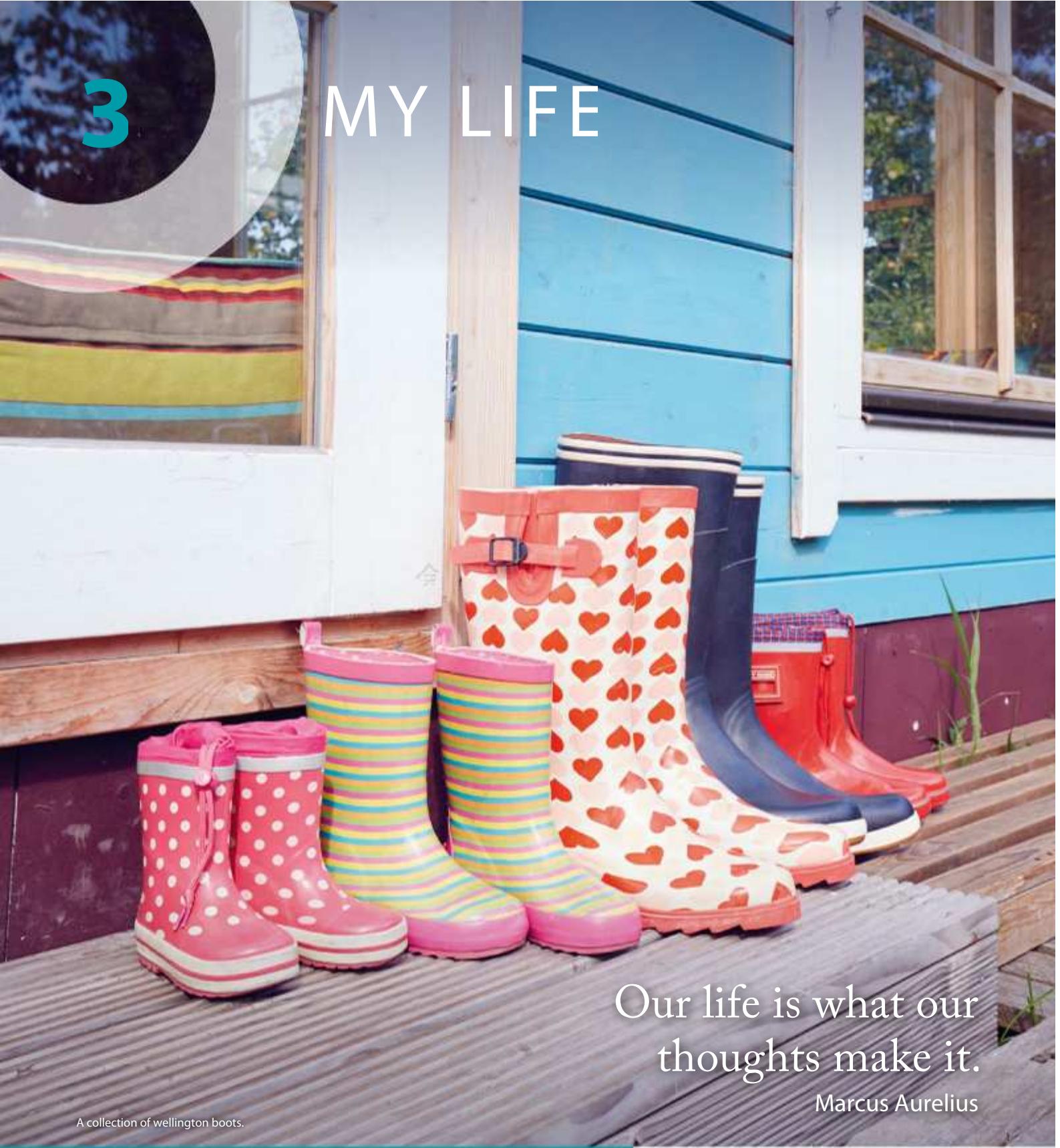
- 1 Brazil *Brazilian* \_\_\_\_\_
- 2 Canada \_\_\_\_\_
- 3 Iceland \_\_\_\_\_
- 4 Turkey \_\_\_\_\_
- 5 Egypt \_\_\_\_\_
- 6 Poland \_\_\_\_\_
- 7 Japan \_\_\_\_\_
- 8 Argentina \_\_\_\_\_

- B Complete the days of the week.

- 1 M \_\_\_\_\_ day
- 2 T \_\_\_\_\_ s day
- 3 W \_\_\_\_\_ d \_\_\_\_\_ day
- 4 T \_\_\_\_\_ u \_\_\_\_\_ day
- 5 F \_\_\_\_\_ day
- 6 S \_\_\_\_\_ t \_\_\_\_\_ day
- 7 S \_\_\_\_\_ day

## 3

## MY LIFE



## OBJECTIVES

- describe everyday objects**
- talk about your family**
- describe people**
- write a social media post**

Work with a partner. Discuss the questions.

- 1 Choose words that match the picture.

family home job nationality school

- 2 Who do you think lives in the house?

- 3 Who is important in your life?

# 3.1 That's my coat

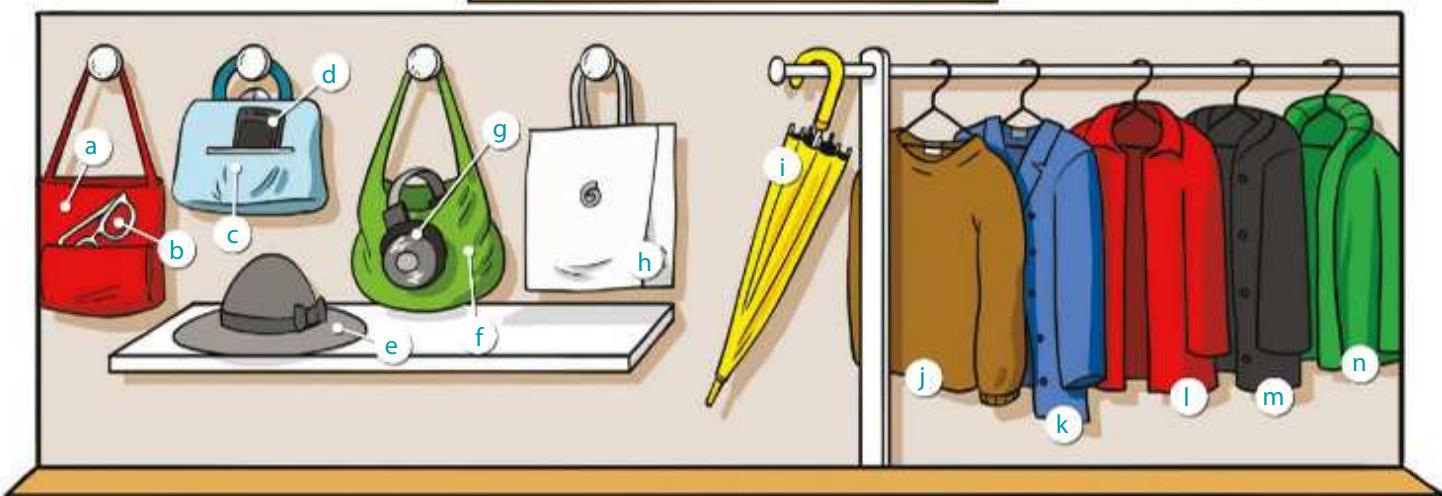
Describe everyday objects

V objects and colours

G a/an and plural nouns; this, that, these, those

P /s/, /z/ and /ɪz/

## CLOAKROOM



### VOCABULARY

#### Objects and colours

**A** Look at the picture. Write the letter (or letters) for these words.

a hat

a phone

a sweatshirt

an umbrella

a bag

**a** \_\_\_\_\_

a coat

**a** \_\_\_\_\_

glasses

headphones

**B** Look at the picture again. Write the correct letter.

Which coat is ...

1 blue?

**a** \_\_\_\_\_

3 green?

**a** \_\_\_\_\_

2 red?

**a** \_\_\_\_\_

4 black?

**a** \_\_\_\_\_

**C** Go to the **Vocabulary Hub** on page 123.

### GRAMMAR

#### a/an and plural nouns

**A WORK IT OUT** Read the examples. Choose the correct options for the sentences in the box.

In the picture, ...

letter j is a sweatshirt.

letter i is an umbrella.

letters k, l, m, and n are coats.

#### a/an and plural nouns

- We use *a/an* when there is *one / more than one* object.
- We add *s* when there is *one / more than one* object.

**B** Go to the **Grammar Hub** on page 102.

**C SPEAK** Work in pairs. Say the colour and name of an object in the picture. Your partner says the correct letter.

**A:** A blue bag

**B:** Letter c!

**A:** Correct. White glasses ...

### PRONUNCIATION

#### /s/, /z/ and /ɪz/



**A** Listen and repeat the sounds and the words.

/s/ coats    /z/ headphones    /ɪz/ glasses



**B** Listen to the words. Choose the correct sound for the underlined letters.

1 umbrellas    /s//z//ɪz/

2 hats    /s//z//ɪz/

3 bags    /s//z//ɪz/

4 classes    /s//z//ɪz/

**C SPEAK** Work in pairs. Make a list of the objects from Vocabulary Exercise A that are in your classroom. Say how many.

**A:** an umbrella

**B:** sixteen black bags

### LISTENING



**A LISTEN FOR GIST** Listen to the conversation. What is the problem?



**B LISTEN FOR KEY WORDS** Listen again. Look at the picture above and circle all the objects that you hear.



**C LISTEN FOR DETAIL** Listen again and answer the questions.

1 What's the woman's ticket number? \_\_\_\_\_

2 What colour is the woman's coat? \_\_\_\_\_

3 What colour are the woman's bags? \_\_\_\_\_ / \_\_\_\_\_

## GRAMMAR

this, that, these, those



- A** Look at the pictures. Listen and complete the sentences from the conversation with *this*, *that*, *these* or *those*.



Cloakroom attendant: Is <sup>1</sup> \_\_\_\_\_ your coat?

Customer: No! My coat is blue.

<sup>2</sup> \_\_\_\_\_ coat is green.



Cloakroom attendant: Are <sup>3</sup> \_\_\_\_\_ your bags?

Customer: No! <sup>4</sup> \_\_\_\_\_ bags are red and blue.

- B WORK IT OUT** Look at the pictures and sentences in Exercise A again. Match the numbers (1–4) with the letters (a–d) to complete the rules.

**this, that, these, those**

- 1 We use *this* and *that* to talk about ...
  - 2 We use *these* and *those* to talk about ...
  - 3 We use *this* and *these* to talk about ...
  - 4 We use *that* and *those* to talk about ...
- a more than one object.
  - b things that are not near.
  - c one object.
  - d things that are near.

- C** Go the Grammar Hub on page 102.

- D PRACTISE** Write *this*, *that*, *these* or *those* and the name of the object for each picture.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_

## SPEAKING

- A PRACTISE** Work in pairs. Practise the conversation.

Customer: Can I have my hat, please?

Cloakroom attendant: Is this your hat?

Customer: No. That hat is blue. My hat is green.

Cloakroom attendant: Is this your hat?

Customer: Yes, that's my hat.

- B PREPARE** Work in groups. You are going to ask for your own objects at a cloakroom.

One person is the cloakroom attendant. Go to the

**Communication Hub** on page 129.

The rest of the group are customers.

- Put some objects on the table. Try and put out more than one of the same type of object.
- Think about the names of the objects (hat, bag, headphones, etc).
- Think about the colours (red, blue, black, white, grey, brown, etc).
- Don't tell the attendant which object is yours.

Remember: *that/those*.

- C DISCUSS** Ask for your things at the cloakroom. Use the conversation in Exercise A to help you.

- D REPEAT** Change roles and repeat.

**A:** Can I have my glasses, please?

**B:** Are these your glasses?

**A:** No, they aren't. Those glasses are brown. My glasses are black.

## Describe everyday objects

# 3.2 I've got two sisters

Talk about your family

S finding key information

V family

P schwa /ə/

G have/has got

## READING

**A PREPARE TO READ** Look at the picture. Choose three words from the box to describe it.

cake family job party restaurant

## 100 YEARS YOUNG!

Local woman celebrates her 100<sup>th</sup> birthday with her family.

Lilly Wenders is 100 years old this week, and there's a family party to celebrate. 'A lot of my family live in the same town as me,' says Lilly. 'I'm very lucky.'

Lilly is not the oldest person in her family. She's got two sisters. Agatha is 103 and Hattie is 106.

Lilly has got two children, Sally and Emily, and three grandchildren: Katrina, Olivia and Clara. 'I haven't got a son or a grandson,' says Lilly. 'My children and my grandchildren are all women.'

'Have you got any men in your family?' I ask Lilly.

'Yes, I have,' says Lilly. 'I've got a husband, Arthur. It's his birthday this week, too, but he's only 84!'



### Finding key information

Finding the important information first can help you to understand a text.

Examples of important information are:

- names (people, places)
- numbers (age, time, date)

**B SCAN FOR INFORMATION** Read the article quickly. Match the people (1–4) with their ages (a–d).

- |          |       |
|----------|-------|
| 1 Lilly  | a 84  |
| 2 Agatha | b 100 |
| 3 Hattie | c 103 |
| 4 Arthur | d 106 |

**C READ FOR DETAIL** Read the article again. Complete the statements with the underlined words in the article.

- 1 The party is for Lilly's .
- 2 Lilly lives in the same as a lot of people in her family.
- 3 Lilly has got a lot of in her family.

**D SPEAK** Work in pairs. Answer the questions.

- 1 Do you know anyone who is 100 years old?
- 2 Do you live in the same town/city as your family?

## VOCABULARY

### Family

**A** Find the words in bold in the article. Put them in the correct place in the table.

Female	Male
mother	father
1 _____	brother
daughter	2 _____
grandmother	grandfather
granddaughter	3 _____
wife	4 _____
Female and/or male	
parents	5 _____
	6 _____

**B** Complete the family tree with names from the article.



**C** Complete the sentences with words from Exercise A.



Arthur: 'Lilly is my \_\_\_\_\_.'



Hattie: 'Lilly is my \_\_\_\_\_.'



Emily: 'Lilly is my \_\_\_\_\_.'



Clara: 'Lilly is my \_\_\_\_\_.'

## PRONUNCIATION

schwa /ə/

**A** Listen to the sentences. Notice how the underlined letters sound.

3.5

- |                        |                            |
|------------------------|----------------------------|
| 1 Lilly is my mother.  | 3 Paul is my husband.      |
| 2 Arthur is my father. | 4 I've got three children. |

**B** Listen again and repeat.

3.5

**C** Underline the letters with the schwa sound. Listen and check.

3.6

- |            |           |               |           |
|------------|-----------|---------------|-----------|
| 1 daughter | 2 parents | 3 grandfather | 4 brother |
|------------|-----------|---------------|-----------|

**D** Connect the words with the schwa sound to get out of the maze.



## GRAMMAR

have/has got

**A WORK IT OUT** Read the phrases from *100 years young!*

Underline examples of *have/has got*. Then choose the correct option to complete the rule.

Lilly has got two children, ...

'I haven't got a son or a grandson, ...'

'Have you got any men in your family?'

'Yes, I have, ...' 'I've got a husband, ...'

### have/has got

We use *have/has got* to talk about *somebody's age / family members and things that we own*.

**B WORK IT OUT** Complete the table with the words in the box.

Has hasn't (x2) Have have haven't 've 's

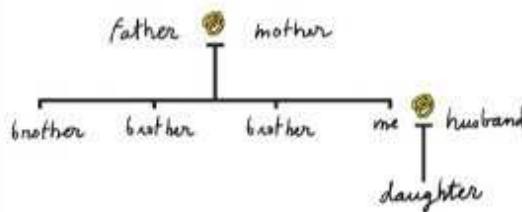
### have/has got

positive (+)	I <sup>1</sup>	've	got a sister
	She <sup>2</sup>		got a brother.
negative (-)	I <sup>3</sup>		got a brother.
	He <sup>4</sup>		got a granddaughter.
question	5		you got a daughter?
	6		she got a daughter?
answer	Yes, I <sup>7</sup>		/ No, I haven't.
	Yes, she has / No, he <sup>8</sup>		.

**C** Go to the **Grammar Hub** on page 102.

## SPEAKING HUB

**A PREPARE** Draw your family tree on a piece of paper and write the family members. Don't write their names and don't write your name.



**B DISCUSS** Work in groups. Follow the instructions:

- Fold your family trees and put them in a box.
- Take out another person's family tree.
- Ask and answer questions. Find out who each family tree belongs to.

**A:** Have you got a sister, Nita?

**B:** No, I haven't.

**A:** Have you got three brothers?

**B:** Yes, I have.

**A:** Is this your family tree?

**B:** Yes, it is!

**C PRACTISE** Ask each other more questions about the people in your families.

**A:** What's your brother's name?

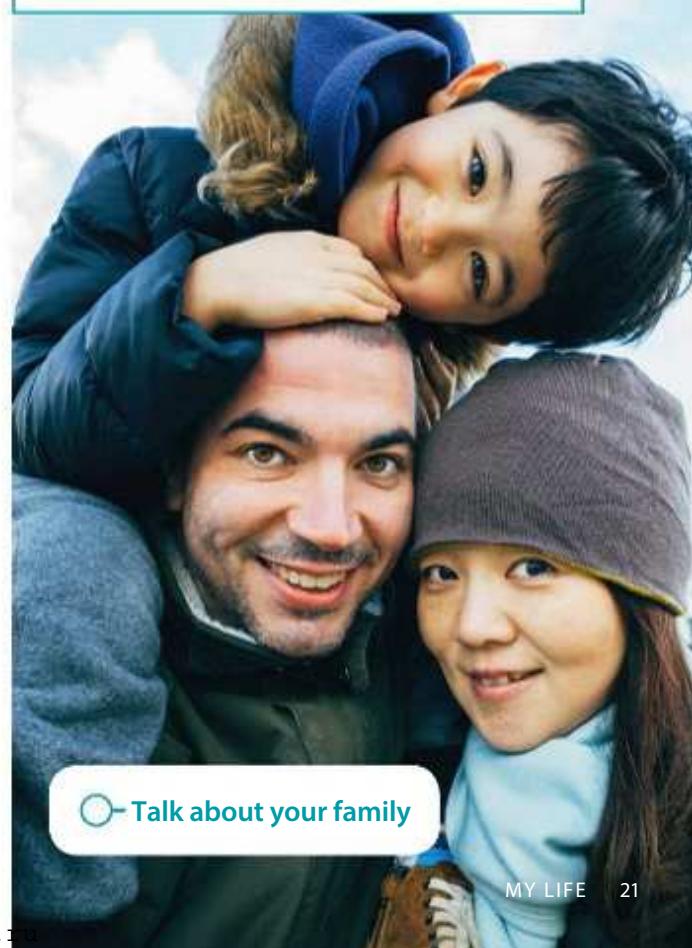
**B:** His name's Hector.

**A:** How old is he?

**B:** He's 34.

**A:** What does he do?

**B:** He's a builder.



### Talk about your family

# Café Hub

## 3.3 Guess who

F – describe people

### COMPREHENSION

- A Watch the video. Number the events (a–d) in the order you see them (1–4). Is it easy for Gaby to meet Lucy?



- B Are the sentences true (T) or false (F)? Watch the video again and check your answers.

- |  |       |  |       |
|--|-------|--|-------|
| 1 Gaby sees Lucy's poster in Sam's Café. | T / F | 5 Lucy's got a green scarf.                            | T / F |
| 2 Gaby texts Lucy first.                 | T / F | 6 At Sam's Café, all the women have got green jackets. | T / F |
| 3 Lucy's got a yellow jacket.            | T / F | 7 Gaby says she's not OK.                              | T / F |
| 4 Lucy is English.                       | T / F | 8 Gaby is Lucy's new Spanish teacher.                  | T / F |

- C Correct the false sentences in Exercise B.

- D How many bags, chairs, etc can you see in the picture?

bags	3	laptops	—	men	—	tables	—
chairs	—	plants	—	people	—	women	—





GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Describing people

Subject + verb	Type	Colour	Noun
I've got	long	brown	hair.
I have	light	brown	hair.
Gaby's got a		yellow	jacket.

**A** Put the words in 1–5 in the correct order. Use the box to help you.

1 got / a / jacket. / green / She's

---

2 got / They've all / jackets. / green

---

3 Lucy's / hair. / brown / light / got

---

4 got / Lucy's / bag. / black / a

---

5 grey / got / Lucy's / a / scarf.

---

**B** 01:39–02:20 Watch part of the video and check your answers to Exercise A.

**C** Complete the descriptions with the words in the box.

blonde curly long straight



1 short \_\_\_\_\_ hair



2 \_\_\_\_\_ red hair



3 \_\_\_\_\_ grey hair



4 \_\_\_\_\_ black hair

**D** **SPEAK** Work in pairs. Play a game of *Guess who* in the class.

**A:** She's got long brown hair.

**B:** Is it Sandra?

**A:** Yes it is.



## PRONUNCIATION



**A** Listen to the conversation. Notice how the underlined words are stressed.

**Jessica:** Hi, Mark. Are you free at two o'clock?

**Mark:** Yes!

**Jessica:** Do you know Sam's Café?

**Mark:** Yes. See you there at two o'clock. I've got light brown hair and a black coat.

**Jessica:** OK. I have long black hair, a green coat and a yellow scarf.



**B** Listen again and repeat the conversation. Copy the stress.

3.7

**C SPEAK** Work in pairs. Practise the conversation.

## SPEAKING

**A PLAN** Work in pairs. You want to do a language exchange. Arrange to meet your partner – you don't know each other.

- Choose a time and a place to meet.
- Make notes about your appearance.

**B PRACTISE** Work in pairs. Write and practise a similar conversation to the one in Pronunciation Exercise A.

**C REPEAT** Swap roles. Choose a new time and place to meet.

## Describe people

# 3 Writing

## Write a social media post

### W using *but*

- A Read the social media post. Whose birthday is it today? Match the picture with the event.

Florence Duprey  
24th January, 9.21 am

Happy birthday to my sister Martina! Here we are at home. She's got the yellow jumper and a big smile – she's one in this picture! Our mum took this photo. Today it's Martina's 30<sup>th</sup> birthday party! We've got the cake, but Mum is late! Our little sister Talia is here, too – she's in the yellow top next to her husband Larry. Martina's got a husband, too. His name is Paulo – he's the one in the white jumper.

5 20 9

### Using *but*

We use *but* to join ideas that are different.

*We've got the cake, but mum is late!*

- B Read the post again. These sentences are all false. Correct the sentences.

1 Martina is two years old in the first picture.

2 Martina's mum is at Martina's 30<sup>th</sup> birthday party.

3 Martina's got one sister.

4 Larry's got a white jumper.

## WRITING

- A PLAN You are going to write a social media post. Find a picture of people in your family on a special day. Plan what you want to say.

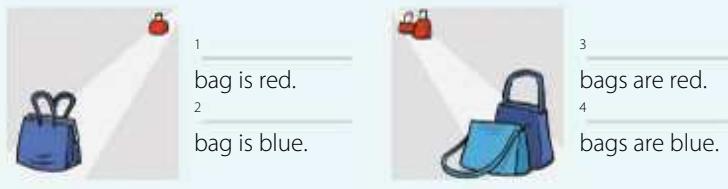
- B WRITE Write a social media post for the picture.

### Write a social media post

# Unit 3 Review

## GRAMMAR

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



- B Complete the sentences with *is* or *are*.

- 1 This bag is green.
- 2 Those hats are yellow.
- 3 Those headphones are black.
- 4 These glasses are white.
- 5 This phone is grey.
- 6 Those bags are brown.

- C Choose the correct option to complete the sentences.

- 1 I've got / I got a son.
- 2 Have you got / Have got you a brown coat? Yes, I got / have.
- 3 I not have / haven't got a brother.
- 4 She hasn't / haven't got a granddaughter.
- 5 Have / Has he got a brother? No, he not has / hasn't.

## VOCABULARY

- A Complete the words for objects and colours.

- 1 My h e a d p h o n e s are g r e e n.
- 2 This u b l i is w h i t e.
- 3 I've got a b u n s w s h i.
- 4 My g l a s es are g r a y.
- 5 That is a b u c o t.
- 6 These are my l i c k b g s.

- B Use the information. Write the names of the people.

Angela is 6. Mary is 35. Cara is 70.

- 1 Cara : 'Mary is my daughter.'
  - 2  : 'Cara is my grandmother.'
  - 3  : 'Angela is my daughter.'
- Pietro is 10. Guillermo is 50. Giancarlo is 80.
- 4  : 'Pietro is my grandson.'
  - 5  : 'Giancarlo is my father.'
  - 6  : 'Guillermo is my father.'

# 4

# TIME



Better three hours too soon  
than a minute too late.

William Shakespeare

Sunset over Alhambra Palace, Granada, Spain.

## OBJECTIVES

-  talk about daily routines
-  talk about annual routines
-  order in a café
-  write an email about your routine

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which words match the picture?

city countryside moon  
morning night sea sky sun

- 2 What's your favourite time of day?

- 3 Read the quote. Are you usually early or late for things?

# 4.1 Every day

Talk about daily routines

V daily activities; time

G present simple: I, you, we, they

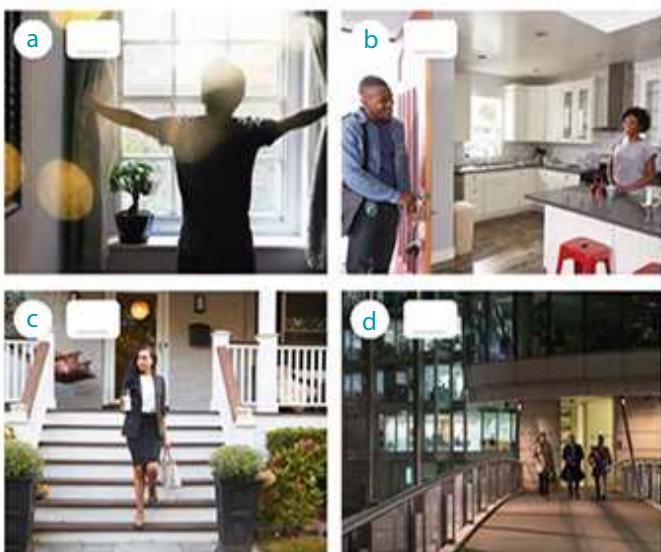
P sentence stress

## VOCABULARY

### Daily activities

A Match the sentences (1–4) with the pictures (a–d).

- 1 I finish work at ten past six in the evening.
- 2 I get up at seven o'clock in the morning.
- 3 I go to work at eight thirty in the morning.
- 4 I get home at five o'clock in the afternoon.



B Go to the **Vocabulary Hub** on page 123.

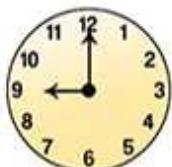
## Time



Complete the times with the numbers in the box. Then listen  
4.1 and check.

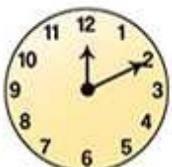
one two eight nine ten eleven

1



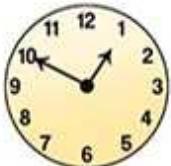
o'clock

2



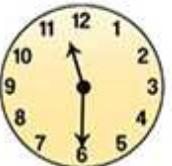
past twelve

3



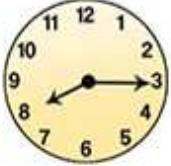
ten to

4



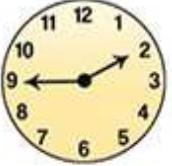
half past

5



quarter past

6



quarter to

## LISTENING

**Episode 23:**  
**The lighthouse keepers**

Astrid and Magne tell us about their day at work as lighthouse keepers.

A **PREPARE TO LISTEN** Read the information about the podcast. Then choose the correct options to complete the summary.

The title of this podcast series is *My life*. In this episode, <sup>1</sup>three / <sup>2</sup>two people talk about <sup>2</sup>the people they know / the things they do. The people in this episode have got the same <sup>3</sup>hobby / job.

4.2

**B LISTEN FOR MAIN IDEA** Listen to the podcast and choose the correct options to complete the sentences.

- 1 Magne is Astrid's ...  
a brother.      b husband.
- 2 Astrid and Magne live and work ...  
a in the same place.      b in different places.
- 3 Astrid and Magne work ...  
a at the same time.      b at different times.

4.2

**C LISTEN FOR DETAIL** Listen again. Circle the correct person: Astrid (A) or Magne (M).

- |                       |       |
|-----------------------|-------|
| 1 1 am go to bed      | A / M |
| 2 5 am get up         | A / M |
| 3 5.15 am start work  | A / M |
| 4 11 am get up        | A / M |
| 5 1.30 pm start work  | A / M |
| 6 1.30 pm finish work | A / M |
| 7 8 pm go to bed      | A / M |
| 8 9.45 pm finish work | A / M |

**D DISCUSS** Work in pairs. Which person's day do you prefer? Why?

## GRAMMAR

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

**A** Read the sentences from the podcast. Are they positive (+) or negative (-)?

- a I get up at five o'clock in the morning. + / -
- b I don't work in the morning. + / -

**B WORK IT OUT** Complete the table with the words in the box.

don't go go

### Present simple: *I, you, we, they*

subject pronoun	positive	subject pronoun	negative
I	1	I	2
you	to work at eight o'clock in the morning.	you	to work at six o'clock in the morning.
we		we	
they		they	

**C WORK IT OUT** Read the sentences again. Choose the correct option to complete the rules.

- 1 In positive sentences with *I, you, we*, and *they* we use *verb / do + verb*.
- 2 In negative sentences with *I, you, we*, and *they* we use *verb / don't + verb*.

**D** Go to the **Grammar Hub** on page 104.

**E PRACTISE** Complete the description with the correct positive or negative form of the verbs in the box.

finish get up (x2) go start work

### The night shift

I'm a doctor. For one week in each month, I <sup>1</sup> **don't work** during the day. I <sup>2</sup> my job at ten o'clock in the evening and I <sup>3</sup> at eight o'clock in the morning. I <sup>4</sup> in the morning, like most people. I <sup>5</sup> in the evening, and I <sup>6</sup> to bed in the morning.

**F SPEAK** Work in pairs. What times do you think these people get up and go to bed?

5-year-old children  
20-year-old people

80-year-old people  
People your age

## PRONUNCIATION

Sentence stress



**A** Listen and repeat the sentences. Which words are stressed – the red or the blue?

- 1 I **go to bed** at ten o'clock.
- 2 I **don't go to bed** at ten o'clock.



**B** Underline the stressed words in the sentences. Then listen and check.

- 1 I read a book in the evening.
- 2 We don't watch TV in the morning.
- 3 They start work at eight o'clock in the morning.
- 4 They don't start at eight thirty.
- 5 I relax in the evening.



**C** Listen and complete the sentences.

4.5

- 1 I 1 to o'clock at
- 2 I 1 in the
- 3 They 1 to at half past
- 4 We 1 in the

## SPEAKING

**A PREPARE** Think about these daily activities. Tick (✓) the ones that you do every day.

- |  |   |
|--|---|
| <input type="checkbox"/> get up              | <input type="checkbox"/> go home                |
| <input type="checkbox"/> have breakfast      | <input type="checkbox"/> have dinner            |
| <input type="checkbox"/> go to work/school   | <input type="checkbox"/> watch TV/a film        |
| <input type="checkbox"/> start work/lessons  | <input type="checkbox"/> read a book            |
| <input type="checkbox"/> have lunch          | <input type="checkbox"/> talk to friends/family |
| <input type="checkbox"/> finish work/lessons | <input type="checkbox"/> go to bed              |

**B PLAN** Write the times you do the things in Exercise A. Prepare how to say it.

**C DISCUSS** Work in pairs. Compare your daily routines. What's different? What's the same?

- A:** I **get up at seven o'clock in the morning.**  
**B:** I **get up at eight o'clock in the morning.**

Talk about daily routines

# 4.2 Every year

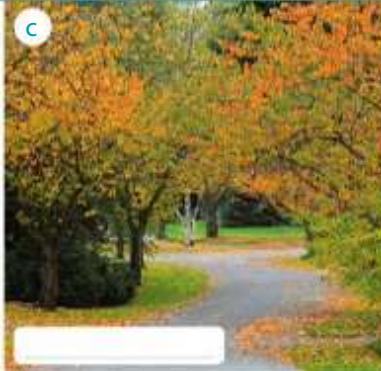
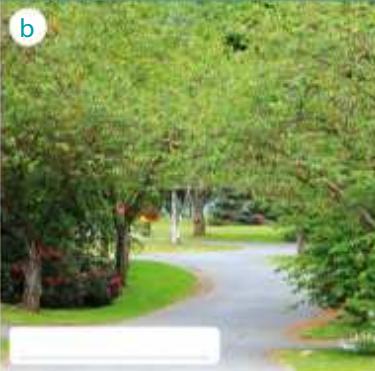
Talk about annual routines

V months and seasons

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

S using pictures before you read

P do you /dʒu/



## VOCABULARY

### Months and seasons

#### A Match the pictures with the seasons.

autumn spring summer winter

#### B Listen and complete the calendar.

4.6

April August December July June March  
May November October September

January	February	

#### C SPEAK Work in pairs. Answer the questions.

- Which season is it now?
- Which month is it now?
- Which season is your favourite?
- Which month is your birthday in?

## READING

#### A PREDICT Work in pairs. Look at the pictures in the article *Nomads in Mongolia* but don't read the text. What do you know about these people's lives?

#### Using pictures before you read

Articles on websites and in magazines and newspapers often have pictures. Look at the pictures before you read to get an idea of what the text is about.

#### B PREPARE TO READ Match the words in the box with the pictures (a–d) in *Nomads in Mongolia* opposite.

hills horse river tents

#### C READ FOR GIST Read the article. Match the correct question (a–d) with each paragraph (1–4).

- a How often do they go to a different place?
- b What are nomads?
- c Where do they go in different seasons?
- d Do they live in houses?

#### D READ FOR DETAIL Read the article again. Are the statements true (T) or false (F)?

- 1 Mongolia is in Europe. T/F
- 2 Nomads live in cities. T/F
- 3 Nomads live in a type of tent. T/F
- 4 Nomads have got animals. T/F
- 5 In Mongolia, September is in spring. T/F
- 6 Many nomads go to a river in spring. T/F

#### E SPEAK Work in pairs. Answer the questions.

- Are there nomads in your country?
- Would you like to live in different places in your country at different times of the year?

## NOMADS in Mongolia

Mongolia is a large country in Asia, north of China and south of Russia. There's a lot of space, about 1.56 million km<sup>2</sup>, but there aren't a lot of people. There are about 3,000,000 (three million) people in Mongolia and many of these people are nomads.

- 1 Nomads are people who go to different places in different months or seasons. They don't live in cities, they live in the countryside.
- 2 No, they don't. They haven't got houses, but they've got tents, called *gers*, and they've got horses and other animals.
- 3 Some nomads move thirty times a year, some move four times a year. Many nomads go to a different place in spring and in autumn. In Mongolia, spring is March, April and May, and autumn is September and October.
- 4 In spring, they go close to a river for water. In autumn, they go to the hills.

## GRAMMAR

Present simple questions: *I, you, we, they*

- A** Read two of the questions from *Nomads in Mongolia*. Match the questions (a and b) with the correct question type (1 and 2).

a Where do they go?      b Do they live in houses?

1 Question \_\_\_ is a yes/no question. The answer can be yes or no.

2 Question \_\_\_ is a wh- question. The answer depends on the question word.

- B WORK IT OUT** Read the questions again and find their answers in the text. Complete the rules.

Present simple questions: *I, you, we, they*

- 1 In yes/no questions we use *do before / after I, you, we, and they*.
- 2 In wh- questions we use a question word (for example *what, where, when ...*) *before / after do*.
- 3 To give short answers to yes/no questions we *use do or don't / repeat the main verb*.

- C** Go to the **Grammar Hub** on page 104.

- D PRACTISE** Reorder the words to make questions. Choose the correct question type.

- 1 go to work / you / when / in the morning / do  
 When do you go to work in the morning ?  
 a yes/no      b wh-
- 2 you / go / to another country / in summer / do  
 \_\_\_\_\_ ?  
 a yes/no      b wh-
- 3 talk to / in the evening / you / do / who  
 \_\_\_\_\_ ?  
 a yes/no      b wh-
- 4 in the same place / live / you / do / all year  
 \_\_\_\_\_ ?  
 a yes/no      b wh-

- E SPEAK** Work in pairs. Ask and answer the questions in Exercise D.



## PRONUNCIATION

Do you /dʒu/

4.7

- A** Read and listen to the questions. How does the speaker say the underlined words?

- 1 Do you live in the countryside?
- 2 When do you go to work?

4.8

- B** Work in pairs. Say these questions. Then listen and repeat.

- 1 Do you get home at seven thirty?
- 2 Where do you live?
- 3 Do you read a book in the evening?
- 4 What do you do in summer?

- C SPEAK** Work in pairs. Ask and answer the questions in Exercises A and B.

**A:** Do you live in the countryside?  
**B:** No, I don't. I live in the city.

## SPEAKING HUB



- A PREPARE** Work in pairs. Student A – Use the information below. Student B – Go to the **Communication Hub** on page 131.

Student A – Write questions to find out information about the birds in the picture above.

- 1 what / called ?
- 2 where / live ?
- 3 where / go / August or September ?
- 4 where / go / May or June ?
- 5 how far / go How far do they go every year ?

- B DISCUSS** Ask your partner the questions in Exercise A. Complete the missing information.

- C DISCUSS** Read the information about grey whales. Answer your partner's questions.

Name: Grey whales

Where: Near Alaska and near Mexico.

When: In autumn (October, November, December) they go to Alaska. In spring (February, March, April) they go to Mexico.

How far: About 10,000–12,000 miles per year (16,000–20,000 kilometres)

**Talk about annual routines**

# Café Hub

## 4.3 Coffee chaos

F order in a café



### COMPREHENSION

A Watch the video without sound. Underline the correct word or phrase.

- 1 The first customer *is / isn't* sure what she wants.
- 2 Sam *is / isn't* sure what the customer wants.
- 3 The queue *is / isn't* long behind her.
- 4 The other customers are *fast / slow*.
- 5 Sam *is / isn't* happy to see the customer again.

B Read the list of things you can buy in Sam's Café. Watch the video again. Tick (✓) the things you hear.

coffee	<input type="checkbox"/>	water	<input type="checkbox"/>
latte	<input type="checkbox"/>	soya milk	<input type="checkbox"/>
cappuccino	<input type="checkbox"/>	bread	<input type="checkbox"/>
mocha	<input type="checkbox"/>	croissants	<input type="checkbox"/>
hot chocolate	<input type="checkbox"/>	snacks	<input type="checkbox"/>
tea	<input type="checkbox"/>	soft drinks	<input type="checkbox"/>

C Use a word from each column to describe the coffee the woman buys.

a small	soya	cappuccino	to drink in
a medium		latte	to take away
a large			

D Who says it? Sam, the woman or the man in the queue? Watch the video again and check your answers.

1 What type of coffee would you like?

2 That's a great question!

3 Come on!

4 What kind of bread do you have?

5 Medium! I mean medium.

6 So, let me check.

7 No problem.

8 How big is a medium?

E SPEAK Work in pairs. What do you think the phrase 'Come on!' means in this context?





GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Ordering in a café

**A** Complete the phrases with the words in the box. Then complete the headings with *Customer* or *Sam*.

Can check get have kind large One please Sorry want What you

A

What can I<sup>1</sup> \_\_\_\_\_ you?  
 2 \_\_\_\_\_ type of coffee would you like?  
 Sure. Small, medium or<sup>3</sup> \_\_\_\_\_?  
 So, let me<sup>4</sup> \_\_\_\_\_: you<sup>5</sup> \_\_\_\_\_ a medium soya latte to take away?  
 6 \_\_\_\_\_, we're closing now.

B

7 \_\_\_\_\_ I have a latte / a soya latte / a tea / a hot chocolate, please?  
 Do<sup>8</sup> \_\_\_\_\_ have soya milk?  
 Can I<sup>9</sup> \_\_\_\_\_ a small, please?  
 A soya latte, please.  
 10 \_\_\_\_\_ tea / hot chocolate, please.  
 Two cappuccinos,<sup>11</sup> \_\_\_\_\_.  
 What<sup>12</sup> \_\_\_\_\_ of bread do you have?

**B** Watch the video again and check your answers to Exercise A.

## PRONUNCIATION



**A** Listen to the conversation. Notice how the underlined words are stressed.

4.9 **Coffee seller:** Good morning! What can I get you?  
**Customer:** Can I have a coffee, please?  
**Coffee seller:** What type of coffee would you like?  
**Customer:** A cappuccino, please. Do you have soya milk?  
**Coffee seller:** Sure. One soya cappuccino. Small, medium or large?  
**Customer:** Can I have a medium, please? To take away.  
**Coffee seller:** So, you want a medium, soya cappuccino to take away?  
**Customer:** Yes, please.



**B** Listen again and repeat the conversation. Copy the stress.

**C SPEAK** Work in pairs. Practise the conversation.

## SPEAKING

<i>Coffee</i>	<b>small</b>	<b>medium</b>	<b>large</b>
Latte	£2.00	£2.50	£3.00
Cappuccino	£2.00	£2.50	£3.00
Americano	£1.70	£2.20	£2.70
Mocha	£2.00	£2.50	£3.00
Hot chocolate	£2.00	£2.50	£3.00
Tea	£1.00	£1.50	£2.00
Croissant	£2.00	Bread and jam	£2.50

**A PREPARE** Work in pairs. Take turns to be Student A and B. Replace the underlined words. Use the menu to help you.

Student A: What can I get you?  
 Student B: Can I have a cappuccino, please?  
 Student A: Small, medium or large?  
 Student B: Can I have a small, please?  
 Student A: Sure. One small cappuccino.  
 Student B: Thanks.

**B PRACTISE** Have a new conversation. Student A works in a café. Student B is a difficult customer. Practise your conversation.

**C PRESENT** Show your conversation to the class. Who is the best difficult customer?

### Order in a café

# 4 Writing

Write an email about your routine

## W using contractions

- A Read the email from Hadid to his friend Javier.  
Where does Hadid work?

How are you?

To: Javier

From: Hadid

Hi Javier,

How are you? I don't work in Madrid anymore. I work on an oil rig. It's in the middle of the sea. I work here every spring. I get to the oil rig in March, and I go home in April.

We get up at six o'clock in the morning, and we start work at seven. We finish work at seven o'clock in the evening – it's a long day! I haven't got time to read a book or watch TV in the evening. I eat, talk to my family on the phone and go to bed at nine o'clock.

What about you? Where are you now? What's your job?

See you,

Hadid



## Using contractions

When we write to friends or family, we can use contractions:

I'm for I am

it's for it is.

- B Read the email again. Match the activities (1–6) with the months and times (a–f).

- |                      |         |
|----------------------|---------|
| 1 get to the oil rig | a 7 am  |
| 2 go home            | b 7 pm  |
| 3 get up             | c March |
| 4 start work         | d April |
| 5 finish work        | e 9 pm  |
| 6 go to bed          | f 6 am  |

- C SPEAK Work in pairs. Answer the question.

Do you think Hadid's routine is good? Why/Why not?

## WRITING

- A PLAN You are going to write an email to an old friend. Make notes about your daily routine.

- B WRITE Write your email. Tell them about your daily routine. Use contractions.

## Write an email about your routine

# Unit 4 Review

## GRAMMAR

Put the words in the correct order to make sentences.

- 1 do / get up / you / what time

What time do you get up

?

- 2 live / in Spain / they

- 3 watch / TV in the evening / you / don't

- 4 like / football / don't / we

- 5 you / start work / when / do

?

- 6 they / do / why / at five o'clock / get up

?

## VOCABULARY

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

get get up go (x2) finish watch

- |   |             |           |  |
|---|-------------|-----------|--|
| 1 | I           | get       | at six o'clock in the morning.           |
| 2 | I           | go        | to work at eight thirty in the morning.  |
| 3 | I           | get up    | work at half past five in the afternoon. |
| 4 | I           | finish    | home at ten past six.                    |
| 5 | I relax and | watch     | TV at half past seven in the evening.    |
| 6 | I           | go to bed | at quarter to eleven at night.           |

- B Match the sentences in Exercise A with these times.

- |           |            |           |
|-----------|------------|-----------|
| a 5.30 pm | c 6.10 pm  | e 8.30 am |
| b 6 am    | d 10.45 pm | f 7.30 pm |

- C Complete the words in these sentences.

- |                            |                           |
|----------------------------|---------------------------|
| 1 My birthday is in F      | February                  |
| 2 My favourite season is t | summer                    |
| 3                          | is the month after April. |
| 4 In my country, m         | May                       |
| A                          | is June, July and         |

# 5

# TIME FOR A BREAK



Guard well your spare moments.

Ralph Waldo Emerson

Two men sitting on metal drums, Perth, Australia.

## OBJECTIVES

- talk about free time
- talk about food and meals
- ask for information
- write a blog about food

Work with a partner. Discuss the questions.

- 1 Look at the picture. Why are these people happy?
- 2 What's your favourite food?
- 3 What makes you feel happy?

# 5.1 Relax and be happy

Talk about free time

V free-time activities

G present simple: *he, she, it*

P does *he / does she*

## VOCABULARY

### Free-time activities

A Look at the pictures. What is the same about all these activities?



for a walk



in the  
garden



a meal



a bath



shopping



chess



to the gym



running

B Match the verbs with the pictures. Listen and check.

5.1

cook go (x4) have play sit

C SPEAK Work in pairs. What do you do to relax?

## LISTENING

A LISTEN FOR GIST Listen to an interview. Which of the free-time activities

5.2 from Vocabulary Exercise A do the people talk about?

B LISTEN FOR DETAIL Listen again. Are these sentences true (T) or false (F)?

5.2

- |   |   |       |
|---|---|-------|
| 1 | The man eats lunch in his office.             | T / F |
| 2 | The woman goes to the gym in her lunch break. | T / F |
| 3 | The woman goes for a walk after work.         | T / F |
| 4 | The woman watches TV in the evening.          | T / F |
| 5 | The man goes running after work.              | T / F |
| 6 | The woman goes running at the weekend.        | T / F |



## GRAMMAR

Present simple: *he, she, it*

**A** Read the examples. Underline the verbs.

He works all the time! He doesn't even have coffee breaks.  
Does she go to the gym every day?  
No, she doesn't. She goes about twice a week.  
She doesn't have time to relax!

**B WORK IT OUT** Complete the rules with words in the box.

does doesn't main verb question word without

**Present simple: *he, she, it***

- 1 In positive sentences, we use the \_\_\_\_\_ plus -s or -es.
- 2 In negative sentences, we use \_\_\_\_\_ plus the main verb without -s.
- 3 In yes/no questions, we use *Does* followed by the subject and the main verb \_\_\_\_\_ -s.
- 4 In short answers, we use \_\_\_\_\_ or doesn't.
- 5 In wh- questions, we use a \_\_\_\_\_ and *does* plus the main verb without -s.

**C PRACTISE** Choose the correct option to complete the sentences.

- 1 Martin *cook / cooks* dinner in the evening.
- 2 Anna *don't / doesn't* go shopping after work.
- 3 Does Paolo *play / plays* chess?
- 4 What does Shyama *do / does* at the weekend?
- 5 **A:** Does Akira *has / have* a bath after work?  
**B:** Yes, he *has / does*.

**D** Go to the Grammar Hub on page 106.

**E PRACTISE** Complete the conversation.

- Anna: What do you <sup>1</sup> \_\_\_\_\_ to relax at the weekend? Do you go shopping?  
Bea: No, I don't. My husband <sup>2</sup> \_\_\_\_\_ shopping, and I <sup>3</sup> \_\_\_\_\_ running. What about you?  
Anna: I <sup>4</sup> \_\_\_\_\_ to the gym and my husband <sup>5</sup> \_\_\_\_\_ TV and <sup>6</sup> \_\_\_\_\_ computer games.  
Bea: That sounds good. What kind of games <sup>7</sup> \_\_\_\_\_ he play?  
Anna: He <sup>8</sup> \_\_\_\_\_ action games.

## PRONUNCIATION

*does he / does she*



**A** Read and listen to the questions. Notice how the speaker links the underlined words together.

- 1 Does he go the gym?
- 2 Does she go running?



**B** Listen to each question and circle the words you hear.

- 1 *Does he / Does she* cook dinner every night?
- 2 *Does he / Does she* go shopping at the weekend?
- 3 What *does he / does she* do at lunchtime?
- 4 What kind of food *does he / does she* cook?



**C** Listen and repeat the questions in Exercise B.

## SPEAKING

**A PREPARE** Complete the table with your free-time activities. Write three activities in each box.

	Me	My partner
In your lunch break		
In the evening		
At the weekend		

**B DISCUSS** Work in pairs. Ask your partner questions to complete the table. How many things are the same for both of you?

*What do you do in your lunch break? Do you go for a walk?*

**C REPORT** Tell the class about your partner.

*Anton goes shopping at the weekend. He doesn't cook meals at home.*



# 5.2 When's your lunch break?

Talk about food and meals

V food and meals

S skimming

G adverbs of frequency

P linking with /j/

## VOCABULARY

### Food and meals

- A Look at the pictures. Which food do you eat for breakfast, lunch or dinner?

a



g



b



h



c



i



d



j



e



k



f



l



- B Match the words in the box to the pictures.

apples beans bread cereal cheese chicken  
eggs fish noodles pasta potatoes rice

- C Go to the **Vocabulary Hub** on page 124.

- D SPEAK Make a list of food you eat every day. Tell your partner. What's the same? What's different?

## READING

- A PREPARE Work in pairs. Look at the pictures. Which foods can you name? Where do you think they come from?



### Skimming

When you skim a text, you read it quickly to get the general idea.

- B SKIM Read *Lunch breaks around the world* and match the correct people with the pictures in Exercise A.

- C READ FOR GIST Read the article. Which questions do all three people answer? Tick (✓) the questions.

- a What do you eat for lunch?  
b Is your lunch expensive?  
c What time is your lunch break?  
d Who do you eat lunch with?  
e Where do you eat lunch?  
f Do you eat a big lunch?

- D READ FOR DETAIL Read the article again. Write the correct names.

- 1 eats soup for lunch.  
2 doesn't eat rice for lunch.  
3 eats lunch at work.  
4 doesn't talk about a drink.  
5 has lunch with family.  
6 has more than an hour for lunch.

## LUNCH BREAKS AROUND THE WORLD

More and more people in the UK don't take a lunch break. They eat lunch at their desk instead. Here we take a look at countries around the world and what workers do in their lunch breaks.



**Sara, Japan**

We always take our lunch break at the same time every day, from 12 to 1. Some people bring a lunchbox from home, but I always go to the office canteen to eat with my colleagues. The food is usually really good. I usually have rice with fish or chicken and some vegetables. After lunch, I have a cup of green tea. I drink a lot of green tea every day because it's good for my health.



**Davide, Italy**

Our lunch break is from 1.30 to 2.30. Sometimes we go to a local restaurant for lunch, but I usually go home. My wife always comes home for lunch, and we eat together. We usually have a small dish of pasta. After that we have some freshly cooked meat or fish. My favourite is chicken in tomato sauce. For dessert, we always have some fruit and finally a cup of coffee.

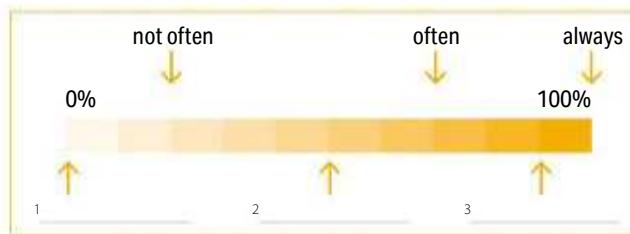
## GRAMMAR

### Adverbs of frequency

**A** Find and complete the sentences with adverbs from *Lunch breaks around the world*.

- 1 The food is \_\_\_\_\_ really good.
- 2 I \_\_\_\_\_ have rice with fish or chicken and some vegetables.
- 3 \_\_\_\_\_ we go to a local restaurant for lunch.
- 4 My wife \_\_\_\_\_ comes home for lunch.
- 5 I \_\_\_\_\_ have dessert.
- 6 I \_\_\_\_\_ have some fruit or something sweet as a special treat.

**B** Complete the chart with *sometimes*, *usually* and *never*.



**C WORK IT OUT** Read the sentences in Exercise A and choose the correct option to complete the rules.

#### Adverbs of frequency

We use adverbs of frequency to say how often we do things. We put them ...

- 1 *before / after* the verb *be* (in positive and negative sentences).
- 2 *before / after* other verbs (in positive sentences).

**D** Go to the **Grammar Hub** on page 106.

**E SPEAK** Work in pairs. How often do you eat these kinds of food? When do you eat them? Tell your partner.

bread cheese chocolate coffee  
fish fruit ice cream milk rice tea

**A:** I usually have coffee for breakfast.

**B:** I often have coffee, but I sometimes have tea.



Natalia, Guatemala

Lunch is the main meal in Guatemala. I usually take a lunch break from 12 to 1.30 and have lunch with my friends or colleagues in a restaurant near the office. We usually have some soup and tortillas with rice and beans, some meat and a salad. I never have dessert, but later in the day, I often have some fruit or something sweet as a special treat.

## PRONUNCIATION

### Linking with /j/



**A** Listen to the sentence. Notice how the /j/ sound links the words joined with a \_.

She \_ always eats lunch at work.



**B** Read and listen. Draw a \_ to show the words linked with a /j/ sound.

- 1 He always drinks coffee.
- 2 I often have a salad.
- 3 She eats pasta for lunch.
- 4 We often eat fish and rice.



**C** Listen again and repeat the examples.

## SPEAKING HUB

**A PREPARE** You are going to do a survey of eating habits in your class. Complete the questions (1–6).

### EATING HABITS SURVEY

- 1 Do you? *usually drink coffee for breakfast*  
**a** \_\_\_\_\_ usually drinks coffee for breakfast.
- 2 Do you? \_\_\_\_\_?  
**b** \_\_\_\_\_ always cooks dinner at home.
- 3 Do you? \_\_\_\_\_?  
**c** \_\_\_\_\_ often eats lunch at work.
- 4 Do you? \_\_\_\_\_?  
**d** \_\_\_\_\_ sometimes eats pizza for lunch.
- 5 Do you? \_\_\_\_\_?  
**e** \_\_\_\_\_ never eats chocolate.
- 6 Do you? \_\_\_\_\_?  
**f** \_\_\_\_\_ doesn't often eat meat.

**B PRACTISE** Ask your classmates the survey questions. Write names in sentences a–f. Ask each person another question to get more information.

**A:** Do you usually drink coffee for breakfast?

**B:** No, I don't.

**A:** What do you usually drink for breakfast?

**B:** I usually drink tea or hot chocolate.

**C REPORT** Tell the class about your answers.

Jerome doesn't drink coffee for breakfast. He usually drinks tea or hot chocolate.

### Talk about food and meals

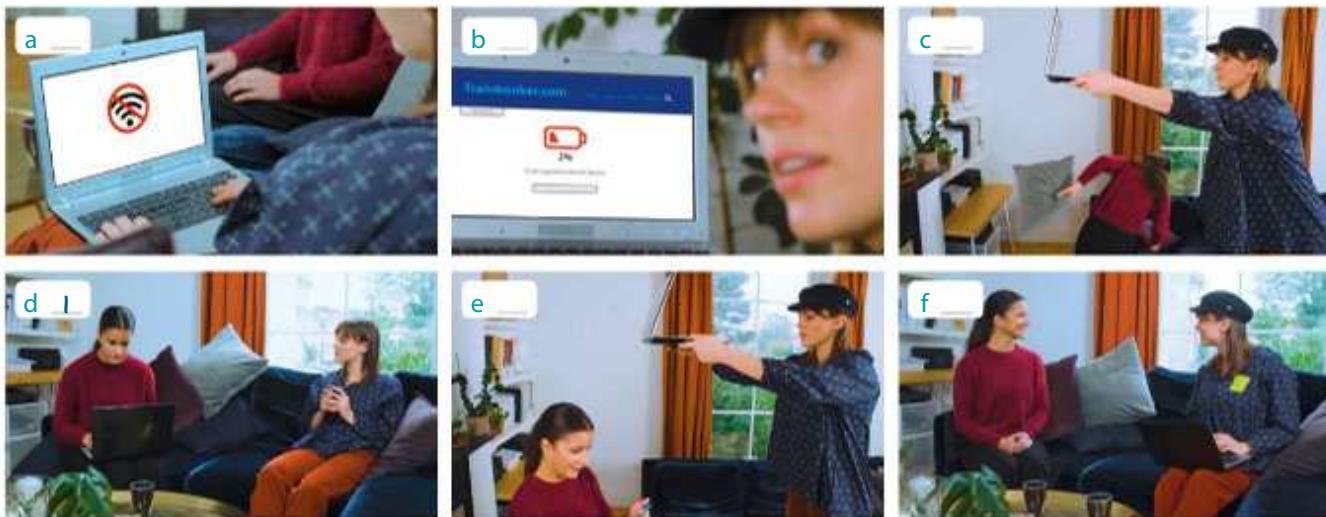
### COMPREHENSION

**A** Watch the video. Complete the information about the train ticket.

2 3 85 afternoon return

- 1 Gaby wants a ticket to Manchester on Saturday \_\_\_\_\_.
- 2 It leaves at \_\_\_\_\_ pm.
- 3 It takes about \_\_\_\_\_ hours.
- 4 She wants a \_\_\_\_\_ ticket.
- 5 It costs £\_\_\_\_\_.

**B** Watch the video again and put the events (a–f) in the correct order (1–6).



**C** Match the phrases (1–6) with the pictures (a–f) in Exercise B. Then watch the video again and check your answers.

- |                                  |       |                            |       |
|----------------------------------|-------|----------------------------|-------|
| 1 It worked!                     | _____ | 4 There's no battery.      | _____ |
| 2 Gaby hates computers.          | d     | 5 Lucy has an idea.        | _____ |
| 3 Lucy needs Gaby's credit card. | _____ | 6 The wi-fi stops working. | _____ |

### USEFUL PHRASES

**A** Complete the useful phrases with the words in the box.

expensive idea matter news see worked

- |                     |                       |
|---------------------|-----------------------|
| 1 I have an _____ ! | 4 What's the _____ ?  |
| 2 Let me _____.     | 5 Wow, that's _____ ! |
| 3 Good _____ !      | 6 It _____ !          |

**B** Watch the video again and check your answers to Exercise A.

**C SPEAK** Work in pairs. Complete the conversations with useful phrases from Exercise A. Practise the conversations.

- |   |   |
|---|---|
| 1 A: I haven't got a ticket.<br>B: _____ – I've got a ticket for you! | 4 A: Oh no!<br>B: _____ ?   |
| 2 A: It's £150.<br>B: _____ !   | 5 A: I don't know what to do!<br>B: _____ !                             |
| 3 A: What time does it leave?<br>B: _____ .                           | 6 A: The code doesn't work.<br>B: Here – try this number.<br>A: _____ ! |



GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Asking for information

- A** Write *Customer* or *Ticket seller* in the correct column, A or B.

A	B
1 I'd like a ticket to Manchester on Saturday afternoon.	a That's £85, please.
2 What time does it leave?	b It takes about two hours.
3 How long does it take?	c Saturday afternoon. Yes, there is a train.
4 Can I book a ticket please?	d Single or return?
5 Return, please.	e It leaves at 3 pm.

- B** Match the phrases (1–5) with the responses (a–e).

## PRONUNCIATION



- A** Listen to the conversation and notice how the underlined words are stressed.

**Ticket seller:** Can I help you?  
**Customer:** Yes, I'd like a ticket to Cambridge on Friday morning, please.  
**Ticket seller:** Friday morning. Let me see. Yes, there is a train.  
**Customer:** What time does it leave?  
**Ticket seller:** It leaves at 10.30.  
**Customer:** How long does it take?  
**Ticket seller:** It takes about three hours.  
**Customer:** How much is it?  
**Ticket seller:** Thirty-five pounds.  
**Customer:** Can I book a ticket, please?  
**Ticket seller:** Single or return?  
**Customer:** Single, please.



- B** Listen again and repeat the conversation. Copy the stress.

5.7

## SPEAKING

DESTINATION	DEPARTURE	ARRIVAL	PRICE	
			single return	
Birmingham	10.30	12.30	£30	£55
London	10.45	11.45	£20	£30
Liverpool	11.00	13.30	£45	£60
Cardiff	11.15	15.00	£55	£80

- A** **PREPARE** Work in pairs. Complete the conversation using information in the timetable.



- B** **PLAN** Work in pairs. Add three or more useful phrases to the conversation.

- C** **PRACTISE** Work in pairs. Practise the conversation.

- D** **REPEAT** Change roles. Choose a new destination.

### Ask for information

# 5 Writing

## Write a blog about food

### W using object pronouns

#### A Read Bob's blog. What is the blog post about?

- a an everyday lunch      c how to cook lunch  
b a special lunch      d Bob's favourite lunch

## BOB'S DAILY BLOG

### A pot-luck lunch at work

Once a month at work, we have a pot-luck lunch. Everyone cooks some food at home and we bring it to the large meeting room. Some of my colleagues are really good cooks! They bring all kinds of food from their home countries. One of my colleagues is from Mexico and she makes a fantastic chicken dish with chocolate. It's amazing! I'm not a good cook and I usually just take a salad. We eat and share all the food together – it's a great way to make friends at work!



#### B Read Bob's blog again. Are these statements true (T) or false (F)?

- 1 They have a pot-luck lunch every week.      T / F  
2 They eat the pot-luck lunch in a restaurant.      T / F  
3 A colleague makes delicious Mexican food.      T / F  
4 Bob is very good at cooking.      T / F  
5 Bob always takes cakes or biscuits.      T / F

### Using object pronouns

We use pronouns so we don't need to repeat the noun.

*Everyone cooks some food at home and we bring it to the large meeting room.*

#### C Complete the sentences with the correct pronoun.

- 1 **My brother** works near my office. I meet \_\_\_\_\_ for lunch every week.  
2 We bring different **dishes** to work and share \_\_\_\_\_ with each other.  
3 **My sister** works in Mexico. I visit \_\_\_\_\_ there every year.  
4 I don't go out for **lunch**. I eat \_\_\_\_\_ at my desk.

## WRITING

### A PREPARE You are going to write a blog about a special meal tradition in your life. Think about the following points.

- What's special about the meal?
- How often do you have it?
- Where is it?
- What kind of food do you have?
- What's good about this meal?

### B WRITE Write your blog.

### C REVIEW Read another person's blog. Ask questions to get more information.

### O Write a blog about food

## Unit 5 Review

### GRAMMAR

#### A Choose the correct words to complete the sentences.

- 1 Sasha **sit** / **sits** in the garden after work.  
2 Eric **doesn't cook** / **cook** dinner during the week.  
3 Where does Maria **eat** / **eats** lunch?  
4 Does Maha **have** / **has** lunch at school?  
5 **A:** Do / Does Antonio and Sofia eat at home on Friday?  
**B:** No, they **doesn't** / **don't**.  
6 **A:** Does Jana **drink** / **drinks** tea every day?  
**B:** Yes, she **do** / **does**.

#### B Add the adverb to each sentence.

**never**

- 1 I am **late** for work. (never)  
2 We eat breakfast in a café. (sometimes)  
3 I don't cook dinner at home. (often)  
4 Vicky and Sue have pizza on Friday. (usually)  
5 Carey is very busy at the weekend. (always)

### VOCABULARY

#### A Complete the phrases to describe leisure activities.

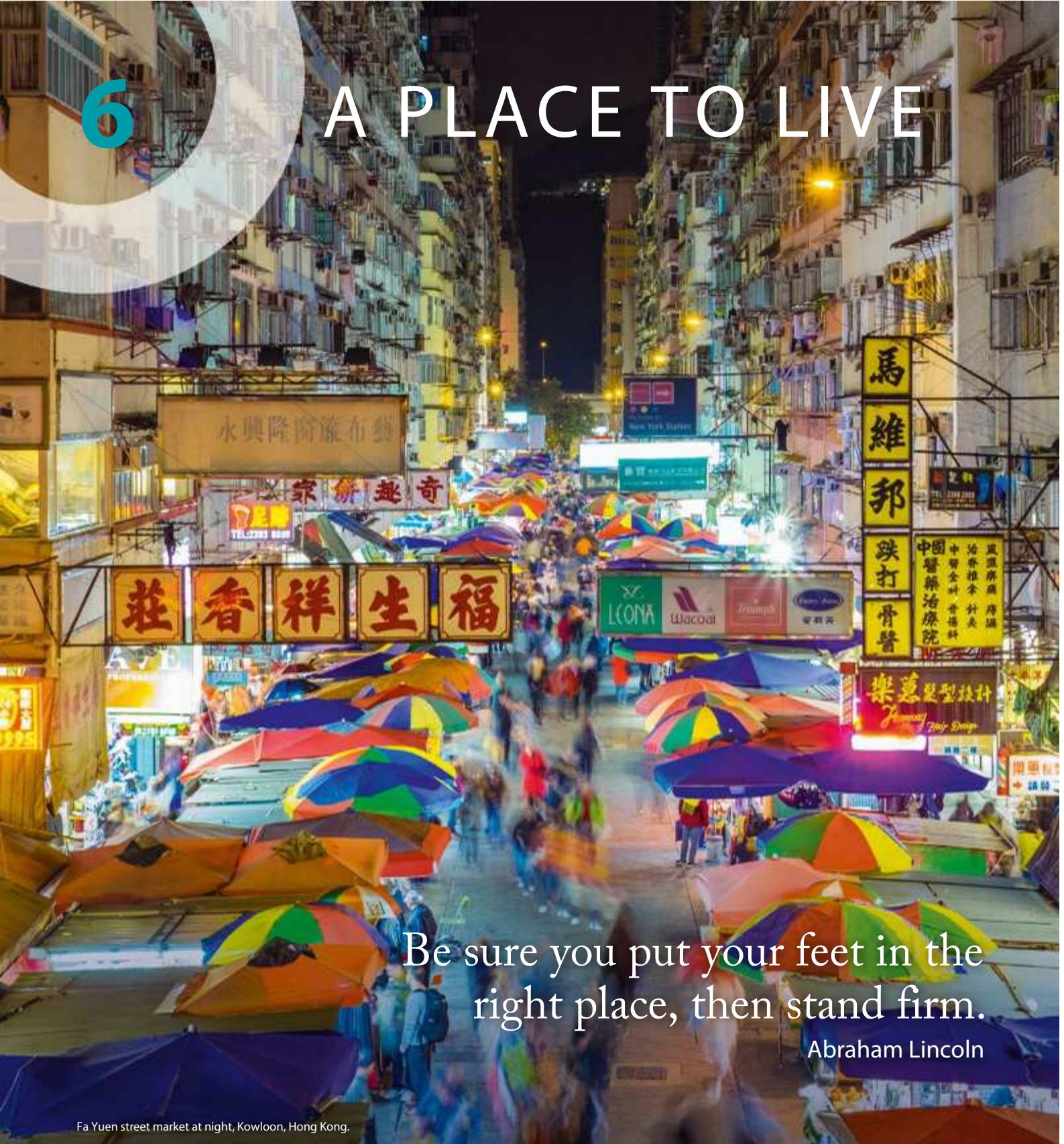
- 1 go for a w \_\_\_ l \_\_\_      4 go r \_\_\_ g \_\_\_  
2 have a b \_\_\_ t \_\_\_      5 go to the g \_\_\_ m \_\_\_  
3 cook a m \_\_\_ l \_\_\_      6 play c \_\_\_ e \_\_\_

#### B Label the pictures with the correct words.



## 6

## A PLACE TO LIVE



Be sure you put your feet in the right place, then stand firm.

Abraham Lincoln

Fa Yuen street market at night, Kowloon, Hong Kong.

-  **describe your town or city**
-  **describe your home**
-  **ask for and give directions**
-  **write a review of a café**

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Look at the picture. Is this a good place to live? Why/Why not?
- 3 Complete the sentence in your own words:  
*Life in a big city is ... because ...*

cheap dangerous difficult easy  
expensive horrible nice safe

# 6.1 Around town

● **Describe your town or city**

V **places in a town**

G **there is / there are; some and any**

P **there is / there are**

## VOCABULARY

### Places in a town

6.1

- A Match the places (1–10) with the words in the box.  
Then listen and check your answers.

art gallery café hotel market museum  
park restaurant shop station theatre



1 \_\_\_\_\_



6 \_\_\_\_\_



2 \_\_\_\_\_



7 \_\_\_\_\_



3 \_\_\_\_\_



8 \_\_\_\_\_



4 \_\_\_\_\_



9 \_\_\_\_\_



5 \_\_\_\_\_



10 \_\_\_\_\_

6.1

- B Listen and repeat.

- C Complete the sentences with the names of places in a town.

- 1 I sometimes go to the \_\_\_\_\_ at the weekend to see a play.
- 2 We usually buy fresh fruit and vegetables at the \_\_\_\_\_.
- 3 Let's visit the \_\_\_\_\_ to see the paintings.
- 4 We often visit the \_\_\_\_\_ to learn about history.
- 5 Let's go out to a \_\_\_\_\_ for dinner tonight!
- 6 We often stay in a \_\_\_\_\_ on holiday.
- 7 I usually take my children to the \_\_\_\_\_ to play football.
- 8 Let's go to a \_\_\_\_\_ for some coffee and ice cream!
- 9 Suzanna often goes to the \_\_\_\_\_ to buy clothes or shoes.
- 10 How far is it to the \_\_\_\_\_? My train is at 3 pm.

- D SPEAK Work in pairs. Which of these places do you go to in your town?

## READING

A **PREPARE TO READ** Look at the pictures in *What's special about your home town?* Find these things in the pictures.

boat bridge building canal market

B **READ FOR GIST** Read *What's special about your home town?* Choose the best summary of the main idea.

- a Only tourists enjoy Venice.
- b Venice is often a difficult place to live.
- c Life in Venice is interesting and fun.

C **READ FOR GIST** Which topics are in the forum post? Tick (✓) the answers.

art  food  hotels  jobs  
 music  schools  transport

D **READ FOR DETAIL** Are the sentences true (T) or false (F)?

- |   |       |
|---|-------|
| 1 Venice is a modern city.                              | T / F |
| 2 Venice is a good city to see art.                     | T / F |
| 3 There are hundreds of bridges in Venice.              | T / F |
| 4 There are a lot of cars and buses in the city centre. | T / F |
| 5 The writer takes a water taxi to work.                | T / F |

E **SPEAK** Work in groups. Answer the questions.

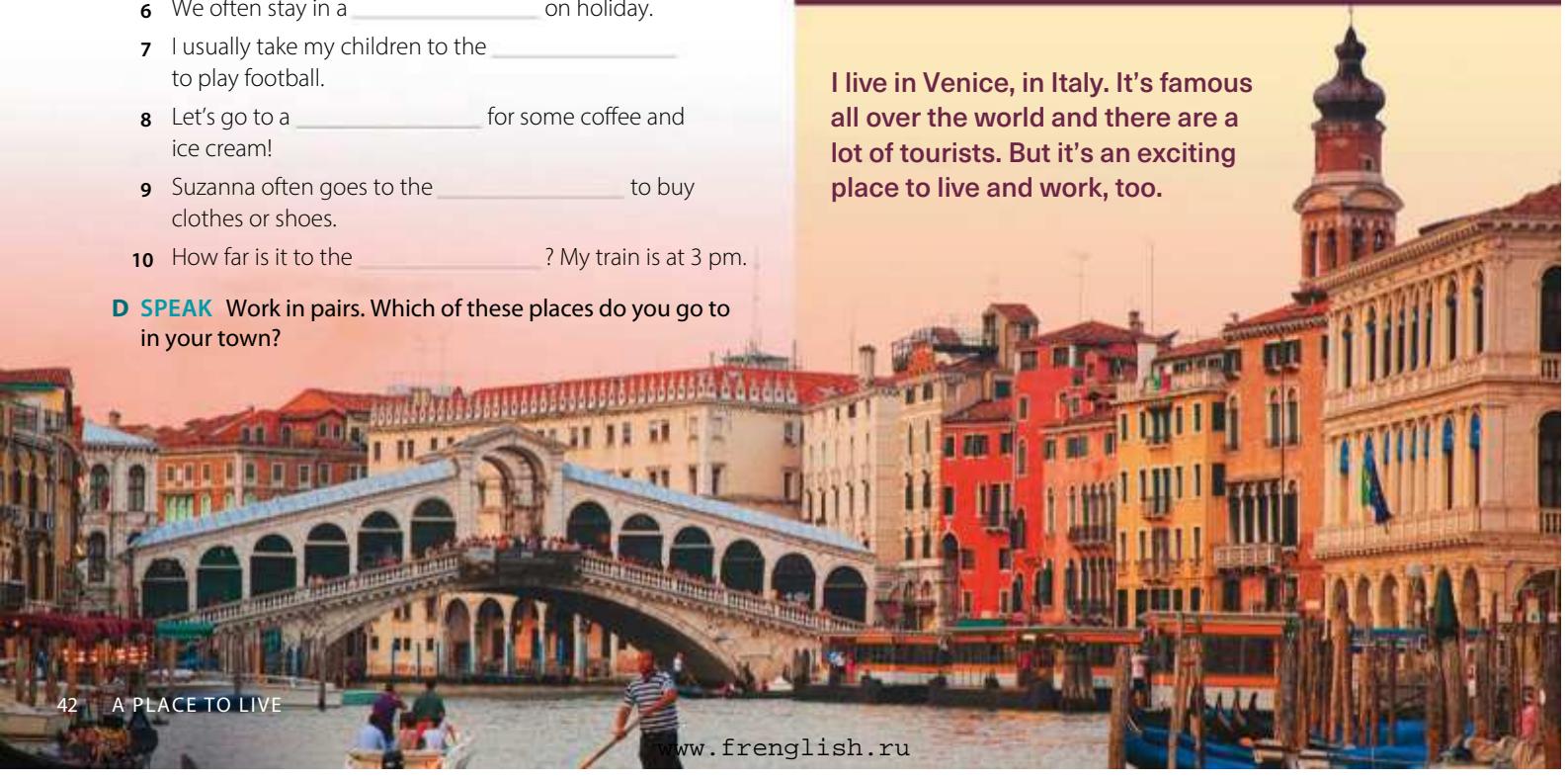
- 1 Is Venice a good place to live, in your opinion?  
Why/Why not?
- 2 Is Venice similar to or different from your home town or city?

## What's special about YOUR HOME TOWN?

17th March, 18:57

Reply | Like

I live in Venice, in Italy. It's famous all over the world and there are a lot of tourists. But it's an exciting place to live and work, too.



## GRAMMAR

*there is / there are; some and any*

**A** Read the post again. Underline examples of *there is*, *there are*, *some* and *any*.

**B WORK IT OUT** Complete the table using the examples in Exercise A to help you.

<i>there is / there are; some and any</i>		
	Singular	Plural
Positive +	There 1 really good café.	There 2 over 400 bridges.
Negative -	There 3 really large supermarket.	There 4 cars.
Some and a lot of	We use <i>some</i> and <i>a lot of</i> with <sup>5</sup> singular / plural nouns. <i>Some</i> means a <sup>6</sup> small / big number. <i>A lot of</i> means a <sup>7</sup> small / big number. We usually use them in <sup>8</sup> positive / negative sentences.	
Any	We use <i>any</i> in <sup>9</sup> negative / positive sentences and in questions.	

**C** Go to the **Grammar Hub** on page 108.

**D SPEAK** Work in pairs. Talk about places near where you are. Use *there is* or *there are* and the words in the box.

art gallery cafés hotel museum restaurants shops

**A:** There's an art gallery near the school, but there isn't a museum.

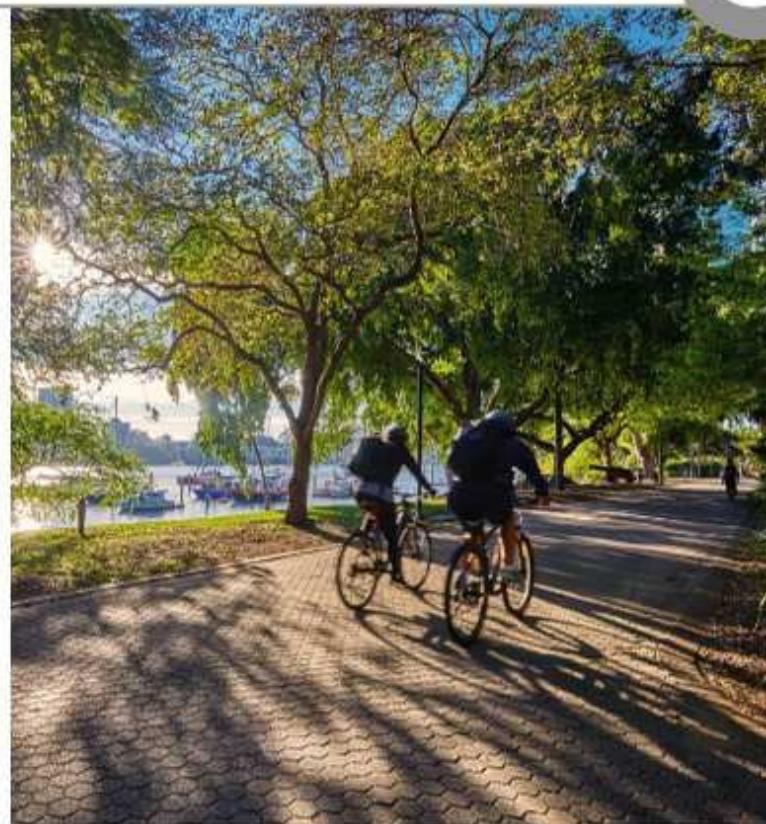
**B:** There are cafés near the school, but there aren't many restaurants.

Venice is a city with a lot of history – I love it!

There are some buildings that are over 500 years old! Venice is great for art. There are museums and art galleries everywhere. There are over 400 bridges in Venice. Why? Because there are a lot of canals! There aren't any cars in this area, but there's a train station outside the city centre. There aren't any buses in the centre either – people go to work by water taxi! There isn't a really large supermarket, but there's a great market with a lot of fresh fruit and vegetables.



I walk to work every morning and look at the buildings and the canals and the bridges. They're amazing! There's a really good café near my home. They make fantastic coffee and fresh sandwiches and I eat breakfast there every morning when I go to work. I think Venice is a great place to live!



## PRONUNCIATION

*there is / there are*



**A** Read and listen to the examples.

6.2

1 There's a restaurant.

3 There are some shops.

2 There's a supermarket.

4 There are some hotels.



**B** Listen and repeat the sentences in Exercise A.

6.2

## SPEAKING

**A PLAN** Write the names of places in the chart. Use the words from the Vocabulary section on page 42.

Everyday life	Weekend fun	Food and drink
<b>market</b>		

**B PREPARE** Work in pairs. Are these sentences true or false about your town?

- 1 There are a lot of parks in my town and there's a museum.
- 2 There aren't any theatres, but there's an art gallery.
- 3 There's a large supermarket and there are also a lot of small shops.

**C DISCUSS** Work in groups. Talk about places in your town.

*There are a lot of parks in my city. There's a big park near the river and I often go there with my friends at the weekend.*



**Describe your town or city**

# 6.2 Choosing a home

V furniture and rooms; prepositions of place  
G is there / are there question forms

S predicting  
P vowel sounds: /ʌ/ and /e/

## VOCABULARY

### Furniture and rooms

- A Look at the picture. What kind of person do you think lives here?



- B Complete the description with the words in the box.

bed bookshelf chair clock cupboard  
cushion desk lamp wall window

The <sup>1</sup> \_\_\_\_\_ and the <sup>2</sup> \_\_\_\_\_ are blue. The <sup>3</sup> \_\_\_\_\_ is green. The <sup>4</sup> \_\_\_\_\_ is yellow. The <sup>5</sup> \_\_\_\_\_ is red. The <sup>6</sup> \_\_\_\_\_ is big. The <sup>7</sup> \_\_\_\_\_ is brown. The <sup>8</sup> \_\_\_\_\_ is grey. The <sup>9</sup> \_\_\_\_\_ is orange. The <sup>10</sup> \_\_\_\_\_ is light yellow.

- C Listen and check your answers to Exercise B.

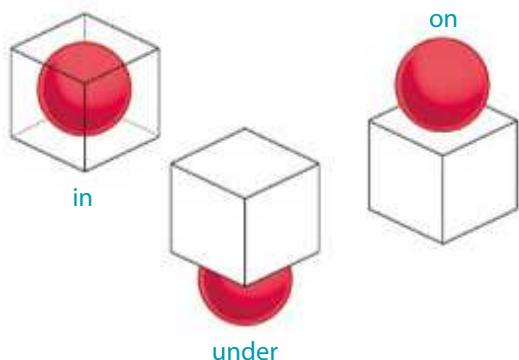
6.3

- D Go to the Vocabulary Hub on page 124.

- E SPEAK Work in pairs. What furniture do you have in your room at home or your classroom?

### Prepositions of place

- A Look at the picture in Vocabulary Exercise A again. Complete the description below using *in*, *on* or *under*.



There's a desk and a chair <sup>1</sup> \_\_\_\_\_ the room. There's a lamp <sup>2</sup> \_\_\_\_\_ the desk. There are clothes <sup>3</sup> \_\_\_\_\_ the cupboard. There are books <sup>4</sup> \_\_\_\_\_ the bookshelf. There's a small table next to the bed. There's a clock <sup>5</sup> \_\_\_\_\_ the table. There's a cushion <sup>6</sup> \_\_\_\_\_ the chair. There's a bag <sup>7</sup> \_\_\_\_\_ the desk. There's a picture <sup>8</sup> \_\_\_\_\_ the wall.

6.4

- B Listen to a description of the room. Find four differences between the picture opposite and the description you hear.

- C SPEAK Work in pairs. Look at the picture again. Describe the location of one thing. Say the object your partner is describing.

A: It's *on* the desk.

B: Is it the lamp?

- D Student A – Go to the Communication Hub on page 128. Student B – Go to the Communication Hub on page 132.

## LISTENING

- A PREPARE TO LISTEN Read the information about a studio flat and answer the questions.

- 1 Where is the studio?
- 2 What is near the studio?
- 3 How can you get more information?



Studio for rent in central Manhattan.

Close to a bus stop and a supermarket.

Must see! Phone for an appointment.

646-755-8318

### Predicting

Before you listen, try to think about which topics will be in the conversation. Predicting helps to make the information easier to understand.

- B PREDICT Look at the form in Exercise D. Tick (✓) the topics that you think you will hear in the conversation.

<input type="checkbox"/> location	<input type="checkbox"/> neighbours	<input type="checkbox"/> number of rooms
<input type="checkbox"/> pets	<input type="checkbox"/> money	<input type="checkbox"/> shops
<input type="checkbox"/> size		

6.5

- C LISTEN FOR GIST Listen to the conversation and check your answers to Exercise B. Does the man decide to rent the flat?

6.5

- D LISTEN FOR DETAIL Listen to the conversation again. Complete the form with the correct information.

### STUDIO FOR RENT

Address: East 23<sup>rd</sup> Street

Time to bus stop: minutes

Furniture:

<input type="checkbox"/> desk	<input type="checkbox"/> chair	<input type="checkbox"/> bookshelf
<input type="checkbox"/> lamp	<input type="checkbox"/> cupboard	<input type="checkbox"/> sofa
<input type="checkbox"/> armchair	<input type="checkbox"/> bed	

Window with view of

Bathroom: yes/no Kitchen: yes/no

Price per month:

6.5

- E LISTEN FOR DETAIL Listen again. Why doesn't the man like the room?

## GRAMMAR

*is there / are there* question forms

- A Complete the sentences with the correct form of *be* and the words in the box.

a bathroom (✓) buses (✓) chairs (✓) a kitchen (✓)

- 1 Is there ?  
Yes, there .
- 2 Are there any ?  
Yes, there .
- 3 Is there ?  
No, there .
- 4 Are there any ?  
No, there .

- B WORK IT OUT Choose the correct options to complete the rules. Use the examples in Exercise A to help you.

### *is there / are there* question forms

To make yes/no questions, we put *is* or *are* <sup>1</sup> before / after *there*.

We use *any* in questions with <sup>2</sup>singular / plural nouns.

We <sup>3</sup>use / don't use the contracted form of *there is* (*there's*) in short answers.

- C Go to the Grammar Hub on page 108.

- D SPEAK Work in pairs. Ask your partner about their room at home. Use the words in the box.

books bookshelf clock cushions  
desk lamp pictures window

A: Are there any books in your room?

B: Yes, there are a lot of books. They're on a bookshelf.

## PRONUNCIATION

Vowel sounds: /ʌ/ and /e/

- A Listen to the sounds /ʌ/ and /e/.

6.6 /ʌ/ rug /e/ bed

- B Listen and circle the words with the same vowel sound as the word in bold.

- 1 /ʌ/ rug  
son run song some love blog
- 2 /e/ bed  
get clean red sad bread head

- C Listen and circle the word you hear.

- 1 There's a *bag* / *bug* on the floor.
- 2 This is a *bad room* / *bedroom*.
- 3 Is there a *pen* / *pan* in the kitchen?
- 4 Be careful with that *cut* / *cat*!

## SPEAKING HUB

- A PREPARE You want to rent a room from your partner. Student A – Stay on this page. Student B – Go to the Communication Hub on page 130. Read the description of what you need. Write five questions to ask your partner.

a desk

Is there a desk?

chairs

a lamp

a TV

near a bus stop  
or train station

near a supermarket

- B DISCUSS Ask your partner questions about their room. Find out if it is the right place for you.

A: Can I ask about the room for rent?

B: Yes, of course. How can I help you?

A: Is it near a bus stop?

B: No, it isn't. But there's a train station ten minutes away.

- C REPEAT Answer your partner's questions. Use the information in the advert.

### Your room:

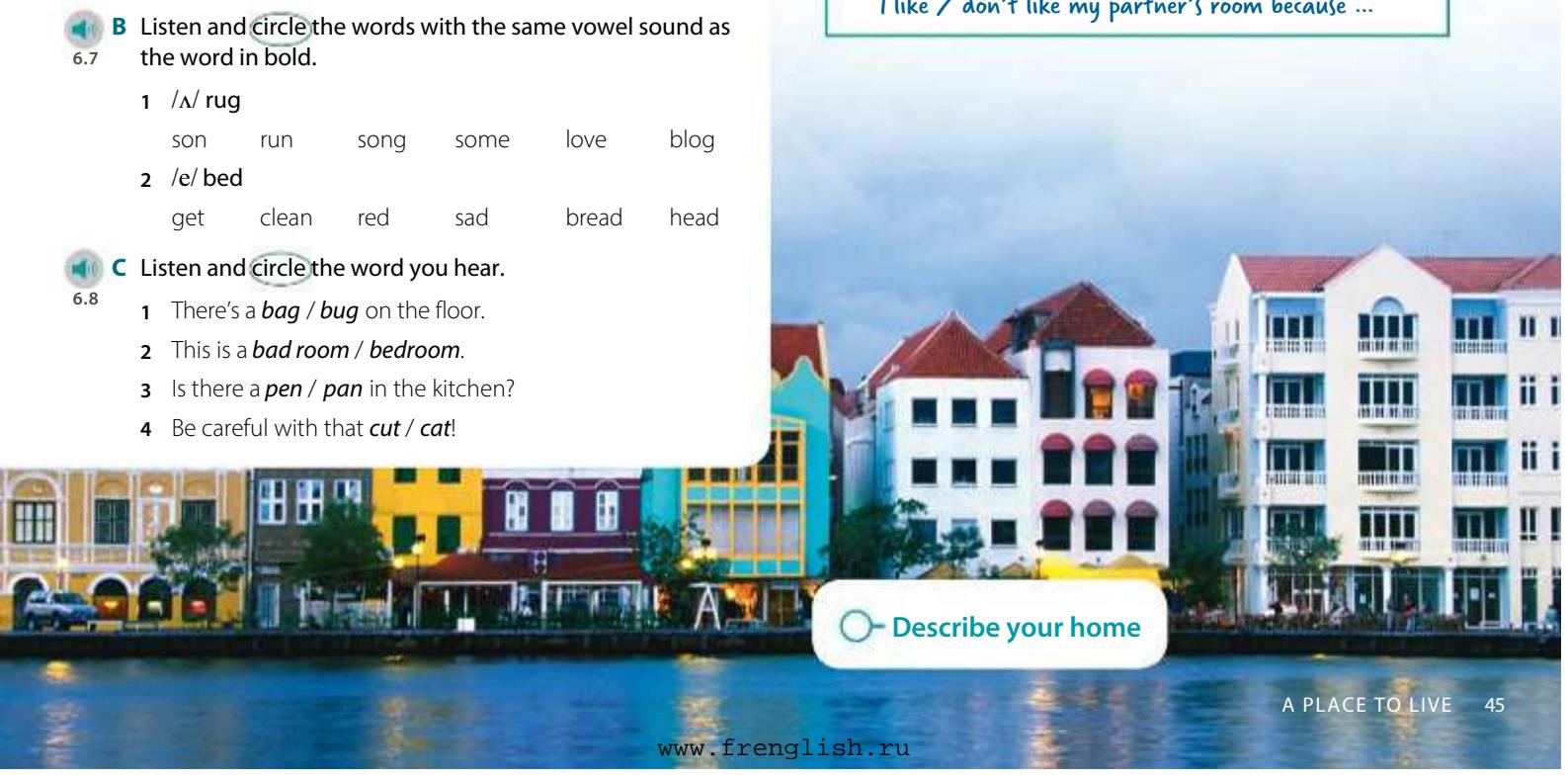


- Comfortable room in quiet area.
- Near museums and theatres and restaurants.
- Large window with view of the street.
- Bed, table, chair and lamp included.
- Free internet included.

£200  
per week

- D REPORT Tell the class about the room.

I like / don't like my partner's room because ...



Describe your home

# Café Hub

## 6.3 Left or right?

F ask for and give directions

### COMPREHENSION

A Watch the video. Are the sentences true (T) or false (F)?  
Correct the false sentences.

- 1 Gaby wants to take photos in the park. *T / F*  
2 Sam gives directions to the park. *T / F*  
3 Newton Green park is near Sam's Café. *T / F*  
4 The three men in the café are friends. *T / F*  
5 Gaby asks her phone for directions. *T / F*

B Watch the video and match the locations of the park (a, b or c) with the three men (1, 2 and 3).

Man 1



Man 2



Man 3



### USEFUL PHRASES

A Who says it? Sam, Man 1, Man 2 or Man 3?

- 1 Yes, it's very near.  
2 OK everybody, let's just relax.  
3 You're both wrong.  
4 Yes, calm down!  
5 I'm not sure.

B Complete the conversation with useful phrases from Exercise A.

Gaby: Is there a park near here?

Sam: A park ... *1*

Man 1: Actually, there is a park near here. Newton Green.

Gaby: Newton Green.

Man 1: *2* Go out of the café, turn left, then cross the road, then turn right.

Man 2: No, no, no. Go out of the café, turn left and cross the road. But then, turn left, not right.

Man 1: No, it's right.

Man 2: No, it's left.

Man 1: Right.

Man 2: Left.

Sam: *3*

Man 3: *4*

*5*

C 00:24–01:21 Watch part of the video again and check your answers.



GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Asking for and giving directions

**A** Complete the phrases with the words in the box.

Cross Go left near on out there Turn

#### Asking for directions

Is <sup>1</sup> \_\_\_\_\_ a park <sup>2</sup> \_\_\_\_\_ here?

#### Giving directions

Go <sup>3</sup> \_\_\_\_\_ of the café.



Turn <sup>4</sup> \_\_\_\_\_.



<sup>5</sup> \_\_\_\_\_ right.



<sup>6</sup> \_\_\_\_\_ the road.



<sup>7</sup> \_\_\_\_\_ straight on.

The park is <sup>8</sup> \_\_\_\_\_ your left.



**B** Look at the map of the town in the Speaking section. Complete the correct directions to go from Sam's Café to Newton Green.

Go <sup>1</sup> \_\_\_\_\_ of the café and turn <sup>2</sup> \_\_\_\_\_. Then turn <sup>3</sup> \_\_\_\_\_.  
and go <sup>4</sup> \_\_\_\_\_ and then turn <sup>5</sup> \_\_\_\_\_. Then turn <sup>6</sup> \_\_\_\_\_.  
The park is on your <sup>7</sup> \_\_\_\_\_.

**B** Work in pairs. Listen again and repeat the conversation. Copy the stress.

**C SPEAK** Work in pairs. Practise the conversation in Exercise A.

## SPEAKING

**A PREPARE** Work in pairs. Take turns to ask for and give directions from Sam's Café. Use the map below.

**A:** Is there a cinema near here?

**B:** Yes. Go out of Sam's Café and turn left. Then turn left and then left again. The cinema is on your left.



**B PRACTISE** Work in groups of three. Write and practise a conversation. Use the map above or use a local map. Include three or more useful phrases.

Student A

- Ask for directions to a place on the map.

Student B

- Give wrong directions.

Student C

- Disagree and give the correct directions.

**C PRESENT** Perform your conversation for the class. Which conversation is the best?

## PRONUNCIATION



**A** Listen to the conversation and notice how the underlined words are stressed.

**James:** Is there a restaurant near here?

**Sarah:** Yes. Go out of the café and turn right. Then turn right and go straight on. Then turn right again and then turn left. The restaurant is on your left.

**James:** So, I go out of the café and turn right.

**Sarah:** Yes. Then turn right and go straight on.

**James:** Then turn right again and then left and the restaurant is on my left. Perfect.

## Ask for and give directions

# 6 Writing

## Write a review of a café

### W using because

- A Work in pairs. Describe the picture. Use the words in the box to help you.

chair floor lamp table wall window

- B Read the text. Why did the writer write it?

- a to ask people to visit the café
- b to say what he thinks about the café
- c to tell the story of his visit to the café

#### Amazing hot chocolate! ★★★★☆

I love this café because it's modern and clean. There are really cool chairs and tables. The hot chocolate is excellent, but it's a bit expensive! It's often very busy and I sometimes wait 20 minutes or more for my hot chocolate. There's free internet so it's the perfect place to read your emails and text messages.



7 2

- C Read the text again. What are the positive and negative things about the café?

Positive	Negative

### Using because

We use *because* to give reasons and answer the question *why*?

I love this café *because* it's modern and clean.

- D SPEAK Work in pairs. What is your opinion of this café?

## WRITING

- A PREPARE Think of a café that you like or don't like. Complete the table with your reasons.

Like	Dislike

- B WRITE Write a short review of your café. Use the review in Exercise B as a model.

- C PRESENT Read your review to your partner. Listen to your partner. When they finish ask questions for more information.

## Write a review of a café

# Unit 6 Review

## GRAMMAR

- A Choose the correct options to complete the sentences.

- 1 *There's / There are* three theatres in my town.
- 2 *Are there / There are* any art galleries?
- 3 There aren't any *shops / park*.
- 4 *There's / Is there* a new café near my home.
- 5 A: Is there a market?  
B: Yes, *there is / there's*.

- B Complete the conversation with the correct form of *there is* or *there are*.

- Aya: Please tell me about your new flat.  
1 \_\_\_\_\_ a living room?  
Kay: Yes,<sup>2</sup> \_\_\_\_\_ a living room.  
<sup>3</sup> \_\_\_\_\_ also two bedrooms.  
Aya: <sup>4</sup> \_\_\_\_\_ any shops nearby?  
Kay: No,<sup>5</sup> \_\_\_\_\_. But  
<sup>6</sup> \_\_\_\_\_ a large supermarket near the station.

## VOCABULARY

- A Complete the words to describe places in a town.

- 1 I always buy fresh food at the m.
- 2 My friends sometimes play football in the p.
- 3 They usually stay in a h when they go on holiday.
- 4 I go to the s every morning at 8 am to get the train.
- 5 We sometimes eat dinner at a r near our house.

- B Complete the sentences with prepositions of place and words for furniture.

- There are two chairs and a desk in this room. There's a cushion <sup>1</sup> \_\_\_\_\_ one chair. There's <sup>2</sup> \_\_\_\_\_ a bag <sup>3</sup> \_\_\_\_\_ the other chair. There's a <sup>4</sup> \_\_\_\_\_ on the desk. There are books on the <sup>5</sup> \_\_\_\_\_. There's a mirror <sup>6</sup> \_\_\_\_\_ the wall. There are some clothes in the <sup>7</sup> \_\_\_\_\_. There's a small <sup>8</sup> \_\_\_\_\_ on the floor.



## 7

## SKILLS



If you think  
you can do it,  
you can.  
John Burroughs

Performers with the Chinese State Circus, London, England.

## OBJECTIVES

- talk about your abilities
- talk about people's talents
- make polite requests
- write a competition entry

Work with a partner. Discuss the questions.

- 1 Look at the picture. What can you see?
- 2 Look at the picture again. Choose the correct options to complete the description.  
There is a <sup>1</sup>*man / woman*. He's got a lot of things on his <sup>2</sup>*head / hand*. He's got <sup>3</sup>*black / grey* hair. There's a <sup>4</sup>*bag / bird* at the top.
- 3 Read the quote. Do you agree?

# 7.1 What can you do?

Talk about your abilities

G can/can't

P can/can't: /ə/, /æ/ and /a:/

V abilities

## READING

**A PREPARE TO READ** Work in pairs. Look at the pictures (a–c) in the article and discuss the questions.

- 1 What can you see in the pictures?
- 2 What sport do you think each picture shows?

**B READ FOR MAIN IDEA** Read the article quickly. Choose the correct options.

- 1 This article is about what some ...  
a animals can't do. b people can do.
- 2 This writer talks to three people about ...  
a their abilities. b their pets.
- 3 The people can do ...  
a amazing things. b useful things.

**C READ FOR KEY INFORMATION** Read the article again. Choose the correct numbers to complete the sentences.

2 4 (x2) 6 80 500

- 1 Luis can climb \_\_\_\_\_ metres up a mountain in \_\_\_\_\_ hours.
- 2 Seon-Yeong can fly for \_\_\_\_\_ kilometres. She can be in the air for \_\_\_\_\_ minutes.
- 3 Ireen can swim down \_\_\_\_\_ metres. She can be underwater for \_\_\_\_\_ minutes.

## ANIMALS vs HUMANS

As we all know, animals can do many things that humans can't do. Birds can fly, fish can swim and breathe underwater, and monkeys can climb. Humans can't. Or can we? This week we talk to three amazing humans about their abilities.

**Interviewer: Luis, what exactly is a freeclimber?**

A freeclimber doesn't use ropes to help them climb, only to stop them falling. Sometimes it's a little bit dangerous. I can't climb for very long because it's difficult and I get tired. I can climb about 500 metres in four hours.

**Interviewer: Seon-Yeong, can you really fly?**

Yes, I can! I'm a wingsuit flyer in my free time. Birds take off from the ground, but I can't. I jump from somewhere really high, like the top of a mountain or from a plane. I can fly for about four kilometres, and I'm usually in the air for two minutes.

**Interviewer: Ireen, you're a freediver – how long can you stay underwater?**

I can hold my breath for about six minutes. I haven't got an air tank, so I am very careful when I dive. I can dive about 80 metres down and then I need to come up again. I love it, it's so quiet underwater!

**D READ FOR DETAIL** Read the article again. Are the statements true (T) or false (F)?

- 1 Animals and humans have some of the same skills. T/F
- 2 Freeclimbing is very dangerous. T/F
- 3 Wingsuit flyers needs to take off from a high place. T/F
- 4 Freedivers don't take any extra air when they go underwater. T/F

**E SPEAK** Work in groups. Answer the questions

- 1 Which sport in the text do you want to try?
- 2 Are there other sports you want to try?

I want to try wingsuit flying – it looks really fun!

## GRAMMAR

can/can't

**A WORK IT OUT** Read the examples from the article. Choose the correct option to complete the rule.

Animals can do many things that humans can't do.

- A: Can you really fly?  
B: Yes, I can!

can/can't

We use can/can't to talk about **abilities / routines**.

**B WORK IT OUT** Read the examples again. Choose the correct options to complete the rules.

can/can't

- 1 After can and can't we use a **verb with to / verb without to**. We always use the same form of the verb with all subjects.
- 2 We **use / don't use do** and **don't** in questions and negative sentences with can/can't.

**C Go to the Grammar Hub on page 110.**



**D PRACTISE** Order the words to make questions and answers.

1 A: you / swim / can

?

B: can / yes, / I

2 A: a monkey / fly / can

?

B: no, / can't / it

3 A: you / can / what / do

?

B: can / a mountain / I / climb

4 A: which / can / live / animal / underwater

?

B: live / can / underwater / a fish

**PRONUNCIATION**

can/can't: /ə/, /æ/ and /a:/

**A** Listen and repeat the sounds, words and examples.

7.1

/æ/ can

A: Can you climb?

B: Yes, I can.

/ə/ can

A: What can you do?

B: I can swim.

/a:/ can't

I can't fly.

**B SPEAK** Work in pairs. Ask questions like the ones in Exercise A. Give answers that are true for you.**A:** Can you climb?**B:** Yes, I can. I can't climb a mountain. I can climb a tree! What can you do?**VOCABULARY**

## Abilities

**A** Complete the sentences with the verbs in the box.

cook dance draw juggle sing ski



1 Helia can \_\_\_\_\_.



4 Pablo can \_\_\_\_\_.



2 Gus can \_\_\_\_\_.



5 Mira can \_\_\_\_\_.



3 Gina can \_\_\_\_\_.



6 Alex can \_\_\_\_\_.

**B** Match the verbs (1–6) to the nouns (a–f) to make phrases.

1 drive

3 do

5 ride

2 play

4 paint

6 speak

a French

c the guitar

e a car

b yoga

d a picture

f a motorbike

**C** Write the correct phrases from Exercise B under each picture.

a



b



c



d



e



f

**D** Go to the **Vocabulary Hub** on page 125.**SPEAKING****A PREPARE** You are going to interview your classmates. Work in pairs. Choose five abilities from the ideas below or use your own ideas.

**ride a motorbike** **draw**  
**climb a mountain** **swim** **ski** **play the piano**  
**juggle** **speak Spanish** **dance**  
**cook** **drive a car**

**B PLAN** Write one question about each ability you chose.  
Can you ride a motorbike?**C PRACTISE** Go round the class. Find people who can do each activity on your list.**A:** Can you ride a motorbike?  
**B:** Yes, I can.**D REPORT** Work in groups. Tell the group the results of your survey.**A:** Three people can ride a motorbike.  
**B:** Six people can draw.**Talk about your abilities**

# 7.2 He's amazing!

Talk about people's talents

S listening for pronoun reference

V adjectives

G possessive 's

P possessive 's



## LISTENING

**A PREPARE TO LISTEN** Look at the picture. Choose the correct words to complete the sentences. There are three words you don't need.

cellos    dancers    guitars    musicians    pianos    violins

- 1 These people are \_\_\_\_\_.
- 2 Two people have got \_\_\_\_\_.
- 3 Three people have got \_\_\_\_\_.



**B LISTEN FOR GIST** Listen to a radio programme. Find and correct three mistakes in the summary.

7.2

Sheku Kanneh-Mason is a musician. He's got eight brothers and sisters. They all study at the Royal Academy of Music. Their parents play musical instruments.

### Listening for pronoun reference

We use pronouns (*I, you, we, they, he, she, it, this, that*) and adverbs (*there, here*) so we don't need to repeat names of people and places. Listen for a name or a place and think about the pronoun or adverb the speaker will use in their next sentence.

*Sheku Kanneh-Mason's an amazing musician. He's the winner of the 2016 BBC Young Musician of the Year Award.*

*Oliver: Are they students at the Royal Academy of Music, as well?*

*Carrie: No, they don't go there – not yet anyway.*



**C LISTEN FOR DETAIL** Listen again. Match the names of people and places (1–6) with their connection to Sheku (a–f).

- |                          |                    |
|--------------------------|--------------------|
| 1 Braimah                | a his parents      |
| 2 Isata                  | b his sister       |
| 3 Kadiatu and Stuart     | c his brother      |
| 4 Nottingham             | d where he lives   |
| 5 Royal Academy of Music | e where he studies |

**D SPEAK** Work in pairs. Answer the questions.

- 1 Can you play a musical instrument? Which one(s)?
- 2 Who is talented in your family? What can they do?

## VOCABULARY

### Adjectives

**A** Read the sentences from the radio programme. The underlined word in sentence 1 is an adjective. Underline the adjectives in sentences 2 and 3.

- 1 Every day we talk about an interesting person.
- 2 Today's person is a young musician.
- 3 It's difficult to find the time to play an instrument ...

**B** Match the adjectives in Exercise A with their definitions.

- 1 Someone who is \_\_\_\_\_ has lived for only a short time.
- 2 Something that is \_\_\_\_\_ is not easy to do or understand.
- 3 Something, or someone, that is \_\_\_\_\_ is exciting and unusual.

**C** Read the sentences in Exercise A again. Choose the correct option to complete the rules.

- 1 We use adjectives *before / after* a noun.
- 2 We use adjectives on their own *before / after* the verb *be*.

**D** Underline the adjectives in these sentences.

- 1 He's an amazing musician.
- 2 My sisters are all great swimmers.
- 3 Fionn and Carla are both bad dancers.
- 4 Lois's singing is terrible.
- 5 Oliver's a talented artist.
- 6 Juan's dad is awful at cooking.
- 7 This is a boring book.
- 8 I eat a lot of healthy food.

**E** Work in pairs. Complete the table with the adjectives in Exercise D. Are they positive (+) or negative (-)?

Positive	Negative
amazing	

**F SPEAK** Use the adjectives in the box to complete the sentences so they are true for you. Tell your partner.

amazing bad boring difficult easy  
good OK talented terrible

- 1 I'm a(n) \_\_\_\_\_ musician.
- 2 I think it's \_\_\_\_\_ to play the cello.
- 3 I think it's \_\_\_\_\_ to have a big family.
- 4 I think music with violins and cellos is \_\_\_\_\_.

## GRAMMAR

### Possessive 's

**A** Read the sentences from the radio programme. Underline the words with the possessive 's.

- 1 Braimah is Sheku's brother.
- 2 Sheku's parents' names are Kadiatu and Stuart.

**B WORK IT OUT** Choose the correct option to complete the rule.

We use 's and ' to say that someone or something **belongs to / happens to** someone or something.

**C WORK IT OUT** Read the sentences again. Add 's or ' to complete the rules and examples.

#### Possessive 's

We use <sup>1</sup> after singular nouns: Sheku is Braimah <sup>2</sup> brother.  
We use <sup>3</sup> after plural nouns ending in -s: His sisters <sup>4</sup> names are Isata, Konya, Jeneba, Aminatu and Mariatu.

**D PRACTISE** Add 's or ' in the correct place to complete the sentences.

- 1 My mother name is Kali. **My mother's name is Kali.**
- 2 Luke favourite instrument is the violin.
- 3 My two cousins house is in the city centre.
- 4 Alice's parents names are Olive and Oscar.
- 5 All of the musicians instruments are in the next room.
- 6 Alberto is Carlos brother.

**E WORK IT OUT** Read the information and choose the correct options.

#### Possessive 's, is and has

We also use 's as a short form of is or has.

His name's Sheku Kanneh-Mason. (= his name <sup>1</sup>is / has)

He's got six brothers and sisters. (= he <sup>2</sup>is / has got)

**F PRACTISE** Choose the correct meaning of 's in these sentences.

- |                             |                                 |
|-----------------------------|---------------------------------|
| 1 Mark's my father.         | <b>is / has / possessive 's</b> |
| 2 My father's name is Mark. | <b>is / has / possessive 's</b> |
| 3 Mark's got two brothers.  | <b>is / has / possessive 's</b> |

**G** Go to the **Grammar Hub** on page 110.

**H SPEAK** Work in pairs. Tell your partner about the following things ...

- your family      • your home      • your hobby
- My sister is a musician. My home is in Costa Rica.  
My hobby is swimming.**

**I SPEAK** Work in groups. Tell them about your partner. Use possessive 's.

**Erica's sister is a musician. Erica's home is in Costa Rica. Erica's hobby is swimming.**

## PRONUNCIATION

### Possessive 's

7.3

**A** Listen to how we say the s at the end of each of the names in the table.

/z/	/s/	/ɪz/
Aminata's	Albert's	Angus's

7.4

**B** Listen to three more names. Write them in the table.

Alex's Anna's Juliet's

7.5

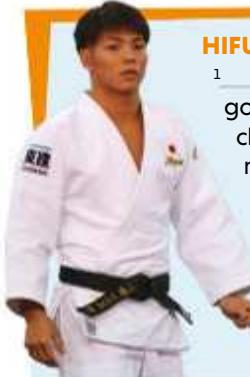
**C** Choose the correct pronunciation for the possessive 's at the end of the names. Listen, check and repeat.

- |            |     |     |      |            |     |     |      |
|------------|-----|-----|------|------------|-----|-----|------|
| 1 Marcus's | /z/ | /s/ | /ɪz/ | 4 Carlos's | /z/ | /s/ | /ɪz/ |
| 2 Tom's    | /z/ | /s/ | /ɪz/ | 5 Bec's    | /z/ | /s/ | /ɪz/ |
| 3 Junko's  | /z/ | /s/ | /ɪz/ | 6 Max's    | /z/ | /s/ | /ɪz/ |

## SPEAKING HUB

**A** Work in pairs. Student A – Stay on this page. Student B – Go to the **Communication Hub** on page 133.

**B PREPARE** Read the information about this person. Write questions to find the missing information.



**HIFUMI ABE** is from <sup>1</sup> . He is good at judo. He is a world champion. His sister's name is <sup>2</sup> . She is good at judo, too. <sup>3</sup> is the 2017 Junior World Champion. They are the winners of the 2017 Tokyo Grand Slam.

- 1 Where is Hifumi from? 2 What ...?  
3 Who ...?

**C DISCUSS** Work in pairs. Ask your partner questions to complete the missing information. Answer your partner's questions.

**D REPEAT** Repeat with the information below.

**JONATHAN BROWNLEE** is from England. He is good at <sup>1</sup> . He can swim, ride a bicycle and run – and he's fast! His brother is good at <sup>2</sup> .



His brother's name is Alistair. They both have <sup>3</sup> .

**E REFLECT** Think of another amazing person. Tell your partner about them.

## Talk about people's talents



### COMPREHENSION

**A** 00:54–02:41 Watch the first part of the video and answer the questions.

- 1 Who is Lisa?
- 2 What sort of hairstyle does Gaby want?
- 3 What do you think Gaby's new hairstyle is like?

**B** 02:42–02:57 Watch the end of the video. What is Gaby's new hairstyle? Do you like it?

**C** When Gaby says *Wow!* what does she mean?

- 1 I love it.
- 2 I hate it.
- 3 It's OK.

**D** Complete the sentences with the words in the box.

concert hairstyle Lisa's Hair magazine  
Spain three o'clock

- a Gaby arrives at the hairdresser's at \_\_\_\_\_.
- b Lucy invites Gaby to a friend's \_\_\_\_\_.
- c Gaby calls \_\_\_\_\_.
- d The hairdresser loves \_\_\_\_\_.
- e Gaby wants to change her \_\_\_\_\_.
- f Gaby reads a \_\_\_\_\_.

**E** Put the events (a–f) in Exercise D in the correct order (1–6). Then watch the video again and check your answers.

### FUNCTIONAL LANGUAGE

#### Making polite requests

**A** Underline the polite phrases. Who said it?

- 1 So, Gaby what *do you want / would you like*?  
a Gaby      b Lisa
- 2 *I'd like / I want* something different, please.  
a Gaby      b Lisa

**B** Complete the phrases by putting the word in brackets in the correct place.

- 1 Three o'clock is fine. Can I *have* your phone number, please?  
(have)
- 2 I'd like book an appointment, please. (to)
- 3 Is Lisa's Hair? (that)
- 4 you have time today? (Do)
- 5 Yes, is. (it)
- 6 Yes, today's good. What time would you come? (like)
- 7 Yeah sure! When you like to come? (would)





GABY

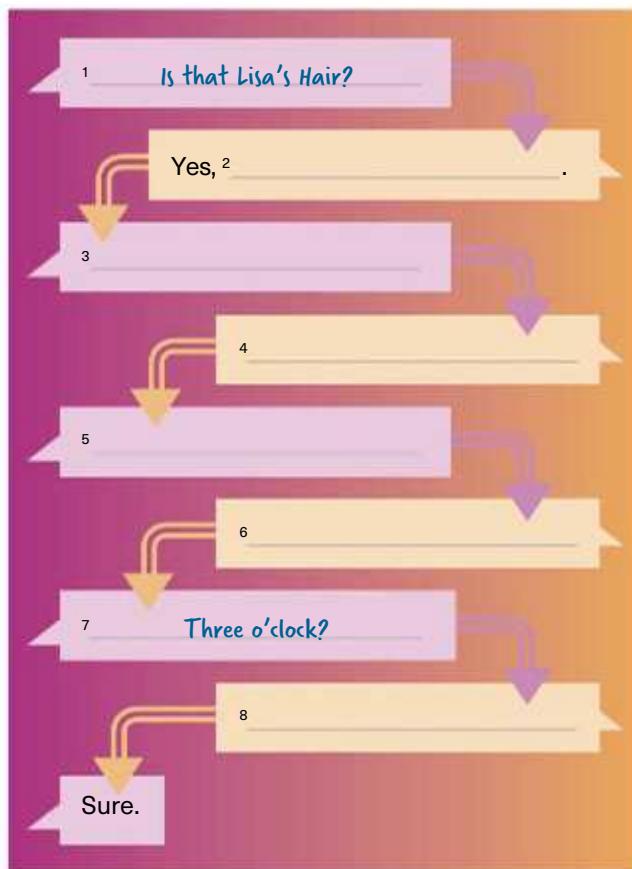


SAM



LUCY

- C Complete the conversation with the phrases from Exercise B.



- D 01:01–02:05 Watch part of the video again and check your answers to Exercises B and C.

## PRONUNCIATION

7.6

- A Listen to the conversation and notice how the intonation goes up (↗) or goes down (↘) in questions.

Ben: Is that Dr Jones? (↗)  
Dr Jones: Yes, it is.  
Ben: Can I book an appointment, please? (↗)  
Dr Jones: Sure. When would you like to come? (↘)  
Ben: Do you have time today? (↗)  
Dr Jones: Yes, today's good. What time? (↘)  
Ben: Is two o'clock OK? (↗)  
Dr Jones: Two o'clock's fine. Can I have your phone number, please? (↗)

7.6

- B Listen again and repeat the conversation. Copy the intonation.

## SPEAKING

- A PREPARE Work in pairs. Replace the red words in Pronunciation Exercise A with different people, times and places. Use the ideas below or your own ideas. Practise the dialogue.

Person	Day	Time
Dr Smith	tomorrow	midday
Johanna Mendelsohn, mechanic	Monday	half past two
Mr Roberts, bank manager	next Tuesday	four o'clock

- B PLAN Make appointments with other students in the class. Put a tick (✓) next to the six times when you are free today and tomorrow.

	TODAY	TOMORROW
09.00		
10.00		
11.00		
12.00		
13.00		
14.00		
15.00		
16.00		
17.00		
18.00		
19.00		
20.00		

- C PRACTISE Go round the class and make appointments with other students. Then change roles and do the activity again.

A: Is that (name of person)?

B: Yes, it is.

A: Can I book an appointment, please?

B: Yes. When would you like to come?

A: Is today at 11 o'clock OK?

B: Sorry, I'm not free. Is 12 o'clock OK?

A: 12 o'clock's fine.

## Make polite requests

# 7 Writing

## Write a competition entry

### W using commas in lists

- A Read the two texts. Then choose the correct option to complete the sentence.

The texts are applications for a *talent competition / sport competition*.

- B Work in pairs. Complete the applications with the words in the box.

artist cello dance person picture Spanish



**Name:** Imelda Suarez **Age:** 29

**About you:** I'm Imelda and I'm from Spain. I love music and I can play the guitar, the piano and the <sup>1</sup> . I can also sing and <sup>2</sup> . I also love languages and I can speak <sup>3</sup> , Italian and English.



**Name:** Lucas Johnson **Age:** 32

**About you:** I'm Canadian, but I live in Mexico. I really love art. I'm a(n) <sup>4</sup> , and I'm really fast! I can draw, and I can paint a(n) <sup>5</sup> of any animal, <sup>6</sup> or thing, and I can do it in one or two minutes!

### Using commas in lists

We use a comma (,) when we write more than two words in a list. We don't usually use a comma before *and*.

*I can play the guitar, the piano and the cello.*

- C Add the missing commas to these sentences.

- 1 My brother can speak English Turkish and Arabic.
- 2 Kyle swims runs and rides his bike every week.
- 3 I go to Spanish classes on Mondays Wednesdays and Fridays.

## WRITING

**WRITE** Imagine that this is your application for the talent show. Complete the missing information. Write a short paragraph. Use commas.



**Name:** \_\_\_\_\_

**Age:** \_\_\_\_\_

**What can you do?** \_\_\_\_\_

I can ...  
\_\_\_\_\_

## Write a competition entry

# Unit 7 Review

## GRAMMAR

- A Choose the correct options to complete the sentences.

- 1 My brother *can* / *can to* swim underwater for three minutes.
- 2 Lyra can *jump* / *jumps* six metres.
- 3 A: *Do you can* / *Can you* draw?  
B: Yes, I *can* / *draw*.
- 4 What *do you can* / *can you do*?
- 5 I *can't drive* / *drive can't*, but I *do* / *can* ride a motorbike.

- B Find and correct the mistake in each sentence.

- 1 Johns brother can play the piano.
- 2 My sisters names are Jo and Leah.
- 3 Alexs' hobby is wingsuit flying.
- 4 What are your parent's names?
- 5 My friends' an amazing dancer.
- 6 Paulo's friends' got an old cello.

## VOCABULARY

- A Complete the phrases with the correct letters.

- 1 p a i n t a p i c t u r e
- 2 p u y the g u t r
- 3 dr u v u a c u
- 4 sp u k T u rk u sh
- 5 r u d u a b u c u e
- 6 l u y f u t u l

- B Complete the sentences with the adjectives in the box.

boring difficult good long old terrible

- 1 Niall's a \_\_\_\_\_ musician. He can play a lot of instruments.
- 2 Yoga is \_\_\_\_\_. I can't do it.
- 3 My grandmother is \_\_\_\_\_. She's 97.
- 4 My Spanish is \_\_\_\_\_. I can't say anything.
- 5 I do yoga for a \_\_\_\_\_ time every day. I sometimes do it for four hours.
- 6 I don't like shopping at the supermarket. I think it's \_\_\_\_\_.

## 8

THE HERE  
AND NOW

Be happy for this moment.  
This moment is your life.

Omar Khayyam

A man in front of Northern lights, Alaska.

## OBJECTIVES

- **describe what people are doing**
- **talk about clothes**
- **shop for clothes**
- **write a short message**

Work with a partner. Discuss the questions.

- 1 Look at the picture. Which words from the box describe it?

amazing boring beautiful blue cold  
day green warm night ugly

- 2 Would you like to visit this place? Why/  
Why not?

- 3 Read the quote. Tell your partner three  
good things about today.

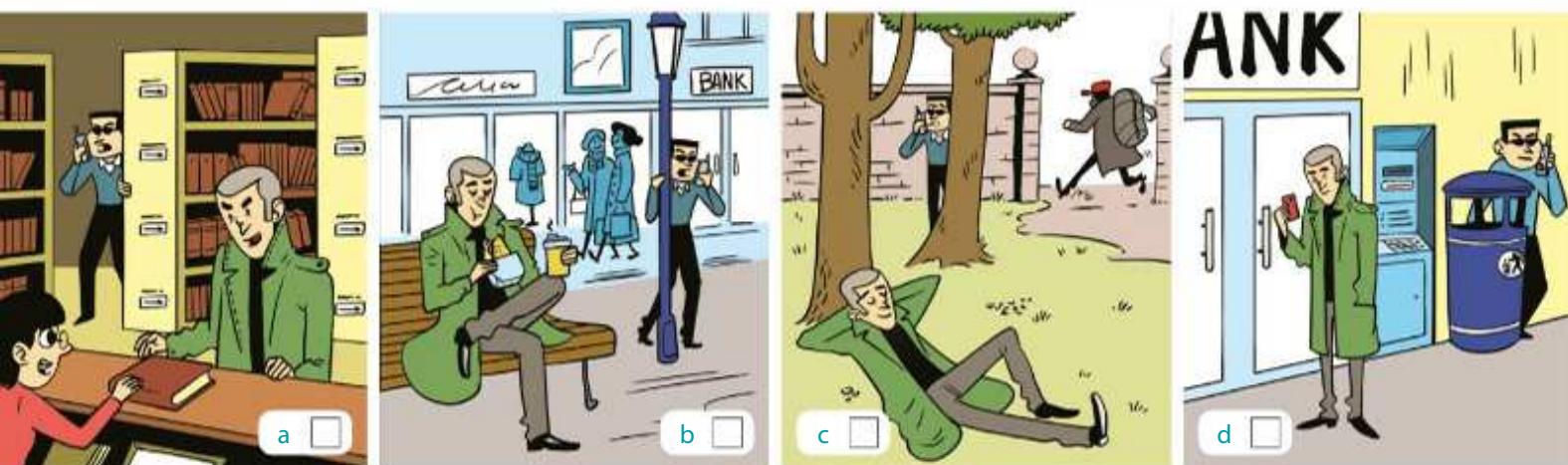
# 8.1 What's he doing?

Describe what people are doing

G present continuous

V verb phrases

P different ways to pronounce a



## LISTENING

**A PREPARE TO LISTEN** Look at the pictures. Match the things (1–6) with the correct picture (a–d).

- |            |   |              |  |
|------------|---|--------------|--|
| 1 a bench  | b | 4 a phone    |  |
| 2 a book   |   | 5 a sandwich |  |
| 3 a coffee |   | 6 trees      |  |

**B PREPARE TO LISTEN** Look at the comic strip again. Choose the correct options.

- 1 Picture a: The man is talking to a *woman / police officer*.
- 2 Picture b: The man is having lunch *with friends / alone*.
- 3 Picture c: The man is lying *under a tree / on a bench*.
- 4 Picture d: The man is looking at his *watch / phone*.



**C LISTEN FOR THE MAIN IDEA** Listen to a conversation.

Put the pictures (a–d) in the correct order.

**D SPEAK** Work in pairs. Discuss the questions.

- 1 Have the police got the right man?
- 2 What item of clothing has the right man got?

## GRAMMAR

### Present continuous



**A** Listen to a part of the conversation again. Complete the missing words.

- Officer Can you see the <sup>1</sup> \_\_\_\_\_?
- Officer B: Yes. I'm watching him <sup>2</sup> \_\_\_\_\_.
- Officer What's he doing?
- Officer B: He's having <sup>3</sup> \_\_\_\_\_.
- Officer Is he talking to <sup>4</sup> \_\_\_\_\_?
- Officer B: No, he isn't. He's by himself.
- Officer Is he in a <sup>5</sup> \_\_\_\_\_?
- Officer B: No, he's sitting on a <sup>6</sup> \_\_\_\_\_. He's eating a <sup>7</sup> \_\_\_\_\_ and drinking a <sup>8</sup> \_\_\_\_\_.

**B WORK IT OUT** Read the conversation in Exercise A. Underline the verbs that end with *-ing*. Choose the correct option to complete the rule.

We use present continuous (verb + *-ing*) to talk about *right now / every day*.

**C WORK IT OUT** Read the examples of the present continuous in the conversation again. Choose the correct options.

### Present continuous

- 1 We make present continuous with *subject + be + to + verb / subject + be + verb + -ing*.
- 2 In questions, the subject (*I, you, he, she, it ...*) goes *before / after be*.
- 3 In short answers, we use *subject + be / subject + be + verb + -ing*.

**D WORK IT OUT** Complete the table with the correct form of the verbs in the box. Use Exercise A to help you.

eat have sit

Verb (infinitive)	Spelling rule	Verb + <i>-ing</i>
do	Verb <i>+ing</i>	doing
watch		watching
1		4
live	Verb (without <i>-e</i> ), <i>+ing</i>	living
2		5
get	Verb (add extra last consonant) + <i>-ing</i>	getting
3		6

**E** Go to the Grammar Hub on page 112.

**F SPEAK** Work in pairs. Choose a picture from the comic strip but don't tell your partner which one. Describe it to your partner. Which picture is it?

**A:** I can see a man.

**B:** What's he doing?

**A:** He's sitting on a bench. He's ...

**B:** Is it picture ...?

## VOCABULARY

### Verb phrases

- A** Choose the correct verbs to complete the phrases. Use each verb only once.

go have look meet read take talk watch



1 a friend



2 at your phone



3 a selfie



4 a rest



5 the newspaper



6 a film



7 to the bank



8 to a friend

- B** Match the verbs from Exercise A with the words and phrases.

- 1 have lunch / a shower / a coffee
- 2 TV / a football match / someone do something
- 3 a book / a message / a magazine
- 4 out / to the library / shopping
- 5 to a teacher / on the phone / about something
- 6 a photo / a break / a taxi
- 7 at a picture / in the mirror / at someone
- 8 someone at a party / at nine o'clock / at the station

## PRONUNCIATION

### Different ways to pronounce a

8.3

- A** Listen and repeat the words in the table.

/æ/	/eɪ/	/ɔ:/	/ɒ/
have	take	walk	watch

8.4

- B** Listen to the words in the box and put them in the correct place.

call catch fall match play stay want wash

8.5

- C** Listen and complete the questions.

- 1 What do you \_\_\_\_\_ : ball games or board games?
- 2 Who do you \_\_\_\_\_ to every day?
- 3 What do you usually \_\_\_\_\_ for lunch?
- 4 What do you \_\_\_\_\_ to \_\_\_\_\_ : a football match or a film?

- D SPEAK** Work with a partner. Ask the questions in Exercise C. Give full answers.

## SPEAKING

Work in pairs. Student A – Look at the instructions below. Student B – Go to the **Communication Hub** on page 131.

### Student A

- Look at the picture.
- Describe the people and what they are doing to your partner.
- Listen to your partner's description of their picture.
- Find six differences.



### Describe what people are doing

# 8.2 The grey coat

Talk about clothes

V clothes

P vowel sounds: /i:/, /ɜ:/, /u:/ and /ɔ:/

S identifying key words

G adjective order



## VOCABULARY

### Clothes

- A** Look at Person 1 in the picture. What clothes is he wearing? Choose words from the box to complete the description.

shorts socks T-shirt trainers

He's wearing a white <sup>1</sup> \_\_\_\_\_ and blue <sup>2</sup> \_\_\_\_\_. He's wearing red <sup>3</sup> \_\_\_\_\_. and white <sup>4</sup> \_\_\_\_\_. He's also got a green backpack.

- B** Go to the **Vocabulary Hub** on page 125.

- C SPEAK** Work in pairs. Choose someone in the picture. Ask and answer questions. Who is your partner describing?

**A:** She's wearing a dress.

**B:** Is she wearing a hat?

**A:** Yes, she is.

## PRONUNCIATION

### Vowel sounds: /i:/, /ɜ:/, /u:/ and /ɔ:/

8.6

- A** Complete the sentences with a word in the box that has the same sound as the underlined letters. Listen and check.

a coat a hat jeans a shirt shorts a suit

- 1 Hannah's wearing a cap. Izzie's wearing a hat.  
2 Ally's wearing a skirt and \_\_\_\_\_.  
3 Paulo's wearing \_\_\_\_\_ and shoes.

8.7

- B** Listen to the words for clothes. Then listen and repeat.

jeans shirt shoes shorts

8.8

- C** Match the words in the box with the correct vowel sound in questions 1–4. Then listen and check.

bird clean do door green sport who word

- 1 /i:/ jeans  
2 /ɜ:/ shirt  
3 /u:/ shoes  
4 /ɔ:/ shorts

- D SPEAK** Work in pairs. Look around you. Describe different people.

**A:** Eva's wearing jeans.

**B:** Elliot's wearing a shirt.

## READING

**A PREPARE TO READ** Look at the picture at the top of the page again. What are the people doing?

**B READ FOR KEY WORDS** Read the messages and look at the picture. Which person (1–11) is Claus? Which person is Imogen?

Claus \_\_\_\_\_

Imogen \_\_\_\_\_

### Identifying key words

Looking for key words can help you understand the topic of a text or sentence quickly.

I'm wearing a grey sweatshirt. [Topic = clothes]

**Claus**

Hi Claus, I'm at the station. Where are you?

I'm here, too. I've got the bag, but I can't see you. What are you wearing?

An old blue sweatshirt and a yellow cap.

Sorry, I can't see you. Where are you?

I'm standing near the shop. What are you wearing?

A long grey coat.

I think I can see you. Are you wearing a red cap?

Yes, I am.

I can see you! I think the police are watching.

The police? Why are the police watching?

Something's happening at the bank. It's on the radio. The police are looking for a man with a grey coat and a bag with lots of money.

I've got a bag, but it hasn't got any money in it! It's your bag ... from the restaurant last night.

I know, thank you! I'm coming over to you now.

**C READ FOR SPECIFIC INFORMATION** Read the messages again. Answer the questions.

- 1 Can Imogen see Claus when she arrives at the station?
- 2 Can Claus see Imogen?
- 3 Where is Imogen?
- 4 Why are the police watching Claus?
- 5 Is Claus the man the police are looking for?
- 6 Is the bag Claus's bag or Imogen's bag?

**D READ FOR DETAIL** Read the messages again. Find and correct the five mistakes in the summary.

Claus is at the park. He's meeting Imogen. Claus has got a blue coat and a bag. The police are looking for a man with a grey sweatshirt and a bag. Claus has got Imogen's coat. There is lots of money in the bag.

## GRAMMAR

### Adjective order

**A** Read the messages in Reading Exercise B again. Underline the adjectives of size or age. Circle the adjectives of colour.

**B WORK IT OUT** Read these sentences from the messages. Choose the correct option to complete the rules.

#### Adjective order

I'm wearing an old blue sweatshirt and a yellow cap.

I'm wearing a long grey coat.

- 1 We can / can't put more than one adjective before a noun.
- 2 The colour adjective usually goes before / after the adjective for size or age.

**C** Go to the Grammar Hub on page 112.

**D PRACTISE** Rewrite the sentences and add the extra adjectives in brackets.

1 It's a blue shirt. (new)

It's a new blue shirt.

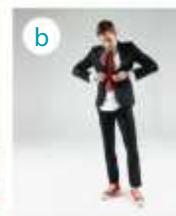
2 She's wearing an old dress. (green)

3 I've got a new hat. (red)

4 That's a blue skirt. (long)



**E SPEAK** Work in pairs. Describe the clothes in the pictures.



big long short small

She's wearing a long yellow coat.

## SPEAKING HUB

**A PREPARE** Imagine you are in these situations. What are you wearing? What are you doing? Write notes.



a You're in the park in summer.



b You're travelling for business.



c You're at a concert.

**B PRACTISE** Work in pairs. Choose one of the situations in Exercise A. Your partner is trying to find you, but they can't. Have a phone conversation and describe what you are wearing and what you are doing.

**A:** What are you wearing?

**B:** I'm wearing a long red skirt, a white hat and sunglasses.

**C REPEAT** Find a new partner. Choose a new situation and describe what you're wearing and what you're doing.

## Talk about clothes

### COMPREHENSION

**A** Watch the video and answer the questions.

- 1 Where are Gaby and Lucy?
- 2 Who buys something? Why?



**B** Are the sentences true (T) or false (F)? Correct the false sentences.

- |                                   |       |
|-----------------------------------|-------|
| 1 Gaby is waiting for Lucy.       | T / F |
| 2 Lucy says Gaby's hair is bad.   | T / F |
| 3 The cap seller likes the music. | T / F |
| 4 Gaby wants to buy a cap.        | T / F |
| 5 There's a blue cap.             | T / F |
| 6 The caps are one size.          | T / F |
| 7 Caps cost £10.                  | T / F |
| 8 Gaby needs a small cap.         | T / F |



**C** Watch the video again and check your answers to Exercise B.

**D** What do you think of the music? Choose an adjective from the box or use your own ideas.

amazing bad good horrible OK



### USEFUL PHRASES

**A** Match the phrases (1–4) with the pictures (a–d).

- 1 It's not bad. It's just different.
- 2 Oh, look over there.
- 3 She's joking!
- 4 I have a surprise for you.



**B** Which useful phrase means *She's not serious?*

**C** Watch the video again and check your answers to Exercises A and B.





GABY



SAM



LUCY

## FUNCTIONAL LANGUAGE

### Shopping for clothes

**A** Read the conversation and underline the correct options.

Assistant	Lucy
Can I <u>see / help</u> ?	We're <sup>2</sup> <u>just / only</u> looking, thanks.
No problem.	Actually, I'm <sup>3</sup> <u>looking / waiting</u> for a cap.
Sure. We have caps. Lots of them!	Great! Do you have a blue <sup>4</sup> <u>type / one</u> ?
Yes, we have blue. What <sup>5</sup> <u>size / colour</u> would you like: small, medium or <sup>6</sup> <u>big / large</u> ?	Can I <sup>7</sup> <u>want / have</u> a medium, please?
Of course.	Perfect. How <sup>8</sup> <u>much / money</u> is it?
Ten pounds.	

**B** 00:45–01:59 Watch part of the video and check your answers.

## PRONUNCIATION



**A** Listen to the conversation and notice how the underlined words are stressed.

**Shop assistant:** Can I help you?  
**Customer:** I'm just looking, thanks.  
**Shop assistant:** OK, no problem.  
**Customer:** Actually, I'm looking for a T-shirt. Do you have a red one?  
**Shop assistant:** Yes. What size would you like? Small, medium or large?  
**Customer:** Can I have a large, please?  
**Shop assistant:** Of course.  
**Customer:** How much is it?  
**Shop assistant:** Seventeen pounds.



**B** Listen again and repeat the conversation. Copy the stress.

8.9

**C SPEAK** Work in pairs. Practise the conversation.

## SPEAKING

**A PLAN** You are a shop assistant. Look at the clothes and decide how much each item costs.



£ \_\_\_\_\_



£ \_\_\_\_\_



£ \_\_\_\_\_



£ \_\_\_\_\_



£ \_\_\_\_\_



£ \_\_\_\_\_

**B PREPARE** You are shopping for clothes. Decide what you want to buy, the colour and the size you need.

**C PRACTISE** Work in pairs. Decide who is the shop assistant and who is the customer. Have a conversation and buy the clothes you want. Use the conversation in Pronunciation Exercise A to help you.

**D REPEAT** Change roles and have a new conversation.

**Shop for clothes**

# 8 Writing

## Write a short message

### W using *also* and *too*

**A** Read the text message conversation between two friends. Choose the correct image for where Mia is.



**B** Read the messages again. Answer the questions.

- 1 Where's Mia?
- 2 Who's with Mia?
- 3 What are Greg and Lilly doing?
- 4 What's Mia doing?
- 5 Why can't Petra go?

### Using *also* and *too*

We use *also* and *too* to say that something is true about more than one person or thing. We usually put *also* at the beginning of a sentence or before the verb. We always put *too* at the end of a sentence.

*Also, I've got work later.*

*Lilly's here, too.*

## WRITING

**WRITE** Write a text message conversation between two friends. Choose a situation from the pictures in Exercise A or use your own ideas.

## Write a short message

# Unit 8 Review

## GRAMMAR

**A** Complete the conversation using short answers and the verbs in brackets in the present continuous.

- A:** What <sup>1</sup> are you doing (do)?  
**B:** I <sup>2</sup> am eating lunch.  
**A:** <sup>3</sup> Michael is having lunch with you?  
**B:** No, he <sup>4</sup> isn't. He <sup>5</sup> is working in the library.  
**A:** Who <sup>6</sup> is he working with?  
**B:** He <sup>7</sup> isn't working with anyone.

**B** Order the words to make sentences.

- 1 is / this / blue / new / my / sweatshirt  
This is my new blue sweatshirt
- 2 got / an / grey / hat / he's / old  
\_\_\_\_\_
- 3 wearing / a / long / dress / white / she's  
\_\_\_\_\_
- 4 a / short / coat / brown / the man / wearing / is  
\_\_\_\_\_

## VOCABULARY

**A** Join the halves to make sentences.

- |                       |       |                                |
|-----------------------|-------|--------------------------------|
| 1 I'm going           | _____ | a to her friend on the phone.  |
| 2 We're watching      | _____ | b a photo with his new camera. |
| 3 Aki and Darren are  | _____ | c to a café.                   |
| meeting               | _____ | d at the bus station.          |
| 4 Luke's reading      | _____ | e TV at home.                  |
| 5 My sister is having | _____ | f at clothes in a shop.        |
| 6 Geri is talking     | _____ | g lunch.                       |
| 7 Yannick is looking  | _____ | h a magazine.                  |
| 8 Luke's taking       | _____ | _____                          |

**B** Complete the words for clothes.

- 1 d    e
- 2 sw    s
- 3 h
- 4 t    o    s    s
- 5 s    e
- 6 t    a    n



## 9

LOOKING  
BACK

Study the past if  
you would define  
the future.

Confucius

A statue at Mount Nemrut, Turkey.

## OBJECTIVES

- talk about famous people from the past
- talk about people's achievements
- make recommendations
- write a short biography

Work with a partner. Discuss the questions.

- 1 Look at the picture. Do you want to visit this place?
- 2 Who is your favourite person from history? Why do you like them?
- 3 Where can you see statues of famous people in your country?

# 9.1 Famous faces

Talk about famous people from the past

G past simple: was/were

V dates and years

P was he / was she

## LISTENING

**A PREPARE TO LISTEN** Look at the pictures in *A visit to Madame Tussauds*. Do you know these famous people? Why are they famous?

9.1

**B LISTEN FOR SPECIFIC INFORMATION** Listen and write the missing years (a–d) in *A visit to Madame Tussauds*.

9.1

**C LISTEN FOR SPECIFIC INFORMATION** Listen again and complete the information below.

1

### AUDREY HEPBURN

Country: 1

Jobs: 2

3

4

5

She was famous for her clothes.

2

### WILLIAM SHAKESPEARE

Country: 6

Jobs: 7

8

9

of words in everyday English come from his work.

3

### MARIE TUSSAUD

Country: 10

Job: Famous for 11 in London. 12

4

### NELSON MANDELA

Country: 13

Job: President for 14 years.

## A VISIT TO

# MADAME TUSSAUDS

In cities all over the world – in London, Paris, New York and New Delhi – people come to Madame Tussauds to see waxwork statues of famous people from the past and present. Why were they famous? Were they actors? Writers? Or inspirational leaders? Enjoy a visit to Madame Tussauds to find out more about these famous faces.

4<sup>TH</sup> MAY

a

26<sup>TH</sup> APRIL

b

1<sup>ST</sup> DECEMBER

c

18<sup>TH</sup> JULY

d

## GRAMMAR

Past simple: *was/were*

**A** Read the examples from *A visit to Madame Tussauds*.

Underline examples of *was* and *were*.

- |                                |                               |
|--------------------------------|-------------------------------|
| 1 Why were they famous?        | 5 Why was he famous?          |
| 2 Were they actors?            | 6 He was a famous writer.     |
| 3 Was she a model?             | 7 He wasn't just a writer.    |
| 4 Her films were very popular. | 8 Photographs weren't common. |

**B WORK IT OUT** Complete the table with the sentences from Exercise A.

<i>was/were</i>	Singular	Plural
positive		
negative		
yes/no questions		
wh-questions		

**C WORK IT OUT** Look at Exercises A and B. Complete the rules with *was*, *wasn't*, *were* or *weren't*.

### Past simple: *was/were*

- 1 \_\_\_\_\_ is the past form of *is*. \_\_\_\_\_ is the past form of *are*.
- 2 \_\_\_\_\_ is the past form of *isn't*. \_\_\_\_\_ is the past form of *aren't*.
- 3 We make yes/no questions with \_\_\_\_\_ or \_\_\_\_\_ + subject.
- 4 We make wh- questions with a question word + \_\_\_\_\_ or \_\_\_\_\_.

**D** Go to the **Grammar Hub** on page 114.

**E SPEAK** Work in pairs. Who was your favourite celebrity when you were young? Why were they famous?

## VOCABULARY

Dates and years

9.2

**A** Match the numbers (1–6) with the words in the box. Listen and check.

fifth first fourth second sixth third

- |                   |                   |
|-------------------|-------------------|
| 1 1 <sup>st</sup> | 4 4 <sup>th</sup> |
| 2 2 <sup>nd</sup> | 5 5 <sup>th</sup> |
| 3 3 <sup>rd</sup> | 6 6 <sup>th</sup> |

9.3

**B** Listen and write the numbers that you hear.

a	b	c	d	e
f	g	h	i	j

9.4

**C** Listen and circle the years you hear.

a 1948 / 1958	c 2014 / 2040	e 2002 / 2012
b 1909 / 1999	d 1564 / 1546	f 1800 / 1900

**D SPEAK** Stand up and walk around. Say the day and month of your birthday to each other. Then stand in order according to your birthday.

## PRONUNCIATION

*was he / was she*

9.5

**A** Read and listen. Draw a line (—) to show the linked words.

- 1 Was he a writer?
- 2 Was she a writer?
- 3 Where was he born?
- 4 Where was she born?

9.6

**B** Listen to each question and choose the words you hear.

- 1 *Was he / Was she* an artist?
- 2 *Was he / Was she* an actor?
- 3 Why *was he / was she* famous?
- 4 When *was he / was she* born?

## SPEAKING

**A PREPARE** Think of a famous person from the past. Complete the information about him or her.

Man or woman?

Country?

Job?

When were they famous?

Why were they famous?

**B DISCUSS** Work in pairs. Describe your famous person. Don't say the name of the person. Ask your partner questions. Who is it?

**A:** He was a singer in The Beatles.

**B:** John Lennon?

**C REPORT** Tell the class about your famous person.



Talk about famous people from the past

# 9.2 Voices from the past

Talk about people's achievements

V everyday verbs

S scanning

G past simple: regular verbs

P past tense endings: /d/, /t/ and /ɪd/

## VOCABULARY

### Everyday verbs

- A Look at the pictures. Match the phrases in the box with the correct pictures.

collect stamps    design a building    help a friend  
paint a picture    receive a present    start to run  
study at university    travel to London



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

- B SPEAK Work in pairs. Use the verbs to make sentences that are true for you.

A: I collect CDs.

B: I travel to Rome every autumn for work.



## READING

- A PREPARE TO READ Which heroes from children's stories can you name?

- B READ FOR GIST Read *Goodnight stories for rebel girls*. Choose the correct options to complete the summary.

*Goodnight stories for rebel girls* is about real women / women in children's stories.

### Scanning

When you scan a text, you read it to look for specific information. Scanning helps you find information more quickly. Look for key words, names, dates and percentages.

## GOODNIGHT STORIES for REBEL GIRLS

What were your favourite stories when you were young? Who were your heroes? How many were girls?

In 2011, the University of Florida studied the number of male and female characters in children's storybooks. There were male characters in every book. But 25 per cent had no female characters. And in 37 per cent of the books, the female characters didn't talk.

Two Italian women, Elena Favilli and Francesca Cavallo, decided to change this. They wanted to make a book of stories about real women. They asked people for money online to make the book. They received over a million dollars! Here are some of the women in their book:

### Maria Sibylla Merian (1647–1717)

Merian was a scientist. She was born in Frankfurt in Germany. When she was a child, she collected butterflies and insects. She discovered many new things about them. She travelled to South America and painted beautiful pictures of nature.

### Ada Lovelace (1815–1852)

Lovelace was an English mathematician. She didn't study at school or university. She studied at home with a teacher. When she was 12, she designed a flying machine. Also, she was the first computer programmer in the world.

### Wangari Maathai (1940–2011)

Maathai was a Kenyan politician. She studied at universities in the USA and in Germany. She wanted to help people in Kenya, so she and a group of women started to plant trees. They planted hundreds of trees and the trees helped people and nature. She received the Nobel Peace Prize in 2004.

**C READ FOR DETAIL** Are these statements true (T) or false (F)?

- 1 There are female characters in all children's books. *T / F*
- 2 Some female characters in children's books don't say anything. *T / F*
- 3 The writers of *Goodnight stories for rebel girls* are men. *T / F*
- 4 Maria Sibylla Merian was a mathematician. *T / F*
- 5 Ada Lovelace was a computer programmer. *T / F*
- 6 Wangari Maathai was the winner of an important prize. *T / F*

**D SPEAK** Work in groups. Discuss the questions.

- 1 Do you think that this book was a good idea? Why/Why not?
- 2 Do you think that this book is good for boys, too? Why/Why not?
- 3 Do girls and boys read the same or different books? Why/Why not?

## GRAMMAR

### Past simple: regular verbs

**A** Read the introduction to the article again. Write the past simple form of the verbs.

- |          |       |           |       |
|----------|-------|-----------|-------|
| 1 study  | _____ | 4 ask     | _____ |
| 2 decide | _____ | 5 receive | _____ |
| 3 want   | _____ |           |       |

**B** Read the section about Ada Lovelace again and underline the negative verb.

**C WORK IT OUT** Match the two parts of each rule (1–4) with (a–d). Use the examples in Exercises A and B to help you.

### Past simple: regular verbs

- |                            |   |
|----------------------------|---|
| 1 We add -ed               | a we use <i>did + not (didn't)</i> before the verb. |
| 2 We add -d                | b to verbs ending in -e.                            |
| 3 With verbs ending in -y, | c we cut the -y and add -ied.                       |
| 4 To form the negative,    | d to most verbs.                                    |

**D** Go to the **Grammar Hub** on page 114.

## PRONUNCIATION

### Past tense endings: /d/, /t/ and /ɪd/

9.7

**A** Read and listen to the verbs. Notice how we say the endings.

/d/	/t/	/ɪd/
studied	helped	wanted

9.8

**B** Listen to the verbs and add them to the table in Exercise A.

- |            |             |
|------------|-------------|
| 1 decided  | 5 started   |
| 2 asked    | 6 talked    |
| 3 designed | 7 collected |
| 4 lived    | 8 travelled |

## SPEAKING HUB

Work in groups. Group A – Stay on this page. Group B – Go to the **Communication Hub** on page 130.

**A PREPARE** Complete the sentences with the past tense of verbs from the box. Then choose the correct information (a, b or c) to complete the sentences.

discover live receive start

- 1 Larry Page and Segey Brin \_\_\_\_\_ the company Google in ...  
a 1998.      b 2001.      c 2008.
- 2 John Couch Adams \_\_\_\_\_ the planet Neptune in ...  
a 1696.      b 1846.      c 1906.
- 3 William Shakespeare \_\_\_\_\_ in England in the ... century.  
a 15<sup>th</sup>      b 16<sup>th</sup>      c 17<sup>th</sup>
- 4 Malala Yousafzai \_\_\_\_\_ the Nobel Peace Prize in ...  
a 2001.      b 2014.      c 2016.

**B PRACTISE** Read your sentences to Group B. They will check your answers.

**C PRACTISE** Listen to Group B's sentences. Check their answers.

Correct sentences:

- 1 Ibn Battuta **travelled** from Morocco to China in the 14<sup>th</sup> century.
- 2 Gabriel García Márquez **received** the Nobel Prize in Literature in **1982**.
- 3 Neil Armstrong **walked** on the moon in **1969**.
- 4 Steve Jobs and Steve Wozniak **designed** the first personal computers in **1976**.



**Talk about people's achievements**

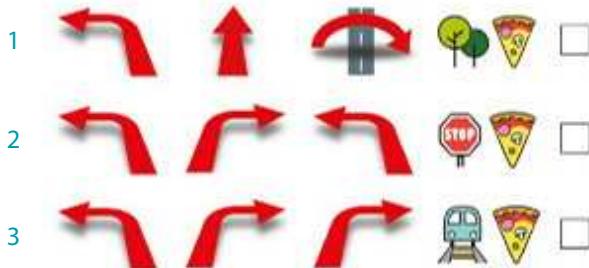


### COMPREHENSION

**A** 00:10–01:14 Watch the first part of the video and choose the correct options to complete the sentences.

- 1 Sam is **opening / closing** the café.
- 2 Sam **knows / doesn't know** Metal Train.
- 3 Gaby **loves / hates** pizza.
- 4 Pizza Roma is **terrible / amazing**.
- 5 Pizza Roma has **big / small** pizzas.
- 6 The pizzas are **expensive / cheap**.
- 7 Pizza Roma is **near / far from** Sam's Café.

**B** 01:15–01:34 Watch part of the video and choose the correct set of directions from Sam's Café to Pizza Roma.



**C** 01:35–03:00 Watch the second part of the video. Discuss the questions.

- 1 What was Gaby's pizza like?
- 2 Did she eat it?
- 3 Where did she buy it?
- 4 What does Gaby eat?
- 5 What does Lucy do?
- 6 Where was Lucy's pizza from?

### USEFUL PHRASES

**A** Who says it? Gaby (G) or Sam (S)?

- 1 I'm afraid I'm closing now.
- 2 Hey! That's a nice cap!
- 3 Ah, I see.
- 4 It's not far.
- 5 It's next to the station.
- 6 I've got it, thanks!

**B** Match the useful phrases in Exercise A with the meanings.

- |                 |   |   |
|-----------------|---|---|
| I understand.   | 1 | 2 |
| I'm sorry ...   | 3 |   |
| It's near here. | 4 |   |
| I like your ... | 5 |   |

**C** Replace the underlined phrases with useful phrases from Exercise A.

- Gaby:** Hi, Sam. <sup>1</sup>I like your T-shirt.  
**Sam:** Thanks. It's from my friend's shop.  
**Gaby:** Where's her shop?  
**Sam:** Oh, <sup>2</sup>it's near here. Just go out the café, turn left, turn left again and it's on your right.  
**Gaby:** Left, left, right. <sup>3</sup>I understand, thanks!  
**Sam:** <sup>4</sup>I'm sorry, I'm going to my yoga class now. It starts in five minutes.  
**Gaby:** Ah, <sup>5</sup>I understand! Bye!

### FUNCTIONAL LANGUAGE

#### Making recommendations

**A** Complete the phrases with the words in the box. Then watch the video again and check your answers.

Don't Do you know There's You should

#### Asking for a recommendation

1 \_\_\_\_\_ / Is there a good restaurant near here?

#### Giving a recommendation

2 \_\_\_\_\_ / I know a really good pizza restaurant. It's called Pizza Roma.

I was there last week. And the pizza was amazing. It was really big and really cheap.

3 \_\_\_\_\_ / Why don't you try it.

4 \_\_\_\_\_ / I wouldn't go to Pizza Nova! I went there last week. The pizza was bad! It was really small and really expensive.

**B** Circle the correct options to complete the conversation.

Liz: <sup>1</sup>Do you know / There's a good café near here?

Mark: Do you like English breakfasts?

Liz: I love English breakfasts.

Mark: OK, <sup>2</sup>why don't you / there's a really good café. It's called Sam's Café. I was there this morning. The breakfast is <sup>3</sup>amazing / horrible. It's really big and really cheap. <sup>4</sup>You should / shouldn't go there.

Liz: Thanks! Don't go to Rachel's Café. I went there yesterday. The coffee was <sup>5</sup>amazing / terrible. It was really small and really bad.

Mark: Ah, I see. Thanks.



GABY



SAM



LUCY

## PRONUNCIATION

9.9

- A** Listen to the conversation and notice how the underlined words are stressed.

**Frank:** Do you know a good restaurant near here?

**Emily:** Do you like sushi?

**Frank:** I love Japanese food.

**Emily:** There's a really good Japanese restaurant. It's called Sushirama.

**Frank:** Great.

**Emily:** I was there last week. And the sushi was amazing. It was really fresh. You should try it. Don't go to Suzy's Sushi! It's really bad.

9.9

- B** Listen again and repeat the conversation. Copy the stress.

## SPEAKING

- A PLAN** Work in pairs. Read *Restaurants near you*. Discuss the questions.

- 1 Which restaurant(s) would you like to go to? Why?
- 2 Which restaurant(s) would you **not** like to go to? Why?

- B PREPARE** Rewrite the conversation in Pronunciation Exercise A.

- Replace the blue phrases with new ideas from the Functional language section.
- Replace the words in red using the ideas in the reviews below.
- Create some directions and include three or more useful phrases.

- C PRACTISE** Work in pairs. Practise and then perform your conversation in front of the class.

- D REPEAT** Choose different restaurants. Change roles and have a new conversation.

## Restaurants near you



Moo Burger Bar



Great chips!



Bob's Burgers



Terrible burgers, bad chips.



Puk Yuk Thai



Amazing! Best Thai food in town.



Bangkok House



Expensive Thai food.



Pierre's French cuisine



Bad service. Terrible food.



Paris mon amour



Amazing French food.

- Make recommendations

# 9 Writing

## Write a short biography

### W organising your notes

- A Work in pairs. What can you see in the pictures? What is the connection between them?



- B Read the description and complete the notes.

### Leonardo da Vinci

Leonardo da Vinci was born near Florence in Italy in 1452. He was an artist, a mathematician, a scientist, a musician and a writer. He is famous for his paintings, but he also designed machines. He painted the famous *Mona Lisa*. He painted this picture in 1503 and it is now in the Louvre Museum in Paris, France. It is a picture of a woman with a beautiful smile.

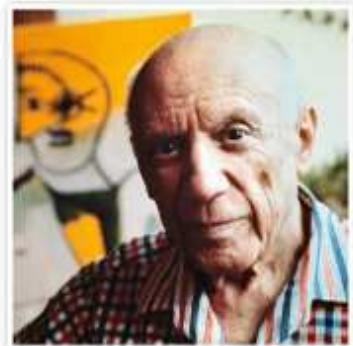
Name: \_\_\_\_\_ occupation(s): \_\_\_\_\_  
Birth date: \_\_\_\_\_ Why famous?: \_\_\_\_\_  
Birth place: \_\_\_\_\_ Famous painting: \_\_\_\_\_

### Organising your notes

When you are planning your writing, think about how to organise your notes. In a biography, you can start with personal information (date and place of birth), describe their job, say why they are famous and finally describe one thing they are famous for.

- C Read the notes below. Number the information in the best order for a description.

- artist
- changed the world of art
- Pablo Picasso
- Cubism, new style of painting
- Málaga, Spain
- 1881



### WRITING

- A PLAN Add any more details that you know about Picasso. Decide where to write this information.

- B WRITE Write a description using the information in Exercise C. Compare with a partner.

### Write a short biography

## Unit 9 Review

### GRAMMAR

- A Complete the sentences with the correct past form of *be*.

- 1 Shakespeare \_\_\_\_\_ a writer and a poet.
- 2 Pablo Picasso and Marie Tussaud \_\_\_\_\_ artists.
- 3 A: \_\_\_\_\_ Maya Angelou a poet?  
B: Yes, she \_\_\_\_\_.
- 4 A: \_\_\_\_\_ Gandhi a scientist?  
B: No, he \_\_\_\_\_.
- 5 There \_\_\_\_\_ any phone selfies in the 1700s.
- 6 There \_\_\_\_\_ a black president of South Africa before Nelson Mandela.

- B Complete the sentences with past tense forms in the positive (+) or negative (-).

- 1 Last weekend, I \_\_\_\_\_ (+ stay) at home and I \_\_\_\_\_ (+ paint) my bedroom.
- 2 Tamara \_\_\_\_\_ (- collect) her computer from the shop, but she \_\_\_\_\_ (+ organise) her files.
- 3 Omar \_\_\_\_\_ (- visit) his grandma, but he \_\_\_\_\_ (+ phone) her at home.

### VOCABULARY

- A Complete the sentences with words for ordinal numbers.

- 1 We live in the **twenty-first** (21<sup>st</sup>) century.
- 2 Shakespeare lived in the \_\_\_\_\_ (16<sup>th</sup>) century.
- 3 March is the \_\_\_\_\_ (3<sup>rd</sup>) month of the year.
- 4 George Washington was the \_\_\_\_\_ (1<sup>st</sup>) US president.

- B Complete the description with the past form of a verb from the box.

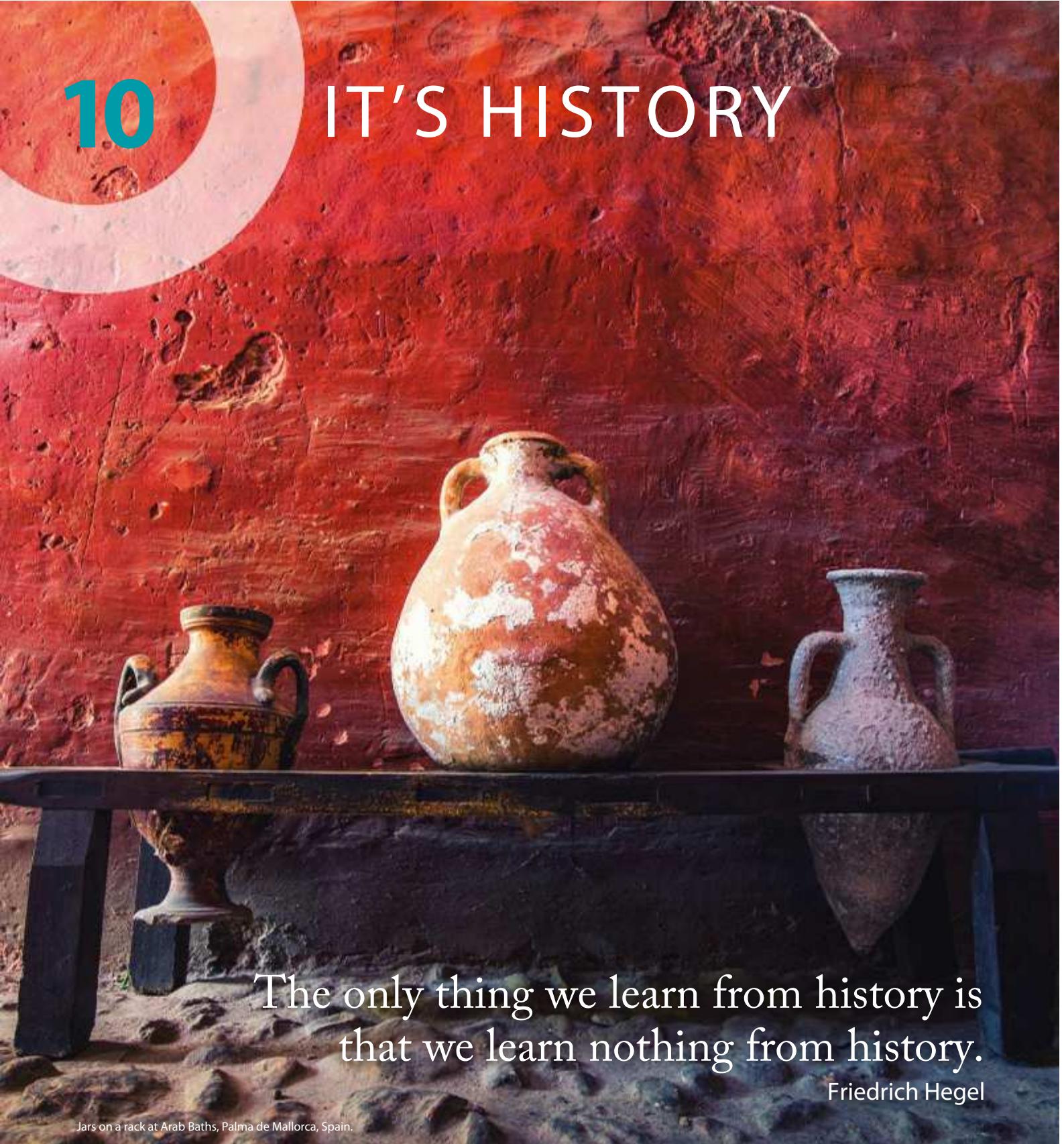
be help return start study travel

### Marco Polo

Marco Polo was born in Venice in 1254. He and his father <sup>1</sup> \_\_\_\_\_ to China. They <sup>2</sup> \_\_\_\_\_ their journey in 1271 when Marco Polo <sup>3</sup> \_\_\_\_\_ 17 years old. The journey was long and difficult. Marco Polo stayed in China for many years and <sup>4</sup> \_\_\_\_\_ Chinese language and culture. When Marco <sup>5</sup> \_\_\_\_\_ to Italy 26 years later, his friend <sup>6</sup> \_\_\_\_\_ him to write a book about his experiences.

# 10

# IT'S HISTORY



The only thing we learn from history is  
that we learn nothing from history.

Friedrich Hegel

Jars on a rack at Arab Baths, Palma de Mallorca, Spain.

## OBJECTIVES

- talk about past events
- talk about past experiences
- show interest
- write a paragraph about a past event

Work with a partner. Discuss the questions.

- 1 Look at the picture. What can you see?
- 2 Choose words to describe the objects in the picture.

beautiful boring important  
interesting old new useful

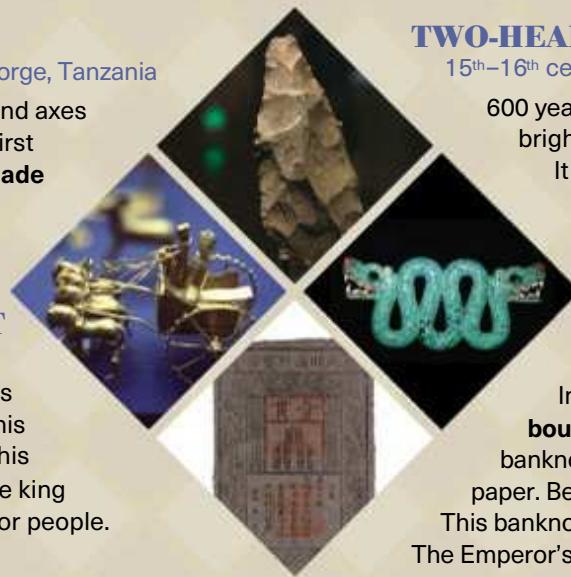
- 3 Are you interested in history?

# A HISTORY OF THE WORLD IN 100 OBJECTS

## HAND AXE

1.2–1.4 million years old, Olduvai Gorge, Tanzania

Scientists **found** many of these hand axes in different regions of Africa. The first humans didn't have metal. They **made** these axes from stone and used them to cut meat and wood.



## GOLD MODEL CHARIOT

5<sup>th</sup>–4<sup>th</sup> century BCE, Tajikistan

The Persians **built** many new roads across their country. The man in this model **went** from town to town in his chariot. He collected money for the king and carried important messages for people.

The British Museum in London has a lot of important objects from the past. A few years ago, the museum director started an interesting project. He **chose** 100 objects from the museum to tell a history of the world. Here are just four of the objects. What do they tell us about the past?

## TWO-HEADED SNAKE

15<sup>th</sup>–16<sup>th</sup> century, Aztec Empire, Mexico

600 years ago, the Aztec people **gave** this bright blue snake to the Aztec Emperor. It **took** a lot of time and skill to make this beautiful object. We think the Emperor **wore** it to show how important he was.

## BANKNOTE

CE 135, China

In the 2<sup>nd</sup> century, Chinese people **bought** and **sold** things using these banknotes. They made banknotes from paper. Before this, people used coins. This banknote was the same as 1000 coins. The Emperor's name was on these notes to show that they were real.

## READING

**A PREDICT** Look at the pictures above. Which object do you think is most interesting?

**B READ FOR GIST** Read the introduction to *A history of the world in 100 objects*. Choose the best option to complete the summary.

The museum director chose these objects because ...

- 1 they show us what life was like in the past.
- 2 they tell us about important events.
- 3 they belonged to important people.

**C READ FOR MAIN IDEA** Read the text and match each sentence with an object from the text.

- 1 This was the first kind of paper money. \_\_\_\_\_
- 2 People used this to cut things. \_\_\_\_\_
- 3 They made it for an important person. \_\_\_\_\_
- 4 This was a way to travel around the country. \_\_\_\_\_

**D SPEAK** Work in pairs. Ask and answer questions about each object.

- 1 Where is it from?    2 How old is it?    3 What is it for?

**E SPEAK** Work in pairs. Discuss the questions.

- 1 Which objects are beautiful? Which are useful?
- 2 Which objects do you use today?

## GRAMMAR

Past simple: irregular verbs

**A** Read *A history of the world in 100 objects* again. Complete the table with words in bold in the article.

Irregular verb	Past form	Irregular verb	Past form
build	1	go	6
buy	2	make	7
choose	3	sell	8
find	4	take	9
give	5	wear	10

**B** Read the text again. There is one example of the past simple negative. Find and underline it.

**C WORK IT OUT** Choose the correct options to complete the rules. Use *A history of the world in 100 objects* to help you.

### Past simple: irregular verbs

- 1 Irregular verbs **have / don't have** -ed in the past.
- 2 We **add / don't add** -s to the third person singular in the past.
- 3 We use **didn't + verb / verb + -ed + not** in negative sentences.

A lot of common verbs have irregular past tense endings. See the **irregular verbs list** on page 97.

**D** Go to the **Grammar Hub** on page 116.

## VOCABULARY

### Time phrases

- A** Read the short text below. Underline time phrases with *in*, *last* and *ago*.

We studied this painting in our art class last year. The artist, Zhang Zeduan, painted this picture 1000 years ago. It shows everyday life in China in the 12<sup>th</sup> century.



- B** Write the time expressions in the table.

the 12 <sup>th</sup> century	fifty years	1600	a long time
month	an hour	Friday	the past week

Ago	Last	In
fifty years		

- C** Complete the sentences with *in*, *last* or *ago*.

- 1 A hundred years                    people didn't have mobile phones.
- 2 Women wore long dresses                    the 15<sup>th</sup> century.
- 3 People found some old gold coins here                    year.

- D** **SPEAK** Work in pairs. Describe how life was different in the past. Use the topics in the box to help you.

clothes homes money shopping transport

**A:** How was life different in the past?

**B:** People didn't buy clothes in a shop very often.  
They made clothes at home.

## PRONUNCIATION

### Vowel sounds: /ɔ:/ and /əʊ/

10.1

- A** Read and listen to the vowel sound in these words. Listen again and repeat.

/ɔ:/	bought	saw	tall	walk
/əʊ/	chose	go	nose	phone

10.2

- B** Circle words with the same sound as *bought*. Underline words with the same sound as *chose*. Then listen and check.

floor four  
know  
slow show talk  
toe wore

- C** **SPEAK** Work in pairs. Describe five things you did last week. Use the past tense form of the verbs in the box.

buy choose phone see talk tell walk

**A:** I walked to school.

**B:** I bought some new shoes.

## SPEAKING

- A** **PREPARE** Work in groups. Choose five objects that explain what life is like in the 21<sup>st</sup> century and why they are important.

smartphone talk with friends

1

2

3

4

5

- B** **PRESENT** Imagine you are in the 25<sup>th</sup> century. Explain what life was like in the 21<sup>st</sup> century. Use your ideas from Exercise A.

- C** **DISCUSS** Work with another group. Can you agree on the five most important objects?



**Talk about past events**

# 10.2 Family treasures

Talk about past experiences

V life events

S identifying reasons

G past simple questions

P final consonant /t/ and /d/

## VOCABULARY

### Life events

- A Read the descriptions. Underline the verbs in the past simple.



This is a picture of me and my girlfriend, Susan. I met her on the first day of university. This is the day we finished university.

I wrote a short story for the school competition when I was at school and I won first prize!



This is a picture of me and my husband on the day we got married! It was in the Bahamas – it was really beautiful.

This is the day I passed my driving test! I was really happy. This sports car belonged to my uncle and I drove it home after the test.



- B Match the two parts of each phrase (1–8) with (a–h) to make collocations from Exercise A. Use each verb (1–8) only once.

- |          |              |
|----------|--------------|
| 1 pass   | a a person   |
| 2 meet   | b a story    |
| 3 finish | c a car      |
| 4 write  | d a prize    |
| 5 belong | e to someone |
| 6 get    | f a test     |
| 7 win    | g university |
| 8 drive  | h married    |

- C SPEAK Describe three important events in your life. Say when they happened.

A: I passed my driving test three years ago.

B: I finished university in 2010.

## LISTENING

- A PREDICT Look at the pictures. What do you think is the same about all the objects?



10.3

- B LISTEN FOR GIST Listen to three people speaking about the objects. Write the name of the person (Janine, Alfie or Isabel) under the object they talk about.

### Identifying reasons

The phrases *that's the reason* or *that's why* come **after** the reason. The reason is in the sentence **before**.

She gave me the camera *That's why* I became a photographer.

10.3

- C LISTEN FOR DETAIL Listen again and complete the table with information from the podcast.

	Object	Who gave it to the speaker?	When did they give it?	Why is it important?
1	silver pocket watch			
2				
3				

- D SPEAK Tell your partner about an object that is important to you. Did someone give it to you? Did you get it for a special reason?

*My parents gave me a necklace on my 18<sup>th</sup> birthday.*



## GRAMMAR

### Past simple questions

**A** Read the extracts from the podcast. Underline *did* and the infinitive verbs (without *to*).

#### Wh- questions

- 1 And where did this watch come from originally?
- 2 What did your great-grandfather use it for?

#### Yes/No questions

- 3 **A:** Did your mother take a lot of photos?  
**B:** Yes, she did.
- 4 **A:** Did you buy this?  
**B:** No, someone gave it to me.

**B WORK IT OUT** Complete the rules using words from the box.

There are some words you do not need.

after before past present wh- questions yes/no questions

#### Past simple questions

- 1 We use *did* to make questions in the \_\_\_\_\_.
- 2 Question words (*what*, *where*, *when*, *why* and *how*) come \_\_\_\_\_ *did*.
- 3 We use *did/didn't* in short answers to \_\_\_\_\_.

**C PRACTISE** Reorder the words to write past simple questions.

- 1 you / a special gift / did / get / on your 21<sup>st</sup> birthday  
\_\_\_\_\_?
- 2 win / what kind of / you / did / prizes / at school  
\_\_\_\_\_?
- 3 did / your best friend / you / meet / when  
\_\_\_\_\_?
- 4 pass / you / did / tests / any / last year  
\_\_\_\_\_?

**D** Go to the **Grammar Hub** on page 116.

**E SPEAK** Work in pairs. Ask and answer the questions in Exercise C.

## PRONUNCIATION

### Final consonant /t/ and /d/

10.4 **A** Read and listen to these examples. Notice the final sounds in each pair.

- 1 mate      made
- 2 right     ride
- 3 hat       had

10.5 **B** Listen and choose the word you hear.

- |                |              |
|----------------|--------------|
| 1 write / ride | 4 hat / had  |
| 2 wrote / rode | 5 sat / sad  |
| 3 sent / send  | 6 set / said |

**C** Work in pairs. Say one word from each pair in Exercise B. Ask your partner to identify the word.

## SPEAKING HUB

**A PREPARE** Work in groups. Group A – Stay on this page. Group B – Go to the **Communication Hub** on page 129. Read the survey. You need to write one person's name for each sentence and find out extra information.

Find someone who:

- 1 ... lived in another country when they were a child.  
Where?
- 2 ... passed a test not long ago.  
What?
- 3 ... wrote an email yesterday.  
Why?
- 4 ... finished college or university more than five years ago.  
Where?

**B PLAN** Write the questions you need to ask for each item.

**A:** Did you live in another country when you were a child?  
**B:** Where did you live?

**C PRACTISE** Walk around the classroom and ask questions. Write the names and the answers.

**A:** Did you live in another country when you were a child?  
**B:** Yes, I did.  
**A:** Where did you live?

**D REPORT** Work with someone from Group B. Tell them what you found out.

**Elsa** lived in Brazil when she was young. She lived there for three years and she loved it!



# Café Hub

## 10.3 It was amazing!

F show interest

### COMPREHENSION

- A Watch the video. Who had a good weekend? Who had a bad weekend? Who had a good and bad weekend? Tick (✓) the boxes.

	Good weekend	Bad weekend
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- B Answer the questions. Write the names in the spaces provided.

1 Who went to Paris?

---

2 Who watched the match?

---

3 Who went to the hairdresser's?

---

4 Who went to a concert?

---

5 Who had a pizza?

---

- C Watch the video again and check your answers to Exercise B.



### FUNCTIONAL LANGUAGE

#### Showing interest

- A Complete the responses to good and bad news with the words in the box.

great love nice Really shame sounds think too

Good news	Bad news
Oh, very <sup>1</sup>	Oh no, that <sup>7</sup> _____ awful.
<sup>2</sup> _____ ? Wow!	<sup>7</sup> _____
Cool. I <sup>3</sup>	Paris.
Really? Me, <sup>4</sup>	Well, that's <sup>5</sup>
Well, that's <sup>5</sup>	I <sup>6</sup> _____ it's amazing!

- B Circle the correct options (a, b or c) to complete the conversation.

**Mark:** Onur, what did you do?

**Onur:** I went to France with some friends.

**Mark:** Oh, <sup>1</sup> . Where did you go?

**Onur:** We went to Paris.

**Mark:** Really? <sup>2</sup> !

**Onur:** Yes, it was amazing.

**Carolina:** <sup>3</sup> , I love Paris.

**Mark:** And what about you, Carolina. How was your weekend?

**Carolina:** It was also <sup>4</sup> . I watched the match on Saturday.

**Mark:** <sup>5</sup> ? Me too. Did you enjoy it?

**Carolina:** Yes, it was <sup>6</sup> .

**Mark:** And Gaby, what did you do this weekend?

**Gaby:** Well, on Saturday I went to the hairdresser's and it was bad. Then on Sunday I ate a pizza and it was bad.

**Carolina:** Oh no, that sounds <sup>7</sup> .

**Gaby:** It was.

**Mark:** Oh, <sup>8</sup> .

- |                  |                |                     |
|------------------|----------------|---------------------|
| 1 a very nice    | b bad          | c awful             |
| 2 a What a shame | b Wow          | c Oh no             |
| 3 a Cool         | b Oh no        | c What a shame      |
| 4 a awful        | b amazing      | c bad               |
| 5 a Oh no        | b Really       | c That sounds awful |
| 6 a great        | b awful        | c amazing           |
| 7 a great        | b awful        | c amazing           |
| 8 a Really       | b What a shame | c Oh no             |

- C Watch the video again and check your answers to Exercises A and B.



GABY



SAM



LUCY

## PRONUNCIATION

A Listen to the conversation and notice how the underlined words are stressed.

10.6

**Astrid:** What did you do at the weekend?

**Patrick:** I played tennis. It was great.

**Astrid:** That sounds good.

**Patrick:** Then I had lunch with my friend.

**Astrid:** Oh, very nice.

**Patrick:** But the food was terrible.

**Astrid:** Oh, what a shame.



B Listen again and repeat the conversation. Copy the stress.

10.6

## SPEAKING

**A PLAN** Imagine you did the activities in the pictures below last weekend.



have a picnic

bad, rain

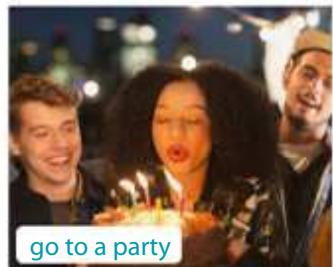


have brunch

amazing, delicious



go to the hairdresser's



go to a party



go to the beach



go ice-skating

**B PREPARE** Work in pairs. Talk about your weekends. Listen and respond to your partner.

**A:** On Saturday I ..... It was .....

**B:** Oh, that sounds *great / good / bad / awful!*

**C PRACTISE** Go round the class and find out what other people did at the weekend. Listen and respond to what they say.

**A:** What did you do at the weekend?

**B:** I went to a birthday party. It was great.

**A:** oh, very nice.

**B:** But then I watched a film and it was bad.

**A:** oh, what a shame.

Show interest

## W using sequencing words

- A** Look at the picture. What is it? Where is it from? How old is it?
- B** Read the story. What do you think happened next?

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**Every picture tells a story!**

**Write a story in 100 words.**

**A lucky coin**

On Saturday morning, Jack got up early and went running in the park. After half an hour, he sat down for a break and he saw something gold under the bench. It was an old gold coin. He picked it up. Then, he put it in his pocket and went home. The next day, on his way to work, he saw a poor man and gave the gold coin to him. A few days later, Jack saw the poor man again. The man walked over to Jack and said, 'I sold the coin for £100 yesterday. Here's £50 for you.'



- C** Read the story and answer the questions.

- 1 What did Jack find? \_\_\_\_\_
- 2 Where did he find it? \_\_\_\_\_
- 3 What did he do with it? \_\_\_\_\_
- 4 What happened in the end? \_\_\_\_\_

**Using sequencing words**

Sequencing words, for example *after*, *then*, *later*, help the reader to understand the order of events in a story.

- D** Underline the sequencing words in the story. Put the actions in the order they happened in the story.

- Jack sat down for a break.
- Jack gave the coin to the poor man.
- Jack put the coin in his pocket.
- The poor man offered Jack money.
- Jack went running.
- Jack found a coin.

- E** Choose the correct options to complete the story. Finish the last line of the story.

Last week, Vicky saw a lamp in the window of an old furniture shop. It was very beautiful and she looked at it for a long time. <sup>1</sup>*Then / After*, she went to work. A week <sup>2</sup>*next / later*, she came back to the shop, but the lamp wasn't in the window. <sup>3</sup>*Later / After* a couple of minutes, she decided to ...

## WRITING

- A PLAN** Choose one of the story starters and make notes about what happened next.

- B WRITE** Write the story in 100 words.

- Last summer, we were on holiday in Greece. We walked on the beach every day and one day we found ...
- Yesterday morning, Julia went to a market. There were lots of old paintings. After a few minutes, she saw ...
- About three weeks ago, I found lots of old boxes in my grandparents' garage. I opened one of them and there was ...

Write a paragraph about a past event

## Unit 10 Review

### GRAMMAR

- A** Complete the sentences in the positive or negative form of the past simple.

- 1 She bought a new watch last Saturday. (-)
- 2 He drove to work on Monday. (+)
- 3 My father sold his car two weeks ago. (+)
- 4 They found the hotel last week. (-)
- 5 I wore a coat yesterday. (-)
- 6 We gave her a present for her birthday. (+)

- B** Complete the conversation with the past simple forms of the verbs in the box.

go see take

- Kit: Where <sup>1</sup> did you go last weekend?
- Ben: We <sup>2</sup> went to the art museum.
- Kit: Really? What <sup>3</sup> did you see there?
- Ben: We <sup>4</sup> saw some art from Ancient Greece.
- Kit: Really? <sup>5</sup> Did you take any photos?
- Ben: Yes, I did. I <sup>6</sup> took lots of photos.

### VOCABULARY

- Complete the sentences with the past simple form of verbs from the box and the correct time expressions.

ago finish give go in (x2)  
last (x2) meet win

- 1 We were to Switzerland for our holiday in summer.
- 2 Sushila met university ago.
- 3 Tony won first prize in the art competition two years ago.
- 4 Eliana had her new friend on holiday in Greece last year.
- 5 They brought this watch to my father in 2009.

# 11

# HAVING FUN

Happiness depends upon ourselves.

Aristotle



Senior man with hands raised, riding a rollercoaster.

## OBJECTIVES

- talk about things you like doing
- talk about favourite sports, music and films
- make and respond to suggestions
- write a personal profile

Work with a partner. Discuss the questions.

- 1 Look at the picture. How do you think the man feels?
- 2 Do you like theme parks?
- 3 Read the quote. Tell each other about things you enjoy.

# 11.1 In or out?

Talk about things you like doing

V leisure activities

G like/love/hate/enjoy + verb + -ing

P verb + -ing /ɪŋ/

## Is STAYING IN the new GOING OUT?

There are lots of things you can do to relax at the weekend. You can go to a restaurant or the cinema. Or you can go to a concert or maybe a football match. Did you do any of these things last weekend? For a lot of people, the answer is no. **They don't like going out.** They just want to stay at home. We talked to three people to find out why.



### READING

**A SPEAK** Work in pairs. Ask your partner about last weekend.

**A:** What did you do last weekend?

**B:** I went to an Italian restaurant. What about you?

**B PREPARE TO READ** Read the headline of *Is staying in the new going out?* and look at the pictures. Match the underlined words with the pictures (a and b).

**C READ FOR GIST** Read the first paragraph of the article. Choose the correct options to complete the summary.

There <sup>1</sup>are / <sup>aren't</sup> lots of things that people do to relax <sup>2</sup>in the week / <sup>at</sup> the weekend. The article says people these days often want to <sup>3</sup>stay in / go out.

**D READ FOR DETAIL** Read the rest of the article. Choose the correct phrase for the gaps in the text.

- a I listen to it at home
- b I watch them every weekend
- c but I don't go to matches

**E READ FOR SPECIFIC INFORMATION** Read the article again and choose the correct options.

1 Agnes doesn't go to the cinema because ...

- a it's expensive.
- b she doesn't live near a cinema.
- c she doesn't like the food.

2 Lee doesn't go to matches because ...

- a he can watch a lot of sport at home.
- b they're expensive.
- c he doesn't like the snacks.

3 Frieda doesn't go to concerts because ...

- a it costs a lot of money.
- b she doesn't like music.
- c she doesn't like loud music.

**F SPEAK** Work in pairs. Are you similar to Agnes, Lee or Frieda? Give examples.

### Why do you like staying in?



**Agnes**

I love films.<sup>1</sup> , but I don't like going to the cinema. I don't like the food they sell there. **I love getting takeaway food**, spending time with my family and watching TV and films at home.



**Lee**

I'm a football fan,<sup>2</sup> . You can watch matches from all over the world on TV. My friends come to my house, and we chat and eat snacks, and **we enjoy watching sport together**. It's a great way to spend time with friends.



**Frieda**

My favourite type of music is rock.<sup>3</sup> , and in my car. **My husband loves going to concerts** and he goes out all the time. But **I hate going to concerts** – they're expensive and there are too many people! **I like staying at home** and listening to my favourite music really loud!

### VOCABULARY

#### Leisure activities

**A** Complete the phrases with the words in the box.

family friends a museum the park TV a video online



- 1 spend time with  
family



- 3 watch



- 5 spend time with

- 6 go to

**B** Go to the **Vocabulary Hub** on page 126.

**C SPEAK** Talk to your partner. Ask and answer questions about the leisure activities you like.

**A:** Do you watch a lot of TV?

**B:** Yes! I love it! Where do you usually spend time with your friends?

**A:** At a café, or sometimes at home.



# 11.2 Super fans

Talk about favourite sports, music and films

**S** listening for opinions

**G** object pronouns

**V** entertainment

**P** vowel sounds: /ʊ/ and /u:/

## LISTENING

- A** Listen at the picture below. Who is the man, and where is he from? Listen to the radio programme and check.

- B** Listen again. Choose the correct options to complete the summary.

They are at a <sup>1</sup>basketball / <sup>2</sup>football game in the <sup>2</sup>Olympic / <sup>3</sup>Athletic Stadium between <sup>3</sup>England / <sup>3</sup>Germany and Egypt. They are waiting to <sup>4</sup>play / <sup>4</sup>watch their favourite player, Mo Salah.

### Listening for opinions

When we want to give our opinion about something we can use the phrase *I think* to start the sentence. We can also use adjectives, for example *interesting*, *boring*, to show how we feel about something. We use *because* to introduce reasons for our opinion.

*I think he's great ... I also like him because he's a nice person.*

*My boyfriend loves football, but I hate it – it's so boring.*

- C** Answer the questions. Listen again and check your answers.

- 1 Who says Mo Salah is number one in the world? *Wendy / Kelly / Ryan*  
 2 Who says Mo Salah is a nice person? *Wendy / Kelly / Ryan*  
 3 Who says Mo Salah is good to his fans? *Wendy / Kelly / Ryan*  
 4 Who doesn't like any other football players? *Wendy / Kelly / Ryan*  
 5 Who isn't interested in football at all? *Wendy / Kelly / Ryan*

- D SPEAK** Work in pairs. Do you like football? Why/Why not?



## GRAMMAR

### Object pronouns

- A** Read these sentences from the radio programme. Answer the questions.

Wendy: I'm here to see Mo Salah.

Interviewer: Why do you like him?

1 What or who is the object of Wendy's sentence?

2 Which word does the interviewer use to replace the object of Wendy's sentence?

- B** Read more sentences from the listening. Underline the object pronouns and circle the people or things they refer to.

- 1 Kelly: My boyfriend loves football, but I hate it.  
 2 Interviewer: What do you think about Mo Salah?  
 Kelly: My boyfriend likes him.  
 3 Interviewer: So, Ryan, what do you think about the other football players?  
 Ryan: I'm not interested in them.

- C WORK IT OUT** Complete the table with the object pronouns in the box.

her him it me them us you (x2)

Subject pronouns	Object pronouns
I play tennis with Luke.	Luke plays tennis with <u>1</u> <b>me</b> .
You watch TV with Harry.	Harry watches TV with <u>2</u> .
He knows a lot of people.	A lot of people know <u>3</u> .
She plays football.	I play football with <u>4</u> .
It is a great film.	I love watching <u>5</u> .
We like staying in with Mike.	Mike likes staying in with <u>6</u> .
You can all come to my house.	I'm happy to see <u>7</u> all.
They are musicians.	I like listening to <u>8</u> .

- D** Go to the Grammar Hub on page 118.

- E SPEAK** Complete the sentences with your own ideas. Then complete the questions with the correct object pronoun. Work in pairs and ask and answer the questions.

- 1 \_\_\_\_\_ is a famous pop singer in my country. Do you know \_\_\_\_\_?  
 2 \_\_\_\_\_ is the name of a stadium in my town/city. Do you know \_\_\_\_\_?  
 3 \_\_\_\_\_ is a sports (football/basketball, etc) team in my country. Do you know \_\_\_\_\_?

## VOCABULARY

### Entertainment

- A** Look at the pictures and read the sentences. Put the words in bold in the correct category.



People:		
Events:		
Places:		

**B** Go to the **Vocabulary Hub** on page 126.

**C** Choose the correct option to complete the sentences.

- 1 My favourite **actor** / **player** is Scarlet Johansson; I've got all her films on DVD.
- 2 I think Antoine Griezmann is a really good football **player** / **singer**.
- 3 Justin Timberlake was a famous **pop star** / **player** when I was a teenager.
- 4 There are many famous pop **players** / **stars** in my country.
- 5 My brother's in a **classical** / **rock** band. He plays the electric guitar.
- 6 I love watching **action films** / **comedies**. All of my favourite films are funny!

**D** **SPEAK** Work in pairs. Discuss the sentences in Exercise C. Make sentences that are true for you.

My favourite actor is ...

## PRONUNCIATION

Vowel sounds: /ʊ/ and /u:/



- A** Listen and repeat.

11.6

/ʊ/ took, sugar, book /u:/ two, June, blue



- B** Listen to the sentences. Which sound do the underlined words have?

- 1 Lionel Messi's a good football player. /ʊ/ /u:/
- 2 Moon is my favourite sci-fi film. I like horror films, too. /ʊ/ /u:/



- C** Listen and read the sentences. Underline the word that includes the sound in brackets.

- 1 The rugby match starts soon. (/u:/)
- 2 I like cooking Italian food. (/ʊ/)
- 3 My daughter loves going to school. (/u:/)
- 4 I know that woman. (/ʊ/)
- 5 I always go out on Tuesday evening. (/u:/)
- 6 There are lots of interesting things to look at in the museum. (/ʊ/)

- D** **SPEAK** Work in pairs. Make a short sentence that includes one of the words in the box. Say it to your partner. Listen and check your partner's pronunciation.

book football good look  
museum the news too Tuesday

I watch the news on TV every evening.



## SPEAKING HUB

- A PREPARE** Think about the things that you enjoy doing. Why do you like them? Make some notes.

- B PLAN** You are going to find out if your partner is a superfan. Write some questions. Use the words in the box to help you.

actor films music player singer sport star

What ...? Where ...? Who ...? Why ...?

Do you like watching films?

What films do you like watching?

Who is your favourite actor?

- C DISCUSS** Work in pairs. Ask and answer the questions from Exercise B. Is your partner a superfan? Why/Why not?

## Talk about favourite sports, music and films

# Café Hub

## 11.3 Short run

F make and respond to suggestions

### COMPREHENSION

- A Watch the video. Underline the correct words or phrases. Then write *Gaby*, *Lucy* or *Both*.

- 1 *She / They* dyed *her / their* hair.
- 2 *She's / They're* free tomorrow.
- 3 *She wants / They want* to go to the gym.
- 4 *She likes / They like* breakfast a lot.
- 5 *She's / They're* sporty.
- 6 *She says / They say* they love running.
- 7 *She doesn't / They don't* run far.
- 8 *She has / They have* breakfast at Sam's Café.

- B Correct the information in Gaby's diary. There are five mistakes.

Today	Tomorrow
Wash hair.	Meet Lucy at Newton Green at 9 am.
Call Sam.	Go swimming in the park.
	Go for breakfast at Pizza Roma.



### FUNCTIONAL LANGUAGE

Making and responding to suggestions

- A 00:18–01:23 Put the telephone conversation in the correct order. Then watch part of the video and check your answers.

- a What about going to the gym and then we can have a big breakfast afterwards?
- b Cool. Do you want to do something?
- c Sure. Why don't we do something sporty?
- d No, I'm free all day.
- e Great, see you there.
- f OK, how about going for a run and then breakfast?
- g Yeah, OK.
- h Perfect. I love running. That sounds really nice. Where do you want to meet?
- i Er, I'm not sure about the gym, but I like breakfast a lot.
- j Hi Lucy. Are you busy tomorrow?
- k Let's meet at Newton Green at eight o'clock tomorrow.



- B Complete the table with examples from the conversation in Exercise A.

Make a suggestion	Saying yes
What about + verb + -ing ...	Sure / Great / Perfect
1 <u>What about going to the gym</u> ?	That sounds <u>5</u> .
How about + verb + -ing ...	Saying no
2 <u>                                  </u> ?	I'm not sure about <u>6</u> .
Why don't we ...	Arrange a place and time
3 <u>                                  </u> ?	Where do you want to meet?
Let's ...	Are you busy ... + time/day? <u>7</u> ?
4 <u>                                  </u> .	See you there.



GABY



SAM



LUCY

## PRONUNCIATION

- A** Listen to the conversation and notice how the underlined words are stressed.  
11.9

**Charlie:** Are you free on Saturday?  
**Beccie:** Yes, I'm free all day.  
**Charlie:** Cool. Do you want to do something?  
**Beccie:** Sure. Why don't we go for a run?  
**Charlie:** Er, I'm not sure about running.  
**Beccie:** OK. How about going for a walk?  
**Charlie:** Great, I love walking. Where do you want to meet?  
**Beccie:** Let's meet at Sam's Café at nine o'clock.  
**Charlie:** Great! See you there.

- B** Listen again and repeat the conversation. Copy the stress.  
11.9

## SPEAKING

- A PLAN** Work in pairs.

- Make a list of things you like doing at the weekend.
- Make a list of things you don't like doing at the weekend.

- B PREPARE** Practise the conversation. Then change roles.

**Student A:** Suggest something from the list.

**Student B:** Say no.

**Student A:** Suggest something from the list.

**Student B:** Say yes.

- C REPEAT** Go round the class and make an arrangement with five other students. Use the activities in Exercise A or your own ideas. Complete the table below.

Name	Activity	Place	Time
Sam	Play football	The park	5 pm



Make and respond to suggestions

**ABOUT ME**



Sign up | Login

I'm an artist and a designer, so I love going to museums and art galleries. I've got a dog; her name's Kia, and we go on lots of walks together. I live near the sea, so we spend a lot of time on the beach. Kia really enjoys running after the birds! I live with my husband and three sons, and they all love rugby. It's always on TV in our house, and I hate it. I'm not a sports fan at all, so I'm happy to go out for a walk with Kia, or to work on my art.

**Helena H.**

a lot of time on the beach. Kia really enjoys running after the birds! I live with my husband and three sons, and they all love rugby. It's always on TV in our house, and I hate it. I'm not a sports fan at all, so I'm happy to go out for a walk with Kia, or to work on my art.

**A** Read the text. Join the beginnings (1–4) to the ends (a–d) to make sentences.

- |                    |                                   |
|--------------------|-----------------------------------|
| 1 Helena is        | a going to museums and galleries. |
| 2 She likes        | b on the beach with her dog.      |
| 3 She spends time  | c watching sport.                 |
| 4 She doesn't like | d an artist and a designer.       |

### Using so

When we want to talk about a result, we can use so.

*I'm an artist and a designer, so I love going to museums and art galleries.*

*I live near the sea, so we spend a lot of time on the beach.*

*I'm not a sports fan at all, so I'm happy to go out for a walk.*

When we write, we usually put a comma (,) before so.

**B** Use so to write short endings to the sentences. Use the ideas in the box to help you.

go to the gym    go shopping    go to the stadium  
go to the theatre    listen to music at home  
spend time in the park

- 1 I like baseball ...
- 2 I don't enjoy going to concerts ...
- 3 I've got three dogs ...
- 4 I love fashion ...
- 5 I enjoy exercise ...
- 6 I'm a fan of Shakespeare ...

## WRITING

**A PLAN** You are going to write a personal profile. Make notes about what you like doing and why.

**B WRITE** Write a short personal profile for the website.

### Write a personal profile

## Unit 11 Review

### GRAMMAR

Find and correct eight mistakes.

## WHAT DO YOU LIKE DOING?

Home | Football | Basketball | Rugby | Tennis | Golf | More...

### This week: Basketball star Orson Orlando

I'm a professional basketball player, but I don't like watch basketball on TV. I have three children, and I like spend time with they. We enjoying going to the park at the weekend and having fun.

My wife is an actor. I love watching she but her doesn't want to watch movies at the weekend. She doesn't liking going to the cinema, but I love its.

5h | 3



### VOCABULARY

Complete the sentences with the words in the box.

actor basketball concert match premiere  
restaurant singer takeaway

- 1 Josh Brolin is my favourite actor. I've got all his films on DVD.
- 2 I don't like cooking. I like staying in and getting takeaway food.
- 3 There's a rugby match between Argentina and Italy on TV tonight.
- 4 I went to a pop concert last night but I didn't like the singer. He wasn't very good.
- 5 I went to a film premiere and I met all the actors. It was really exciting!
- 6 I like sitting very close to the players when I go to a basketball game.
- 7 The concert was very loud but I loved it!
- 8 I love Chinese food but I don't eat it at home. I like going to the restaurant in the town centre.

# 12

# GOING AWAY



The journey of a thousand miles begins with one step.

Lao Tzu

Female hiker walking through Red Cave, Utah, United States.

## OBJECTIVES

-  **describe a journey**
-  **talk about holiday plans**
-  **ask for and give opinions**
-  **write a postcard**

Work with a partner. Discuss the questions.

- 1 Look at the picture. Do you enjoy long journeys?
- 2 When do you usually go on holiday?
- 3 What makes long journeys difficult?

# 12.1 Journeys

Describe a journey

V travel

P consonant clusters

G countable and uncountable nouns

## READING

A Work in pairs. Make a list of the problems people sometimes have when they travel.

B READ FOR GIST Read *A bad journey*. Choose the correct summary.

- a Kate McCallister didn't take her son when she went on holiday. She tried to get home, but she had a very bad journey.
- b Kate McCallister didn't take her passport when she went on holiday. She went home with her son.

C READ FOR DETAIL Put the events (a–e) in the order they happened (1–5). Read the article again to check your answers.

- a Kate got on a plane to Paris.
- b Kate remembered Kevin was at home.
- c Kate went to Chicago in a van.
- d Kate went to the airport in Chicago.
- e Kate got on a plane to Pennsylvania.

D SPEAK Work in pairs. Answer the questions.

- 1 Do you ever go on a plane or a train?
- 2 Do you sometimes forget things when you travel?

## A BAD JOURNEY

A lot can go wrong when you travel. For example:

- ✗ Your train to the **airport** is late, so you miss your plane.
- ✗ You take a taxi to the airport, but there is a lot of **traffic**, so you miss your plane.
- ✗ You forget your **passport**.
- ✗ Your **luggage** is too big to take on the plane.
- ✗ You forget the **bag** with all of your **money**, your **credit card** and your **ticket** in it.

These are all things that can happen, but I think the worst thing is what happened to Kate McCallister in the 1990 film *Home Alone*. She went to Paris on holiday with her family. At first, she didn't have any problems. She got to the airport on time, she didn't forget her passport, her luggage wasn't too big, and she had all her bags and all her money with her. She also had all of her credit cards and tickets. But she forgot one very important thing.

When she was on the plane from Chicago to Paris, Kate remembered: her 8-year-old son, Kevin! Kevin was not with them. He was at home ... alone!

When they got to Paris, there weren't any planes back to Chicago, so she took a plane to Pennsylvania in the United States. Then, Kate tried to get a plane from Pennsylvania to Chicago but there weren't any. So, she travelled home in a van with a travelling group of musicians. Did she get back to Kevin? Was he okay? Watch the film to find out!

## VOCABULARY

Travel

A Match the images with the words in bold in the article.



1 \_\_\_\_\_



5 \_\_\_\_\_



2 \_\_\_\_\_



6 \_\_\_\_\_



3 \_\_\_\_\_



7 \_\_\_\_\_



4 \_\_\_\_\_



8 \_\_\_\_\_

B Go to the **Vocabulary Hub** on page 127.



**C** Choose the correct options to complete the conversation.

Leo: Have you got your <sup>1</sup>*passport / taxi*? You need it to get on the <sup>2</sup>*plane / airport*.  
 Mia: Yes, I have. It's in my bag.  
 Leo: Have you got some <sup>3</sup>*money / luggage*? We need to change it at the airport for <sup>4</sup>*euros / tickets*.  
 Mia: Yes, I have. It's in my bag.  
 Leo: Have you got the <sup>5</sup>*tickets / credit cards* for the train to the <sup>6</sup>*airport / station*?  
 Mia: Yes, I have. They're in my bag.  
 Leo: Have you got your bag?  
 Mia: Yes, I ... Oh wait. No, I haven't. I think it's at home.

## PRONUNCIATION

### Consonant clusters

12.1

- A** Listen to the sentences. Notice how we say the underlined letters.

You need your ticket to get on the plane.

I took a train at the station.

12.2

- B** Listen to the words. Underline the consonant clusters.

blue class fly plane travel

12.3

- C** Listen and circle the words you hear.

- |                |               |                |
|----------------|---------------|----------------|
| 1 rain / train | 3 top / stop  | 5 back / black |
| 2 tea / tree   | 4 red / bread |                |



## GRAMMAR

### Countable and uncountable nouns

- A** Read the sentences from the article. What do you notice about the words in bold? Are they talking about one bag, or more than one?

- 1 You forgot the **bag** that's got your money, your credit card and your ticket.
- 2 ... her luggage wasn't too big, and she had all her **bags** and all her money with her.

- B** What do you notice about the underlined words?

- C WORK IT OUT** Choose the correct option to complete the sentences.

### Countable and uncountable nouns

- 1 **Bag / Money** is a countable noun: it's got a singular and a plural form.
- 2 **Bag / Money** is an uncountable noun: it hasn't got a plural form.

- D PRACTISE** Choose the correct options. Use examples from the article *A bad journey* to help you.

- 1 *all of your monies / all of your money*  
Money is a(n) **countable / uncountable** noun.
- 2 *all of her credit cards / all of her credit card*  
Credit card is a(n) **countable / uncountable** noun.
- 3 *her luggages / her luggage*  
Luggage is a(n) **countable / uncountable** noun.
- 4 *a lot of traffic / a lot of traffics*  
Traffic is a(n) **countable / uncountable** noun.

- E** Go to the **Grammar Hub** on page 120.

## SPEAKING

- A PREPARE** Work in pairs. Read the description of a journey. Answer the questions.

I took a train from Brussels to London. The train left on time but soon after we got to England the train stopped. There was a tree on the track and the train couldn't move! In the end, we got on a bus. We arrived in London two hours late.

- 1 Where did she start?
- 2 Where did she finish?
- 3 How did she travel?
- 4 What was the problem?

- B PLAN** Think about a bad journey you went on. Prepare the answers to these questions.

- 1 Where did you start?
- 2 Where did you finish?
- 3 How did you travel?
- 4 What was the problem?

- C DISCUSS** Work in groups. Tell each other about your bad journeys. Listen and ask questions.

And then what happened?  
What did you do?  
What happened next?  
oh wow, how did you ...?

### Describe a journey

# 12.2 A prize holiday

Talk about holiday plans

S listening for feelings

V types of holiday

G present continuous

P vowel sounds: /ɪ/, /i:/ and /aɪ/

## LISTENING

A SPEAK Work in pairs. Talk about your last holiday. Where did you go? What did you do?

A: I went to Lake Como in Italy. I went hiking, and I ate a lot of great Italian food.

B: For my last holiday, I didn't go away, but I didn't go to work – I just relaxed at home. It was great!

B PREPARE TO LISTEN Read the webpage. Answer the questions.

Home | Listen live | Schedule Search

## HUB LIVE - ONLINE RADIO



### Mikey Greene's afternoon show

In this week's competition, you can win a holiday for you and a friend. Enter online. We will call the winner live on radio. Listen to Tuesday's show and have your phone with you.

- 1 What is HUB Live?
  - a a radio station
  - b a TV station
  - c a news website
- 2 Who is Mikey Greene?
  - a a holiday expert
  - b a singer
  - c a radio presenter
- 3 What is the prize?
  - a a radio
  - b a holiday
  - c a phone
- 4 How does a listener know they are the winner?
  - a They get a phone call on Tuesday.
  - b They look online.
  - c They get an email on Tuesday.

C LISTEN FOR GIST Listen to the conversation. Choose the picture (a, b, c or d) that shows the holiday. Is the winner happy?

D LISTEN FOR DETAIL Listen again. Answer the questions.

- 12.4 1 What's the name of the competition winner?  
2 What's the name of the competition winner's friend?  
3 On what day of the week does the holiday start?  
4 In which month does the holiday start?  
5 How long is the holiday?

### Listening for feelings

How we say things can tell the listener how we're feeling. When we're unhappy about something, we often pause.

Jo: ... No beach?

When we're angry or surprised, we often speak loudly.

Jo: TWO WEEKS?

E LISTEN FOR FEELINGS Listen to Mikey and Jo. Match Jo's words (1–2) with the actions (a–b). What do they tell us about her feelings?

- 1 Camping. In a tent?      a loud  
2 Mountains?                b pause

F SPEAK Work in pairs. Roleplay the conversation when the winner tells her friend about the holiday.

A: Hi. I won a holiday for you and me.

B: That's brilliant! Where is it?

A: Er ...

G SPEAK Work in pairs. Imagine you won this holiday. How do you feel?



## VOCABULARY

### Types of holiday

- A** Match two words or phrases with each of the pictures (a–d) on page 92.

a beach holiday   a camping holiday   a chalet   the sea  
a sightseeing holiday   a skiing holiday   a tent   tourists

- B** Go to the **Vocabulary Hub** on page 127.

- C** Cross out the option that is not correct.

When you go on holiday, you can ...

- 1 stay in a **tent / hotel / beach / chalet**.
- 2 take your **sunglasses / camera / skiing / snorkel**.
- 3 use a **guidebook / stove / sightseeing / camera**.

- D** Choose the correct option to complete the sentences.

- 1 We usually go **in / on** a beach holiday in August.
- 2 You can see the sea **from / to** our hotel window.
- 3 We went sightseeing **around / of** Kyoto in Japan.
- 4 We usually go skiing **in / at** the mountains in January.
- 5 I enjoy camping **with / for** my friends.
- 6 I take a lot of photos **by / with** this camera.

- E** **SPEAK** Work in pairs. Discuss the questions.

- 1 What is your favourite type of holiday? Why?
- 2 How often do you go on this type of holiday?
- 3 What things do you take?

## PRONUNCIATION

### Vowel sounds: /ɪ/, /i:/ and /aɪ/



12.6

- A** Read and listen to the examples.

/ɪ/	/i:/	/aɪ/
sit	green	why
a	b	c



12.7

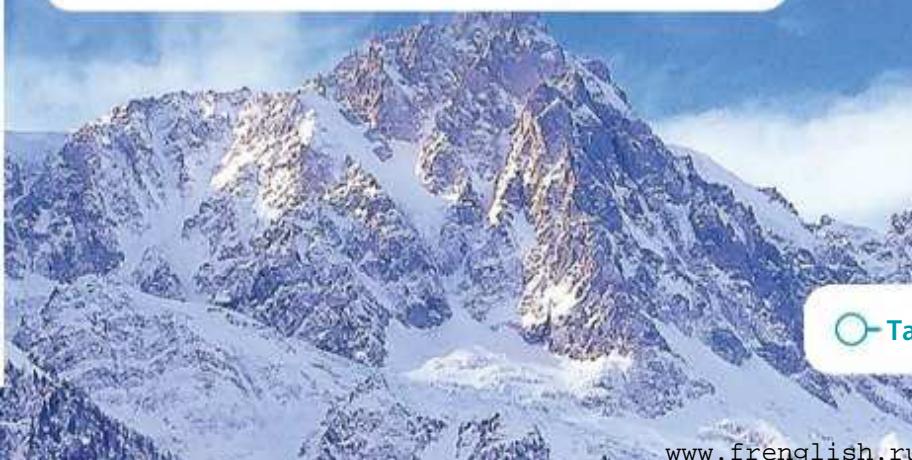
- B** Read and listen to the examples from the radio show. Then put the words (1–3) in the correct place in the table.  
No <sup>1</sup>beach? Well, you're a <sup>2</sup>winner today. Have a great <sup>3</sup>time.



12.8

- C** Join the first half of the sentences (1–3) to the second half of the sentences (a–c) with underlined letters that have the same sound. Then, listen and check.

- |                     |                           |
|---------------------|---------------------------|
| 1 /ɪ/ This is       | a week at the ski resort. |
| 2 /aɪ/ My prize was | b an interesting holiday. |
| 3 /i:/ He enjoyed   | c a guidebook.            |



- D** Choose the correct sound for each underlined word.

- 1 Do you like **beach** holidays? /ɪ/ /i:/ /aɪ/
- 2 Do you often **win** competitions? /ɪ/ /i:/ /aɪ/
- 3 Do you like Jo's **prize**? /ɪ/ /i:/ /aɪ/

- E** **SPEAK** Work in pairs. Ask and answer the questions in Exercise D.

## GRAMMAR

### Present continuous

- A** **WORK IT OUT** Read the sentences from the radio show. Choose the correct option to complete the rules.

Mikey: You're going ... next Wednesday!

Mikey: You're going to the countryside, and you're staying in a tent, next to some mountains.

### Present continuous

- 1 He is talking about an arrangement in the **present / future**.
- 2 He is talking about something that **is / isn't** fixed.

- B** Read the **audio script** on page 137. Find six more sentences or questions when Mikey and Jo use present continuous.

- C** Go to the **Grammar Hub** on page 120.

## SPEAKING HUB

- A** **PREPARE** You are going to roleplay a conversation between a radio presenter and a prize winner. Work in pairs. Choose roles.

Student A – You are the prize winner. Go to the **Communication Hub** on page 133.

Student B – You are the radio presenter. Go to the **Communication Hub** on page 129.

- B** **PRACTISE** Roleplay the conversation with your partner.

- C** **DISCUSS** Have a conversation with your partner. Imagine and plan a holiday you both want to go on. Think about:

- the type of holiday
- the place
- when to go
- where to stay
- how long to go for
- things to take

- D** **REPORT** Tell the class about your holiday.

We're going on a beach holiday!



—Talk about holiday plans

# Café Hub

## 12.3 Istanbul

F ask for and give opinions

### COMPREHENSION

**A** 00:10–00:40 Watch the first part of the video. What do you think Lucy's idea is? Choose a, b or c.

- a Why don't you come with me to Madrid?
- b Let's go on a city break!
- c How about going to see Metal Train tonight?

**B** 00:41–03:04 Watch the second part of the video and check your answer to Exercise A.

**C** Match Sam's comments (1–4) with the different places (a–d).

- 1 It's too rainy.
- 2 It's really expensive.
- 3 It's too busy.
- 4 It's really cold there right now.

---



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a Copenhagen



b Helsinki



c Venice



d Dublin



**D** Watch the video again and check your answers to Exercise C.

**E SPEAK** Work in pairs. Answer the questions.

- 1 Which cities in the video would you like to visit?
- 2 Which cities in your country are like descriptions 1–4 in Exercise C?
- 3 Which city in the world would you most like to visit?

### FUNCTIONAL LANGUAGE

Asking for and giving opinions

**A** Complete the phrases in the table with the words in the box.

about busy going Good How No really think

Ask for an opinion	Agree
What about <sup>1</sup> _____ going on a city break?	That's a great/nice idea. Perfect!
What <sup>2</sup> _____ Dublin?	Disagree
<sup>3</sup> _____ about Istanbul?	<sup>4</sup> _____ way!
Give an opinion	Agree
I think it's <sup>5</sup> _____ expensive.	Oh yeah. <sup>7</sup> _____ point.
It's really cold there right now.	That's true.
It's too <sup>6</sup> _____ with long queues everywhere.	Disagree
It's too rainy.	I don't <sup>8</sup> _____ it's that cold/busy/rainy etc.

**B** Watch the video again and check your answers to Exercise A.



GABY



SAM



LUCY

## PRONUNCIATION

- A** Listen to the conversation and notice how the underlined words are stressed.  
12.9

**Michael:** I've got a cool idea. Let's go on a city break.  
**David:** A weekend away? Together? But where?  
**Michael:** How about Paris?  
**David:** I think Paris is very expensive.  
**Michael:** Good point.  
**David:** What about San Sebastián?  
**Michael:** No way, it's too rainy.  
**David:** I don't think it's that rainy!  
**Michael:** But, at this time of year, it rains a lot.  
**David:** That's true.  
**Michael:** OK, how about Amsterdam?  
**David:** Perfect!

- B** Listen again and repeat the conversation.  
12.9 Copy the stress.



Reykjavík, Iceland



Rome, Italy



San Francisco, USA



Prague, Czech Republic



Dubai, United Arab Emirates

- C** Ask for and give opinions

## W editing your writing



## A Read the postcard. Find:

- 1 the type of holiday
- 2 the place
- 3 a useful item
- 4 a place to visit
- 5 the first day of the holiday
- 6 the last day of the holiday

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Hi Juan,

I'm on holiday in Casablanca. There are lots of people, and it's very hot, but I love it! Every day, I go sightseeing. There are some great markets, and I really liked the Hassan II Mosque. It's beautiful. I've got a new camera, and I'm taking lots of photos. I got here last Thursday, and I'm going home tomorrow but I don't want to leave! See you soon.

Kyra

## Unit 12 Review

## GRAMMAR

## A Choose the correct options to complete the sentences.

- 1 I've got some *moneys / money* in my bag.
- 2 Can I have two *ticket / tickets* to Buenos Aires, please?
- 3 I asked the staff for more *information / informations* about the journey.
- 4 My friend Anna goes on lots of *holiday / holidays*.
- 5 I haven't got any *credit card / credit cards*, but I've got some cash.
- 6 Our taxi was late because there was a lot of *traffics / traffic*.

## B Complete the conversation with the verbs in the box in the present continuous.

drive go take visit be

Sam: Where <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ on holiday this year?

Tom: I <sup>2</sup> \_\_\_\_\_ my brother in Spain.

Sam: <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ the train?

Tom: No, I <sup>4</sup> \_\_\_\_\_ <sup>5</sup> \_\_\_\_\_ there.

## Editing your writing

When you write something, it's a good idea to check for any spelling, grammar or punctuation mistakes.

I'm on Holliday at paris X

I'm on holiday in Paris.✓

## B Find and correct the mistakes in this postcard text.

hi Ellie.

Im on holiday in peru. I lov it here!

We went to Machu Picchu yesterday.

It was beautiful? Tomorrow we going to Lake Titicaca. I can't wate!

See you when I get back,  
wendy

## WRITING

## A PLAN Plan a postcard. Follow the instructions.

- Choose a place to write about.
- Write notes for each of the categories in Exercise A.

## B WRITE Imagine you are on holiday now. Write a postcard. Use all of the information you prepared in Exercise A.

## C EDIT Check your postcard for mistakes. Think about spelling, grammar and punctuation.

## Write a postcard

# Irregular Verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
let	let	let

Infinitive	Past simple	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
must	had to	had to
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shut	shut	shut
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
stand	stood	stood
steal	stole	stolen
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

## PHONETIC SYMBOLS

Single vowels		Diphthongs		Consonants							
/ɪ/	fish	/fɪʃ/	/ɪə/	<b>ear</b>	/ɪə/	/p/	<b>pen</b>	/pen/	/s/	<b>snake</b>	/sneɪk/
/i:/	bean	/biːn/	/eɪ/	face	/feɪs/	/b/	<b>bag</b>	/bæg/	/z/	<b>zoo</b>	/zu:/
/ʊ/	foot	/fʊt/	/ʊə/	tourist	/'tuərɪst/	/t/	<b>tea</b>	/ti:/	/ʃ/	<b>shop</b>	/ʃɒp/
/u:/	shoe	/ʃuː/	/ɔɪ/	<b>boy</b>	/bɔɪ/	/d/	<b>dog</b>	/dɒg/	/ʒ/	television	/'telɪvɪʒən/
/e/	egg	/eg/	/əʊ/	nose	/nəʊz/	/tʃ/	<b>chip</b>	/tʃɪp/	/m/	<b>map</b>	/mæp/
/ə/	mother	/'mʌðə/	/eə/	hair	/heə/	/dʒ/	<b>jazz</b>	/dʒæz/	/n/	<b>name</b>	/neɪm/
/ɔ:/	word	/wɜːd/	/aɪ/	<b>eye</b>	/aɪ/	/k/	<b>cake</b>	/keɪk/	/ŋ/	<b>ring</b>	/rɪŋ/
/ɔ:/	talk	/tɔːk/	/aʊ/	mouth	/maʊθ/	/g/	<b>girl</b>	/gɜːl/	/h/	<b>house</b>	/haʊs/
/æ/	back	/bæk/				/f/	<b>film</b>	/fɪlm/	/l/	<b>leg</b>	/leg/
/ʌ/	bus	/bʌs/				/v/	<b>verb</b>	/vɜːb/	/r/	<b>road</b>	/rəʊd/
/a:/	arm	/aːm/				/θ/	<b>thing</b>	/θɪŋ/	/w/	<b>want</b>	/wɒnt/
/ɒ/	top	/tɒp/				/ð/	<b>these</b>	/ðiːz/	/j/	<b>yes</b>	/jes/

## 1.1

Present simple **be: I, you**

	Positive	Negative
I	I <b>am</b> from Germany. I'm from Germany.	I <b>am not</b> from Germany. I'm <b>not</b> from Germany.
you	You <b>are</b> from Canada. You're from Canada.	You <b>are not</b> from Canada. You aren't from Canada. You're <b>not</b> from Canada.

	Yes/No questions	Short answers
you	Are <b>you</b> from Argentina?	<b>Yes, I am.</b> <b>No, I'm not.</b>

- For the verb **be**, we use **am** with **I** and **are** with **you**.

**I am happy.**

**You are happy.**

- We can use the long form (**I am / You are**) or the contraction (**I'm/You're**). We often use the contraction when we speak.

**I am from London. OR I'm from London.**

**You are from France. OR You're from France.**

Be careful!

- Remember: **I am = I'm**, **You are = You're**.

**I'm from Peru. NOT I'm-am from Peru.**

**You're from Brazil. NOT You're-are from Brazil.**

## 1.2

Present simple **be: he, she, it**

	Positive	Negative
he/she/it	<b>He/She is</b> a teacher. <b>He's/She's</b> a teacher.	<b>He/She is not</b> a teacher. <b>He/She isn't</b> a teacher. <b>He's/She's not</b> a teacher.
	<b>It is</b> small. <b>It's</b> small.	<b>It is not</b> small. <b>It isn't</b> small. <b>It's not</b> small.

	Yes/No questions	Short answers
he/she/it	Is <b>he</b> friendly? Is <b>she</b> the manager? Is <b>it</b> fun?	<b>Yes, he is.</b> / <b>No, he isn't.</b> <b>Yes, she is.</b> / <b>No, she isn't.</b> <b>Yes, it is.</b> / <b>No, it isn't.</b>

- For the verb **be**, we use **is** with **he, she** and **it**.

**He is nice.**

**She is nice.**

**It is nice.**

- We can use the long form (**He is / She is / It is**) or the contraction (**He's / She's / It's**). We often use the contraction when we speak.

**He is busy. OR He's busy.**

**She is happy in her job. OR She's happy in her job.**

**It is a big company. OR It's a big company.**

Be careful!

- For negative short answers, we usually use the contraction.

**No, she isn't. NOT No, she is not.**

## 1.1

### Present simple *be*: *I, you*

#### A Choose the correct options.

- 1 I am / are from Madrid.  
 2 You're / You're are from Sweden.  
 3 I not / I'm not from Berlin.  
 4 You not / aren't from Hungary.
- 5 You are / Are you from New York?  
 6 I are / am from Germany.  
 7 You are / am from America.  
 8 Am / Are you from Indonesia?

#### B Write the negatives. Use contractions.

1 I'm from Italy.  
I'm not from Italy.

2 You're from Brazil.  
\_\_\_\_\_

3 I'm from China.  
\_\_\_\_\_

4 You're from Egypt.  
\_\_\_\_\_

5 I'm from Japan.  
\_\_\_\_\_

6 You're from Turkey.  
\_\_\_\_\_

7 I'm from Mexico.  
\_\_\_\_\_

8 You're from Australia.  
\_\_\_\_\_

#### C Complete the conversations with the words in the box.

am are I I'm no not yes you

- 1 A: Are you from Italy?  
 B: Yes, I am.  
 2 A: Hello. Are you from Brazil?  
 B: Yes, I \_\_\_\_\_.  
 3 A: Are \_\_\_\_\_ from Australia?  
 B: Yes, I am.  
 4 A: Are you from Morocco?  
 B: \_\_\_\_\_, I am.  
 5 A: Are you from Canada?  
 B: \_\_\_\_\_, I'm not.  
 6 A: Good morning. Are you from Argentina?  
 B: Yes, \_\_\_\_\_ am.  
 7 A: Hello Lisa. Are you from China?  
 B: No, I'm \_\_\_\_\_.  
 8 A: Are you from Mexico?  
 B: No, \_\_\_\_\_ not.

► Go back to page 3.

## 1.2

### Present simple *be*: *he, she, it*

#### A Choose the correct options.

- 1 He   an architect.  
 a be      b is
- 2 My friend is   a doctor.  
 a not      b isn't
- 3 Maria is a manager.   very nice.  
 a It's      b She's
- 4 I like my job.   fun.  
 a It's      b She's
- 5 Paul isn't a teacher.   a student.  
 a He's      b It's
- 6 Her name   Karen and she's from Canada.  
 a is      b are

#### B Complete the email with the words in the box.

he's is (x4) isn't it's she's

Hi Tina!

I'm at work but I'm not very busy. My manager<sup>1</sup>   **isn't** here today because she<sup>2</sup>   in England. Her name<sup>3</sup>   Sandra and<sup>4</sup>   very nice. The job<sup>5</sup>   fun and I'm very happy here. Henri<sup>6</sup>   my colleague. <sup>7</sup>   very friendly. We're on the design team. <sup>8</sup>   a small team with four people.

See you soon!

Love,

Annette

#### C Write the correct short answers.

- 1 B: Is Marco a manager?  
 B: No, he isn't. (-)
- 2 A: Is your job difficult?  
 B:   (-)
- 3 A: Is Peter a student?  
 B:   (+)
- 4 A: Is Tina a teacher?  
 B:   (-)
- 5 A: Is your job fun?  
 B:   (+)

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# Grammar Hub

## 2.1

Present simple **be: we, you, they**

	Positive	Negative
we	<b>We are</b> from London. <b>We're</b> from London.	<b>We are not</b> from Canada. <b>We aren't</b> from Canada. <b>We're not</b> from Canada.
you	<b>You are</b> from Italy. <b>You're</b> from Italy.	<b>You are not</b> Spanish. <b>You aren't</b> Spanish. <b>You're not</b> Spanish.
they	<b>They are</b> Norwegian. <b>They're</b> Norwegian.	<b>They are not</b> from Sweden. <b>They aren't</b> from Sweden. <b>They're not</b> from Sweden.

	Yes/No questions	Short answers
we	<b>Are we</b> a great band?	<b>Yes, you are.</b> / <b>No, you aren't.</b> / <b>No, you're not.</b>
you	<b>Are you</b> musicians?	<b>Yes, we are.</b> / <b>No, we aren't.</b> / <b>No, we're not.</b>
they	<b>Are they</b> fans of world music?	<b>Yes, they are.</b> / <b>No, they aren't.</b> / <b>No, they're not.</b>

### Possessive adjectives

Subject pronoun	Possessive adjective
I am a fan of British music.	<b>My</b> playlist is very cool.
You are from Japan.	<b>Your</b> country is in Asia.
He is Malian.	<b>His</b> country is in Africa.
We are from France.	<b>Our</b> country is in Europe.
They are singers.	<b>Their</b> songs are really good.

## 2.2

Wh-questions with **be**

Question word	be	Rest of question	Answer
<b>What</b>	<b>is</b>	your name?	<b>My name is</b> Lee.
<b>Where</b>	<b>are</b>	you from?	<b>I am</b> from China.
<b>Who</b>	<b>is</b>	your teacher?	<b>Our teacher is</b> Ms Daniels.
<b>When</b>	<b>is</b>	your lesson?	<b>It's at</b> 10 am.
<b>How old</b>	<b>are</b>	your friends?	<b>They are</b> 14 years old.

- In wh- questions, the question word is first.

**What are their jobs?**

**Where am I right now?**

- In wh- questions, the verb is second.

**Who is your classmate?**

**Where are Jason and Alex?**

### Be careful!

- In wh- questions, the verb matches the noun after it. The noun is the subject of the wh- question.

**Where is their house? Not Where are their house?**

**What are your names? Not What is your names?**

- For the verb **be**, we use **are** after the pronouns **we, you** and **they**.

**We are from Senegal. We're from Senegal.**  
**They aren't in a band.**

- In yes/no questions, the verb **be** is first.

**Are they good at music?**

**Are we at the concert?**

- The answer to a yes/no question is **yes** or **no**, followed by a pronoun and the verb **be**.

**Are you from America? Yes, we are. / No, we aren't. / No, we're not.**

**Are they singers? Yes, they are. / No, they aren't. / No, they're not.**

- In yes/no questions with no answers, we can write the contraction in two ways.

**Are they from Britain? No, they aren't. or No, they're not.**

### Be careful!

- In yes/no questions with yes answers, we cannot write the contraction.

**Are you fans of the band? Yes, we are.**  
**NOT Yes, we're.**

- For possessive adjectives, we change the subject pronoun to the correct possessive adjective.

**I'm in a band. My band's name is Full Energy.**

**We are from Poland. Our country is quite big.**

## 2.1

### Present simple **be: we, you, they; possessive adjectives**

#### A Choose the correct options.

- 1 Niko and John are Greek. **They / We** are from Greece.
- 2 My best friend and I are Icelandic. **You / We** are from Iceland.
- 3 **You are / Are you** from Portugal?
- 4 Are you fans of his music? Yes, **I / we** are.

#### B Put the words in the correct order to make sentences and questions.

- 1 from / your friends / are / Jamaica

**Are your friends from Jamaica**

?

- 2 fans / we / of / her / music / aren't

\_\_\_\_\_ .

- 3 great / their / are / songs

\_\_\_\_\_ ?

- 4 from / are / they / Reykjavik

\_\_\_\_\_ ?

- 5 are / you / favourite / my / singer

\_\_\_\_\_ !

- 6 big fans / new album / they're / their / of

\_\_\_\_\_ .

- 7 classmates / are / Italian / your

\_\_\_\_\_ ?

- 8 from / they're / Turkey / not

\_\_\_\_\_ .

- 5 Are your friends from Chile? Yes, **we / they** are.

- 6 Are they free tonight? **No, they're not. / Yes, they're.**

- 7 I'm a fan of music. **My / Your** playlist is full of songs.

- 8 We're from Italy. **Our / Their** country is in the south of Europe.

#### C Choose the correct options to complete the conversation.

Samantha: Hi, I'm Samantha. <sup>1</sup> \_\_\_\_\_ in my music class?

Henry: Hi, Samantha. I'm Henry. Yes, <sup>2</sup> \_\_\_\_\_ in the class together.

Samantha: Great! <sup>3</sup> \_\_\_\_\_ a big fan of music like me?

Henry: Oh, yes. <sup>4</sup> \_\_\_\_\_ playlist is full of great songs.

Samantha: That's nice. <sup>5</sup> \_\_\_\_\_ teacher is really nice, too.

Henry: Yes, I'm excited about <sup>6</sup> \_\_\_\_\_ lessons.

Samantha: Well, see you in class!

Henry: Bye!

1 **a** Are you      **b** You are

2 **a** we're      **b** are we

3 **a** You're      **b** Are you

4 **a** Your      **b** My

5 **a** Our      **b** His

6 **a** your      **b** my

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## 2.2

### Wh-questions with **be**

#### A Choose the correct options.

- 1 What \_\_\_\_\_ your name?

**a** is      **b** are

- 2 Who \_\_\_\_\_ your best friends?

**a** is      **b** are

- 3 Where \_\_\_\_\_ your teacher from?

**a** is      **b** are

- 4 How old \_\_\_\_\_ your parents?

**a** is      **b** are

- 5 \_\_\_\_\_ your favourite artist?

**a** What's      **b** Who's

- 6 \_\_\_\_\_ your favourite song?

**a** Where's      **b** What's

#### B Write the correct form of the verb **be** to complete the questions.

- 1 Where \_\_\_\_\_ **are** Tom and Joseph?

**are**

- 2 What \_\_\_\_\_ her nationality?

her nationality?

- 3 Who \_\_\_\_\_ your favourite musicians?

your favourite musicians?

- 4 How old \_\_\_\_\_ Shannon and Michael?

Shannon and Michael?

- 5 What \_\_\_\_\_

his favourite apps?

- 6 Who \_\_\_\_\_

Ariana Grande?

- 7 How old \_\_\_\_\_

this film?

- 8 When \_\_\_\_\_

your lesson?

#### C Match the questions (1–8) and the answers (a–h).

- 1 Where are Zara and Aliyah from?

**g**

- 2 Who's your Japanese teacher?

**h**

- 3 What's your favourite language?

**i**

- 4 How old is your new classmate?

**j**

- 5 Where's Karen from?

**k**

- 6 How old are your sisters?

**l**

- 7 Who are your neighbours?

**m**

- 8 When's your class?

**n**

- a** It's on Wednesday.

- b** He's 14.

- c** They're Mr and Mrs Neilson.

- d** She's from Sweden.

- e** It's Chinese.

- f** Mr Watanabe.

- g** They're from Egypt.

- h** They're 24 and 28.

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## 3.1

*a/an and plural nouns; this, that, these, those*

<i>a/an</i>	Plural nouns
<b>a</b> hat	three hats
<b>a</b> phone	phones
<b>a</b> box	two boxes
<b>a</b> baby	three babies
<b>an</b> umbrella	two umbrellas

- We use *a* or *an* to talk about one object.
- We use *an* when the noun starts with a vowel sound (*a, e, i, o, u*). We use *a* when the noun doesn't start with a vowel sound.
- We don't use *a* or *an* with plural nouns (= more than one object).
- We add *-s* to the end of most nouns to make them plural.
- We add *-es* to the end of nouns ending in *-ch* (e.g. *watch – watches*), *-s* or *-ss* (e.g. *class – classes*), *-sh* (e.g. *brush – brushes*), *-x* (e.g. *box – boxes*), and *-o* (e.g. *potato – potatoes*) to make them plural.
- For nouns ending in *-y*, we change the *-y* to *-i* and add *-es* (e.g. *baby – babies*).

**this, that, these, those**

- We use *this* and *that* to talk about one object.

**Is this your bag?**

- We use *these* and *those* to talk about more than one object.

**Those actors are Italian.**

- We use *this* and *these* to talk about things that are near.

**These are my shoes.**

- We use *that* and *those* to talk about things that are not near.

**That's Khaled's house over there.**

## 3.2

*have/has got*

	Positive	Negative
I/you/we/they	<b>I have got</b> a phone. / <b>I've got</b> a phone. <b>You have got</b> a phone. / <b>You've got</b> a phone. <b>We have got</b> a phone. / <b>We've got</b> a phone. <b>They have got</b> a phone. / <b>They've got</b> a phone.	<b>I have not got</b> a son. / <b>I haven't got</b> a son. <b>You have not got</b> a son. / <b>You haven't got</b> a son. <b>We have not got</b> a son. / <b>We haven't got</b> a son. <b>They have not got</b> a son. / <b>They haven't got</b> a son.
he/she	<b>He has got</b> a phone. / <b>He's got</b> a phone. <b>She has got</b> a phone. / <b>She's got</b> a phone.	<b>He has not got</b> an umbrella. / <b>She hasn't got</b> an umbrella.
	Question	Short answers
I/you/we/they	<b>Have I/you/we/they got</b> children?	<b>Yes, I/you/we/they have.</b> <b>No, I/you/we/they haven't.</b>
he/she	<b>Has he/she got</b> a red bag?	<b>Yes, he/she has.</b> <b>No, he/she hasn't.</b>

- We use *have/has got* to talk about family members and things that we own.

### 3.1

#### a/an and plural nouns

**A** Choose *a* or *an* or no article (-) to complete the sentences and questions.

- 1 My grandmother has got *a / an / -* glasses.
- 2 *A / An / -* headphones are useful.
- 3 Aisha hasn't got *a / an / -* coat.
- 4 Is there *a / an / -* address on the letter?
- 5 This is *a / an / -* map of Turkey.
- 6 Take *a / an / -* umbrella with you!

**B** Complete the sentences and questions with the plural form of the words in brackets.

- 1 Put three tomatoes (*tomato*) in the salad.
- 2 Our family live in the same street.
- 3 When are your English lesson? (*lesson*)
- 4 Which country are on the map?
- 5 My answers aren't right – there are red cross! (*cross*)!

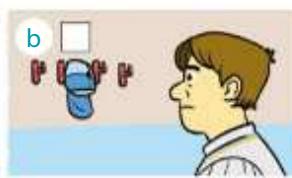
*this, that, these, those*

**C** Complete the sentences and questions with *is* or *are*.

- 1 This phone is great!
- 2 Is that a map of Greece?
- 3 These are my new shoes.
- 4 These exercises are easy!
- 5 What is that thing over there?
- 6 Are these headphones Olivia's?

**D** Read the sentences and tick (✓) the correct pictures.

- 1 This is my new hat.



- 2 That is my book.



- 3 Those headphones are cool!



- 4 Are these your keys?



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### 3.2

#### have/has got

**A** Complete the sentences with the correct form of *have got*.

- 1 Afua hasn't got a coat and she's cold! (-)
- 2 My friends and I have got English classes on Sundays. (-)
- 3 My mother has got a new phone. (+)
- 4 I have got a brother. (+)
- 5 Akim has got a blue school bag. (+)

- 6 My dad hasn't got glasses. (-)
- 7 She has got a brother and a sister. (+)
- 8 We have got a new car. (+)
- 9 They haven't got grandchildren. (-)
- 10 Sarah hasn't got a coat. (-)

**B** Put the words in order to make questions. Then write short answers.

- 1 my phone / Have / got / you

**A:** Have you got my phone ?

**B:** No, I haven't .

- 2 got / Carlo / a brother / Has

**A:** Has Carlo got a brother ?

**B:** No, he hasn't .

- 3 Have / they / a red car / got

**A:** Have they got a red car ?

**B:** Yes, they have .

- 4 two grandchildren / Mary and John / Have / got

**A:** Have Mary and John got two grandchildren ?

**B:** Yes, they have .

- 5 the waiter / Has / our food / got

**A:** Has the waiter got our food ?

**B:** Yes, he has .

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# Grammar Hub

## 4.1

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

	Positive	Negative
I	I <b>work</b> in an office.	I <b>do not work</b> in an office. I <b>don't work</b> in an office.
you	You <b>start</b> work at eight o'clock.	You <b>do not start</b> work at eight o'clock. You <b>don't start</b> work at eight o'clock.
we	We <b>watch</b> TV in the evening.	We <b>do not watch</b> TV in the evening. We <b>don't watch</b> TV in the evening.
they	They <b>play</b> football.	They <b>do not play</b> football. They <b>don't play</b> football.

- We use the present simple for things that are always true or actions that always happen.

**They live in a lighthouse.**

**We play football on Saturdays.**

- For *I/you/we/they*, the verb form is the same.

**I play.**

**We play.**

- We form the negative with the long form (*do not*) or the contraction (*don't*) before the verb. We usually use the contraction when we speak.

**I do not start work at nine o'clock. OR I don't start work at nine o'clock.**

Be careful!

- Remember that *don't* is the negative of *do not*.

**I don't work here. NOT I do not work here.**

## 4.2

Present simple questions: *I, you, we, they*

	Yes/No question	Positive short answer	Negative short answer
I	Do <b>I</b> live in a house?	<b>Yes, you do.</b>	<b>No, you don't.</b>
you	Do <b>you go</b> to the river?	<b>Yes, I/we do.</b>	<b>No, I/we don't.</b>
we	Do <b>we live</b> in houses?	<b>Yes, you do.</b>	<b>No, you don't.</b>
they	Do <b>they go</b> to the countryside?	<b>Yes, they do.</b>	<b>No, they don't.</b>

Wh- questions

**What time do I start** work?

**How do you relax?**

**Where do we live?**

**When do they go** to work?

- For yes/no questions, we put *do* at the start. We don't change the verb.

**Do you work here?**

- For other questions we can use question words, e.g. *where, when, what time, who, how*, etc. We put *do* after the question word.

**Where do you live?**

**When do we start work?**

Be careful!

- For negative answers to yes/no questions, we normally use the contraction.

**No, I don't. NOT No, I do not.**

## 4.1

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

**A Choose the correct options.**

- 1 I ~~don't~~ / not watch TV in the mornings.  
 2 They do go / go to bed at 11 pm.  
 3 After work, we go home and to relax / relax.  
 4 I don't / not get up early on Sundays.
- 5 I am live / live with two friends.  
 6 We start / do start work at seven in the morning.  
 7 You go / to go out on Saturdays.  
 8 They play don't / don't play games on their computers at work.

**B Complete the text with the verbs in the box.**

don't talk finish get up go live relax start work

I <sup>1</sup> ~~work~~ in an office. My friends Anna and Frieda work there too. They're very nice.  
 We <sup>2</sup> work at 8 am, so I <sup>3</sup> at 7 am. When we <sup>4</sup> out. Our other friends <sup>6</sup> in the town, so we meet them after work. We <sup>7</sup> and we <sup>8</sup> about work!

**C Reorder the words to make sentences.**

- 1 don't / at six o'clock / I / get up  
 2 TV / in the evenings / watch / I  
 3 at seven o'clock / work / don't / you  
 4 live / we / in the same house  
 5 games / on my computer / play / I  
 6 on Monday evenings / don't / we / go out  
 7 they / here / don't / live  
 8 I / at home / relax

I don't get up at six o'clock.

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## 4.2

**Present simple questions: I, you, we, they**

**A Match the questions (1–6) and the answers (a–f).**

- 1 Do you live in London? c  
 2 When do we start work? g  
 3 Where do they live? h  
 4 Do they work in August? i  
 5 How do you relax? j  
 6 Who do you work with? k
- a In Madrid.  
 b I watch TV.  
 c Yes, I do.  
 d No, they don't.  
 e Erica.  
 f At six o'clock.

**B Complete the sentences with the words in the box.**

do (x2) don't how when where

- 1 A: Do you both live in Warsaw?  
 B: Yes, we do.  
 2 A:    do you live?  
 B: In Switzerland.  
 3 A: Do those people work with you?  
 B: No, they   .

4 A:    do you go to work?  
 B: By car.

5 A:    do you watch TV?  
 B: In the evening.

6 A: Do you go to bed late?  
 B: Yes, I   . I go to bed at about one o'clock in the morning.

**C Use the prompts to write questions.**

- 1 you / live / in a tent  
 2 where / you / work  
 3 you / play / games  
 4 when / you / talk / to your family

Do you live in a tent?

- 5 what time / you / start work  
 6 your friends / live here  
 7 how / we / play this game  
 8 you / go / to the countryside

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# Grammar Hub

## 5.1

Present simple: *he, she, it*

	Positive	Negative
he/she/it	<b>He cooks</b> dinner every day. <b>She washes</b> the dishes after dinner.	<b>He doesn't go running</b> in the morning. <b>She doesn't do</b> the washing every day.

	Yes/No question	Short answer
he/she/it	<b>Does Henry have</b> a bath in the evening? <b>Does it clean</b> the floor?	<b>Yes, he does.</b> / <b>No, he doesn't.</b> <b>Yes, it does.</b> / <b>No, it doesn't.</b>

- In positive sentences with *he, she* or *it*, we use the main verb plus *-s* or *-es*.

**He cooks dinner for his family.**  
**She does housework in the afternoon.**

- In negative sentences with *he, she* or *it*, we use *doesn't* plus the main verb without *-s*.

**Brad doesn't clean the bathroom.**  
**She doesn't watch TV all the time.**

- In yes/no questions with *he, she* or *it*, we use *does* followed by the subject and the main verb without *-s*.

**Does your mum do your washing for you?**

- In *wh*-questions with *he, she* or *it*, we use a subject and *does* plus the main verb without *-s*.

**When does Martin make his bed?**

- We use *does* in short answers to yes/no questions. We do not repeat the main verb.

**Does Tom clean the kitchen? Yes, he does. Not Yes, he-does-clean.**

### Be careful!

- Some verbs take *-es* for the ending in *he/she/it* present simple. Some examples are *do* and *go* and verbs that end in *-sh* or *-ch*.

**He does the washing at night. Not He-dos-the-washing-at-night.**

**She washes dishes with her sister. Not She-washs-dishes-with-her-sister.**

## 5.2

Adverbs of frequency

100%	Adverb	Examples with <i>be</i>	Examples with other verbs
↑	always	I'm <b>always</b> hungry!	I <b>always</b> drink coffee with breakfast.
	usually	He's <b>usually</b> thirsty after running.	He <b>usually</b> eats dinner at 7 pm.
	often	They're <b>often</b> late for dinner.	They <b>often</b> eat lunch at their office.
	sometimes	You're <b>sometimes</b> tired and hungry.	You <b>sometimes</b> have a coffee after lunch.
	not often	We are <b>not often</b> free for coffee.	You <b>don't often</b> have dessert.
0%	never	I'm <b>never</b> late for dinner.	I <b>never</b> drink orange juice.

- We put adverbs of frequency after the verb *be*.
- He's often very hungry before lunch.**  
**They're sometimes busy at weekends.**
- We put adverbs of frequency before other verbs.
- I usually have a large salad for supper.**  
**She often drinks water at lunchtime.**
- We can also put the adverbs *usually*, *often* and *sometimes* at the start of the sentence.
- Usually, I have fruit for my breakfast.**  
**Often, I have lunch in a restaurant.**  
**Sometimes, I have a coffee.**

### Be careful!

- We do not use *never* with *don't* or *doesn't*.

**I never eat late at night. Not I don't never eat late at night.**

### Be careful!

- We don't put the adverbs *always*, *not often* or *never* at the beginning of a sentence.

**She always has rice. Not Always, she has rice.**

## 5.1

**Present simple: he, she, it**

**A Choose the correct options.**

- 1 He    for a walk every weekend.  
a go      b goes
- 2 She    meals for her children.  
a cook      b cooks
- 3 George doesn't    in the garden at night.  
a sit      b sits
- 4 What gym does Monica    to?  
a goes      b go

**B Tick (✓) the correct sentences and put a cross (✗) for the incorrect sentences.**

- 1 David sits in the garden in the evening. ✓
- 2 Mike go running every Sunday. ✗
- 3 Jill cooks meals for her family. ✗
- 4 Paula doesn't plays chess every day. ✗
- 5 Does Josh goes to the gym? ✗
- 6 A: Does Henry go shopping?  
B: Yes, he does. ✗
- 7 A: Does Amy have a bath every day?  
B: No, she doesn't do! ✗
- 8 Where Erika goes for a walk? ✗

- 5 Does Taylor    chess every day?

a plays      b play

- 6 Does he go running late at night? Yes, he   .

a does      b runs

- 7 Kelly    TV on Saturday mornings.

a watchs      b watches

- 8 What time does Jenny    a bath?

a have      b has

**C Complete the sentences with the correct form of the words in brackets.**

- 1 Michelle sits (*sit*) in the garden in the summer.
- 2 My dad (have) a bath every night.
- 3 She (go) for a walk every weekend.
- 4 When (he / do) the washing?
- 5 A: Does your grandmother go running?  
B: No, she (do not).
- 6 Lily (not go) to the gym.
- 7 A: Does your brother play chess?  
B: Yes, he (do).

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## 5.2

**Adverbs of frequency**

**A Choose the correct adverbs of frequency.**

- 1 I    have coffee in the morning, but not every day.  
a always      b often
- 2 She    has salad for lunch. She has it three or four times a week.  
a never      b often
- 3 He    eats eggs for breakfast. He doesn't like them!  
a sometimes      b never
- 4 They    have dinner at home, five or six days a week.  
a never      b usually

**B Choose the correct options to complete the sentences.**

- 1 Mike usually has / has usually juice with his cereal.
- 2 She cooks often / often cooks dinner for the family.
- 3 They often are / are often late for class.
- 4 We drink never / never drink milk at breakfast.
- 5 I am sometimes / sometimes am hungry for breakfast.
- 6 He doesn't often eat / eat often vegetables.
- 7 You always aren't / aren't always busy for lunch.
- 8 Helena doesn't never / often eat bananas.

- 5 She's    early for class, two or three times a month.

a sometimes      b always

- 6 We    cook chicken and rice. My wife and I don't like it.

a never      b usually

- 7 John is    busy on Fridays. He's got a lot of work on that day.

a always      b never

- 8 You    eat snacks, almost every day of the week!

a sometimes      b often

**C Put the words in the correct order to make sentences.**

- 1 drink / usually / for / I / breakfast / tea

I usually drink tea for breakfast.

- 2 home / cooks / she / dinner / at / often

- 3 in / hungry / morning / the / he / is / always

- 4 breakfast / eat / we / never

- 5 don't / pizza / usually / they / have

- 6 for / are / never / we / work / late

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## 6.1

### *there is / there are*

	Singular	Plural
Positive	<b>There is</b> a bus stop. <b>There's</b> a bus stop.	<b>There are</b> a lot of boats.
Negative	<b>There isn't</b> an airport.	<b>There aren't</b> any buses.

- We use *there is/Isn't* or *there are/Aren't* to say that something exists (or doesn't exist). We can use *there is / there are* to describe different places or things in a house, town, etc.

**There are a lot of flowers in the garden.**

**There's a bookshop in the centre of town.**

- We use *there is* with a singular noun and *there are* with a plural noun.

**There's a bank in the city centre.**

**There are bus stops on this street.**

- We use *some* and *a lot of* with plural nouns in positive sentences.

**There are some nice cafés in my neighbourhood.**

**There are a lot of hotels in this city.**

- We use *any* and *a lot of* with plural nouns in negative sentences.

**There aren't any museums in my town.**

**There aren't a lot of tourists here.**

	<i>some / a lot of / any</i>
Positive	There are <b>some</b> big buildings.
Negative	There aren't <b>any</b> islands.

There are **a lot of** museums.

There aren't **a lot of** shops.

### Be careful!

- In sentences with more than one noun, the verb agrees with the first noun.

**There's a hotel and a supermarket.**

**There are ten shops and a large hotel.**

**There's a park and two swimming pools.**

## 6.2

### *is there / are there* question forms

	Question	Positive short answer	Negative short answer
Singular	<b>Is there</b> a cupboard?	<b>Yes, there is.</b>	<b>No, there isn't.</b>
Plural	<b>Are there</b> cushions?	<b>Yes, there are.</b>	<b>No, there aren't.</b>

	Question
<i>a lot of</i>	Are there <b>a lot of</b> books?
<i>any</i>	Are there <b>any</b> chairs?

- We use *Is there ...?* or *Are there ...?* to ask about different places and objects.

**Is there a library in town?**

**Are there cushions on the sofa?**

- We use *Is there ...?* with a singular noun and *Are there ...?* with a plural noun.

**Is there a bath in the bathroom?**

**Are there pictures on the wall?**

- We can use *a lot of* and *any* in questions about plural nouns.

**Are there a lot of books on the bookshelf?**

**Are there any cups in the kitchen?**

### Be careful!

- We use *there is* not *there's* in a positive short answer.

**Yes, there is. Not Yes, there's.**

## 6.1

### *There is / There are*

#### A Choose the correct options to complete the sentences.

- 1 There aren't *some* / *any* cars in Venice.
- 2 There are *a lot of* / *any* water taxis.
- 3 There *'s* / *are* 350 boats (called 'gondolas') in Venice.
- 4 There are about 400 boatmen but there *'s* / *are* only one woman!
- 5 There are *a* / *some* narrow streets in Venice. One street is only 53 centimetres wide!
- 6 There are *some* / *any* very old buildings in Venice – the Palazzo Grimani Museum is more than 500 years old!

#### B Complete the description with *there is*/*there isn't* or *there are*/*aren't*.

I live in a small village and <sup>1</sup> **there aren't** a lot of restaurants. <sup>2</sup> \_\_\_\_\_ one small café where you can get tea and coffee or juice. <sup>3</sup> \_\_\_\_\_ a lot of things to do in my village – it's quite boring really – but <sup>4</sup> \_\_\_\_\_ a nice park. I often play football there with my friends on Saturdays. It's a very small place, so <sup>5</sup> \_\_\_\_\_ any art galleries and <sup>6</sup> \_\_\_\_\_ a museum. You have to go to the city to find those, but <sup>7</sup> \_\_\_\_\_ two small shops. <sup>8</sup> \_\_\_\_\_ a train station and that's very important for me and my friends because we get the train into the city. In the city, <sup>9</sup> \_\_\_\_\_ a big shopping centre and we go there to buy clothes.

#### C Complete the sentences with the correct form of the noun in brackets. Add *a* or *an* if necessary.

- 1 There are a lot of **flowers** (*flower*) in our garden.
- 2 There's a TV and **a computer** (*computer*).
- 3 There aren't any **books** (*book*) on the bookshelf.
- 4 There are ten **chairs** (*chair*) and a big table.
- 5 There's **fridge** (*fridge*) in the kitchen.
- 6 There isn't **apple tree** (*apple tree*) in the garden.
- 7 There aren't a lot of **plants** (*plant*) on the balcony.
- 8 There are some **cushions** (*cushion*) on the floor.

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## 6.2

### *Is there / Are there* question forms

#### A Complete the questions with *Is* or *Are*.

- 1 **Is** there a bookcase in your bedroom?
- 2 **Is** there a big window?
- 3 **Are** there two beds in your bedroom?
- 4 **Are** there a lot of cushions on your bed?
- 5 **Are** there any photos on the walls?
- 6 **Is** there a TV in your bedroom?
- 7 **Is** there a desk by the window?
- 8 **Are** there a lot of things under your bed?

#### B Answer the questions in Exercise A.

- 1 Yes, there **is**.
- 2 No, there **isn't**.
- 3 Yes, there **are**.
- 4 No, there **aren't**.
- 5 Yes, there **are**.
- 6 No, there **isn't**.
- 7 Yes, there **are**.
- 8 No, there **aren't**.

#### C Use the prompts to create questions using *Is there* and *Are there*.

- 1 a lot of / cupboards / kitchen  
? \_\_\_\_\_ ?
- 2 a lamp / desk  
? \_\_\_\_\_ ?
- 3 any / books / bookshelf  
? \_\_\_\_\_ ?
- 4 clock / wall  
? \_\_\_\_\_ ?
- 5 cups / coffee table  
? \_\_\_\_\_ ?
- 6 any / mirrors / bathroom  
? \_\_\_\_\_ ?
- 7 blue cushions / sofa  
? \_\_\_\_\_ ?
- 8 rug / bedroom floor  
? \_\_\_\_\_ ?

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## 7.1

*can / can't*

	Positive	Negative
I/you/he/she/it/we/they	I <b>can</b> swim. <b>They can</b> fly.	I <b>can't</b> swim. <b>They can't</b> fly.

- We use *can/can't* when we want to talk about someone's ability or skills.

*I can run.*

*I can't drive a car.*

- The form of *can/can't* never changes.

*He can swim. Not He cans swim.*

*She can't climb. Not She cans not climb.*

	Question	Positive short answer	Negative short answer
I/you/he/she/it/we/they	<b>Can you</b> climb? <b>Can they</b> live underwater?	<b>Yes, I/we can.</b> <b>Yes, they can.</b>	<b>No, I/we can't.</b> <b>No, they can't.</b>

- We also ask *wh-* questions with *can*.

*What can you do?*

*Which animals can fly?*

Be careful!

- Can* is followed by a verb without *to*.

*I can swim. Not I can to swim.*

## 7.2

**Possessive 's**

Singular noun	This is <b>John's</b> sister.
Singular noun ending with -s	Is that <b>Chris's</b> brother? Is that <b>Chris'</b> brother?
Plural noun	These are the <b>girls'</b> friends.

- We use a possessive 's to show that something belongs to someone.

*This is Mark's bag. = This bag belongs to Mark.*

- With a singular noun, we add 's to show something belongs to that person.

*This is the boy's dad.*

- With a singular noun that ends in -s, we can add 's or ' after the -s.

*This is James's sister.*

*This is James' sister.*

- For plural nouns that end in -s, we add the ' after the -s.

*My cousins' house. (= I have more than one cousin and they share the same house.)*

*What are your parents' names? (= You have more than one parent.)*

Be careful!

- We also use 's as a contraction of *is* or *has*.

*His name's Bill. (= his name is)*

*He's got a brother. (= he has got)*

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## 7.1

### can / can't

#### A Choose the correct options.

- 1 I can walk / to walk all day.
- 2 He can't / not speak English.
- 3 Can you / You can play chess?
- 4 I can swim but my brother isn't / can't.
- 5 They can / Can they climb with a rope?
- 6 A: Can you swim?  
B: Yes I can / swim.
- 7 What things can you / you can do?
- 8 Dogs can swim but they not / can't fly.

#### B Write can or can't to complete the sentences.

- 1 We \_\_\_\_\_ climb this mountain – it's not that big!
- 2 Fish \_\_\_\_\_ fly.
- 3 My brother \_\_\_\_\_ speak French – he's terrible at languages.
- 4 Sam's manager \_\_\_\_\_ play the guitar. She's very talented.
- 5 She can drive but she \_\_\_\_\_ ride a motorbike.

#### C Complete the short answers.

- 1 Can you swim? Yes, I can .
- 2 Can you play guitar? No, \_\_\_\_\_ .
- 3 Can they swim? Yes, \_\_\_\_\_ .
- 4 Can John speak French? Yes, \_\_\_\_\_ .
- 5 Can she speak Spanish? No, \_\_\_\_\_ .
- 6 Can fish fly? No, \_\_\_\_\_ .

## 7.2

### Possessive 's

#### A There is one mistake in each sentence. Find and correct the mistakes.

friend's

- 1 This is my friend's sister, Mary.
- 2 Sebastian is Fiona brother.
- 3 John's brothers names are Philip and Frederick.
- 4 My sisters' name is Sandra.
- 5 I like Davids' house.
- 6 Do you know Angus manager?
- 7 These are my parent's, Jill and Greg.
- 8 Where is Harry's parents house?

#### B Rewrite the phrases using 's or '.

- 1 the uncle of my friend = my friend's uncle
- 2 the office of Costas = \_\_\_\_\_
- 3 the names of my parents = \_\_\_\_\_
- 4 the favourite restaurant of Keith = \_\_\_\_\_
- 5 the daughter of my manager = \_\_\_\_\_
- 6 the company of his cousins = \_\_\_\_\_
- 7 the school of their sons = \_\_\_\_\_
- 8 the desk of Peter = \_\_\_\_\_

#### D PRACTISE There is one mistake in each sentence. Correct the sentences.

- 1 I can to climb without ropes.  
I can climb without ropes.
- 2 We not can jump very high.  
\_\_\_\_\_
- 3 It can flies for hundreds of kilometres.  
\_\_\_\_\_
- 4 He cans swim underwater for a long time.  
\_\_\_\_\_
- 5 Do you can dive ten metres down?  
\_\_\_\_\_
- 6 No, I don't can!  
\_\_\_\_\_
- 7 They can do play musical instruments.  
\_\_\_\_\_
- 8 We can to run very far.  
\_\_\_\_\_

9 She can speaks English.  
\_\_\_\_\_

10 Yes, I do can.  
\_\_\_\_\_

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#### C Read the text and write 's or ' in the correct places. There are six changes, including the example.

I've got a busy week this week. On Monday, there's an all-day meeting in my manager's office, starting at 9 am. Then, I have to go to my son school (I've got a son and a daughter) to talk to his teachers. On Tuesday, I go to Manchester for three days. We usually go in my colleague car. I always stay at a friend house in Manchester. My parents live near there, so I usually see them. My parents house is very small, so I can't stay there. Then, on Friday, we've got a meeting at our company London office. Finally, my holiday starts on Saturday!

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# Grammar Hub

## 8.1

### Present continuous

	Positive	Negative
I	I am talking to my neighbour. I'm talking to my neighbour.	I am not wearing a green coat. I'm not wearing a green coat.
you/we/they	We are sitting in a café. We're sitting in a café.	They are not leaving the park. They aren't leaving the park. They're not leaving the park.
he/she/it	It is raining right now. It's raining right now.	She is not working at her desk. She isn't working at her desk. She's not working at her desk.

	Question	Positive short answer	Negative short answer
I	Am I sitting in your chair?	Yes, you are.	No, you aren't. / No, you're not.
you/we/they	Are you drinking coffee?	Yes, I am. Yes, we are.	No, I'm not. No, we aren't. / No, we're not.
he/she/it	Is he taking a selfie?	Yes, he is.	No, he isn't. / No, he's not.

- We use the present continuous to talk about things that happen now.  
**I'm going to the library right now.**
- We make the present continuous with the subject + *am/is/are* + verb + *-ing*.  
**We're walking down the street.**  
**She's standing up now.**
- In questions, the subject goes after *am/is/are*.  
**Are you meeting your friends?**
- In positive short answers, we use the subject + *am/is/are*.  
**Is Malcolm watching TV right now? Yes, he is.**
- In negative short answers with *you/he/she/it/we/they*, there's a choice of negative.  
**Is Greg watching TV right now? No, he isn't. OR No, he's not.**

### Be careful!

- We cannot use the present continuous to talk about things we do every day, only for things we're doing right now.  
**I'm drinking tea with my breakfast today. NOT I'm drinking tea with my breakfast every day.**
- We add *-ing* to the verb to make the present continuous. Some verbs have special spelling rules. For verbs that end in a consonant + *e*, such as *have, come* and *make*, we cut the *-e* and add *-ing*.  
**He's coming from the library. NOT He's coming from the library.**
- For most verbs that end in consonant + vowel + consonant, such as *sit, stop* and *put*, we double the consonant and add *-ing*.  
**They're stopping at the bank. NOT They're stoping at the bank.**

## 8.2

### Adjective order

	Size	Age	Colour
Adjectives	<b>big</b> <b>short</b> <b>long</b>	<b>new</b> <b>old</b>	<b>red</b> <b>yellow</b> <b>green</b> <b>blue</b> <b>grey</b> <b>white</b>
Example sentences	It's a <b>big red</b> coat. He's wearing <b>old green</b> shorts. We're wearing our <b>new blue</b> shoes.		

- We can put more than one adjective before a noun.

**I'm wearing a new red shirt.**

**He's got a big grey hat.**

- The colour adjective usually goes after the adjective for size or age.

**It's an old yellow dress. NOT It's a yellow old dress.**

### Be careful!

- Remember to use the right article before the adjective. We use *an* in front of adjectives that start with a vowel.  
**She's wearing an old blue dress. NOT She's wearing a old blue dress.**

## 8.1

### Present continuous

#### A Choose the correct options.

- 1 I'm **walking** / walk down the street.
- 2 You **are** / is sitting on my coat.
- 3 We're not **watch** / **watching** the film now.
- 4 Is **she** / **She is** meeting her friend now?

#### B Choose the correct answers to the questions.

- 1 Are you texting Darren?  
 a No, you're not.      **b** No, I'm not.
- 2 Is your sister having lunch?  
 a Yes, she is.      **b** Yes, she has.
- 3 Are they going to the bank?  
 a No, they're not going.      **b** No, they're not.
- 4 Am I wearing your T-shirt?  
 a Yes, it is.      **b** Yes, you are.

#### C Complete the sentences with the present continuous form of the verbs in brackets.

- 1 He **is walking** (walk) to the park.
- 2 She **is eating** (eat) dinner now.
- 3 They **are sitting** (sit) on a bench.
- 4 I **am having** (have) a salad.

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## 8.2

### Adjective order

#### A Choose the correct options.

- 1 It's a **red new** coat.  
 a new red      b red new
- 2 She's got **old green** shoes.  
 a green old      b old green
- 3 He's wearing a **big blue** hat.  
 a big blue      b blue big
- 4 Have you got a **new green** dress?  
 a new green      b green new

#### B Tick (✓) the correct sentences and put a cross (✗) for the incorrect sentences.

- 1 She's wearing red long socks. **X**
- 2 He likes old yellow hats. **✓**
- 3 It's a grey big dress. **✓**
- 4 Those aren't new brown shoes. **✓**

#### C Put the words in the correct order to make sentences and questions.

- 1 socks / brown / they're / old  
**They're old brown socks**
- 2 got / red / coat / she's / a / big  
\_\_\_\_\_
- 3 wearing / green / they're / old / T-shirts  
\_\_\_\_\_

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- 5 He's **standing** up right now.
- 6 They're **not looking** / **looking not** at clothes.
- 7 Are you **having** / **have** lunch now?
- 8 We're **going** / **go** to the park.

- 5 Is he lying down at the moment?  
 a Yes, he's lying.      b Yes, he is.
- 6 Is Harry sleeping?  
 a No, he's not.      b No, he not sleeping.
- 7 Are they talking to someone?  
 a No, they're not talking.      b No, they aren't.
- 8 Are you watching the football match?  
 a Yes, I am.      b Yes, I'm.

- 5 **Are you wearing** (you / wear) your new coat?
- 6 Look! The car **isn't stopping**. (not stop)
- 7 **Is she making** (she / make) dinner?
- 8 I **am putting** (put) money in the bank.

- 5 I like your **yellow long** skirt.  
 a yellow long      b long yellow
- 6 They haven't got **new white** trainers.  
 a white new      b new white
- 7 It's a(n) **grey old** sweatshirt.  
 a grey old      b old grey
- 8 Michelle is wearing a **white short** coat.  
 a short white      b white short

- 5 They're not wearing long green skirts.
- 6 We've got blue old T-shirts.
- 7 I want a big white sweatshirt.
- 8 Have you got green new shoes?

- 4 you / hat / new / a / have / brown / got  
\_\_\_\_\_ ?
- 5 coat / like / I / blue / your / long  
\_\_\_\_\_ .
- 6 a / sweatshirt / yellow / that's / big  
\_\_\_\_\_ .

## 9.1

### Past simple: was/were

	Positive	Negative
I/he/she/it	<b>It was</b> interesting.	<b>She was not</b> young. <b>She wasn't</b> young.
you/we/they	<b>You were</b> amazing.	<b>We were not</b> there. <b>We weren't</b> there.

	Question	Positive short answer	Negative short answer
I/he/she/it	<b>Was he</b> popular?	<b>Yes, he was.</b>	<b>No, he wasn't.</b>
you/we/they	<b>Were they</b> at home?	<b>Yes, they were.</b>	<b>No, they weren't.</b>

- The past simple forms of the verb be are *was*, *were*, *wasn't* and *weren't*.

**Marie Tussaud was an artist from France.**

**My grandparents weren't famous.**

- We use *was(n't)/were(n't)* to talk about people and things in the past.

**Nelson Mandela was the first black president of South Africa.**

- For yes/no questions, we put *was* or *were* at the beginning of the question, followed by the subject.

**Was he a popular writer?**

- For *wh-* questions, we put *what*, *where*, *why*, etc at the beginning of the question, followed by *was/were + the subject*.

**Who was that man?**

**Where was it?**

**Why were you late?**

## 9.2

### Past simple: regular verbs

	Positive	Negative
I/you/he/she/it/we/they	<b>She lived</b> in Mexico. <b>We learned</b> a song.	<b>I did not play</b> tennis. <b>I didn't play</b> tennis.

- We use the past simple tense to talk about actions in the past.

**Alexander Fleming discovered penicillin in 1928.**

- We form the past simple tense of regular verbs by adding *-ed* to the main verb. If the verb ends in *-e*, just add *-d*. If the verb ends in *-y*, change the *-y* to an *-i* and add *-ed*.

**start → started**

**live → lived**

**study → studied**

- To form the negative, we put *did not* (*didn't*) before the main verb.

**She didn't study mathematics.**

- To talk about a period of time in the past, we can use *for + minutes, months, years, etc.*

**He lived in Spain for three years.**

#### Be careful!

- Use *didn't* for the negative, but don't add *-d* or *-ed* to the main verb. The main verb stays the same.

**She didn't live there. NOT She didn't lived there.**

## 9.1

### Past simple: was/were

**A** Complete the conversation with **was**, **wasn't**, **were** or **weren't**.

- A:** Where<sup>1</sup> \_\_\_\_\_ **were** you yesterday?  
**B:** I<sup>2</sup> \_\_\_\_\_ in London.  
**A:** Why<sup>3</sup> \_\_\_\_\_ you in London?  
**B:** We<sup>4</sup> \_\_\_\_\_ at Madame Tussauds on a day trip.  
**A:** <sup>5</sup> \_\_\_\_\_ it fun?

- B:** Yes, it<sup>6</sup> \_\_\_\_\_ amazing. There were statues of writers, actors and politicians. They<sup>7</sup> \_\_\_\_\_ all so real!  
**A:** <sup>8</sup> \_\_\_\_\_ you there all day?  
**B:** No, we<sup>9</sup> \_\_\_\_\_. We<sup>10</sup> \_\_\_\_\_ there for about three hours.

**B** Put the words in the correct order to make questions.

- 1 Charles Dickens / was / who  
 2 when / he / was / born  
 3 he / from London / was  
 4 from / where / he / was  
 5 rich / were / his parents  
 6 his best book / what / was

Who was Charles Dickens? ?  
 ?  
 ?  
 ?  
 ?  
 ?

**C** Match the questions (1–6) in Exercise B and the answers (a–f).

- a No, he wasn't.
- b It was *Oliver Twist*, in my opinion.
- c He was a famous writer.
- d No, they weren't.
- e He was born in 1812.
- f He was from Portsmouth.

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## 9.2

### Past simple: regular verbs

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

- 1 Picasso **changed** (change) the way we look at art.  
 2 We \_\_\_\_\_ (try) to find information about Frida Kahlo.  
 3 William Shakespeare \_\_\_\_\_ (live) in a town called Stratford-upon-Avon.  
 4 Kim \_\_\_\_\_ (decide) to write about Ada Lovelace for her project.

- 5 The women \_\_\_\_\_ (plant) trees in the park.  
 6 I \_\_\_\_\_ (start) to read a book about famous women scientists.  
 7 Our History class \_\_\_\_\_ (study) the Anasazi people of North America last year.  
 8 Shelly \_\_\_\_\_ (remember) to bring back my book about Wangari Maathai.

**B** Make the sentences negative.

- 1 Ada Lovelace studied art.  
 Ada Lovelace **didn't study art**.  
 2 The female characters talked a lot in the book.  
 The female characters \_\_\_\_\_ in the book.  
 3 Elena Favilli and Francesca Cavallo created a book about famous men.  
 Elena Favilli and Francesca Cavallo \_\_\_\_\_.

- 4 Maria Sibylla Merian collected clothes.  
 Maria Sibylla Merian \_\_\_\_\_.  
 5 Wangari Maathai planted flowers.  
 Wangari Maathai \_\_\_\_\_.

**C** Complete the sentences with the past form of the verbs in brackets.

- 1 I \_\_\_\_\_ (not want) to be a dancer when I was a child.  
 2 We \_\_\_\_\_ (study) French when we were at school.  
 3 My wife \_\_\_\_\_ (design) the house we live in.

- 4 He \_\_\_\_\_ (start) a new yoga class last week.  
 5 She \_\_\_\_\_ (not use) her phone yesterday.  
 6 They \_\_\_\_\_ (not receive) the letter last Monday.

► Go back to page 69.

## 10.1

### Past simple: irregular verbs

Verb	Positive	Negative
build	I <b>built</b> a house.	I <b>didn't build</b> a house.
buy	You <b>bought</b> a good car.	You <b>didn't buy</b> a good car.
choose	He <b>chose</b> 100 objects.	He <b>didn't choose</b> 100 objects.
find	She <b>found</b> it yesterday.	She <b>didn't find</b> it yesterday.
give	We <b>gave</b> it to the teacher.	We <b>didn't give</b> it to the teacher.
go	They <b>went</b> from town to town.	They <b>didn't go</b> from town to town.
have	I <b>had</b> a shower this morning.	I <b>didn't have</b> a shower this morning.
make	They <b>made</b> tools.	They <b>didn't make</b> tools.
sell	We <b>sold</b> the house.	We <b>didn't sell</b> the house.
wear	She <b>wore</b> her new T-shirt yesterday.	She <b>didn't wear</b> her new T-shirt yesterday.

- Irregular verbs do not take *-ed* in the past simple. You have to learn each verb separately.

**They found an axe. NOT They finded an axe.  
They went to the museum. NOT They goed to the museum.**

- In the negative, we use *didn't* + infinitive.  
**I didn't have a shower yesterday. NOT I didn't had a shower yesterday.**
- In the negative, we usually use the contraction *didn't* but we can also use the long form *did not*.  
**They didn't know the answer. OR They did not know the answer.**

#### Be careful!

- Irregular verbs do not change form in the past simple.  
**present simple: I make... / He makes... BUT past simple: I made... / He made...**

## 10.2

### Past simple questions

Question	Positive short answer	Negative short answer
Did I <b>tell</b> you about the meeting?	<b>Yes, you did.</b>	<b>No, you didn't.</b>
Did you <b>see</b> the manager?	<b>Yes, I/we did.</b>	<b>No, I/we didn't.</b>
Did he <b>win</b> a prize?	<b>Yes, he did.</b>	<b>No, he didn't.</b>
Did she <b>finish</b> her work?	<b>Yes, she did.</b>	<b>No, she didn't.</b>
Did it <b>rain</b> yesterday?	<b>Yes, it did.</b>	<b>No, it didn't.</b>
Did we <b>take</b> a lot of photos?	<b>Yes, you/we did.</b>	<b>No, you/we didn't.</b>
Did they <b>find</b> the money?	<b>Yes, they did.</b>	<b>No, they didn't.</b>

- For yes/no questions, we put *did* at the start, followed by the subject + infinitive. We don't change the verb.

**Did you see that?**

	Wh- questions
I/you/he/she/it/we/they	<b>What time did she get up?</b> <b>How did you get</b> to work today? <b>Where did they study?</b> <b>When did he leave</b> Jamaica? <b>Why did you do</b> that? <b>Who did you talk</b> to yesterday?

- For wh- questions, we put *what*, *where*, *why*, etc at the beginning of the question, followed by *did* + subject + infinitive.

**Where did she go?**  
**Who did they work with?**  
**What did she say?**

#### Be careful!

- For negative answers to yes/no questions, we normally use the contraction.

**No, I didn't. NOT No, I did not.**

10.1

## Past simple: irregular verbs

**A** Write the past simple form of the verbs.

- |   |       |     |
|---|-------|-----|
| 1 | have  | had |
| 2 | make  |     |
| 3 | go    |     |
| 4 | build |     |
| 5 | sell  |     |
| 6 | buy   |     |
| 7 | give  |     |
| 8 | wear  |     |

**B** Complete the sentences using the past simple form of the verbs in brackets.

- 1 I wore (wear) a blue shirt yesterday.

2 My dad built (build) our house.

3 We had (have) coffee for breakfast.

4 Our parents gave (give) us money.

5 He bought (buy) a new phone.

6 They chose (choose) a present for Alan.

7 My grandmother sold (sell) flowers.

8 You found (find) us!

**C** Rewrite the sentences in Exercise B in the negative.

- 1 I didn't wear a blue shirt yesterday

2

3

4

5

6

7

8

**D** Complete the sentences with the correct past simple form of the verbs in brackets.

A hundred years ago, life in England was very different. They <sup>1</sup> \_\_\_\_\_ (not have) computers or mobile phones. People <sup>2</sup> \_\_\_\_\_ (not send) emails. They <sup>3</sup> \_\_\_\_\_ (write) letters and <sup>4</sup> \_\_\_\_\_ (send) postcards. They <sup>5</sup> \_\_\_\_\_ (not buy) things online. They <sup>6</sup> \_\_\_\_\_ (go) to shops and markets. Shops <sup>7</sup> \_\_\_\_\_ (not sell) a lot of clothes. People <sup>8</sup> \_\_\_\_\_ (make) clothes at home. Parents <sup>9</sup> \_\_\_\_\_ (give) their children home-made toys. But even without the internet, children <sup>10</sup> \_\_\_\_\_ (find) lots of ways to have fun by singing and playing games at home.

► Go back to page 74.

10.2

## Past simple questions

**A** Match the questions (1–6) and the answers (a–f).

- |   |                               |   |                    |
|---|-------------------------------|---|--------------------|
| 1 | Did they watch TV last night? | d | a To Florida.      |
| 2 | What time did you get up?     | e | b No, it didn't.   |
| 3 | Where did you go on holiday?  | f | c Yes, I did.      |
| 4 | Did you go to work yesterday? | a | d No, they didn't. |
| 5 | How did you get to work?      | b | e I went by bus.   |
| 6 | Did it start on time?         | c | f At nine o'clock. |

**B** Complete the sentences with the words in the box.

did didn't we what where why

- 1 A:** Did you sell him your car?  
**B:** No, I didn't.
  - 2 A:**                  did you buy those clothes?  
**B:** In town.
  - 3 A:** How                  you get here?  
**B:** By car.
  - 4 A:** Did you find us OK?  
**B:** Yes,                  did.
  - 5 A:**                  did you buy that phone?  
**B:** Because I liked it.
  - 6 A:**                  time did the film start?  
**B:** At eight o'clock.

### C Write questions in the past simple.

- 1 you / see / that  
Did you see that ?

2 when / you / go / to Miami  
?

3 you / build / your house  
?

4 where / you / buy / that hat  
?

5 she / wear / her new dress  
?

6 why / you / choose / that colour  
?

7 they / find / the money  
?

8 what time / we / start  
?

► Go back to page 77.

## 11.1

*like/love/hate/enjoy + verb + -ing*

	Positive	Negative	Question
I/you/we/they	I enjoy going to the theatre. They love going to restaurants.	We don't enjoy staying at home at weekends.	Do they like spending time with friends?
he/she/it	He likes watching TV. Joanna loves playing football.	She doesn't like listening to loud music.	Does Frank enjoy watching videos on his laptop?

- In positive phrases, we use *like/love/hate/enjoy + verb + -ing*.

I like going to concerts.

We love getting takeaway food.

- In negative phrases, we use *don't/doesn't + like/love/hate/enjoy + verb + -ing*.

I don't enjoy watching films on my laptop.

He doesn't like going to football matches.

- In questions, we use *do/does + subject + like/love/hate/enjoy + verb + -ing*.

Do you enjoy listening to music?

Does Harriet like watching videos online?

### Be careful!

- Make sure you put only the activity verb in the *-ing* form and not *like/love/hate/enjoy*.

I like spending time with my friends. NOT  
I'm liking spending time with my friends.

## 11.2

**Object pronouns**

Subject pronoun	Object pronoun
I like football.	Sam plays football with me.
You know many people.	Many people know you.
He enjoys films.	Mike watches films with him.
She doesn't like TV.	Audrie doesn't watch TV with her.
We are musicians.	People like listening to us.
Do they play tennis?	Do Raphael and Sue play with them?

- We can use object pronouns to refer to object nouns.

The children like Raphael. = The children like him.

Erin doesn't like the videos. = Erin doesn't like them.

Does Helen know Paulina? = Does Helen know her?

- Subject pronouns are *I, you, he, she, it, we* and *they*. Object pronouns are *me, you, him, her, it, us* and *them*.

I like my teachers. My teachers like me. I like them.

Tennis is a sport. It is fun, but Gus and Vicky don't like it.

Leslie sings in a band. She's a good singer, and I love her.

- Object pronouns can follow *with* and *to*.

Josh plays football with him.

Do you like listening to them?

### Be careful!

- Use *it* for singular object nouns, and *them* for plural object nouns.

Mary likes that show. She watches it online. NOT She watches them online.

Tom hates football matches. He doesn't watch them. NOT He doesn't watch it.

## 11.1

*like/love/hate/enjoy + verb + -ing*

### A Choose the correct options to complete the sentences.

1 We enjoy / enjoys going to the cinema.

2 He likes / like watching TV shows on his laptop.

3 They love / loves spending time with family.

4 Do / Does Jenny hate going to concerts?

5 I don't / doesn't like playing tennis.

6 You like / likes seeing friends at weekends.

7 Does / Do they enjoy playing football?

8 He don't / doesn't like listening to music.

### B Complete the sentences with the correct form of the verbs in brackets.

1 I don't like doing (do) homework at weekends.

2 She loves go (go) out in her free time.

3 Do you hate stay (stay) in the house all day?

4 Henry doesn't like talk (talk) to his friends online.

5 They love chat (chat) with people from all over the world.

6 We don't enjoy make (make) dinner at home.

7 Does Jim like get (get) takeaway food?

8 I enjoy see (see) my friends at the weekend.

### C Use the words in brackets to complete the text.

My friend Lukas <sup>1</sup> (hate / stay) in. He's a writer and he works at home, so in the evening he <sup>2</sup> (not like / watch) TV. He wants to go out. Every evening! He <sup>3</sup> (enjoy / go) to a café or a restaurant, and he <sup>4</sup> (love / go) to the cinema and the theatre. I often go out with him, but I <sup>5</sup> (not like / go) out every night – it's too expensive!

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## 11.2

### Object pronouns

### A Choose the correct options to complete the sentences.

1 I usually play football with my brother. He likes playing with \_\_\_\_\_.

- a me      b I

2 Danielle watches films with her sister. She often goes to the cinema with \_\_\_\_\_.

- a she      b her

3 We like pop music, but we don't listen to \_\_\_\_\_ all the time.

- a them      b it

4 There are lots of matches at our stadium, but I don't often see \_\_\_\_\_.

- a them      b it

5 My favourite actor is Ryan Gosling. I like \_\_\_\_\_ and his films a lot!

- a him      b he

6 Simon and I play tennis with my neighbour, Dina. She really enjoys playing with \_\_\_\_\_.

- a her      b us

### B Rewrite the words in bold using object pronouns.

1 Cat videos are funny. Jill enjoys watching **cat videos**.

**them**

\_\_\_\_\_

2 Lionel Messi is a great player. Mike and I love **Lionel Messi**!

\_\_\_\_\_

3 Rihanna is a famous singer. Michelle likes listening to **Rihanna**.

\_\_\_\_\_

4 Jake loves playing football. I don't like **football**.

\_\_\_\_\_

5 Jan and I watch TV with my little brother. He likes spending time with **me and Jan**.

\_\_\_\_\_

### C Choose the correct options to complete the conversation.

Thomas: Who's a famous person in your home country, Anika?

Anika: Aishwarya Rai is a famous actress in India. Do you know <sup>1</sup>**it / her**?

Thomas: Yes, I think so. She's famous in the UK, too. Do you enjoy watching her films?

Anika: Yes, I do. I often watch <sup>2</sup>**her / them**. Who's your favourite actress or actor?

Thomas: I really like Benedict Cumberbatch. He's great in the TV show *Sherlock*. I enjoy seeing <sup>3</sup>**him / he** as Sherlock Holmes.

Anika: Yes, he's very good. *Sherlock* is a good show, but I don't watch <sup>4</sup>**it / him** often.

Thomas: And what about sports? Do you like <sup>5</sup>**them / us**, too?

Anika: I love tennis. My favourite player is Serena Williams. <sup>6</sup>**Her / She** is amazing!

Thomas: Yes, she is. My friend Paul and I watch tennis all the time, too. Would you like to watch tennis with <sup>7</sup>**her / us** some time?

Anika: That sounds great, thanks! I know your friend Paul. I sometimes see <sup>8</sup>**it / him** at university.

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## 12.1

### Countable and uncountable nouns

Countable nouns	Uncountable nouns
bag/bags	cash
card/cards	information
euro/euros	luggage
hour/hours	money
ticket/tickets	traffic
train/trains	water

- A countable noun is a noun we can count – we can have one, two or more.

**one passport two passports**

I haven't got **a passport**.

My friend has got **two passports** – he's American and Italian.

- We can't count uncountable nouns.

**water** NOT **one-water, two-waters**

**What's happened? There's water all over the floor!**

- We use a singular verb with uncountable nouns.

**Money is ... NOT Money are ...**

**I think money is very important.**

**Money isn't important. It's more important to be happy!**

- We never use *a* or *an* with uncountable nouns.

**Money ... OR The money ... OR Some money ... NOT A-money ...**

**The money for the taxi is on the table.**

### Be careful!

- Never make an uncountable noun plural. Uncountable nouns do not have plural forms.

**information** NOT **informations**

## 12.2

### Present continuous

	Positive	Negative	Question
Present continuous	<b>I'm taking</b> my camera with me.	<b>They aren't staying</b> in a hotel.	<b>Is Tina going</b> skiing?

- You know that we use the present continuous to talk about things happening now (see Unit 8). We can also use the present continuous to talk about the future. In this sentence, the people aren't travelling right now – the trip is in the future.

**We're travelling to France next week.**

- We use the present continuous like this to talk about our plans for the future.

**Helga is staying in a hotel. (She booked it last week.)**

**The girls are flying to the USA. (They have their tickets and passports.)**

- We often use future time expressions with the present continuous when we are talking about future plans: e.g. *tomorrow, next week, soon, in the summer, this evening*.

### Be careful!

- You can only use the present continuous for the future if there's a plan.

**I'm watching a football match tomorrow. NOT**

**I'm winning a football match tomorrow.**

## 12.1

### Countable and uncountable nouns

- A** Complete the table with words from the box to make pairs of countable and uncountable nouns.

credit cards homework hours luggage music  
sandwiches **traffic** water

Countable nouns	Uncountable nouns
cars	<b>1 traffic</b>
bags	2
3	money
songs	4
exercises	5
6	food
7	time
bottles	8

- B** Choose the correct options to complete the sentences.

- 1 Australian passports **is / are** blue.
- 2 These exercises **is / are** really difficult!
- 3 The traffic **was / were** bad today.
- 4 The sun **is / are** too hot today!
- 5 The taxi **was / were** late and we missed our flight!
- 6 The cash **isn't / aren't** here!
- 7 The music **was / were** great at the party!
- 8 The food **is / are** on the table.

- C** If the phrase in bold is correct, put a tick (✓). If it's wrong, put a cross (✗).

- 1 I want **an information** about train times, please. **✗**
- 2 We made **a plan** to meet tomorrow.
- 3 Do you like **a music**?
- 4 I haven't got **a credit card**.
- 5 Do you want **a sandwich**?
- 6 Do you want **a food**?
- 7 Here's **a bag** for the plane.
- 8 Have you got **a luggage** for the plane?

- D** Complete the sentences with the words in the box and choose C (countable noun) or U (uncountable noun).

cash euros information plane ticket

- 1 We took a \_\_\_\_\_ from Madrid in Spain to Bogotá in Colombia. **C / U**
- 2 I changed my US dollars into \_\_\_\_\_. **C / U**
- 3 I asked for some \_\_\_\_\_ about the journey at the train station. **C / U**
- 4 I need some \_\_\_\_\_. Some shops don't take credit cards. **C / U**
- 5 I got a(n) \_\_\_\_\_ for the train to Ankara. **C / U**

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## 12.2

### Present continuous

- A** Are these sentences about what's happening now or a plan in the future? Choose (N) for Now or (P) for Plan.

- 1 Ssh! The children are doing their homework. **N / P**
- 2 We're flying to Paris next week. **N / P**
- 3 I'm staying in a tent and it's cold! **N / P**
- 4 We're meeting at the train station. Don't be late! **N / P**
- 5 Gemma is waiting to get on her flight. She's bored. **N / P**
- 6 What time are we meeting Lauren? **N / P**

- B** Complete the conversation using the present continuous. Use the words in brackets to help you.

- Axel: What<sup>1</sup> \_\_\_\_\_ (you / do) this summer?
- Ben: <sup>2</sup> \_\_\_\_\_ (I / go) on a sightseeing holiday in Istanbul.
- Axel: Great! Who<sup>3</sup> \_\_\_\_\_ (you / go) with?
- Ben: <sup>4</sup> \_\_\_\_\_ (I / go) with my sister. She's a photographer.
- Axel: <sup>5</sup> \_\_\_\_\_ (she / take) her camera?
- Ben: No,<sup>6</sup> \_\_\_\_\_ (she / be). She doesn't like working when she's on holiday.

- C** Complete the sentences and questions with the correct present continuous form of the verbs in brackets.

- 1 \_\_\_\_\_ **Are you travelling** (you/travel) by train or by bus?
- 2 My parents \_\_\_\_\_ (not/take) a lot of luggage with them.
- 3 Alexander \_\_\_\_\_ (go) skiing next week.
- 4 Where \_\_\_\_\_ (you/stay)?
- 5 The students \_\_\_\_\_ (go) sightseeing around Kyoto tomorrow.
- 6 We \_\_\_\_\_ (camp) in the mountains for the summer.
- 7 What \_\_\_\_\_ (Ali/take) with him on holiday?
- 8 Sara \_\_\_\_\_ (not/work) next week.

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# Vocabulary Hub

## 1.2 Jobs

Match the words in the box with the pictures.

an actor a builder a chef a footballer a musician a photographer a police officer a receptionist a shop assistant a writer



1

2

3

4

5



6

7

8

9

10

[► Go back to page 4.](#)

## 2.1 Nationalities

Look at the flags. Use *-an*, *-ian*, *-ese* or *-ish* to write the nationality for each country.

Algeria



Chile



Denmark



Italy



Lebanon



Morocco



Russia



Scotland



Venezuela



Vietnam



[► Go back to page 10.](#)

## 2.2 Numbers 11–100

Write these words in numbers.

a thirty-seven 37

c twenty-four 24

e eighty-three 83

g forty-six 46

b ninety-two 92

d fifty-one 51

f sixty-five 65

h seventy-nine 79

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### 3.1 Objects and colours

Match the words with the colours.

black blue brown green grey red white yellow



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### 4.1 Daily activities

Look at the pictures and complete the phrases with the verbs in the box.

go (x2) have read talk watch



1 \_\_\_\_\_ breakfast



2 \_\_\_\_\_ home



3 \_\_\_\_\_ to bed



4 \_\_\_\_\_ TV / a film



5 \_\_\_\_\_ to my friends/family



6 \_\_\_\_\_ a book

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# Vocabulary Hub

## 5.2 Food

A Look at the pictures. Practise the words with a partner.

1 \_\_\_\_\_



banana



pear



orange



grapes

2 \_\_\_\_\_



tomato



broccoli



cucumber



onion

3 \_\_\_\_\_



tea



milk



juice



water

4 \_\_\_\_\_



chocolate



crisps



peanuts



biscuits

B Label the food groups.

drinks fruit snacks vegetables

C Add two more words to each group. Tell the class.

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## 6.2 Furniture and rooms

A Look at the picture. Write the correct word next to each number.

coffee table cooker fridge  
mirror rug shower sofa toilet

1 \_\_\_\_\_

5 \_\_\_\_\_

2 \_\_\_\_\_

6 \_\_\_\_\_

3 \_\_\_\_\_

7 \_\_\_\_\_

4 \_\_\_\_\_

8 \_\_\_\_\_

B Label the rooms (a–c) with the words in the box.

bathroom kitchen living room

► Go back to page 44.



## 7.1 Abilities

Look at the pictures. Use the verbs *make*, *play*, *ride* and *speak* to make phrases about abilities.

*make*   *play*   *ride*   *speak*

- 1 ride a bicycle   2 make a cake   3 speak Chinese   4 make an omelette



- 5 speak Spanish   6 play tennis   7 play the piano   8 ride a horse



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## 8.2 Clothes

Match the words in the box with the pictures.

cap   coat   dress   hat   jacket   jeans   jumper   shirt   shoes   skirt   suit   trousers

- 1 dress   2 cap   3 coat   4 shoes



- 5 trousers   6 dress   7 jeans   8 jacket



- 9 hat   10 blazer   11 jumper   12 hoodie



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# Vocabulary Hub

## 11.1 Leisure activities

Complete the table with the leisure activities in the box.

get takeaway food go to a concert go to a football match go to a restaurant liten to music watch football on TV

Going out	Staying in	Both
		<u>listen to music</u>

► Go back to page 82.

## 11.2 Entertainment

Match the words in the box with the pictures.

action basketball classical comedy football horror jazz pop rock rugby sci-fi tennis

Types of music



1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Types of sports



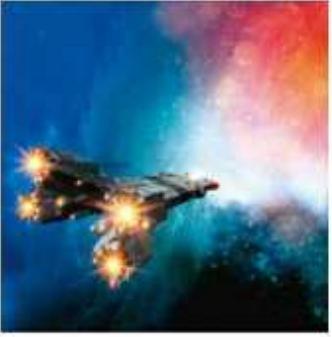
1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

Types of films



1 action \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

► Go back to page 85.

## 12.1 Travel

Match the phrases to the pictures.

by bike by bus by car by plane by taxi by train by tram on foot



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_

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## 12.2 Types of holiday

A Match the words with the pictures.

a camera a guidebook skiing goggles skis a snorkel a stove sunglasses a tent



a \_\_\_\_\_



b \_\_\_\_\_



c \_\_\_\_\_



d \_\_\_\_\_



e \_\_\_\_\_



f \_\_\_\_\_



g \_\_\_\_\_



h \_\_\_\_\_

B Choose two things from Exercise A that you use when you go on ...

- a beach holiday: \_\_\_\_\_ , \_\_\_\_\_
- a camping holiday: \_\_\_\_\_ , \_\_\_\_\_
- a sightseeing holiday: \_\_\_\_\_ , \_\_\_\_\_
- a skiing holiday: \_\_\_\_\_ , \_\_\_\_\_

► Go back to page 93.

## 6.2

### Student A

Look at your picture. Your partner has a similar picture but there are eight differences. Ask questions to find the differences.

A: Is there a bed in your picture?

B: Yes, there is.

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## 1.2

### Student B

**A PLAN** Imagine this woman is your friend. Complete the information about her with your own ideas.

First name \_\_\_\_\_

Last name \_\_\_\_\_

Country \_\_\_\_\_

City \_\_\_\_\_

Job \_\_\_\_\_

**B PREPARE** Prepare to introduce your friend to your partner. Practise by yourself.

This is a picture of my friend. Her name is Cristina. She's from ...

**C PRACTISE** Work in pairs. Listen to your partner's introduction.

**D REPEAT** Introduce your friend to your partner.

► Go back to page 5.



## 10.2

### Group B

**A PREPARE** Read the survey. You need to write one person's name for each sentence and find out extra information.

**B PLAN** Write the questions you need to ask for each item.

**Did you win a prize or a competition at school?**

**What kind of competition did you win?**

Find someone who:

- 1 ... wanted to be a doctor when they were a child.  
Why?
- 2 ... won a prize or a competition at school.  
What?
- 3 ... collected something when they were young.  
What?
- 4 ... had a favourite toy when they were a child.  
What?

**C PRACTISE** Walk around the classroom and ask questions.

Write the names and the answers.

**A: Did you want to be a doctor when you were a child?**

**B: Yes, I did.**

**A: Why did you want to be a doctor?**



**D REPORT** Work with someone from Group A. Tell them what you found out.

**Paolo won an art competition when he was at school. He won first prize.**

► Go back to page 77.

## 3.1

### Cloakroom attendant

Turn your back, or leave the room, for two minutes.

You are a cloakroom attendant. The others are customers.

Look for their objects and check you've got the correct things.

Ask about:

- 1 the name of the object/objects (hat, bag, headphones, etc)
- 2 the colour/colours (red, blue, black and white, grey and brown)

Remember: *this/these*.

Change roles and repeat.

**Are these your glasses?**

► Go back to page 19.



## 12.2

### Student B

You are the presenter of a radio show. You are going to call your partner and tell them they are the winner of a holiday.

Write notes about what to say:

Holiday type: skiing

Place: mountains, Switzerland

Start: next Thursday

How long: ten days

**Hello, is that ...?**

**Congratulations! You are the winner.**

► Go back to page 93.

## 9.2

### Group B

**A PREPARE** Complete the sentences with the past tense of the verbs in the box. Then choose the correct information (a, b or c) to complete the sentences.

design receive travel walk

- 1 Ibn Battuta \_\_\_\_\_ from Morocco to China in the ...  
 a 10<sup>th</sup> century.      b 12<sup>th</sup> century.      c 14<sup>th</sup> century.
- 2 Gabriel García Márquez \_\_\_\_\_ the Nobel Prize in Literature in ...  
 a 1972.      b 1982.      c 1992.
- 3 Neil Armstrong \_\_\_\_\_ on the moon in ...  
 a 1959.      b 1969.      c 1979.
- 4 Steve Jobs and Steve Wozniak \_\_\_\_\_ the first personal computers in ...  
 a 1966.      b 1976.      c 1986.

**B PRACTISE** Read your sentences to Group A. They will check your answers.

**C PRACTISE** Listen to Group A's sentences. Check their answers.

Correct sentences:

- 1 Larry Page and Sergey Brin **started** the company Google in **1998**.
- 2 John Couch Adams **discovered** the planet Neptune in **1846**.
- 3 William Shakespeare **lived** in England in the **16<sup>th</sup> century**.
- 4 Malala Yousafzai **received** the Nobel Peace Prize in **2014**.

► Go back to page 69.

## 6.2

### Student B

**A PREPARE** You want to rent a room from your partner. Read the description of what you need.

Write five questions to ask your partner.

- a table. **Is there a table?**
- lamps.
- a large window.
- the internet.
- near museums and theatres.
- near restaurants.

**B SPEAK** Answer your partner's questions. Use the information in the advert.

**C REPEAT** Ask your partner questions about their room.

Find out if it is the right place for you.

**A:** Can I ask about the room for rent?

**B:** Yes, of course. How can I help you?

**A:** Is it near museums and theatres?

**B:** Yes, it is.

**D REPORT** Tell the class about the room.

I like / don't like my partner's room because ...

► Go back to page 45.

#### Your room:



Comfortable room in quiet area.

10 minutes from train station.

Near shops and restaurants.

Has got bed, desk, chair and lamp.

**£250**  
per week.



## 4.2

### Student B

**A PREPARE** Look at the picture. Write questions to find the missing information.

- 1 what / called \_\_\_\_\_ ?
- 2 where / live \_\_\_\_\_ ?
- 3 where / go / in autumn \_\_\_\_\_ ?
- 4 where / go / in spring \_\_\_\_\_ ?
- 5 how far / go **How far do they go every year** \_\_\_\_\_ ?

**B DISCUSS** Ask your partner the questions in Exercise A. Complete the missing information.

**C DISCUSS** Read the information about Arctic terns. Answer your partner's questions.

**Name:** Arctic terns

**Where:** The Arctic and the Antarctic

**When:** In August or September they go to the Antarctic. In May or June they go to the Arctic.

**How far:** About 44,000 miles per year (70,800 kilometres)

► [Go back to page 29.](#)

## 8.1

### Student B

Look at the instructions below.

- Look at the picture.
  - Describe the people and what they are doing to your partner.
  - Listen to your partner's description of their picture.
  - Find six differences.
- [Go back to page 59.](#)



# Communication Hub

## 6.2

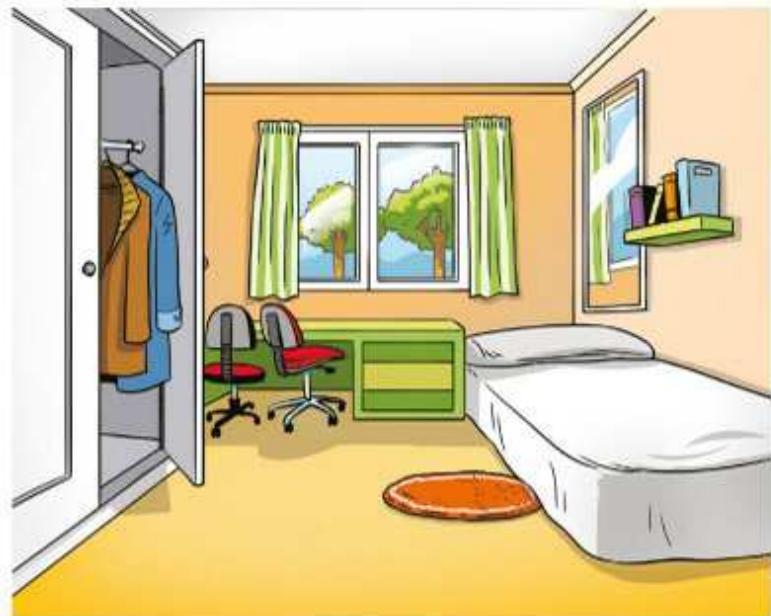
### Student B

Look at your picture. Your partner has a similar picture but there are eight differences. Ask questions to find the differences.

A: Is there a bed in your picture?

B: Yes, there is.

► Go back to page 44.



## 2.2

### Student B

**A PREPARE** Read the information. What questions can you ask to find the missing information?

Write your questions here.

- |                                |   |   |   |
|--------------------------------|---|---|---|
| 1 Where's Victor Moretti from? | ? | 5 | ? |
| 2                              | ? | 6 | ? |
| 3                              | ? | 7 | ? |
| 4                              | ? | 8 | ? |

**B PRACTISE** Ask your partner questions to complete the information about each person.

a

Name	Victor Moretti
Country	1
Age	28
Job	2

b

Name	3
Country	Japan
Age	4
Job	Doctor

c

Name	Dev Gupta
Country	5
Age	42
Job	6

d

Name	Zehra Yilmaz
Country	7
Age	8
Job	Computer programmer

► Go back to page 13.

## 12.2

### Student A

You are the listener of a radio show. You entered a competition on the radio show's website to win a holiday. Read the information below, then answer your phone and talk to the radio presenter.

- You don't like cold weather.
- You haven't got a passport.
- You're a doctor. You're working at the hospital next week.

► Go back to page 93.

## 7.2

### Student B

**B PREPARE** Read the information about this person. Write questions to find the missing information.



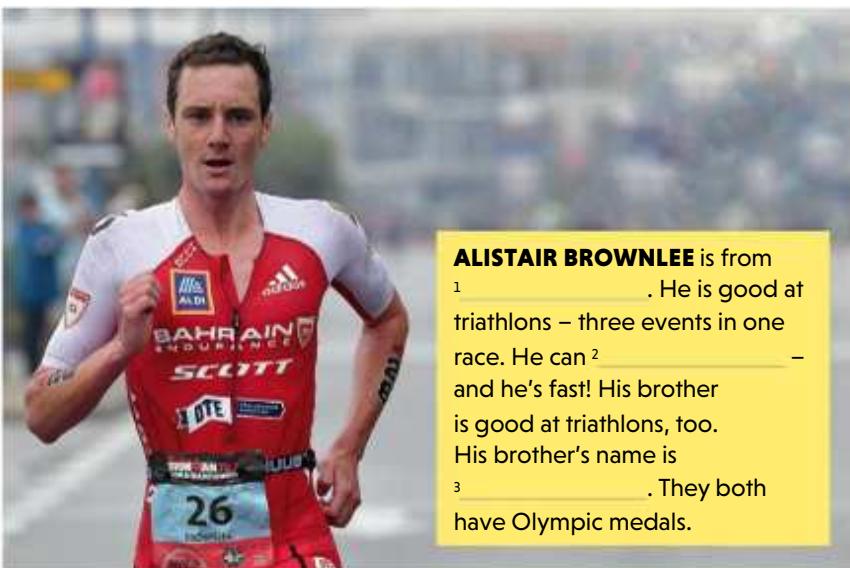
1 What is Hifumi good at?

2 What ...?

3 What ...?

**C DISCUSS** Now ask your partner questions to complete the missing information. Answer your partner's questions.

**D REPEAT** Repeat with the information below.



► Go back to page 53.

# Audioscripts

## Welcome

### The alphabet, Exercise C

- 0.5 1 C – a – r – l – o – s  
2 H – a – s – s – a – n  
3 E – r – i – c – a

## Unit 1

### Lesson 1.1 Listening, Exercise B

1.2 R = Receptionist L = Lisa

R: Good morning! Can I help you?

L: Hello! Yes, I'd like some English lessons, please.

R: Of course! What's your name?

L: My first name is Lisa, L – i – s – a, and my last name is Fuentes,  
F – u – e – n – t – e – s.

R: Thank you. Where are you from?

L: I'm from Spain.

R: Are you from Madrid?

L: No, I'm not. I'm from Bilbao.

R: What's your phone number?

L: 0764 729 3387.

R: OK ... Now, let's find a class for you ...

## Unit 2

### Lesson 2.2 Listening, Exercise A

2.6 P = Pete K = Kara A = Angelo M = Maria L = Leila  
H = Hana

#### Conversation 1

P: Hi, Kara. How are you?

K: Hi, Pete! Fine, thanks.

P: Are you free this evening?

K: No, I'm not. It's my Spanish guitar class this evening.

P: Oh, OK! Who's your teacher?

K: Our teacher is Ms Sanchez.

P: Really? Where's she from?

K: She's from Argentina.

#### Conversation 2

A: Hi! Is this classroom 12B?

M: Yes, it is. Are you here for the Arabic class, too?

A: Yes, I am. I'm a new student.

M: Great! What's your name?

A: My name's Angelo!

M: Hello, Angelo. I'm Maria. Nice to meet you.

A: Nice to meet you, too.

#### Conversation 3

L: Good afternoon! Are you a teacher here, too?

H: Yes, I am! My name's Hana. I'm the yoga teacher.

L: Nice to meet you! My name's Leila. I'm the Arabic class teacher.

H: Nice to meet you! When's your class?

L: Now! Bye!

H: OK, bye!

## Unit 3

### Lesson 3.1 Listening, Exercise A

3.3 C = Customer CA = Cloakroom attendant

C: Hello. Can I have my coat, please?

CA: Yes. What's your ticket number?

C: It's 42.

CA: 42, OK ... here you are.

C: Sorry, that isn't my coat. That's a red coat. My coat's blue.

CA: Oh, sorry. Er ... Is this your coat?

C: No! My coat is blue. That coat is green.

CA: Oh, yes ... Is this your coat?

C: No. My coat is blue! That coat is black.

CA: This one?

C: Yes, that's it.

CA: Here you go.

C: Thank you. And can I have my bags, please?

CA: Bags?

C: Yes, there are two bags. One is green and the other one is white.

CA: Are these your bags?

C: No! Those bags are red and blue. My bags are green and white!

CA: Sorry! Sorry! Are these your bags?

C: Yes!

CA: Here you go.

C: Thank you.

## Unit 4

### Lesson 4.1 Listening, Exercise B

4.2 P = Presenter A = Astrid M = Magne

P: My life ... the lighthouse keepers.

A: Hello. My name's Astrid. I'm a lighthouse keeper. I live and work in a lighthouse.

M: Hi. I'm Magne. I'm Astrid's husband. I also live and work in the lighthouse. We work in the same place.

A: But we don't work at the same time. I get up very early – at five o'clock in the morning! I start work at quarter past five, and I finish at one thirty in the afternoon.

M: I don't work in the morning. I start work at one thirty in the afternoon, and I finish work late – at quarter to ten in the evening.

A: I relax and watch TV in the afternoon but I don't watch TV in the evening. I make something to eat and then I go to bed at eight o'clock.

M: I watch TV or read a book in the evening. I go to bed at one o'clock in the morning and I get up late at 11 o'clock in the morning.

## Unit 5

### Lesson 5.1 Listening, Exercise A

5.2 I = Interviewer W = Woman M = Man

I: Hi! Have you got a minute? I'd like to ask you some questions.

W: OK. What's it about?

I: It's about how you relax in your free time.

W: OK!

M: Sure!

I: Thanks! Do you work near here?

W: Yes, we both work in the offices over there.

I: Great! Question one: what do you do in your lunch break?

M: Erm ... I have lunch at my desk; I don't have time to take a break.

- W:** Yes, he works all the time! He doesn't even have coffee breaks!
- I:** Do you go to the gym in your lunch break?
- W:** No, I don't. My friend has a gym at her office and she goes there in her lunch break.
- I:** That sounds good. Does she go to the gym every day?
- W:** No, she doesn't. She goes about twice a week.
- I:** OK. The next question is: what do you do to relax after work?
- W:** I usually go home and cook a meal, and watch TV.
- M:** Yeah, I go running after work. After that, I go home and have a bath.
- I:** OK. Question three: what do you do to relax at the weekend?
- W:** Umm ... well ... I go running ...
- M:** Yeah, she goes running and I go food shopping. She doesn't like food shopping!
- W:** Then I relax in the evening. I cook a nice meal and watch a film on TV.
- I:** That's great. Thanks for your time today. Please have a free one-day ticket to our new gym!
- W:** Ooh! Thanks ...!
- M:** Thank you ...!

## Unit 6

### Lesson 6.2 Vocabulary, Exercise B

6.4 **M = Martin**

**M:** Hi everyone, my name's Martin and I'm looking for someone to rent my room. As you can see, there's a desk and two chairs. There's a big cupboard. You can put your clothes in there. There's a bookshelf. All my books are on it right now. There's a small table with a lamp on it next to the bed. Oops my clock is under the bed. Sorry about that! Those are a couple of my pictures on the wall. And there's a window with a lovely view of the garden. All this for 200 pounds a month!

### Lesson 6.2 Listening, Exercise C

6.5 **EA = Estate Agent M = Man**

- EA:** Hi! This is New York City Rentals. How can I help you?
- M:** Hello. I'd like some information about the studio for rent on East 23rd Street.
- EA:** Sure! No problem. Let's see. That's number 25B, the studio? What would you like to know?
- M:** Are there any buses on that street?
- EA:** Yes, there are. It's about 10 minutes' walk from the bus stop.
- M:** OK. Are there any shops nearby?
- EA:** Yes, there are. There's a supermarket on the corner and there are a lot of restaurants nearby.
- M:** Is there a living room and a bedroom?
- EA:** No, it's a studio. There's only one room.
- M:** Oh, I see. What about the furniture? What's in the room? Are there any chairs?
- EA:** No, there aren't. There are some bookshelves, a lamp and a bed. That's all. It's a small studio ...
- M:** There's no desk and no chair. Hmm. Is there a large window?
- EA:** Yes, there's a large window with a view of the park.
- M:** Is there a bathroom?
- EA:** Yes, there is. There's a small bathroom with a shower, but no bath.
- M:** Is there a kitchen?
- EA:** No, there isn't. It's just one room!
- M:** No kitchen and no bath, and you want \$2000 a month! You must be joking!

## Unit 7

### Lesson 7.2 Listening, Exercise B

7.2 **O = Oliver C = Carrie**

**O:** Welcome to *The People Show*. Today's special person is a very interesting young musician. His name's Sheku Kanneh-Mason and he's from Nottingham in the UK. Tell us more, Carrie.

**C:** Hi, Oliver. Sheku Kanneh-Mason's an amazing musician. He's the winner of the 2016 BBC Young Musician of the Year Award, and he was a musician at Prince Harry and Meghan Markle's wedding in May 2018.

**O:** What instrument does he play?

**C:** He plays the cello. But Sheku isn't the only musician in his family. He's got six brothers and sisters, and they're all fantastic musicians.

**O:** Six? Wow! So, there are seven children in the Kanneh-Mason family?

**C:** That's right. Braimah is Sheku's brother. He plays the violin. Isata is Sheku's sister, and she plays the piano. They are all students at London's Royal Academy of Music. Sheku's also got four younger sisters.

**O:** What instruments do they play?

**C:** Konya and Aminata play the violin, and Jeneba and Mariatu play the cello. These four can all also play the piano.

**O:** Are they students at the Royal Academy of Music, as well?

**C:** No, they don't go there – not yet anyway. They're too young at the moment.

**O:** So, is everyone in the Kanneh-Mason family a musician?

**C:** No, they aren't. Sheku's parents' names are Kadiatu and Stuart. They don't play any musical instruments.

**O:** I'm not surprised. It's difficult to find the time to play an instrument when you've got seven children!

## Unit 8

### Lesson 8.1 Listening, Exercise C

8.1 **A = Officer A B = Officer B**

**A:** Can you see the man?

**B:** Yes. I'm watching him now.

**A:** What's he doing?

**B:** He's having lunch.

**A:** Is he talking to anyone?

**B:** No, he isn't. He's by himself.

**A:** Is he in a café?

**B:** No, he's sitting on a bench. He's eating a sandwich and drinking a coffee.

**B:** OK ... he's finishing his lunch.

**A:** Where's he going now?

**B:** He's stopping at the bank.

**A:** The bank! OK. This is it.

**B:** Wait. He isn't going to the bank. He's looking at his phone. I think he's reading a message. OK. He's walking. He's going to ... the library.

**A:** The library? OK. Stay with him.

**B:** He's in the library.

**A:** Right. What's he doing there?

**B:** He's talking to someone. She's showing him something.

**A:** What is it?

**B:** It's ...

**A:** Yes?

**B:** It's a book!

**A:** A book. What's happening now?

**B:** He's leaving.

- A: Stay with him.  
 B: I can see him.  
 A: What's he doing?  
 B: He's going to the bank.  
 A: The bank! OK. This time ... This is it.  
 B: Wait. He's not going to the bank. He's going to the park.  
 A: The park? Is he meeting anyone?  
 B: No, he isn't.  
 A: Urgh. What's he doing?  
 B: He's lying down. He's having a rest. I think he's sleeping.  
 A: What? Are you watching the right man?  
 B: Yes, I am! He's tall, he's got grey hair and he's wearing a green coat.  
 A: No, that's not him. Our man's got a grey coat, not a green coat.  
 You're watching the wrong man. What's that noise?  
 B: Erm ... It's coming from the bank.

## Unit 9

### Lesson 9.1 Listening Exercise B

9.1 A = Anna Ni = Nick Na = Narrator

- A: Oh, who's this? Was she a model?  
 Ni: Oh, I don't know. Push the button. Let's find out who she was.  
 Na: Meet Hollywood actor Audrey Hepburn. She was born in Belgium on the 4<sup>th</sup> of May 1929. Her films were very popular in the 1950s and 60s. She wasn't just an actor, she was also a dancer and a model. She was famous for her beautiful clothes!  
 A: Hey Nick, come here. Look! Why was he famous?  
 Ni: I don't know. Let's listen.  
 Na: William Shakespeare was born in Stratford-upon-Avon in England on the 26<sup>th</sup> of April 1564. He was a famous writer. He's famous for plays such as Romeo and Juliet, and Hamlet. He wasn't just a writer, he was an actor, too. His plays were very important for the English language. Hundreds of the words we use in English today come from Shakespeare.  
 Ni: Look over here. I don't know who this is. Do you know?  
 A: No idea!  
 Na: Marie Tussaud was born in Strasbourg in France on the 1<sup>st</sup> of December 1761. She's now famous for the Madame Tussauds museum in London. Marie Tussaud was very good at making wax models of people and her waxworks were very popular. Photographs weren't common at the time, but Marie Tussaud made a waxwork of herself – was this a type of selfie?  
 A: That was really interesting! Now we know who this is! He was President of ...  
 Ni: South Africa!  
 Na: This famous politician was born in South Africa on the 18<sup>th</sup> of July 1918. His name is Nelson Mandela. He was in prison for 27 years. Later, he was president for five years from 1994 to 1999. He was the first black president of South Africa.

## Unit 10

### Lesson 10.2 Listening, Exercise B

10.3 P = Presenter J = Janine A = Alfie I = Isabel

- P: In today's podcast, we invited three people to tell us about a family object that has a special meaning for them. Janine, hi and welcome to our podcast. Please tell us about the family object you brought with you today and why it's important to you.  
 J: Hi! Yes, this silver pocket watch belonged to my great-grandfather. He gave it to his son, and his son gave it to my father – and my father gave it to me when I finished university.

- P: So it's got a lot of family history. Where did this watch come from? What did your great-grandfather use it for?  
 J: I think he bought it in the 1880s from a famous watchmaker in London. He worked on the railways, and he used this watch every day. He made sure the trains were on time. So that's why this watch reminds me never to be late!  
 P: That's an amazing story. Thank you! Now, let's talk to Alfie. That looks like a nice camera, Alfie.  
 A: Thanks. My mother gave it to me. She bought it in the 1970s.  
 P: It was probably very modern in those days! Did your mother take a lot of photos?  
 A: Yes, she did. She took a lot of photos of me and my brother when we were young. She gave me the camera on my 16<sup>th</sup> birthday. That's probably why I became a photographer.  
 P: That's so interesting. And finally, let's talk to Isabel. This is a beautiful necklace. Did you buy this or did someone give it to you?  
 I: Actually, these pearls belonged to my grandmother. My grandfather gave them to her on the day they got married. Then, she gave me this necklace when I got married. I loved my grandmother very much. I always think of her when I wear this necklace. That's why the necklace is so important to me.  
 P: That's wonderful! Thanks so much to all of you for sharing your stories with us today. I'm afraid that's all we have time for today, but don't forget if you have stories to share, upload your photo and a brief description on our website!

## Unit 11

### Lesson 11.2 Listening, Exercise A

11.5 I = Interviewer W = Wendy K = Kelly R = Ryan

- I: This is the Sport Talk football show and I'm at the Olympic Stadium in Berlin for this international friendly match between Germany and Egypt ... and as you can hear, there are a lot of people here. They come from all over the world, and many of them are here to see one man: Mo Salah, the football superstar from Egypt. Hi! Can I ask you a few questions?  
 W: Sure. No problem.  
 I: What's your name?  
 W: I'm Wendy.  
 I: Who are you here to see, Wendy?  
 W: Mo Salah – I'm such a big fan!  
 I: Why do you like him?  
 W: I think he's great. I love watching him play. I also like him because he's a nice person. He's always good to his fans.  
 I: Thanks, Wendy. Hi, can I ask you a few questions?  
 K: Um ... OK.  
 I: What's your name?  
 K: Kelly.  
 I: OK Kelly, what do you think about Mo Salah?  
 K: Erm ... My boyfriend likes him. I don't know.  
 I: Are you a football fan?  
 K: No, I'm not. My boyfriend loves football, but I hate it – it's so boring.  
 I: Oh ... OK, well ... is this your boyfriend?  
 K: Yeah, that's him.  
 I: Hello, can I ask you ...  
 R: He's Egyptian and he's brilliant and Mohammed's his name.  
 I: OK, great. So, what's your name?  
 R: Ryan.  
 I: So, why are you ...

R: Mo Sa-la-la-la-lah! Mo Sa-la-la-la-lah!  
 I: Why are you a big Mo Salah fan, Ryan?  
 R: Because he is the number one in the world!  
 I: Do you watch Mo Salah play a lot?  
 R: I watch every game he plays – club and country.  
 I: So, Ryan, what do you think about the other football players?  
 R: I'm not interested in them. I only like Salah!  
 I: Thanks, Ryan. I hope you enjoy watching the game. Well, the game starts in one hour.

## Unit 12

### Lesson 12.2 Listening, Exercise C

12.4 M = Mikey Greene J = Jo

M: Now listeners, it's three o'clock on Tuesday afternoon and it's time to call this week's competition winner. Have your phone with you – we are calling ... now!

J: Hello?

M: Is that Jo?

J: Yes, yes, yes! Is that Mikey?

M: It's Mikey Greene and you're on the radio! Congratulations, Jo – you are this week's competition winner!

J: Wow! That's amazing. I never win anything.

M: Well, you're a winner today.

J: I can't believe it. Me?

M: That's right, Jo. Your prize is a holiday for you and a friend.

J: Wow! I don't usually enter competitions, but I saw the picture on the website of the beach and the sea, and I thought, 'This is the holiday for me!' I'm so excited.

M: The picture on the website? Oh, right, yeah. Erm ... that's not a picture of the holiday you're going on.

J: Oh, really?

M: Yes, you're going on a different kind of holiday. But don't worry. It's an amazing holiday.

J: Oh, OK then.

M: Who are you taking with you?

J: I'm taking my friend, Charlotte. She loves going to the beach.

M: That's great, Jo, but just to be clear: you're not going on a beach holiday this time.

J: No beach?

M: Erm ... no.

J: What kind of holiday is it, Mikey?

M: Well, Jo ... it's a camping holiday!

J: Camping. In a tent?

M: That's right. You're going to the countryside, and you're staying in a tent, next to some mountains.

J: Mountains? Charlotte hates walking and she doesn't like cold weather. When are we going?

M: You're going ... next Wednesday!

J: Next Wednesday? It's November, Mikey. It's really cold. How long are we going for?

M: It's a two-week holiday, Jo. Isn't that great?

J: Two weeks? In a tent? In the cold?

M: Next to a mountain. That's right, Jo. Have a great time. Bye, Jo.

Well listeners, I think Jo's really excited about her holiday. Next week's competition is ... a beach holiday in Brazil.

Macmillan Education  
4 Crinan Street  
London N1 9XW  
A division of Springer Nature Limited

Companies and representatives throughout the world

Language Hub Beginner Student's Book ISBN 978-1-380-01655-3  
Language Hub Beginner Student's Book with Student's App  
ISBN 978-1-380-01650-8

Text, design and illustration © Springer Nature Limited 2020  
Written by Ingrid Wisniewska and Ed Price

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First published 2020

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Designed by emc design ltd

Illustrated by Daniel Límon (Beehive Illustration) pp vi, 18, 19, 20, 23, 24, 42, 44, 46, 47, 48, 58, 59, 60, 63, 70, 92, 103, 122, 125, 126, 130

Cover design by Restless

Cover photograph by Getty Images/Valentinrussanov

Picture research by Emily Taylor

Café Hub videos produced by Creative Listening.

Café Hub video scripts written by James and Luke Vyner.

Authors' acknowledgements

Ingrid Wisniewska would like to thank her husband Greg for his constant support and encouragement.

Ed Price would like to give special thanks, always, to Becca and Henry.

The authors and publishers would like to thank the following for permission to reproduce their photographs:

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Printed and bound in Dubai

2024 2023 2022 2021 2020

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