

Elementary Student's Book

New

Headway Plus

Special Edition

Liz and John Soars

OXFORD

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Elementary
Student's Book

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OXFORD
UNIVERSITY PRESS

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1

Hello everybody!

am/is/are · my/your/his/her · Everyday objects · Numbers · Hello and goodbye

STARTER



1 Say your names.

I'm Ali.

I'm Tariq.

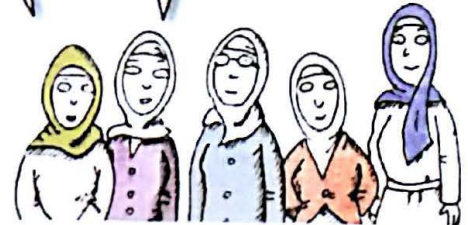
2 Stand up in alphabetical order and say your names.

I'm Ali.

I'm Badr.

I'm Amal.

I'm Fatima.



INTRODUCTIONS

am/is/are, my/your

1 **T11** Read and listen.

A Hello. My name's Adel.

What's your name?

B Jack.

A Where are you from, Jack?

B I'm from Chicago.

T11 Listen and repeat.

GRAMMAR SPOT

name's = name is

what's = what is

I'm = I am



2 Write the conversation.

A Hello. My _____ Richard. What's _____ name?

B Kurt.

A _____ are you from, Kurt?

B _____ from Berlin. Where _____ you from?

A _____ London.

T 1.2 Listen and check.

3 Stand up! Talk to the students in the class.

Hello! My name's _____. What's your name?

Nour.

Where are you from, Nour?

I'm from _____.

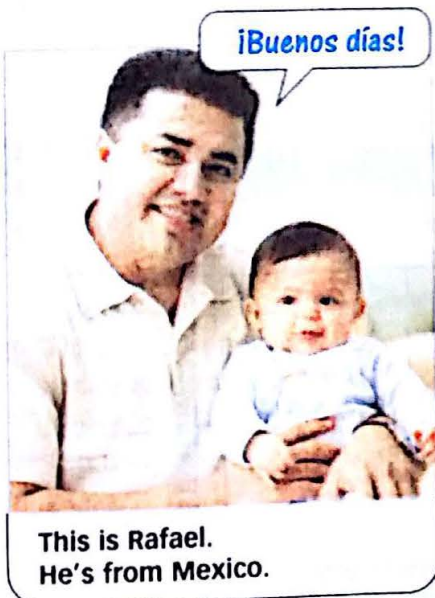


Countries, his/her

4 **T 1.3** Listen and repeat.

	● ●	● ●	● ● ●
the USA Spain France	Egypt Russia England Jordan	Brazil Japan Qatar	Mexico Germany Italy Hungary Syria

5 Read about the people.




GRAMMAR SPOT

he's = he is
she's = she is
they're = they are

6 Where are the people from? Write the countries from exercise 4.

Hello!




This is Richard.
He's from England.

Konnichiwa!



This is Tomoko.
She's from Japan.

Bom dia!



This is José and Miguel.

Buongiorno!



This is Marco.

Privyet!



This is Irina.

Sziaztok!



This is László and Ilona.

As-salaamun alaykum!



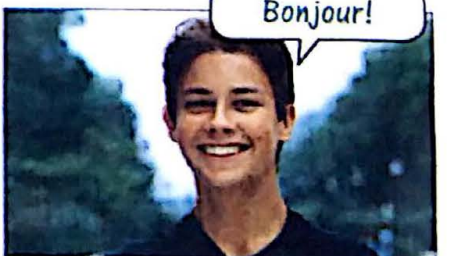
This is Yalda.

Guten Tag!



This is Kurt.

Bonjour!



This is Pierre.

7 Ask and answer questions about the people. Use *he/his* and *she/her*.

What's his name? Richard.

Where's he from? England.

What's her name? Yalda.

Where's she from? Syria.

GRAMMAR SPOT

Complete the table with *am*, *is*, and *are*.

I	_____	from England.
He She It	_____	
We You They	_____	

▶▶ Grammar Reference 1.1 p124

8 Unit 1 • Hello everybody!

PRACTICE

Talking about you

- 1 Ask and answer questions with a partner about the students in your class.

What's his name?

Where's he from?

- 2 Introduce your partner to the class.

This is Adel. He's from Riyadh in Saudi Arabia.

Listening and pronunciation

- 3 **T1.4** Listen and tick (✓) the sentence you hear.

- 1 She's from Spain.
 He's from Spain.
- 2 What's her name?
 What's his name?
- 3 They're from Brazil.
 They're in Brazil.
- 4 Where's she from?
 Where's he from?
- 5 He's a teacher in Italy.
 His teacher in Italy.

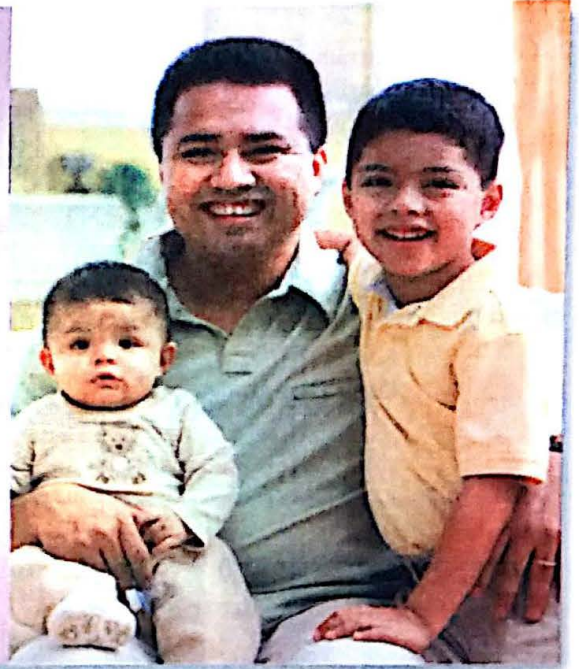
Check it

- 4 Complete the sentences with *am*, *is*, *are*, *his*, *her*, or *your*.
- 1 My name is Anna.
 - 2 Where _____ you from?
 - 3 I _____ from Japan.
 - 4 'What's _____ name?' 'My name's Tomoko.'
 - 5 Max and Lisa _____ from Chicago.
 - 6 This _____ my teacher. _____ name's Richard.
 - 7 Where _____ he from?
 - 8 This is my sister. _____ name's Emma.

Reading and writing

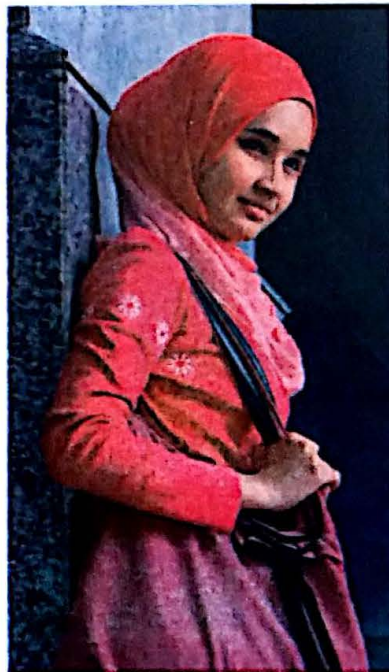
- 5 **T1.5** Listen and read about Rafael.

My name's Rafael Ramos and I'm a doctor. I'm 30. I'm married and I have two children. I live in a house in Toluca in Mexico. I want to learn English for my job.



- 6 Complete the text about Jana.

My name's Jana and I'm a student.
I _____ 19.
I'm not married.
I have one _____ and two brothers.
I _____ in a flat in Amman, Jordan.
I _____ to learn English because it's an international _____.



- T1.6** Listen and check.

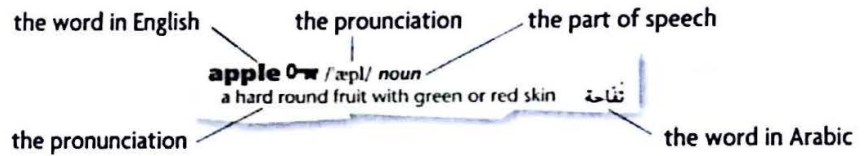
- 7 Write about you. Then read it to the class.

VOCABULARY AND PRONUNCIATION

Everyday objects

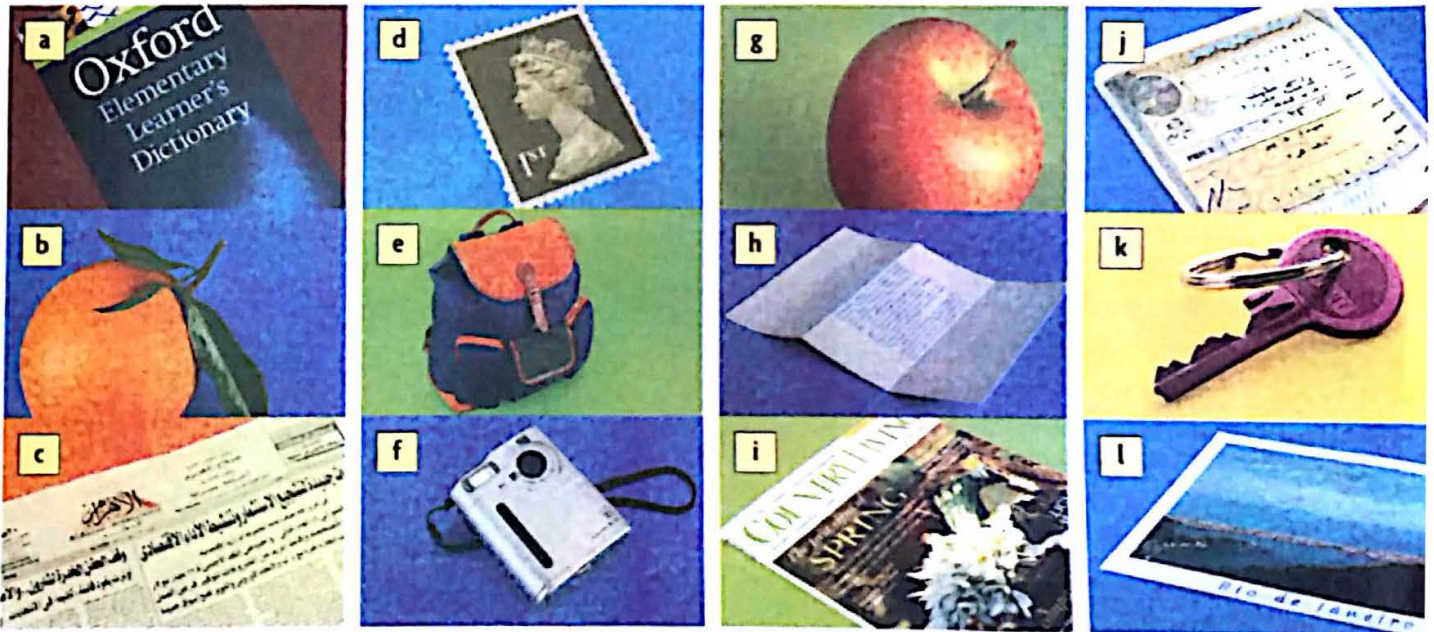
1 **T1.7** Listen to the alphabet chant. Say the alphabet as a class.

2 Look at this extract from an English/Arabic dictionary.



3 Match the words and pictures.

	● ●	● ● ●	● ● ● ●
a stamp	a camera	a dictionary	a magazine
a bag	a ticket	a newspaper	
a key	a postcard		
	a letter		
	an apple		
	an orange		



T1.8 Listen and repeat.

4 Ask and answer questions with a partner.

What's a?

It's a dictionary.

How do you spell that?

D, I, C, T, ...

5 Look at the words. What are *a*, *e*, *i*, *o*, and *u*?
When is it *a*? When is it *an*?

a bag an apple
a ticket an orange
a letter an English book

6 Look at the plural words.

two stamps two apples two dictionaries

Say the plurals of the other words in exercise 2.

▶▶ Grammar Reference 1.4 and 1.5 p124

EVERYDAY ENGLISH

Hello and goodbye

- 1 Say the numbers 1–20 round the class.
- 2 **T 1.9** Read and listen to the telephone numbers.
682 947 six eight two nine four seven
8944 5033 eight nine *double* four five 'oh' *double* three
020 7399 7050 'oh' two 'oh' seven three *double* nine seven 'oh' five 'oh'
- 3 **T 1.10** Listen and write the numbers you hear. Practise them.
- 4 Ask and answer the question with other students. Write a list.

What's your phone number?

It's (020) 7267 5118.

Thank you very much.



- 5 Write the conversations in the correct order.



- 1 I'm fine, thank you. And you?
I'm OK, thanks.
Hello, John. This is Mark.
How are you?
Hello, extension 3442.

A _____
 B _____
 A _____
 B _____



- 2 Goodbye, Filipe. Have a nice day.
Yes, at seven in the restaurant.
Thanks, Marcus. See you this evening!
Goodbye, Marcus.

A _____
 B _____
 A _____
 B _____



- 3 Not bad, thanks. And you?
Very well. How are the children?
Hi, Peter! It's me, Leo. How are you?
They're fine.
Hello, 270899.

A _____
 B _____
 A _____
 B _____
 A _____

T 1.11 Listen and check.

- 6 Practise the conversations with other students. Practise again, using your names and numbers.



2

Meeting people

am/is/are – questions and negatives • Possessive 's • Family • Opposites • In a café

STARTER



- 1 Count from 1–20 round the class.
- 2 Count in 10s from 10–100 round the class.
ten, twenty, thirty . . . one hundred.
- 3 How old are you? Ask and answer in groups.

WHO IS SHE?

Questions and negatives

- 1 Read Keesha Anderson's identity card.
- 2 Complete the questions.
 - 1 What's her surname? Anderson.
 - 2 _____ her first name? Keesha.
 - 3 _____ she from? London, England.
 - 4 _____ job? She's a journalist.
 - 5 What's _____? 42, Muswell Hill Road, London N10 3JD.
 - 6 _____ phone number? 020 8863 5741.
 - 7 How old _____? Twenty-eight.
 - 8 Is she _____? No, she isn't.

T2.1 Listen and check. Practise the questions and answers.

- 3 Keesha has a brother. Write questions about him. Ask your teacher and complete his card.

What's his surname?

Anderson.

What's his first name?

PERSONAL IDENTITY CARD	SURNAME	ANDERSON
	FIRST NAME	KEESHA
	COUNTRY	ENGLAND
	JOB	JOURNALIST
	ADDRESS	42, MUSWELL HILL ROAD, LONDON N10 3JD
	PHONE NUMBER	020 8863 5741
	AGE	28
	MARRIED?	NO

PERSONAL IDENTITY CARD	SURNAME	ANDERSON
	FIRST NAME	_____
	COUNTRY	_____
	JOB	_____
	ADDRESS	_____
	PHONE NUMBER	_____
	AGE	_____
	MARRIED?	_____

Negatives and short answers

- 4 **T 2.2** Read and listen. Then listen and repeat.

Is she American?

No, she isn't.

Is she French?

No, she isn't.

Is she English?

Yes, she is.

Ask and answer *Yes/No* questions about Keesha.

- 1 a doctor? a teacher? a journalist?
- 2 eighteen? twenty-one? twenty-eight?

- 5 Ask and answer questions about Keesha's brother.

- 1 Peter? Daniel? Rudi?
- 2 a journalist? a student? a policeman?
- 3 sixteen? thirty? twenty-one?

GRAMMAR SPOT

- 1 Complete the answers to the *Yes/No* questions.

Is Keesha English?

Yes, she ____.

Is her surname Smith?

No, it ____.

Are you a journalist?

No, I'm ____.

- 2 Look at the negatives.

She *isn't* married.

You *aren't* English.

But: I'm *not* a teacher

~~X~~ I *amn't* a teacher.

▶▶ Grammar Reference 2.1 p125

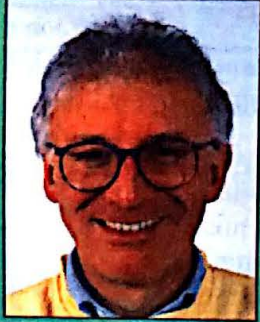
PRACTICE

Who is he?

- 1 **Student A** Look at the identity card from your teacher.
Student B Look at this identity card.

Ask and answer questions to complete the information.

RBS INTERNATIONAL IDENTITY CARD	
SURNAME	_____
FIRST NAME	PATRICK
COUNTRY	_____
JOB	ACCOUNTANT
ADDRESS	_____
PHONE NUMBER	1232 4837
AGE	_____
MARRIED?	YES



- 2 Ask and answer *Yes/No* questions about Patrick.

- 1 Smith? Jones? Binchey?
- 2 from Italy? from England? from Ireland?
- 3 a policeman? a teacher? an accountant?

Talking about you

- 3 Look at the form from your teacher.

Stand up! Ask two students *Yes/No* questions to complete the form. Answer questions about you.

Fahad, are you a student?

Yes, I am.

Are you from Damascus?

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

Are you married?

No, I'm not.

Tell the class about one of the students.



Her name's Sara. She's a student ...

PATRICK'S FAMILY

Possessive 's

1 Write these words in the correct place.

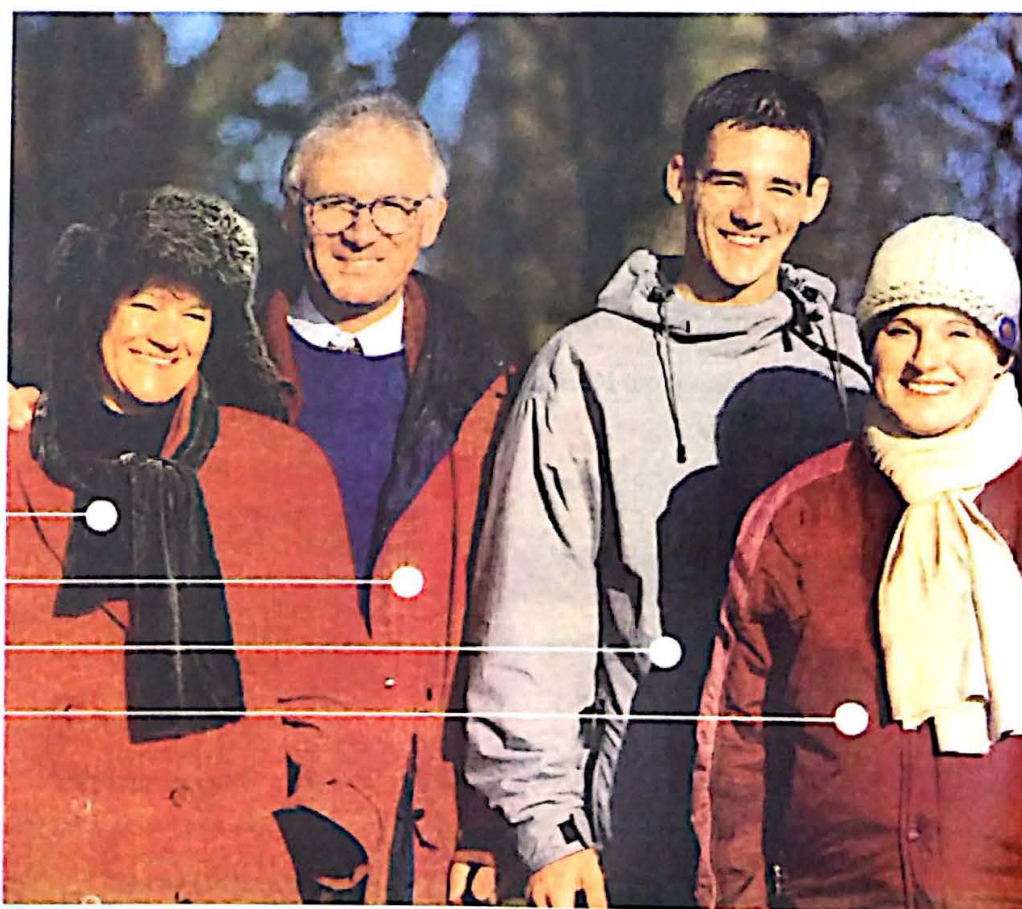
brother father daughter **wife** aunt grandmother nephew

	husband		son		uncle		grandfather
	wife	mother		sister		niece	

2 **T23** Read about Patrick Binchey and listen. Write the names of the people in the correct place.

This is a photo of **Patrick**, his wife, and his children. His wife's name is **Brenda**. She's a teacher. His daughter's name is **Lara**. She's twenty-one and she's a nurse. His son's name is **Benny**. He's nineteen and he's a student.

- 1
- 2
- 3
- 4



3 Ask and answer questions about Patrick's family.

Who's Brenda?

She's Patrick's wife.

She's Lara's mother.

GRAMMAR SPOT

1 Look at 's.

She's a teacher: She's = She is.

His wife's name: His wife's name = her name
's = possession.

2 Find other examples in the text of possessive 's and 's = is.

▶▶ Grammar Reference 2.2 p125

PRACTICE

You and your family

1 Write the names of people in your family. Ask and answer questions with a partner.



Ask a partner questions about his/her family.

Who's Samir?

He's my brother.

Who's Ghada?

She's my aunt.
She's my mother's sister.

2 Make true sentences with the verb to be.

- 1 I **'m not** _____ at home.
- 2 We _____ in class.
- 3 It _____ Monday today.
- 4 My teacher's name _____ John.
- 5 My mother and father _____ at work.
- 6 I _____ married.
- 7 My grandmother _____ seventy-five years old.
- 8 Marcus and Carlos _____ my brothers.
- 9 We _____ in the coffee bar.
We _____ in the classroom.



Check it

3 Tick (✓) the correct sentence.

- 1 I'm a doctor.
 I'm doctor.
- 2 I have twenty-nine years old.
 I am twenty-nine years old.
- 3 I no married.
 I'm not married.
- 4 My sister's name is Lara.
 My sisters name is Lara.
- 5 She married.
 She's married.
- 6 I'm an uncle.
 I'm a uncle.
- 7 I have two brother.
 I have two brothers.
- 8 Ahmad's the son of my sister.
 Ahmad's my sister's son.



VOCABULARY

Opposites

1 Match the adjectives with their opposites.

old	horrible
big	old
new	young
lovely	difficult
easy	cheap
hot	cold
expensive	slow
fast	small

2 Write about the pictures, using the adjectives.



1 He's old. _____

$$2+2=4$$

2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



She's young. _____

$$2x^2 + 2x - 8$$













T 2.4 Listen and check. Practise saying the sentences.

READING AND LISTENING

An email from America

1 **T 2.5** Fahad is an English student at a school in Queens, New York City. Read and listen to his email to Nabil, his brother in Lebanon.

2 Correct the false (X) sentences.

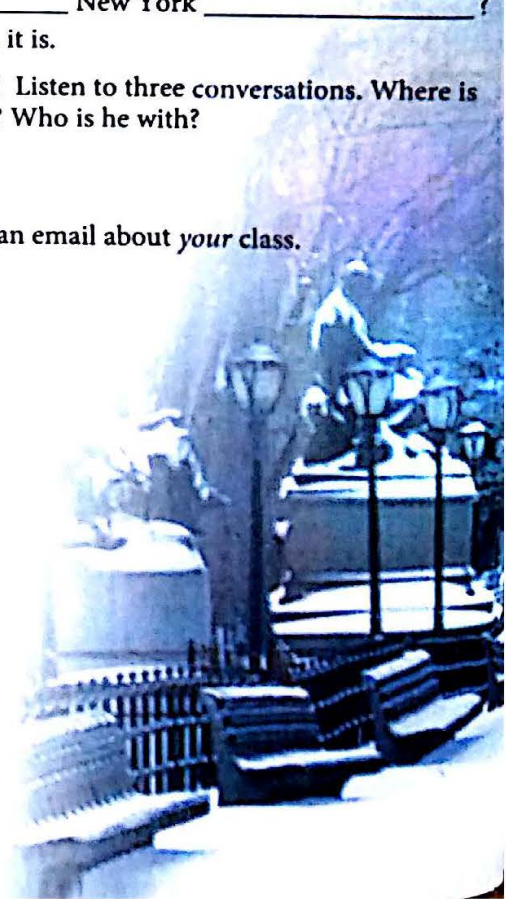
- 1 Fahad is from Lebanon. ✓
- 2 He's in Miami. X No, he isn't. He's in New York.
- 3 Fahad's happy in New York.
- 4 He's on holiday.
- 5 It's a very big class.
- 6 The students in his class are all from South America.
- 7 Bobby and Matt are both students.
- 8 The subway is easy to use.

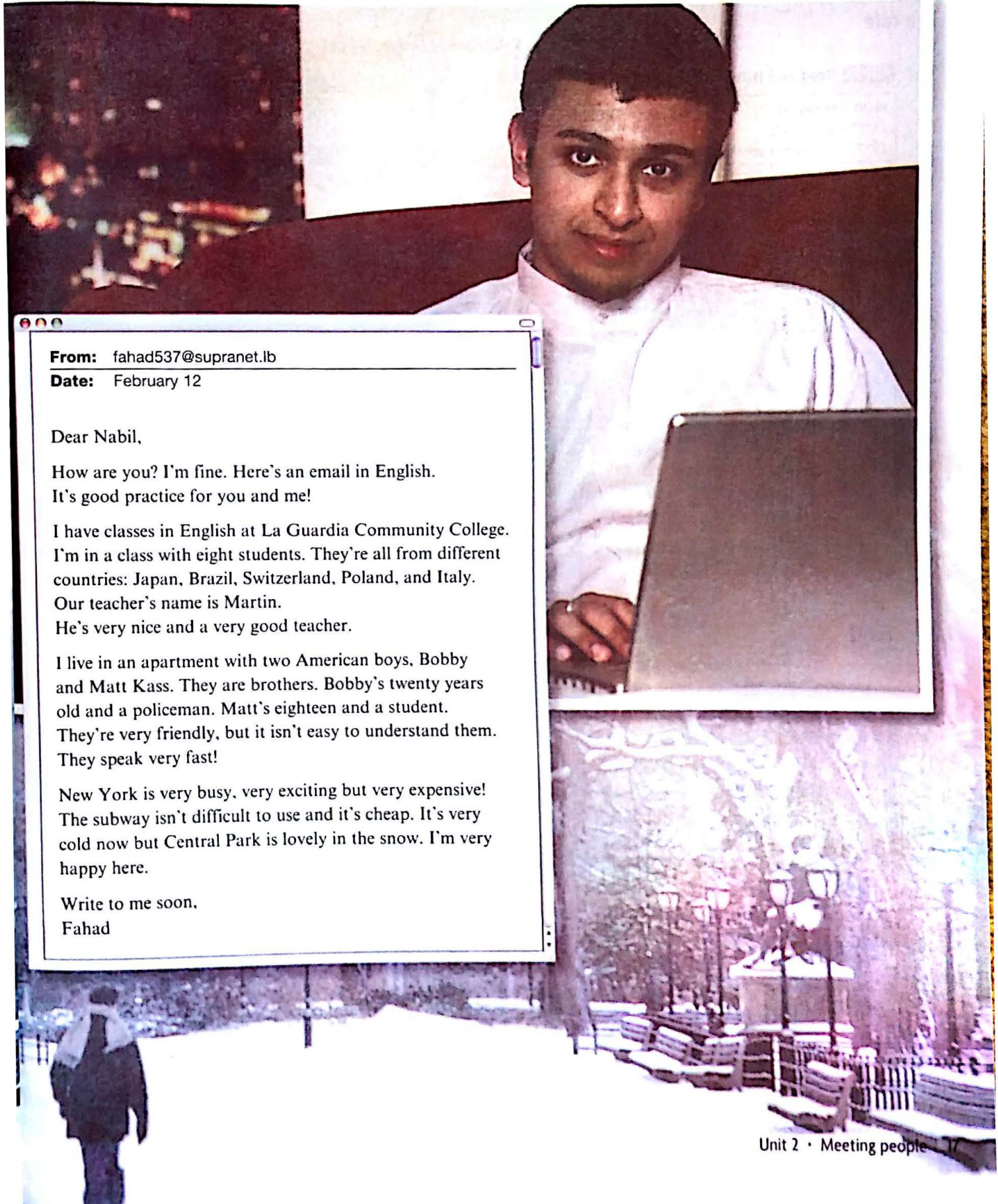
3 Write the questions about Fahad's email.

- 1 Where's Fahad from? _____ ?
Lebanon.
- 2 _____ ?
Japan, Brazil, Switzerland, Poland, and Italy.
- 3 _____ ?
Martin.
- 4 _____ ?
They are brothers. They live with Fahad.
- 5 _____ ?
Bobby's twenty and Matt's eighteen.
- 6 _____ New York _____ ?
Yes, it is.
- 4 **T 2.6** Listen to three conversations. Where is Fahad? Who is he with?

Writing

5 Write an email about *your* class.





From: fahad537@supranet.lb

Date: February 12

Dear Nabil,

How are you? I'm fine. Here's an email in English.
It's good practice for you and me!

I have classes in English at La Guardia Community College.
I'm in a class with eight students. They're all from different
countries: Japan, Brazil, Switzerland, Poland, and Italy.
Our teacher's name is Martin.
He's very nice and a very good teacher.

I live in an apartment with two American boys, Bobby
and Matt Kass. They are brothers. Bobby's twenty years
old and a policeman. Matt's eighteen and a student.
They're very friendly, but it isn't easy to understand them.
They speak very fast!

New York is very busy, very exciting but very expensive!
The subway isn't difficult to use and it's cheap. It's very
cold now but Central Park is lovely in the snow. I'm very
happy here.

Write to me soon,
Fahad

EVERYDAY ENGLISH

In a café

1 **T 2.7** Read and listen to the prices. Read them aloud.

£1.00 one pound	50p fifty p /pi:/
£5.00 five pounds	£7.50 seven pounds fifty
£10.75 ten pounds seventy-five	

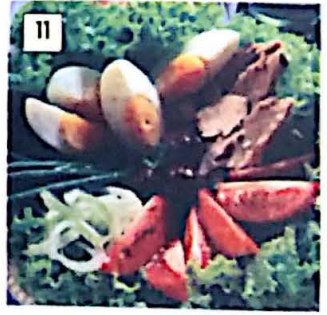
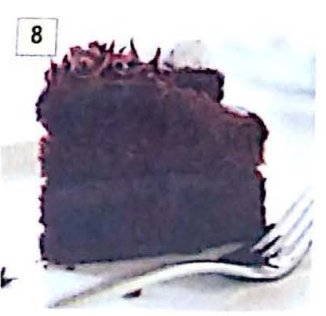
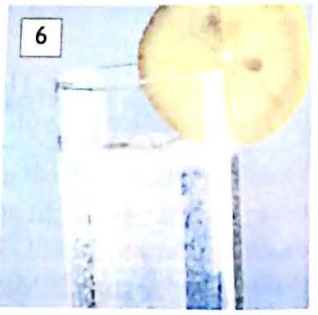
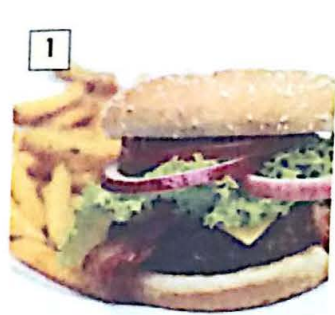
2 **T 2.8** Write the prices you hear. Practise saying them.

2 Read the menu. Match the food and pictures.

Baker Street Café

Menu

Chicken salad	£5.50
Tuna and egg salad	£5.25
Fish and chips	£4.95
Burger and chips	£4.25
Pizza	£3.75
Chocolate cake	£2.50
Apple pie	£2.25
Ice-cream	£2.00
Coffee	£1.50
Tea	£1.20
Mineral water	£1.10
Orange juice	£1.00



3 **T 2.9** Listen and repeat. Then ask and answer questions with a partner.

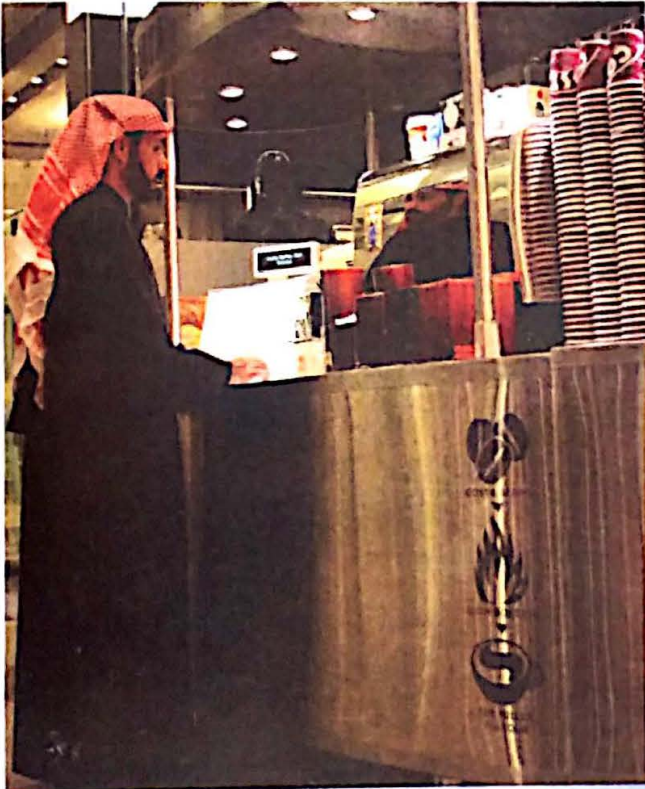
How much is a burger and chips?

Four pounds twenty-five.

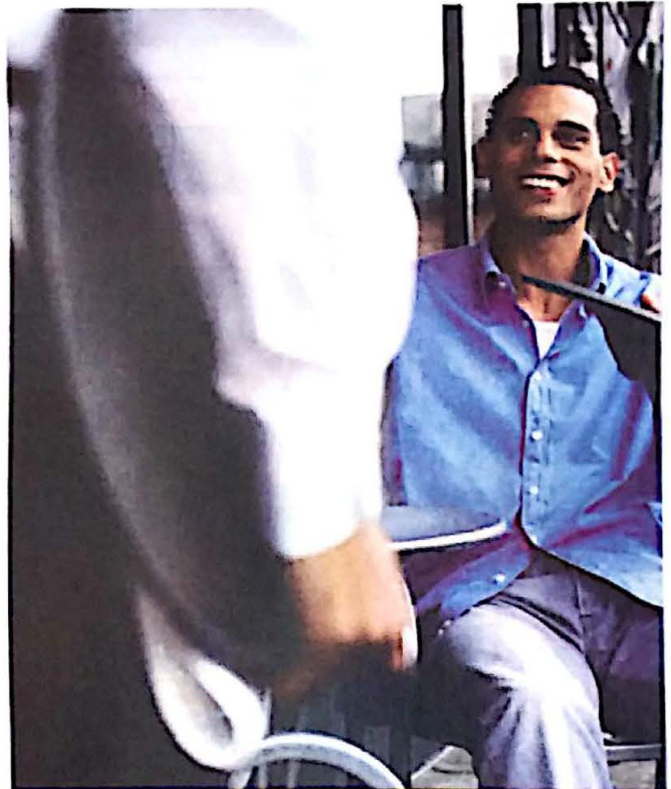
How much is a burger and chips and an orange juice?

Five pounds twenty-five.

4 **T 2.10** Listen and complete Saad and David's conversations in the café.



- 1 A Good morning.
B Good _____. Can I have a _____, please?
A Here you are. Anything else?
B No, thanks.
A _____, please.
B Thanks.
A Thank you.



- 2 A Hi. Can I help?
B Yes. Can I have a _____ salad, please?
A Anything to drink?
B Yeah. A _____, please.
A OK. Here you are.
B _____ is that?
A _____ pounds _____, please.
B Thanks.

5 Practise the conversations with your partner. Make more conversations.



3

The world of work

Present Simple 1 - he/she/it • Questions and negatives • Jobs • What time is it?

STARTER



What are the jobs of the people in your family? Tell the class.

My father is a doctor.

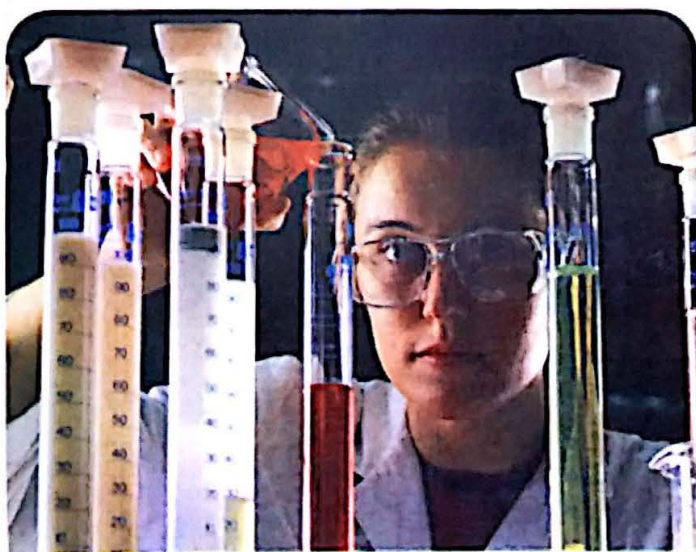
My mother is a ...

My brother ...

THREE JOBS

Present Simple he/she/it

1 **T.3.1** Listen and read about Alison and Bob.



Alison is a scientist. She comes from Cambridge in England but now she lives in Switzerland. She works three days a week at the Institute of Molecular Biology in Geneva. She speaks three languages: English, French, and German. She's married and has a daughter. She likes skiing in winter and going for walks in summer.

Alison Hauser



Bob is a doctor. He's English but now he lives in Australia in the small town of Alice Springs. He isn't an ordinary doctor, he's a *flying doctor*. Every day, from 8 a.m. to 10 a.m. he speaks to people on his radio, then he flies to help them. He works 16 hours a day non-stop but he loves his job. He isn't married. He has no free time.

Bob Nelson

GRAMMAR SPOT

- 1 Underline all the verbs in the texts. *is comes*
- 2 What is the last letter of these verbs?
- 3 Practise saying the verbs. Read the texts aloud.

2 Complete the sentences about Alison and Bob.

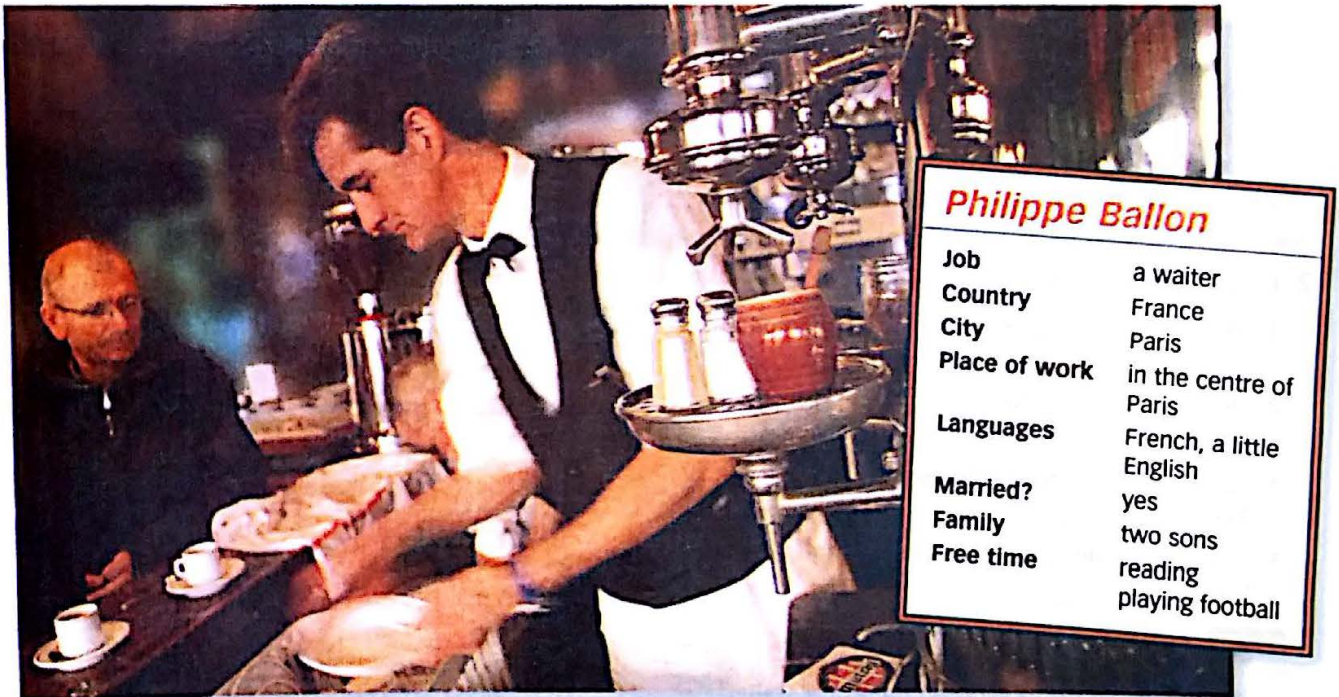
- 1 She's a scientist. He **'s** a _____ doctor.
- 2 Alison comes from England. Bob _____ England, too.
- 3 She lives in a big city, but he _____ in a _____ town.
- 4 She _____ three days _____ week. He _____ 16 hours a day _____.
- 5 He _____ to sick people on his radio. She _____ three languages.
- 6 She loves her job and he _____, too.
- 7 She _____ daughter. He _____ married.
- 8 She _____ skiing and going _____ walks in her free time. He never _____ free time.

T 3.2 Listen and check.

PRACTICE

Talking about people

1 Read the information about Philippe.



2 Talk about Philippe.

Philippe is a waiter.

He comes from France and he ... Paris.

He works ...

He's ...

He speaks French and ...

He has ...

He likes ...

3 Write about a friend or a relative. Talk to a partner about him/her.
My friend Haya is a student. She lives in ...

WHAT DOES SHE DO?

Questions and negatives

1 **T 3.3** Read and listen. Complete the answers. Practise the questions and answers.

Where does Alison come from? Cambridge, _____ England.
 What does she do? She's _____ scientist.
 Does she speak French? _____, she does.
 Does she speak Spanish? _____, she doesn't.

GRAMMAR SPOT

- 1 What does she/he do? = What's her/his job?
- 2 Complete these sentences with the correct form of *come*.
Positive
 She _____ from England.
Negative
 She _____ from America.
Question
 Where _____ she _____ from?
- 3 Notice the pronunciation of *does* and *doesn't*.
 /dʌz/ /dʌz/ /ˈdʌznt/
Does he speak French? Yes he does./No, he doesn't.

▶▶ Grammar Reference 3.1 p.126

2 Complete the questions and answers.

- 1 Where _____ Bob _____ from?
 England.
- 2 What _____ he _____?
 He's a doctor.
- 3 _____ he fly to help people?
 Yes, he _____.
- 4 _____ he _____ French and German?
 No, he _____.

T 3.4 Listen and check.

3 Write similar questions about Philippe, the waiter. Ask and answer with a partner.

Where does Philippe come from?

Paris.

PRACTICE

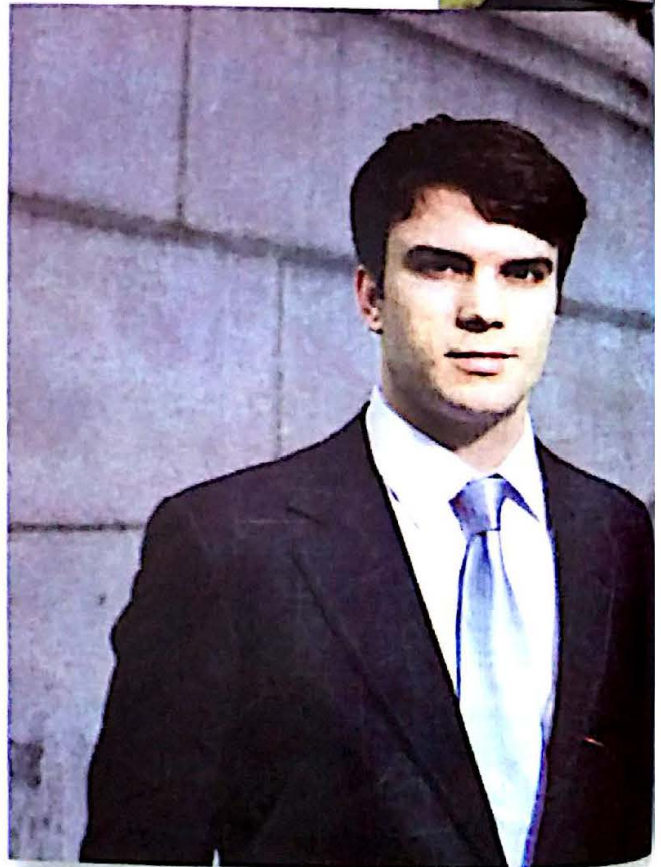
Asking about people

1 Read the information about Mona or Mark.

Mona Halalsheh	
Job	an interpreter
Country	Jordan
City	New York
Place of work	at the United Nations
Languages	Arabic, English, and French
Family	married, two sons
Free time	reading

2 Talk to a partner.

Mona's an interpreter. She comes from Jordan. She lives ...





3 Write questions about Mona or Mark.

- Where/come from?
Where does Mona come from?
- Where/live?
- What/do?
- Where/work?
- Does he/she speak French/German ... ?
- What ... in his/her free time?
- ... skiing?
- How many children ... ?

4 Don't look at the information. Ask and answer questions with your partner.

5 Now ask your partner the same questions about a friend or relative.

Listening and pronunciation

6 **T 3.5** Listen to the sentences about Philippe, Mona, and Mark. Correct the wrong sentences.

Philippe comes from Paris.

Yes, that's right.

Philippe lives in London.

No, he doesn't. He lives in Paris.

7 **T 3.6** Tick (✓) the sentence you hear.

- 1 He likes his job.
 She likes her job.
- 2 She loves walking.
 She loves working.
- 3 He's married.
 He isn't married.
- 4 Does she have three children?
 Does he have three children?
- 5 What does he do?
 Where does he go?

Check it

8 Tick (✓) the correct sentence.

- 1 She comes from Japan.
 She come from Japan.
- 2 What he do in his free time?
 What does he do in his free time?
- 3 Where lives she?
 Where does she live?
- 4 He isn't married.
 He doesn't married.
- 5 Does she has two sons?
 Does she have two sons?
- 6 He doesn't play football.
 He no plays football.
- 7 She doesn't like pizza.
 She doesn't likes pizza.
- 8 What's he's address?
 What's his address?

Mark König

Job	a journalist for the BBC
Country	England
City	Moscow
Place of work	in an office
Languages	English, Russian, and German
Family	married to an American, three daughters
Free time	skiing

READING AND LISTENING

Seumas McSporrán – the man with twelve jobs!

1 Seumas McSporrán /'seiməs mək'spɒrən/ comes from Scotland. Look at the photographs of some of the things he does every day.

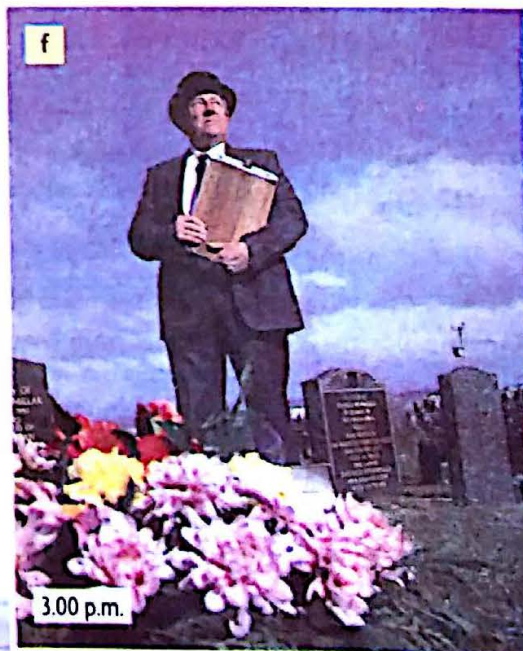


The man with twelve jobs



2 Match a sentence with a photograph.

- 1 He helps in the shop.
- 2 He makes breakfast for the hotel guests.
- 3 He serves petrol.
- 4 He collects the post from the boat.
- 5 He drives the children to school.
- 6 He delivers the letters.
- 7 He has a mug of tea.
- 8 He works as an undertaker.



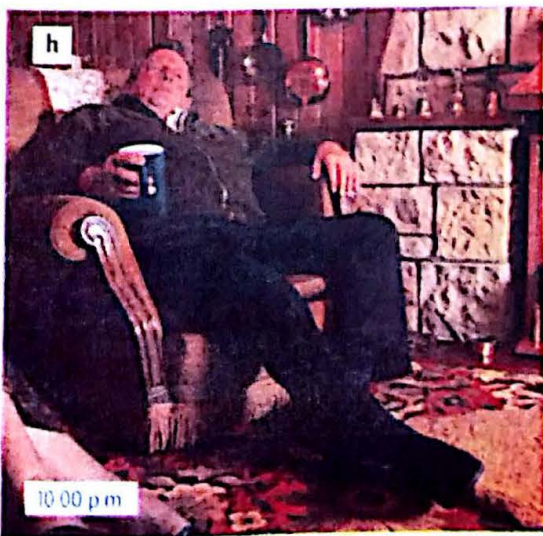


is a very busy man. He is 60 years old and he has twelve jobs. He is a postman, a policeman, a fireman, a taxi driver, a school-bus driver, a boatman, an ambulance man, an accountant, a petrol attendant, and an undertaker. Also, he and his wife, Margaret, have a shop and a small hotel.

Seumas lives and works on the island of Gigha in the west of Scotland. Only 120 people live on Gigha but in summer 150 tourists come by boat every day.

Every weekday Seumas gets up at 6.00 and makes breakfast for the hotel guests. At 8.00 he drives the island's children to school. At 9.30 he collects the post from the boat and delivers it to all the houses on the island. He also works at the island's only petrol station. Then he helps Margaret in the shop.

He says: 'Margaret likes being busy, too. We never have holidays and we don't like watching television. In the evenings Margaret makes supper and I do the accounts. At 10.00 we have a mug of tea and then we go to bed. Perhaps our life isn't very exciting, but we like it.'



Read about Seumas. Answer the questions.

- 1 Where does Seumas live?
- 2 How old is he?
- 3 How many jobs does he have?
- 4 What's his wife's name?
- 5 What does she do?
- 6 How many people live on Gigha?
- 7 How many tourists visit Gigha in summer?
- 8 What does Seumas do in the morning?
- 9 What do he and Margaret do in the evening?

Look at the photos. Ask and answer questions with a partner about times in Seumas's day.

What does he do at 6 o'clock?

He gets up and makes breakfast.

Listen to four conversations from Seumas's day. After each one answer these questions.

- 1 Is it morning, afternoon, or evening?
- 2 Who are the people? Where are they?
- 3 What is Seumas's job?

Complete the conversations.

- 1 A Good _____. Can I _____ two ice-creams, please?
B Chocolate or vanilla?
A One chocolate, one vanilla please.
B That's _____. Anything _____?
A No, thank you.
- 2 A Only _____ letters for you this _____, Mrs Craig.
B Thank you very much, Mr McSporrán. And _____'s Mrs McSporrán this _____?
A Oh, she's very well, thank you. She's _____ in the shop.
- 3 A A mug of _____ before bed, my dear?
B Oh, yes please.
A _____ you are.
B Thank you, my dear. I'm very _____ this _____.
- 4 A Hello, Mr McSporrán!
B Good _____, boys and girls. Hurry up, we're late.
A Can I sit here, Mr McSporrán?
C No, no, I _____ to sit there.
B Be quiet _____ of you, and SIT DOWN!

Practise the conversations with your partner.

VOCABULARY AND PRONUNCIATION

Jobs

1 Use your dictionary and match a picture with a job in column A.



A	B
a A pilot	designs buildings.
b An interpreter	delivers letters.
c A nurse	looks after people in hospital.
d A chef	looks after money.
e An accountant	writes for a newspaper.
f A journalist	translates things.
g A postman	sells things.
h An architect	flies planes.
i A shop assistant	cooks in a restaurant.



2 Match a job in A with a line in B.

3 Look at the phonetic spelling of some of the words. Practise saying them.

1 /nɜːs/ 2 /'pəʊsmən/ 3 /ə'kaʊntənt/ 4 /'ʃɒp ə'sɪstənt/ 5 /'ɑːkɪtekt/ 6 /'paɪlət/

4 Memorize the jobs. Close your books. Ask and answer questions with a partner.

What does a pilot do?

He/She flies planes.

EVERYDAY ENGLISH

What time is it?

1 Look at the clocks. Write the times. Practise saying them.



It's five o'clock.



It's half past five.



It's quarter past five.



It's quarter to six.



It's five past five.



It's twenty-five past five.



It's twenty to six.



It's ten to six.



T 3.8 Listen and check.

2 Look at the times.



It's about three o'clock.



It's about five o'clock.

What time is it now? What time does the lesson end?

3 **T 3.9** Listen and practise the conversations.

Conversation 1

Excuse me. Can you tell me the time, please?

Yes, of course. It's (about) six o'clock.

Thanks.

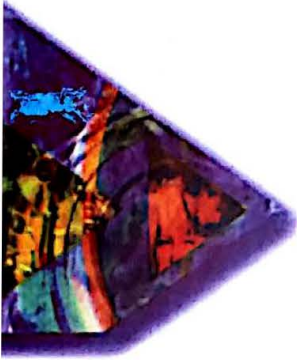
Conversation 2

Excuse me. Can you tell me the time, please?

I'm sorry, I don't know. I don't have a watch.

Never mind.

With a partner, draw clocks on a piece of paper. Make more conversations.



4 Take it easy!

Present Simple 2 - I/you/we/they · Leisure activities · Social expressions

STARTER



- 1 What year is it? What month is it? What day is it today?
- 2 Say the days of the week. Which days are the weekend in your country?

WEEKDAYS AND WEEKENDS

Present Simple I/you/we/they

- 1 Read about Gary Seaman. Complete the text with the verbs in the box.

trains	works	doesn't have	lives	loves	races (x2)	doesn't relax	is
--------	-------	--------------	-------	-------	------------	---------------	----

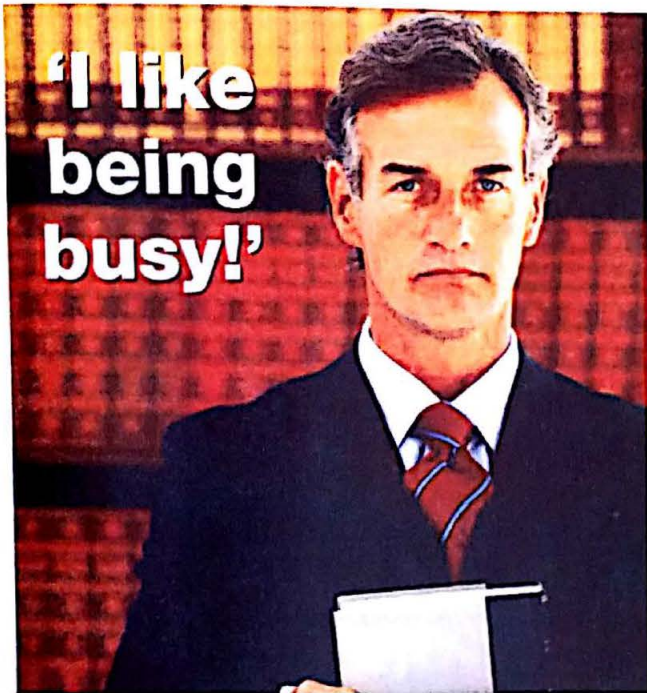
'I work hard and I play hard, too!'

says Gary Seaman

Gary _____ 45 years old and _____ in Queenstown, New Zealand. He _____ hard as a lawyer in Queenstown from Monday to Friday, but he _____ at weekends. He _____ stock cars for the McKay Racing Team. On Saturdays he _____ with the team and works on his car, and on Sundays he _____ in the National Stock Car League. He _____ much free time, but he _____ his busy life.



2 **T 4.1** Now read and listen to what Gary says about his weekdays and weekends.



I like my job as a lawyer because it's very interesting. And I _____ stock car racing too, because it's so exciting – they're very different things. My life is very busy, because it's non-stop, but I enjoy it!

On Tuesday and Wednesday evenings I _____ to the garage and work on my car – there's always a lot of repair work to do. And on Thursday evenings I _____ with my team at the race track. I like to keep fit, so three days a week I _____ at 5.30 and _____ to the gym before work.

On Friday evenings I just _____ at home because I'm very tired. I usually _____ a nice dinner for my wife, Sarah. We both _____ cooking. After dinner we often _____ TV.

On Saturdays I sometimes _____ my parents for lunch. They _____ in the centre of Queenstown, too. I never _____ on Saturday evenings, because I always _____ on Sundays and I get up very early. I _____ our team to win the National Stock Car League this year!

3 Complete the text with the correct form of the verbs in the box. Use your dictionary for new words.

train visit relax love like get up want watch
go out go (x2) live cook race

T 4.1 Listen again and check. Read the text aloud.

4 **T 4.2** Read and listen. Complete Gary's answers. Practise the questions and answers.

Where do you work? _____ Queenstown.

Do you like your work? Yes, I _____.

Do you relax at weekends? No, I _____.

Why don't you relax at weekends? _____ I race stock cars.

Roleplay

5 Work in pairs. One of you is Gary Seaman. Ask and answer questions about Gary's life.

- Where ... live/work?
- Are ... married?
- What ... job?
- Why ... like it?
- Where ... go on Tuesday and Wednesday evenings?
- What ... do there?
- Why ... get up at 5.30 three days a week?
- ... like cooking?
- Who ... sometimes visit on Saturdays?
- Where ... your parents live?
- ... you go out on Saturday evenings? Why not?
- ... have a busy life?

GRAMMAR SPOT

1 Complete the table for the Present Simple.

	Positive	Negative
I	work	don't work
You	_____	_____
He/She	_____	_____
It	_____	_____
We	_____	_____
They	_____	_____

2 Complete the questions and answers.

Where _____ you work?

Where _____ he work?

_____ you work in Queenstown? Yes, I _____.

_____ he work in Auckland? No, he _____.

3 Find the words in the text:

always usually often sometimes never

▶▶ Grammar Reference 4.1 and 4.2 p127

PRACTICE

Talking about you

1 Make the questions. Then match the questions and answers.

Questions		Answers
1 What time	do you like your job?	a My mother and sisters.
2 Where	do you travel to school?	b To Spain or Portugal.
3 What	do you go on holiday?	c After dinner.
4 When	do you go to bed?	d At 11 o'clock.
5 Who	you go out in the evenings?	e I always relax.
6 Why	do you live with?	f Because it's interesting.
7 How	do you do at weekends?	g By bus.
8 Do	do you do your homework?	h Yes, I do sometimes.

T 4.3 Listen and check.

2 Ask and answer the questions with a partner. Give true answers.

3 Tell the class about you and your partner.

Mina gets up at half past eight. I get up at 8.00 on weekdays but at 11.00 at weekends.

I live with my parents and my grandmother. Mina lives with her parents, too.

Listening and pronunciation

4 **T 4.4** Tick (✓) the sentence you hear.

- | | |
|--|--|
| 1 <input type="checkbox"/> What does he do on Fridays? | 4 <input type="checkbox"/> Where do you go on Thursday evenings? |
| <input type="checkbox"/> What does she do on Fridays? | <input type="checkbox"/> What do you do on Thursday evenings? |
| 2 <input type="checkbox"/> Do you stay home on Tuesday evenings? | 5 <input type="checkbox"/> I read a lot. |
| <input type="checkbox"/> Do you stay home on Thursday evenings? | <input type="checkbox"/> I eat a lot. |
| 3 <input type="checkbox"/> He lives here. | 6 <input type="checkbox"/> Why do you like your job? |
| <input type="checkbox"/> He leaves here. | <input type="checkbox"/> Why don't you like your job? |

A questionnaire

5 Read the questionnaire on p31. Answer the questions about you. Put ✓ or ✗ in column 1.

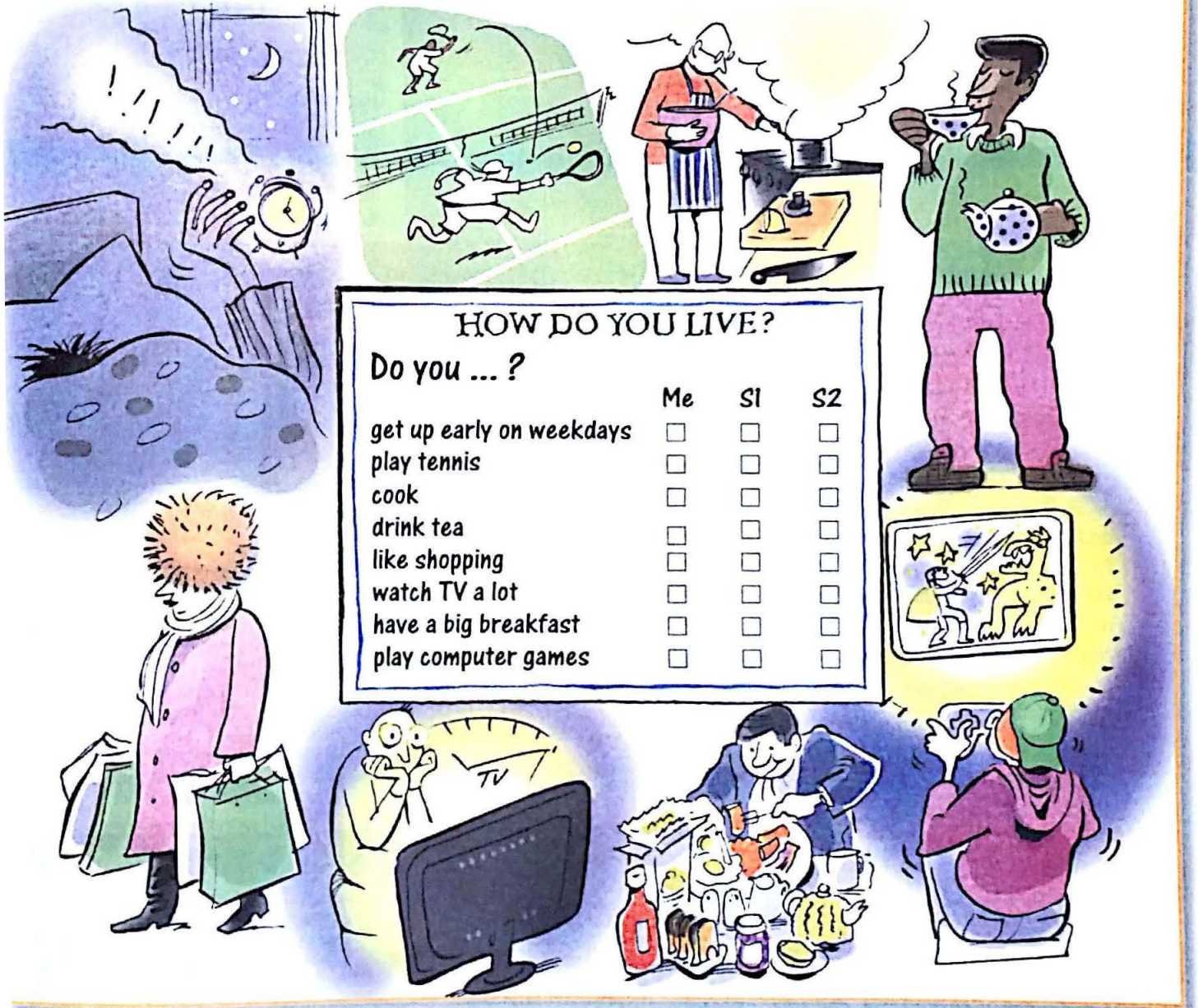
6 Ask two students the questions. Complete columns 2 and 3.

Do you cook? *Yes, I do./Yes, sometimes.* *No, I don't./No, never.*

Do you like shopping? *No, I don't.* *Yes, I love it.*

7 Use the information in the questionnaire. Write about you and another student.
I don't get up early on weekdays, but Faisal does. We don't play tennis ...

A Questionnaire



HOW DO YOU LIVE?			
Do you ... ?	Me	S1	S2
get up early on weekdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drink tea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
like shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watch TV a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a big breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Positives and negatives

8 Make the sentences opposite.

- 1 He's Jordanian. **He isn't Jordanian.**
- 2 I don't like cooking. **I like cooking.**
- 3 She doesn't speak Arabic.
- 4 They want to learn English.
- 5 We're tired and want to go home.
- 6 Roberto likes watching football on TV, but he doesn't like playing it.
- 7 I work at home because I have a good Internet connection.
- 8 Amelia isn't happy because she doesn't have a new mobile phone.
- 9 I drink coffee, I watch TV a lot, and I don't go to bed early.
- 10 He doesn't drink coffee, he doesn't watch TV a lot, and he goes to bed early.

READING AND LISTENING

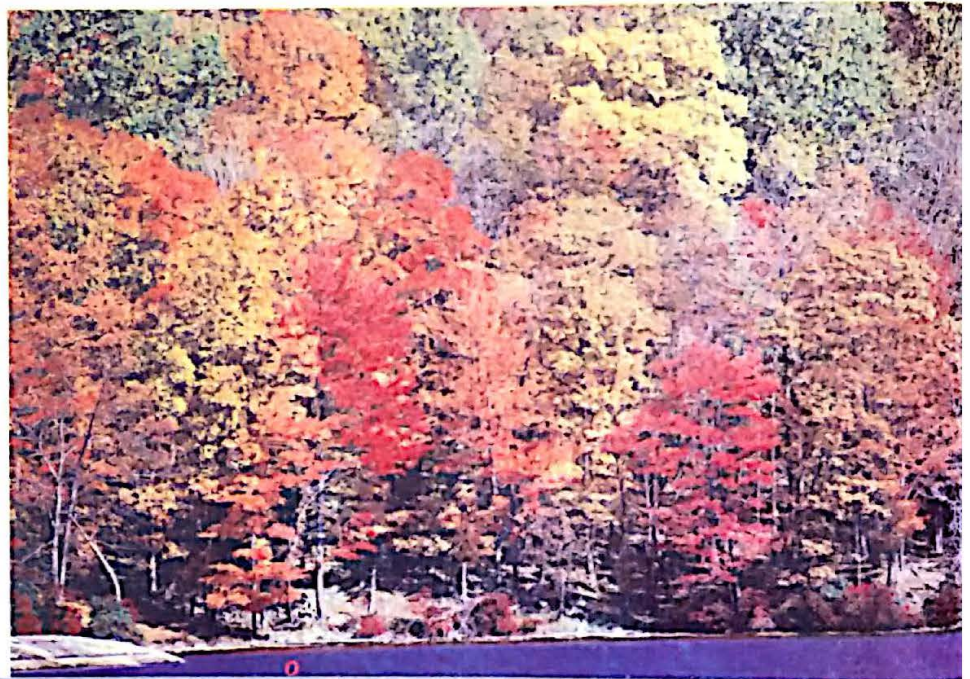
My favourite season

- 1 What season is it now? What are the seasons?
 - 2 What month is it now? Say the months of the year.
 - 3 When are the different seasons in your country?
- 2 Look at the photographs. Which season is it? What colours do you see?
- 3 **T 4.5** Read and listen to three people from different countries.



AL WHEELER from Canada

We have long, cold winters and short, hot summers. We have a holiday home near a lake, so in summer I go sailing a lot and I play baseball, but in winter I often play ice hockey and go ice-skating. My favourite season is autumn, or fall, as we say in North America. I love the colours of the trees – red, gold, orange, yellow, and brown.



MANUELA DA SILVA from Portugal

People think it's always warm and sunny in Portugal, but January and February are often cold, wet, and grey. I don't like winter. I usually meet my friends in restaurants and coffee shops and we chat. Sometimes we go to a Brazilian café. I love Brazilian food. But then suddenly it's summer and at weekends we drive to the beach and go swimming. I love summer.





HAMAD SALEH from Bahrain

I work for Gulf Pearls, in the export department. I don't have a lot of free time, but I have one

special hobby – taking underwater photographs. I love diving and the fish are very beautiful. Sometimes, after work, I relax in a coffee shop near my office with friends. My friend, Jamal, likes motor racing and he has tickets for the Formula One World Championship in Sakhir next spring. I don't like motor racing – it's too noisy!



4 Answer the questions.

- | | |
|--|---|
| 1 Do they all play sports? | 6 What do Manuela and her friends do in summer? |
| 2 What do Al and Manuela do in winter? | 7 Do you know all their jobs? |
| 3 Do Manuela and Hamad like going to coffee shops? | 8 Why does Al like autumn? |
| 4 Where is Al's holiday home? | 9 Why doesn't Hamad like motor racing? |
| 5 What does Hamad like taking photographs of? | 10 Which colours are in the texts? |

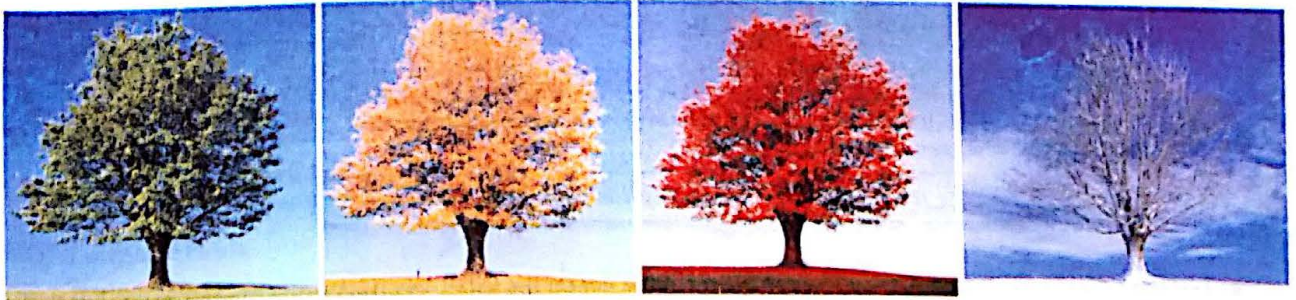
5 There are six mistakes about Al, Manuela, and Hamad. Correct them.

Al comes from Canada. In winter he plays ice hockey and goes skiing. He has a holiday home near the sea.	Manuela comes from Brazil. She likes going to the beach and sailing in summer.	Hamad comes from Bahrain. He has a lot of free time. He likes taking photographs and motor racing.
---	---	---

6 T 4.6 Listen to the conversations. Is it Al, Manuela, or Hamad? Where are they? How do you know? Discuss with a partner.

What do you think?

- What is *your* favourite season? Why?
- What do you do in the different seasons?



VOCABULARY AND SPEAKING

Leisure activities

1 Match the words and pictures. Tick (✓) the things that *you* like doing.

- playing football
- ice-skating
- going on picnics
- watching TV
- going to the gym
- taking photographs
- cooking
- playing computer games
- sailing
- listening to the radio
- swimming
- reading
- eating in restaurants
- going to the museum
- jogging
- going shopping

2 Discuss in groups what you think your teacher likes doing. Choose *five* activities.

I think he/she likes cooking.

No, I think he/she likes eating in restaurants.

Ask your teacher questions to find out who is correct.

Do you like cooking?

Do you like eating in restaurants?

3 Tell the other students what you *like* doing and what you *don't like* doing from the list. Ask questions about the activities.

I don't like watching TV, but I like reading very much.

Oh, really? What do you read?

Because it's boring.

Why don't you like watching TV?

4 Tell the other students things you like doing which are *not* on the list.

EVERYDAY ENGLISH

Social expressions (1)

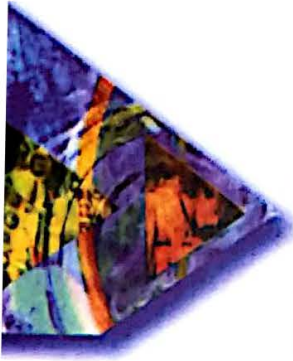
1 Complete the conversations with the expressions.

<p>1 A _____ . The traffic is bad today.</p> <p>B _____ . Come and sit down. We're on page 25.</p>	<p>Don't worry.</p> <p>I'm sorry I'm late.</p>
<p>2 A _____ .</p> <p>B Yes?</p> <p>A Do you have a dictionary?</p> <p>B _____ I don't. It's at home.</p> <p>A _____ .</p>	<p>I'm sorry.</p> <p>Excuse me.</p> <p>That's OK.</p>
<p>3 A It's very hot in here. _____ ?</p> <p>B _____ ? I'm quite cold.</p> <p>A OK. _____ .</p>	<p>Really?</p> <p>Can I open the window?</p> <p>It doesn't matter.</p>
<p>4 A _____ ! Can I have a coffee with milk, please?</p> <p>B Do you want a macchiato?</p> <p>A _____ ? Can you say that again?</p> <p>B A macchiato. Do you want a macchiato?</p> <p>A Sorry. _____ ?</p> <p>B It's a strong white coffee.</p> <p>A _____ ! Fine. I'll try one. Thank you.</p>	<p>Pardon?</p> <p>Ah, I see!</p> <p>Excuse me!</p> <p>What does 'macchiato' mean?</p>



T.4.7 Listen and check.

2 Practise the conversations with a partner.



5

Where do you live?

There is/are · Prepositions · some/any · this/that · Furniture · Directions 1

STARTER



- Write the words in the correct column.
 an armchair a fridge a television
 a coffee table a shelf a plant a stereo
 a lamp a cooker a washing machine
 a telephone a cupboard a cup a sofa
- What's in your living room?
 Tell a partner.

The living room	The kitchen	both

WHAT'S IN THE LIVING ROOM?

There is/are, prepositions

- Helen has a new flat. Describe her living room on p37.

There's a telephone.

There are two plants.

- T 5.1** Read and listen. Complete the answers.
 Practise the questions and answers.

Is there a television? Yes, there _____ .
 Is there a radio? No, there _____ .
 Are there any books? Yes, there _____ .
 How many books are there? There _____ a lot.
 Are there any photographs? No, there _____ .

- Ask and answer questions about these things.

a sofa a cat a computer
 a fire a mirror a clock
 a rug

plants pictures bookshelves
 lamps newspapers photos
 flowers

Is there a cat?

Yes, there is.

- Look at the picture of Helen's living room.
 Complete the sentences with a preposition.

on under next to in front of

- The television is _____ the cupboard.
- The coffee table is _____ the sofa.
- There are some magazines _____ the table.
- The television is _____ the stereo.
- There are two pictures _____ the wall.
- The cat is _____ the rug _____ the fire.

GRAMMAR SPOT

Complete the tables.

Positive

There	_____	a television
	_____	some books.

Negative

There	_____	a radio.
	_____	any photos.

Question

_____	there	a television?
_____		any books?

▶▶ Grammar Reference 5.1 and 5.2 p127



Helen's living room

PRACTICE

What's in your picture?

- 1 Work with a partner. Look at the pictures from your teacher. There's a picture of another living room and lots of things that go in it. *Don't* look at your partner's picture.

Student A Your picture is not complete. Ask Student B questions and find out where the things go. Draw them on your picture.

Where's the lamp? Where exactly?

Student B Your picture is complete. Answer Student A's questions and help him/her complete the picture.

It's on the small table. Next to the sofa.

- 2 **T 5.2** Look at the complete picture together. Listen to someone describing it. There are *five* mistakes in the description. Say 'Stop!' when you hear a mistake.

Stop! There aren't two people! There are three people!

WHAT'S IN THE KITCHEN?

some/any, this/that/these/those

1 This is the kitchen in Helen's new flat. Describe it.

Helen's kitchen



2 **T 5.3** Listen and complete the conversation between Helen and her friend, Laura.

Helen And this is the kitchen.

Laura Mmm, it's very nice.

Helen Well, it's not very big, but there _____ a _____ of cupboards. And _____ 's a new fridge, and a cooker. That's new, too.

Laura But what's *in* all these cupboards?

Helen Well, not a lot. There are some cups, but there aren't any saucers. And I have _____ knives and forks, but I don't have _____ spoons!

Laura Do you have _____ plates?

Helen Yes, I do. Here they are.

Laura Good. We can use those plates for this cake.

3 What is there in your kitchen? How is your kitchen different from Helen's?

38 Unit 5 • Where do you live?



GRAMMAR SPOT

- What's the difference between the sentences?
There are **two** magazines.
There are **some** magazines.
- When do we say *some*? When do we say *any*?
There are **some** cups.
There aren't **any** saucers.
Are there **any** spoons?
- Complete the sentences with *this*, *that*, *these*, or *those*.



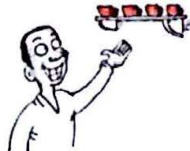
1 I like _____ juice.



3 _____ cooker is new.



2 _____ biscuits are lovely.



4 Give me _____ cups.

▶▶ Grammar Reference 5.3 and 5.4 p127

PRACTICE

In our classroom

- Complete the sentences with *some* or *any*.
 - In our classroom there are _____ books on the floor.
 - There aren't _____ plants.
 - Are there _____ new students in your class?
 - There aren't _____ Greek students.
 - We have _____ dictionaries in the cupboard.
 - There aren't _____ pens in my bag.
- What is there in your classroom? Describe it.
- Talk about things in your classroom, using *this/that/these/those*. Point to or hold the things.

This is my favourite pen.

I like that bag.

These chairs are nice.

Those windows are dirty.

What's in Pierre's briefcase?

- 4 **T 5.4** Pierre is a Frenchman on business in Boston. Listen to him describe what's in his briefcase. Tick (✓) the things in it.



- a newspaper
- a dictionary
- a sandwich
- pens
- a notebook
- keys
- a bus ticket
- a letter
- photos
- a mobile phone
- stamps
- an address book

- 5 Look in your bag. Ask and answer questions about your bags with a partner.

Is there a dictionary in your bag?

Are there any stamps?

How many stamps are there?

Check it

- 6 Tick (✓) the correct sentence.
- There aren't some sandwiches.
 There aren't any sandwiches.
 - Do you have some good dictionary?
 Do you have a good dictionary?
 - I have some photos of my daughter.
 I have any photos of my daughter.
 - I have lot of books.
 I have a lot of books.
 - How many students are there in this class?
 How many of students are there in this class?
 - Next my house there's a park.
 Next to my house there's a park.
 - Look at this house over there!
 Look at that house over there!
 - Henry, that is my mother. Mum, that is Henry.
 Henry, this is my mother. Mum, this is Henry.

READING AND SPEAKING

Living in a bubble

- 1 What are the names of the rooms in a house? What do we do in each room? Match the lines to make sentences.

We cook in	the living room.
We watch TV in	the kitchen.
We sleep in	the study.
We eat in	the bedroom.
We work in	the dining room.

- 2 Look at the photos. What rooms can you see?
- 3 Read about Cyril Jean and his house. Answer the questions.
- Where is Cyril's house? How old is it?
 - Why is it called 'a bubble house'?
 - What does Cyril do?
 - What does Cyril collect?
 - How many rooms are there in his house?
 - Is there a garden?
- 4 Are the sentences true (✓) or false (✗)?
- Cyril's house is modern.
 - There aren't any 'bubble houses' in the south of France.
 - There are a lot of clocks in the house.
 - The centre of the house is the kitchen.
 - Cyril doesn't like reading.
 - The windows don't have curtains.
 - There are three rooms upstairs.
 - Antti Lovag thinks the house is funny.
- 5 Work with a partner. Ask and answer questions about Cyril's home.

Is there a garden? Yes, there is.

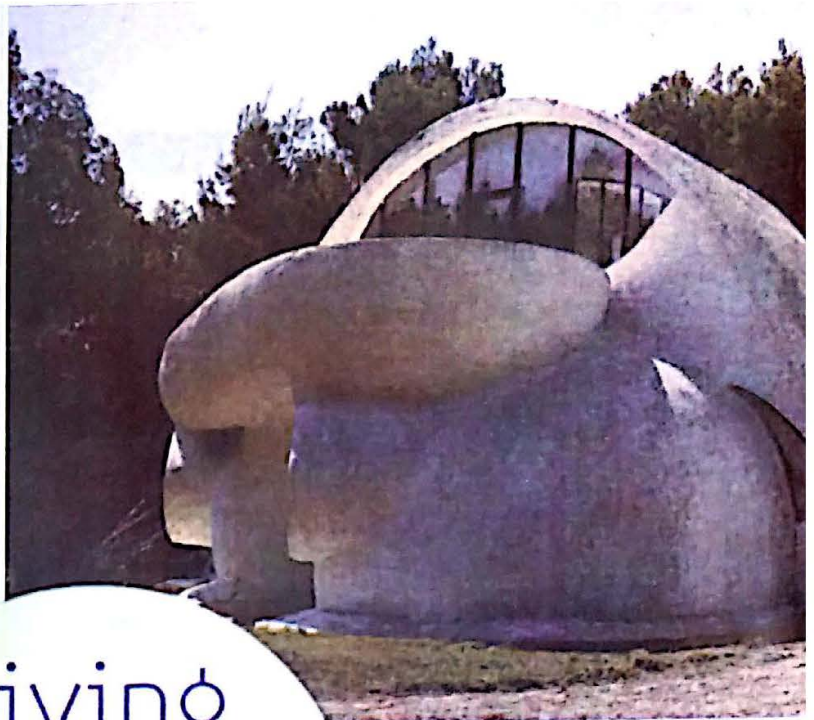
Are there any bedrooms? Yes, there's one.

Ask about these things:

- a study
- pictures
- curtains
- clocks
- a TV
- plants
- a lot of kitchen cupboards

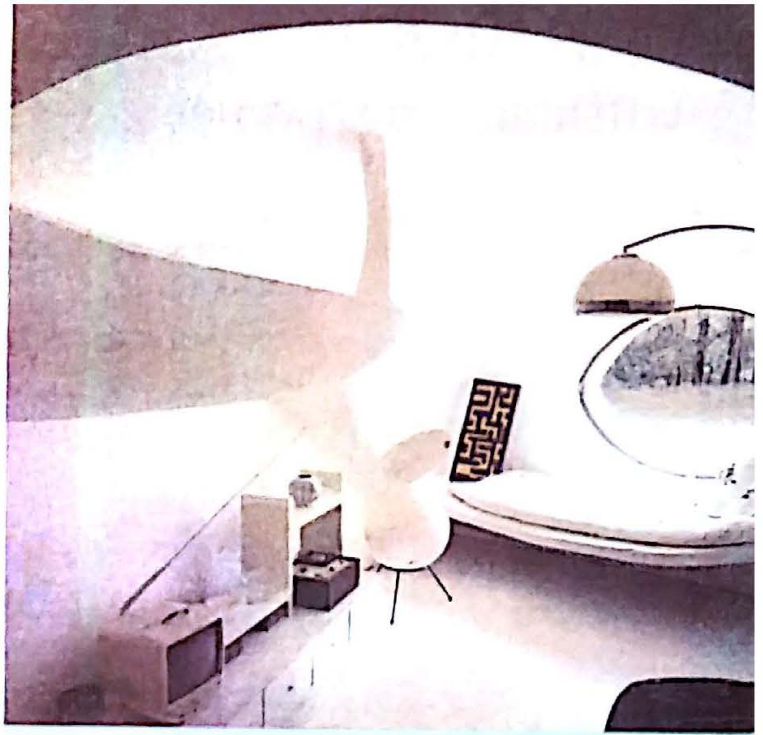
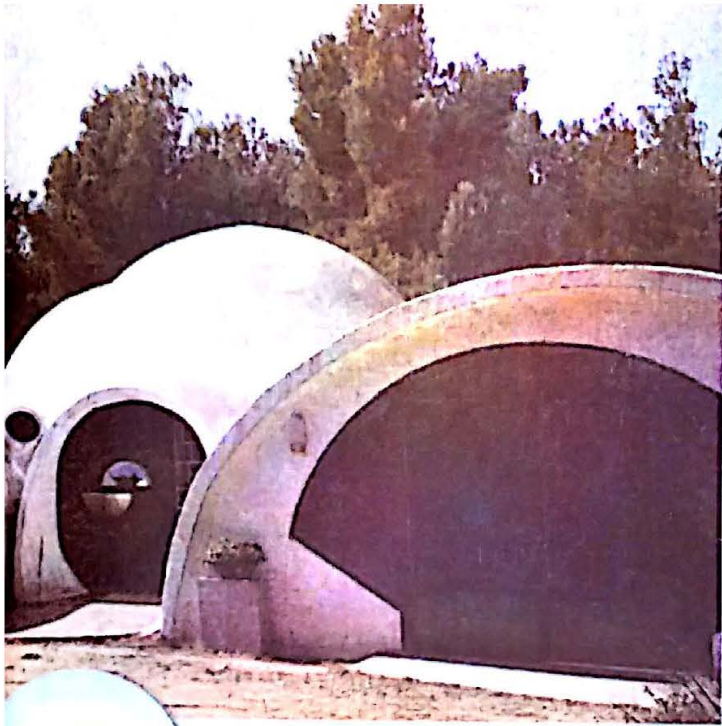
What do you think?

- What do you like about Cyril's home? What don't you like?
- Describe your perfect home.



Living in a Bubble





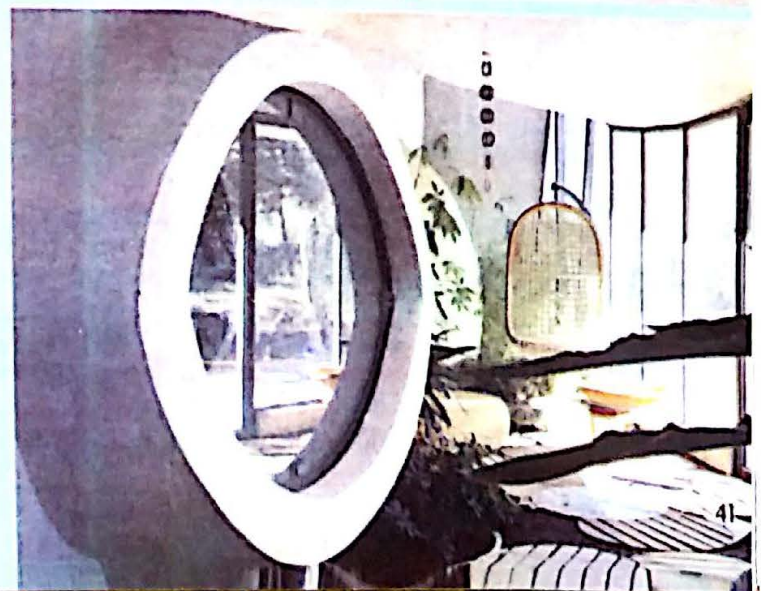
Is this a modern house? Is this a house of the future? Well, no, it isn't. Cyril Jean's house in the south of France is 40 years old. There are more houses like this in the south of France. They are called 'bubble houses,' and you can see why!

Cyril Jean is a designer and he loves round things. He collects old coins and clocks. He also collects round furniture. And now he has a completely round house for it all.

The centre of the house is one very big bubble. This is both the living room and dining room. There are round armchairs, a round table, and a big round rug in front of a round fireplace. Around the living room are three small bubbles. One bubble is a kitchen with round cupboards, another bubble is the garden room, and the third bubble is a reading room for all Cyril's books. Upstairs there are two more bubbles – a bedroom, and a bathroom.

The doors and windows are also round, of course. The windows are like eyes. There aren't any curtains in the house, because Cyril likes to see the garden all the time.

Bubble houses are the idea of a Hungarian architect, Antti Lovag. Lovag thinks that a lot of modern houses are bad for us, especially tall blocks of flats. He thinks that people are happy in round homes because they are more natural. Cyril agrees with this. 'Some people think my house is funny,' he says. 'But for me, this is the perfect home.'



LISTENING AND SPEAKING

Homes around the world

1 Match the places and the photos. What do you know about them?

- Lisbon Toronto Malibu Samoa

2 **T 5.5** Listen to some people from these places. Complete the chart.



Manola
from LISBON

Ray and Elsie
from TORONTO

Brad
from MALIBU

Alise
from SAMOA

House or flat?

Old or modern?

Where?

How many bedrooms?

Live(s) with?

Extra information

	Manola from LISBON	Ray and Elsie from TORONTO	Brad from MALIBU	Alise from SAMOA
House or flat?				
Old or modern?				
Where?				
How many bedrooms?				
Live(s) with?				
Extra information				

3 Talk about where you live.

Do you live in a house or a flat?

Where is it?

How many rooms are there?

Do you have a garden?

Who do you live with?

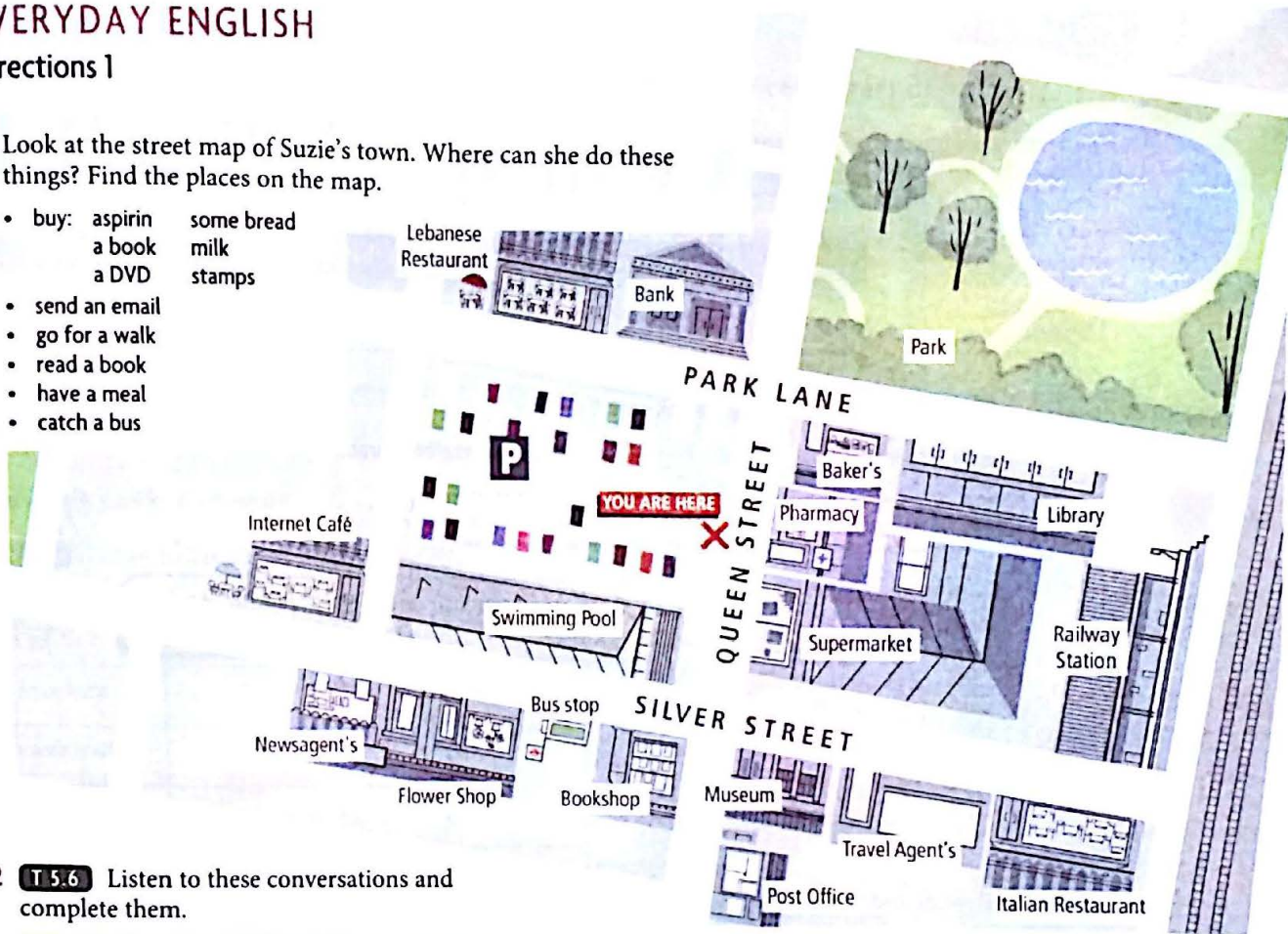
4 Write a paragraph about where you live.

EVERYDAY ENGLISH

Directions 1

1 Look at the street map of Suzie's town. Where can she do these things? Find the places on the map.

- buy: aspirin some bread
- a book milk
- a DVD stamps
- send an email
- go for a walk
- read a book
- have a meal
- catch a bus



2 **T 5.6** Listen to these conversations and complete them.

1 **A** Excuse me! Is _____ a pharmacy _____ here?
B Yes. It's over _____.
A Thanks.

2 **A** _____ me! Is there a _____ near here?
B Yes. _____ Silver Street. Take the first _____
 _____ right. It's _____ the flower shop.
A OK. Thanks.

3 **A** Is there a post office near here?
B Go straight ahead, and it's _____ left, _____
 _____ the museum.
A Thanks a lot.

4 **A** Excuse me! Is there a _____ near here?
B There's one in Park Lane _____ the bank, and
 there's an Italian restaurant in Silver Street next to the
 _____.
A Is that one _____?
B No. Just two minutes, that's all.

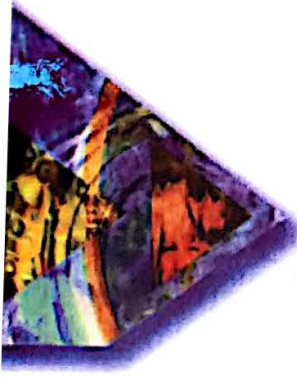
3 Practise the conversations in exercise 2 with a partner.

4 Make more conversations with your partner. Use the expressions in the box to ask and answer about the places.

near here over there on the corner
 on the right/left straight ahead

- | | |
|-----------------------|--------------------|
| • a bookshop | • a bus stop |
| • a library | • a park |
| • a bank | • a swimming pool |
| • a baker's | • a museum |
| • the railway station | • a travel agent's |
| • a car park | • a supermarket |

5 Talk about where you are. Is there a pharmacy near here? Is it far? What about a bank/a post office/a supermarket?



6

Can you speak English?

can/can't/could/couldn't • was/were • Words that sound the same • On the phone

STARTER



1 Where do people speak these languages?

French Spanish Farsi Italian Portuguese Japanese English Arabic

They speak French in France and also in Canada.

2 Which languages can you speak? Tell the class.

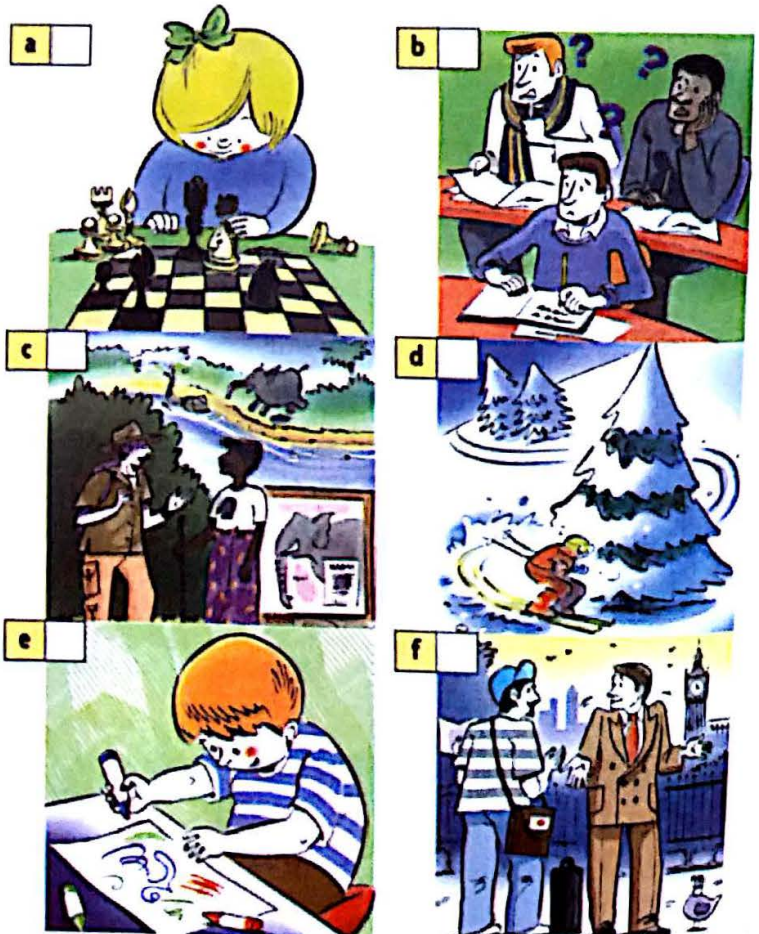
I can speak English and a little Spanish. And of course, I can speak my language.

WHAT CAN YOU DO?

can/can't

1 T 6.1 Match the sentences and pictures. Then listen and check.

- 1 He can ski really well.
- 2 She can play chess.
- 3 'Can elephants swim?' 'Yes, they can.'
- 4 'Can you speak Japanese?' 'No, I can't.'
- 5 I can draw but I can't write.
- 6 We can't understand the question.



GRAMMAR SPOT

- 1 Say all persons of *can* and *can't*.
I can, you can, he ... she ... it ... we ... they ...
I can't, you ... , etc.
What do you notice?
- 2 T 6.2 Listen and repeat these sentences.
I can speak French. = /kən/
Can you speak French? = /kæn/
Yes, I can. = /kæn/
No, I can't. = /kɑ:nt/

3 Say these sentences.

● ● ● ● ● ●
We can swim. She can't cook.

▶▶ Grammar Reference 6.1 p128

2 **T 6.3** Listen and complete the sentences with *can* or *can't* + verb.

- 1 I _____, but I _____.
- 2 He _____, but he _____.
- 3 '_____ you _____?' 'Yes, I _____.'
- 4 They _____, but they _____.
- 5 We _____ and we _____.
- 6 '_____ she _____?' 'No, she _____.'

PRACTICE

Tina can't cook. Can you?

1 **T 6.4** Listen to Tina and complete the chart. Put ✓ or X.

Can ... ?	Tina	you	your partner
drive a car			
speak French			
speak Italian			
cook			
play tennis			
ski			
swim			
play chess			
use a computer			

- 2 Complete the chart about you.
- 3 Complete the chart about your partner. Ask and answer the questions.

Can you drive a car?

No, I can't.

Can you ski?

Yes, I can. But not very well.

Tell the class about you and your partner.

Laila can ski, but I can't.

What can computers do?

4 Talk about computers with a partner. What can they do? What can't they do?

They can translate, but they can't speak English.

Yes, they can.

COMPUTERS

Can they ... ?

- translate
- write poetry
- speak English
- laugh
- play chess
- hear
- check spellings
- feel
- give directions
- think
- have conversations



5 What can people do that computers can't do?

Four child prodigies!

- 3 The people in the photos were all child prodigies. What were they good at?
 4 Look at these sentences.

*I was born in London in 1973. I could read when I was four.
 My sister couldn't read until she was seven.*

Match lines in A, B, and C and make similar sentences about the four child prodigies.

A	B	C
Al-Mutanabbi / born in	Miami / 1992	play golf / four
Einstein / born in	Germany / 1879	play chess / five
Michelle Wie / born in	Iraq / 915	write poems / nine
Fabiano Caruana / born in	Hawai / 1989	couldn't speak / eight

- 5 Ask and answer questions with a partner about the child prodigies.

When was Al-Mutanabbi born?

Where was he born?

How old was he when he could ... ?

- 6 Work in groups. Ask and answer questions about you.

- Where were you born?
- When were you born?
- How old were you when you could ... ?
 - walk
 - read
 - ride a bike
 - speak a foreign language
 - talk
 - swim
 - use a computer

Check it

- 7 Tick (✓) the correct sentence.

- I don't can use a computer.
 I can't use a computer.
- Was they at the wedding?
 Were they at the wedding?
- I'm sorry. I can't go to the meeting.
 I'm sorry. I no can go to the meeting.
- She was no at home.
 She wasn't at home.
- He could play chess when he was five.
 He can play chess when he was five.
- I can to speak English very well.
 I can speak English very well.



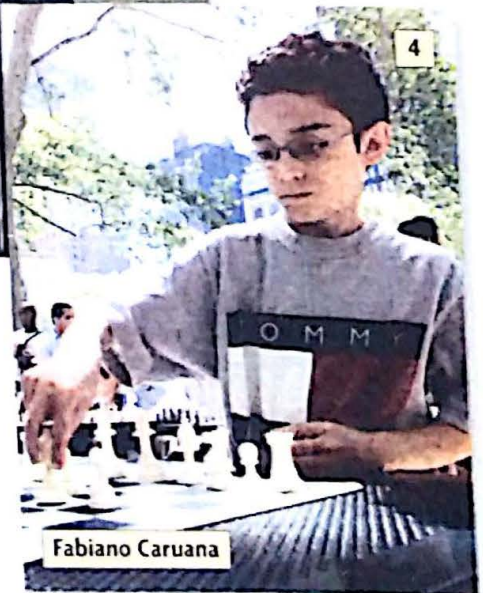
Al-Mutanabbi



Albert Einstein



Michelle Wie



Fabiano Caruana

READING AND SPEAKING

Young entrepreneurs

- 1 What is an entrepreneur? What can entrepreneurs do well? Can young people be successful entrepreneurs? Who can help them to be successful?
- 2 Work in two groups.
Group A Read about 'The Chocolate Maker'.
Group B Read about 'The Student CEO.'
- 3 Ask and answer questions about Louis or Yahya.
 - 1 How old is he?
 - 2 Why is he special?
 - 3 Where was he born?
 - 4 Who does he live with?
 - 5 Was his time at school/university good?
 - 6 What's the name of his business? Why?
 - 7 What's new and different about his business?
 - 8 Who was the biggest help to him?
 - 9 What's his motto?
- 4 Find a partner from the other group. Tell your partner about your entrepreneur, using your answers.

Roleplay

- 5 Work with a partner.

Student A is a journalist.

Student B is Louis or Yahya.

Ask and answer questions. Use some the questions in exercise 3 to help you. You can also think of other questions, and possible answers.

Hello Yahya. Can I ask you one or two questions?

Of course.

First of all, how old are you?

I'm twenty-one.

The Chocolate Maker

Louis Barnett is 18. He was born in Staffordshire, England, and lives there with his parents. School was very difficult for Louis, because he's dyslexic (he can't spell words), so for most of the time his parents were his teachers, at home.

Louis was always interested in baking, and he could make fantastic chocolate cakes when he was 12. Soon he was interested in making chocolates – it was a hobby at first, but now it's a very successful business. He called his company 'Chokolit' because he couldn't spell 'chocolate' when he was young (but he can spell it now!). At 14, he was the youngest person to sell a product to a supermarket, and he now sells boxes of luxury chocolates to Harrods, and Fortnum & Mason. So what's new and different about his chocolates? It's the boxes – he makes them with chocolate too! He says this is because most chocolate boxes are more expensive than the chocolates.

His parents are still a big help to him – his mother works in the chocolate factory and his father does the accounts.

Louis's motto: Nobody makes mistakes, we only learn lessons.

The Student CEO*

Yahya Stapic is 21. He was born in the United Arab Emirates, in Sharjah, and lives there now with his father and seven brothers and sisters.

Last year Yahya was a final-year university student in Marketing in the UAE. Because he was in the right place at the right time, he's now the CEO of a new design company!

Yahya was the winner of a new competition called 'The Big Start', for university students. The competition organiser, Al Tamimi Investments, helps students like Yahya to start their own businesses. It gives them money, and everything necessary to make their ideas into a real business.

Yahya's business is called 'United Designers', because it brings together Fashion Design students and puts their work in a big store in a shopping mall. 'Design students could only put their work on Facebook before', says Yahya, 'but now for the first time they can show their work to the public. And the public can buy some very special new designs.'

Yahya's motto: Be who you were born to be!

*Chief Executive Officer – the boss of a company.



Nobody makes mistakes, we only learn lessons



Be who you were born to be!

VOCABULARY AND PRONUNCIATION

Words that sound the same

1 Look at the sentences. What do you notice about these words?

Can you **see** the sea?

No, he doesn't **know** the answer.

2 Find the words in B that have the same pronunciation as the words in A.

A

hear write wear
 see eye there hour
 by for too
 know son

B

our sea four I sun
 buy two no here right
 their where

3 Correct the two spelling mistakes in each sentence.

- 1 I can here you, but I can't sea you.
- 2 Their are three bedrooms in hour house.
- 3 I don't no wear Jill lives.
- 4 My sun lives near the see.
- 5 Don't where that hat, by a new one!
- 6 Know, eye can't come to the meeting.
- 7 You were write. Sally and Peter can't come four dinner.
- 8 There daughter could right when she was three.
- 9 I no my answers are write.

4 Look at the phonetic symbols. Write the two words with the same pronunciation.

- 1 /nəʊ/ _____
- 2 /sʌŋ/ _____
- 3 /tu:/ _____
- 4 /raɪt/ _____
- 5 /hɪə/ _____
- 6 /weə/ _____

EVERYDAY ENGLISH

On the phone

1 When you do not know someone's telephone number, you can phone Directory Enquiries. In Britain you ring 153 for international numbers. Here are the names and addresses of some people you want to phone.

WILSON ASSOCIATES

Nancy Wilson
 302 Erindale Road
 PERTH 6034
 Australia
 Tel: _____
 e-mail:
 n.wilson@connect.com.au



Dr Khaled Abdullah
 Director of Studies
 College of Education
 P O Box 46522
 Abu Dhabi
 UAE

e-mail:
 khaledab@collegeofedu.ac.ae
 Tel/fax: _____

Avenida Vitória 713
 SÃO PAULO - SP
 Brasil

Tel: _____
 Fax: _____
 E-mail: ferreira_m@dpret.com.br

Mauricio Ferreira

T 6.7 Listen to the operator and answer her questions. Get Nancy's telephone number.

Operator International Directory Enquiries. Which country, please?

You Australia.

Operator And which city?

You _____.

Operator Can I have the last name, please?

You _____.

Operator And the initial?

You _____.

Operator What's the address?

You _____.

Recorded message The number you require is _____.

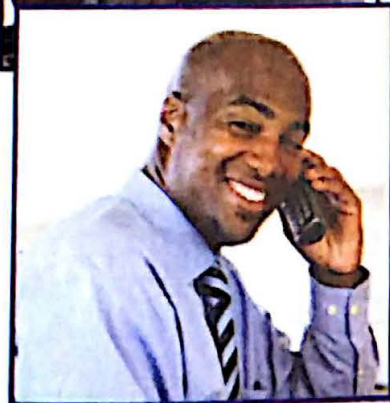
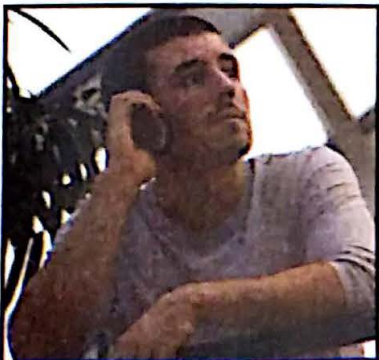
2 Work with a partner. Look at the numbers from your teacher. Ask and answer to get the telephone and fax numbers of Khaled and Mauricio.

3 Read the lines below. They are all from telephone conversations. What do you think the lines before and/or after are? Discuss with a partner.

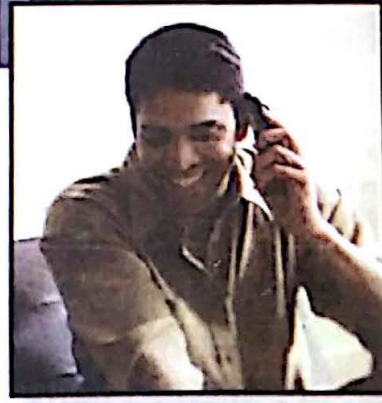
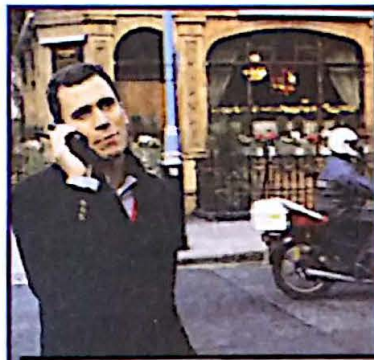
- 1 This is Joe.
- 2 Can I take a message?
- 3 Great! See you on Sunday at ten, then. Bye!
- 4 Oh, never mind. Perhaps next time. Bye!
- 5 No, it isn't. I'll just get him.
- 6 I'll ring back later.
- 7 There's an interesting lecture at the university on Saturday. Can you come?
- 8 Can I speak to the manager, please?

! I'll = I will
will = an offer or promise
I'll help you

4 Complete the conversations with a line from exercise 3.



- 1 A Hello.
B Hello. Can I speak to Joe, please?
A _____.
B Oh! Hi, Joe. This is Pat. Is Sunday still OK for tennis?
A Yes, that's fine.
B _____!
A Bye!



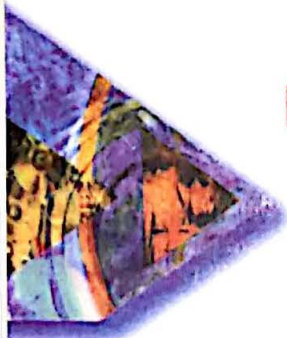
- 2 A Hello.
B Hello. Is that James?
A _____.
...
C Hello, James here.
B Hi, James. It's Tom. Listen! _____?
C Oh sorry, Tom. I can't. It's my sister's wedding.
B _____!
C Bye!



- 3 A Good morning. Allied Bank. How can I help you?
B Good morning. _____?
A I'm afraid Mr Smith isn't in his office at the moment. _____?
B Don't worry. _____.
A All right. Goodbye.
B Goodbye.

T 6.8 Listen and check. Practise the conversations.

Make similar conversations with your partner.



7

Then and now

Past Simple 1 – regular verbs • Irregular verbs • Words that go together • Special occasions

STARTER



When were your grandparents and great-grandparents born? Where were they born? What were their jobs? If you know, tell the class.

WHEN I WAS YOUNG

Past Simple – regular verbs

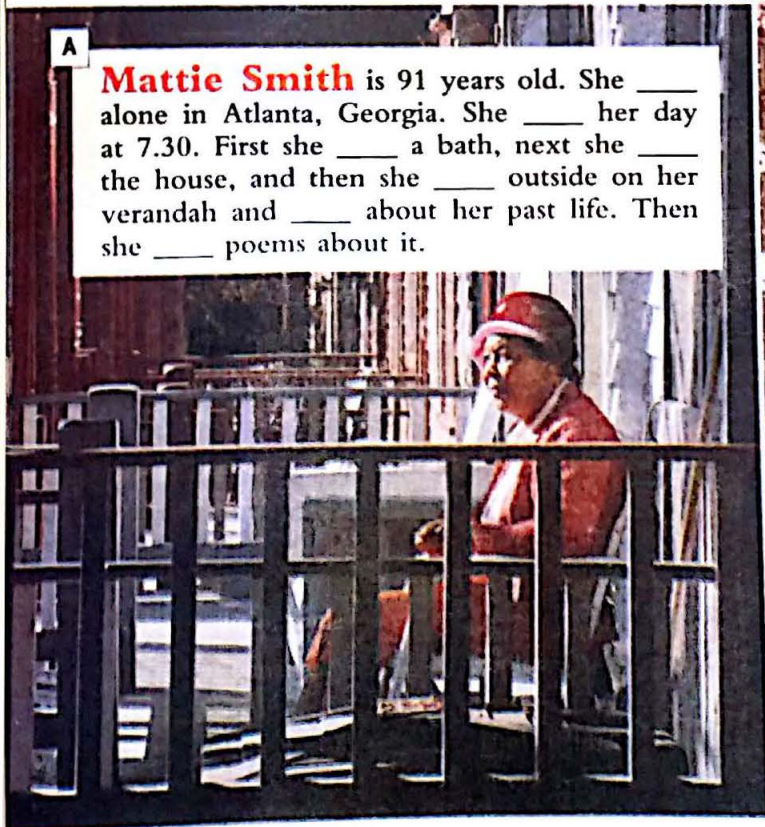
1 **T 7.1** Read and listen to Mattie Smith's life now. Complete text A with the verbs you hear.

B

Mattie was never at school. She lived with her mother and four sisters. She started work when she was eight. She worked in the cotton fields from 6.00 in the morning to 10.00 at night. She couldn't read or write but she could think, and she created poems in her head.

A

Mattie Smith is 91 years old. She _____ alone in Atlanta, Georgia. She _____ her day at 7.30. First she _____ a bath, next she _____ the house, and then she _____ outside on her verandah and _____ about her past life. Then she _____ poems about it.



GRAMMAR SPOT

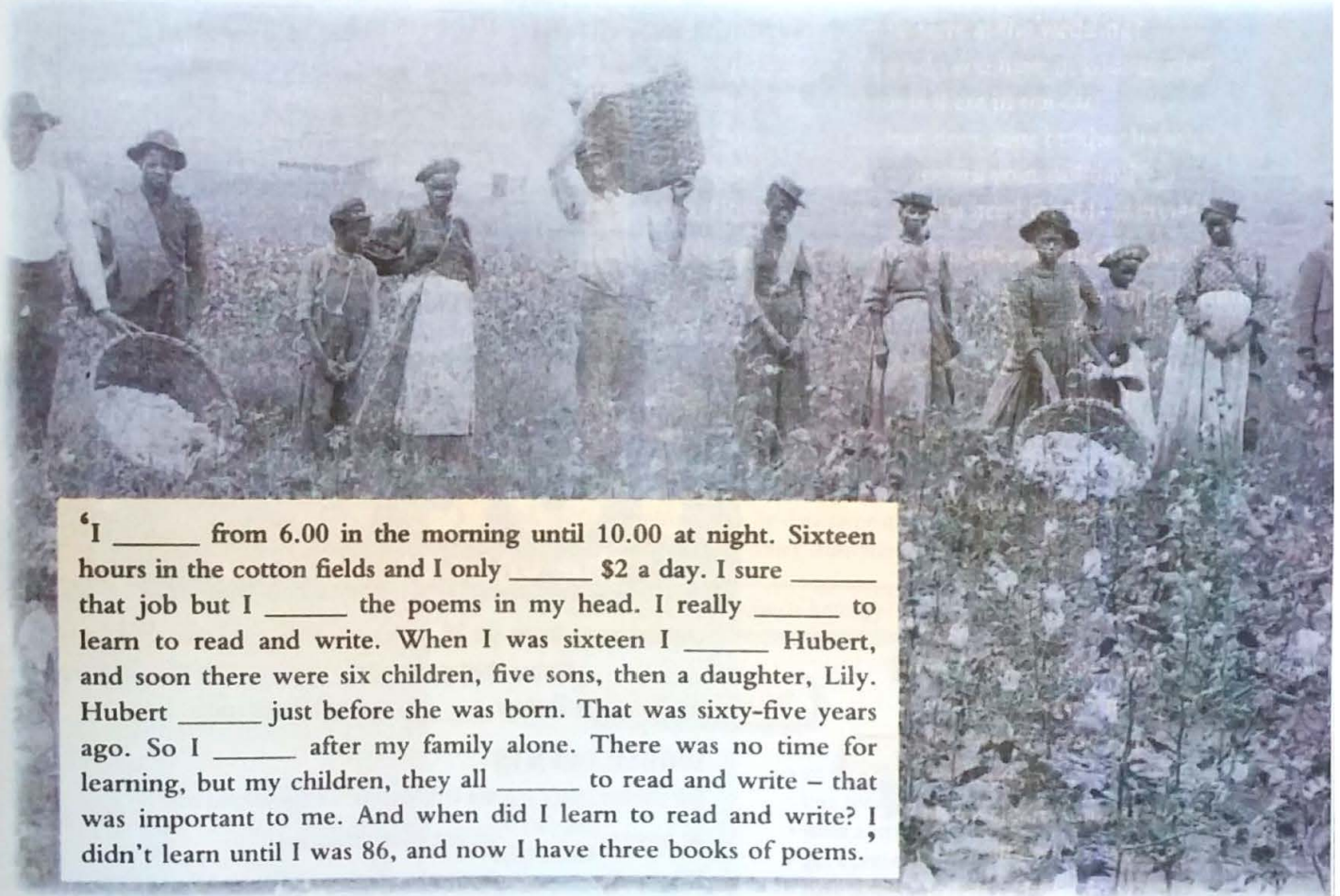
- 1 Find examples of the past of *is* and *can* in text B.
- 2 Complete the sentence with *live* in the correct form.
Now she _____ alone, but when she was a child she _____ with her mother and sisters.
- 3 Find the Past Simple of *start*, *work*, and *create* in text B.
How do we form the Past Simple of regular verbs?

▶▶ Grammar Reference 7.1 p129

3 **T 7.3** What is the past form of these verbs? Listen and practise saying them.

look work love learn earn marry die hate want

4 **T 7.4** Read and listen to Mattie talking about her past life. Complete the text, using the Past Simple form of the verbs in exercise 3.



'I _____ from 6.00 in the morning until 10.00 at night. Sixteen hours in the cotton fields and I only _____ \$2 a day. I sure _____ that job but I _____ the poems in my head. I really _____ to learn to read and write. When I was sixteen I _____ Hubert, and soon there were six children, five sons, then a daughter, Lily. Hubert _____ just before she was born. That was sixty-five years ago. So I _____ after my family alone. There was no time for learning, but my children, they all _____ to read and write – that was important to me. And when did I learn to read and write? I didn't learn until I was 86, and now I have three books of poems.'

GRAMMAR SPOT

1 Find a question and a negative in the last part of the text about Mattie.

2 Look at these questions.

Where **does** she live now?

Where **did** she live in 1950?

Did is the past of *do* and *does*. We use *did* to form a question in the Past Simple.

3 We use *didn't* (= *did not*) to form the negative.

She **didn't** learn to read until she was 86.

▶▶ Grammar Reference 7.1 p129

5 Complete the questions about Mattie.

- | | |
|--|------------------------------------|
| 1 When <u>did</u> she <u>start</u> work? | When she was eight years old. |
| 2 Where _____ she _____? | In the cotton fields. |
| 3 Who _____ she _____ with? | Her mother and sisters. |
| 4 How many hours _____ she _____? | Sixteen hours a day. |
| 5 How much _____ she _____? | \$2 a day. |
| 6 Who _____ she _____? | Hubert. |
| 7 When _____ Hubert _____? | Sixty-five years ago. |
| 8 When _____ she _____ to read? | She didn't learn until she was 86. |

T 7.5 Listen and check. Practise the questions and answers with a partner.

PRACTICE

Talking about you

- Complete the sentences with *did*, *was*, or *were*.
 - Where _____ you born? Where _____ your father born?
 - When _____ you start school?
 - When _____ you learn to read and write?
 - Who _____ your first teacher?
 - What _____ your favourite subject?
 - Where _____ you live when you _____ a child?
 - _____ you live in a house or a flat?
- Stand up! Ask two or three students the questions in exercise 1.
- Tell the class some of the information you learned.

Saeed was born in ...

His father ...

He started school ...

Pronunciation

- T 7.6** The *-ed* ending of regular verbs has three different pronunciations. Listen to the examples. Then put the verbs you hear in the correct column.

/t/	/d/	/ɪd/
worked	lived	started

THE YEAR I WAS BORN

Irregular verbs

- Look at the list of irregular verbs on page 142. Write the Past Simple form of the verbs in the box. Which one isn't irregular?

be _____	begin _____	come _____	get _____
give _____	go _____	leave _____	have _____
die _____	become _____	win _____	make _____
buy _____	sell _____		

- T 7.7** Listen and repeat the Past Simple forms.
- When were you born? What was in the news that year?
- T 7.8** Listen to the conversation between James and his father. Complete the sentences with the verbs in exercise 1.



James was born on 24 January, 1996, in Qatar. His parents _____ Qatar that year and _____ to live in Saudi Arabia. His father _____ a job in Riyadh.

WORLD EVENTS

Bill Clinton _____ the U.S. election for the second time.

Al Jazeera _____ its first news broadcast.

349 people _____ in a mid-air collision between a Saudi Airlines 747 and a Kazakhstan cargo plane. It _____ the worst mid-air collision in history.

SPORTS AND GAMES

In the Asian Cup final in the UAE, Saudi Arabia _____ champions of Asia for the third time.

At the Olympic Games in Atlanta, Michael Johnson _____ first in the 200m final, with a new world record of 19.32 seconds.

TECHNOLOGY

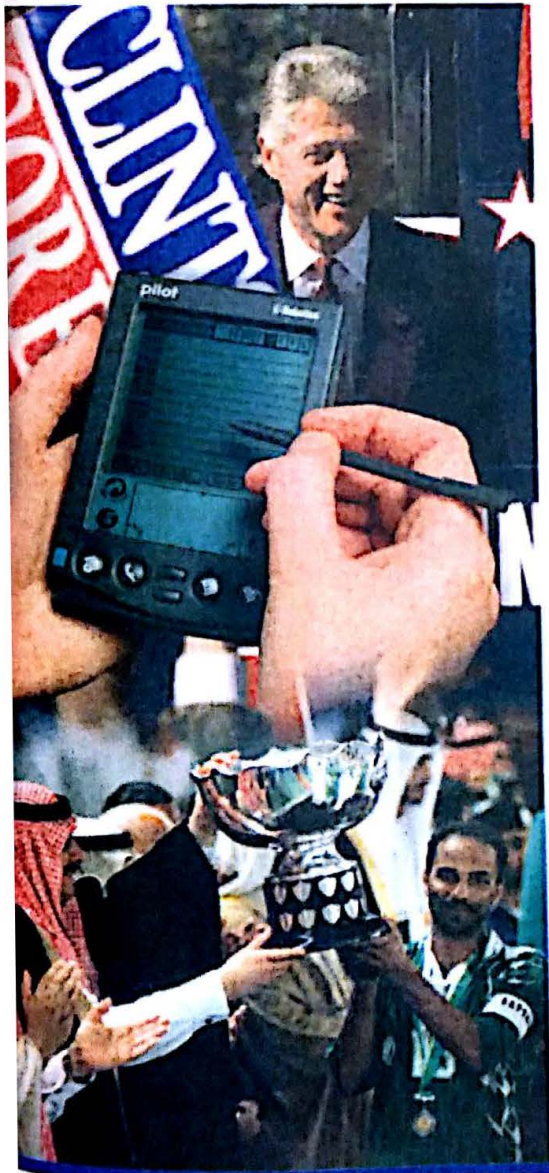
At the beginning of 1996 the Internet _____ 100, 000 websites. At the end of the year there were 600, 000.

Palm Computing _____ the Palm Pilot, the first hand-held computer to connect to the Internet. Half a million people _____ one in the first year.

Two PhD students in the U.S., Larry Page and Sergey Brin _____ work on a new Internet search engine, called Backrub. They later _____ it a new name... Google.



- 5 Listen again and check. Can you remember any other information?
- 6 Work with a partner. Ask and answer questions about James and the year he was born.
- 1 When/James and his parents leave Qatar?
 - 2 Where/his father get a job?
 - 3 Where/Saudi Arabia win the Asian Cup?
 - 4 Who/they play in the final?
 - 5 How many websites/the Internet have at the beginning of 1996?
 - 6 What name/Larry Page and Sergey Brin give to their new search engine?
- 7 Find out more about the year you were born. Write about it. Tell the class.



PRACTICE

When did it happen?

- 1 Work in small groups. What important dates can you remember? What happened in the world? What happened in your country? Make a list of events. Then make questions to ask the other groups.

When did the First World War begin/end?

When did the first person walk on the moon?

What did you do?

- 2 Look at these phrases.

!	last	night	yesterday	morning
		Monday		afternoon
		week		evening
		month		
		year		
	X last evening			
	X last afternoon			

- 3 Work with a partner. Ask and answer questions with *When did you last ... ?* Ask another question for more information.

When did you last have a holiday?

Last August.

Where did you go?

To Spain.

- have a holiday
- cook a meal
- go shopping
- read a book
- take a photograph
- go on a picnic
- lose something
- write a letter
- get a present
- have dinner in a restaurant

Tell the class some things you learned about your partner.

Nadia had a holiday last August and she went to Petra.

Check it

- 4 Tick (✓) the correct sentence.

- | | |
|--|---|
| 1 <input type="checkbox"/> He bought some new shoes. | 5 <input type="checkbox"/> I went out yesterday evening. |
| <input type="checkbox"/> He buyed some new shoes. | <input type="checkbox"/> I went out last evening. |
| 2 <input type="checkbox"/> Where did you go yesterday? | 6 <input type="checkbox"/> He studied French at university. |
| <input type="checkbox"/> Where you went yesterday? | <input type="checkbox"/> He studyed French at university. |
| 3 <input type="checkbox"/> You see Jane last week? | 7 <input type="checkbox"/> What had you for breakfast? |
| <input type="checkbox"/> Did you see Jane last week? | <input type="checkbox"/> What did you have for breakfast? |
| 4 <input type="checkbox"/> Did she get the job? | 8 <input type="checkbox"/> I was in Riyadh the last week. |
| <input type="checkbox"/> Did she got the job? | <input type="checkbox"/> I was in Riyadh last week. |

READING AND SPEAKING

Sixty years of flight

- 1 Look at the pictures. Who are the men? What did they do? When did they do it?
- 2 Read the titles. What was 'phenomenal'?
- 3 Work in two groups.

Group A Read about the first air journey.

Group B Read about the first man on the moon.

Answer the questions.

- 1 When and where did the journey begin?
 - 2 How long did it take?
 - 3 How far was the journey there?
 - 4 How fast did he/they go?
 - 5 Where did the journey end?
 - 6 In what way was this flight a beginning?
- 4 Find a partner from the other group. Compare and swap your answers to exercise 3.
 - 5 Work with the same partner. Look again at the texts and answer these questions.

Blériot

- 1 Why was Blériot's flight difficult?
- 2 Was the weather good?
- 3 How did he know where to land?
- 4 What did he win?

Apollo 11

- 5 Why couldn't the astronauts sleep?
- 6 What did Armstrong say as he stepped onto the moon?
- 7 How long did they spend walking on the moon's surface?
- 8 What did they leave on the moon?

Speaking

- 6 Find the numbers in the texts. What do they refer to?

1909 37 4.30 40 250 1,000

1969 three 30 8.17 600 million one 22

17.9 Listen and check.

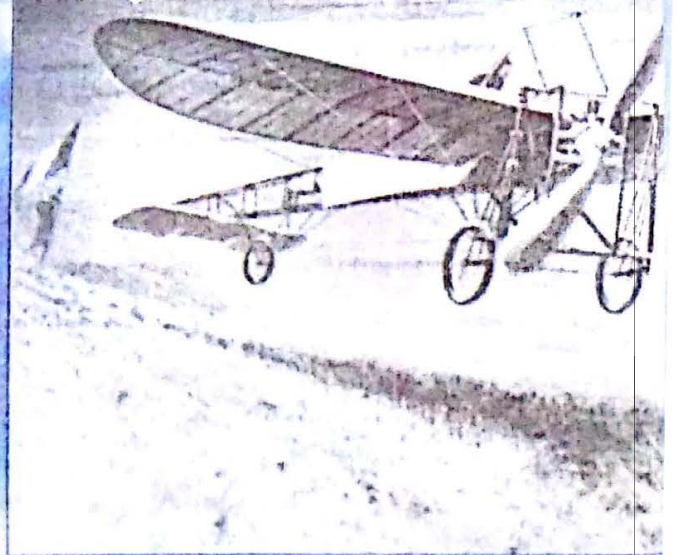
- 7 Work with a partner. Use the numbers in exercise 6 to help you retell the stories.

PLANES TO

There are just 60 years between the first

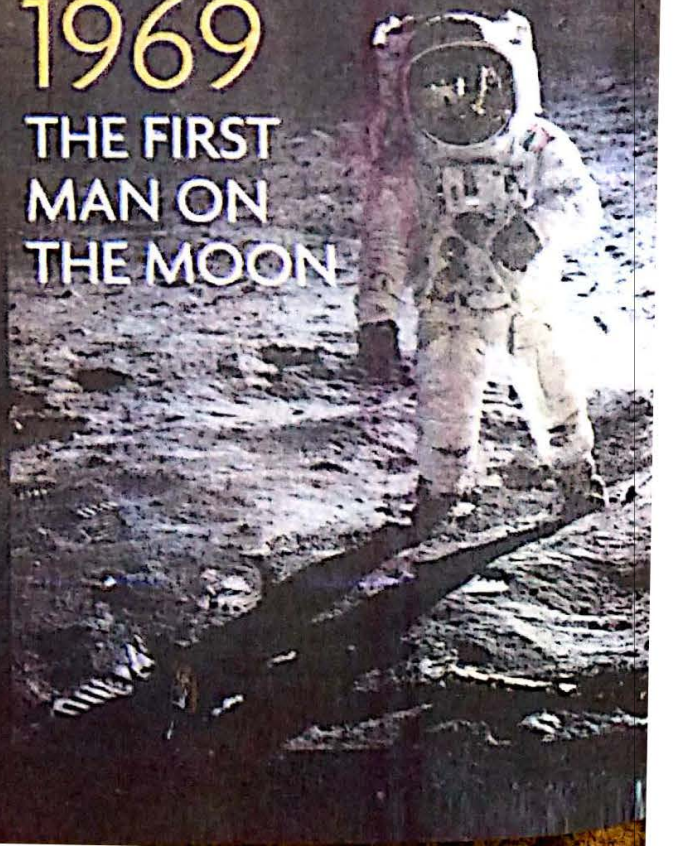
1909

THE FIRST AIR JOURNEY



1969

THE FIRST MAN ON THE MOON



ROCKETS IN SIXTY YEARS

flight and the first man on the moon. In the 20th century, progress in aviation was phenomenal.

On July 25 1909, a Frenchman, Louis Blériot, became the first man to complete an air journey when he flew from Calais, in the north of France, to Dover, in the south of England. Blériot's flight amazed the whole of Europe. People thought that such a journey was impossible.



THE FLIGHT

The flight wasn't easy. Mr Blériot, a 37-year-old engineer, couldn't swim, so he didn't want to come down in the Channel. He couldn't walk very well because of a leg injury, and he didn't have a compass.

On the morning of the 25th, he took off at 4.30 from a field at the edge of a cliff. It took 37 minutes to complete the 22-mile journey. The plane flew at 40 miles per hour at an altitude of 250 feet.

Everything went well until he flew into fog. 'I continued flying for ten minutes, but I couldn't see the land, only the sky and the sea. It was the most dangerous part of the flight. I wasn't worried about the machine. It flew beautifully. Finally, I saw the land,' he told reporters.

LANDING IN ENGLAND

When he got to Dover, he saw a French newspaper journalist waving a flag. He cut the engine at 60 feet and crashed into a field. The news quickly went round the world, and Mr Blériot's flight was celebrated in London and Paris. He won a prize of £1,000.

'The crossing was the start of modern aviation,' said Louis Blériot, the grandson of the pioneer.

On 16 July 1969, at 9.30 in the morning, Apollo 11 lifted off from the Kennedy Space Center in Florida. There were three astronauts – Neil Armstrong, Buzz Aldrin, and Michael Collins. The enormous rocket took three days to complete the 250,000 miles to the moon, travelling at six miles per second (21,600 miles an hour). Then it circled the moon 30 times, giving time to prepare for the landing.



THE LUNAR LANDING

The lunar module landed on a part of the moon called the Sea of Tranquility at 8.17 in the evening on 20 July.

It was time for the astronauts to rest, but they were too excited to sleep. At 3.00 in the morning on July 21, Neil Armstrong became the first man to walk on the moon. Six hundred million people all over the world watched the moonwalk on TV. As Armstrong took his first steps, he said the famous words, 'That's one small step for man, one giant leap for mankind.'

WALKING ON THE MOON

Armstrong and Aldrin spent two and a half hours walking on the moon. They collected samples and set up scientific equipment. Finally, they put up a US flag. After 22 hours on the moon, the lunar module lifted off and flew up to join the rocket that took them back to Earth. They left an inscription:

HERE MEN FROM THE PLANET EARTH FIRST SET FOOT UPON THE MOON, JULY 1969. WE CAME IN PEACE FOR ALL MANKIND.

This flight was the beginning of man's exploration of space.

VOCABULARY AND LISTENING

Words that go together

Verbs and nouns

1 Look at these verbs and nouns from the texts on page 57.

*The journalist waved a flag.
Louis Blériot won a prize.*

2 Match a verb in A with a noun in B.
Sometimes there is more than one answer.

A	B
drink	television
study	the world
cook	a meal
travel	a bike
earn	tea or coffee
play	politics
start	school
watch	a car
drive	a lot of money
buy	chess
speak	Spanish
ride	things in shops

Ask and answer questions.

Do you drink tea or coffee in the morning?
I usually drink coffee. I sometimes have tea.

When did you last cook a meal?
Yesterday./Last week./In August.

Prepositions

3 Fill the gaps with the correct preposition.

- Karima comes from Syria.
- I like listening to the radio.
- She went to the mall with her friends.
- He got up at 11 o'clock on Sunday.
- My father works in an office in the city centre.
- Our city has a lot of tourists in summer.
- My parents are at home at the moment.
- I write emails to my daughter.
- This is a photo of my brother.
- Here's a cup of tea for you.

Noun + noun (= compound noun)

4 Look at these compound nouns from the texts on page 57.

air journey newspapaer journalist
leg injury space center
newspaper moonwalk

5 Match a noun in A and a noun in B.
Do we write one word or two?

A	B
orange	paper
railway	room
swimming	pool
hand	juice
bus	park
news	port
air	card
credit	shop
washing	station
book	machine
living	stop
car	bag

Test the other students!

This is where we can go swimming. A swimming pool!

I buy this every day and read it. A newspaper.

6 **T 7.10** Listen to the four conversations.
What are they about? Which compound nouns can you hear?

Look at the tapescript on page 118 and practise the conversations with a partner.



postbox, cup, bath, room, table, lamp, book, homework, table

EVERYDAY ENGLISH

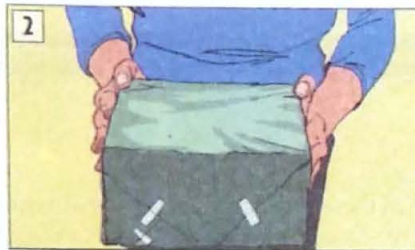
Social Expressions (2)

1 **T 7.11** Work with a partner. Look at the pictures and listen to the first lines of the conversations. How can B reply?



A We were on holiday in Cairo last month.

B Really! Did you have a good time?



A This is a present for you.

B _____



A Don't forget it's a bank holiday tomorrow, Marco.

B _____



A Why don't we have lunch together tomorrow?

B _____



A Thank goodness it's Friday! Have a good weekend!

B _____



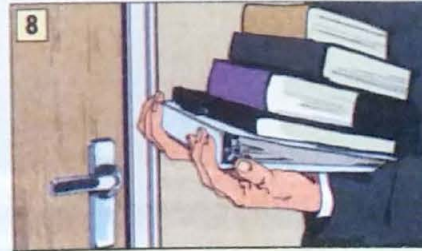
A Excuse me! Can I have the bill, please?

B _____



A Ow! I have a terrible headache!

B _____



A Could you open the door for me?

B _____



A Bye! Have a safe journey!

B _____

2 Write the correct sentence into each conversation.

Thanks! Same to you!

Really! Did you have a good time?

Sorry, what does that mean?

Of course! Can I carry something for you?

Yes, sir. I'll bring it to you.

That's so kind! Thank you very much!

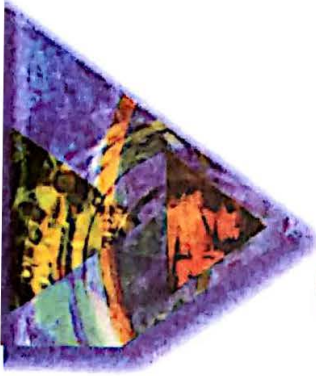
Thanks! We'll see you in a couple of days!

Poor you! Do you want some aspirin?

I'm afraid I'm in a meeting all day. Sorry.

3 **T 7.12** Listen and check.

4 **T 7.12** Listen again. In pairs, try to remember all the lines of the conversations and practise them.



8

How long ago?

Past Simple 2 – negatives/ago • Forming nouns and adjectives • What's the date?

STARTER



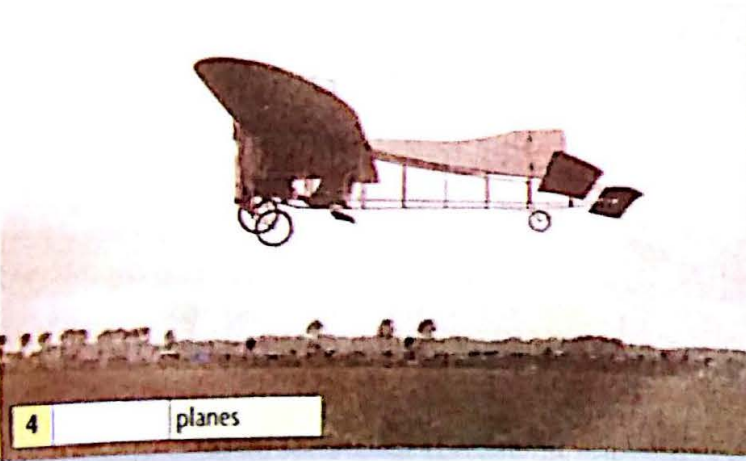
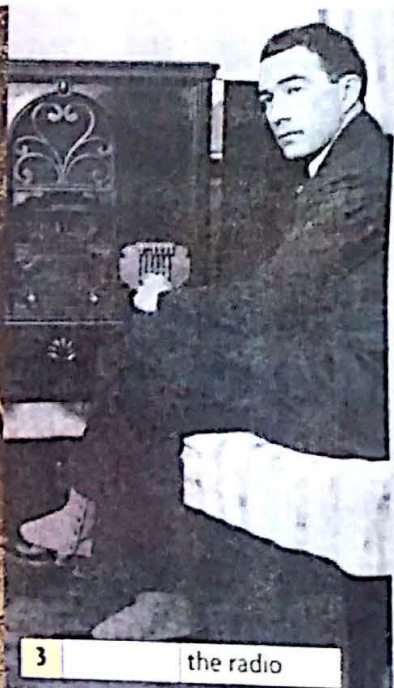
What is the Past Simple of these verbs? Most of them are irregular.

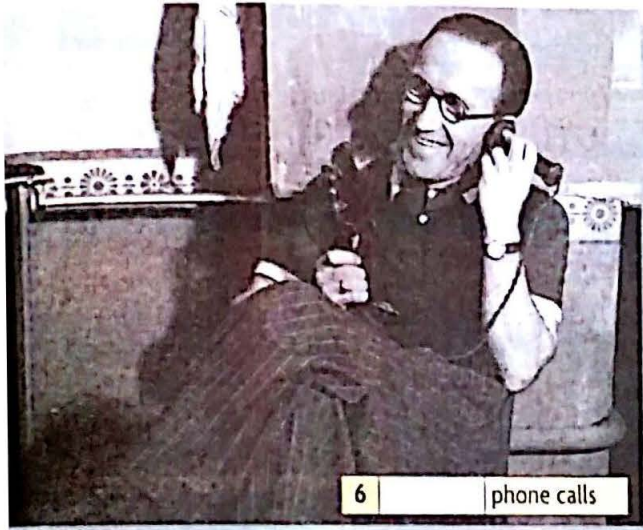
eat drink drive fly listen to make ride take watch wear

FAMOUS INVENTIONS

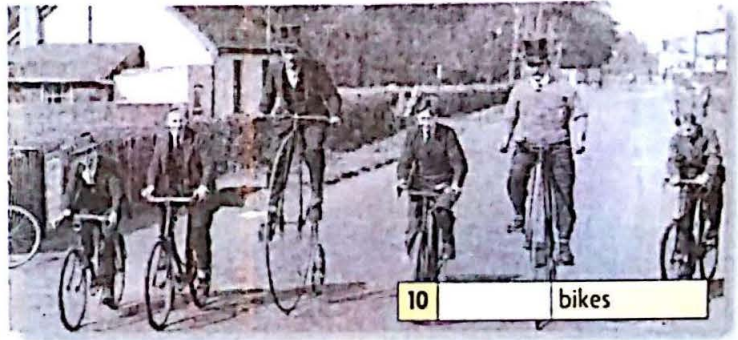
Past Simple negatives/ago

1 Match the verbs from the Starter with the photographs.





6 | phone calls



10 | bikes

- 2 Work in groups. What year was it one hundred years ago? Ask and answer questions about the things in the pictures. What did people do? What didn't they do?

Did people drive cars one hundred years ago?

Yes, I think they did.

I'm not sure.

No, they didn't.

- 3 Tell the class the things you think people did and didn't do.

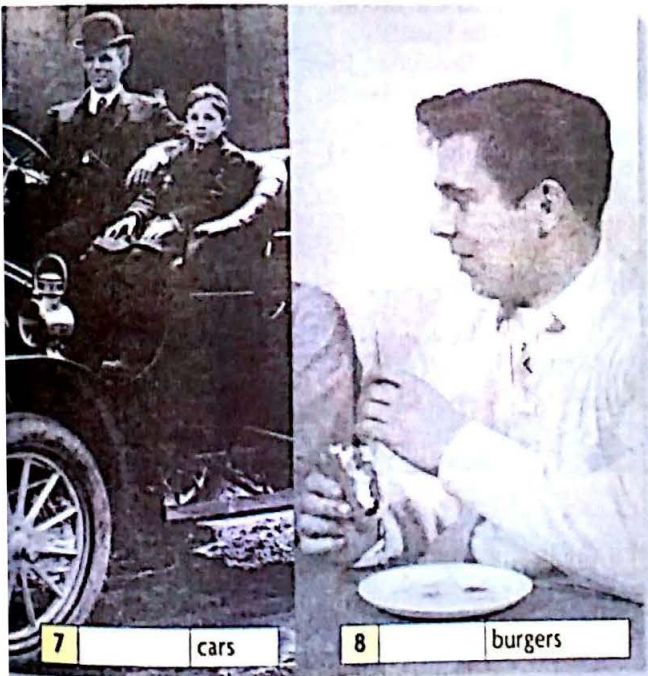
We think people drove cars, but they didn't watch TV.

- 4 Your teacher knows the exact dates when these things were invented. Ask your teacher about them. Write down the dates. How many years ago was it?

S When were cars invented?

T In 1893.

S That's ... years ago.



7 | cars



8 | burgers



9 | television

GRAMMAR SPOT

Write the Past Simple forms.

Present Simple

I live in London.

He lives in London.

Do you live in London?

Does she live in London?

I don't live in London.

He doesn't live in London.

Past Simple

I lived in London.

▶▶ Grammar Reference B.1 and B.2 p129

PRACTICE

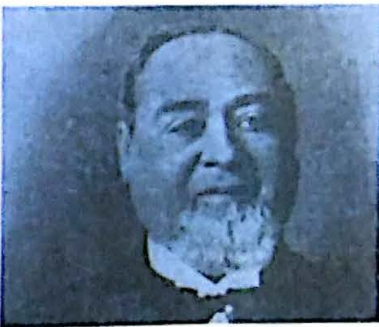
Three inventors

- 1 **T8.1** The dates in the texts are *all* incorrect. Read and listen, and correct the dates.

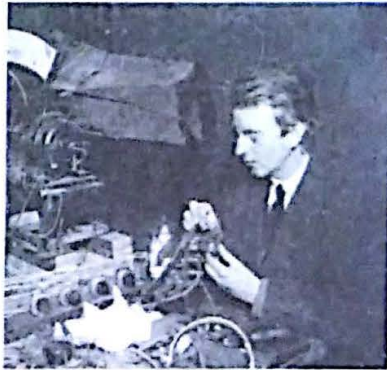
They didn't make the first jeans in 1923. They made them in 1873.

Jeans

Two Americans, Jacob Davis and **Levi Strauss**, made the first jeans in 1923. Davis bought cloth from Levi's shop. He told Levi that he had a special way to make strong trousers for workmen. The first jeans were blue. In 1965 jeans became fashionable for women after they saw them in *Vogue* magazine. In the 1990s, Calvin Klein earned \$12.5 million a week from jeans.



Television



A Scotsman, **John Logie Baird**, transmitted the first television picture on 25 November, 1905. The first thing on television was a boy who worked in the office next to Baird's workroom in London. In 1929 Baird sent pictures from London to Glasgow. In 1940 he sent pictures to New York, and also produced the first colour TV pictures.

Aspirin

Felix Hofman, a 29-year-old chemist who worked for the German company Bayer, invented the drug Aspirin in April 1879. He gave the first aspirin to his father for his arthritis. By 1940 it was the best-selling painkiller in the world, and in 1959 the Apollo astronauts took it to the moon. The Spanish philosopher, José Ortega y Gasset, called the 20th century 'The Age of Aspirin'.



- 2 Make these sentences negative. Then give the correct answers.
- Two Germans made the first jeans.
Two Germans didn't make the first jeans. Two Americans made them.
 - Davis sold cloth in Levi's shop.
 - Women saw pictures of jeans in *She* magazine.
 - Baird sent pictures from London to Paris.
 - Felix Hofman gave the first aspirin to his mother.
 - A Spanish philosopher called the 19th century 'The Age of Aspirin'.

T8.2 Listen and check. Practise the stress and intonation.

Did you know that?

- 3 **T8.3** Read and listen to the conversations. Then listen and repeat.

A Did you know that Marco Polo brought spaghetti back from China?
B Really? He didn't! That's incredible!
A Well, it's true!



C Did you know that Napoleon was afraid of cats?
D He wasn't! I don't believe it!
C Well, it's true!



- 4 Work with a partner. Look at the lists of more incredible information from your teacher. Have similar conversations.

Time expressions

5 Make correct time expressions.

	seven o'clock
	the morning
	Saturday
in	Sunday evening
on	night
at	September
	weekends
	summer
	1994
	the twentieth century

6 Work with a partner. Ask and answer questions with *When ... ?* Use a time expression and *ago* in the answer.

When did you get up?

At seven o'clock, three hours ago.

When did this term start?

In September, two months ago.

When did ... ?

- you get up
- you have breakfast
- you arrive at school
- you start learning English
- you start at this school
- this term start
- you last use a computer
- you learn to ride a bicycle
- you last eat a burger
- you last have a coffee break

7 Tell the class about your day so far.

Begin like this.

I got up at seven o'clock, had breakfast, and left the house at ...

VOCABULARY AND PRONUNCIATION

Forming nouns

1 Use one of these endings to complete the nouns.

-al -ion -ing -er -ence

- 1 I watched television_____ last night after I had dinn_____.
- 2 He gave me his phone numb_____ when we were at the meet_____.
- 3 Fill in the applicat_____ form and give it to recept_____.
- 4 After the arriv_____ of the plane, the passeng_____s left the airport.
- 5 I get a lot of informat_____ from my comput_____.
- 6 I lived in New York in the summ_____ of 2004. It was a great experi_____.
- 7 It was my wedd_____ anniversary, so I bought my wife some flow_____s.
- 8 There is an exhibit_____ of technical draw_____s at the Science Museum.
- 9 My daught_____ is a teenag_____.
- 10 I love shopp_____. I bought a sweat_____ yesterday.

2 Look at the phonetic spelling of these words from exercise 1. Practise saying them.

- | | |
|----------------|----------------|
| 1 /kəm'pju:tə/ | 5 /'flaʊəz/ |
| 2 /'fɒrɪŋ/ | 6 /eksɪ'bɪʃən/ |
| 3 /'pæsɪndʒə/ | 7 /'dɔ:tə/ |
| 4 /rɪ'sepʃən/ | 8 /ə'raɪvəl/ |

T 8.4 Listen and check.

Forming adjectives

3 Use one of the endings to complete the adjectives.

-y -ly -ous -ful -able -ive -ed -ing -ent -ic -ant

- 1 This ice-cream is delicious. I love it! But it's very expens_____.
- 2 I'm very happ_____ in Dubai. People are very friend_____.
- 3 Cities can be danger_____. Be care_____ when you go out at night.
- 4 Italy is fam_____ for its food and its buildings, but Rome is very nois_____.
- 5 London is a wonder_____ place, and there's so much to see. It's enorm_____.
- 6 The weather here is love_____. It's sunn_____ all the time.
- 7 Our hotel is comfort_____. The food is excell_____.
- 8 I was very excit_____ when I met the footballer Matt Jones. He's a fantast_____ player.
- 9 English is an import_____ language. It's use_____ all over the world.
- 10 Living abroad is excit_____. Everything is differ_____.

4 Look at the phonetic spelling of these words from exercise 3. Practise saying them.

- | | | | |
|----------------|---------------|--------------|----------------|
| 1 /'feɪməs/ | 3 /ɪk'saɪtɪŋ/ | 5 /'ɪmɔ:məs/ | 7 /ɪk'saɪtɪd/ |
| 2 /ɪm'pɔ:tənt/ | 4 /dɪ'lɪʃəs/ | 6 /'dɪfrənt/ | 8 /fæn'tæstɪk/ |

T 8.5 Listen and check.

LISTENING AND SPEAKING

The first time I went abroad

1 What's good about going abroad? What's not so good? Add ideas to the boxes.

What's good	What's not so good
It's exciting. You can see new places.	Perhaps you don't speak the language. Everything is strange.

2 You are going to hear two people talking about the first time they went abroad. Put the words of the interviewer's questions in A in the right order. Write in an answer from B.

A
1 you old How were ?
2 to did go Where you ?
3 with you go Who did ?
4 travel How you did ?
5 did journey take the How long ?
6 stay Where you did ?
7 do you did What ?
8 it Did you enjoy ?

B
Yes, it was great.
In a hotel.
We travelled around.
I was eight.
To France.
About four hours.
With my family.
By plane.

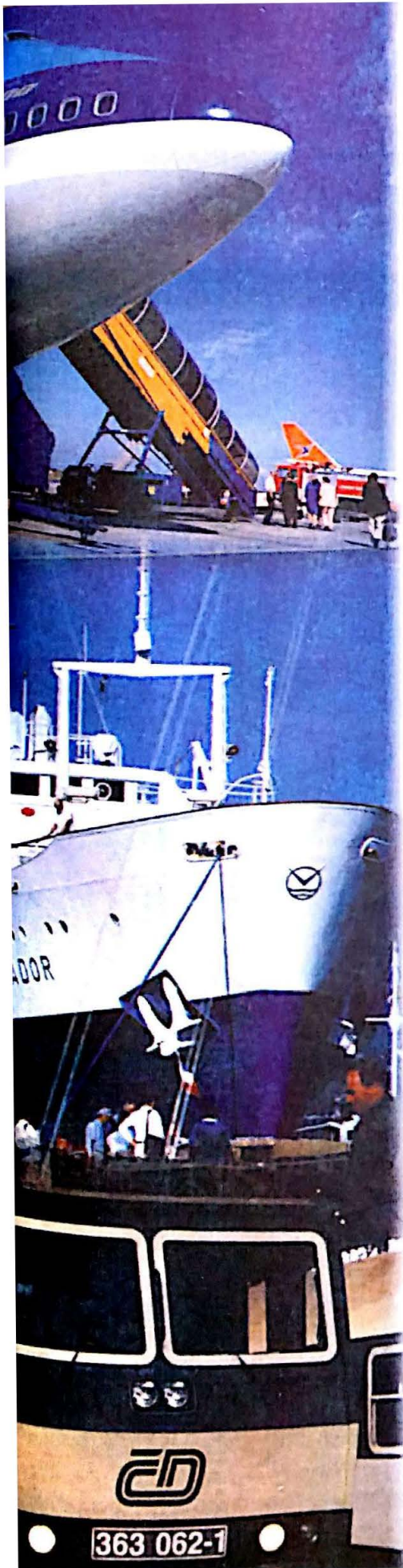
- 1 A How old were you?
- B I was eight.
- 2 A Where did you go to?
- B _____
- 3 A _____
- B _____
- 4 A _____
- B _____
- 5 A _____
- B _____
- 6 A _____
- B _____
- 7 A _____
- B _____
- 8 A _____
- B _____

3 **T 8.6** Listen and check. Write in the extra comments that B makes.

- 1 A How old were you?
- B I was eight. *I was very excited.*

4 **T 8.7** Listen to Peter and Yasmina talking about the first time they went abroad. Answer questions 1-8 in exercise 2 for each of them.





EVERYDAY ENGLISH

What's the date?



1 Write the correct word next to the numbers.

fourth	twelfth	sixth	twentieth	second	thirtieth	thirteenth	
thirty-first	fifth	seventeenth	tenth	sixteenth	first	third	twenty-first

1st	_____	6th	_____	17th	_____
2nd	_____	10th	_____	20th	_____
3rd	_____	12th	_____	21st	_____
4th	_____	13th	_____	30th	_____
5th	_____	16th	_____	31st	_____

T 8.8 Listen and practise saying the ordinals.

2 Ask and answer questions with a partner about the months of the year.

Which is the first month?

January.

! We write: 3/4/1999 or 3 April 1999
 We say: 'The third of April, nineteen ninety-nine.'
 or 'April the third, nineteen ninety-nine.'

Notice how we say these years:
 1900 nineteen hundred
 1905 nineteen oh five
 2001 two thousand and one

3 Practise saying these dates:

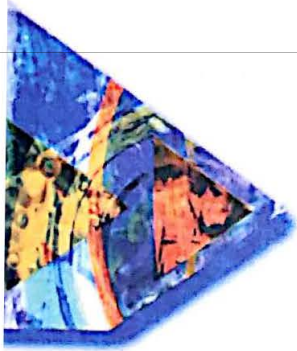
1 April 2 March 17 September 19 November 23 June
 29/2/76 19/12/83 3/10/99 31/5/2000 15/7/2010

T 8.9 Listen and check.

4 **T 8.10** Listen and write the dates you hear.

5 Ask and answer the questions with your partner.

- 1 What's the date today?
- 2 When did this school course start? When does it end?
- 3 What century is it now?
- 4 What are the dates of public holidays in your country?
- 5 When were you born?
- 6 When's Saudi National Day?
- 7 What is your favourite day of the year?



9

Food you like!

Count and uncount nouns • I like/I'd like • much/many • Food • Polite requests

STARTER



What's your favourite • fruit? • vegetable? • drink?

Write your answers. Compare them with a partner, then with the class.

1 Look at the pictures. Which foods did you like as a young child? Which *didn't* you like? Were you a fussy eater? Tell the class.

2 Match the food and drink with the pictures.

T 9.1 Listen, then say the lists aloud as a class.

A	B
<input type="checkbox"/> tea	<input type="checkbox"/> bananas
<input type="checkbox"/> coffee	<input type="checkbox"/> apples
<input type="checkbox"/> mineral water	<input type="checkbox"/> strawberries
<input type="checkbox"/> cheese	<input type="checkbox"/> potatoes
<input type="checkbox"/> yoghurt	<input type="checkbox"/> carrots
<input type="checkbox"/> pasta	<input type="checkbox"/> peas
<input type="checkbox"/> ice-cream	<input type="checkbox"/> onions
<input type="checkbox"/> apple juice	<input type="checkbox"/> tomatoes
<input type="checkbox"/> bread	<input type="checkbox"/> eggs
<input type="checkbox"/> milk	<input type="checkbox"/> biscuits
<input type="checkbox"/> chocolate	<input type="checkbox"/> crisps
<input type="checkbox"/> broccoli	<input type="checkbox"/> chips

3 Which list, A or B, has plural nouns?
Complete these sentences with *is* or *are*.

Broccoli _____ good for you.

Tomatoes _____ good for you.

Apple juice _____ delicious.

Apples _____ delicious.

Can we count broccoli? Can we count tomatoes?

► Grammar Reference 9.1 p130



WHO'S A FUSSY EATER?

Count and uncount nouns – *some, any, a lot of* . . .

1 **T 9.2** Duncan and Nick are students. Listen to their conversation.

- Who is the fussy eater?
- What didn't Duncan like when he was a kid? What did he like?
- Where do they go to eat?



2 **T 9.2** Listen again and complete the lines.

- 1 'Oh, good, we have some tomatoes.'
- 2 'I didn't like a _____ of things when I was a kid.'
- 3 'I didn't like _____ green vegetables.'
- 4 'Did you like _____ vegetables at all?'
- 5 'I liked _____ fruit, but not all.'
- 6 'I drank a _____ of apple juice.'
- 7 'I liked _____ the usual things kids like.'

GRAMMAR SPOT

Read the sentences. When do we use *some* and *any*?

There's some juice.	There are some tomatoes.
There isn't any water.	There aren't any apples.
Is there any coffee?	Are there any bananas?

▶▶ Grammar Reference 9.2 p130

I like ... and I'd like ...

3 **T 9.3** Duncan and Nick are in Romano's Italian restaurant. Read and listen to their conversation with the waiter.



- W** Good evening, guys. Are you ready to order?
D I think we are. What would you like, Nick?
N Pasta, of course. I love pasta. I'd like the spaghetti Bolognese.
D Same for me, please. I really like spaghetti.
W Great! And would you like a salad?
D No, thanks, not for me. Would you like a salad, Nick?
N Yes, but I don't like carrots in salads. I'd like a green salad, if that's OK.
W That's fine.
N Oh, and can we have some water too, please?
W Of course. Would you like sparkling or still?
D Just some tap water, thanks.
W No problem.

4 Read the sentences. Are the sentences true (✓) or false (X)? Correct the false ones.

- 1 Duncan and Nick both order the same meal.
- 2 Duncan doesn't like spaghetti very much.
- 3 They would both like a salad.
- 4 Nick only likes green salads.
- 5 They don't want any water.
- 6 Duncan would like some sparkling water.

5 Practise the conversation with a partner.

GRAMMAR SPOT

1 Which pair of sentences means *Do you want/I want ...?*
 Do you **like** ice-cream? | Would you **like** some ice-cream?
 I **like** apples. | I'd **like** some milk.

2 We use *some*, not *any*, when we request and offer things.
 Would you like **some** juice? | Can we have **some** water?

3 We use *any*, not *some*, in other questions and negatives.
 There aren't **any** tomatoes. | Is there **any** pasta?

▶▶ Grammar Reference 9.3 p130

PRACTICE

Would/Do you like ...?

1 Choose *Would/Do you like ...?* or *I/Id like ...*

- 1 Excuse me, are you ready to order?
Yes. *I like / I'd like* a steak, please.
- 2 *Would / Do* you like a sandwich?
No, thanks. I'm not hungry.
- 3 *Do / Would* you like Ella?
Yes. She's very nice.
- 4 *Do / Would* you like a cold drink?
Yes, please. Do you have any apple juice?
- 5 Can I help you?
Yes. *I like / I'd like* some stamps, please.
- 6 What sports do you do?
Well, *I'd like / I like* skiing very much.

T 9.4 Listen and check. Practise with a partner.

2 **T 9.5** Listen to some questions. What are the correct replies?

- 1 I like orange juice, especially fresh orange juice.
 We'd like a glass of orange juice.
- 2 Just cheese, please. I don't like tomato.
 I'd like a cheese and tomato sandwich.
- 3 I'd like a book by Patricia Cornwell.
 I like books by Patricia Cornwell.
- 4 Yes, but I'd like a new computer.
 I like Apple Macs more than PCs.
- 5 No, but I'd like a cat.
 I like cats, but I don't like many other pets.
- 6 No, thanks. I don't like ice-cream.
 I'd like some ice-cream, please.

T 9.6 Listen and check. Practise with your partner.

a or some?

3 Write *a, an, or some*.

- | | |
|---------------------|------------------------|
| 1 <u>a</u> banana | 7 _____ apple |
| 2 <u>some</u> fruit | 8 _____ toast |
| 3 _____ egg | 9 _____ sandwiches |
| 4 _____ bread | 10 _____ biscuits |
| 5 _____ milk | 11 _____ cup of coffee |
| 6 _____ meat | 12 _____ apple juice |

EATING IN

some/any, much/many

1 Duncan and Nick want to cook Cottage Pie for Nick's friends. Look at the recipe. What do they need?

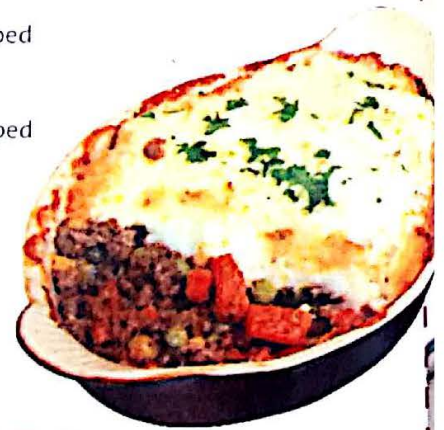
COTTAGE PIE

Ingredients

- 2 medium onions, chopped
- 500 g minced beef
- 10 ml oil
- 2 medium carrots, chopped
- 400 g tomatoes
- 1 tbsp thyme
- Salt and black pepper

Topping

- 4 large potatoes
- 50 g butter
- 100 g Cheddar cheese
- 15 ml milk



2 Work with a partner. Look at their kitchen worktop. What is there for the recipe? Use *some/any* and *not much/not many*.

There are some onions. There isn't much cheese. There aren't any carrots.

3 Complete Duncan and Nick's conversation with *some/any* and *much/many*.

- N This recipe for Cottage Pie looks easy.
 D But I can't cook at all.
 N Don't worry. I really like cooking.
 Now, vegetables – do we have any onions?
 Are there _____ carrots or potatoes?
 D Well, there are _____ onions, but there
 aren't _____ carrots, and we don't
 have _____ potatoes. How _____ do we need?
 N Four big ones.
 D OK, put potatoes on your list.
 N And how _____ tomatoes are there?
 D Only two small ones. Put them on the list too.
 N OK. How _____ milk is there?
 D There's a lot but there isn't _____ cheese or butter.
 N OK, cheese and butter. What about herbs? Do we
 have _____ thyme?
 D Yeah, that's fine. But don't forget the minced beef.
 How _____ do we need?
 N 500 grams. Now, is that everything?
 D Er – I think so. Do we have oil? Oh yeah,
 there's _____ left in the bottle.
 N OK, first shopping, then I'll give you a cooking
 lesson!
 D I'd like that. I hope your friends like Cottage Pie.
 N Everyone likes Cottage Pie!

T 9.7 Listen and check. Practise with your partner.

GRAMMAR SPOT

- We use *many* with count nouns in questions and negatives.
 How many potatoes are there? There aren't many onions.
- We use *much* with uncount nouns in questions and negatives.
 How much butter is there? There isn't much oil.
- In the positive we use *a lot of*.
 There are a lot of tomatoes. There's a lot of milk.

▶▶ Grammar Reference 9.4 p130

PRACTICE

much or many?

- Complete the questions using *much* or *many*.
 - How much toast would you like?
 - How _____ yoghurt do we have left?
 - How _____ people were at the wedding?
 - How _____ money do you have in your pocket?
 - How _____ petrol is there in the car?
 - How _____ children does your brother have?
 - How _____ days is it until your holiday?
 - How _____ time do you need for this exercise?
- Choose an answer for each question in exercise 1.

a _____ Just 50p.	e _____ Two more minutes.
b _____ It's tomorrow!	f _____ Two. A boy and a girl.
c <u>1</u> Just one slice, please.	g _____ About 150.
d _____ Not a lot. Just one strawberry and one raspberry.	h _____ It's full.

T 9.8 Listen and check. Practise with a partner.

Check it

- Underline the correct word.
 - How many eggs / *butter* / *milk* do you need?
 - We don't have much *biscuits* / *cheese* / *potatoes* left.
 - I'm hungry. I'd like a *sandwich* / *bread* / *apple*.
 - I'd like *a* / *some* / *any* fruit, please.
 - I don't like *broccoli* / *an ice-cream* / *some cheese*.
 - Would you like some *tea* / *sandwich* / *vegetable*?
 - How many *money* / *cousins* / *family* do you have?
 - We have *no* / *much* / *many* homework today.

Speaking

- Work in small groups. Who can cook? Look at the picture of the Cottage Pie. How do you think it is made? You can use these verbs.

chop fry boil mix add

You chop the
onions and the ...

Project

What are your favourite recipes? Choose one. Find out the ingredients you need and how you make it. Tell the other students.

READING AND SPEAKING

Food around the world

- 1 Which food and drink comes from your country? Which foreign food and drink is popular in your country?
- 2 Can you identify any places or nationalities in the photographs? What else can you see?
- 3 Read the text. Write the correct question heading for each paragraph.

WHERE DOES OUR FOOD COME FROM?

WHAT DO WE EAT?

HOW DO WE EAT?

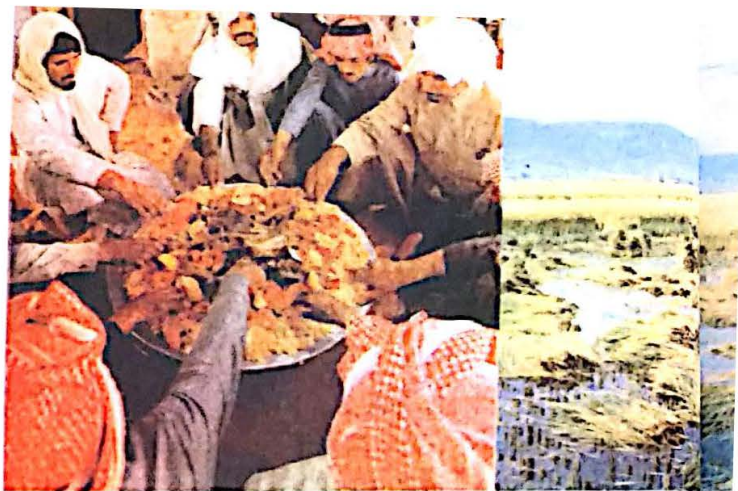
- 4 Answer the questions.
 - 1 When did human history start? Was it about 10,000 years ago or was it about 1 million years ago?
 - 2 Do they eat much rice in the south of China?
 - 3 Why do the Scandinavians and the Portuguese eat a lot of fish?
 - 4 Why don't the Germans eat much fish?
 - 5 Which countries have many kinds of sausages?
 - 6 How many courses are there in China?
 - 7 How do some people eat in the Middle East?
 - 8 Why can we eat strawberries at any time of the year?

Speaking

- 5 Work in small groups and discuss these questions about your country.
 - 1 What is a typical breakfast?
 - 2 What does your family have for breakfast?
 - 3 Is lunch or dinner the main meal of the day?
 - 4 What is a typical main meal?

Writing

- 6 Write a paragraph about meals in your country.



FOOD

For 99% of human history, people took their food from the world around them. They ate all that they could find, and then moved on. Then about 10,000 years ago, or 1% of human history, people learned to farm the land and control their environment.





AROUND

The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the north they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in central Europe, away from the sea, people don't eat so much fish, they eat more meat and sausages. In Germany and Poland there are hundreds of different kinds of sausages.

In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks.

WORLD

In China there is only one course, all the food is together on the table, and they eat with chopsticks.

In parts of India and the Middle East people use their fingers and bread to pick up the food.

Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Our bananas come from the Caribbean or Africa; our rice comes from India or the USA; our strawberries come from Chile or Spain. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.



LISTENING AND SPEAKING

My favourite national food

1 Look at the photos of four national dishes. Which do you like? Match them with the countries.

Italy Argentina England Austria

2 Find these things in the photos.

mushrooms tomatoes chilli onions egg chocolate beef



Bruschetta



Bife de chorizo

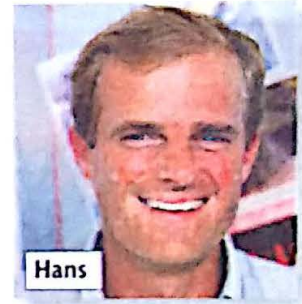


Sachertorte



Full English breakfast

3 **T 9.9** Listen to the people. What nationality are they? Match them with their favourite food. What do they say about them?



Hans



Graham



Sergio



Alberto

4 Answer these questions about the people.

- 1 Who ... ?
 - travels a lot
 - goes to cafés to eat their favourite food
 - likes sweet things
 - eats their favourite food at home
- 2 Where is Café Sacher?
- 3 Who invented *Sachertorte*?
- 4 When does Graham eat a full English breakfast?
- 5 How do you make *bruschetta*?
- 6 Where is Sergio's favourite place to go?
- 7 How often does Alberto eat beef?
- 8 Who cooks it for him?

What do you think?

- What are your favourite national foods? When and where do you eat them?
- Describe them to your partner.

EVERYDAY ENGLISH

Polite requests

1 What can you see in the photograph?



2 Match the questions and responses.

Would you like some more carrots?	Black, no sugar, please.
Could you pass the salt, please?	Yes, of course. I'm glad you like it.
Could I have a glass of water, please?	Do you want fizzy or still?
Does anybody want more dessert?	Yes, please. They're delicious.
How would you like your coffee?	Yes, of course. Here you are.
This is delicious! Can you give me the recipe?	Yes, please. I'd love some. It's delicious.
Do you want help with the washing-up?	No, of course not. We have a dishwasher.

! We use *Can/Could I ... ?* to ask for things.
 Can I have a glass of water?
 Could I have a glass of water?

We use *Can/Could you ... ?* to ask other people to do things for us.
 Can you give me the recipe?
 Could you pass the salt?

T 9.10 Listen and check. Practise the questions and responses with a partner.

3 Complete these requests with *Can/Could I ... ?* or *Can/Could you ... ?*

- | | |
|---|---|
| 1 _____ have a cheese sandwich, please? | 5 _____ lend me some money, please? |
| 2 _____ tell me the time, please? | 6 _____ help me with my homework, please? |
| 3 _____ take me to school? | 7 _____ borrow your dictionary, please? |
| 4 _____ see the menu, please? | |

4 Practise the requests with a partner. Give an answer for each request.

Can I have a cheese sandwich, please?

Yes, of course. That's £2.50.

T 9.11 Listen and compare your answers.



10

Bigger and better!

Comparatives and superlatives • have got • City and country • Directions 2

STARTER



Work with a partner. Who is taller? Who is older? Tell the class.

I'm taller and older than Noor. She's smaller and younger than me.

CITY LIFE

Comparative adjectives

- Match an adjective with its opposite. Which adjectives describe life in the city? Which describe life in the country?
- Make sentences comparing life in the city and country.

The city is	cheaper	than the country.
The country is	safer	than the city.
	noisier	
	dirtier	
	more expensive	
	more exciting	

Adjective	Opposite
fast	slow
big	small
dirty	clean
dangerous	safe
noisy	quiet
modern	old
unfriendly	friendly
exciting	boring
expensive	cheap

- T 10.1** Listen and repeat. Be careful with the sound /ə/.
/ə/ /ə//ə/ /ə/ /ə/ /ə/
The country is cheaper and safer than the city.
- What do you think? Tell the class.

I think it's safer in the country, but the city's more exciting.

GRAMMAR SPOT

- Complete these comparatives. What are the rules?
I'm _____ (old) than you.
Your class is _____ (noisy) than my class.
Your car was _____ (expensive) than my car.
- What are the comparatives of the adjectives in exercise 1?
- The comparatives of *good* and *bad* are irregular. What are they?
good _____ bad _____

▶▶ Grammar Reference 10.1 p131

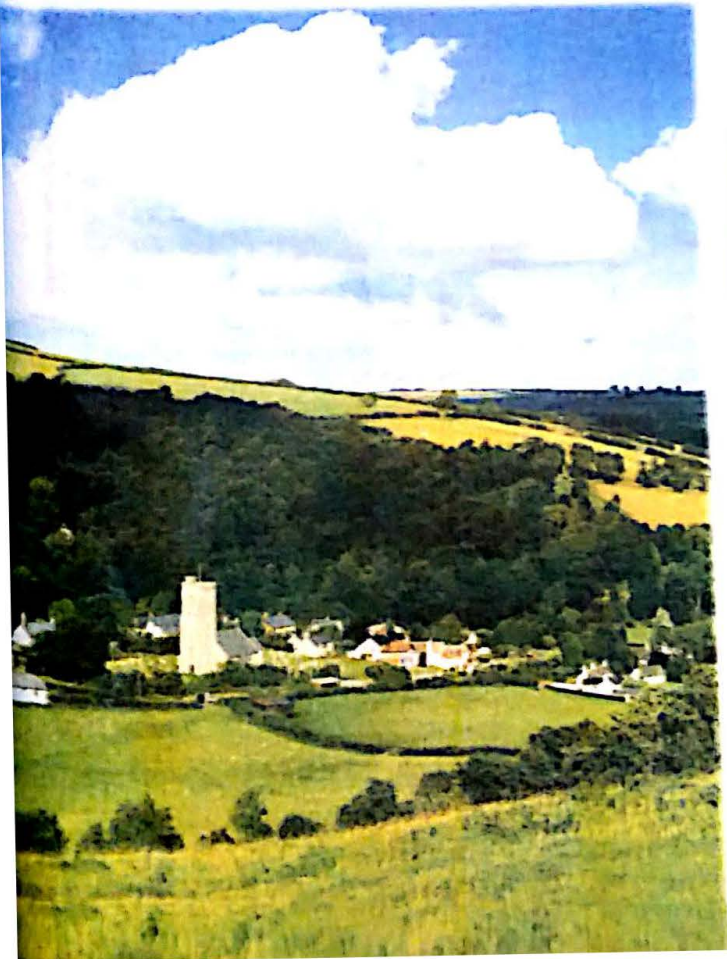
PRACTICE

Much more than . . .

- 1 Complete the conversations with the correct form of the adjectives.
- 1 A Life in the country is slower than city life. (slow)
 B Yes, the city's much faster. (fast)
- 2 A Moscow is _____ London. (safe)
 B No, it isn't. Moscow is much _____
 _____ . (dangerous)
- 3 A Paris is _____ Madrid. (big)
 B No, it isn't! It's much _____ . (small)
- 4 A Hong Kong is _____ Rome.
 (expensive)
 B No, it isn't. Hong Kong is much _____ . (cheap)
- 5 A The buildings in Mecca are _____
 _____ the buildings in Riyadh. (modern)
 B No, they aren't. They're much _____ . (old)
- 6 A The Underground in London is _____
 _____ the Metro in Paris. (good)
 B No! The Underground is much _____ . (bad)

T 10.2 Listen and check. Practise with a partner.

- 2 Work with a partner. Compare two cities that you both know. Which do you like better? Why?



COUNTRY LIFE

have got

- 1 **T 10.3** Jim moved to Seacombe, a small country town near the sea. Read and listen to Jim's conversation with his friend Alan. Complete it with the correct adjectives.

- A Why did you leave London? You had a _____ job.
- J Yes, but I've got a _____ job here.
- A And you had a _____ flat in London.
- J Well, I've got a _____ flat here.
- A Really? How many bedrooms has it got?
- J Three. And it's got a garden. It's _____ than my flat in London and it's _____ .
- A But you haven't got any friends!
- J I've got a lot of friends here. People are much _____ than in London.
- A But the country's so _____ .
- J No, it isn't. It's much _____ than London. And Seacombe has got lots of shops, a library, some fantastic cafés, and a park. And the air is _____ and the streets are _____ .
- A OK. Everything is _____ ! So when can I visit you?

GRAMMAR SPOT

- 1 *Have* and *have got* both express possession. We often use *have got* in spoken British English.
- I have a computer. = I've got a computer. (I've = I have)
 He has a car. = He's got a car. (He's = He has)
 Do you have a computer? = Have you got a computer?
 Does she have a car? = Has she got a car?
 They don't have a flat. = They haven't got a flat
 It doesn't have a garden. = It hasn't got a garden.
- 2 The past of both *have* and *have got* is *had*.
- 3 Find examples of *have got* and *had* in the conversation.
- ▶▶ Grammar Reference 10.2 p131

- 2 Practise the conversation with a partner.

PRACTICE

have/have got

- 1 Write the sentences again, using the correct form of *have got*.
- London has a lot of parks.
London's got a lot of parks.
 - I don't have much money.
I haven't got much money.
 - I have a lot of homework tonight.
 - Do you have any homework?
 - Our school has a library, but it doesn't have any computers.
 - My parents have a new car.
 - Does your sister have a computer?
 - I don't have a problem with this exercise.

I've got more than you!

- 2 Work with a partner. You are both multi-millionaires. Your teacher has more information for you. Ask and answer questions to find out who is richer!

Millionaire A Millionaire B

I've got four houses. How many have you got?

Five. I've got two in France, one in Miami, one in the Caribbean, and a castle in Scotland.

Well, I've got thirty cars!

That's nothing! I've got ...

How many ... ?

THE WORLD'S BEST HOTELS

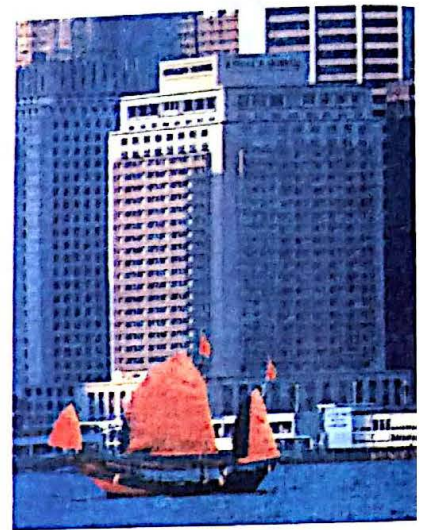
Superlative adjectives

- 1 Read about the three hotels.



Claridge's London

- 100 years old
- 292 rooms
- \$556–\$4,400 a night
- 35 mins Heathrow Airport
- no swimming pool



The Mandarin Oriental Hong Kong

- 36 years old
- 542 rooms
- \$530–\$3,536 a night
- 30 mins Chek Lap Kok Airport
- swimming pool

Al Bustan Palace Muscat

- 20 years old
- 250 rooms
- \$260–\$1,223 a night
- 40 mins Seeb International Airport
- swimming pool



- 2 Correct the false sentences. How many correct sentences (✓) are there? What do you notice about them?

- The Mandarin Oriental is cheaper than Al Bustan Palace. ~~X~~
No, it isn't. It's more expensive.
- Al Bustan Palace is the cheapest. ✓
- Claridge's is the most expensive hotel.
- Al Bustan Palace is older than the Mandarin.
- Claridge's is the oldest hotel.
- The Mandarin Oriental is the biggest hotel.
- Claridge's is smaller than Al Bustan Palace.
- Claridge's has got a swimming pool.
- Claridge's is nearer the airport than the Mandarin.
- The Mandarin is the nearest to the airport.
- Al Bustan Palace is the furthest from the airport.

- 3 Which is the best hotel in or near your city? What has it got?

GRAMMAR SPOT

1 Complete these superlative sentences. What's the rule?

The Oasis is the _____ (cheap) hotel in Kuwait City.

The Sheraton Kuwait is the _____ (expensive).

2 Dictionaries often show irregular comparative and superlative forms of adjectives. Look at this:

good /gʊd/ adj. (better, best)

Complete these irregular forms:

bad /bæd/ adj. (_____ , _____)

far /fɑː/ adj. (_____ , _____)

▶▶ Grammar Reference 10.1 p131

PRACTICE

The biggest and best!

1 Complete the conversations using the superlative form of the adjective.

1 That house is very old.

Yes, it's the oldest house in the village.

2 Claridge's is a very expensive hotel.

Yes, _____ in London.

3 Tehran is a very big city.

Yes, _____ in Iran.

4 New York is a very cosmopolitan city.

Yes, _____ in the world.

5 Kabsa is a very popular dish.

Yes, _____ in Saudi Arabia.

6 Richard is a very funny boy.

Yes, _____ in our class.

7 Lulwah is a very intelligent student.

Yes, _____ in the university.

8 This is a very easy exercise.

Yes, _____ in the book.

T 10.4 Listen and check.

2 **T 10.5** Close your books. Listen to the first lines in exercise 1 and give the answers.

Talking about your class

3 How well do you know the other students in your class? Describe them using these adjectives and others.

tall small old young intelligent funny

*I think Adel is the tallest in the class.
He's taller than Mosaad.*

Ziyad's the youngest.

I'm the most intelligent!

4 Write the name of your favourite holiday destination. Read it to the class. Compare the places. Which holiday destination is the most popular in your class?

Check it

5 Tick (✓) the correct sentence.

1 Yesterday was more hot than today.
 Yesterday was hotter than today.

2 She's taller than her brother.
 She's taller that her brother.

3 I'm the most young in the class.
 I'm the youngest in the class.

4 Last week was busier than this week.
 Last week was busyer than this week.

5 He hasn't got any sisters.
 He doesn't got any sisters.

6 Do you have any bread?
 Do you got any bread?

7 My homework is the baddest in the class.
 My homework is the worst in the class.

8 This exercise is the most difficult in the book.
 This exercise is most difficult in the book.

READING AND LISTENING

Megacities

1 Look at the list of cities. Put them in order of size of population: 1 = the biggest.

- Mumbai Shanghai Tokyo
 New York Mexico City

T 10.6 Listen. Were you right? What is a megacity? What happened in 2008?

2 Look at the photos. What can you see? Look at the title of each article. Which city ...?
 • is very fast • has a mix of cultures • has a lot of poverty

3 Work in three groups.

Group A Read about **Tokyo**.

Group B Read about **Mumbai**.

Group C Read about **Mexico City**.

Make notes about your city under these headings:

The city and its people

Money and business

Buildings and history

Climate

Transport

4 Work with students from the other two groups. Exchange and compare information about the cities.

Listening

5 **T 10.7** Listen to these people from the three megacities. What do they like about their capital city? What do they say about ...?

- the people • the climate • transport • things to do

Makiko from Tokyo	Vimahl from Mumbai	Carmen from Mexico City

Project

Research another megacity. Make some notes. Present your findings to the rest of the class.

HIGH-SPEED TOKYO

Tokyo has a population of 35 million people. It is the largest city in the world. It is also one of the most exciting. Everything moves fast here. It has one of the biggest and busiest railway systems in the world. Every day, 11 million commuters use it to get to and from work. People earn the highest salaries, and they spend the most money. They wear the latest fashions, and have the most up-to-date phones. It is the world's most expensive city.



Old and new

Tokyo was originally a small fishing village called Edo. The name changed in 1868 when the Emperor moved there.

The architecture is very modern. There are not many old buildings because of the 1923 earthquake and the Second World War. But traditional Japan is always near, with many Shinto shrines and public baths around the city.



Visiting Tokyo

Tokyo is on the east coast of Japan. The summers are hot and humid. The most beautiful time of year is spring, when the famous cherry blossom is on the trees.

The city is huge, but it is one of the safest cities in the world.

Japan is mysterious. It is difficult for foreigners to understand.

MUMBAI

A CITY OF EXTREMES

Mumbai is India's largest city with a population of 22.8 million. It is also India's most important commercial centre. Mumbai was part of the British Empire until independence in 1947. It was called Bombay until 1995, when it was renamed Mumbai after a Hindu goddess, Mumba Devi.



Rich and poor

Mumbai is both old and modern, rich and poor. The streets are full of people doing business, selling snacks and clothes, or just living there. Money is everywhere in modern Mumbai. India's most important businesses and banks have their headquarters there. Mumbai is also one of the biggest centres for India's growing IT industry. Modern skyscrapers and new shopping malls are right next to slums. Sixty percent of the population live with no running water, no electricity, and no sanitation.

Visiting Mumbai

Mumbai is on the west coast. The wet season is from June to September. Between November and February it is a little cooler and dryer. The city is best at sunrise and sunset, when the colour of the stone buildings changes from gold to orange and pink. The cheapest and easiest transport is by bus. Trains can be crowded and dangerous. Because of its poverty, Mumbai can be a difficult place to live, but the experience is unique.

MULTICULTURAL MEXICO CITY

Mexico City has a population of 23.4 million. It is the largest city in both North and South America. The Aztecs called it Tenochtitlan, and it was already an important city when the Spanish invaded in 1521. The country became independent in 1821.



Indian and European

Mexico City offers a variety of experience. Standing in the Zócalo, the main square, you can see buildings from the city's Spanish and Aztec past, and also a modern skyscraper, the first in the world to survive a major earthquake. European squares and colonial houses sit next to busy markets selling Mexican food and Indian handicrafts. The city has many tourist attractions, monuments, and parks. It is the richest city in Latin America. There are elegant shops selling high-class goods, expensive restaurants, and supercool cafés. There are also many people who live in poor houses.

Visiting Mexico City

Mexico City is in a valley in the south central area of the country. It is surrounded by mountains. The rainy season is from June to October. The warmest months are April and May. It has the largest and cheapest subway system in Latin America. Traffic moves so slowly that it is often faster to walk. The air quality is not good, and visitors need to be careful, but the city offers a rich cultural mix.

VOCABULARY AND PRONUNCIATION

City and country words

City	Country	Both

1 Find these words in the picture. Which things do you usually find in cities? Which in the country? Which in both? Put the words into the correct columns.

wood park museum school hospital farm bridge car park port factory field library lake
village hill mountain cottage building river bank tractor



2 Complete the sentences with a word from exercise 1.

- 1 Mount Everest is the highest _____ in the world.
- 2 The Golden Gate _____ in San Francisco is the longest _____ in the USA.
- 3 The Caspian Sea isn't a sea, it's the largest _____ in the world.
- 4 Rotterdam is the busiest _____ in Europe. Ships from all over the world stop there.
- 5 The Empire State _____ in New York was the tallest _____ in the world for over 40 years.
- 6 A mountain is much bigger than a _____.

3 Write these words from exercise 1.

/wɒd/ _____ /'laɪbrɪ/ _____ /fɑ:m/ _____ /'vɪlɪdʒ/ _____
/'fæktəri/ _____ /'kɒtɪdʒ/ _____ /fɪ:ld/ _____ /mju:'zɪəm/ _____

T 10.8 Listen and repeat.

4 Do you prefer the city or the country? Divide into two groups. Play the game. Which group can continue the longest?

Group 1 A walk in the country

Continue one after the other.



- S1 I went for a walk in the country and I saw a farm.
- S2 I went for a walk in the country and I saw a farm and some cows.
- S3 I went for ...

Group 2 A walk in the city

Continue one after the other.



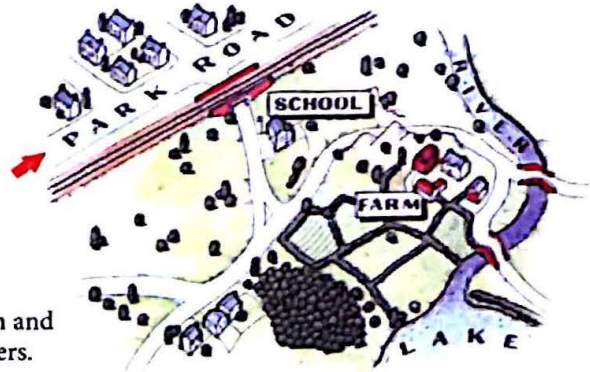
- S1 I went for a walk in the city and I saw some shops.
- S2 I went for a walk in the city and I saw some shops, and a school.
- S3 I went for ...

EVERYDAY ENGLISH

Directions 2

1 **T.10.9** Listen to the directions to the lake. Mark the route on the map. Then fill in the gaps.

'Drive _____ Park Road and turn _____. Go _____ the bridge and _____ the school. Turn _____ up the hill, then drive _____ the hill to the river. _____ after the farm and the lake is _____ right. It takes twenty minutes.'



2 **T.10.10** Complete the text with the prepositions. Listen to Norman and his wife talking about their drive in the country. Check your answers.

along down into out of over past through under up

NORMAN'S DRIVE IN THE COUNTRY			
			Norman drove _____ the garage, _____ the road, and _____ the bridge.
			Then he drove _____ the school, _____ the hill, and _____ the hill.
			Next he drove _____ the river, _____ the hedge, and _____ the lake!

3 Cover the text. Look at the pictures and tell Norman's story.

4 Work with a partner. **Student A** Think of a place near your school. Give your partner directions, but don't say what the place is!
Student B Listen to the directions. Where are you?



11

Looking good!

Present Continuous • Whose? • Clothes • Words that rhyme • In a clothes shop

STARTER



1 Look around the classroom. Can you see any of these clothes?

a hat a coat a sweater a shirt a T-shirt a dress a skirt a jacket
a suit trousers jeans shorts shoes trainers boots

2 What are you wearing?
Tell the class.

I'm wearing blue trousers and a white shirt.

DESCRIBING PEOPLE Present Continuous

1 Look at the photographs. Describe the people.

Who ... ?

- is tall
- isn't very tall
- is pretty
- good-looking
- handsome

Who's got ... ?

long		hair		blue		eyes
short				brown		
fair						
dark						
grey						

Becca's got fair hair and blue eyes.



Lucy, Mary, and Anna

2 What are they doing?

Who ... ?

- is smiling
- is talking
- is writing
- is laughing
- is eating
- is cooking
- is ice-skating
- is playing
- is running
- is sitting down

Anna's smiling.

Tom's running.



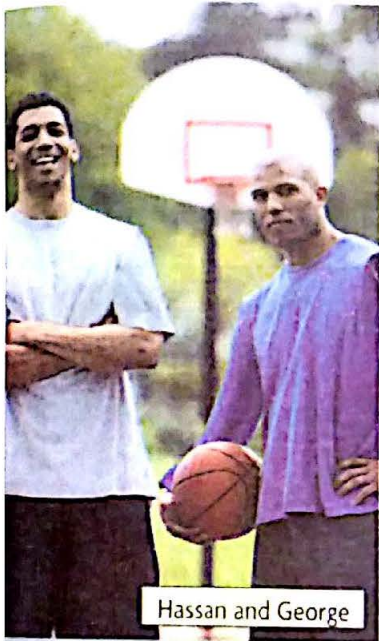
Nadia



Rudi

3 What are they wearing?

Juan's wearing a white T-shirt.



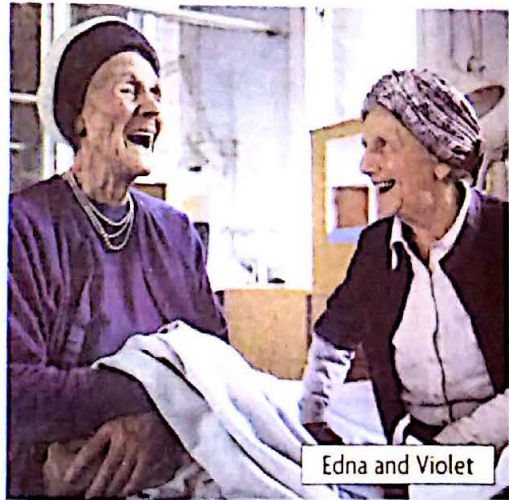
Hassan and George



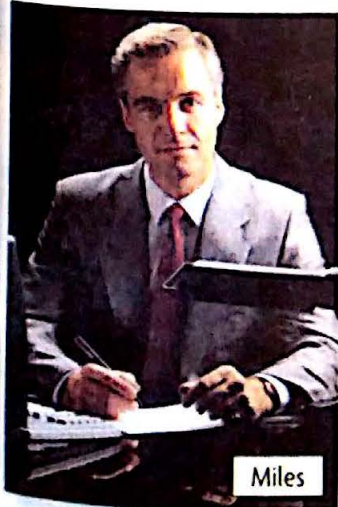
Tom



Juan



Edna and Violet



Miles



Becca

GRAMMAR SPOT

- 1 *Am/is/are* + adjective describes people and things.
She *is* young/tall/pretty.
- 2 *Am/is/are* + verb + *-ing* describes activities happening now.
Complete the table.

I	_____	
You	_____	learning English.
He/She	_____	sitting in a classroom.
We	_____	listening to the teacher.
They	_____	

This is the Present Continuous tense. What are the questions and the negatives?

- 3 What is the difference between these sentences?
He speaks Spanish.
He's speaking Spanish.

▶▶ Grammar Reference 11.2 p132

PRACTICE

Who is it?

- 1 Work with a partner.

Student A Choose someone in the classroom, but don't say who.

Student B Ask Yes/No questions to find out who it is!

Is he sitting near the window?

No, he isn't.

Has he got grey hair?

No, he hasn't.

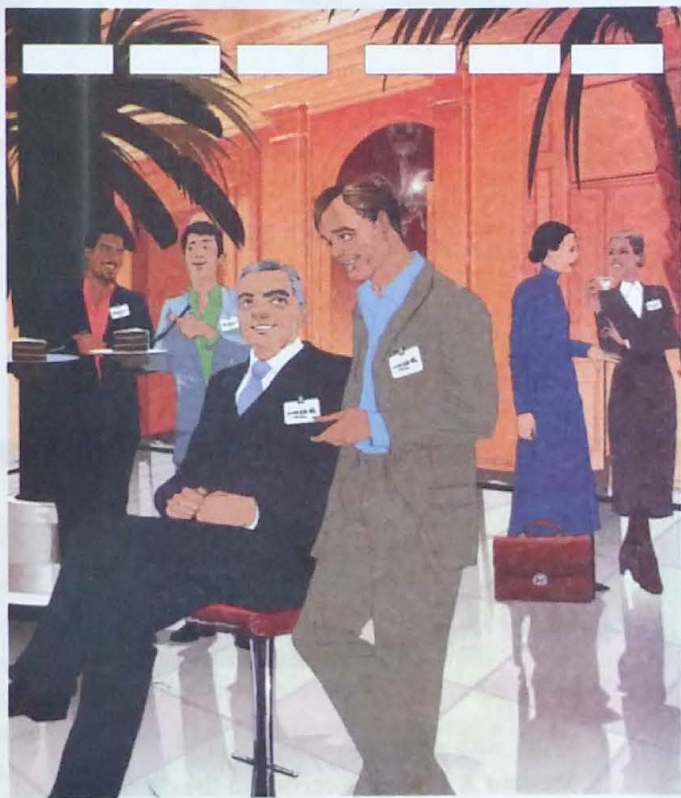
- 2 Write sentences that are true for you at the moment.

- 1 I/wearing a jacket
I'm *not* wearing a jacket, I'm wearing a sweater.
- 2 I/wearing trainers
- 3 I/standing up
- 4 I/looking out of the window
- 5 It/raining
- 6 teacher/writing
- 7 We/working hard
- 8 I/chewing gum

Tell a partner about yourself.

Who's at the conference?

- 3 **T 11.1** Oliver is at a conference, but he doesn't know anyone. Mike is telling him about the other participants. Listen and write the names above the people.



- 4 Listen again and complete the table.

	Present Continuous	Present Simple
Jeffrey	He's sitting down and he's talking to Pierre.	He works in L.A..
Pierre		
Fiona		
Susan		
Barry and Ziyad		

- 5 Work with a partner. Look at the pictures of a picnic from your teacher. Don't show your picture! There are *ten* differences. Talk about the pictures to find them.

In my picture three people are cooking.

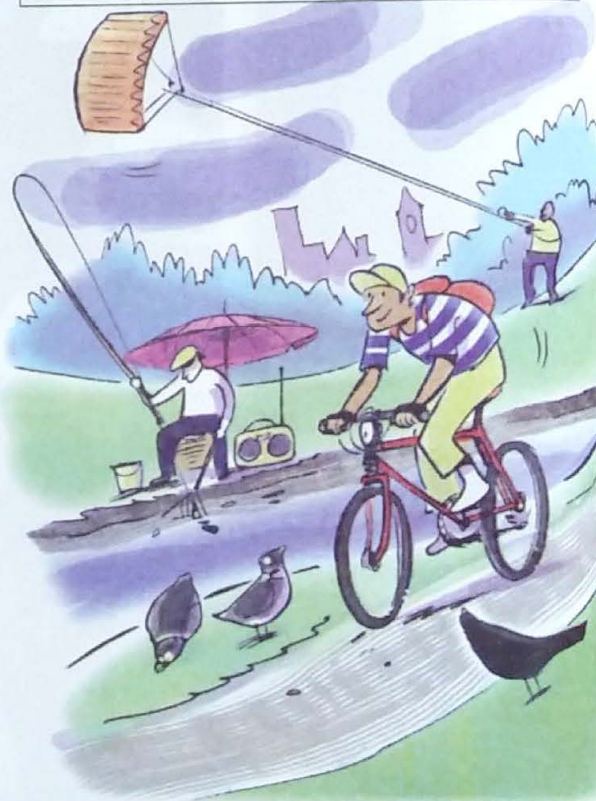
In my picture four people are cooking.

A DAY IN THE PARK

Whose is it?

- 1 Find these things in the picture.

a baseball cap a bike a football kite trainers
a baby sunglasses a radio a skateboard
an umbrella flowers



- 2 **T 11.2** Listen to the questions. Complete the answers with *his*, *hers*, or *theirs*.

- Whose is the baseball cap? It's ____.
- Whose are the flowers? They're ____.
- Whose is the football? It's ____.

Practise the questions and answers with a partner. Then ask about the other things in exercise 1.

- 3 Give something of yours to the teacher. Ask and answer questions about the objects. Use these possessive pronouns.

mine yours his hers ours theirs

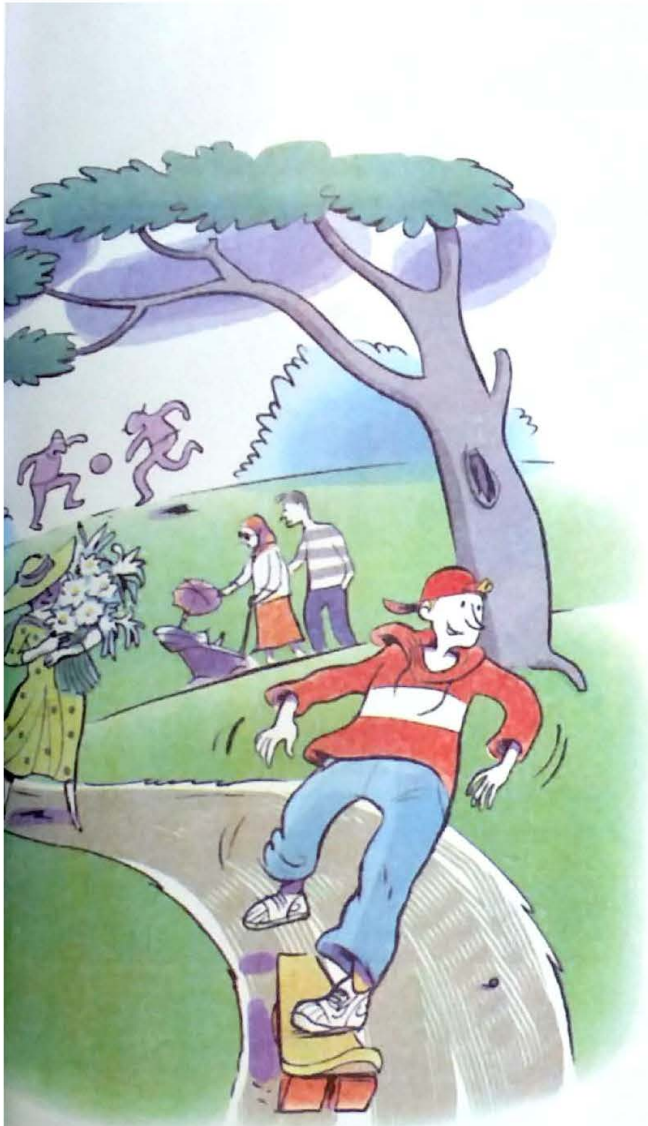
Whose jacket is this?

It's May's.

It's hers.

Is it yours, May?

Yes, it's mine.



PRACTICE

who's or whose?

- 1 Choose the correct word. Compare your answers with a partner.
- I like *your / yours* house.
 - Ours / Our* house is smaller than *their / theirs*.
 - And *their / theirs* garden is bigger than *our / ours*, too.
 - My / Mine* daughters are older than *her / hers*.
 - Whose / Who's* talking to *your / yours* sister?
 - This book isn't *my / mine*. Is it *your / yours*?
 - '*Whose / Who's* dictionary is this?' 'It's *his / him*.'
 - '*Whose / Who's* going to the restaurant?' 'I'm not.'
 - '*Whose / Who's* children are playing in *our / ours* garden?'
- 2 **T 11.3** Listen to the sentences.
If the word is *Whose?* shout 1! If the word is *Who's?* shout 2!

What a mess!

- 3 **T 11.4** The house is in a mess!
Complete the conversation.
Listen and check.

- A _____ is this tennis racket?
B It's _____.
A What's it doing here?
B I'm _____ tennis this afternoon.



! The Present Continuous can also describe activities happening in the near future.
I'm **playing** tennis this afternoon.
We're **having** pizza for dinner tonight.

- 4 Make more conversations with a partner.
- these football boots? / John's / playing football later
 - these notes? / Mary's / writing a report this evening
 - this suitcase? / mine / going on holiday tomorrow
 - this coat? / Jane's / going for a walk soon
 - this plane ticket? / Jo's / flying to Rome this morning
 - all these plates? / ours / having a picnic this afternoon

Check it

- 5 Correct the sentences.
- Noor is tall and she's got long, black hairs.
 - Who's boots are these?
 - I'm wearing a jeans.
 - Look at Roger. He stands next to Jeremy.
 - He's work in a bank. He's the manager.
 - What is drinking Suzie?
 - Whose that man in the garden?
 - Where you going this evening?
 - What you do after school today?

GRAMMAR SPOT

- 1 Complete the table.

Subject	Object	Adjective	Pronoun
I	me	my	mine
You	you	_____	_____
He	_____	his	_____
She	_____	_____	hers
We	us	our	_____
They	them	_____	_____

- 2 *Whose* ... ? asks about possession.

Whose hat is this?
Whose is this hat? It's mine. = It's my hat.
Whose is it?

- 3 Careful!

Who's your teacher? Who's = Who is

▶▶ Grammar Reference 11.3 p132

LISTENING AND SPEAKING

What a wonderful world!

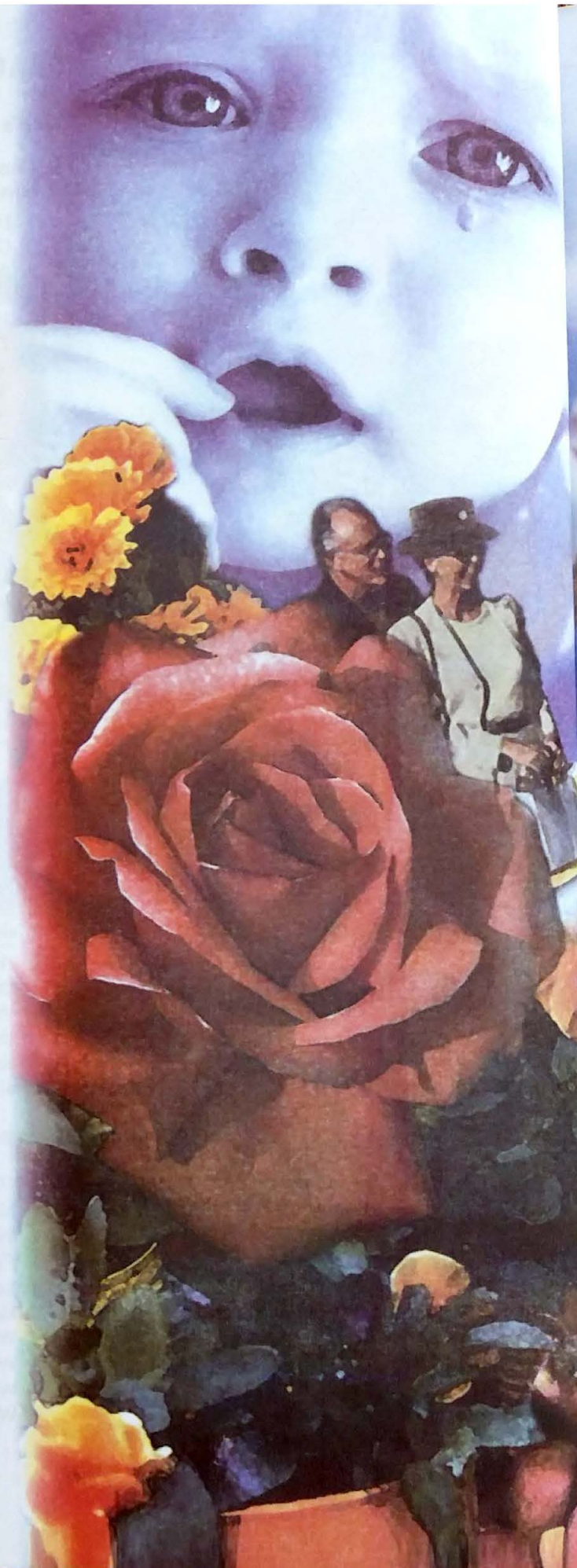
- 1 Look out of the window. What can you see? Buildings? Trees? A car park? Can you see any people? What are they doing? Describe the scene.
- 2 These words often go together. Match them. Can you see any of them in the photos?

shake	clouds
babies	roses
sunny	hands
starry	trees
blue	day
red	night
white	cry
green	bloom
flowers	of the rainbow
colours	skies

- 3 Read the poem, *What a Wonderful World*. Can you complete any of the lines? Many of the words are from exercise 2.
- 4 **T 11.5** Listen and complete the poem.

What do you think?

Make a list of things that you think are wonderful in the world. Compare your list with a partner.



What a Wonderful World

I see _____ of green
red _____ too
I see them _____ for me and you
and I think to myself
what a wonderful world.

I see _____ of blue
and _____ of white
the bright _____ day
and the dark _____ night
and I think to myself
what a wonderful world.

The _____ of the rainbow
so pretty in the sky
are also on the _____
of the people going by.

I see friends shaking _____
saying, 'How do you do?'
They're really saying
'I _____ you.'

I hear _____ cry
I watch them grow.
They'll _____ much more
than you'll ever know
and I think to myself
what a wonderful world.
Yes, I think to myself
what a wonderful world.

VOCABULARY AND PRONUNCIATION

Words that rhyme

1 Match the words that rhyme.

red	list
hat	mean
missed	shoes
green	said
laugh	that
whose	bought
short	half

white	here
near	wear
they	night
hair	knows
rose	flowers
ours	pay

2 Write two of the words on each line according to the sound.

Vowels

- | | | | | |
|--------|-------|-------|--------|-------|
| 1 /e/ | red | said | 5 /ɑ:/ | _____ |
| 2 /æ/ | _____ | _____ | 6 /u:/ | _____ |
| 3 /ɪ/ | _____ | _____ | 7 /ɔ:/ | _____ |
| 4 /i:/ | _____ | _____ | | |

Diphthongs

- | | | | |
|--------|-------|--------|-------|
| 1 /aɪ/ | white | 4 /eə/ | _____ |
| 2 /ɪə/ | _____ | 5 /əʊ/ | _____ |
| 3 /eɪ/ | _____ | 6 /aʊ/ | _____ |

T 11.6 Listen and check.

3 Can you add any more words to the lists? Practise saying the words in rhyming pairs.


Tongue twisters

4 **T 11.7** Tongue twisters are sentences that are difficult to say. They are good pronunciation practice. Listen, then try saying these quickly to a partner.


1 Four fine fresh fish for you.



2 When Stu's goat chews shoes, should Stu choose the shoes it chews?



3 I'm looking back,
To see if he's looking back,
To see if I'm looking back,
To see if he's looking back
at me!



5 Choose two tongue twisters and learn them. Say them to the class.

EVERYDAY ENGLISH

In a clothes shop

- 1 Read the lines of conversation in a clothes shop. Who says them, the customer or the shop assistant? Write C or SA.
- a Can I help you? SA
 - b Oh yes. I like that one much better. Can I try it on? C
 - c £39.99. How do you want to pay?
 - d Yes, please. I'm looking for a shirt to go with my new suit.
 - e Blue.
 - f Yes, of course. The changing rooms are over there.
 - g OK. I'll take the white. How much is it?
 - h Can I pay by credit card?
 - i What colour are you looking for?
 - j No, it isn't the right blue.
 - k No, it's a bit too big. Have you got a smaller size?
 - l That's the last blue one we've got, I'm afraid. But we've got it in white.
 - m Well, what about this one? It's a bit darker blue.
 - n What about this one? Do you like this?
 - o Is the size OK?
 - p Credit card's fine. Thank you very much.

- 2 Can you match any lines?

Can I help you?

Yes, please. I'm looking for a shirt to go with my new suit.

*What about this one?
Do you like this?*

No, it's not the right blue.

- 3 Work with a partner and put the all the lines in the correct order.

T 11.8 Listen and check.

- 4 Practise the conversation with your partner. Make more conversations in a clothes shop. Buy some different clothes.



12 Life's an adventure!

going to future • Infinitive of purpose • The weather • Making suggestions

STARTER

1 How many sentences can you make?

2 Make similar true sentences about you. Tell the class.

I'm going to Malta
I went to Malta

soon.
when I was a student.
next month.
in a year's time.
two years ago.
when I retire.

FUTURE PLANS

going to

1 Jack and his sports teacher, Danny Carrick, both have plans for the future. Read their future plans. Which do you think are Jack's? Which are Danny's? Write J or D.

- 1 J I'm going to be a footballer.
- 2 I'm going to travel all over the world.
- 3 I'm going to train very hard.
- 4 I'm going to try new things.
- 5 I'm going to play for Manchester United.
- 6 I'm not going to marry until I'm very old.
- 7 I'm not going to stay at home and watch TV.
- 8 I'm going to learn to scuba-dive.
- 9 I'm going to write a book.
- 10 I'm going to be famous.

T 12.1 Listen and check. Were you correct?

2 Talk first about Jack, then about Danny. Use the ideas in exercise 1.

Jack's going to be a footballer.

He's going to ...

He isn't going to ...

Which two plans are the same for both of them?

They're both going to ...

3 T 12.2 Listen and repeat the questions and answers about Jack.

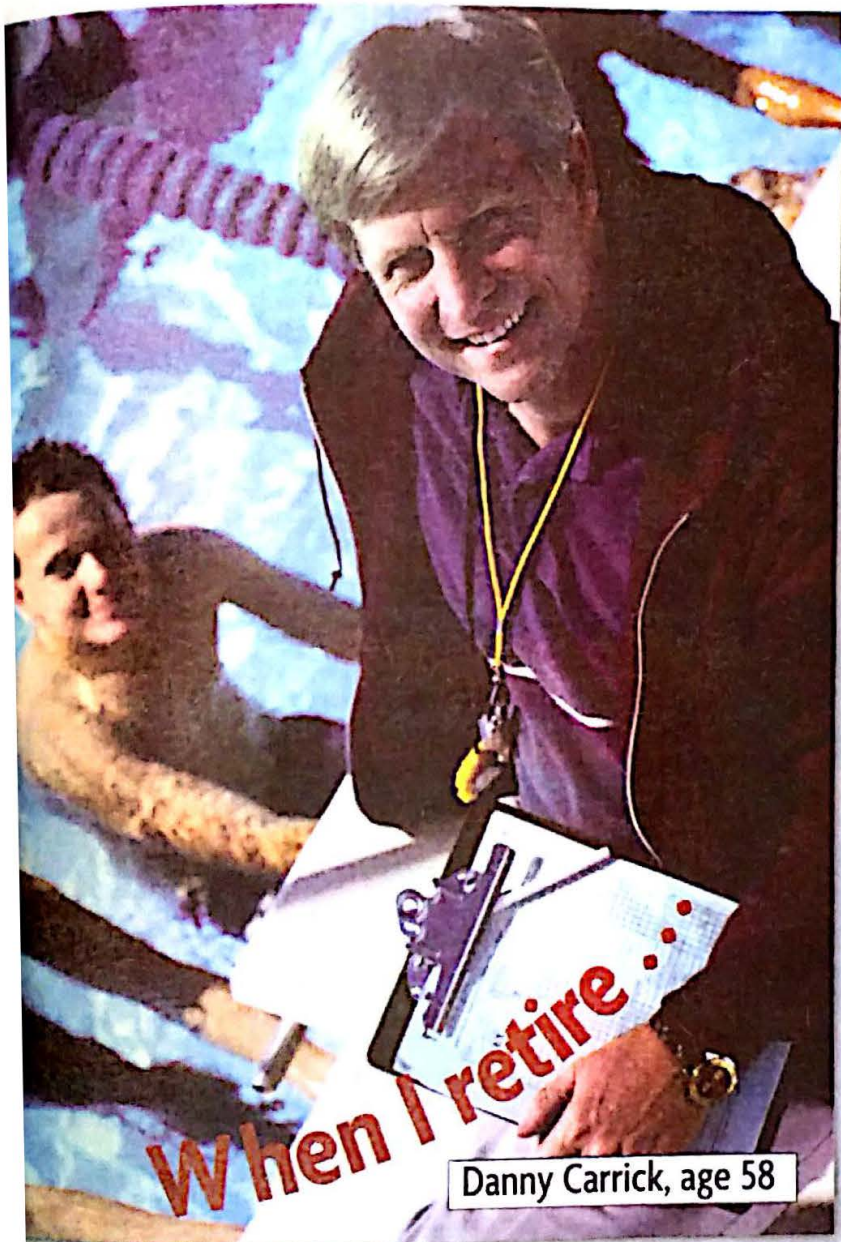
Is he going to be a footballer?

Yes, he is.

What's he going to do?

Train very hard.

When I grow up ...
Jack, age 11



Danny Carrick, age 58

GRAMMAR SPOT

1 The verb *to be + going to* expresses future plans. Complete the table.

I		
You		
He/She		going to leave tomorrow.
We		
They		

What are the questions and the negatives?

2 Is there much difference between these two sentences?

I'm leaving tomorrow. I'm going to leave tomorrow.

▶▶ Grammar Reference 12.1 p133

PRACTICE

Questions about Jack

1 With a partner, make more questions about Jack. Then match them with an answer.

Questions

- 1 Why/he/train very hard?
- 2 How long/play football?
- 3 When/marry?
- 4 How many children/have?
- 5 Who/teach to play football?

Answers

- a Until he's 35.
- b Two.
- c His sons.
- d Not until he's very old – about 25!
- e Because he wants to be a footballer.

2 **T 123** Listen and check. Practise the questions and answers with your partner.

Questions about you

3 Are you going to do any of these things after the lesson? Ask and answer the questions with a partner.

- 1 watch TV
- 2 have a coffee
- 3 catch a bus
- 4 eat in a restaurant
- 5 meet some friends
- 6 cook a meal
- 7 go shopping
- 8 wash your hair
- 9 do your homework

Are you going to watch TV?

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

4 Tell the class some of the things you and your partner *are* or *are not* going to do.

We're both going to have coffee.

I'm going to catch a bus, but Paul isn't. He's going to walk home.

I'm going to sneeze!

! We also use *going to* when we can see *now* that something is sure to happen soon.

5 What is going to happen? Use these verbs.

buy sneeze win jump be late turn rain fall



1 It _____



2 I _____



3 He _____



4 He _____



5 You _____



6 It _____



7 They _____ a new house.



8 He _____

6 Put a sentence from exercise 5 into each gap.

- 1 Take an umbrella. _____.
- 2 Look at the time! _____ for the meeting.
- 3 Rob's running very fast. _____ the race.
- 4 Look! Jack's on the wall! _____.
- 5 Look at that man! _____.
- 6 _____. They want to live in the country.
- 7 Follow that car! _____.
- 8 'Oh dear. _____. Aaattishooo!' 'Bless you!'

T 12.4 Listen and check.

I WANT TO SEE THE WORLD!
Infinitive of purpose

1 Match the places and activities. Can you find them in the photos?

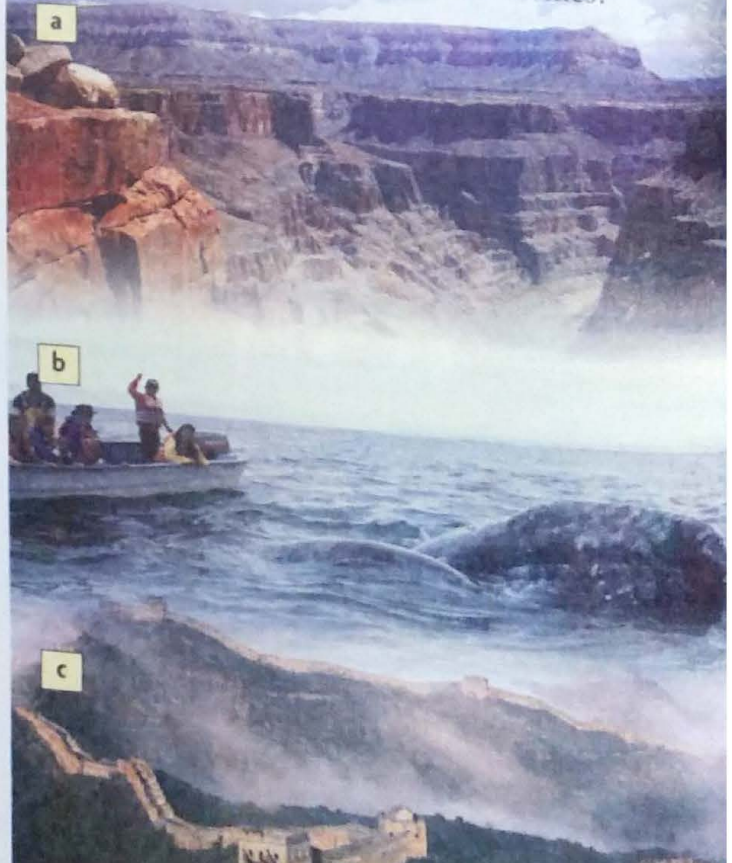
- | | |
|-------------------------------|-------------------------------|
| Nepal | fly over the Grand Canyon |
| Brazil | climb Mount Everest |
| The Great Barrier Reef | take photographs of the lions |
| China | walk along the Great Wall |
| Hawaii | go scuba-diving |
| Alaska | visit the rainforest |
| the USA | watch whales |
| Kenya | go surfing |

2 Danny Carrick is going to visit all the countries in exercise 1. He is telling his friend, Harold, about his plans. Read their conversation and complete the last sentence.

- Danny** First I'm going to Nepal.
Harold Why?
Danny To climb Mount Everest!
Harold Oh my goodness! What are you going to do after that?
Danny Well, then I'm going to Kenya to ...

T 12.5 Listen and check. Practise the conversation with a partner.

3 Would you like to try any of these activities?



GRAMMAR SPOT

- 1 With the verbs *to go* and *to come*, we usually use the Present Continuous for future plans.

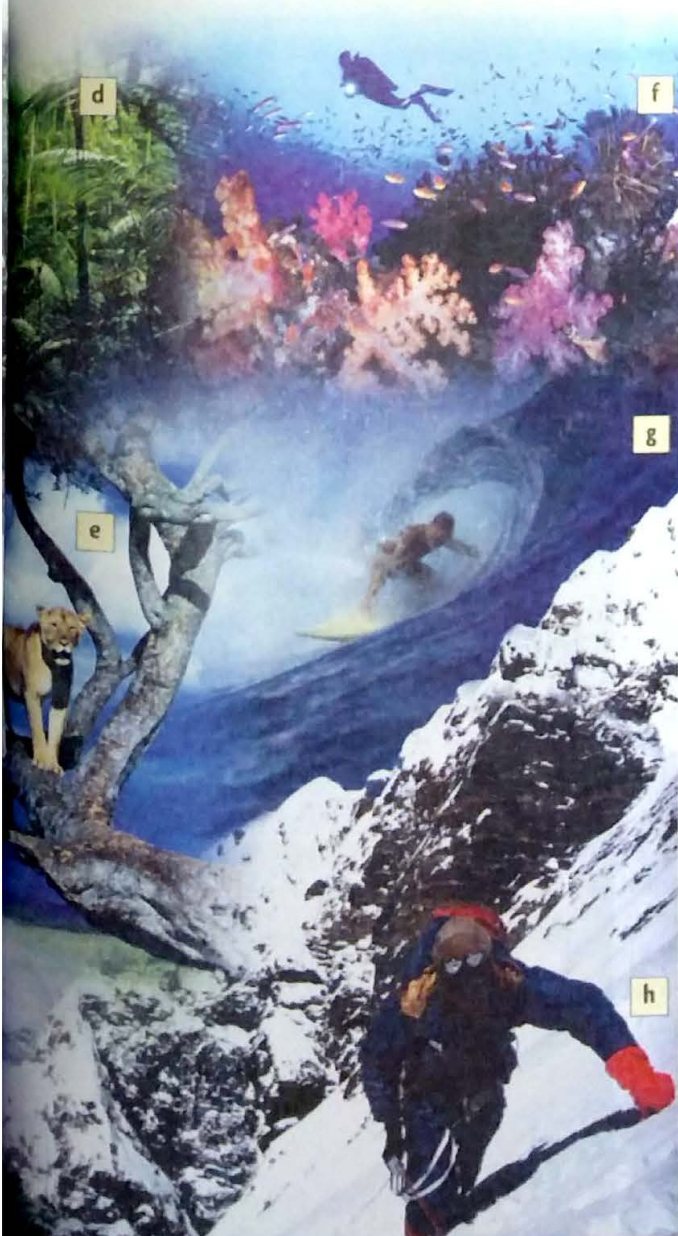
I'm **going** to Nepal tomorrow.
~~X~~ I'm going to go to Nepal soon.
 She's **coming** this evening.
~~X~~ She's going to come this evening.

- 2 Do these sentences mean the same?

I'm going to Nepal to climb Mount Everest.
 I'm going to Nepal **because** I want to climb Mount Everest.

The infinitive can tell us *why* something happens.
 I'm going to America **to learn** English.

▶▶ Grammar Reference 12.2 p133



PRACTICE

Roleplay

- 1 Work with a partner. **Student A** is Harold, **Student B** is Danny. Ask and answer questions about the places.

Harold Why are you going to Nepal?

Danny To climb Mount Everest!

Harold Oh my goodness!

- 2 Talk about Danny Carrick's journey. Use *first*, *then*, *next*, *after that*.

First he's going to Nepal to climb Mount Everest.

Then he's ...

Why . . . ? and When . . . ?

- 3 Write down the names of some places you went to in the past. Ask and answer questions about the places with a partner.

Why did you go to England?

To learn English.

When did you go?

Two years ago.

Why did you go to Switzerland?

To visit my cousins.

When did you go?

Last year.

Tell the class about your partner.

- 4 Use your imagination! Write down the names of some places you are going to in the *future* and do the same.

Why are you going to Paris?

To go shopping.

When are you going?

In two weeks' time.

Check it

- 5 Tick (✓) the correct sentence.

- 1 Is going to rain.
 It's going to rain.
- 2 Do you wash your hair this evening?
 Are you going to wash your hair this evening?
- 3 She's going to have lunch.
 She's going to has lunch.
- 4 I'm going to the post office to buy some stamps.
 I'm going to the post office for buy some stamps.
- 5 I'm going home early this evening.
 I'm go home early this evening.
- 6 I opened the window to get some fresh air.
 I opened the window for to get some fresh air.

READING AND SPEAKING

Living dangerously

1 Match a verb with a noun or phrase.

have	sick
win	an accident
feel	in water
float	top marks
get	a race

2 Which of these sports do you think is the most dangerous? Put them in order 1–6. 1 is the *most* dangerous. Compare your ideas with a partner and then the class.

- skiing football motor racing
 windsurfing golf sky-diving

3 Look at the photos of Clem Quinn and Sue Glass. Which of their sports would you most like to try? Why?

Work in two groups.

Group A Read about Clem. **Group B** Read about Sue.

Answer the questions about your person. Check your answers with your group.

- 1 What happened when he/she was a child?
 - 2 What job did he/she do when she/he grew up?
 - 3 How did he/she become interested in the sport?
 - 4 Why does he/she like the sport?
 - 5 Does he/she think it is a dangerous sport?
 - 6 Does he/she teach the sport?
 - 7 What are his/her future plans?
 - 8 When is he/she going to stop doing it?
 - 9 These numbers are in your text. What do they refer to?
5 6 20 100
- 4 Work with a partner from the other group. Compare Clem and Sue, using your answers.

Interviews

1 **Group A** Make questions about Sue.

- 1 Why/not like driving?
- 2 Why/Julian Swayland take you to Brands Hatch?
- 3 Why/do well on the motor racing course?
- 4 Why/stop motor racing?
- 5 What/do next year?

Group B Make questions about Clem.

- 1 What/do when you were five?
 - 2 When/do your first parachute jump?
 - 3 Why /move to the country?
 - 4 Why/love sky-diving?
 - 5 What/do next July?
- 2 Work with a partner from the other group. Ask each other the questions.





Clem Quinn

SKY-DIVER

Clem Quinn was always interested in flying. When he was five, he tried to fly by jumping off the garden shed with a golf umbrella, but when he grew up he didn't become a pilot, he became a taxi driver. Then

20 years ago he did a parachute jump and loved it. He decided that being a taxi driver in London was a lot more dangerous than jumping out of a plane, so he moved to the country to learn parachute jumping and sky-diving. He is now a full-time teacher of sky-diving. He says:

'I love sky-diving because the world looks so good – blue sky, green fields, white clouds. You float through the air, it's like floating in water. You can see forever, all the way to the French coast. The views are fantastic. You can forget all your worries. People think it is dangerous but it's very safe. Football is much more dangerous. Footballers often have accidents. When did you last hear of a sky-diving accident? Next July I'm going to do a sky-dive with 100 people from six planes. That's a record. I'm never going to retire. I'm going to jump out of planes until I'm an old man.'



Sue Glass

RACING DRIVER

Sue Glass had a car accident when she was eight so she didn't like driving. When she grew up this was a problem, because she got a job with a car company. Then six years ago she met Julian Swayland, a racing driver, and she told him she was afraid of cars. He wanted to help, so he took her to Brands Hatch, a Grand Prix racing circuit. He drove her round corners at 100 mph and she loved it. Then she heard about a special motor racing course. She did the course with five men and was amazed when she got top marks. She says:

'I think I did well because I listened to everything the teacher said. I needed to because I was so afraid. The best moment was my first championship race. I didn't win but I came fourth out of 20. I love the excitement of motor racing but it's a dangerous sport and I'm always very frightened. In fact I stopped doing it a year ago, because I got so nervous before each race; I felt really sick. I'm not going to race again, I'm going to teach other people to drive. I'm going to open a driving school next year.'

VOCABULARY AND SPEAKING

The weather

1 Match the words and symbols.

sunny rainy windy snowy cloudy foggy



Which symbols can the following adjectives go with?

hot warm cold cool wet dry

2 T 12.6 Listen and complete the answers.

- A What's the weather like today?
- B It's _____ and it's very _____.
- A What was it like yesterday?
- B Oh, it was _____ and _____.
- A What's it going to be like tomorrow?
- B I think it's going to be _____.

! The question *What... like?* asks for a description.
What's the weather like? = Tell me about the weather.

Practise the questions and answers. Ask and answer about the weather where *you* are today, yesterday, and tomorrow.

3 Work with a partner. Find out about the weather round the world yesterday.

Student A Look at the information on this page.

Student B Look at the information from your teacher.

Ask and answer questions to complete the information.

WORLD WEATHER

NOON YESTERDAY

		°C
Athens	S	18
Berlin	R	7
Bombay		
Edinburgh	C	5
Geneva		
Hong Kong	S	29
Lisbon		
London	R	10
Los Angeles		
Luxor	S	40
Milan		
Moscow	Sn	-1
Oslo		

What was the weather like in Athens?

It was sunny and warm. 18 degrees.



S = sunny
C = cloudy
Fg = foggy
R = rainy
Sn = snowy

4 Which city was the hottest? Which was the coldest? Which month do you think it is?

EVERYDAY ENGLISH

Making suggestions

- 1 Make a list of things you can do in good weather and things you can do in bad weather. Compare your list with a partner.

Good weather 	Bad weather 
go to the beach	watch TV

- 2 **T 12.7** Read and listen to the beginning of two conversations. Complete B's suggestions.

1 A It's a lovely day! What shall we do?

B Let's _____!

2 A It's raining again! What shall we do?

B Let's _____ and _____.



- 1 We use *shall* to ask for and make suggestions.
What **shall** we do?
Shall we go swimming? = I suggest that we go swimming.
- 2 We use *Let's* to make a suggestion for everyone.
Let's go! = I suggest that we all go. (Let's = Let us)
Let's have a pizza!

- 3 Continue the two conversations in exercise 2 with these lines. Put them in the correct order a–c.

- Well, let's go swimming.
- OK. Which exhibition do you want to see?
- a Oh no! It's too hot to play tennis.
- Oh no! We watched TV last night.
- OK. I'll get my swimming costume.
- Well, let's go to a museum.

T 12.8 Listen and check.

- 4 Have more conversations suggesting what to do when the weather is good or bad. Use your lists of activities in exercise 1 to help you.



13 How terribly clever!

Question forms • Adverbs and adjectives • Describing feelings • Catching a train

STARTER



- 1 Match a question word with an answer.
- 2 Look at the answers. What do you think the story is?

When ... ?	Six.
Where ... ?	Last week.
What ... ?	The hospital.
Who ... ?	Because she was ill.
Why ... ?	My aunt.
Which ... ?	Some roses.
How ... ?	£25.
How much ... ?	The red ones.
How many ... ?	By bus.



A QUIZ Question words

- 1 Work in groups and answer the quiz.
- 2 **T 13.1** Listen and check your answers. Listen carefully to the intonation of the questions.

GRAMMAR SPOT

- 1 Underline all the question words in the quiz.
- 2 Make two questions for each of these statements, one with a question word and one without.
 - I live in London. (where)
 - 'Where do you live?' 'In London.'
 - 'Do you live in London?' 'Yes, I do.'


- 1 She's wearing jeans. (what)
- 2 She works in the bank. (where)
- 3 He's leaving tomorrow. (when)
- 4 I visited my aunt. (who)
- 5 We came by taxi. (how)
- 6 They're going to have a meeting. (why)

- 3 What are the short answers to the questions?

▶▶ Grammar Reference 13.1 p133

- 3 In groups, write some general knowledge questions. Ask the class!

GENERAL KNOWLEDGE QUIZ



- 1 When did the first man walk on the moon?
a 1961 b 1965 c 1969
- 2 Where is Mount Everest? In the ...
a Kush b Himalayas c Rockies
- 3 Who started A1 Grand Prix motor racing?
a Sheikh Maktoum
b Basil Shaaban
c Michael Schumacher
- 4 Who won the World Cup in 2010?
- 5 How many bones are there in the human body?
a 57 b 158 c 206
- 6 How much does an African elephant weigh?
a 3-5 tonnes b 5-7 tonnes c 7-9 tonnes

PRACTICE

Questions and answers

1 Look at the question words in A and the answers in C. Choose the correct question from B.

A	B	C
Where		To the shops.
What		A new jacket.
When	did you buy?	This morning.
Who	did you go?	A friend from work.
Why	did you go with?	To buy some new clothes.
Which one	did you pay?	The black leather one.
How		We drove.
How much		£120.99.
How many		Only one.

Listening and pronunciation

2 **T 13.2** Tick (✓) the sentence you hear.

- Where do you want to go?
 Why do you want to go?
- How is she?
 Who is she?
- Where's he staying?
 Where's she staying?
- Why did they come?
 Why didn't they come?
- How old was she?
 How old is she?
- Does he play tennis?
 Did he play tennis?
- Where did you go at the weekend?
 Where do you go at the weekend?

Asking about you

3 Put the words in the correct order to make questions.

1 like learning do English you?

2 do you night what did last?

3 languages mother many does how your speak?

4 last go you shopping did when?

5 football which you do team support?

6 come car today school by you to did?

7 much do weigh you how?

8 usually who sit you do next class in to?

9 English want learn to you do why?

4 Work with a partner. Ask and answer the questions.

7 How much of the earth's surface is desert?
a 20% b 25% c 30%

8 What sort of literature did Al-Mutanabbi write?
a biographies b poems c novels

9 What languages do Swiss people speak?

10 What did Marconi invent in 1901?

11 Who wrote the world's first computer program?
a Bill Gates b Ada Lovelace c Albert Einstein

12 Which city is on two continents?
a Istanbul b Moscow c Gibraltar

13 Who was Ibn Battuta?
a a writer b a traveller c an engineer

14 Why do birds migrate?

15 Which was the first country to have TV?
a Britain b the USA c Russia

16 Which language has the most words?
a French b Chinese c English

DO IT CAREFULLY!

Adverbs and adjectives

- Are the words in *italics* adjectives or adverbs?
 - Unfortunately we had *bad* weather on our holiday.
The team played *badly* and lost the match.
 - Please listen *carefully*.
Tony's a *careful* driver.
 - The homework was *easy*.
Tamer's very good at tennis. He won the game *easily*.
 - I know the Prime Minister *well*.
My husband's a *good* cook.
 - It's a *hard* life.
Teachers work *hard* and they get very tired.

GRAMMAR SPOT

1 Look at these sentences.

Lunch is a *quick* meal for many people.
(*quick* = adjective. It describes a noun.)
I ate my lunch *quickly*.
(*quickly* = adverb. It describes a verb.)

2 How do we make regular adverbs? What happens when the adjective ends in -y?

3 There are two irregular adverbs in exercise 1. Find them.

▶▶ Grammar Reference 13.2 p133

- Match the verbs or phrases with an adverb. Usually more than one answer is possible. Which are the irregular adverbs?

get up	slowly
walk	quietly
work	early
run	fluently
speak	carefully
speak English	easily
pass the exam	hard
do your homework	fast/quickly

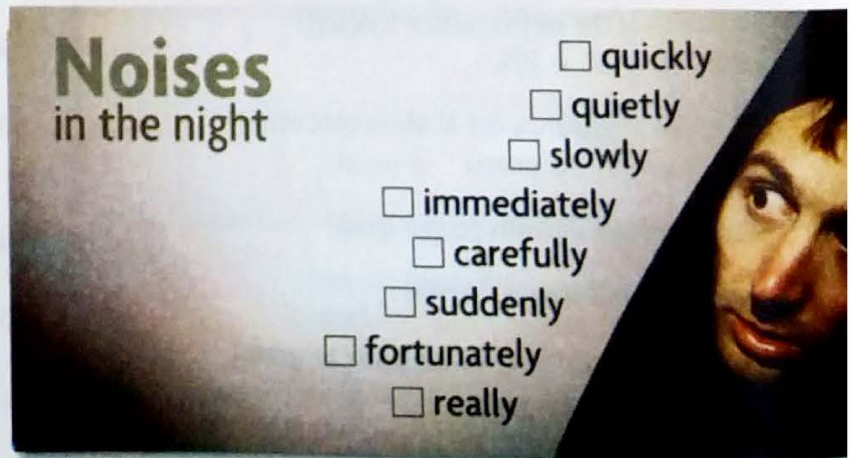
PRACTICE

Order of adjectives/adverbs

- Put the adjective in brackets in the correct place in the sentence. Where necessary, change the adjective to an adverb.
 - We had a holiday in Turkey, but unfortunately we had weather. (terrible)
 - Maria cooks. (good)
 - When I saw the accident, I phoned the police. (immediate)
 - Don't worry. Samir is a driver. (careful)
 - Carlos is a Brazilian. He loves food and football. (typical)
 - Please speak. I can't understand you. (slow)
 - We had a test today. (easy)
 - We all passed. (easy)
 - You speak English. (good)

Telling a story

- Complete these sentences in a suitable way.
 - It started to rain. **Fortunately** ...
 - Peter invited me to his wedding. **Unfortunately** ...
 - I was fast asleep when **suddenly** ...
 - I saw a man with a gun outside the bank. **Immediately** ...
- T 13.3** Listen to a man describing what happened to him in the middle of the night. Number the adverbs in the order you hear them



Noises in the night

- quickly
- quietly
- slowly
- immediately
- carefully
- suddenly
- fortunately
- really

- Work with a partner and tell the story again. Use the order of the adverbs to help you.

Check it

- Each sentence has a mistake. Find it and correct it.
 - Where does live Anna's sister?
 - The children came into the classroom noisily.
 - What means *whistle*?
 - I always work hardly.
 - Do you can help me, please?
 - When is going Peter on holiday?

VOCABULARY

Describing feelings

1 Match the feelings to the pictures.

bored tired worried excited annoyed interested



2 Match the feelings and reasons to make sentences.

Feelings		Reasons	
I am	bored tired worried excited annoyed interested	because	I'm going on holiday tomorrow. we have a good teacher. I worked very hard today. I can't find my keys. I have nothing to do. I want to go to the picnic but I can't.

! Some adjectives can end in both **-ed** and **-ing**.
The book was **interesting**.
I was **interested** in the book.
The lesson was **boring**.
The students were **bored**.

3 Complete each sentence with the correct adjective.

- | | |
|--|---|
| 1 excited, exciting
Life in New York is very ...
The football fans were very ... | 3 annoyed, annoying
The child's behaviour was really ...
The teacher was ... when nobody did the homework. |
| 2 tired, tiring
The marathon runners were very ...
That game of tennis was very ... | 4 worried, worrying
The news is very ...
Everybody was very ... when they heard the news. |

4 Answer your teacher's questions using adjectives from exercises 1 and 2.

Did you like doing the quiz on page 98? Yes, we did. It was very interesting!

How did you feel? Very interested!

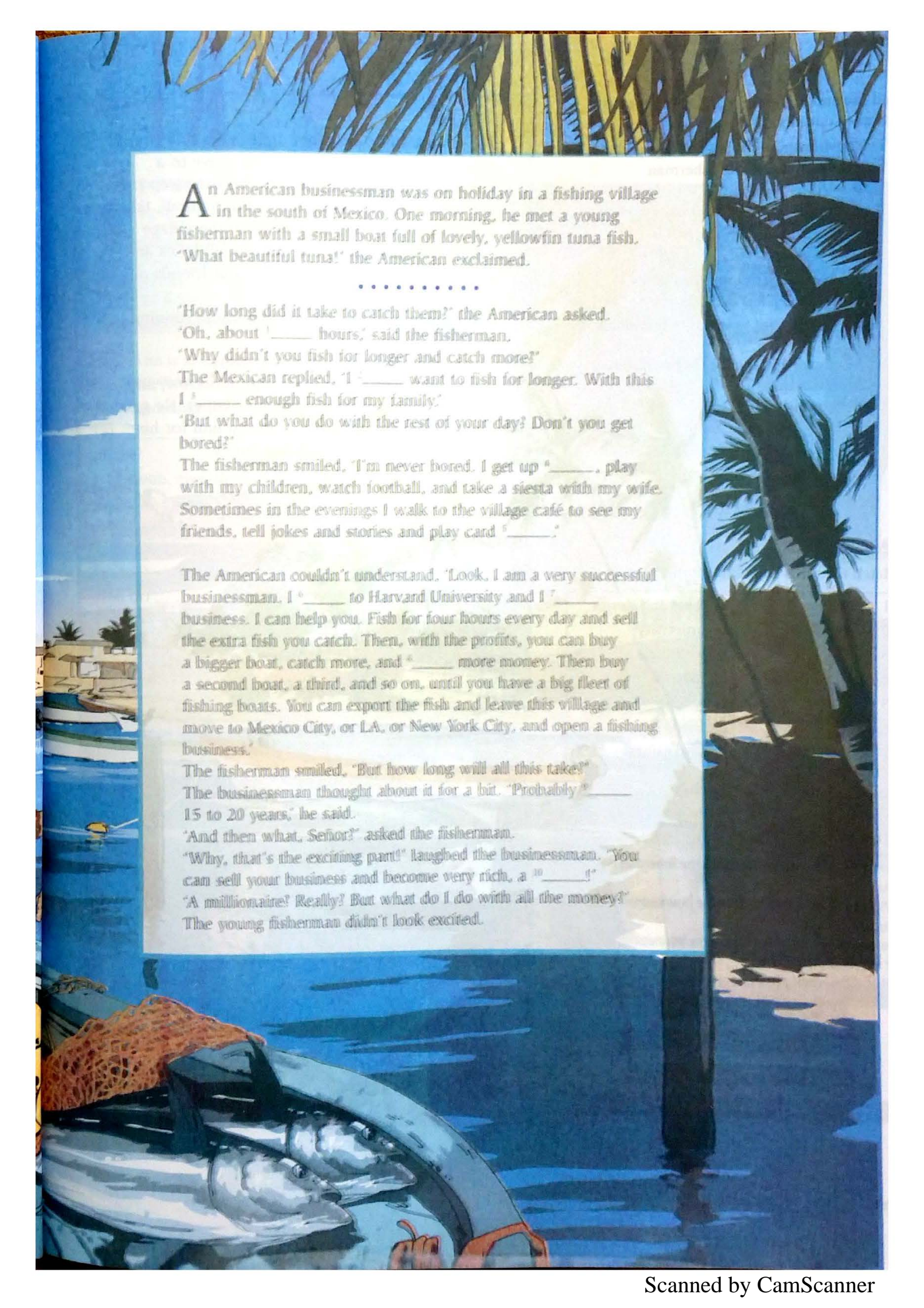
LISTENING AND READING

The meaning of life

- 1 Look at the pictures and read the introduction to the story of *The Businessman and the Fisherman*. Answer the questions.
 - Where was the businessman?
 - Who did he meet?
 - Did he like the fish?
 - What did he say?
 - What nationality were the two men?
 - 2 **T 13.4** Close your books and listen to the second part of the story. Who do you think has the best ideas on how to enjoy life?
 - 3 Read the second part of the story and decide if these sentences are true (✓) or false (✗). Correct the false sentences.
 - 1 The businessman and the fisherman met in the morning.
 - 2 It took the fisherman an hour to catch the tuna.
 - 3 He stopped fishing because he had enough fish for his family.
 - 4 The fisherman is often bored because he has nothing to do.
 - 5 The businessman went to Harvard University.
 - 6 He gave the fisherman a lot of advice.
 - 4 Complete the second part of the story with the missing words in 1–10.

T 13.4 Listen again and check.
 - 5 Do you think the fisherman will follow the businessman's advice? Why? Why not?
- » Read the last part of the story on p104.





An American businessman was on holiday in a fishing village in the south of Mexico. One morning, he met a young fisherman with a small boat full of lovely, yellowfin tuna fish. 'What beautiful tuna!' the American exclaimed.

.....

'How long did it take to catch them?' the American asked.

'Oh, about 1 _____ hours,' said the fisherman.

'Why didn't you fish for longer and catch more?'

The Mexican replied, 'I _____ want to fish for longer. With this I _____ enough fish for my family.'

'But what do you do with the rest of your day? Don't you get bored?'

The fisherman smiled, 'I'm never bored. I get up _____, play with my children, watch football, and take a siesta with my wife. Sometimes in the evenings I walk to the village café to see my friends, tell jokes and stories and play card _____.'

The American couldn't understand. 'Look, I am a very successful businessman. I _____ to Harvard University and I _____ business. I can help you. Fish for four hours every day and sell the extra fish you catch. Then, with the profits, you can buy a bigger boat, catch more, and _____ more money. Then buy a second boat, a third, and so on, until you have a big fleet of fishing boats. You can export the fish and leave this village and move to Mexico City, or LA, or New York City, and open a fishing business.'

The fisherman smiled, 'But how long will all this take?'

The businessman thought about it for a bit. 'Probably _____ 15 to 20 years,' he said.

'And then what, Señor?' asked the fisherman.

'Why, that's the exciting part!' laughed the businessman. 'You can sell your business and become very rich, a _____!'

'A millionaire? Really? But what do I do with all the money?'

The young fisherman didn't look excited.

6 Read the end of the story and chose the best answer to questions 1-3.

- 1 The businessman couldn't understand the fisherman, because the fisherman
 - a doesn't like fishing.
 - b doesn't want to do any work.
 - c doesn't think that being rich is important.
- 2 The fisherman isn't interested in the businessman's plans because
 - a he doesn't want to spend time with his family.
 - b he already has the life the businessman promises him.
 - c he likes fishing.
- 3 The fisherman
 - a lives for the future.
 - b *lives in the present.*
 - c lives in the past.

Vocabulary work

7 Match the verbs and nouns from the story.

1 catch	a jokes and stories
2 take	b university
3 tell	c a business
4 play	d fish
5 open	e a siesta
6 see	f friends
7 go to	g card games

8 Retell the story around the class.

What do you think?

- Why does the businessman think the fisherman is stupid?
- Why does the fisherman think the businessman is stupid?
- Do you want your life to be like the businessman's, or the fisherman's? Why?
- What is the moral of this story:

'Money makes the world go round.'

'Understand what really matters in life.'

'Don't listen to other people's advice.'

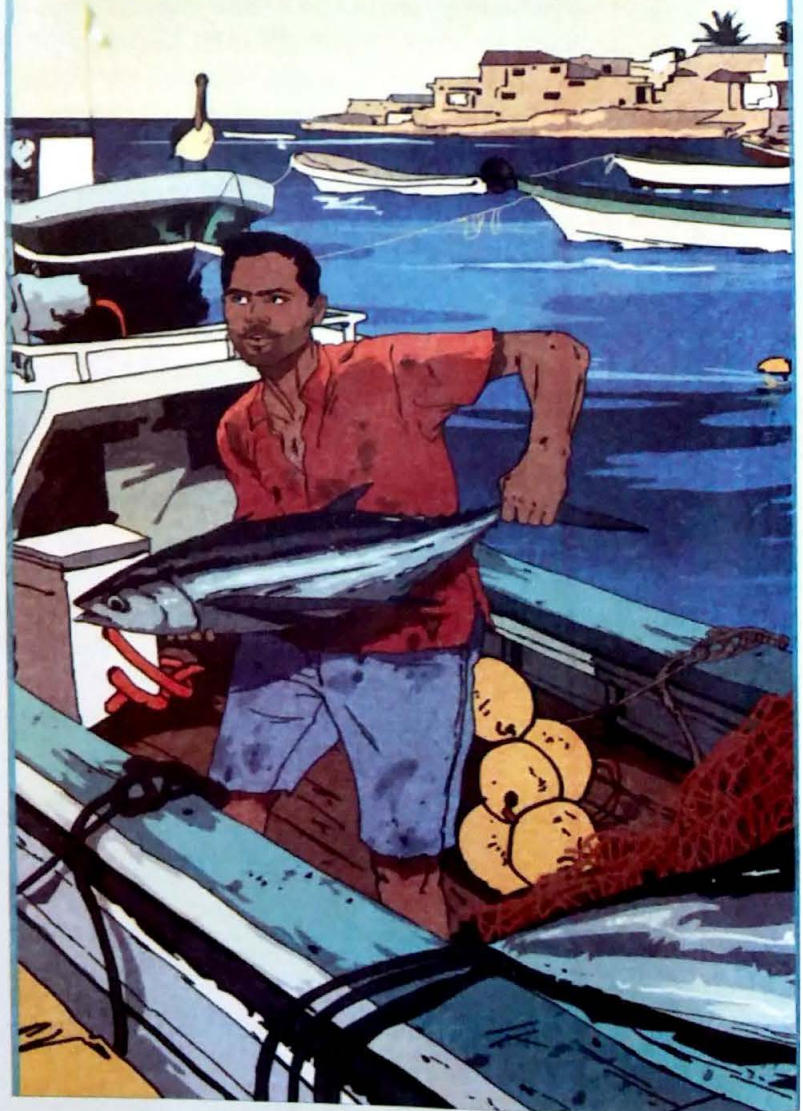
'Make money while you can – the future is uncertain.'

The businessman could not understand this young man. 'Well you can stop work and move to a lovely, old fishing village where you can sleep late, play with your grandchildren, watch football, take a siesta with your wife, and walk to the village café in the evenings where you can tell jokes and stories and play card games with your friends all you want.'

The fisherman's wife and children came running to meet him.

'Papa, papa, Did you catch many fish?'

'I caught enough for us today and tomorrow, and some for this gentleman,' said their father. He gave the businessman some fish, thanked him for his advice and went home with his family.



EVERYDAY ENGLISH

Catching a train

1 Ann is phoning to find out the times of trains to Bristol.

T 13.5 Listen and write in the arrival times.

! Notice we often use the twenty-four hour clock for timetables.
7.00 in the morning = 0700 (oh seven hundred hours)

2 **T 13.6** Ann is at Oxford Station. Listen and complete the conversation. Then practise with a partner.

A Good morning. (1) _____ the times of trains
(2) _____ Bristol (3) _____ Oxford, please?

B Afternoon, evening? When (4) _____?

A About five o'clock this afternoon.

B About (5) _____. Right. Let's have a look.
There's a train that (6) _____ 5.28, then there isn't (7) _____ until 6.50.

A And (8) _____ get in?

B The 5.28 gets into Oxford at 6.54 and the 6.50 (9) _____.

A Thanks a lot.

3 Ann goes to the ticket office. Put the lines of the conversation in the correct order.

- A Hello. A return to Bristol, please.
- A A day return.
- C How do you want to pay?
- A OK, thanks very much. Goodbye.
- C Here's your change and your ticket.
- C You want platform 1 over there.
- A Here's a twenty-pound note.
- C Day return or period return?
- A Cash, please.
- C That's eighteen pounds.
- A Thank you. Which platform is it?

T 13.7 Listen and check. Practise the conversation with a partner.

4 Make more conversations with your partner. Look at the information from your teacher. Decide where you want to go. Find out about times, then buy your ticket.

DEPARTURE TIME	ARRIVAL TIME
from OXFORD	at Bristol Temple Meads
0816	[]
0945	[]
1040	[]



14 Have you ever?

Present Perfect + ever, never, yet, and just • At the airport

STARTER

1 Match the countries and flags.

Morocco Brazil France Egypt Germany Great Britain the USA
United Arab Emirates Italy Japan Canada Saudi Arabia



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

2 Tick (✓) the countries that you have visited.

IN MY LIFE

Present Perfect + ever and never

1 **T 14.1** Read and listen to the sentences.
Then listen and repeat.

- I've been to Morocco. (I've = I have)
- I haven't been to France.
- I've been to the USA.
- I've never been to Egypt.
- I haven't been to any of the countries!

Work in groups. Tell each other which of the countries above you have or haven't been to. Have you been to any other countries?

2 **T 14.2** Read and listen to the conversation.
Practise with a partner.

- A Have you ever been to Paris?
- B No, I haven't.
- A Have you ever been to Berlin?
- B Yes, I have.
- A When did you go?
- B Two years ago.

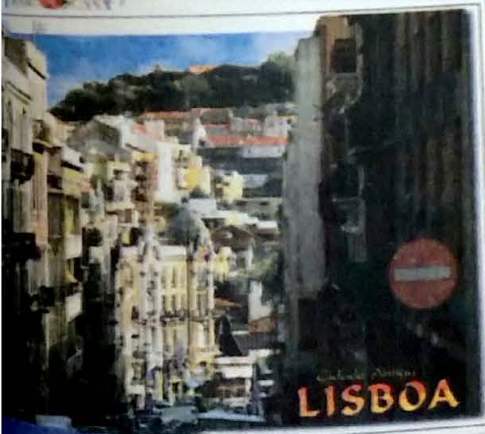


Hi guys!
San Francisco is fantastic! We are having a super time - and are trying to see all the sights. We're staying near the Yosemite National Park, which is just beautiful.
See you guys soon (probably heading this with you tomorrow)
Nick

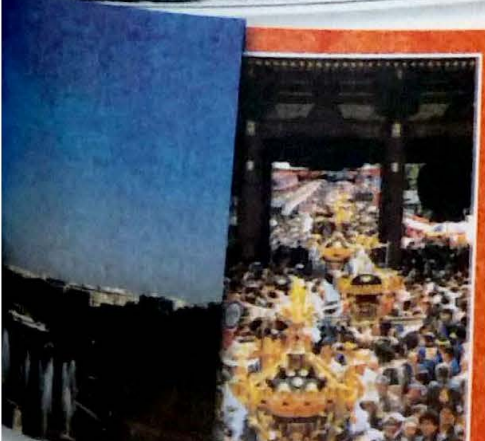




BUDAPEST



LISBOA



- Write down the names of four cities in your country or another country that you have been to. Have similar conversations with your partner.
- Tell the class about your partner.

Maria's been to Tunis.

(Maria's = Maria has)

She went there two years ago.

*But she hasn't been to Marrakech. /
She's never been to Marrakech.*

(She's = She has)

GRAMMAR SPOT

- We use the Present Perfect to talk about experiences in our lives.
Have you ever (at any time in your life) been to Paris?
- We use the Past Simple to say exactly *when* something happened.
When did you go to Paris?
I went there | last year.
| two years ago.
| in 1998.
- We make the Present Perfect tense with *has/have* + the past participle. Complete the table.

	Positive	Negative	
I/You/We/They	_____	_____	been to Paris.
He/She/It	_____	_____	

- Write *ever* and *never* in the right place in these sentences.
Has he _____ been to London?
He's _____ been to London.

▶ Grammar Reference 14.1 p134

PRACTICE

Past participles

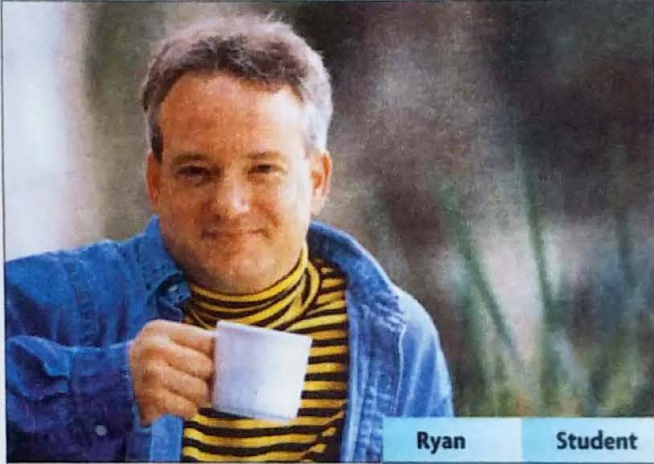
- Here are the past participles of some verbs. Write the infinitive.

eaten	<u>eat</u>	made	_____	given	_____
seen	_____	taken	_____	won	_____
met	_____	driven	_____	had	_____
drunk	_____	cooked	_____	stayed	_____
flown	_____	bought	_____	done	_____

- Which are the two regular verbs?
- What are the Past Simple forms of the verbs?
- Look at the list of irregular verbs on p142 and check your answers.

The life of Ryan

- 1 **T 14.3** Listen to Ryan talking about his life and tick (✓) the things he has done.



	Ryan	Student
lived in a foreign country	<input type="checkbox"/>	<input type="checkbox"/>
worked for a big company	<input type="checkbox"/>	<input type="checkbox"/>
stayed in an expensive hotel	<input type="checkbox"/>	<input type="checkbox"/>
flown in a jumbo jet	<input type="checkbox"/>	<input type="checkbox"/>
cooked a meal for ten (or more) people	<input type="checkbox"/>	<input type="checkbox"/>
met a famous person	<input type="checkbox"/>	<input type="checkbox"/>
driven a tractor	<input type="checkbox"/>	<input type="checkbox"/>
been to hospital	<input type="checkbox"/>	<input type="checkbox"/>
won a competition	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Tell your teacher about Ryan and answer your teacher's questions.

He's lived in a foreign country.

Which country did he live in?

Japan.

How long did he live there?

One year.

- 3 Ask a partner the questions. Tell the class about your partner.

A HONEYMOON IN LONDON

Present Perfect + yet and just

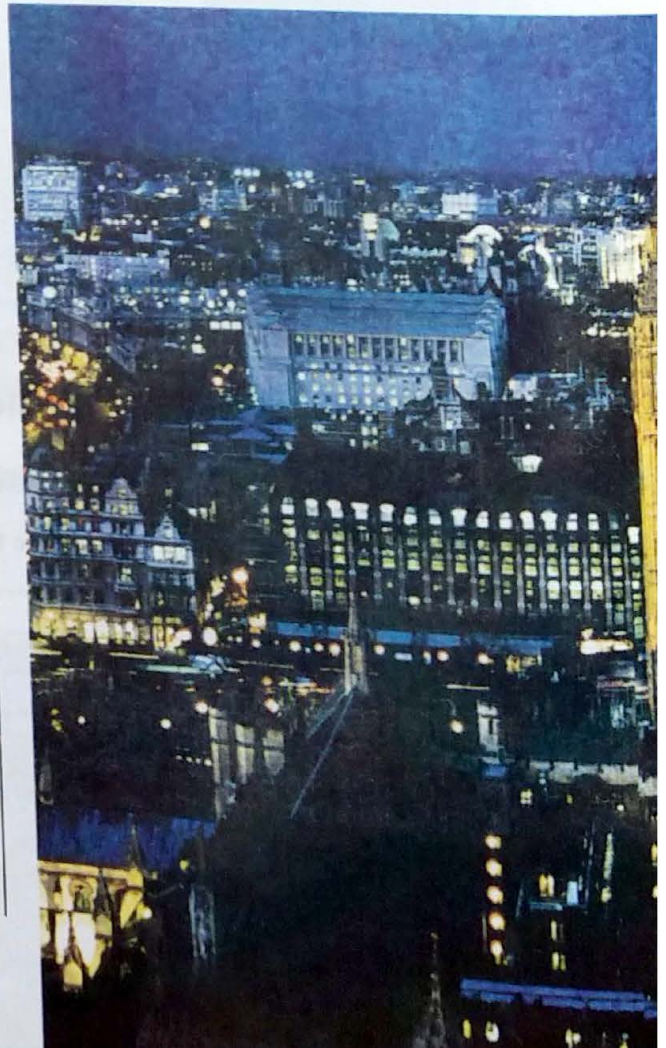
- 1 Rod and Marilyn come from Auckland, New Zealand. They are on honeymoon in London. Before they went they made a list of things they wanted to do there. Read the list below.

LONDON

Things to do -

- go to Buckingham Palace
- see the Houses of Parliament
- have a boat ride on the River Thames
- go on the London Eye
- walk in Hyde Park
- go shopping in Harrods
- see the Crown Jewels in the Tower of London
- travel on a double-decker bus
- go to The Ritz

- 2 **T 14.4** Marilyn is phoning her sister Judy, back home in New Zealand. Listen to their conversation. Tick the things she and Rod have done.



GRAMMAR SPOT

1 Complete the sentences.

- 1 Have you _____ the Crown Jewels yet?
- 2 We _____ been to The Ritz yet.
- 3 We've just _____ a boat ride on the Thames.

2 Where do we put *yet* in a sentence? Where do we put *just* in a sentence?

3 We can only use *yet* with two of the following. Which two?

- Positive sentences
- Questions
- Negative sentences

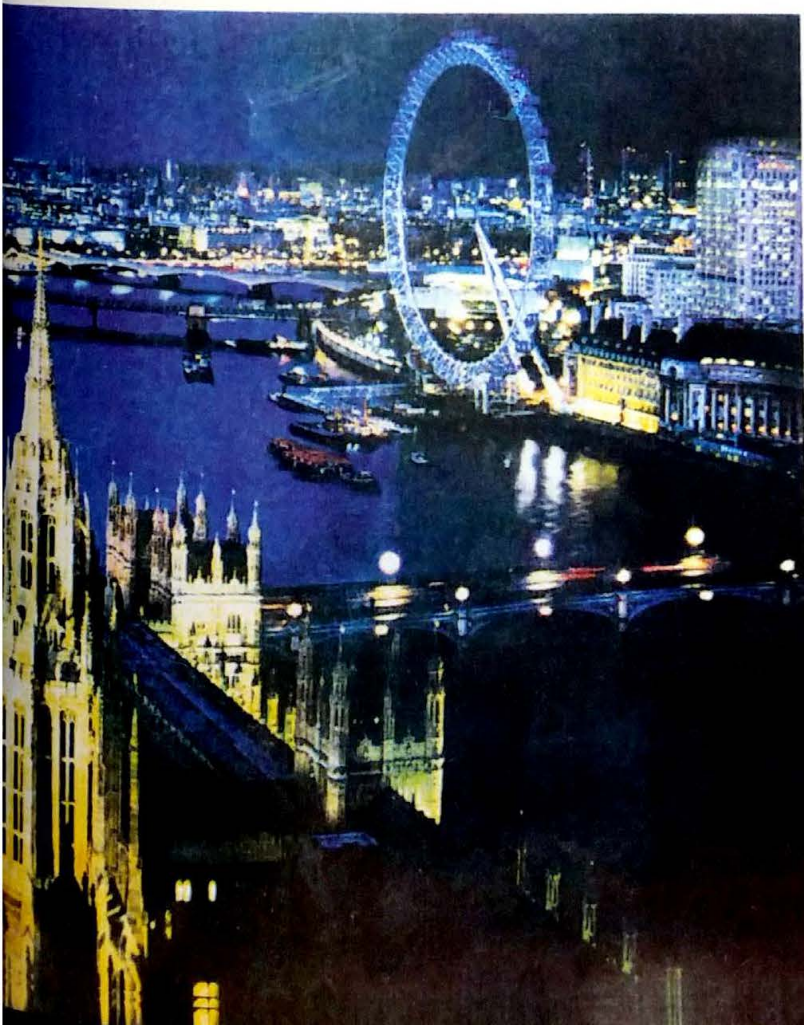
▶ Grammar Reference 14.2 p134

3 Look at the list with a partner. Say what Rod and Marilyn have done and what they haven't done yet.

They've travelled on a double-decker bus.

They haven't seen the Crown Jewels yet.

T 14.4 Listen again and check.



PRACTICE

I've just done it

1 Work with a partner. Make questions with *yet* and answers with *just*.

Have you done the washing-up yet?

Yes, I've just done it.

- 1 do the washing-up
- 2 do the shopping
- 3 wash your hair
- 4 clean the car
- 5 make the dinner
- 6 meet the new student
- 7 have a coffee
- 8 give your homework to the teacher
- 9 finish the exercise

Check it

2 Tick (✓) the correct sentence.

- 1 I saw John yesterday.
 I've seen John yesterday.
- 2 Did you ever eat Chinese food?
 Have you ever eaten Chinese food?
- 3 Donna won £10,000 last month.
 Donna has won £10,000 last month.
- 4 I've never drunk Japanese tea.
 I've never drunk Japanese tea.
- 5 Tom has ever been to America.
 Tom has never been to America.
- 6 Have you yet had the interview?
 Have you had the interview yet?
- 7 I haven't finished my homework yet.
 I've finished my homework yet.
- 8 Did she just bought a new car?
 Has she just bought a new car?

READING AND SPEAKING

We've never learned to drive!

- 1 Work with a partner. Ask and answer the questions. Compare answers with the class.

Have you ever . . . ?	Never	Once or more When? Where? Who with?
... walked a long way		
... cycled a long way		
... ridden a motorbike		
... hitch-hiked/ thumbed a lift		
... ridden a horse		
... ridden in a horse and cart		

- 2 These words are in the texts. Translate them.

a gun a hearse a locust a tornado

- 3 Work in two groups.

Group A Read about **Tudor Bowen-Jones**.

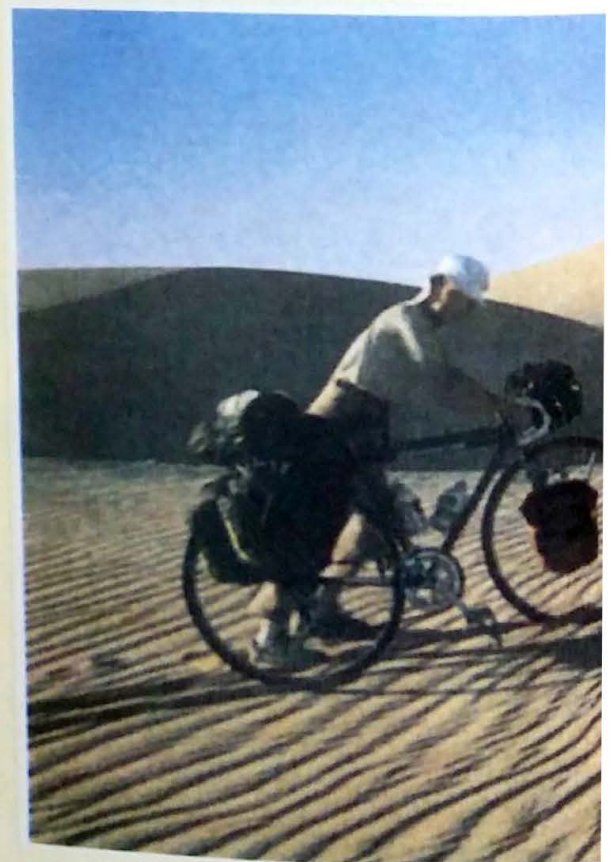
Group B Read about **Josie Dew**.

- 4 Answer the questions.

- Does he/she have a job?
 - How does he/she like to travel?
 - When did he/she start travelling?
 - Which year did he/she go abroad for the first time?
 - How many countries has he/she been to?
 - Has he/she been to Egypt?
 - Has he/she been to the USA?
 - Has he/she ever been frightened? What happened?
 - Tell your partner three more interesting things that have happened to him/her.
 - What is he/she going to do next?
- 5 Find a partner from the other group. Compare Tudor and Josie, using your answers.

What do you think?

- Would you like to travel like Tudor or Josie? Why/why not?
- Do people cycle a lot or hitch-hike in your country? Why/Why not?
- What's your favourite way to travel? Why?



TUDOR BOWEN-JONES is going to spend his 90th year doing what he loves best – hitch-hiking.

Tudor, a retired teacher from South Wales, has spent 60 years hitch-hiking all over the world. He is now on his seventh passport, and wants to be in Vienna when he turns 90. Tudor's first journey abroad was to France and Belgium in 1947. Now he likes to make two or three journeys a year. But he has never learned to drive.

Tudor says: 'I started hitch-hiking round Britain in the 1940s when I didn't have any money. It was the only way to travel. I've been to 40 countries, and I think it's an excellent way to visit places and meet people. People are usually very surprised when I tell them what I am doing!'

His journeys have taken him across Europe, the Middle East, and South America, and he has taken all kinds of interesting lifts. He has hitch-hiked with a horse and cart in Hungary, ridden a motorbike across Egypt, sat in the back of a hearse in France, and enjoyed the comfort of a Rolls-Royce in Germany. The longest he has waited for a lift is twelve hours.

Once a driver took out a gun. Tudor was frightened, but the driver cleaned the gun and put it back again! Tudor says that hitch-hiking is not dangerous, if you are careful.

He has made friends all over Europe. They come and visit him in his little home in Wales. 'I'm always going to hitch-hike,' Tudor says.



When **JOSIE DEW** was young, she fell out of a car, so she has never learned to drive.

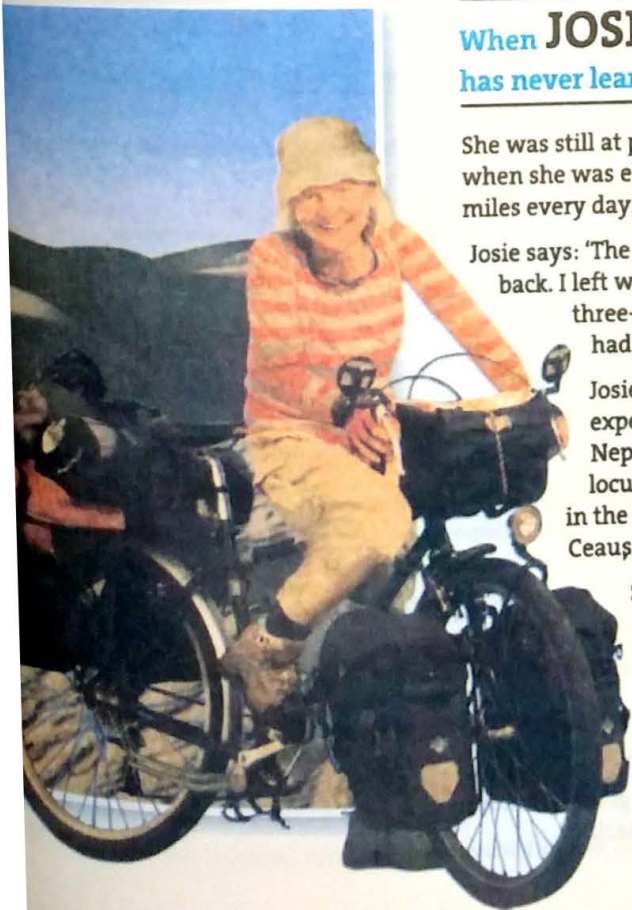
She was still at primary school when she decided she wanted to travel. So when she was eleven, she decided to go for long bike rides, and cycled 40 or 50 miles every day.

Josie says: 'The only good thing about secondary school was cycling there and back. I left when I was 16. I love cooking, so I started a business. I cooked three-course meals, and delivered them by bike! In 1985, as soon as I had some money, I cycled to Africa and back.'

Josie has been to 40 countries and has had all kinds of interesting experiences. She has cycled through the Himalayan mountains in Nepal, then down into India. She has cycled through millions of locusts in the Moroccan desert. She has travelled through tornados in the USA. She was in Romania when someone killed President Ceaușescu. She wants to go to Egypt, but she hasn't been there yet.

She has sometimes travelled with friends, and even her mother, but she has often cycled alone. She had only one really frightening experience – a dog attacked her in Bulgaria.

In 1997 she hurt her knee very badly, so she started writing books about her journeys. She's written five books, and now she's on her bike again! At the moment she's planning to cycle around New Zealand.



VOCABULARY AND PRONUNCIATION

Why did you leave?

Work with a partner.

1 Match the question words and answers.

What ...?	Nobody.
Where ...?	Because I needed a holiday.
When ...?	Last September.
Why ...?	Spain.
Who ...?	A suitcase.
How ...?	The small brown one.
Which ...?	It's mine.
Whose ...?	By boat.

Complete the questions to suit the answers.

- Read the poem 'Why did you leave?'. It has lots of questions in it. Who do you think is asking the questions? Who is answering them? What is the poem about?
- Discuss with your partner which words on the right best complete the lines of the poem. Read some verses aloud to the class.
- T 14.5** Listen to the poem. Compare your words. Do you think any of your ideas are better than those in the poem?
- Write some more verses for the poem. Complete these lines.

Who did you meet? I met ... Who did you meet? I met ...
How can we help you? You ... How can we help you? You ...
What have you learned? I've learned ... What have you learned? I've learned ...

Read your verses to the class. Whose lines are most interesting?



Why did you leave?

When did you leave?

I left with the leaves, in ⁽¹⁾ _____, *summer/autumn*

When did you leave?

I left when the time was ⁽²⁾ _____. *right/early*

Where have you gone?

To a busy, crowded ⁽³⁾ _____. *village/city*

Where have you gone?

To a place where I'm not ⁽⁴⁾ _____. *alone/known*

What did you take?

Just clothes, and books of ⁽⁵⁾ _____. *recipes/poetry*

What did you take?

Mostly ⁽⁶⁾ _____, and hope. *photographs/memories*

How did you travel?

By ⁽⁷⁾ _____, by bus, and taxi. *plane/bicycle*

How did you travel?

On my own. I need to be ⁽⁸⁾ _____. *alone/busy*

Why did you leave?

Because I have ⁽⁹⁾ _____ up now. *got/grown*

Why did you leave?

Because ⁽¹⁰⁾ _____ must fly the nest. *cats/birds*

When are you coming home?

When I have become ⁽¹¹⁾ _____. *someone/rich*

When are you coming home?

I don't know. Just let me ⁽¹²⁾ _____. *sleep/go*

What do you think?

How old is the person in the poem? Where has he left? When has he gone? What is he going to do? Do you think he will come back?

EVERYDAY ENGLISH

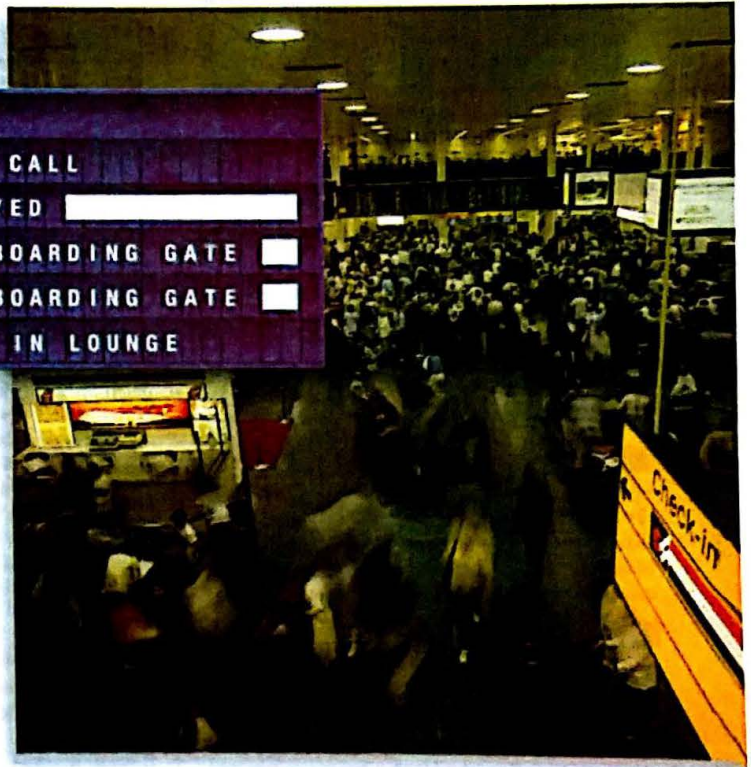
At the airport

1 What do you do at an airport? Read the sentences and put them in the correct order.

- You wait in the departure lounge.
- You board the plane.
- You get a trolley for your luggage.
- You arrive at the airport.
- You check in your luggage and get a boarding pass.
- You go through passport control.
- You check the departures board for your gate number.

2 **T 14.6** Listen to the airport announcements and complete the chart.

FLIGHT NUMBER	DESTINATION	GATE NUMBER	REMARK
BA 516	GENEVA	4	LAST CALL
SK			DELAYED
AF			NOW BOARDING GATE
LH			NOW BOARDING GATE
VS			WAIT IN LOUNGE



3 **T 14.7** Listen to the conversations. Who are the people? Where are they? Choose from these places.

- in the arrival hall
- in the departure lounge
- at the departure gate
- at the check-in desk

4 Complete each conversation with the correct question.

When can we see each other again?
 Did you have a good honeymoon?
 Did the announcement say gate 4 or 14?
 Have you got much hand luggage?

- 1 A Listen! ... BA 516 to Geneva. That's our flight.
 B _____?
 A I couldn't hear. I think it said 4.
 B Look! There it is on the departure board. It is gate 4.
 A OK. Come on! Let's go.
- 2 A Can I have your ticket, please?
 B Yes, of course.
 A Thank you. How many suitcases have you got?
 B Just one.
 A And _____?
 B Just this bag.
 A That's fine.
 B Oh ... can I have a seat next to the window?
 A Yes, that's OK. Here's your boarding pass. Have a nice flight!

- 3 A Rod! Marilyn! Over here!
 B Hi! Judy! Great to see you!
 A It's great to see you too. You look terrific!
 _____?
 B Fantastic. Everything was fantastic.
 A Well, you haven't missed anything here.
 Nothing much has happened at all!
- 4 A There's my flight. It's time to go.
 B Oh no! It's been a wonderful two weeks.
 I can't believe it's over.
 A I know. _____?
 B Soon, I hope. I'll write every day.
 A I'll phone too. Goodbye.
 B Goodbye. Give my love to your family.

T 14.7 Listen and check. Practise the conversations with a partner.

5 Work with a partner. Make more conversations at each of the places.