



وزارة التعليم العالي والبحث العلمي

الجامعة التقنية الجنوبية
المعهد التقني العمارة
قسم تقنيات المدني



الحقيبة التدريسية لمادة

اللغة الانكليزية
الصف الثاني

تدريسي المادة
رحاب حنون جابر

الفصل الدراسي الاول

جدول مفردات مادة .اللغة الانكليزية

الاسبوع	المفردات
1	Verb to be(am, is, are), Possessive adjectives(my, your, his), Vocabulary and pronunciation, a or an, Numbers(1-20)
2	Questions and negatives, Possessive's, Vocabulary (Adjectives and nouns), Plural nouns, Numbers and Prices (1-100/ How much?)
3	Present Simple, Question and negatives, Vocabulary(Jobs, revision), Writing, Reading (the man with twelve jobs), Everyday English(What time is it?)
4	Present Simple, Adverbs of frequency, Vocabulary(Leisure activities), Everyday English(social expression)
5	There is/ are, some/any, prepositions(describing a room), this/ that/ these/ those, Reading (at home on the a plane), Vocabulary(Rooms and activities), Everyday English(Directions)
6	Can/can't/ could/ couldn't, was/ were, Reading(Super kids), Vocabulary (Words that sound the same), Everyday English (On the Phone)
7	Past Simple (regular verbs, Irregular verbs), Reading (Two famous first), Vocabulary (Words that go together), Everyday English (Special occasions)
8	Past Simple2 (negatives/ ago), Vocabulary (Forming nouns/ forming adjectives), Everyday English (What's the date
9	Count and uncount nouns, I like/ I'd like/ a/ an/ or some/ How much/ how many, Reading (Food around the world), Everyday English (Polite requests)
10	Comparatives(Forming comparatives and superlatives adjectives/ have got), Reading (three musical cities), Vocabulary (City and country words), Everyday English(Directions)
11	Present Continuous (Whose is that? It's his), Vocabulary (Words that rhyme), Everyday English (In a clothes shop)
12	Going to future, Infinitive of purpose, Reading (Living dangerously), Vocabulary (the weather), Everyday English (Making suggestions
13	Colours and clothes, present Continuous(positives, Questions, Negatives), Reading(the secret millionaire), Vocabulary(Opposite verbs), Everyday English(What's the matter?), Don't forget

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(يذكر كما في مفردات المنهج او الخطط الدراسية)

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3. عارض البيانات Data Show
4. جهاز حاسوب محمول Laptop
5.
6.
7.

عدد الوحدات	عدد الساعات		السنة الدراسية الاولى	المادة
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Elementary Student's Book

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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 Batul.

I'm Tariq.

I'm Zak.



INTRODUCTIONS

am/is/are, my/your

1 **T 1.1** Read and listen.

A Hello. My name's Paula.

What's your name?

B Rosa.

A Where are you from, Rosa?

B I'm from Chicago.

T 1.1 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?

Maria.

Where are you from, Maria?

I'm from _____.

Countries, his/her

4 **T 1.3** Listen and repeat.

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

5 Read about the people.



This is Rafael.
He's from Mexico.



This is Yasmina.
She's from Egypt.



This is Max and Lisa.
They're from the USA.

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 Lena and Miguel.

Buongiorno!



This is Anna.

Privyet!



This is Irina.

Szia!



This is László and Ilona.

Buenos días!



This is María.

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? Tomoko.

Where's she from? Japan.

GRAMMAR SPOT

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

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

▶▶ Grammar Reference 1.1 p124

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 Kurt. He's from Berlin in Germany.

Listening and pronunciation

- 3 **T 1.4** 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 are you from?
- 3 I am from Japan.
- 4 'What's his name?' 'My name's Tomoko.'
- 5 Max and Lisa are from Chicago.
- 6 This is my teacher. His name's Richard.
- 7 Where is he from?
- 8 This is my sister. Her name's Emma.

Reading and writing

- 5 **T 1.5** 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 Yasmina.

My name's Yasmina Kamal and I'm a student. I am 19. I'm not married. I have one sister and two brothers. I live in a flat in Cairo, Egypt. I want to learn to learn English because it's an international subject.



- T 1.6** Listen and check.

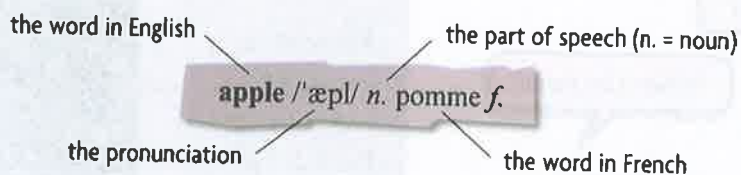
- 7 Write about you. Then read it to the class.

VOCABULARY AND PRONUNCIATION

Everyday objects

1 **T 1.7** Listen to the alphabet song. Say the alphabet as a class.

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



3 Match the words and pictures.

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



T 1.8 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, Amina. This is Jane.
How are you?
Hello, extension 3442.

A _____

B _____

A _____

B _____



2 Goodbye, Bianca. Have a nice day.
Yes, at seven in the cinema.
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.

T 2.1 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 Ask your teacher some questions.

What's your first name?

Isabel.

Are you married?

No, I'm not.

- 4 Look at the form from your teacher.

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

Fatima, 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 T 2.3 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 Ask your teacher questions about the people in his/her family.

What's your father's name?

What's your brother's name?

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

Samir Noor Ghada Kamal Tariq

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.

- 3 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

- 4 Tick (✓) the correct sentence.

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



She's young.

$$2+2=4$$

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



T 2.4 Listen and check. Practise saying the sentences.

READING AND LISTENING

A letter from America

1 T 2.5 Samira is an English student at a school in Queens, New York City. Read and listen to her letter to Nabil, her brother in Lebanon.

2 Match each photograph with part of the letter.

3 Correct the false (X) sentences.

- Samira is from Lebanon. ✓
- She's in Miami. X No, she isn't. She's in New York.
- Samira's happy in New York.
- She's on holiday.
- It's a very big class.
- The students in her class are all from South America.
- Annie and Marnie are both students.
- The subway is easy to use.

4 Write the questions about Samira's letter.

- Where's Samira from? Lebanon.
- Japan, Brazil, Switzerland, Poland, and Italy.
- Isabel.
- They are sisters. They live with Samira.
- Annie's twenty and Marnie's eighteen.
- New York Yes, it is.

5 T 2.6 Listen to three conversations. Where is Samira? Who is she with?

Writing

6 Write a letter about your class.





41 46th Street
Sunnyside, New York 11104
February 12

Dear Nabil,

How are you? I'm fine. Here's a letter 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 Isabel. She's very nice and a very good teacher.

I live in an apartment with two American girls, Annie and Marnie Kass. They are sisters. Annie's twenty years old and a nurse. Marnie'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 big, 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.

Love,
Samira



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

<div style="border-left: 1px solid black; padding-left: 10px;"> <p>Chicken salad £5.50</p> <p>Tuna and egg salad £5.25</p> <p>Fish and chips £4.95</p> <p>Burger and chips £4.25</p> <p>Pizza £3.75</p> </div> <div style="border-left: 1px solid black; padding-left: 10px; margin-top: 10px;"> <p>Chocolate cake £2.50</p> <p>Apple pie £2.25</p> <p>Ice-cream £2.00</p> </div> <div style="border-left: 1px solid black; padding-left: 10px; margin-top: 10px;"> <p>Coffee £1.50</p> <p>Tea £1.20</p> <p>Mineral water £1.10</p> <p>Orange juice £1.00</p> </div>	<p>£5.50</p> <p>£5.25</p> <p>£4.95</p> <p>£4.25</p> <p>£3.75</p> <p>£2.50</p> <p>£2.25</p> <p>£2.00</p> <p>£1.50</p> <p>£1.20</p> <p>£1.10</p> <p>£1.00</p>
--	---



- 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 James' and Danka'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.



Philippe Ballon	
Job	a waiter
Country	France
City	Paris
Place of work	in the centre of Paris
Languages	French, a little English
Married?	yes
Family	two sons
Free time	going to the cinema playing football

2 Talk about Phillippe.

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 Anna 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

- What does she/he do? = What's her/his job?
- 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*.
 /dɒz/ /dʌz/ /'dʌznt/
 Does he speak French? Yes he **does**. / No, he **doesn't**.

▶▶ Grammar Reference 3.1 p.126

- 2 Complete the questions and answers.

- Where _____ Bob _____ from?
 England.
- What _____ he _____?
 He's a doctor.
- _____ he fly to help people?
 Yes, he _____.
- _____ 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 Keiko or Mark.

Keiko Wilson

Job	an interpreter
Country	Japan
City	New York
Place of work	at the United Nations
Languages	Japanese, English, and French
Family	married to an American, two sons
Free time	skiing

- 2 Talk to a partner.

Keiko's an interpreter. She comes from Japan. She lives ...





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, three daughters
Free time	listening to music

3 Write questions about Keiko or Mark.

- Where/come from?
Where does Keiko come from?
- Where/live?
- What/do?
- Where/work?
- Does he/she speak French/Spanish ... ?
- What ... in his/her free time?
- ... listening to music?
- 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, Keiko, 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.

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

Check it

8 Tick (✓) the correct sentence.

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

READING AND LISTENING

Seumas McSporran – the man with twelve jobs!

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



- 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.





Seumas McSporran

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.'



3 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?

4 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.

5 T 3.7 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?

6 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 McSporran. And _____'s Mrs McSporran 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 McSporran!
B Good _____, boys and girls. Hurry up, we're late.
A Can I sit here, Mr McSporran?
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 shopkeeper	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 /'ʃɒpki:pə/ 5 /'ɑːkitekt/ 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 Bobbi Brown's weekends. Complete the text with the verbs.

gets up lives is loves works doesn't work interviews starts



'What's free time?'

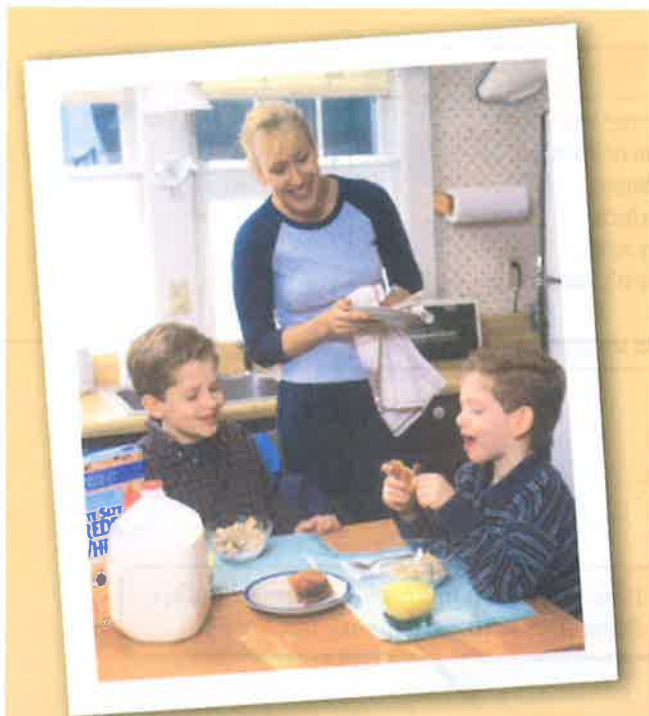
says Bobbi Brown.



Bobbi's weekends

Bobbi Brown _____ in New Jersey. She _____ thirty-four and _____ for SKY TV in New York City. But she _____ on weekdays, she only works at weekends. She _____ famous people for an early morning news programme called *The World This Weekend*. On Saturdays and Sundays she _____ at 3.00 in the morning because she _____ work at 6.30! She _____ her job because it is exciting.

- 2 **T 4.1** Now read and listen to what Bobbi says about her weekdays.



“ My weekends are fast and exciting. My weekdays are fast and domestic! I _____ two sons, Dylan, 7, and Dakota, 5. Every morning I _____ one hour before them, at 6.00, and I _____ to the gym. I _____ home and I _____ breakfast, then I _____ them to school. On Mondays I always _____. I _____ all the food for the week. I often _____ dinner in the evenings, but not every day because I don't _____ cooking. Fortunately, my husband, Don, _____ cooking. On Tuesdays and Thursdays I _____ my father. He _____ on the next block. Every afternoon I _____ the kids from school. In the evenings Don and I usually _____, but sometimes we _____ friends. We never _____ on Friday evenings because I _____ work so early on Saturdays. ”

- 3 Complete the text with the correct form of the verbs in the box. Look up new words in your dictionary.

love relax have like go live start come
visit x2 go shopping pick up go out get up take
buy make cook

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

Questions and negatives

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

Where do you work? _____ New York.
Do you like your work? Yes, I _____.
Do you relax at weekends? No, I _____.
Why don't you relax at weekends? _____ I work.

- 5 Work in pairs. One of you is Bobbi Brown. Ask and answer questions about your life.

- Where ... you live/work?
- Are ... married?
- Do ... have children?
- What time ... get up/Saturday morning/Monday morning?
- Why ... get up at ...? Because I ...
- ... like your work?
- Why ... like it? Because it ...
- ... like cooking?
- ... your husband like cooking?
- Who ... you visit on Tuesdays and Thursdays?
- Where ... your father live?
- ... go out on Friday 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 _____ she work?
_____ you work in New York? Yes, I _____.
_____ he work in New York? 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 Sundays? | 4 <input type="checkbox"/> Where do you go on Saturday evenings? |
| <input type="checkbox"/> What does she do on Sundays? | <input type="checkbox"/> What do you do on Saturday 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 your teacher the questions, then ask two students. Complete columns 2, 3, and 4.

Do you smoke?

Yes, I do./Yes, sometimes.

No, I don't./No, never.

Do you like shopping?

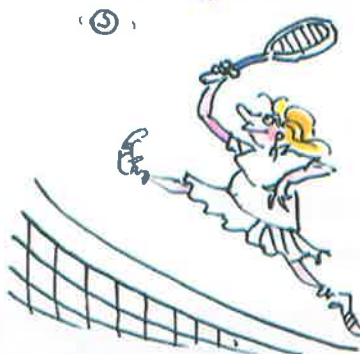
No, I don't.

Yes, I love it.

7 Use the information in the questionnaire. Write about you and your teacher.

I don't get up early on weekdays, but my teacher does. We don't play tennis ...

A Questionnaire



HOW DO YOU LIVE?				
Do you ... ?	Me	T	S1	S2
get up early on weekdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play tennis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
smoke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
drink tea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
like shopping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
watch TV a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a big breakfast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
have a computer	<input type="checkbox"/>	<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 to bed.
- 6 Roberto likes watching football on TV, but he doesn't like playing it.
- 7 I work at home because I have a computer.
- 8 Amelia isn't happy because she doesn't have a new car.
- 9 I smoke, I watch TV a lot, and I don't go to bed early.
- 10 He doesn't smoke, he doesn't watch TV a lot, and he goes to bed early.

READING AND LISTENING

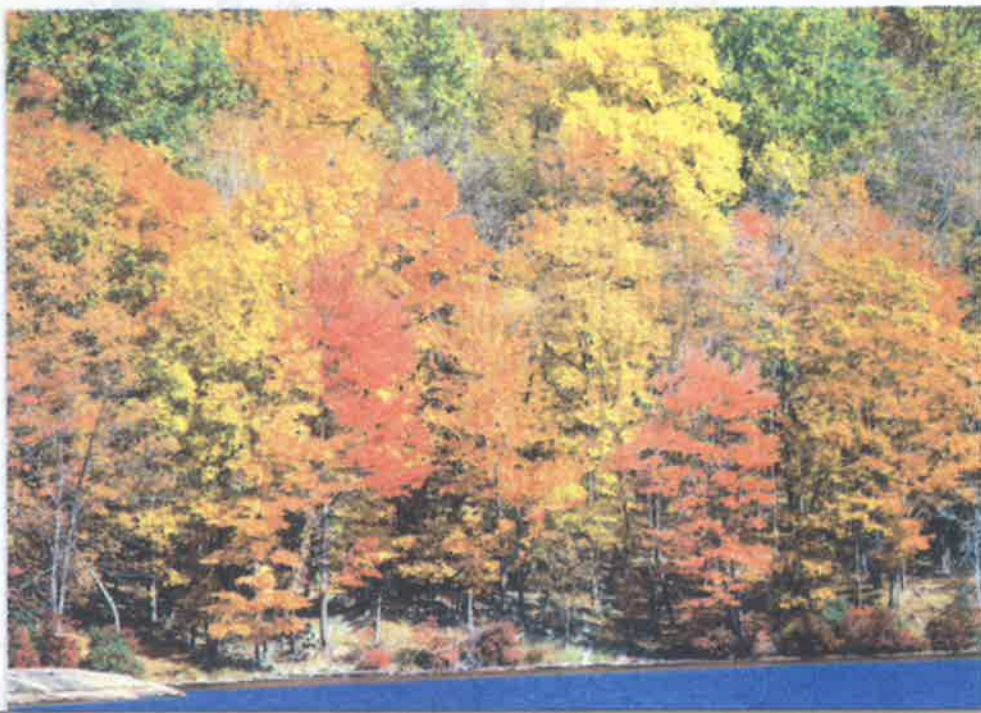
My favourite season

- 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 friends in restaurants and coffee shops and we chat. Sometimes we go to a Brazilian café. I love Brazilian music. 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?
- 2 What do Al and Manuela do in winter?
- 3 Do Manuela and Hamad like going to coffee shops?
- 4 Where is Al's holiday home?
- 5 What does Hamad like taking photographs of?
- 6 What do Manuela and her friends do in summer?
- 7 Do you know all their jobs?
- 8 Why does Al like autumn?
- 9 Why doesn't Hamad like motor racing?
- 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 T4.6 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?

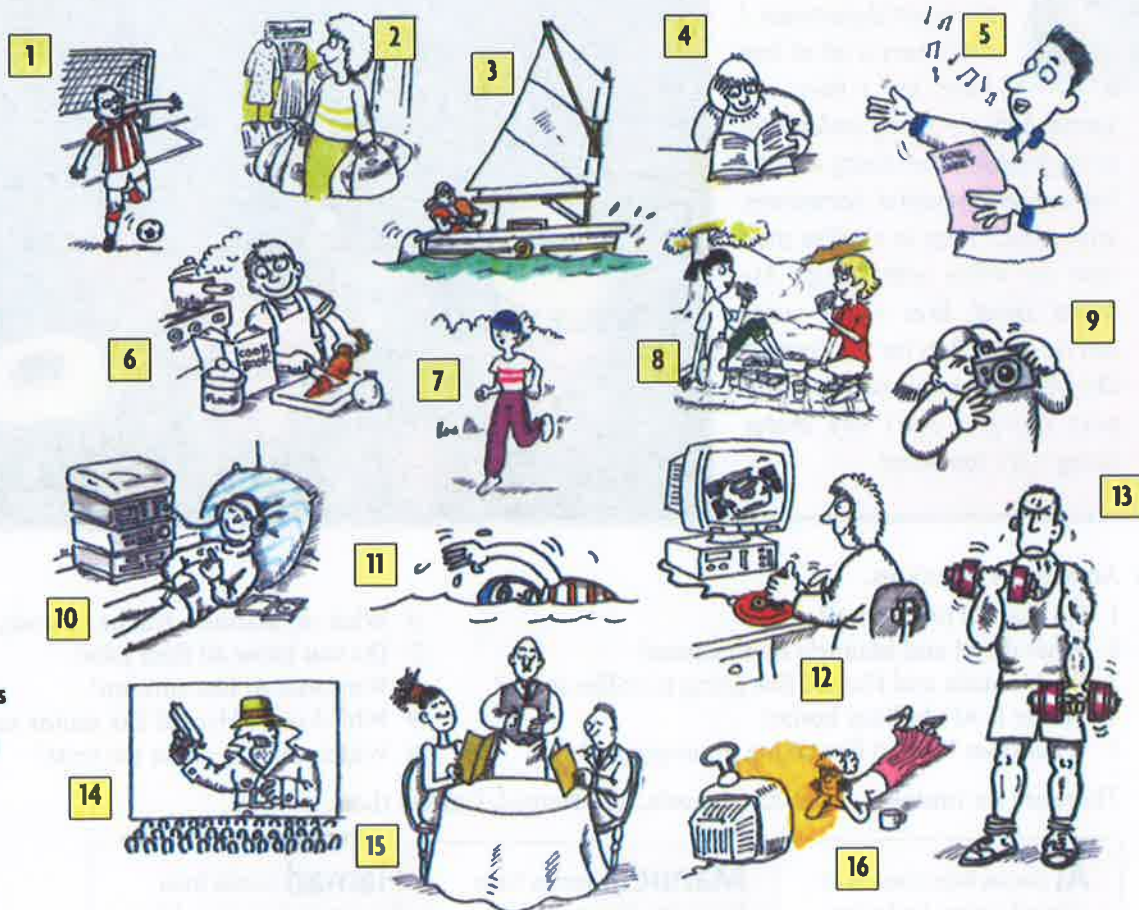


VOCABULARY AND SPEAKING

Leisure activities

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

- ☐ playing football
- ☐ singing
- ☐ going on picnics
- ☐ watching TV
- ☐ going to the gym
- ☐ taking photographs
- ☐ cooking
- ☐ playing computer games
- ☐ sailing
- ☐ listening to music
- ☐ swimming
- ☐ reading
- ☐ eating in restaurants
- ☐ going to the cinema
- ☐ 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 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 _____!</p> <p>B Can I help you?</p> <p>A Can I have a film for my camera?</p> <p>B How many exposures?</p> <p>A _____?</p> <p>B How many <i>exposures</i>?</p> <p>A _____?</p> <p>B How many pictures? 24? 36? 40?</p> <p>A Ah! _____! 40, please.</p>	<p>Pardon?</p> <p>Now I understand!</p> <p>Excuse me!</p> <p>What does 'exposures' 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

1 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

2 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

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

There's a telephone.

There are two plants.

2 **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 _____.

3 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.

4 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 three people! There are four 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?

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 _____ flowers 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?

- 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

- 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

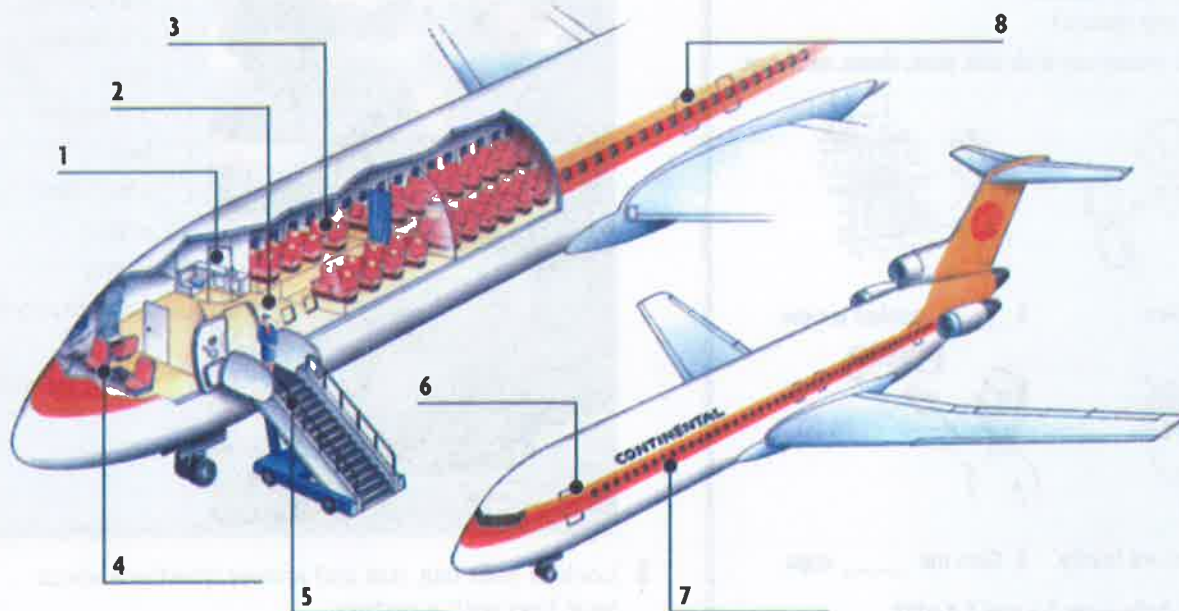
- Tick (✓) the correct sentence.
 - ☐ There aren't some sandwiches.
☐ There aren't any sandwiches.
 - ☐ Do you have some good dictionary?
☐ Do you have a good dictionary?
 - ☐ I have some photos of my daughter.
☐ I have any photos of my daughter.
 - ☐ I have lot of books.
☐ I have a lot of books.
 - ☐ 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

At home on a plane

1 Write the words in the correct place on the picture. What other things are there on a plane?

steps a cockpit a flight attendant the first class section emergency exit windows door toilet



2 Read about Joanne Ussery and answer the questions.

- | | |
|------------------------|-------------------------------------|
| 1 How old is she? | 4 How many grandsons does she have? |
| 2 Where does she live? | 5 How many bedrooms are there? |
| 3 How old is her home? | 6 How many toilets are there? |

3 Are the sentences true (✓) or false (X)?

- 1 Joanne loves her home.
- 2 You need a ticket when you visit her.
- 3 The bathroom is next to the living room.
- 4 Joanne sometimes opens the emergency exit doors.
- 5 There is a photo of the plane in the living room.
- 6 It's very warm in summer because she doesn't have air conditioning.
- 7 Her friends love her dinner parties because flight attendants serve the food.
- 8 She doesn't want to buy another plane.

4 Work with a partner. Ask and answer questions about Joanne's home.

Is there a bathroom?

Yes, there is.

Are there any bedrooms?

Yes, there are.
There are three.

Ask about these things:

- a telephone
- a dishwasher
- toilets
- flight attendants
- an upstairs bedroom

What do you think?

What do you like about Joanne's home? What don't you like?





The lady who lives on a plane

Joanne Ussery, 54, from Mississippi is a big favourite with her two grandsons because she lives on a jet plane. Her home is a Boeing 727, so a visit to grandma is very special.

Joanne's front door is at the top of the plane's steps, but you don't need a ticket or a passport when you visit. There are three bedrooms, a living room, a modern kitchen, and a luxury bathroom. The bathroom is in the cockpit, with the bath under the windows. Next to this is Joanne's bedroom in the first class section of the plane. Then there's the living room with four emergency exit doors, which she opens on summer evenings. On the wall there's a photo of the plane flying for Continental Airlines from Florida to the Caribbean. There are also four toilets, all with No Smoking signs.

'The plane is 27 years old and it's the best home in the world,' says Joanne. 'It has all the things you want in a home: a telephone, air conditioning, a cooker, a washing machine, even a dishwasher. It's always very warm, even in winter, and it's very big, 42 metres long. My grandchildren love running up and down. And my friends love dinner parties here, but there aren't any flight attendants to serve them their food!'

The plane cost Joanne just \$2,000. 'Next time,' she says, 'I want a Boeing 747, not a 727, because they have an upstairs and a downstairs, and I want to go upstairs to bed!'



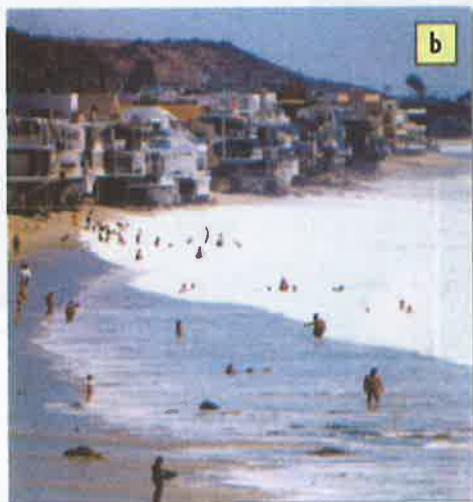
LISTENING AND SPEAKING

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

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?

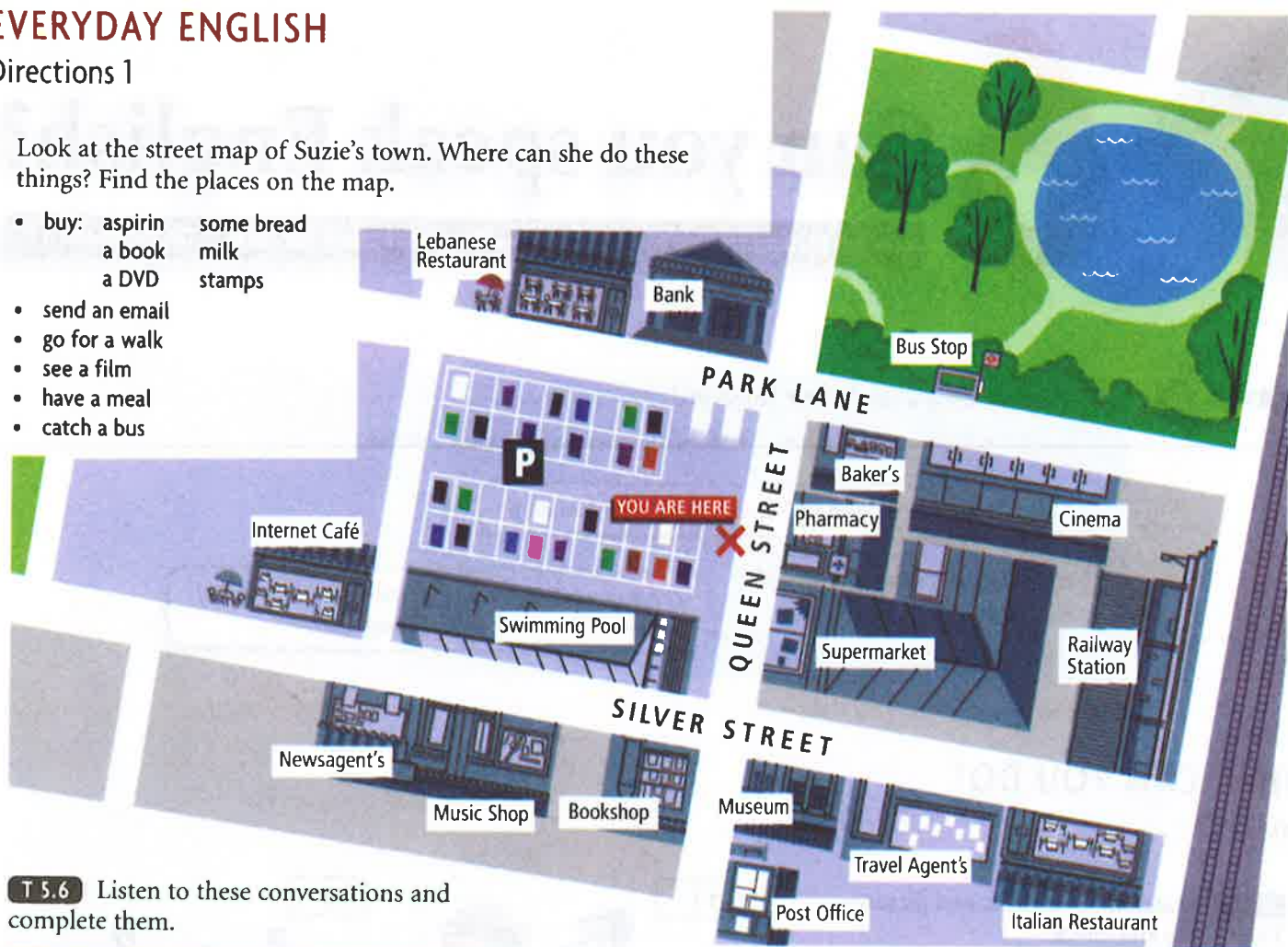
4 Write a paragraph about where you live.

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
- see a film
- 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 music 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 cinema | • 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 use a computer.
- 3 'Can dogs swim?' 'Yes, they can.'
- 4 'Can you speak Japanese?' 'No, I can't.'
- 5 I can't spell your name.
- 6 We can't understand the question.

a



b



c



d



e



f



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.

Can you speak French? = /kən/

Yes, I can. = /kæn/

No, I can't. = /kɑːnt/

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 the piano			
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.

Louis 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
- make music
- think
- have conversations



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

WHERE WERE YOU YESTERDAY?

was/were, can/could

Read the questions. Complete the answers.

Present	Past
1 What day is it today? It's _____.	What day was it yesterday? It was _____.
2 What month is it now? It's _____.	What month was it last month? It was _____.
3 Where are you now? I'm in/at _____.	Where were you yesterday? I was in/at _____.
4 Are you in England? _____, I am. _____, I'm not.	Were you in England in 2003? _____, I was. _____, I wasn't.
5 Can you swim? _____, I can. _____, I can't.	Could you swim when you were five? _____, I could. _____, I couldn't.
6 Can your teacher speak three languages? Yes, _____ can. No, _____ can't.	Could your teacher speak English when he/she was seven? Yes, _____ could. No, _____ couldn't.

GRAMMAR SPOT

1 Complete the table with the past of to be.

	Positive	Negative
I	was	wasn't
You	were	weren't
He/She/It	_____	_____
We	_____	_____
They	_____	_____

2 T 6.5 Listen and repeat.

/wɒz/

/wə/

It was Monday yesterday. We were at school.

In short answers the pronunciation is different.

/wɒz/

'Was it hot?'

'Yes, it was.'

/wɜː/

'Were you tired?'

'Yes, we were.'

3 What is the past of can?

Positive _____

Negative _____

▶▶ Grammar Reference 6.1 and 6.2 p128

PRACTICE

Talking about you

1 Ask and answer questions with a partner.

Where were you ... ?

- at eight o'clock this morning
- at half past six yesterday evening
- at two o'clock this morning
- at this time yesterday
- at ten o'clock last night
- last Thursday evening

2 Complete the conversation, using was, were, wasn't, weren't, or couldn't.



Kim _____ you at Charlotte's wedding party last Saturday?

Julie Yes, I _____.

Kim _____ it good?

Julie Well, it _____ OK.

Kim _____ there many people?

Julie Yes, there _____.

Kim _____ Henry there?

Julie No, he _____. And where _____ you? Why _____ you there?

Kim Oh ... I _____ go because I _____ at a conference. It _____ boring!

T 6.6 Listen and check. Listen for the pronunciation of was and were. Practise with a partner.

Four geniuses!

3 The people in the photos were all geniuses. What were they famous for?

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 geniuses.

A	B	C
Mozart / born in	Siberia / 1938	paint / one
Picasso / born in	Germany / 1879	dance / two
Nureyev / born in	Austria / 1756	play the piano / three
Einstein / born in	Spain / 1881	couldn't speak / eight

5 Ask and answer questions with a partner about the geniuses.

When was Mozart born?

Where was he born?

How old was he when he could ... ?

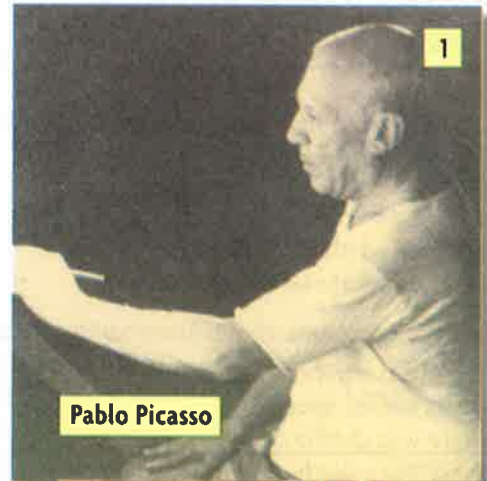
6 Work in groups. Ask and answer questions about you.

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

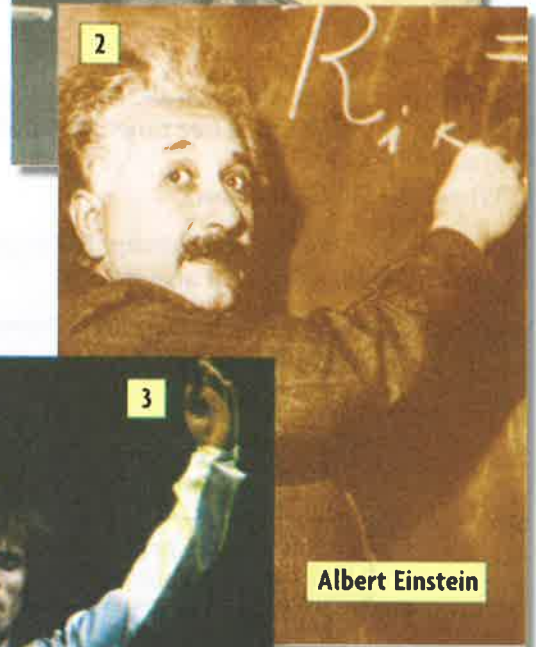
Check it

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.



Pablo Picasso



Albert Einstein



Rudolf Nureyev



Wolfgang Amadeus Mozart

READING AND SPEAKING

Super Kids

- 1 Look at the children in the photographs. How old are they? What can they do?
- 2 Work in two groups.
Group A Read about little Miss Picasso.
Group B Read about the new Mozart.
- 3 Answer the questions about Alexandra or Wesley.
 - 1 How old is she/he?
 - 2 Why is she/he special?
 - 3 Where was she/he born?
 - 4 Where does she/he live now?
 - 5 Who does she/he live with?
 - 6 Does she/he go to school?
 - 7 What could she/he do when she/he was very young?
 - 8 Does she/he have much free time? Why not?
 - 9 Is she/he poor?
 - 10 Where was she/he last year?
- 4 Find a partner from the other group. Tell your partner about your child, using your answers.
- 5 What is the same about Alexandra and Wesley? What is different? Discuss with your partner.

They are both geniuses.

Alexandra is a painter, and Wesley is a pianist.

Roleplay

- 6 Work with a partner.
Student A is a journalist.
Student B is Alexandra or Wesley.

Ask and answer questions, using the questions in exercise 3 to help you.

Hello, Alexandra! Can I ask you one or two questions?

Of course.

First of all, how old are you?

I'm thirteen.



The New Mozart

Eight-year-old **Wesley Chu** is a happy little boy, but he plays serious music. He is a world-famous pianist. He can also write music. Some people call him '**the new Mozart**'. Every year he travels the world and gives concerts. Last year he was in London, Hong Kong, and Rome. 'It's fun,' he says.

Wesley was born in Calgary, Alberta, Canada, where he still lives with his parents and his two sisters. He goes to school five days a week and practises piano for two hours a day. Wesley could play the piano when he was only three years old. He could write music before he could write the alphabet. He wrote his first piece of music when he was five.

Wesley doesn't just play the piano and write music. He also likes watching TV, playing video games, and playing football. He says, 'Mozart was poor and he couldn't play football, so I'm not like him at all!'

Little Miss Picasso

Alexandra Nechita is thirteen and she is called 'the new Picasso'. She paints large pictures in cubist style and sells them for between \$10,000 and \$80,000.

She was born in **Romania** but now she lives in **Los Angeles** with her family. She could paint very well when she was only four but her parents couldn't understand her pictures. Alexandra says: 'I paint how I feel, sometimes I'm happy and sometimes sad. I can't stop painting.' Every day after school she does her homework, plays with her little brother, then paints for two or three hours until bedtime.

Alexandra doesn't spend her money, she saves it: 'We were very poor when we were first in America. We couldn't buy many things, but now I can buy a big house for my family and we can travel the world. Last year we were in London, Paris, and Rome. It was fantastic!'



VOCABULARY AND PRONUNCIATION

Words that sound the same

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

I have a black **eye**.

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 here right where
no their

- 3 Correct the two spelling mistakes in each sentence.

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

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

- /nəʊ/ _____
- /sʌn/ _____
- /tu:/ _____
- /raɪt/ _____
- /hɪə/ _____
- /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@dpnet.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 Jo.
- 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 a good film at the cinema 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 Jo, please?
A _____.
B Oh! Hi, Jo. 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. Barclays 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

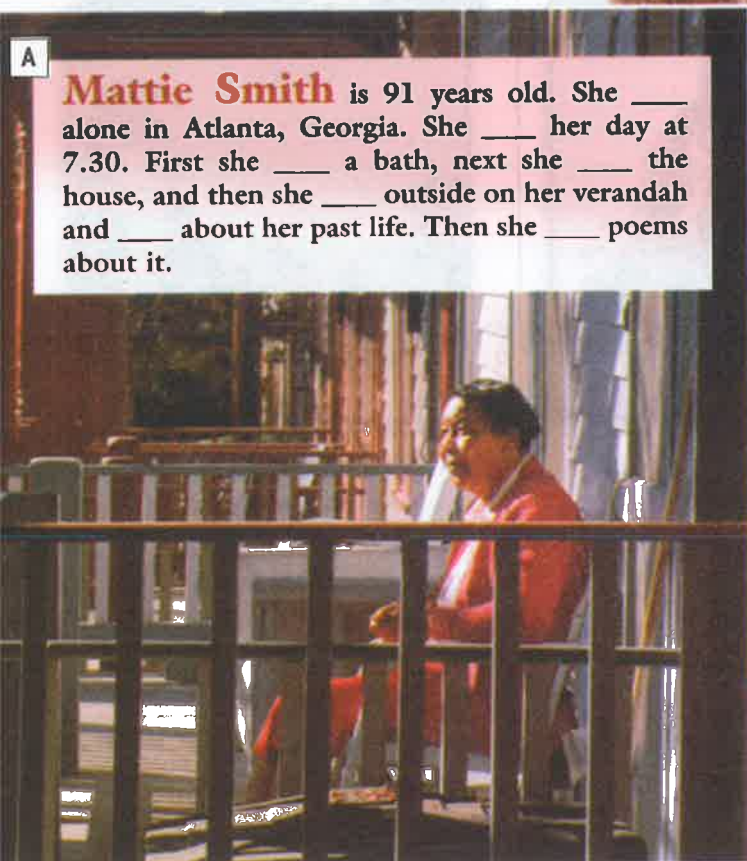
- 1 **T 7.1** Read and listen to Mattie Smith's life now. Complete text A with the verbs you hear.

B

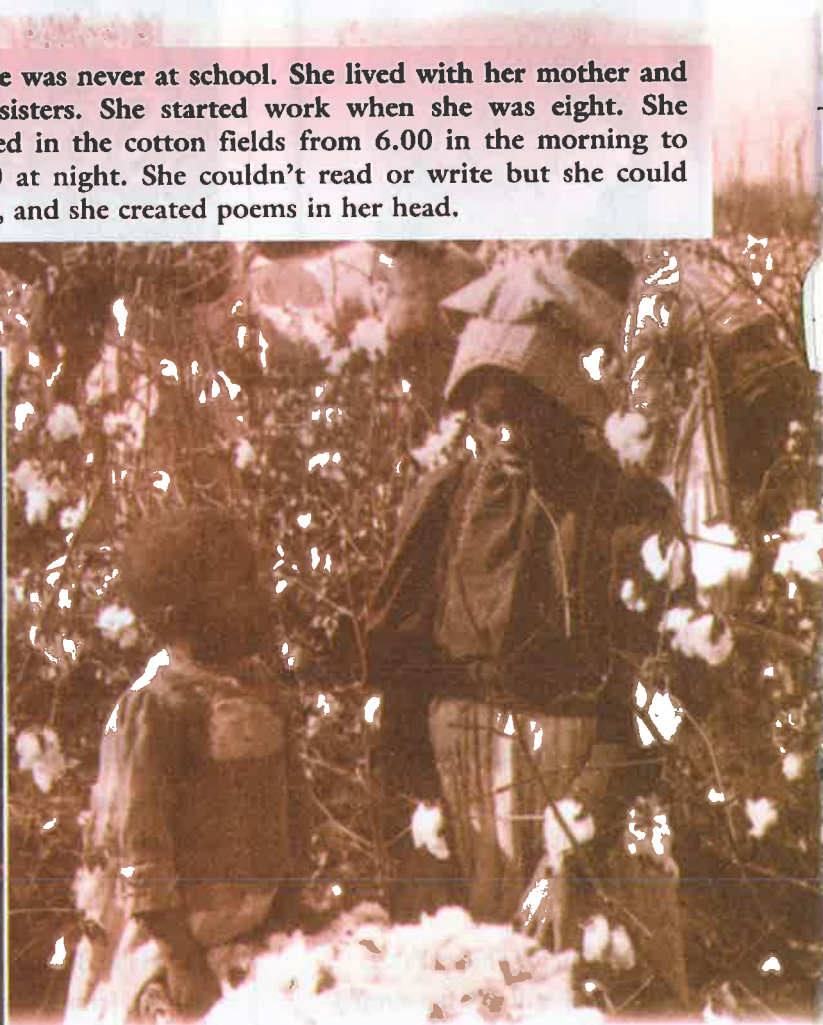
Mattie was never at school. She lived with her mother and four sisters. She started work when she was eight. She worked in the cotton fields from 6.00 in the morning to 10.00 at night. She couldn't read or write but she could think, and she created poems in her head.

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.



- 2 **T 7.2** Read and listen to text B about Mattie's life a long time ago.



GRAMMAR SPOT

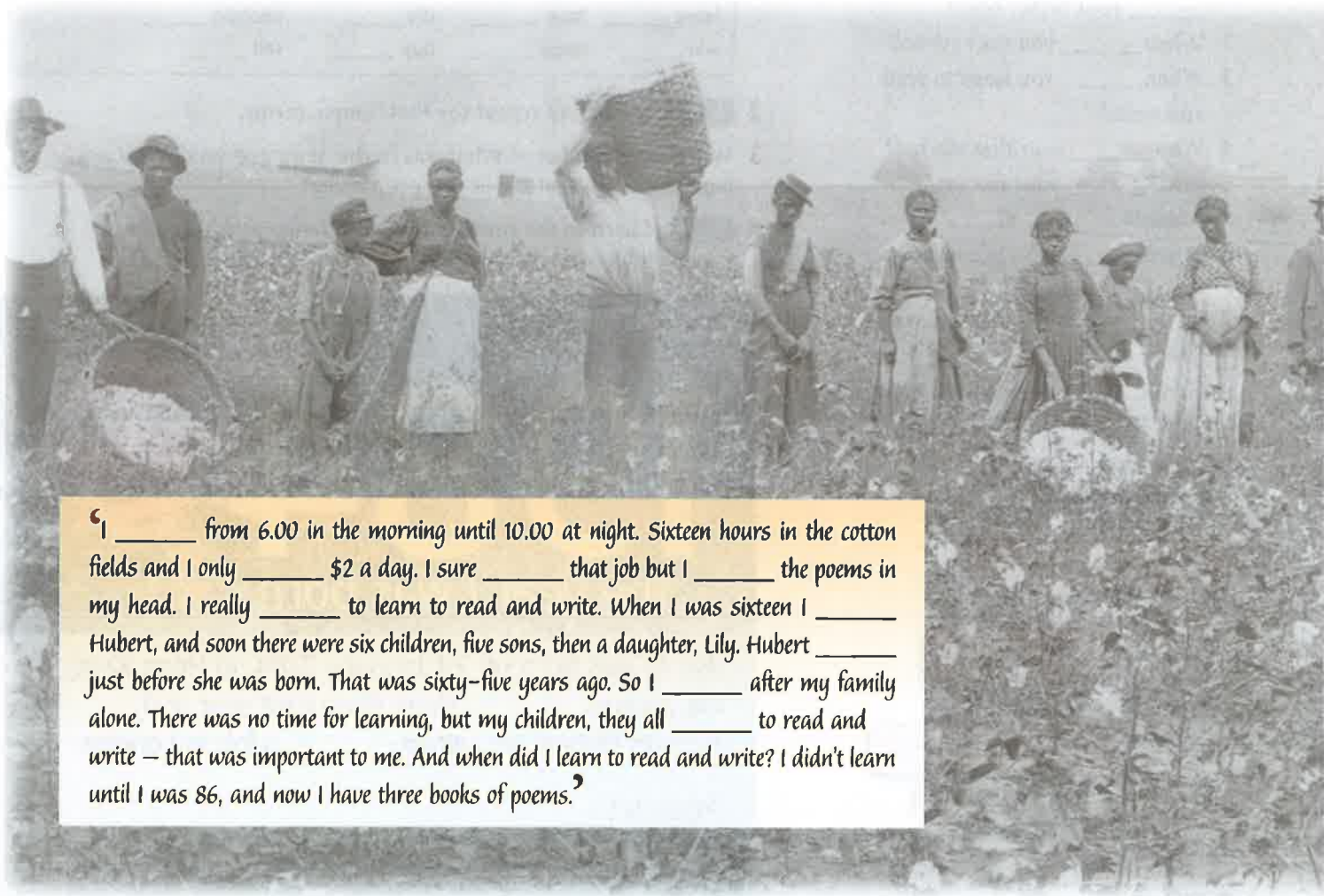
- Find examples of the past of *is* and *can* in text B.
- Complete the sentence with *live* in the correct form.
Now she ____ alone, but when she was a child she ____ with her mother and sisters.
- Find the Past Simple of *start*, *work*, and *create* in text B. How do we form the Past Simple of regular 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 7.2 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

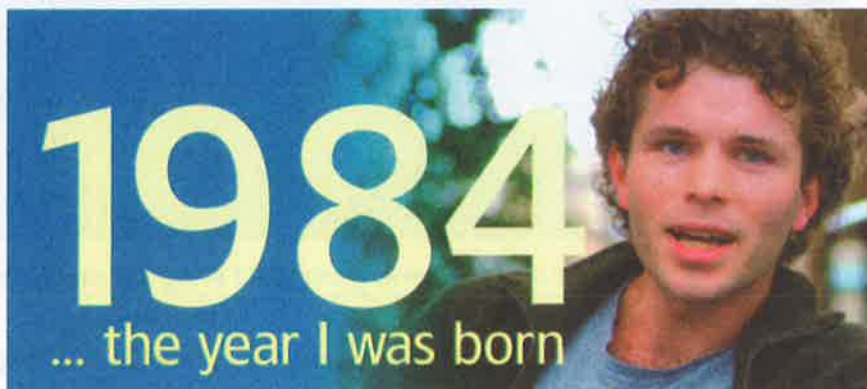
THE YEAR I WAS BORN

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 _____	sing _____
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? Who was famous then? What music did people like?
- T 7.8** Listen to the conversation with James and his parents. Complete the sentences with the verbs in exercise 1.



James was born on 24 January, 1984, in Hong Kong. His parents _____ Hong Kong that year and _____ back to Britain. His father _____ a job in London.

POLITICS

In Britain, Margaret Thatcher _____ Europe's first woman prime minister. US President Ronald Reagan _____ another four years in the White House. The Soviet leader Yuri Andropov _____ after only a year as leader.

SPORTS

American athlete Carl Lewis _____ four gold medals at the Los Angeles Olympics. The Soviet Union didn't go to the Olympics that year. Tiger Woods _____ junior golf champion at the age of eight.

SCIENCE

Apple Macintosh _____ a new personal computer and millions of people _____ one.

MUSIC

A group of musicians called Band Aid _____ a hit record to raise money for charity. They each _____ a different part of the song. They _____ over 3 million copies of the record.



-
- A collage of three images. The top left shows a smiling man in a red tank top with 'USA' on it. The top right shows a man in a suit shaking hands with a woman. The bottom right shows a young man in a blue shirt and green jacket. The text 'ND AID.' is visible on the left side of the collage.

- When did the first person walk on the moon?*

!	night Monday week month year	yesterday	morning afternoon evening
---	--	-----------	---------------------------------

X last-evening

X last-afternoon

- Last August.*

To Spain.

- Tell the class some things you learned about your partner.**

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

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 bought 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 studied 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

Two famous firsts

1 Translate these words.

nouns

airshow
fighter jet
experiences
satellite
crash

verbs

break a record
travel
disappear
join
survive

adjectives

excellent
dangerous
secret

2 Look at the texts and complete these sentences.

Amelia Mary Earhart was the first _____.

Yuri Gagarin was the first _____.

3 Work in two groups.

Group A Read about Amelia Earhart.

Group B Read about Yuri Gagarin.

4 Are the sentences true (✓) or false (X) about your person?
Correct the false sentences.

- 1 He/She came from a rich family.
- 2 He/She had a short but exciting life.
- 3 He/She fought in a World War.
- 4 He/She wanted to be a pilot when he/she was a child.
- 5 He/She flew fighter jets.
- 6 He/She married, but didn't have any children.
- 7 He/She travelled to Europe to talk about his/her experiences.
- 8 He/She died in a plane crash.

5 Find a partner from the other group. Compare Amelia Earhart and Yuri Gagarin, using your answers.

6 Complete the questions about the other person.
Then ask and answer them with your partner.

About Amelia Earhart

- 1 Where ... she born?
- 2 What ... she study first?
- 3 When ... she first ... up in a plane?
- 4 When ... she ... her first record?
- 5 ... she marry? ... she ... any children?
- 6 What ... she do in 1935?
- 7 Where ... her plane disappear?

About Yuri Gagarin

- 8 Where ... he born?
- 9 When ... he see his first plane?
- 10 Why ... he ... the Russian Air Force?
- 11 Why ... the doctors choose Yuri to be an astronaut?
- 12 What ... he do in 1961?
- 13 Why ... he ... around the world?
- 14 How ... he die?

What do you think?

Who are famous people in your country? What did they do?

Two



famous firsts

Amelia Mary Earhart AMERICAN (1897 – 1937)

The first woman to fly across the Atlantic

Her early years

Amelia was born in her grandparents' house in Kansas. Her parents didn't have any money, but her grandparents were rich and sent her to the best schools. At 20 she decided to study nursing and worked in a hospital in World War I. When she was 23, she visited an airshow and went up in a plane. At that moment, she knew that she wanted to be a pilot.

What she did

In 1920 flying was dangerous and people didn't think it was an activity for women. But Amelia had flying lessons, and a year later, she broke her first record – she flew up to 14,000 feet. She married at 34, but never had children. The next year she became the first woman (and the second person) to fly alone across the Atlantic. She was now famous, and she travelled around the world to talk about her experiences. And in 1935, when she was 38, she became the first person to fly alone across the Pacific.

Her last flight

When she was nearly 40, Amelia wanted to be the first woman to fly around the world. She began the 29,000 mile flight in Miami on 1 June 1937. On 2 July she was nearly at the end of her journey, when she and her plane disappeared near Howland Island in the Pacific Ocean.



Yuri Gagarin RUSSIAN (1934 – 1968)

The first man in space

His early years

Yuri was born on a farm and his family was very poor. As a teenager in World War II, he saw his first plane – a Russian fighter jet. At that moment, he knew that he wanted to be a pilot. He studied hard so that he could join a flying club. His teachers thought he was a natural pilot and told him to join the Russian Air Force.

What he did

He became an excellent pilot. And he was now a husband and father. But when the first Russian satellite went into space, he wanted to become an astronaut. After two years of secret training, the doctors chose Yuri because he was the best in all the tests. On 12 April 1961, when he was 27, he finally went into space. It was very dangerous, because the doctors didn't know if Yuri could survive the journey. When he came back to Earth he was famous, and he travelled around the world to talk about his experiences.

His last flight

He wanted to go into space again, so in 1967 he began training for the next space flight. He was also a test pilot for new Air Force aeroplanes. But the next year he died when his fighter jet crashed on a test flight. He was only 34.



VOCABULARY AND LISTENING

Words that go together

Verbs and nouns

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

Amelia broke a record.

Yuri became a pilot.

- 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	the guitar
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 music.
- She went to the cinema 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.

airshow

flying lessons

world war

fighter jet

flying club

airforce

- 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
birthday	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 7.9** 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.

EVERYDAY ENGLISH

Special occasions

- 1 Look at the list of days. Which are special?
Match the special days with the pictures.
Do you have the same customs in your country?

1

birthday
Monday
wedding day
yesterday
New Year's Day
tomorrow
Mother's Day
today
Thanksgiving
Friday

2



3



4



5

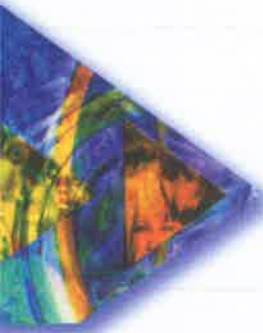


- 2 Complete the conversations. What are the occasions?

- 1 A Ugh! Work again! I hate _____ mornings!
B Me, too. Did you have a nice weekend?
A Yes. It was brilliant.
- 2 Happy _____ to you.
Happy _____ to you.
Happy _____, dear Tommy,
Happy _____ to you.
- 3 A Congratulations!
B Oh ... thank you very much.
A When's the happy day?
B Pardon?
A Your _____ day. When is it?
B Oh! We're not sure. Perhaps some time in June.
- 4 A It's midnight! Happy _____ everybody!
B Happy _____!
C Happy _____!
- 5 A Thank goodness! It's _____!
B Yeah. Have a nice weekend!
C Same to you.

T 7.10 Listen and check. Practise the conversations with a partner.

- 3 **T 7.11** Listen and answer.



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.



1

Coca-Cola



2

photographs



3

records



4

planes

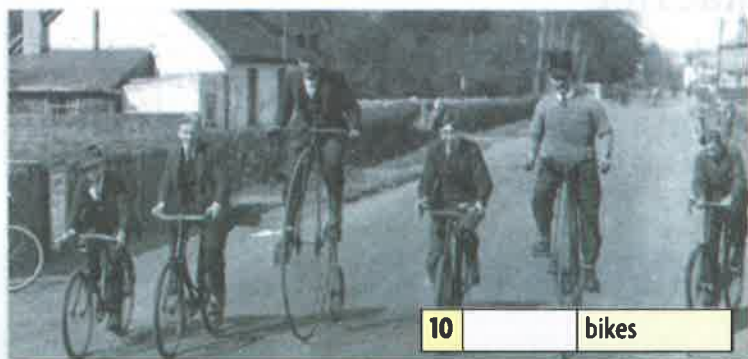


5

jeans



6 burgers



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 phone calls



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 8.1 and 8.2 p129

PRACTICE

Three inventors

- 1 **T 8.1** 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'.

T 8.2 Listen and check. Practise the stress and intonation.

Did you know that?

- 3 **T 8.3** 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
- your parents get married
- 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 dinner.
- 2 He gave me his phone number when we were at the meeting.
- 3 Fill in the application form and give it to receptance.
- 4 After the arrival of the plane, the passengers left the airport.
- 5 I get a lot of information from my computer.
- 6 I lived in New York in the summer of 2004. It was a great experience.
- 7 It was my wedding anniversary, so I bought my wife some flowers.
- 8 There is an exhibition of Monet's paintings at the Museum of Art.
- 9 My daughter is a teenager.
- 10 I love shopping. I bought a sweater yesterday.

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

- | | |
|----------------|----------------|
| 1 /kəm'pju:tə/ | 5 /'flaʊəz/ |
| 2 /'ʃɒpɪŋ/ | 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 expense.
- 2 I'm very happy in Dubai. People are very friendly.
- 3 Cities can be dangerous. Be careful when you go out at night.
- 4 Italy is famous for its food and its art, but Rome is very noisy.
- 5 London is a wonderful place, and there's so much to see. It's enormous.
- 6 The weather here is lovely. It's sunny all the time.
- 7 Our hotel is comfortable. The food is excellent.
- 8 I was very excited when I met the film star Matt Delon. He's a fantastic actor.
- 9 English is an important language. It's useful all over the world.
- 10 Living abroad is exciting. Everything is different.

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

- | | | | |
|----------------|---------------|--------------|----------------|
| 1 /'feɪməs/ | 3 /ɪk'saɪtɪŋ/ | 5 /'ɪnɔ: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.

- What's the date today?
- When did this school course start? When does it end?
- What century is it now?
- What are the dates of public holidays in your country?
- When were you born?
- When's your birthday?
- When is New Year's Day?
- 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?

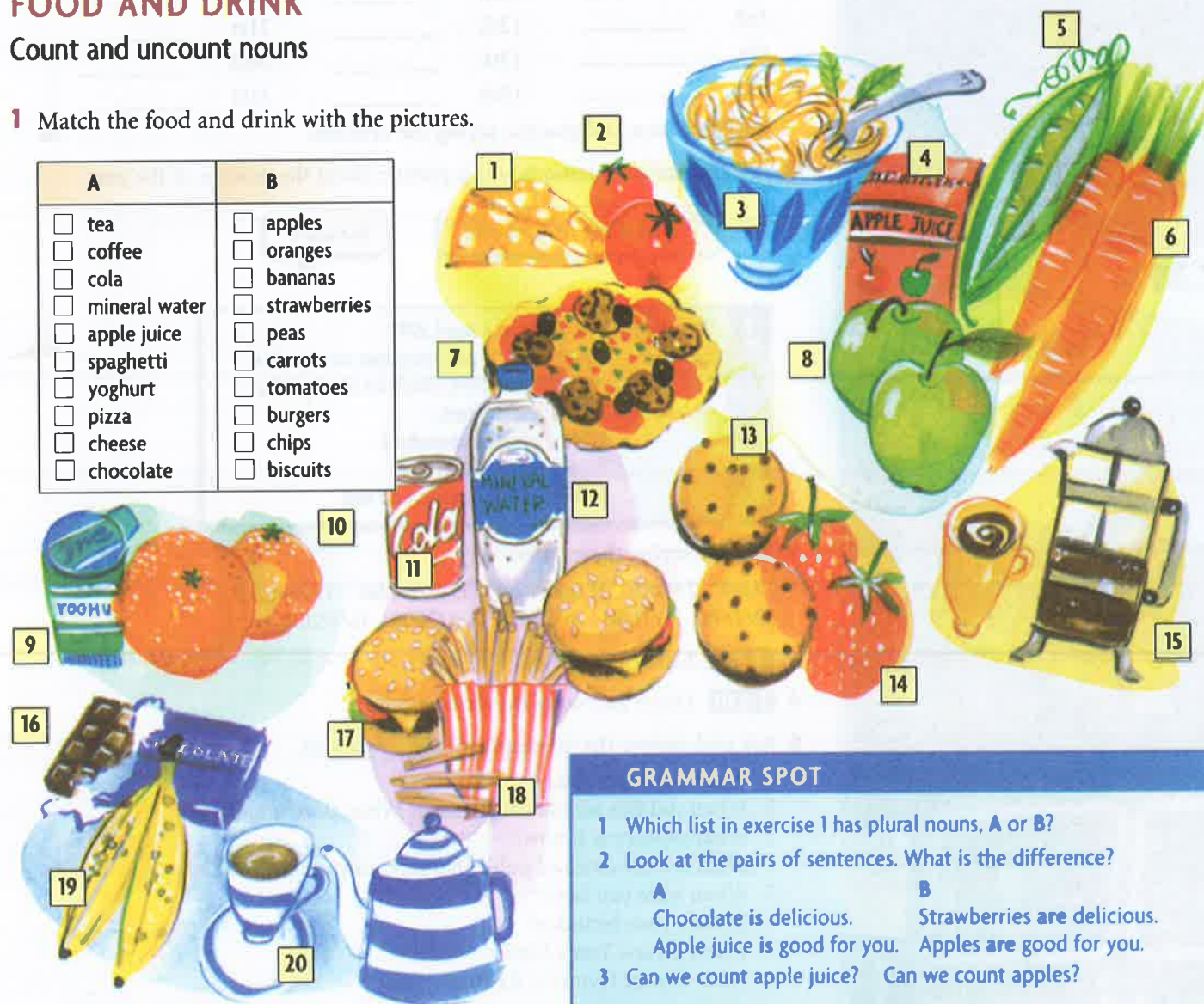
Write your answers. Compare them with a partner, then with the class.

FOOD AND DRINK

Count and uncount nouns

1 Match the food and drink with the pictures.

A	B
<input type="checkbox"/> tea	<input type="checkbox"/> apples
<input type="checkbox"/> coffee	<input type="checkbox"/> oranges
<input type="checkbox"/> cola	<input type="checkbox"/> bananas
<input type="checkbox"/> mineral water	<input type="checkbox"/> strawberries
<input type="checkbox"/> apple juice	<input type="checkbox"/> peas
<input type="checkbox"/> spaghetti	<input type="checkbox"/> carrots
<input type="checkbox"/> yoghurt	<input type="checkbox"/> tomatoes
<input type="checkbox"/> pizza	<input type="checkbox"/> burgers
<input type="checkbox"/> cheese	<input type="checkbox"/> chips
<input type="checkbox"/> chocolate	<input type="checkbox"/> biscuits



GRAMMAR SPOT

- Which list in exercise 1 has plural nouns, A or B?
- Look at the pairs of sentences. What is the difference?

A	B
Chocolate is delicious.	Strawberries are delicious.
Apple juice is good for you.	Apples are good for you.
- Can we count apple juice? Can we count apples?

►► Grammar Reference 9.1 p130

- 2 **T 9.1** Listen to Daisy and Tom talking about what they like and don't like. Tick (✓) the food and drink in the lists on p66 that they both like.

Who says these things? Write D or T.

- ☐ I don't like mineral water but I like cola.
- ☐ I really like apple juice. It's delicious.
- ☐ I quite like peas.
- ☐ I don't like tomatoes very much.
- ☐ I don't like cheese at all.

- 3 Talk about the lists of food and drink with a partner. What do you like? What do you quite like? What don't you like?

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

- 1 **T 9.2** Read and listen to the conversation.

- A Would you like some tea or coffee?
 B I'd like a cold drink, please, if that's OK.
 A Of course. Would you like some orange juice?
 B Yes, please. I'd love some.
 A And would you like a biscuit?
 B No, thanks. Just orange juice is fine.

GRAMMAR SPOT

- 1 Look at the sentences. What is the difference?

- | | |
|------------------|-------------------------------------|
| A | B |
| Do you like tea? | Would you like some tea? |
| I like biscuits. | I'd like a biscuit. (I'd = I would) |

Which sentences, A or B, mean *Do you want / I want ...*?

- 2 Look at these sentences.

- I'd like some bananas. (plural noun)
 I'd like some mineral water. (uncount noun)

We use *some* with both plural and uncount nouns.

- 3 Look at these questions.

- Would you like *some* chips?
 Can I have *some* tea?
 but Are there *any* chips?
 Is there *any* tea?

We use *some* not *any* when we request and offer things.
 We use *any* not *some* in other questions and negatives.

►► Grammar Reference 9.2 p130



- 2 Practise the conversation in exercise 1 with a partner. Then have similar conversations about other food and drink.

Would you like some tea?

No, thanks. I don't like tea very much.

PRACTICE

a or some?

1 Write a, an, or some.

- | | |
|-----------------------|-------------------|
| 1 <u>a</u> strawberry | 7 _____ apple |
| 2 <u>some</u> fruit | 8 _____ rice |
| 3 _____ mushroom | 9 _____ money |
| 4 _____ bread | 10 _____ dollar |
| 5 _____ milk | 11 _____ notebook |
| 6 _____ meat | 12 _____ homework |

2 Write a, an, or some.



1 _____ egg



2 _____ eggs



3 _____ (cup of) coffee



4 _____ coffee



5 _____ cake



6 _____ cake



7 _____ ice-cream



8 _____ ice-cream

Questions and answers

3 Choose Would/Do you like ... ? or I/I'd like ... to complete the conversations.

- ☐ Would you like a cigarette?
☐ Do you like
 No, thanks. I don't smoke.
- ☐ Do you like your teacher?
☐ Would you like
 Yes. She's very nice.
- ☐ Do you like a drink?
☐ Would you like
 Yes, please. Some cola, please.
- Can I help you?
☐ Yes. I like chicken sandwich, please.
☐ Yes. I'd like
- What sports do you do?
☐ Well, I'd like swimming very much.
☐ Well, I like
- Excuse me, are you ready to order?
☐ Yes. I like a steak, please.
☐ Yes. I'd like

T 9.3 Listen and check. Practise the conversations with a partner.

4 T 9.4 Listen to the questions and choose the correct answers.

- ☐ I like all sorts of fruit.
☐ Yes. I'd like some fruit, please.
- ☐ I'd like a book by Agatha Christie.
☐ I like books by Agatha Christie.
- ☐ I'd like a new bike.
☐ I like riding my bike.
- ☐ I'd like a cat but not a dog.
☐ I like cats, but I don't like dogs.
- ☐ I like soup, especially tomato soup.
☐ I'd like the tomato soup.
- ☐ No, thanks. I don't like ice-cream.
☐ I'd like some ice-cream, please.

T 9.5 Listen and check. Practise the conversations with your partner.

GOING SHOPPING

some/any, much/many

- 1 What is there in Miss Potts's shop?
Talk about the picture. Use
some/any, and not much/not many.

There's some yoghurt.

There aren't any carrots.

There isn't much coffee.

There aren't many eggs.

GRAMMAR SPOT

- We use **many** with count nouns in questions and negatives.
How many eggs are there?
There aren't many eggs.
- We use **much** with uncount nouns in questions and negatives.
How much coffee is there?
There isn't much coffee.

► Grammar Reference 9.3 p130

- 2 Ask and answer questions about what there is in the shop with a partner.

Are there any eggs?

Yes, there are some,
but there aren't many.

Is there any coffee?

Yes, there is some, but there isn't much.

- 3 **T 9.6** Look at Barry's shopping list.
Listen and tick (✓) the things he buys.
Why doesn't he buy the other things?

THINGS TO BUY

Orange juice	Cheese	Apples
Milk	Pizza	
Coffee	Bread	



PRACTICE

much or many?

- Complete the questions using *much* or *many*.
 - How _____ people are there in the room?
 - How _____ money do you have in your pocket?
 - How _____ cigarettes do you smoke?
 - How _____ petrol is there in the car?
 - How _____ apples do you want?
 - How _____ water is there in the fridge?
- Choose an answer for each question in exercise 1.
 - A kilo.
 - There are two bottles.
 - Ten a day.
 - Just fifty pence.
 - Twenty. Nine men and eleven women.
 - It's full.

Check it

- Correct the sentences.
 - How ~~much~~ apples do you want? **X**
How many apples do you want?
 - I don't like an ice-cream.
 - Can I have a bread, please?
 - I'm hungry. I like a sandwich.
 - I don't have many milk left.
 - I'd like some fruits, please.
 - How many money do you have?
 - We have lot of homework today.

Roleplay

- Work with a partner. Make a shopping list each and roleplay conversations between Miss Potts and a customer.

Can I help you?

Yes, please. I'd like a/some ...

Here you are. Anything else?

Yes. Can I have a/some ... ?

That's ... , please.

How much is that?

READING AND SPEAKING

Food around the world

- Which food and drink comes from your country? Which foreign food and drink is popular in your country?
- Can you identify any places or nationalities in the photographs? What else can you see?
- 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?

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

Speaking

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

Writing

- Write a paragraph about meals in your country.



EVERYDAY ENGLISH

Polite requests

1 What can you see in the photograph?



2 Match the questions and responses.

Would you like some more carrots?
Could you pass the salt, please?
Could I have a glass of water, please?
Does anybody want more dessert?
How would you like your coffee?
This is delicious! Can you give me the recipe?
Do you want help with the washing-up?

Black, no sugar, please.
Yes, of course. I'm glad you like it.
Do you want fizzy or still?
Yes, please. They're delicious.
Yes, of course. Here you are.
Yes, please. I'd love some. It's delicious.
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 9.8 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?

2 _____ tell me the time, please?

3 _____ take me to school?

4 _____ see the menu, please?

5 _____ lend me some money, please?

6 _____ help me with my homework, please?

7 _____ borrow your dictionary, 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 9.9 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

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

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

The city is
The country is

cheaper
safer
noisier
dirtier
more expensive
more exciting

than the country.
than the city.

- 3 **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.

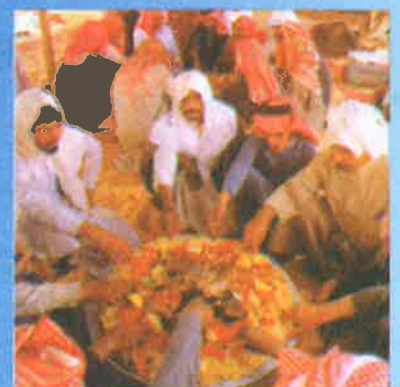
- 4 What do you think? Tell the class.

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

GRAMMAR SPOT

- 1 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.
- 2 What are the comparatives of the adjectives in exercise 1?
- 3 The comparatives of *good* and *bad* are irregular. What are they?
good _____ bad _____

▶▶ Grammar Reference 10.1 p131



FOOD AROUND THE WORLD

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 for 1% of human history, people learned to farm the land and control their environment.

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.

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 sausage



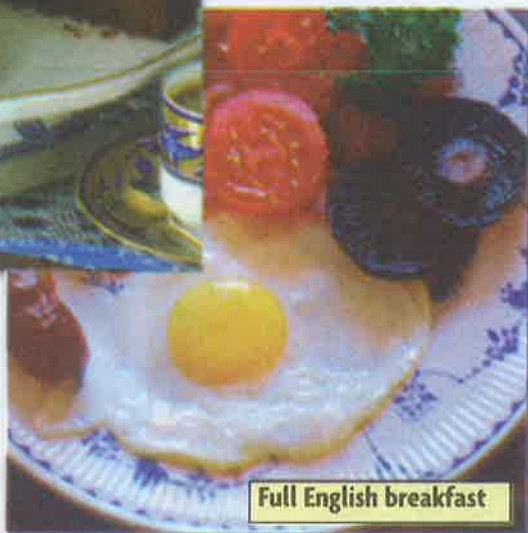
Bruschetta



Bife de chorizo



Sachertorte



Full English breakfast

- 3 **T 9.7** Listen to the people. What nationality are they? Match them with their favourite food. What do they say about them?



Anke



Graham



Sergio



Madalena

- 4 Answer these questions about the people.

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

What do you think?

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

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 Tokyo are _____
_____ the buildings in New York. (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** Mel moved to Seacombe, a small country town near the sea. Read and listen to Mel's conversation with her friend Tara. Complete it with the correct adjectives.

- T** Why did you leave London? You had a _____ job.
M Yes, but I've got a _____ job here.
T And you had a _____ flat in London.
M Well, I've got a _____ flat here.
T Really? How many bedrooms has it got?
M Three. And it's got a garden. It's _____ than my flat in London and it's _____.
T But you haven't got any friends!

M I've got a lot of friends here. People are much _____ than in London.

T But the country's so _____.

M No, it isn't. It's much _____ than London. Seacombe has got shops, a cinema, a theatre, and a park. And the air is _____ and the streets are _____.

T 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*.

- 1 London has a lot of parks.
London's got a lot of parks.
- 2 I don't have much money.
I haven't got much money.
- 3 I have a lot of homework tonight.
- 4 Do you have any homework?
- 5 Our school has a library, but it doesn't have any computers.
- 6 My parents have a new stereo.
- 7 Does your sister have a computer?
- 8 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 ...



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?

- 1 The Mandarin Oriental is cheaper than Al Bustan Palace. ✗
No, it isn't. It's more expensive.
- 2 Al Bustan Palace is the cheapest. ✓
- 3 Claridge's is the most expensive hotel.
- 4 Al Bustan Palace is older than the Mandarin.
- 5 Claridge's is the oldest hotel.
- 6 The Mandarin Oriental is the biggest hotel.
- 7 Claridge's is smaller than Al Bustan Palace.
- 8 Claridge's has got a swimming pool.
- 9 Claridge's is nearer the airport than the Mandarin.
- 10 The Mandarin is the nearest to the airport.
- 11 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 /gud/ adj. (better, best)

Complete these irregular forms:

bad /bæd/ adj. (_____, _____)

far /fɑ:/ 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 Tom Hanks is a very popular film star.

Yes, _____ in America.

- 6 Miss Smith is a very funny teacher.

Yes, _____ in our school.

- 7 Lulwah is a very intelligent student.

Yes, _____ in the class.

- 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 Roger is the tallest in the class.
He's taller than Carl.*

Maria's the youngest.

I'm the most intelligent!



- 4 Write the name of your favourite film star. Read it to the class. Compare the people. Which film star 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 SPEAKING

Three musical cities

- 1 **T 10.6** Listen to three types of music. What kind of music is it? Which music goes with which city?

Seville Vienna Liverpool

- 2 Where are these cities? What do you know about them? Each sentence is about one of them. Write S, V, or L.

- 1 ☐ Its music, theatre, museums, and parks make it a popular tourist centre.
- 2 ☐ It is the largest city in southern Spain.
- 3 ☐ It stands on the banks of the River Danube.
- 4 ☐ It is an important port for travel to Ireland.
- 5 ☐ The Arabs ruled the city for more than 500 years.
- 6 ☐ Its university, founded in 1365, is one of the oldest in Europe.
- 7 ☐ It became an important trade centre for sugar, spices, and slaves.
- 8 ☐ Many Irish immigrants live there.
- 9 ☐ Tourists come for its famous fiesta in April.

- 3 Work in three groups.

Group 1 Read about Seville.

Group 2 Read about Vienna.

Group 3 Read about Liverpool.

Which sentences in exercise 2 are about your city?

- 4 Answer the questions about your city.

- 1 How many people live there?
- 2 What is the name of its river?
- 3 Why is it a tourist centre?
- 4 What are some important dates in its history?
- 5 Which famous people lived there?
- 6 What kind of music is it famous for?
- 7 What is world famous about the city?
- 8 Which of these things can you do in the city you read about?
 - go by ship to Ireland
 - see Sigmund Freud's house
 - see a famous fiesta
 - listen to a famous orchestra
 - visit the homes of a famous rock group
 - listen to music in cafés after midnight

- 5 Find partners from the other two groups. Compare the cities, using your answers.

Your home town

- 6 Write some similar information about your city, town, or village. Tell a partner or the class.



Seville

Seville is the capital of Andalusia, and the largest city in Southern Spain, with a population of 750,000. It stands on the banks of the Guadalquivir river. It is one of Europe's largest historical centres with many beautiful old buildings. Tourists also come for its famous fiesta in April.

Its history

The Arabs ruled the city from 711 to 1248. They built the Alcazar Palace and the Giralda tower. In 1503 Seville became the most important port in Spain for ships sailing to South America, and it was a very rich cultural centre. The famous painter Diego Velázquez was born here in 1599. Last century, there were two international exhibitions in Seville, in 1929 and 1992.

Its music

Flamenco began in the 17th century as a song and dance with very fast hand clapping. The guitar music came later. In the 18th century, one of the best flamenco schools in the world began in the famous Triana district in Seville. Visitors can still find real flamenco here in the music cafés, but the music doesn't start before midnight!

Vienna

Vienna, or Wien in German, is the capital of Austria. It stands on the banks of the River Danube and is the gateway between east and west Europe. Its music, theatre, museums, and parks make it a popular tourist centre. It has a population of over 1,500,000.

Its history

Vienna has a rich history. Its university opened in 1365, and is one of the oldest in Europe. From 1558 to 1806 it was the centre of the Holy Roman Empire and it became an important cultural centre for art and learning in the 18th and 19th centuries. The famous psychiatrist, Sigmund Freud, lived and worked there.

Its music

Vienna was the classical music capital of the world for many centuries. Haydn, Mozart, Beethoven, Brahms, Schubert, and the Strauss family all came to work here. It is now the home of one of the world's most famous orchestras, the Vienna Philharmonic. Its State Opera House is also world famous.



Liverpool

Liverpool is Britain's second biggest port, after London. It stands on the banks of the River Mersey in north-west England. It is an important passenger port for travel to Ireland and many Irish immigrants live there. It has a population of nearly 500,000.

Its history

King John named Liverpool in 1207. The city grew bigger in the 18th century, when it became an important trade centre for sugar, spices, and slaves between Africa, Britain, the Americas, and the West Indies.

Its music

Liverpool's most famous musicians are the Beatles. In the 1960s this British rock group was popular all over the world. They had 30 top ten hits. They were all born in Liverpool and started the group there in 1959. They first played at a night club called the Cavern and then travelled the world. One of them, Paul McCartney, is now the richest musician in the world. Many tourists visit Liverpool to see the homes of the Beatles.

VOCABULARY AND PRONUNCIATION

City and country words

- 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 theatre
lake village hill mountain cottage building river bank tractor

City	Country	Both



- 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.

/wʊd/ _____ /'θi:tə/ _____ /fɑ:m/ _____ /'vɪlɪdʒ/ _____
/'fæktəri/ _____ /'kɒtɪdʒ/ _____ /fi:ld/ _____ /mju:'ziəm/ _____

T 10.7 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 10.8** 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 10.9** Complete the text with the prepositions. Listen to Norman talking about his 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?
What is your teacher wearing?
Tell the class.

*I'm wearing blue jeans
and a white T-shirt.*

You're wearing a dress.

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 dark hair and brown eyes.



Lucy, Mona, and Noor

2 What are they doing?

Who ... ?

• is smiling	• is cooking
• is talking	• is standing up
• is writing	• is playing
• is laughing	• is running
• is eating	• is sitting down

Mona's smiling.

Tom's running.

3 What are they wearing?

Rudi's wearing a brown T-shirt.



Nadia



Rudi



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	_____	learning English. sitting in a classroom. listening to the teacher.
You	_____	
He/She	_____	
We	_____	
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 11.1 and 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 it a girl?

Yes, it is.

Is she sitting near the window?

No, she isn't.

Has she got fair hair?

No, she hasn't.

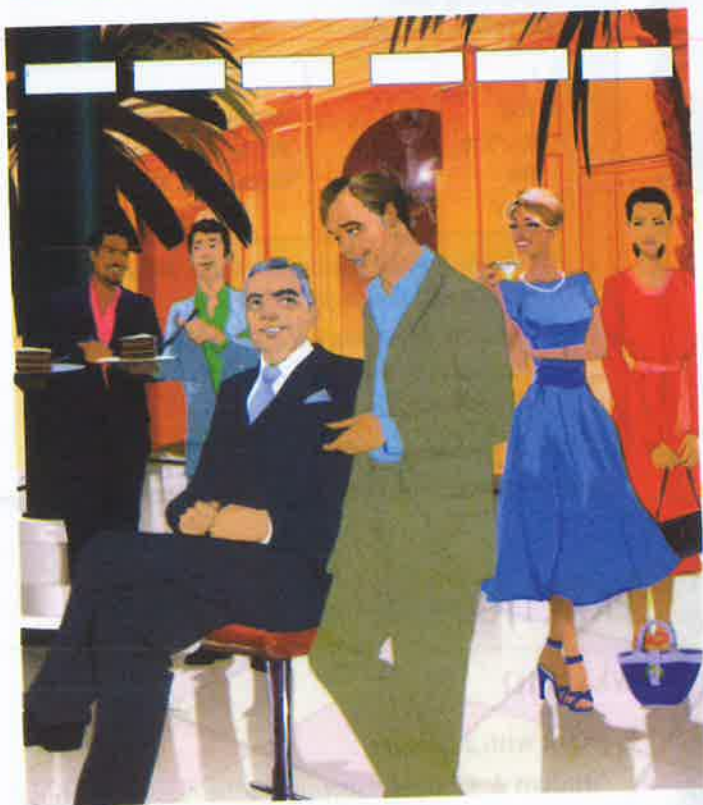
- 2 Write sentences that are true for you at the moment.

- 1 I/wearing a jacket
I'm not wearing a jacket, I'm wearing a sweater.
- 2 I/wearing jeans
- 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 wedding?

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



- 4 Listen again and complete the table.

	Present Continuous	Present Simple
Harry	He's sitting down and he's talking to James.	He works in LA.
James		
Fiona		
Sue		
Bill and John		

- 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.

There's a girl with long hair.

Is she wearing a black dress?

A DAY IN THE PARK

Whose is it?

- 1 Find these things in the picture.

a baseball cap a bike a football roller blades
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 roller blades? 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 Ela's.

It's hers.

Is it yours, Ela?

Yes, it's mine.



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 Carefull

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

►► Grammar Reference 11.3 p132

PRACTICE

who's or whose?

- 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 cinema?' 'I'm not.'
 - '*Whose / Who's* children are playing in *our / ours* garden?'
- 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!

- 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.

- 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

- 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?

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
babies
sunny
starry
blue
red
white
green
flowers
colours

clouds
roses
hands
trees
day
night
cry
bloom
of the rainbow
skies



- 3 Read the song by jazz musician Louis Armstrong. Can you complete any of the lines? Many of the words are from exercise 2.
- 4 **T 11.5** Listen and complete the song.

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/ <u>red</u> <u>said</u> | 5 /ɑ:/ _____ |
| 2 /æ/ _____ | 6 /u:/ _____ |
| 3 /ɪ/ _____ | 7 /ɔ:/ _____ |
| 4 /i:/ _____ | |

Diphthongs

- | | |
|---------------------------|--------------|
| 1 /aɪ/ <u>white</u> _____ | 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 Six silly sisters selling shiny shoes



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 Rosie and her teacher Miss Bishop both have plans for the future.

Read their future plans. Which do you think are Rosie's? Which are Miss Bishop's? Write **R** or **MB**.

- 1 ☒ I'm going to be a musician.
- 2 ☐ I'm going to travel all over the world.
- 3 ☐ I'm going to learn Russian.
- 4 ☐ I'm going to learn to drive.
- 5 ☐ I'm going to open a school.
- 6 ☐ I'm not going to marry until I'm thirty-five.
- 7 ☐ I'm not going to wear skirts and blouses.
- 8 ☐ I'm going to wear jeans and T-shirts all the time.
- 9 ☐ I'm going to write a book.
- 10 ☐ I'm going to become a TV star.

T 12.1 Listen and check. Were you correct?

2 Talk first about Rosie, then about Miss Bishop. Use the ideas in exercise 1.

Rosie's going to be a musician.

She's going to ...

She isn't going to ...

Which two plans are the same for both of them?

They're both going to ...

When I grow up ...



Rosie, aged 11

- 3 **T 12.2** Listen and repeat the questions and answers about Rosie.

Is she going to be a musician?

Yes, she is.

What's she going to do?

Travel all over the world.

GRAMMAR SPOT

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

I	_____	going to leave tomorrow.
You	_____	
He/She	_____	
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

When I retire ...



Miss Bishop, aged 59

PRACTICE

Questions about Rosie

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

Questions

- Why/she/learn French and Russian?
- When/marry?
- How many children/have?
- How long/work?
- What/teach?

Answers

- Until she's seventy-five.
- Two.
- Music.
- Not until she's thirty-five.
- Because she wants to play in Paris and Moscow.

- 2 **T 12.3** 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

Are you going to watch TV?

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

- have a coffee
- catch a bus
- eat in a restaurant
- meet some friends
- cook a meal
- go shopping
- wash your hair
- do your homework

- 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 Anna isn't. She'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 in the future.

5 What is going to happen? Use these verbs.

have a baby sneeze win jump be late take off rain fall

	
1 It _____	2 You _____
	
3 I _____	4 They _____
	
5 She _____	6 He _____
	
7 He _____	8 It _____

6 Put a sentence from exercise 5 into each gap.

- 1 Take an umbrella. _____.
- 2 Look at the time! _____ for the meeting.
- 3 Anna's running very fast. _____.
- 4 Look! Jack's on the wall! _____.
- 5 Look at that man! _____.
- 6 _____. It's due next month.
- 7 Look at that plane! _____. It's going to Dubai.
- 8 'Oh dear. _____. Aaattishooo!' 'Bless you!'

T 12.4 Listen and check.

I WANT TO TRAVEL THE WORLD

Infinitive of purpose

1 Match a country or a city with an activity. What can you see in the photographs?

Holland	visit the pyramids
Spain	fly over the Grand Canyon
Moscow	see Mount Fuji
Egypt	see the tulips
Kenya	walk along the Great Wall
India	visit the Alhambra Palace
China	take photographs of the lions
Japan	enjoy the sun on Copacabana beach
the USA	walk in Red Square
Rio	visit the Taj Mahal

2 Miss Bishop is going to visit all these countries. She is telling her friend, Harold, about her plans. Read their conversation and complete the last sentence.

Miss Bishop First I'm going to Holland.

Harold Why?

Miss Bishop To see the tulips, of course!

Harold Oh yes! How wonderful! Where are you going after that?

Miss Bishop Well, then I'm going to Spain to ...

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

GRAMMAR SPOT

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

I'm going to Holland tomorrow.

X I'm going to go to Holland tomorrow.

She's coming this evening.

X She's going to come this evening.

2 Do these sentences mean the same?

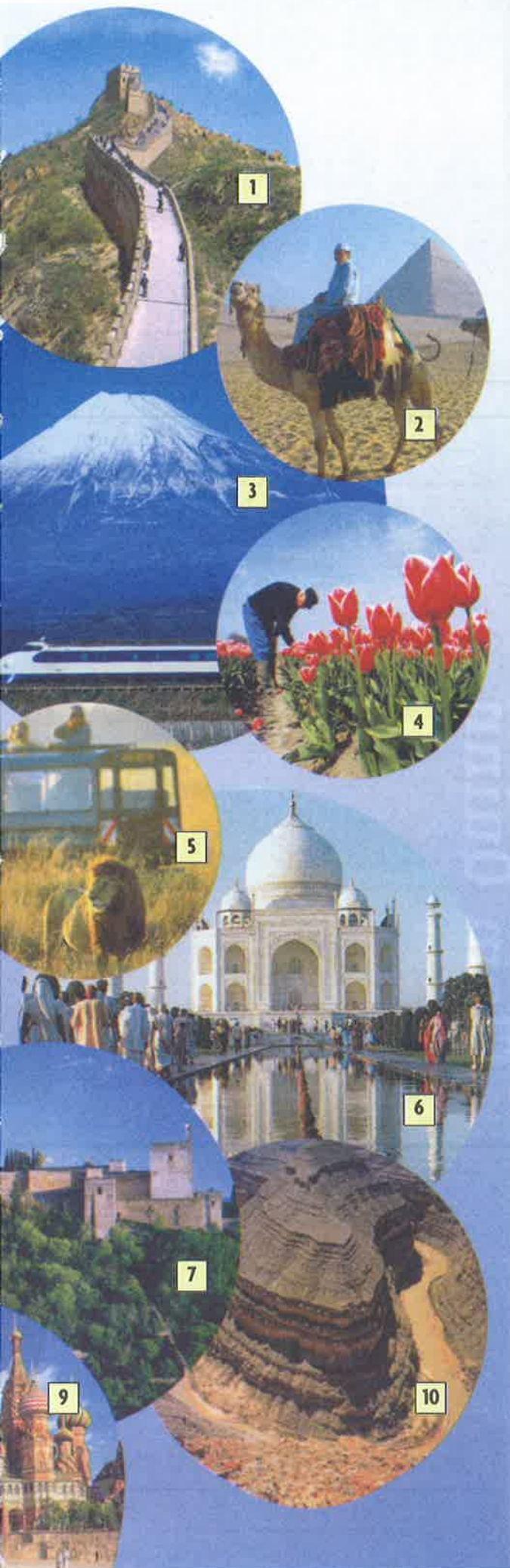
I'm going to Holland to see the tulips.

I'm going to Holland because I want to see the tulips.

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 Miss Bishop. Ask and answer questions about the places.

Harold Why are you going to Holland?

Miss Bishop To see the tulips, of course!

Harold How wonderful!

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

First she's going to Holland to see the tulips. Then she'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 Amman?

To visit my cousins.

When did you go?

Last year.

Tell the class about your partner.

- 4 Write down the names of some places you are going to in the future and do the same.

Why are you going to Dubai?

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 a baby.
☐ She's going to has a baby.
- 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 You are Clem. 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 You are Sue. Make questions about Clem.

- 1 What/do when you were five?
- 2 When/do your first parachute jump?
- 2 Why /move to the country?
- 3 Why/love sky-diving?
- 4 What/do next July?

2 Work with a partner from the other group. Interview each other.

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.

'What's the weather like today?' 'It's _____ and _____.'

'What was it like yesterday?' 'Oh, it was _____ and _____.'

'What's it going to be like tomorrow?' '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.

What was the weather like in Athens?

It was sunny and warm. 18 degrees.

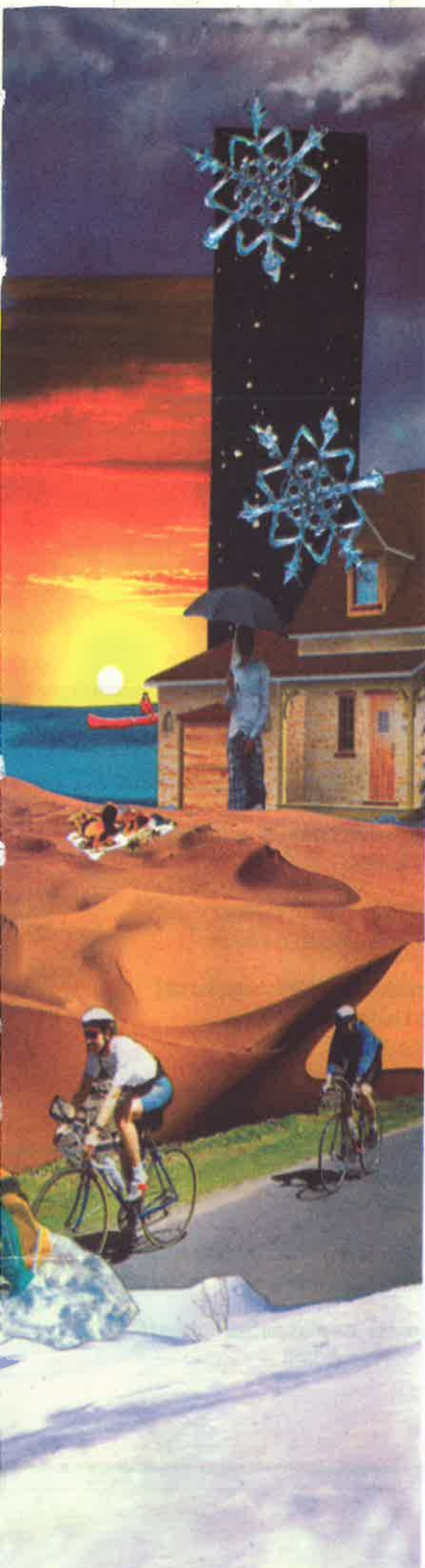
WORLD WEATHER: NOON YESTERDAY

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

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 Match these lines with the two conversations in exercise 2. Put them in the correct order to complete the conversations.

Well, let's go to the beach.
OK. Which film do you want to see?
Oh no! It's too hot to play tennis.

Oh no! We watched a DVD last night.
OK. I'll get my swimming costume.
Well, let's go to the cinema.

- T 12.8** Listen and check. Practise the conversations with your partner.

- 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 ... ?
Where ... ?
What ... ?
Who ... ?
Why ... ?
Which ... ?
How ... ?
How much ... ?
How many ... ?

Six.
Last week.
The hospital.
Because she was ill.
My aunt.
Some roses.
£25.
The red ones.
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

- 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 2006?
- 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
- 7 How much of the earth's surface is desert?
a 20% b 25% c 30%

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



Listening and pronunciation

- 2 **T B 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 the guitar?
☐ Did he play the guitar?
- ☐ 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.

KNOWLEDGE QUIZ

- What sort of music did Louis Armstrong play?
a classical b jazz c flamenco
- What languages do Swiss people speak?
- What did Marconi invent in 1901?
- Who wrote the world's first computer program?
a Bill Gates b Ada Lovelace c Albert Einstein
- Which city is on two continents?
a Istanbul b Moscow c Gibraltar
- Who was Ibn Battuta?
a an artist b a traveller c an engineer
- Why do birds migrate?
- Which was the first country to have TV?
a Britain b the USA c Russia
- 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?
 - Smoking is a *bad* habit.
The team played *badly* and lost the match.
 - Please listen *carefully*.
Sara'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

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

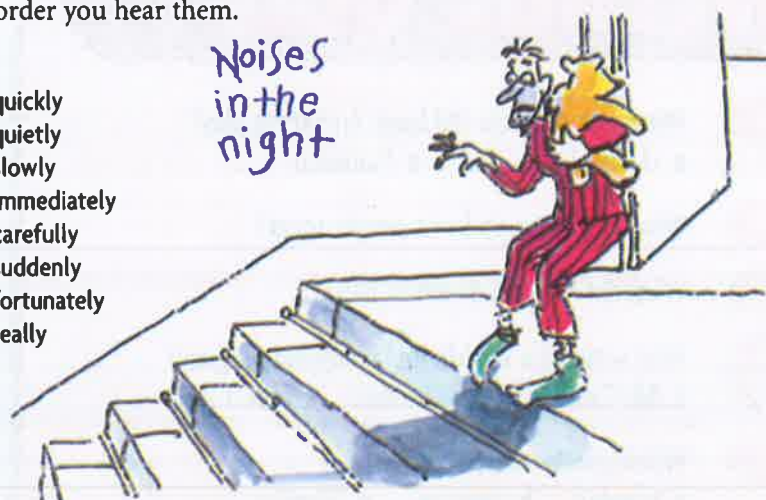
Order of adjectives/adverbs

- 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 sings. (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, music, 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 party. **Unfortunately** ...
 - I was fast asleep when **suddenly** ...
 - I saw a man with a gun outside the bank. **Immediately** ...
- T 13.3** Look at the picture and listen to a man describing what happened to him in the middle of the night. Number the adverbs in the order you hear them.

- ☐ 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 ...

2 **tired, tiring**

The marathon runners were very ...
That game of tennis was very ...

3 **annoyed, annoying**

The child's behaviour was really ...
The teacher was ... when nobody did the homework.

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 exercise 2?

No, we didn't. It was very boring!

How did you feel?

Very bored!

READING AND LISTENING

A story in a story

- 1 Think about when you were a small child. Did your parents tell you stories? Which was your favourite story? Tell the class.
- 2 Look at the first picture. Who do you think the people on the train are? Do they know each other?
- 3 **T 13.4** Read and listen to part one of the story.
- 4 Answer the questions.
 - 1 Who are the people on the train?
 - 2 What does Cyril ask questions about?
 - 3 Why does the aunt tell the children a story?
 - 4 What is the story about?
 - 5 Do the children like the story?
 - 6 Why does the young man start speaking?
 - 7 Which of these adjectives best describe the people? Write them in the correct column.

quiet noisy badly-behaved tired
worried bored boring annoyed
annoying

The aunt

The children

The young man

A TRAIN JOURNEY



The people on the train were hot and tired. A tall young man sat next to three small children and their aunt. The aunt and the children talked. When the aunt spoke she always began with 'Don't ...'. When the children spoke they always began with 'Why ...?' The young man said nothing.

The small boy whistled loudly. 'Don't do that, Cyril,' said his aunt. Cyril stood up and looked out of the window at the countryside.

'Why is that man taking those sheep out of that field?' he asked.

'Perhaps he's taking them to another field where there's more grass,' said the aunt.

'But there's lots of grass in that field. Why can't the sheep stay there?'

'Perhaps the grass in the other field is better.'

'Why is it better?'

The young man looked annoyed.

'Oh dear,' thought the aunt, 'he doesn't like children.'

'Sit down quietly, Cyril. Now, listen, I'm going to tell you all a story.'

The children looked bored but they listened. The story was very boring indeed. It was about a very beautiful little girl, who worked hard and behaved beautifully. Everybody loved her. One day she fell into a lake and everyone in the village ran to save her.



'Why did they save her?' asked the bigger girl.

'Because she was so good,' said the aunt.

'But that's stupid,' said the girl. 'When people fall into lakes, it doesn't matter if they're good or bad, you run to save them.'

'You're right,' said the young man, speaking for the first time. 'That's a ridiculous story.'

'Well, perhaps *you* would like to tell a story,' said the aunt coldly.

'OK,' said the man. The children looked interested and he began.

- 5 The young man tells the story of a little girl called Bertha. Look at the pictures. What do you think happened to Bertha?



6 T 13.5 Read and listen to part two.

74

The tale of horribly good Bertha

'Once upon a time, a long time ago there was a little girl called Bertha. She was always well behaved and worked hard at school to please her parents and her teachers. She was never late, never dirty or untidy, never rude, and she never told lies.'



The children on the train began to look bored. 'Was she pretty?' asked the smaller girl.

'No,' said the young man. 'She wasn't pretty at all. She was just *horribly* good. Bertha was so good that she won three gold medals. One said *Never late*, one said *Always polite*, and the third said *Best Child in the World*.'

'Yuk!' said the three children.

'Anyway,' said the young man, 'Bertha was so good that the king invited her to his palace. So she put on her best clean white dress and she pinned her three medals to the

75

front and she walked through the woods to the king's palace. But in the woods there lived a big hungry wolf. He saw Bertha's lovely white dress through the trees and he heard the medals clinking together as she walked.

'Aha!' thought the wolf. 'Lunch!' And he started to move quickly but quietly through the trees towards Bertha.'

'Oh, no!' cried the children. 'Is he going to eat Bertha?'

'Yes, of course,' answered the young man. 'Bertha tried to run away but she couldn't run fast because the medals were so heavy. The wolf caught her easily and he ate everything, every bit of Bertha, except her three medals.'



'That's a terrible story,' said the aunt.

'No it isn't,' shouted the children. 'It's the best story ever!'

'Ah,' said the young man, 'the train's stopping. It's my station.'

7 Answer the questions.

- 1 What is the same and what is different in the aunt's story and the young man's story?
- 2 Does the aunt like the young man's story? Why/Why not?
- 3 Do the children like the story? Why/Why not?
- 4 Which of these do you think is the moral of Bertha's story?

It pays to be good.

It never pays to be good.

It doesn't always pay to be good.

8 Tell the story of Bertha. Use the pictures in exercise 5 on p103 to help you.

Language work

- 1 Put some adjectives and adverbs from the story of Bertha into the correct box.

Adjectives	Adverbs

- 2 Write questions about Bertha's story using these question words. Ask and answer the questions across the class.

when how many what why where how

When did the story take place?

A long time ago.

EVERYDAY ENGLISH

Catching a train

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

T 13.6 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 13.7** 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.

- ☐ I A Hello. A return to Bristol, please.
- ☐ A A day return.
- ☐ C How do you want to pay?
- ☐ II 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 13.8 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.



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.





- 3 Write down the names of four cities in your country or another country that you have been to. Have similar conversations with your partner.
- 4 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

- 1 We use the Present Perfect to talk about experiences in our lives.
Have you ever (at any time in your life) been to Paris?
- 2 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.
- 3 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	_____	_____	

- 4 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

- 1 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	_____

- 2 Which are the two regular verbs?
- 3 What are the Past Simple forms of the verbs?
- 4 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	Teacher	Student
lived in a foreign country	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
worked for a big company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
stayed in an expensive hotel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
flown in a jumbo jet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooked a meal for ten (or more) people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
met a famous person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
seen a play by Shakespeare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
driven a tractor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
been to hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
won a competition	<input type="checkbox"/>	<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 your teacher the questions and complete the chart.

Have you ever lived in a foreign country?

Which country did you live in?

- 4 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.

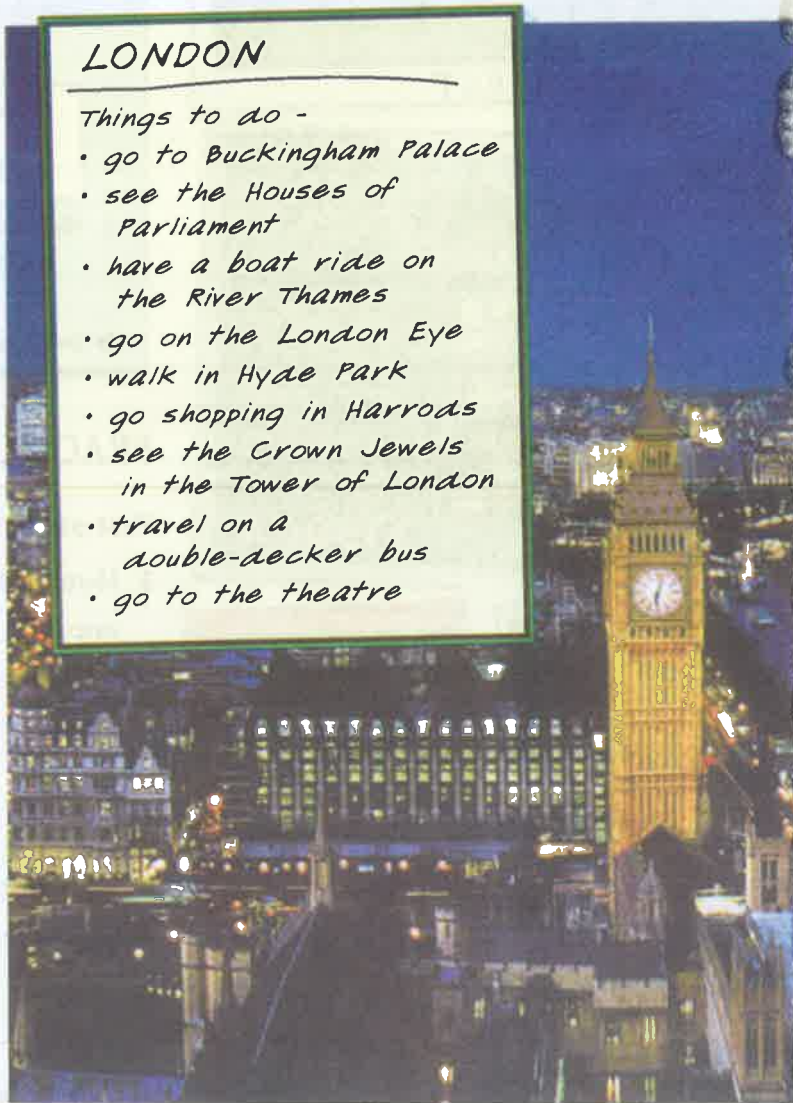


- 2 **T 14.4** Marilyn is phoning her sister Judy, back home in New Zealand. Listen to their conversation. Tick (✓) the things she and Rod have done.

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 theatre



GRAMMAR SPOT

1 Complete the sentences.

- 1 Have you _____ the Crown Jewels **yet**?
- 2 We _____ been to the theatre **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 ☐ Has your sister yet had the baby?
☐ Has your sister had the baby 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 birthday 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 for his birthday. 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.

- 2 Read the poem 'When 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?
- 3 Discuss with your partner which words on the right best complete the lines of the poem. Read some verses aloud to the class.
- 4 **T 14.5** Listen to the poem. Compare your words. Do you think any of your ideas are better than those in the poem?
- 5 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 at four in the ⁽¹⁾ . *afternoon/morning*
When did you leave?
When the house was ⁽²⁾ . *asleep/awake*

Where have you gone?
To a ⁽³⁾ , crowded city. *noisy/huge*
Where have you gone?
To a ⁽⁴⁾ where no one knows me. *hotel/place*

What did you take?
Some money. Not my ⁽⁵⁾ . *photographs/mobile phone*
What did you take?
Not much. Just ⁽⁶⁾ . *memories/my passport*

How did you travel?
By ⁽⁷⁾ . By ⁽⁸⁾ . *taxi/plane land/sea*
How did you travel?
I travelled alone. I have ⁽⁹⁾ travelled alone. *always/never*

Why did you leave?
Because I wanted to see ⁽¹⁰⁾ . *my cousins/the world*
Why did you leave?
Because nobody listened. No one has ever listened to ⁽¹¹⁾ . *my problems/me*

Why don't they listen?
I don't know. I have never ⁽¹²⁾ . *known/understood*
Why don't they listen?
Because I have very little to ⁽¹³⁾ . *say/discuss*

When are you coming home?
When I have become ⁽¹⁴⁾ . Do not wait. *somebody/rich*

What do you think?

How old are the people in the poem? What kind of a life did they have? Has he left forever? What will happen to them?

EVERYDAY ENGLISH

At the airport

1 What do you do at an airport? Read the sentences and put them in the correct order.

- | | |
|--|---|
| <input type="checkbox"/> You wait in the departure lounge. | <input type="checkbox"/> You check in your luggage and get a boarding pass. |
| <input type="checkbox"/> You board the plane. | <input type="checkbox"/> You go through passport control. |
| <input type="checkbox"/> You get a trolley for your luggage. | <input type="checkbox"/> You check the departures board for your gate number. |
| <input type="checkbox"/> You arrive at the airport. | |

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 <input type="text"/>	<input type="text"/>	<input type="text"/>	DELAYED <input type="text"/>
AF <input type="text"/>	<input type="text"/>	<input type="text"/>	NOW BOARDING GATE <input type="text"/>
LH <input type="text"/>	<input type="text"/>	<input type="text"/>	NOW BOARDING GATE <input type="text"/>
VS <input type="text"/>	<input type="text"/>	<input type="text"/>	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.

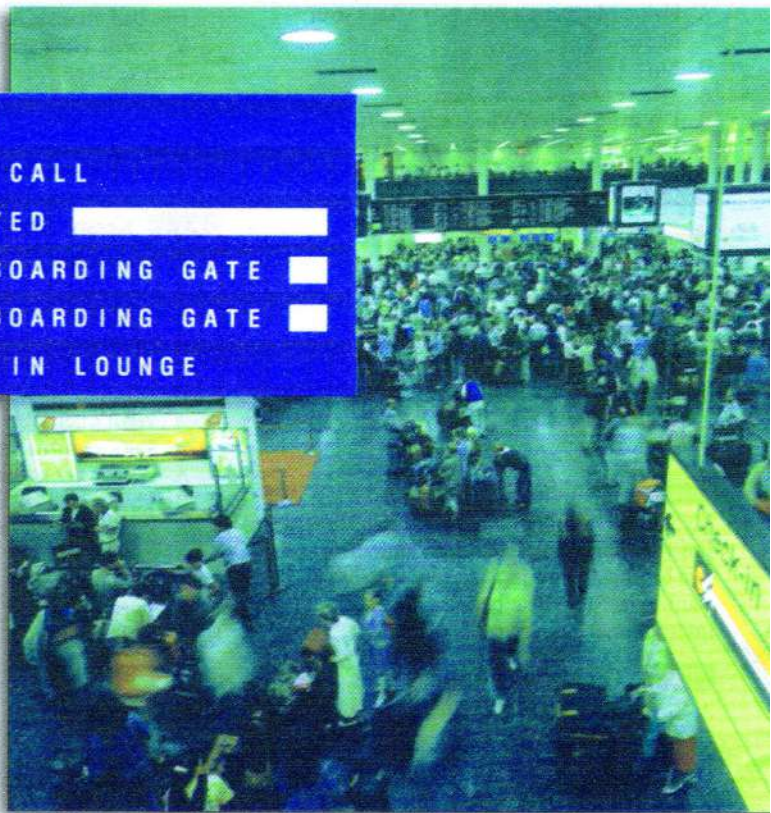
A That's fine.

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!

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.



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.