Teacher's Edition

Jake Hughes and **Katie Wood**
with additional material by Paul Dummett
Series Adviser **Catherine Walter**

Navigate

Coursebook
with video

A2 Elementary

OXFORD

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Oxford 3000™ *Navigate* has been based on the Oxford 3000 to ensure that learners are only covering the most relevant vocabulary.

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1 Your world

1.1 Multicultural cities

GOALS ■ Talk about countries, nationalities and languages ■ Describe people using the verb *to be*

Vocabulary & Speaking countries, nationalities and languages

1 Work with a partner. Look at the photos and answer the questions.

1 Which countries are cities a–d in?
2 What is the nationality of people from these countries?
3 What are the languages in these cities?


a London


b San Francisco



c Melbourne


d Dubai

2 Work with a partner. Turn to page 126 and check your answers to exercise **1**.

3 Work with a partner. Are the words in the box countries (C), nationalities (N) and/or languages (L)?

Arabic *L*	Jamaica	Spanish
Chinese	Mexican	the UAE
English	Pakistani	

4a Work with a partner. Complete the table.

Country	Nationality	Main language
Mexico	1 _____	2 _____
the USA	American	3 _____
Italy	4 _____	Italian
China	5 _____	6 _____
Vietnam	Vietnamese	7 _____
Turkey	Turkish	Turkish
the UK	8 _____	English
Poland	9 _____	10 _____
Pakistan	11 _____	Urdu
the UAE	Emirati	12 _____
France	13 _____	French
Greece	Greek	14 _____

b 1.1 Listen and check your answers.

c 1.1 Listen again and mark the stress on each word. Practise saying the words with a partner.

● ●
Mexico American

5 Work in small groups. Take turns to think of things you have from around the world and to guess what it is.

A *It's Italian.*
B *Your car?*
A *No.*
C *Your bag?*
A *Yes!*

Grammar & Listening present simple *to be*

6a **1.2** Listen to Godwin talking about his life in London. Write the countries, nationalities and languages that you hear.

b Compare your list with a partner.

c Work with a partner. Complete the factfile.

FACTFILE



Name Godwin
Nationality Nigerian
Married/Single Married
Wife's name Sylvie
Wife's nationality
Half-[1]_____
Mother is French;
Father is from [2]_____
Number of children Two
Nationality of children [3]_____
Language at home [4]_____
Home North London
Nationality of neighbours Iraqi
Near his house [5]_____ supermarket;
Lebanese [6]_____
Work [7]_____ organization
Nationality of boss [8]_____
Interests
Football and playing the saxophone

d **1.2** Listen again and check your answers.

7a Work with a partner. Underline the verbs from the interview.

1 *Is / Are / Am* you from London?
2 My name *is / are / am* Godwin.
3 I *'s / 're / 'm* from Nigeria.
4 Our two children were born in England, so they *'s / 're / 'm* British.
5 The neighbours *is / are / am* a family from Iraq.
6 The restaurant across the road *is / are / am* Lebanese.
7 My boss *isn't / aren't / 'm not* American.

b **1.3** Listen, check and repeat.

8 Work with a partner. Complete the rules in the Grammar focus box. Use exercise **7a** to help you.

GRAMMAR FOCUS verb *to be*

Positive (+)			
I	[1]_____	**(am)**	from Nigeria.
He/She/It	**'s**	**(is)**	
You/We/They	[2]_____	**(are)**	

Negative (–)			
I	**'m not**	**(am not)**	American.
He/She/It	**'s not**/[3]_____	**(is not)**	
You/We/They	**'re not/aren't**	[4](_____)	

***Yes/No* Questions (?)**			**Short answers**
Am	I	late? Italian?	Yes, I **am**. No, I [6]_____.
Is	he/she/it		Yes, he/she/it [7]_____. No, he/she/it **isn't**.
[5]_____	you/we/they		Yes, you/we/they **are**. No, you/we/they [8]_____.

→ Grammar Reference page 136

9 **1.4** Godwin is at his first saxophone class. Listen to the conversation. What do we find out about Andy and Murielle?

10a Work with a partner. Look at the conversation between the teacher (T), Godwin (G) and Murielle (M) and complete the conversation using the words in the box.

Are from I'm introduce Is meet This too ~~What's~~

T [1] *What's* your name?
G Hi, I'm Godwin.
T [2]_____ you a student?
G No, I'm not. I have a job.
T Where are you [3]_____?
G I'm from Nigeria, but London's my home now.
T [4]_____ it your first class?
G Yes, it is.
T Let me [5]_____ you to the other students.
[6]_____ is Murielle. She's a student here [7]_____.
G Hi, Murielle. Nice to [8]_____ you. [9]_____ Godwin.
M Nice to meet you, [10]_____.

b **1.4** Listen again and check your answers.

11 Work in small groups. Take turns to practise the conversation in exercise **10a** using your own names and countries.

1.2 Family

GOALS ☐ Talk about your family ☐ Use possessive *'s* and possessive determiners

Reading & Grammar possessive determiners

1 Work with a partner. Look at the photo of some children from a village in India. What is special about them?

2 Read the article and check your ideas.

3 Work with a partner and answer the questions.
1 Why are the people in Kodinhi not typical?
2 Are people in Kodinhi happy to have twins?
3 Why are there a lot of twins in Kodinhi?

4 Work in small groups. Answer the questions.
1 Do you have twins in your family? Are any of your friends twins?
2 Is it good or bad to be a twin? Why?

5 Look at the highlighted words in the article and complete the information in the Grammar focus box.

GRAMMAR FOCUS personal pronouns and possessive determiners

Personal pronoun	Possessive determiner
I	1 _____
you	your
he	2 _____
she	her
it	3 _____
we	4 _____
they	5 _____

→ Grammar Reference page 137

6a Underline the correct options.
1 *She* / *Her* friends are Italian.
2 Where's *you* / *your* wife from?
3 *I* / *My* have a big family.
4 Are *they* / *their* twins?
5 *He* / *His* brother is a teacher.
6 This is *we* / *our* house.

b Compare your answers with a partner.

TWIN VILLAGE

Kodinhi is a small village in Kerala in south India. It's a typical village, but its people are not typical. Two thousand families live here and 290 families have twins. In India seven babies in 1,000 are twins, but in Kodinhi, forty-five babies in 1,000 are twins.

Mohammed Rāshin's family is from Kodinhi. He and his wife have seven boys. Four of their sons are twins. Mohammed says, 'My wife and I are very happy with our family. Everyone in the village is happy.'

But why are there so many twins in Kodinhi? How is it possible? No one really has an answer, but the village doctor says it isn't genetic; he thinks it's something in the water or the food.

- **typical** a good example of something that's usual, normal, average
- **genetic** things that come from your parents, like blue eyes or brown hair



7 Complete the sentences using the words in the box.

~~their~~ his her our its my your

1 a They have a house in Kodinhi.
b Kodinhi is *their* home.
2 a We have seven children – all boys.
b All _____ children are boys.
3 a Mohammed and Suhara are the parents.
b Mohammed is the father; Suhara is _____ wife.
4 a You have a big family.
b _____ family is big.
5 a Suhara's friend has twin girls.
b _____ friend has twin girls.
6 a Many people know about the twins in Kodinhi.
b Kodinhi is famous for _____ twins.
7 a I have twin sisters.
b _____ sisters are twins.

Vocabulary & Speaking family

8 Work with a partner. Make a list of all the family members you can think of.

father, wife, ...

9a Match a male word to a female word.

Male		Female	
1	brother *c*	a	stepmother
2	son	b	grandmother
3	husband	c	sister
4	father	d	sister-in-law
5	uncle	e	niece
6	grandfather	f	daughter
7	grandson	g	mother
8	nephew	h	granddaughter
9	stepfather	i	aunt
10	brother-in-law	j	wife

b **1.5** Listen, check and repeat.

c Work with a partner. Choose the correct word.

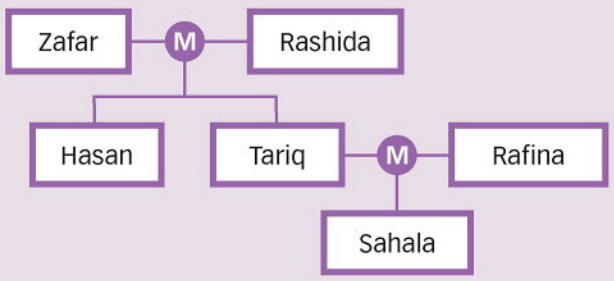
1 She is the mother of six *child / children*.
2 My uncle and aunt have a daughter, Anna. She is my *cousin / sister*.
3 My *brother / brother-in-law* is a doctor. He and my sister have three children and they all live in Seattle.
4 My *parents / grandparents* have two sons – me and my brother.
5 My father is dead. My mother is now married to Didier. So he's my *stepfather / half-brother*.

10 Work with a partner. Talk about three people in your family.

My brother is married to Marianna. She's a teacher.

Grammar & Speaking possessive 's

11 **1.6** Listen and complete the family tree.



Zafar and his wife have two children: a [1]_____, Hasan, and [2]_____ twin brother, Tariq. Tariq is [3]_____ to Rafina. Sahala is Tariq and [4]_____ daughter. [5]_____ three years old.

12 Read the Grammar focus box and complete sentences 1–6 about the family in exercise **11**.

GRAMMAR FOCUS possessive 's

We use the possessive *'s* to show that something belongs to someone.
*Rafina is Sahala**'s** mother.* (= Rafina is her mother)
*Her husband**'s** name is Tariq.* (= His name is Tariq)
*Hasan is Zafar and Rashida**'s** son.* (= Hasan is their son)

Note: *'s* is also a contraction of *is*.
My name's Marta. (= My name is Marta.)
It's a Spanish name. (= It is a Spanish name.)

→ Grammar Reference page 137

1 Zafar is _____ husband.
2 Hasan is _____ brother.
3 Rafina is Tariq's _____.
4 Their _____ name is Sahala.
5 Sahala is Zafar's _____.
6 Rashida is _____ grandmother.

PRONUNCIATION similar sounding words

13a **1.7** Listen to the phrases and sentences. Is the pronunciation of the highlighted words the same (S) or different (D)?

1	Zafar's wife	Zafar's a doctor.
2	their daughter	They're happy.
3	I'm his son.	He's my father.
4	Is he your brother?	You're right.
5	She's our teacher.	Are you married?

b **1.7** Listen again and repeat.

14a TASK Draw your family tree or invent one.

b Work with a partner. Take turns to describe the people in your family tree and to ask questions about your partner's family.

A *My uncle's name is Lester. He is my mother's brother.*
B *How old is he?*

VOX POPS VIDEO 1



1.3 Vocabulary and skills development

GOALS ☐ Understand positive and negative contractions ☐ Use regular and irregular plural nouns

Listening & Speaking positive and negative contractions

1a Write the names of three people you know.

b Work with a partner. Take turns to talk about the people in exercise **1a**.
Kirit is my brother. He's 25. He's a nurse.

2 **1.8** Read and listen to the information in the Unlock the code box about positive and negative contractions.

UNLOCK THE CODE
positive and negative contractions

- When we speak, we often use contractions, e.g. *I'm*, *she isn't*, etc. It is important to understand the difference between the positive and negative forms of the verb.
- The verb *to be* is not stressed in positive sentences.
  He's Australian. *I'm Chinese.*
- In negative sentences *not*, *isn't* and *aren't* are stressed.
  She's not Polish. *It isn't my family name.* *They aren't friends.*

3 **1.9** Listen and underline the contraction you hear.

1 *I'm / I'm not* Russian.
2 *It's / It isn't* an Arabic name.
3 *That's / That's not* a girl's name.
4 *They're / They aren't* brothers.
5 *It's / It's not* the same.
6 *She's / She isn't* French.
7 *It's / It's not* a long name.
8 *He's / He isn't* married.

4 **1.10** Listen and complete the sentences with the words you hear.

1 It _____ a female name.
2 Their name _____ Spanish.
3 She _____ called Sarah.
4 His family name _____ Ramirez.
5 That _____ a boy's name.
6 My name _____ very long.
7 Their family _____ large.
8 He _____ my friend.



5a Match the names to the nationalities.

1	Li Na	a	Turkish
2	Antalek Tamás	b	Chinese
3	Bülent Sadik	c	Hungarian
4	Manuela García Gómez	d	Spanish

b **1.11** Listen and check your answers.

c **1.11** Listen again. Tick (✓) the pairs of countries that have something the same, and cross (✗) the ones that are different.

1 Turkey and China
2 China and Hungary
3 Spain and Hungary
4 Turkey and Spain

6a TASK Work with a partner. Use the prompts to talk about your name and the names of your friends and family.
My name's ... , but my friends/family call me ...
I have two/three/four names.
In my family, no one has/some people have the same name.
My aunt/brother has a long/short/funny/interesting name.

b Work with another partner. Tell them three things about your first partner.
Alberto has five names ...

Vocabulary & Speaking regular and irregular plural nouns

7a Work with a partner. Read part of a magazine article about names. What do you find out about titles and names?

What's in a title or name?

Titles and names can tell us a lot about people. For example, in English there is one title for men, *Mr*, and three for women – *Mrs* for a married woman, *Miss* for a single woman and *Ms* for both. In some countries, for example Greece, wives can have their husband's last names after they are married, but in other countries they have their own names. In Iceland, most last names have *-sson* or *-dottir* at the end, for example Gunnarsson or Guomundsdottir. A person's last name is their father's first name with *-sson* or *-dottir*. If a man is called Magnus Einarsson and his son is called Jon and his daughter is called Kristen, then Jon's and Kristin's last name is not Einarsson. Jon's last name is Magnusson and Kristin's last name is Magnusdottir.

b Work with a partner. What's special about names in your language or other languages you know?

c Read the article again and complete the table. Compare your answers with a partner.

Regular (singular)	Regular (plural)	Irregular (singular)	Irregular (plural)
1 *a name*	names	a man	3 _____
a country	2 _____	4 _____	women
		a person	5 _____

d **1.12** Listen, check and repeat.

8 Read the information in the Vocabulary focus box about regular and irregular plural nouns.

VOCABULARY FOCUS regular and irregular plural nouns

Regular nouns

1 To talk about more than one noun, we usually add *-s*.
name → names *cousin → cousins*

2 With nouns that end in *-ch*, *-sh*, *-ss*, *-s*, *-x*, *-z*, we add *-es*.
brush → brushes *box → boxes*

3 With nouns that end in a consonant + *-y*, we take away the *-y* and add *-ies*.
country → countries *family → families*

Irregular nouns

1 Some nouns are irregular in the plural.
child → children *person → people*
man → men *woman → women*

2 Some nouns that end in *-f* or *-fe*, have plurals in *-ves*.
wife → wives *half → halves* *knife → knives*

3 We don't add *-s* to irregular nouns.

9 Work with a partner. Take turns to ask and answer questions about singular and plural nouns. Student A, turn to page 126. Student B, turn to page 131.

10a Look at the photos for one minute.

b Close your books and write down all the things you can remember. Use *a*, *an*, or a number before the thing(s). Compare your list with a partner.

five pencils

c Open your books and check your lists.



1.4 Speaking and writing

GOALS ☐ Ask for personal information and check you understand ☐ Write a personal profile

Listening & Speaking asking for personal information and checking you understand

1 Work with a partner. Look at the advert and answer the questions.

1 What is the course?
2 Who is it for?
3 When and where is it?



2 **1.13** Listen to a conversation between a student and a receptionist. Complete the form.

Eastfield Adult College

Name	1 *Antonio* Russo
Nationality	2 _____
Job	3 _____
Type of website (please circle)	4 Business / Fun
Email address	5 _____

3a **1.14** Listen to the first part of the conversation again and complete the receptionist's questions.

1 _____ your name?
2 _____ your nationality?
3 _____ your job?
4 _____ the website for business or for fun?
5 _____ your email address?

b Check your answers in the Language for speaking (1) box.

LANGUAGE FOR SPEAKING (1) asking for personal information

What's your name? *What's your nationality?*
What's your job? *What's your email address?*

c **1.15** Listen to the questions in exercise **3a** and repeat.

4a **1.16** Listen to the second part of the conversation again. What are the missing words?

A It's antonio@russorest.com.
R 1_____, can you 2_____ that, please?
A Yes, Antonio – A-N-T-O-N-I-O – at russorest dot com.
R 3_____ do you 4_____ 'russorest'?
A R-U-double S-O-R-E-S-T
R OK. Great. Thanks. Now, the cost of the course is ...

b Check your answers in the Language for speaking (2) box.

LANGUAGE FOR SPEAKING (2) checking you understand

Sorry, can you repeat that, please?
How do you spell that?
How do you spell 'russorest'?

c **1.17** Listen to the questions in exercise **4b** and repeat.

5a Match questions 1–7 to answers a–g.

1 What's your name?	a J-O-E-L-K-U-B-I.
2 Sorry, can you repeat your name?	b It's a website for my friends and family.
3 What's your job?	c joelkubi@mailbox.com.
4 What's your nationality?	d I'm Czech.
5 What's your email address?	e Joel Kubicek.
6 How do you spell 'joelkubi'?	f I'm a car mechanic.
7 Is your website for business or for fun?	g Yes, I'm Joel Kubicek.

b Work with a partner. Take turns to practise the questions and answers in exercise **5a**.

6 Work with a partner. Take turns to ask and answer personal information questions. Student A, turn to page 126. Student B, turn to page 132.

Reading & Writing a personal profile

7 Work with a partner. Look at the advert in exercise 1 again. What details do you think they want?

8a Read Cristina's profile for the course and complete the form. Compare your answers with a partner.

PROFILE: CRISTINA OLIVEIRA



My name's Cristina Oliveira. I'm Australian, but my parents are Portuguese. I'm an artist and designer, but I'm unemployed at the moment. My skills are art, design and communicating with people. I'm fluent in Portuguese and I'm a beginner in French. The website is for my art and design work.

Name	[1]_____ Oliveira
Nationality	[2]_____
Date of birth	30th November 1980
Home address	25 Melrose Street East, Toronto, M4D ZV9, Canada
Job	[3]_____ and [4]_____, but unemployed at the moment
Skills	[5]_____, [6]_____, communicating with people
Languages	[7]_____ (fluent), French (basic)
Type of website	Business – for [8]_____

b Work with a partner. Answer the questions.

1 What is Cristina's normal job? What is her situation now?
2 Are Cristina's Portuguese and French
a very good **b** OK **c** not very good?

9 Look at Cristina's profile and form again. Find examples of capital letters for 1–6.

1 people's names *Cristina Oliveira*
2 beginning of a sentence
3 towns and countries
4 nationalities
5 languages
6 days of week or months

10 Work with a partner. Put nine capital letters in the correct places in this profile. Use exercise 9 and the Language for writing box to help you.



i am a student at columbia university. my saturday job is at a chinese supermarket called jing jing foods.

LANGUAGE FOR WRITING using capital letters

We use capital letters for:

people's names	*Petra Park*
companies	*Brown's Café*
universities	*Manchester University*
beginning of a sentence	*My brother is a doctor.*
towns and countries	*Buenos Aires, Argentina*
nationalities and languages	*British, Chinese, Spanish*
days of week and months	*Monday 14th July*
the pronoun 'I'	*Kasper and I are good friends.*

11a Work with a partner. Use Antonio's form to write a personal profile like Cristina's.



Name	Antonio Russo
Nationality	Italian
Date of birth	1st May 1985
Home address	210 Lakeview Road, Toronto, M4B 1B3
Job	Restaurant owner
Skills	Cooking, business management
Languages	English (fluent) and Italian (fluent)
Type of website	Business – for restaurant

b Work with a different partner. Compare your profiles for Antonio.

12a TASK Write a similar profile of yourself. Use capital letters in the correct places.

b Swap profiles with a partner. Check the capital letters.

1.5 Video

Brighton language exchange

1a Look at the photos. Which of these things do you see in them?

beach conversation flag library pavilion pier reading student teacher

b Work with a partner. Look at the photos and the words in exercise **1a** again. What do you think the video is going to be about?

2 Watch the video and check your ideas. What skill/skills do you see students practising? How are they practising?

3 Watch the video again. Decide if the sentences are true (T) or false (F). Correct the false sentences.

1 Rebecca is a student and she comes from London.
2 The population of Brighton is 27,000.
3 Many people go to Brighton to learn English.
4 There are conversation exchanges once a week at the Jubilee Library.
5 In the conversation exchange you speak your own language for forty-five minutes.
6 The language exchange costs £45 to join.
7 After the language exchange, students go out together.
8 Brighton is famous for Brighton Pizza, Brighton Clock Tower and the Royal Pavilion.

4a Work in small groups. Think of the things you can do to improve your English. Make notes about each skill.

- Speaking
- Listening
- Reading
- Writing
- Pronunciation
- Grammar
- Vocabulary

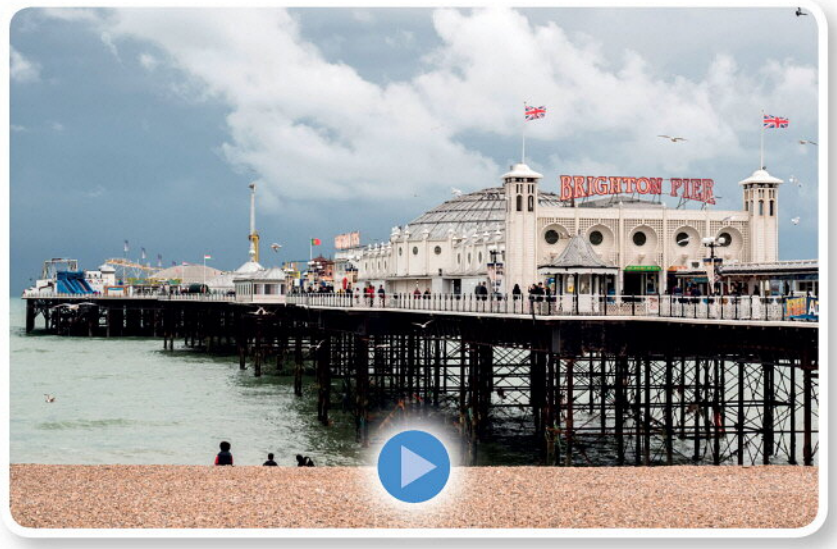
b Compare your ideas with another group. Which ones would you like to try?

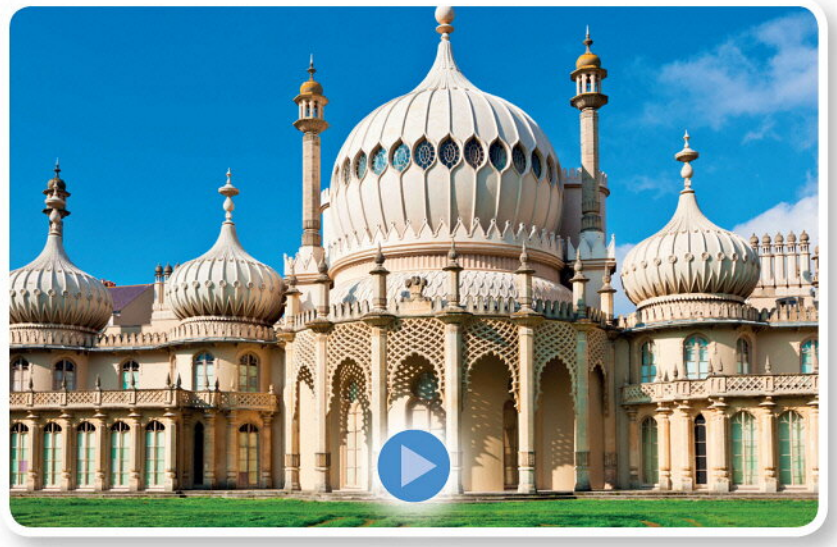
c Think about 4–5 things you want to improve. How are you going to do it?

I want to improve my listening. I am going to watch a DVD without subtitles every week.

d Compare your ideas with a partner.

A *I want to improve my English grammar.*
B *Me too, I'm going to buy a grammar book.*
A *I'm going to use a good website with grammar games on it.*







Review

1a Complete the conversation with the verb *to be* in the positive (+), negative (–) or question (?) form. Use contractions where possible.

A [1]_____ (?) you and your wife from England?
B No, we [2]_____ (–). I [3]_____ (+) from Edinburgh in Scotland and my wife [4]_____ (+) Canadian.
A Canadian? [5]_____ (?) she from Montreal? My sister's at university in Montreal.
B No, she's from Vancouver. What about you? You [6]_____ (–) English. [7]_____ (?) you Australian?
A No, I [8]_____ (–). I'm from Wellington in New Zealand.

b **1.18** Listen and check your answers.

c Work with a partner. Use your own ideas and have a similar conversation.

2a Complete the questions with the correct form of the words in (brackets).

1 What's ___your___ name? (you)
2 Where are _____ from? (you)
3 What's _____ name? (he)
4 Is _____ from Mexico? (she)
5 Is this _____ book? (she)
6 What are _____ names? (they)
7 What's _____ teacher's name? (we)

b Work with a partner. Take turns to ask and answer the questions in exercise **2a** about you and other people in the class.

3a Read the text and add an apostrophe in the underlined words if it is necessary.

My names Memed. I'm from Izmir. Its a city in Turkey. I have two sisters. Their names are Sevil and Fatima. Sevil is 10 and Fatimas 14. My brothers name is Cem. Hes a doctor. His wifes name is Eda.



b Compare your answers with a partner.

4a **1.19** Listen and write the words in the correct column.

	Country	Nationality	Main language
1			
2			
3			
4			

b Complete the table with the missing words.

c Complete the text with words from the table.



Dubai is a very multicultural city in the [1]_____. People come here to work from many different countries. Only 10% of people in Dubai are [2]_____: 90% of the city's population are from other countries. Some people come from the UK and the [3]_____, but many people are from Asia. India is home for most of Dubai's workers, but people come from [4]_____ and the Philippines, too. The language of the United Arab Emirates is [5]_____, but because of its international population, lots of people use [6]_____.

d **1.20** Listen and check your answers.

5 **1.21** Listen to the definitions and write the family word.

1 ___aunt___ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

6 Complete the table with the missing words.

Singular	Plural	Singular	Plural
nationality	[1]_____	wife	[4]_____
[2]_____	languages	[5]_____	women
child	[3]_____	address	[6]_____

7a Make questions from the prompts.

1 you / name?
2 you / spell that?
3 you / nationality?
4 you / job?
5 you / email address?
6 sorry / you / repeat?

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

2 My day

2.1 A day in the life of a scientist

GOALS ☐ Talk about everyday actions ☐ Use the present simple positive to talk about your day

Listening & Grammar present simple and adverbs of frequency



Penguins on the beach on Bird Island



Seals on Bird Island

1 Work with a partner. Look at the photos and information about Bird Island and answer the questions.

1 Where is Bird Island?
2 What animals live there?

2 **2.1** Melanie Szabo is a scientist on Bird Island. Listen to her talking about her day in the summer and in the winter. Tick (✓) the activities she mentions.

1	study penguins	7	have dinner
2	get up early	8	work in the lab
3	have breakfast	9	write emails
4	go out in a boat	10	go to bed late
5	visit different islands	11	relax
6	take photos	12	read a book

3 **2.1** Listen again and complete the sentences with the correct verbs. Is Melanie talking only about today, or things she does every day?

1 In the summer, my days are long. I _____ early and _____ to the beach. I watch the penguins.
2 We _____ different islands and we _____ photos.
3 In the winter, we usually _____ more free time.

4a Work with a partner. Read the article about Melanie and her colleague, Sven. How are their jobs different?

SCIENTISTS ON BIRD ISLAND

Bird Island is an important scientific research centre. Every year lots of scientists visit the island, but Melanie Szabo, a professor of zoology, works there all year. Sven Olafsson, who is from Bergen in Norway, also works on the island. He studies seals and Melanie watches penguins. The penguins come to the beaches on the north of the island and Melanie often works there alone. Sven never works alone – he always works with the other scientists because the male seals are big and sometimes dangerous! Sven loves his job, but he works very hard and he hardly ever has free time. For Melanie, her favourite time is Saturday night. One of the scientists usually makes a big dinner for the group and they watch a movie together, relax or play games.

b Work with a partner. Would you like to work on Bird Island? Why/Why not?

5 Work with a partner. Read the sentences and complete the rules in the Grammar focus box.

1 We visit different islands and we take photos.
2 Sven loves his job, but he works very hard and he hardly ever has free time.
3 Melanie watches penguins.

GRAMMAR FOCUS present simple positive

- We use the present simple to talk about repeated actions and things that are always true.
- To make the present simple positive, we use:
  I/*You*/[1]_____/*They* + infinitive without *to*
  [2]_____/*She*/*It* + infinitive without *to* + (*e*)*s*
- When a verb ends in *-ch*, *-sh*, *-ss*, *-s*, *-z*, *-x*, we add [3]_____ to the third person *he/she/it* form.
- The third person *he/she/it* form of *have* is [4]_____ .

→ Grammar Reference page 138

PRONUNCIATION third person -(e)s

- The third person -s is pronounced /s/ or /z/ with most verbs, e.g. *works*, *goes*.
- With verbs ending in *-ch*, *-sh*, *-ss*, *-s*, *-z* or *-x*, the third person *he/she/it* form is pronounced /ɪz/, e.g. *watches, washes.*

6a **2.2** Listen to three sentences and repeat.

1 Melanie **watches** penguins. /ɪz/
2 Sven also **works** on the island. /s/
3 Sven **loves** his job. /z/

b **2.3** Listen and circle the final sound you hear in verbs 1–6.

1 goes /z/ /ɪz/
2 teaches /z/ /ɪz/
3 cooks /s/ /ɪz/
4 relaxes /s/ /ɪz/
5 makes /s/ /ɪz/
6 plays /z/ /ɪz/

c **2.4** Listen, check and repeat.

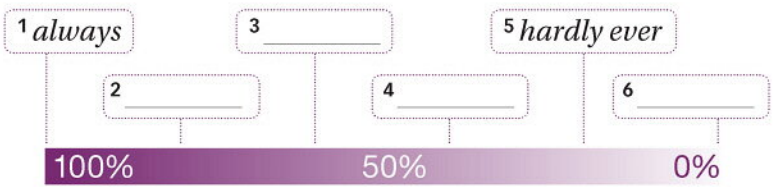
7a Read the Grammar focus box about adverbs of frequency.

GRAMMAR FOCUS adverbs of frequency

- Adverbs of frequency, e.g. *always*, *never*, *sometimes*, etc. tell us how often or how frequently something happens.
- In the present simple, adverbs of frequency come **after** the verb *to be*, but **before** all other verbs.
  *In the winter, the weather **is always** very cold.*
  *Melanie **often works** there alone all day.*

→ Grammar Reference page 138

b Work with a partner. Underline the adverbs of frequency in exercise **4a**. Write them in the correct place in the diagram.



8a Read the sentences about a scientist's week and complete the sentences with the correct form of the verbs in the box.

arrive be go (x2) ~~get up~~ have relax return work

1 During the week, he *gets up* early and he _____ at a volcano at seven o'clock. (always/usually)
2 His work _____ dangerous and he _____ alone. (sometimes/never)
3 He _____ to the research centre at about 1 o'clock. and he _____ lunch in the lab. (usually/always)
4 On Friday and Saturday nights he _____ at home. He _____ out with friends and he _____ to bed early. (usually/hardly ever/often)

b Read the sentences in exercise **8a** again and put the adverbs in (brackets) in the correct places.

c **2.5** Listen and check your answers.

Vocabulary & Speaking daily activities

9a Work with a partner. Match illustrations 1–12 to the phrases in the box.

get up go home go to bed go to work/college
have a shower have lunch/dinner listen to music
make breakfast play video games read a book
see friends watch TV/a film



b **2.6** Listen, check and repeat.

10a TASK Tell your partner five things about your day, using the phrases in exercise **9a** and adverbs of frequency. Give more information when you can.

I get up at about eight o'clock.
I (sometimes/always/never) have a shower …, etc.

b Work with a different partner. Tell them about your first partner's day.

Alexa gets up at eight o'clock. She always has a shower.

VOX POPS VIDEO 2

2.2 Spending time

GOALS ☐ Tell the time ☐ Use the present simple negative

Listening & Vocabulary telling the time

1a Work with a partner. Do you think sentences 1–3 are true (T) or false (F)?

1 It takes about a year to learn to be an astronaut. T / F
2 Some astronauts stay in space for over a year at a time. T / F
3 Astronauts don't need perfect eyesight. T / F

b Turn to page 127 and check your answers.



2 **2.7** Sanaa Diya is a trainee astronaut at the European Astronaut Centre (EAC) in Cologne, Germany. Listen and answer the questions.

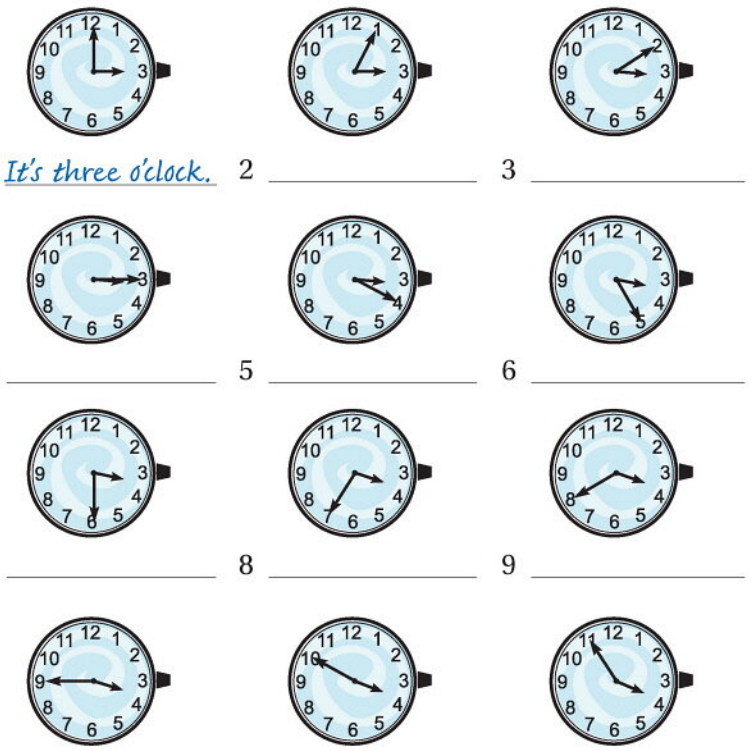
1 What does she think about the training?
2 What subjects does she learn?

3 **2.7** Listen again and match activities 1–6 in Sanaa's day to times a–f.

1 She gets up
2 She has breakfast in the canteen
3 She goes to morning classes
4 She stops for a break in the morning
5 Classes finish in the evening
6 She goes to sleep

a at quarter to eight.
b at ten to seven.
c at quarter to six.
d at five past ten.
e at quarter past eleven.
f at half past eight.

4a Work with a partner. Write the times under the clocks.



1 *It's three o'clock.* 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____
10 _____ 11 _____ 12 _____

b **2.8** Listen, check and repeat.

PRONUNCIATION saying the time

- When we say the time, we don't stress *past* or *to*, e.g. *twenty-five past three, ten to seven.*
- We don't pronounce the letter *l* in *half*, so we say /ha:f/.
- *Quarter* begins with a /k/ sound, so we say /kwɔ:tə/.

5a **2.9** Listen to the times. Circle the words you hear.

1 *quarter* / *half* past eight
2 quarter *to* / *past* three
3 ten *to* / *past* ten
4 *five* / *quarter* to six
5 twenty *to* / *past* three
6 *twenty* / *twenty-five* to four

b **2.9** Listen again and repeat.

6 Work with a partner. Talk about what time you do these things or what time they happen where you live.

- the sun rises in summer
- you get up
- the shops open
- your favourite TV programme starts
- you have lunch
- the shops close
- public transport stops

The sun rises at about half past six.
Shops like the baker's open early, at eight o'clock.

Reading & Grammar present simple negative

7 Work with a partner. What's different about life on earth and life in space? Use the ideas in the box.

daytime and night-time washing sleeping

8a Read the article about Canadian astronaut Chris Hadfield and life in space. Check your ideas in exercise **7**.

A perfect day

When Chris Hadfield goes into space, he doesn't have a lot of free time. He works twelve hours a day and also does two hours' exercise. Life in space is very different to life on earth. Astronauts don't have showers like people on earth do – they wash with a cloth. They don't sleep in a bed – they sleep in special sleeping bags on the walls. It is difficult to know the time because in space the sun doesn't rise once a day – it rises once every 45 minutes. It's hard work, but most astronauts love being in space. Chris says it is amazing and he doesn't want to sleep. For him, every day in space is a perfect day!







b Underline the negative verb forms in exercise **8a**, e.g. *doesn't have*, and complete the rules in the Grammar focus box.

GRAMMAR FOCUS present simple negative

To make the present simple negative, we use:
I/You/We/They + *do not* (_____'_____) + infinitive without *to*
He/She/It + *does not* (_____'_____) + infinitive without *to*

→ **Grammar Reference** page 139

9a Change these sentences from positive to negative. Use contractions.

1 They have a lot of free time.
They don't have a lot of free time.
2 I go to classes in the evening.
3 Chris has a shower in the morning.
4 Sanaa sleeps in a sleeping bag.
5 They speak to their families every day.
6 He works eight hours a day.

b **2.10** Listen, check and repeat.

10a Work with a partner. Do you think these things usually happen or not in space?

A *I don't think astronauts get sick on their first trip into space.*
B *Really? I disagree. I think they usually get sick.*

1 get sick on their first trip into space
2 wear special clothes in the space station
3 change their clothes every day
4 exercise a lot
5 go on a spacewalk every day
6 sleep a lot

b **2.11** Listen and check your ideas.

11a TASK Chris says every day in space is a perfect day for him. Describe a perfect day for you. Write down three things you do and three things you don't do.

On a perfect day, I don't go to work. I have breakfast in bed at about half past nine – fresh fruit, coffee and a croissant – and I get up at ten o'clock.

b Compare your sentences with a partner. Is their perfect day similar or different to yours?

c Work with a different partner. Tell them about your first partner's perfect day.



2.3 Vocabulary and skills development

GOALS ☐ Understand conjunctions in reading ☐ Use verb + preposition phrases

Reading & Speaking understanding conjunctions

1 Work in small groups. When do you think is the best time to do the things in the box? Why?

go to sleep | have breakfast | have dinner | wake up

2a Read the sentences about sleep. Look at the words in **bold** and answer questions 1–4.

- I usually only sleep five **or** six hours a night, **but** I sleep well.
- I sleep for a long time, **but** I don't always feel good in the mornings.
- I am often worried about something **and** wake up in the night.
- I never get enough sleep **because** I am always busy.

1 Which word joins two similar ideas?
2 Which word do we use to show something different?
3 Which word answers the question *Why*?
4 Which word joins two possibilities?

b Read the information in the Unlock the code box about conjunctions. Check your answers to exercise **2a**.

UNLOCK THE CODE
understanding conjunctions

- Understanding conjunctions in sentences, e.g. *and*, *but*, *because*, and *or,* helps you understand a text.
- We use:
  and with similar ideas
  or with two or more choices or possibilities
  because to say why something happens
  but to contrast two different pieces of information.

3a Match beginnings 1–4 to endings a–d. Use the conjunctions to help you.

1 I have lunch at one or	a have breakfast.
2 I wake up and	b it's difficult!
3 People eat because	c they're hungry.
4 I try to wake up early, but	d two in the afternoon.

b 2.12 Listen, check and repeat.

4a Complete each sentence with a different conjunction.

1 Some scientists say to eat small meals often, _____ others say it is important to eat only three meals a day.
2 Some scientists believe it's a bad idea to drink tea _____ coffee late in the evening.
3 I go to bed early _____ I wake up early.
4 There is no perfect time to wake up _____ people are different.

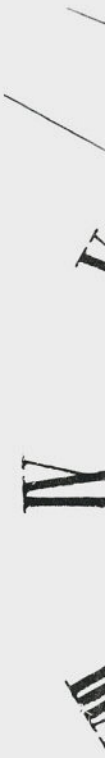
b Work with a partner. Discuss the sentences in exercise **4a**.

5a Read the article and answer questions 1–5.

1 What can happen if we sleep or eat at the wrong time?
2 Is there a perfect time to sleep? Why/Why not?
3 When is the best time to sleep? Why is this often difficult to do?
4 When is the best time to eat?
5 *'... if you listen to your own body clock, you can live a healthier life.'* What does this mean?

b Work in small groups. Do you agree with the ideas in the article?

Know your body clock



Many of us get enough sleep and food, but still feel tired and hungry during the day. Perhaps this is because we sleep or eat at the wrong times.

There is no perfect time to sleep because everyone's body clock is different, but sleep expert Dr Michael Howell says the best sleep is six hours at night and two hours in the afternoon. The best time to have your afternoon sleep is six hours after you wake up, but this is not possible for most people because they are at work.

It is also useful to think about what time you eat. It is important to eat breakfast two hours after you wake up and dinner three hours before you go to sleep.

Perhaps the most important thing to remember is that if you listen to your own body clock, you can live a healthier life.

Vocabulary & Speaking verb + preposition

6a Complete the two sentences with prepositions.

1 It is also useful to think _____ what time you eat.

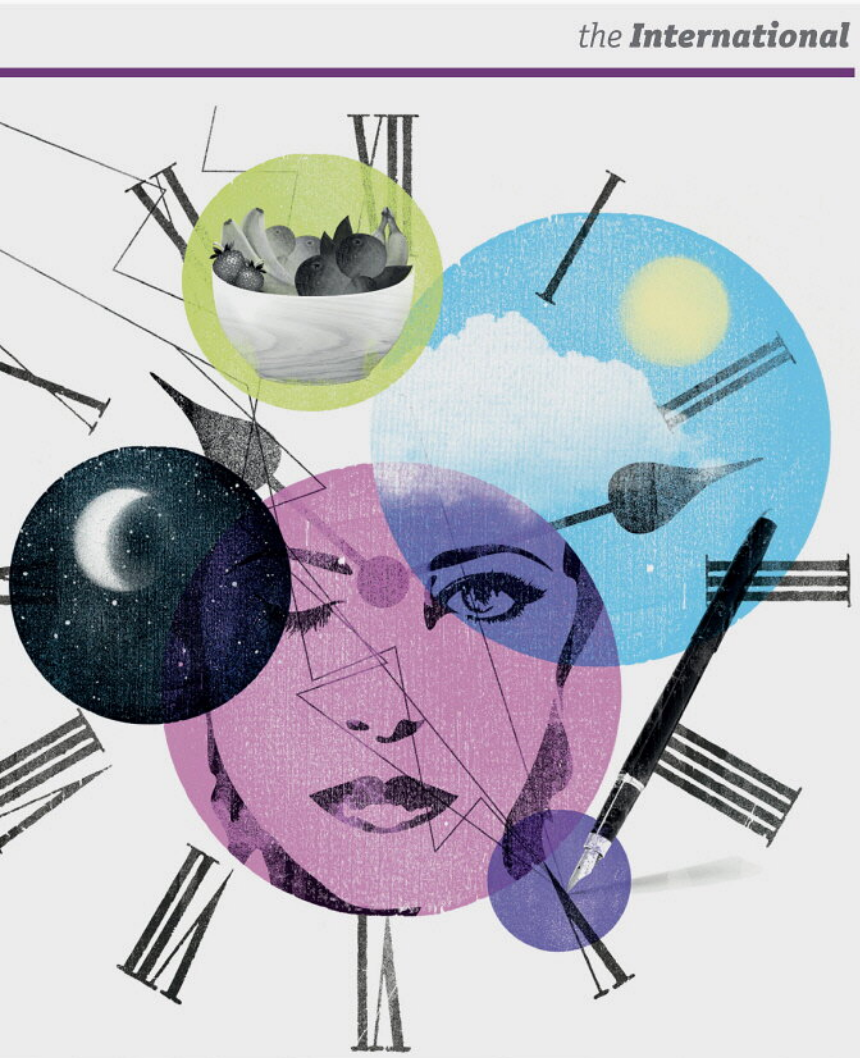
2 ... if you listen _____ your own body clock, you can live a healthier life.

b Check your answers in the article in exercise **5a.**

c Read the information in the Vocabulary focus box about verbs and prepositions.

VOCABULARY FOCUS verb + preposition

- Some verbs have a preposition, e.g. *with*, *for*, *about*, *to*, after them. These verbs need an object after the preposition.
  *I **listen to** music every day.*
  *He never **agrees with** her.*
  *Are you **looking for** your keys?*
- We don't use a preposition when there is no object.
  Wait! NOT ~~*Wait for!*~~
  Listen! NOT ~~*Listen to!*~~



7a Work with a partner. Match beginnings 1–8 to answers a–h to make eight short conversations.

1 I watch the news on TV every morning.
2 It's a good idea.
3 Do you pay for tea and coffee at work?
4 Do people often wait for buses and trains in your city?
5 I'd like to talk to you before the meeting tomorrow.
6 Do we have a reply from them?
7 It's not nice to laugh at other people.
8 Do students often ask for a discount?

a No, they want more time to think about it.
b I listen to it on the radio.
c OK, are you free after lunch?
d I agree with you.
e No, they're free, but we buy sandwiches at lunchtime.
f I know, my grandmother always says that!
g Yes, but they need to show their student card.
h No, not often. They're usually on time.

b **2.13** Listen and check your answers.

c Work with a partner. Take turns to practise the conversations.

8a Work with a partner. Complete sentences 1–8 with a verb and preposition phrase from the box. Change the form of the verb if necessary.

agree with ask for laugh at listen to pay for ~~talk to~~ think about wait for

1 Tarik *talks to* his family on the phone every day.
2 Kristofer never _____ funny films. He doesn't enjoy them.
3 My sister never _____ people who are late.
4 I usually _____ my friends but we sometimes have different ideas.
5 Gregorja _____ pop and classical music.
6 When he's alone, he _____ his friends and family.
7 We always _____ our shopping in cash.
8 Intira always _____ help when she doesn't understand something in class.

b **2.14** Listen and check your answers.

9a TASK Make the sentences in exercise **8a** true for you. Give more information by using conjunctions.
I don't talk to my family on the phone every day, but I talk to them every week.

b Compare your sentences with a partner. Tell the class two things that are similar and two things that are different.
We both talk to our families on the phone every day.

2.4 Speaking and writing

GOALS ■ Make suggestions and arrangements ■ Describe where you live

Listening & Speaking making suggestions and arrangements

1 Work in small groups. Discuss the questions.

1 What time do the shops and restaurants open and close where you live?
2 What do you think is a 24-hour city?

2a **2.15** Karl Schmidt is from Germany and he is visiting Seoul for work. Bon Dae Kim, his Korean colleague, meets him at the airport. Listen and choose the correct answers.

1 Bon Dae Kim first invites Karl to go ...
a shopping **b** to a meeting **c** to a restaurant
2 Bon Dae Kim first suggests they go at ...
a midday **b** midnight **c** half past nine
3 Karl agrees to go at ...
a midday **b** half past nine **c** five o'clock
4 Bon Dae Kim and Karl agree to go shopping ...
a after dinner **b** at 5 a.m. **c** at 5 p.m.

b Compare your answers with a partner.

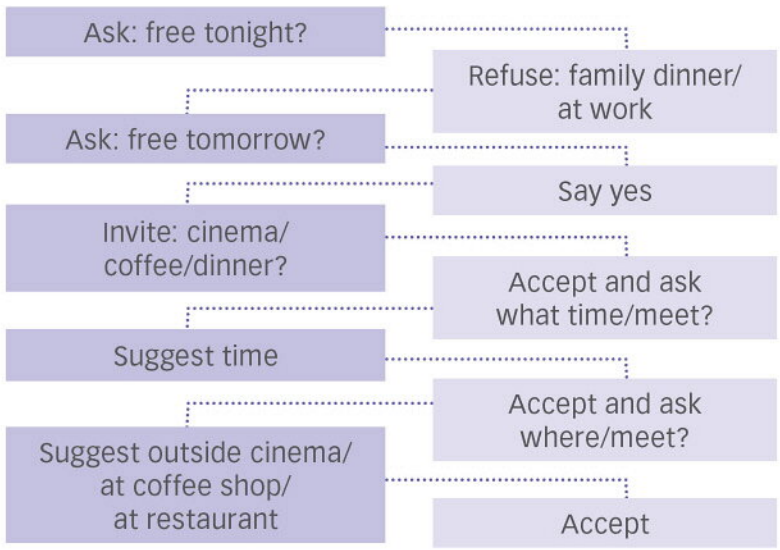
c Match questions 1–5 from the conversation to answers a–e.

1 Are you free tonight?
2 Would you like to go for dinner at Jinju Jip?
3 What time do you want to eat?
4 Do you want to do some shopping while you're here?
5 Where shall we meet?

a Let's go at half past nine.
b I will pick you up from your hotel.
c Yes, that sounds nice.
d Yes, I'd love to.
e Yes, I am.

d **2.15** Listen again and check your answers.

3 Work with a partner. Take turns to practise making suggestions and arrangements. Use the prompts and the Language for speaking box to help you.



LANGUAGE FOR SPEAKING
making suggestions and arrangements

Making suggestions and arrangements
Are you free (tonight)?
Would you like to (do) ...?
Do you want to (do) ...?
Let's (do) ...
What time do you want to (do) ...?
Where shall we (do) ...?

Accepting
Yes, I'd love to.
Yes, that sounds nice.

Refusing
I'm sorry, but I'm busy this evening.
Thanks, but I'm afraid I have plans tonight.

4 Work with a partner. Take turns to make suggestions and arrangements. Student A, turn to page 127. Student B, turn to page 132.



Reading & Writing describe where you live

5 Work with a partner. Do you prefer to live in the town or the country? Talk about the good and bad things about each. Use the ideas in the box to help you.

buses/trains fresh air jobs noise prices
things to do traffic

6a Read what three people say about where they live. Match a photo a–c to a description 1–3. Compare your answers with a partner.

1

I love it here! It's a very big city [1]_____ you don't need a car – the buses and trains are very good. I often have lunch outside a café or a restaurant and watch people walk past. Of course the food [2]_____ drink here is great but I sometimes have problems in the restaurants [3]_____ I don't speak very good French! (**and/because/but**)

2

It's a really beautiful place. In summer, there are lots of tourists, [4]_____ in winter it's very quiet. I live in a small town: it doesn't have many shops, restaurants [5]_____ museums, but for me that's not important. I love living near the sea [6]_____ I can go swimming or walk along the beach when I want to. (**because/but/or**)

3

We live in this city because our jobs are here. We don't always enjoy city life – it's sometimes noisy and dirty, [7]_____ it's exciting. It's a 24-hour city: you can go out shopping [8]_____ clubbing all night. My favourite place is the port. My office is there [9]_____ I love watching the ships arrive from all over the world. (**or/and/but**)

b Work with a partner. Which place in exercise **6a** would you like to live in? Why?

7a Read the information in the Language for writing box.

LANGUAGE FOR WRITING using conjunctions

Use *and/but/or/because* to help the reader understand your ideas.

*Sydney has a lot of parks **and** museums.*
*It's a beautiful city, **but** it's very expensive.*
*You can travel by bus **or** train.*
*You need a car **because** the country is very big.*

b Complete the descriptions in exercise **6a** with the conjunctions in (brackets).


Lagos, Nigeria


Phuket, Thailand


Paris, France

8a Complete these sentences about where you live using your own ideas.

1 I like _____, **but** I don't like _____.
2 At the weekend, I usually _____ **or** I _____.
3 My two favourite things to eat are _____ **and** _____.
4 I like/don't like big cities **because** _____.

b Compare your sentences with a partner. What is similar and what is different?

9a TASK Work with a partner. Think about where you live or a place you both know well. Make a list of good and bad things about it.

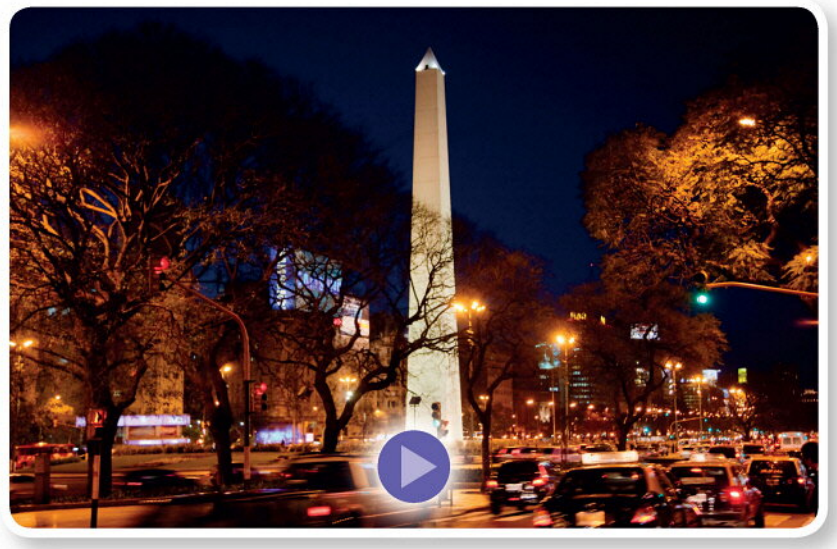
b Write a paragraph about the place (60–80 words). Leave gaps for the conjunctions.

c Give your text to another pair to complete the sentences. Check their answers.

10 TASK Work in small groups. Read all your texts. Which places would you like to live in? Why/Why not?

2.5 Video

The Menna family



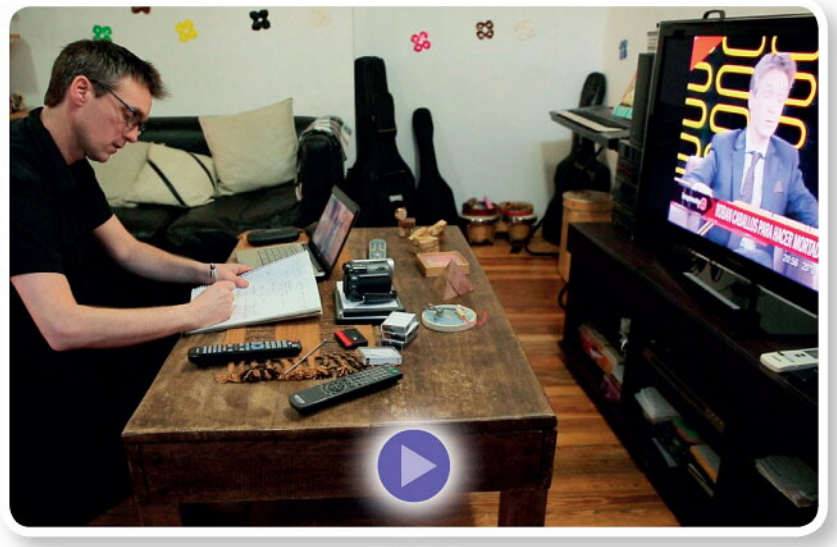
1 Work with a partner. Look at the people in the photos and think about ...

- what nationality they are
- where they live
- what they like eating
- how old they are
- what jobs they do
- what they do at weekends

2 ▶ Watch the video about the Menna family. Check your ideas in exercise **1**. What other information do you find out about the family?

3 ▶ Watch the video again. Choose the correct option. Sometimes more than one answer is possible.

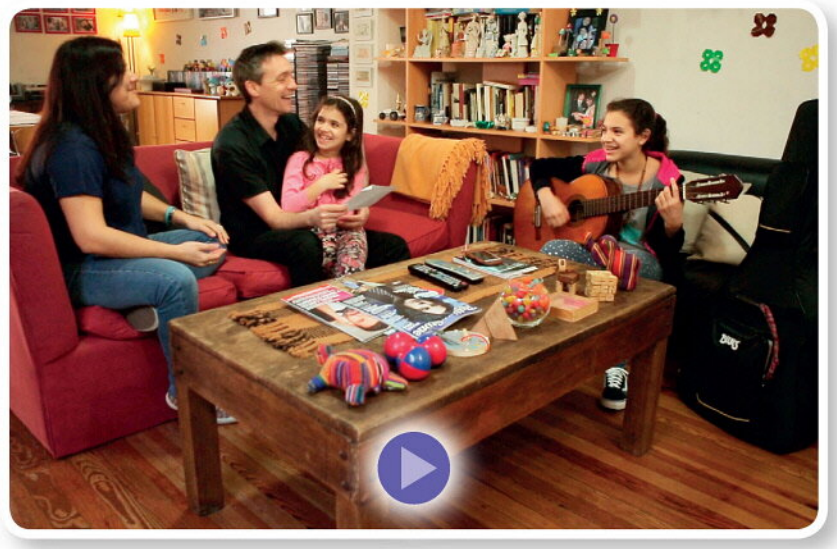
a Roberto works *for a television network / for Channel 9 / at home.*
b Gabriela goes to work at *5.30 / 6.30 / 7.30* a.m.
c Milagros and Julieta *go to school by bus / go to the same school / go to different schools.*
d The girls get up at *8 a.m. / 9 a.m. / 10 a.m.* on Saturdays.
e Gabriela drinks *chocolate milk / mate / coffee.*
f After breakfast the girls play *football / tennis / video games.*
g They go to the park *in the evening / in the afternoon / before lunch.*
h The family usually visits the girls' *aunt and uncle/ cousins / grandparents* on Sundays.
i They eat *salad / pasta / rice* with their barbecue.
j On Sundays they go to bed *early / late / at 11 p.m.*



4a TASK Work with a partner. You are going to do a class survey to find out whose weekend is the most different to yours. Write 6-8 questions to find out about other students' weekend routines.

Do you work at the weekend?
What time do you get up on Saturdays?

b Ask other students in the class about their weekend routines. Whose weekend is the most different to yours?



Review

1a Complete the sentences with the present simple positive form of the verbs in the box.

go have like live study work

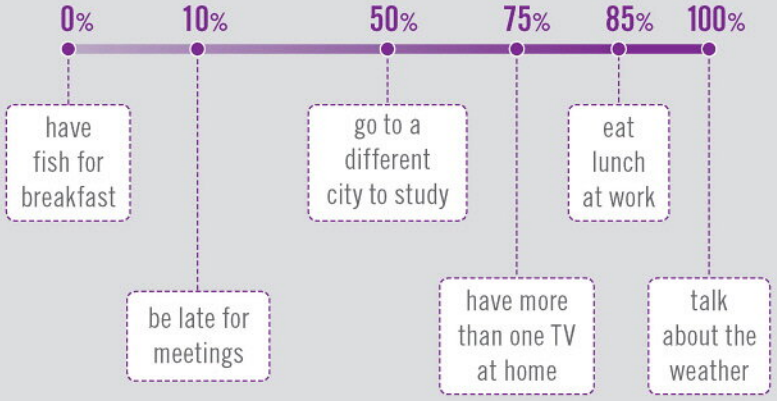
1 I _____ classical music.
2 After class, I _____ home by bus.
3 My friend _____ in a bank.
4 We _____ English on Mondays and Wednesdays.
5 In my country, people _____ their main holiday in August.
6 My classmate _____ in a flat in the city centre.

b Work with a partner. Make the sentences in exercise **1a** true for you. Give more information.
I don't like classical music. I like rock.

2a Look at the information and write sentences about people in the UK. Use words from the box.

always never sometimes hardly ever usually often

They never have fish for breakfast.



b 2.16 Listen and check your answers.

c Change the adverbs of frequency to make the sentences true for where you live. Compare your sentences with a partner. How many sentences are the same?

3a Put the daily activities in the order people usually do them.

go to bed go to work get up have a shower
have dinner go home have lunch watch TV

b Work with a partner. Think of three more daily activities. Decide where they go in your order from exercise **3a**.

4 Work with a partner. Say what time you usually do the activities in exercise **3a**. Do you do things at the same time as your partner?
I usually get up at six o'clock, but at weekends ...

5a Match beginnings 1–6 to endings a–f to make questions.

1 What radio station do you
2 Do you usually agree
3 Do you normally
4 Do you like waiting
5 Who's the first person
6 Do you pay

a for public transport?
b for things in shops in cash or by credit card?
c with everything your family/colleagues say?
d you talk to in the morning?
e listen to?
f ask for directions when you are lost?

b Work with a partner. Ask and answer the questions in exercise **5a**.

6a Complete the conversation with the words in the box.

busy free like love let's plans shall want

A Are you [1]_____ after class today?
B I'm sorry, but I'm [2]_____ this evening. But I don't have any [3]_____ tomorrow.
A Would you [4]_____ to go out for a pizza?
B Yes, I'd [5]_____ to. What time [6]_____ we meet?
A Eight o'clock at Gino's? Or do you [7]_____ to meet at the station?
B Yes, [8]_____ meet there at 7.45.
A OK, see you then!

b 2.17 Listen and check your answers.

c Work with a partner. Use your own ideas and have a similar conversation.

3 The world of work

3.1 Jobs

GOALS ☐ Talk about jobs ☐ Ask *yes/no* questions

Vocabulary & Speaking jobs

1a Work with a partner. Match the jobs in the box to photos 1–12.

businessman/businesswoman chef cleaner dentist hairdresser
journalist mechanic musician nurse photographer pilot student



b 3.1 Listen to people talking about the jobs in exercise **1a** and check your answers.

c 3.2 Listen and mark the stressed syllable in the words from exercise **1a**.

•
businessman

d 3.2 Listen again and repeat.

2 Work with a partner. Write jobs from exercise **1a** and any others you know in the table. You can write a job in more than one group.

Work inside	Work outside

Well-paid	Badly-paid

Work with a computer	Work with their hands



3 Work in small groups. Use the ideas in exercise **2** and your own ideas to choose the three best jobs. Tell your partners your reasons.

I think the best job is a … because …

Grammar & Listening *yes/no* questions

4 Read the advert and answer the questions with a partner.

1 What is the advert for?
2 What type of person will answer the advert?

Do you have an unusual job?

Are people surprised when you tell them what you do?

Does your job make you happy?

Is your job very difficult?

Do you do something very dangerous?

We want to make a television programme about people with unusual jobs and we want to hear from you. If you have an unusual job, please telephone us on 0456 789789 and leave a message.

5 Underline the first word in all the questions in the advert and complete the questions in the Grammar focus box.

GRAMMAR FOCUS *yes/no* questions

- Questions with *be*

Are *you a pilot?*	*Yes, I* ***am****./No, I'****m not****.*
[1]____ *your job very difficult?*	*Yes, it* ***is****./No, it* ***isn't****.*

- Questions with other verbs

[2]____ *your job make you happy?*	*Yes, it* ***does****./No, it* ***doesn't****.*
[3]____ *you have an unusual job?*	*Yes, I* ***do****./No, I* ***don't****.*

→ Grammar Reference page 140

6a Máté Fehér from Budapest, Hungary and Dana Schriffer from Santa Fé, USA have unusual jobs. Work with a partner. Look at the words and photos. What do you think their jobs are?

music cinema weather fire


Máté


Dana

b **3.3** Listen to Máté and Dana talking about their jobs and check your answers to exercise **6a**.

c Work with a partner. Would you like to do Máté and Dana's jobs? Why/Why not?

7a Complete the questions and answers about Máté and Dana.

1 __*Does*__ Máté _____ at the cinema?
Yes, he _____.
2 _____ he always _____ fast music?
No, he _____.
3 _____ Dana a police officer?
No, she _____.
4 _____ she _____ in a big office?
No, she _____.
5 _____ she _____ her job?
Yes, she _____.
6 _____ Dana and Máté _____ unusual jobs?
Yes, they _____.

b **3.4** Listen and check your answers.

PRONUNCIATION *do* and *does*

Do and *does* are not stressed in questions, but they are stressed in short answers.

Do they like their jobs? Yes, they do.

8 **3.5** Listen and repeat the questions and answers.

1 **A** Do they like their jobs? **B** Yes, they do.
2 **A** Does he play the piano? **B** Yes, he does.
3 **A** Does he sell tickets? **B** No, he doesn't.
4 **A** Do you have a job? **B** No, I don't.

9 Work with a partner. Take turns to ask and answer questions about Dana and Máté using the phrases in the box.

Dana	Máté
be a police officer check the weather every day work from home	be a piano player play slow music work at the theatre

A *Is Máté a piano player?*
B *Yes, he is.*

10a TASK Work with a partner. Write 4–6 questions for a quiz called 'What's the best job for you?' Use the ideas in the box and your own ideas.

Are you an outdoor person? *Do you walk a lot?*

a calm person an outdoor person
enjoy helping people get up early in the morning
like being busy like children like working alone
like working with computers organized walk a lot

b Work with a different partner. Take turns to ask and answer your questions in exercise **10a**.

c What is a good job for your partner in exercise **10b**? Tell the class and give reasons.

3.2 What do you do?

GOALS ☐ Talk about work ☐ Ask *Wh*- questions

Vocabulary & Speaking work

1 Work in small groups. Which of the things in the box do you think are most important in a job? Are any of them not important?

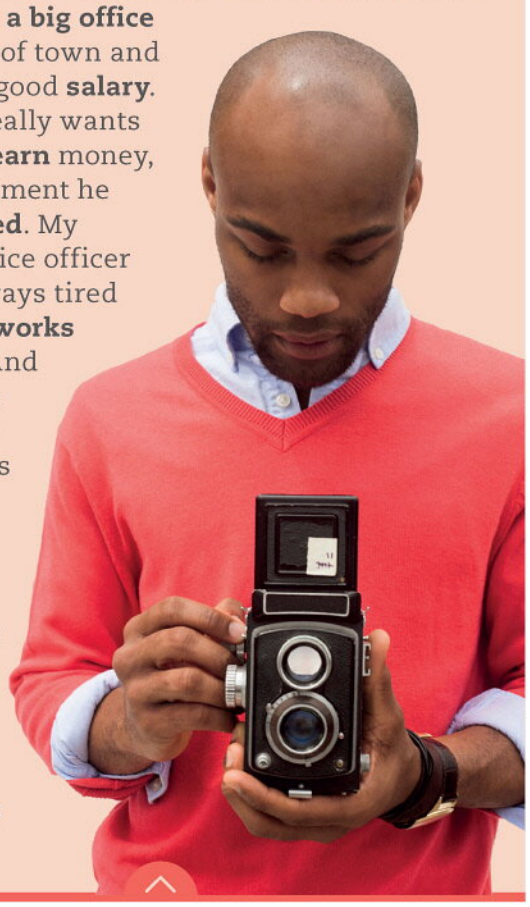
hours	money	people you work with	place of work

2 Read the blog and answer the questions.

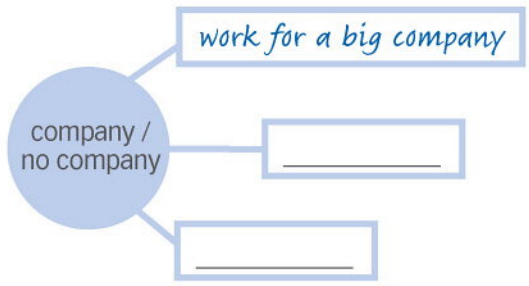
1 Who works in their house?
2 Who likes their job very much?
3 Who makes a lot of money?
4 Who doesn't like the clothes they wear at work?

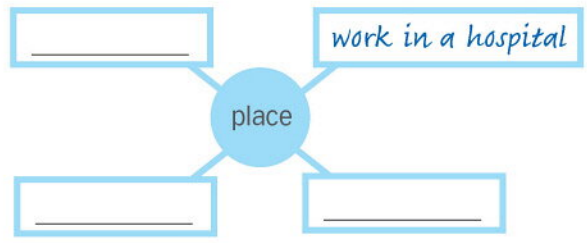
WHO DOES WHAT IN MY FAMILY?

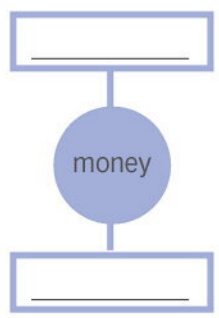
My name's Pierre and I'm 24 years old. I'm French and I live in Lyon. I'm a photographer and I **work from home** – I don't have a **boss** because I **work freelance**. My father is a mechanic and he **works in a factory**. He really enjoys his job because his **colleagues** are also his friends! My mother is a journalist and she **works for a fashion magazine**. She **works in a big office** in the centre of town and earns a very good **salary**. My brother really wants to work and **earn** money, but at the moment he is **unemployed**. My sister is a police officer and she's always tired because she **works long hours**. And she hates the uniform that police officers wear! My grandfather is **retired** now, but my grandmother **works part-time** as a cleaner. She works twenty hours a week.

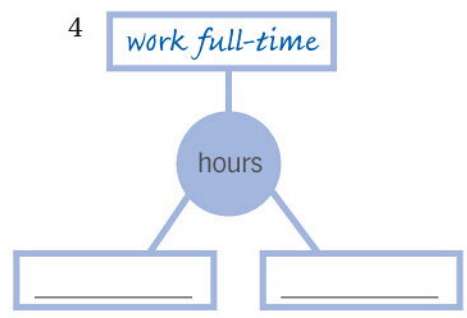


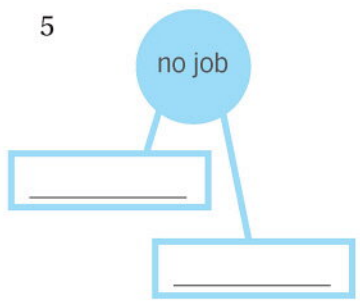
3a Read the blog again and write the words and phrases in **bold** in the correct place in the diagrams.

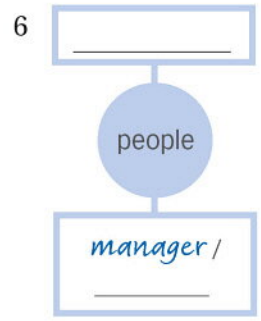
1


2


3


4


5


6


b 3.6 Listen and check your answers.

c 3.6 Listen again and repeat.

4 Work with a partner. Take turns to ask and answer questions about yourselves or someone you know using the phrases in the box.

colleagues	earn	manager/boss	office	retired
salary	unemployed	uniform	work freelance	
work for a big company	work from home			
work long hours	work part-time			

A *Do you work in an office?*
B *No, I don't. I work outside.*

Reading & Grammar *Wh-* questions

5a Work with a partner. Look at the photo and the caption and answer the questions.

1 What are stand-up meetings?
2 Why do you think people have them?



Workers in a stand-up meeting

b Read the online article and check your answers. What do you think of stand-up meetings?

FAQs STAND-UP MEETINGS

1 _____ Like a normal meeting, a group of people from the same office come together and discuss work. But they don't sit down, they stand up!

2 _____ They happen in the offices of many companies around the world. They are very common in software companies.

3 _____ Because when people stand up, they don't feel comfortable, and they only talk about the important things. And it's not easy to play with your phone when you're standing up because your boss can see your hands!

4 _____ Everyone usually speaks, but sometimes there isn't enough time.

5 _____ Companies usually have stand-up meetings in the morning, at about 9.00 a.m.

6 _____ They are usually once a week, but some companies have them every day.

7 _____ People talk about three things: work from yesterday, plans for today, possible future problems.

6 Work with a partner. Write questions a–g next to the correct answers 1–7 in the article.

a When do the meetings happen?
b Where do these meetings happen?
c Who speaks at the meetings?
d What does everyone talk about?
e What is a stand-up meeting?
f How often do the meetings happen?
g Why do people stand up?

7 Complete the rules in the Grammar focus box with the correct word. Use the questions in exercise **6** to help you.

GRAMMAR FOCUS *Wh-* questions

We use:
1 _____ to ask questions about things.
2 _____ to ask questions about people.
3 _____ to ask questions about times.
4 _____ to ask questions about places.
5 _____ to ask about reasons.
6 _____ to ask about frequency, e.g. *once a week, every day.*

→ Grammar Reference page 141

8a Work with a partner. Choose the correct question word.

1 *When / Where / Who* do you live?
2 *Where / When / What* do you usually wear to work?
3 *Who / What / Why* do you want to learn English?
4 *What / What time / Who* do you start work or class?
5 *When / Who / What* do you take breaks?
6 *Why / Who / How often* do you live with?
7 *What / When / Why* do you do when you're bored?
8 *Who / What / How often* do you check your emails?

b **3.7** Listen and check your answers.

PRONUNCIATION *Wh-* questions

Intonation usually falls ↘ at the end of *Wh-* questions.

9 **3.8** Listen and repeat the questions.

1 Where do you live? ↘
2 What do you usually wear to work? ↘
3 How often do you check your emails? ↘

10 Work in small groups. Take turns to ask the questions from exercise **8a**. Remember to use falling intonation.

11a TASK Work with a partner. Ask questions to find out about your partner's family and their jobs. Make notes.

A *What does your brother do?*
B *He's a journalist.*
A *Where does he work?,* etc.

b Write three sentences about your partner's family and their jobs. Do not write what member of your partner's family they are.

Erika's _____ is a journalist and he works from home.

c Work in small groups. Take turns to read your sentences and guess who the people are.

I think Erika's brother is a journalist.

▶ VOX POPS VIDEO 3

3.3 Vocabulary and skills development

GOALS ☐ Recognize the schwa sound ☐ Use the suffix *-er*

Listening & Speaking the schwa /ə/

1 Work with a partner. Look at the four photos of people at work. What jobs do they do? Do you think these jobs make them happy?

2a **3.9** Listen to the names of the jobs in exercise **1** and circle the unstressed syllables.

author mechanic pilot teacher

b **3.9** Listen again and repeat.

3 **3.10** Read and listen to the information in the Unlock the code (1) box about the schwa /ə/ sound in words.

UNLOCK THE CODE (1)
the schwa /ə/ sound in words

Many words have an unstressed syllable that is usually pronounced with a **schwa** /ə/ sound. The sound is often (but not always) on the last syllable.

*farm**er**, wo**man**, hairdress**er**, sal**a**ry, **a**gree*

4 **3.11** Listen to the words and circle the schwa /ə/ sound in each word.

address after again answer breakfast
clever daughter forget internet later

5 **3.12** Read and listen to the information in the Unlock the code (2) box about the schwa /ə/ sound in phrases.

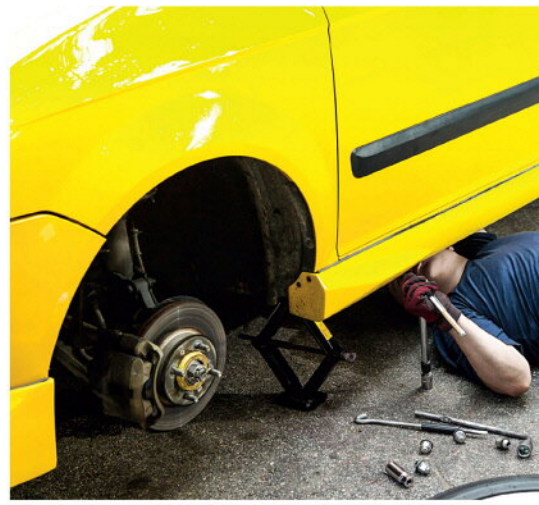
UNLOCK THE CODE (2)
the schwa /ə/ sound in phrases

Many common words are often unstressed in phrases and pronounced with a schwa /ə/ sound, e.g. *a*, *the*, *can*, *are*, *that*, etc.

***a** new book*	*auth**or and me**chanic*
***to** be happy*	***for** ten minutes*
*lots **of** books*	***at** home*







6a **3.13** Listen to phrases from a radio programme about jobs and happiness. Complete each phrase with one or two words.

1 _____ recent report
2 one job _____ makes people very happy
3 there _____ three reasons
4 work _____ company
5 a lot _____ different people

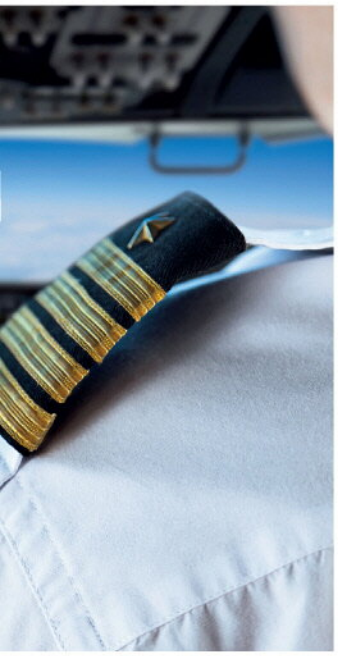
b **3.13** Listen again and repeat.

7 **3.14** Work with a partner. Listen to the radio programme and answer the questions.

1 What are Matthew Crawford's two jobs?
2 Which people does he think are ...
   a happy in their jobs? Why?
   b unhappy in their jobs? Why?
3 Why do some people disagree?
4 In a recent report, what job makes people very happy?
5 Why are these people happy?

8 Work in small groups. Discuss the questions.

1 Do you agree with Matthew Crawford? Why/Why not?
2 What jobs do you think make people happy? Why?







Vocabulary & Writing *-er* suffix

9 Look at the words in the box and answer the questions.

1 What are the last two letters of each word?

2 How are the two letters pronounced?

cleaner farmer hairdresser office worker

10a Read the information in the Vocabulary focus box.

VOCABULARY FOCUS *-er* suffix

- Sometimes we add *-er* to a verb to make a noun. *-er* can mean the person or the thing that does the action.
  *I teach. I'm a teach**er**.*
  *It plays MP3s. It's an MP3 play**er**.*
- For most verbs ending in *-e,* we just add *-r.*
  I drive a bus. I'm a bus driver.
- For most verbs ending in a single vowel + a consonant, we double the consonant and add *-er.*
  *You win. You're the win**ner**.*

b Work with a partner. Complete the table.

Verb	Noun
teach	a teacher
paint	1 _____
2 _____	a dancer
build	3 _____
4 _____	a singer
write	5 _____
6 _____	a beginner
run	7 _____
8 _____	a baker
play a DVD	9 _____
work	10 _____

11 Work with a partner. Use the verbs in the box to make nouns ending in *-er.* Complete each sentence with the correct noun.

~~bake~~ begin drive farm heat manage win write

1 My father is a *baker*. We get free bread and cakes every day!

2 When I have a problem at work, I speak to my _____.

3 My cousin is a famous _____. Her books are very popular.

4 It's difficult for a _____ to understand very much in a new language.

5 I don't like being in the car with my brother. He's a really bad _____.

6 My Uncle Andrew is a _____. He keeps animals and grows vegetables.

7 The _____ of the competition receives £100.

8 It's a bit cold in here. Shall I go and get the _____?

12a TASK Work with a partner. Write five definitions for words that end in *-er* from exercises **9–11**. Do not use the verb in your definition.

This person makes bread.
We use this thing to listen to music.

b Work with a different partner. Take turns to read your definitions and guess the word.

A *This person makes bread.*
B *A baker.*

3.4 Speaking and writing

GOALS ☐ Make requests ☐ Use opening and closing phrases in an email

Listening & Speaking making requests

1 Work with a partner. What requests do students and teachers make on the first day of a computer course? Make a list.

2 **3.15** Listen to a teacher talking to a class of students on the first day of a computer course. Are any of the requests the same as yours in exercise **1**?

3a Match requests 1–6 from the listening to answers a–f. Which answers are positive (+) and which are negative (–)?

1 Could I open the window?
2 Could you give your personal details to the administrator?
3 Could I send them by email later?
4 Can you repeat that, please?
5 Can we use the computers after class?
6 Can we leave our books and bags in the computer room?

a Sorry, but I don't have them with me today.
b Yes, of course. It's really hot in here.
c That's fine. Just tell the administrator before you leave.
d I'm afraid not. There are evening classes in that room from 6 p.m.
e Yes, of course, but you need a password.
f Sure. It's student451. That's S-T-U-D-E-N-T-451.

b **3.16** Listen and check your answers.

c Work with a partner. Take turns to practise the requests and answers in exercise **3a**.

4a **3.17** Listen to some sentences from the Language for speaking box. Notice that the intonation rises ↗ at the end of *yes/no* questions, and falls ↘ on the answers.

1 A *Can I sit here, please?* ↗
B *Of course you can.* ↘
2 A *Could I leave early tomorrow?* ↗
B *I'm sorry, but that's not possible.* ↘

b **3.17** Listen again and repeat.

5 Work with a partner. Complete the requests with verbs from the box.

~~bring~~ call leave lend park pay tell use

1 Can I *bring* a friend with me?
2 Could you _____ me at my office in the morning?
3 Can I _____ the phone?
4 Could you _____ me some money for the bus?
5 Can I _____ my coat here?
6 Can I _____ here for about an hour?
7 Could you _____ me the time?
8 Can I _____ for this later?

6 Work with a partner. Take turns to make and answer requests with the eight questions in exercise **5**. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING making requests

Making requests
Can I/we sit here, please?
Could I/we start the meeting?
Can you pass me the salt?
Could you open the window, please?

Answering requests
(+) *Yes, of course.*
Yes, that's fine.
Sure.
(–) *I'm afraid not.*
No, I'm sorry, but …

NOTE: We use *Could I/Could you*, not *Can I/Can you*, when we want to sound more formal and polite.

7 TASK Work with a different partner. Look at the situations 1–3. Take turns to make and answer requests. Think of three requests for each situation.

1 first day staying with an English-speaking family
2 joining a library
3 staying in a hotel



Reading & Writing opening and closing an email

8 Work with a partner. Match emails 1–3 to replies a–c.

1

Sent: TUESDAY 16.21

Dear Ricardo,

I hope you're well. Could you let me know when you're free for a meeting this week, please?

Best wishes,

Tanit

2

Sent: WEDNESDAY 9.45

Dear Mrs Zammit,

I'm writing about the weekend photography course next January. Could you send me some information about it, please?

Many thanks.

Yours sincerely,

Takashi Itou

3

Sent: MONDAY 11.56

Hello Roz,

How are you? I have a quick question. Can I bring my brother to your party tomorrow night?

Love,

Sally x

a

Sent: MONDAY 20.16

Hi 1 _____,

Of course your brother can come! It will be nice to meet him.

See you tomorrow!

2 _____,

3 _____ x

b

Sent: WEDENSDAY 10.15

4 _____ _____,

Thanks for your email. Can we meet on Friday? I'm free all day.

Regards,

5 _____

c

Sent: FRIDAY 12.19

Attachment: course-info.doc

6 _____ _____,

Thank you for your interest in the course. I'm attaching all the information you will need but please tell me if you have any more questions.

7 _____ _____,

Eliza 8 _____

9a Work with a partner. Look again at emails 1–3. How well do the people know each other?

b Complete the gaps in emails a–c with names and phrases. Use the Language for writing box to help you.

LANGUAGE FOR WRITING
opening and closing an email

FORMAL ↑	***Dear Mr/Mrs/Ms/Miss*** *Gulzar,* ***Yours sincerely,***
	Dear *Patricia,* ***Best wishes,/Regards,***
↓ INFORMAL	***Hi/Hello*** *Johan,* ***All the best,/Love,***

10a TASK Look at requests 1–3. Choose one of them and write a short email. Decide how well you know the person you are writing to.

1 ask a colleague to go for lunch
2 ask a hotel about a car park
3 ask another student to join your study group

b Swap emails with a partner and write a reply.

c Return your email to your partner. Are the phrases for opening and closing the email correct?

3.5 Video

An Iranian doctor in the USA

1a Work with a partner. Think of three jobs where people help others. How do they help people ?

b Look at the photos. Which of these things do you see in them?

bed degree doctor hospital laptop medicine
nurse patient phone pillow reception university

c Would you like to work as a doctor or a nurse? Why/Why not?

2 ▶ Watch the video. What do times and numbers 1–8 refer to?

1 1,000
2 36,000
3 2001
4 6.30 a.m.
5 7.30 a.m.
6 midday
7 three times a day
8 9 p.m.

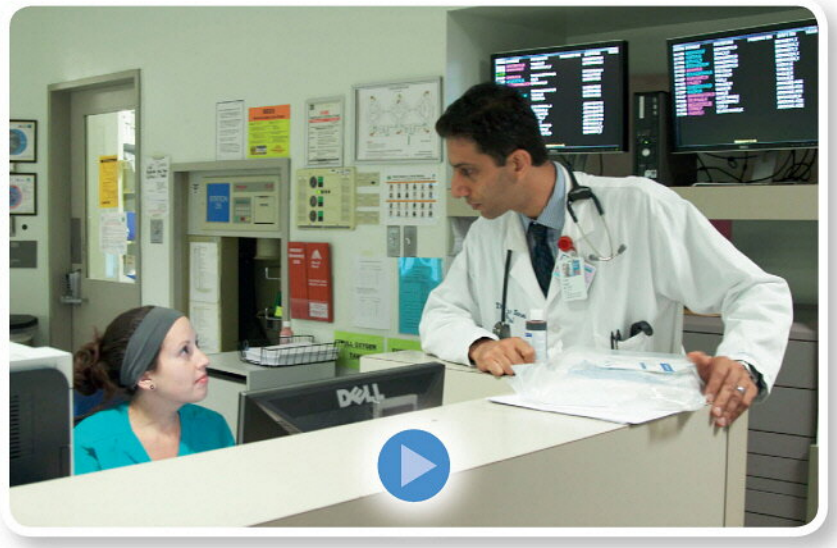
3 ▶ Watch the video again and complete the sentences.

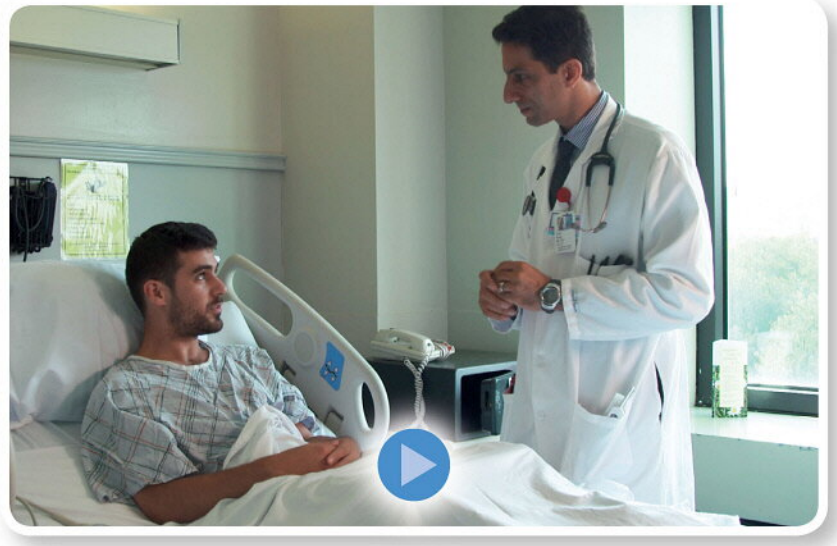
a Arash Fazl is a _____ in neurology at Mount Sinai Hospital.
b He is from _____ but he lives in _____ now.
c He is a _____ doctor in his last year.
d He moved to the USA in 2001 because he wanted _____ .
e Arash Fazl has a PhD from Boston _____ .
f When he visits his patients, he discusses their illnesses and the _____ they need.
g At lunchtime he doesn't eat a lot because he _____ .
h His days are always _____ .
i Mount Sinai is _____ all over the world.
j He enjoys his job because every day he _____ and can really _____ their lives.

4a TASK You are going to have a discussion about jobs. Choose a job and make notes about how important this job is and how you help other people.

b Work in groups of 4–6 students. Imagine you are all travelling on a ship together. There is a problem, the boat is going down, and one of you must jump into the sea to save the others. Take turns to explain ...

- why you can't jump
- what will happen if you do not return
- why people in your town need you







Review

1a Complete phrases 1–6 with a word from the box.

retired office uniform meetings student hours

1 work in an _____
2 have a lot of _____
3 be a _____
4 wear a _____
5 work long _____
6 be _____

b Make questions with the phrases in exercise **1**.

Do you have a lot of meetings?

c Work with a partner. Take turns to ask and answer your questions in exercise **1b** and give more information.

A *Do you have a lot of meetings?*
B *Yes, I do. I have meetings every day.*

2a Match questions 1–6 to answers a–f.

1 Where do you work?
2 What time do you start work?
3 What do you wear at work?
4 Why do you enjoy your job?
5 Who do you speak to at work?
6 How often do you work from home?

a A uniform, so everyone knows what I do.
b I speak to my customers, of course!
c I work in a hospital.
d Every day! I only need my computer.
e We usually start at about 10 p.m.
f Because I go to a different country every month.

b Work with a partner. What jobs do you think the people in exercise **2a** do? Explain your guesses to your partner.

I think the person in 1 is a nurse because he works in a hospital.

3a Answer questions 1–7 using jobs from the box. There may be more than one possible answer.

businessmen/businesswomen chefs cleaners dentists hairdressers journalists mechanics musicians nurses pilots photographers students

Who ...

1 earns a lot of money?
2 works long hours?
3 works from home?
4 has a boss?
5 works in a factory?
6 has a lot of colleagues?
7 works part-time?

I think cleaners work long hours.
I don't think nurses work long hours.

b Work in small groups. Talk about your answers to exercise **3a**. Do you all agree?

4a **3.18** Listen to six definitions and write the correct *-er* words.

1 *teacher*
2 _____
3 _____
4 _____
5 _____
6 _____

b Write three questions using the words from exercise **4a**.

What time do teachers finish work?

c Work with a partner. Take turns to ask and answer your questions in exercise **4b**.

5a Complete each gap with *I* or *you* to make requests.

1 Can _____ help me with the photocopier, please?
2 Could _____ leave early today, please?
3 Can _____ give me your number, please?
4 Could _____ write your name here, please?
5 Could _____ ask a question?
6 Can _____ use your phone for a moment, please?

b Work with a partner. Take turns to make the requests in exercise **5a** and answer them.



4 Places and things

4.1 Underground towns

GOALS ☐ Talk about places in towns and cities ☐ Use *There is/There are*

Vocabulary & Reading places in a town

1 Work with a partner. Look at the title of the article and the photos from a place called Coober Pedy. Do you think the sentences are true (T) or false (F)?

1 This place is in the USA.
2 People work underground.
3 People live in normal houses.
4 It's a popular place for tourists to visit.

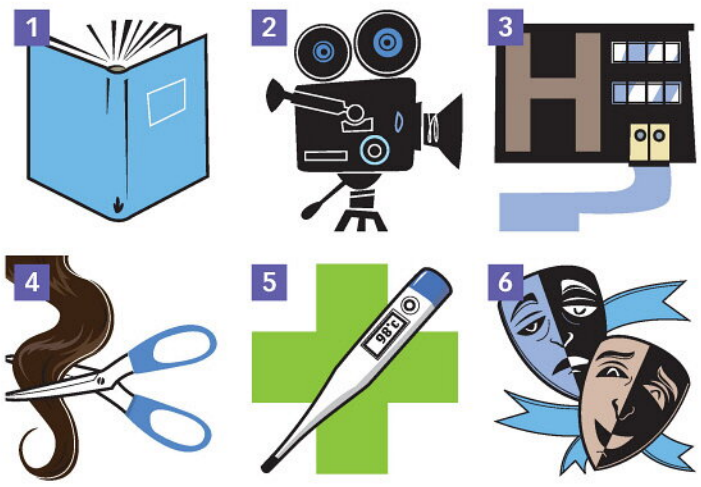
2 Read the article about Coober Pedy. Check your answers to exercise **1**.

3 Work with a partner. Where can you do 1–7 in Coober Pedy? Use the words in **bold** from the article. You can use each word more than once.

1 eat *restaurants*
2 buy things
3 stay
4 visit
5 go in your free time
6 find information about the town
7 travel to/from

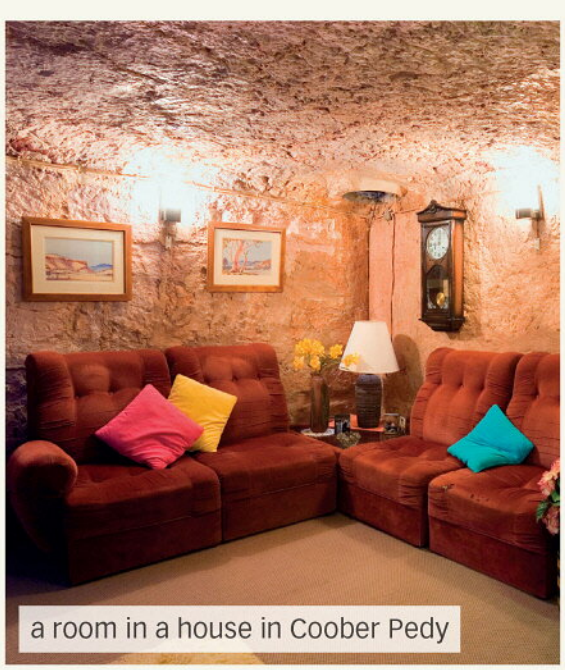
4a Work with a partner. Match the words in the box to illustrations 1–6.

chemist cinema hairdresser's hospital library theatre



b Work with a partner. What other places in a town do you know?

COOBER PEDY
THE UNDERGROUND TOWN


a room in a house in Coober Pedy




opal earrings

Coober Pedy is a very small town in Australia. It's very hot and it hardly ever rains. There's no water and there aren't many trees, but near Coober Pedy, there are opals under the ground – lots of them! Coober Pedy is the opal capital of the world.

A lot of the people in Coober Pedy work in the opal mines*. The mines are underground and the houses are underground too because it's cool down there. The houses are very comfortable but they don't have windows or gardens. There are underground **shops** and **restaurants**, and there's also an underground **swimming pool**. A lot of tourists come to Coober Pedy to visit the underground buildings – some of these buildings are more than 100 years old. There are four or five **hotels** and there's also a **campsite** where visitors can stay. There's a **museum** about the history of the town and a big **tourist information centre**. The **roads** to Coober Pedy are good and there's an **airport**, but there isn't a **railway station**.

■ **mines** very big holes in the ground where people work to get things like coal, gold or diamonds

PRONUNCIATION word stress

5a Work with a partner. Say the words aloud and circle the stressed syllable.

airport campsite chemist hairdresser's hospital
hotel library museum railway station restaurant
swimming pool theatre

b **4.1** Listen, check and repeat.

6a Choose three places you think are *very* important in a town, three places you think are *quite* important, and three places you think are *not* important.

b Work with a partner. Compare your choices and give reasons.

A *Theatres aren't important for me because I never go there.*
B *Really? For me, they're very important because I love seeing plays.*

Listening & Grammar *there is/there are*

7 **4.2** Amir and Farah Badawi from Malaysia are in a hotel in Coober Pedy. Listen to their conversation with the receptionist. Tick (✓) the places they talk about.

1	shop	5	tourist information centre
2	museum	6	theatre
3	cinema	7	restaurant
4	chemist	8	swimming pool

8a Work with a partner. Complete parts of the conversation in exercise 7 with the words in the box.

there is are isn't aren't

1 **A** _____ _____ a swimming pool?
B No, I'm sorry, _____ _____. It doesn't rain a lot here, so _____ _____ many swimming pools.
2 **A** _____ _____ any museums near the centre?
B Yes, _____ _____. There's the opal mine museum.
3 **A** _____ _____ a theatre in Coober Pedy?
B No, _____ _____ any theatres here.

b **4.3** Listen and check your answers.

c Work with a partner. Take turns to practise the parts of the conversation.

9 Read examples 1–6 and match them to the correct form in the Grammar focus box.

1 There aren't any theatres here.
2 There isn't a swimming pool at the hotel.
3 There are some nice restaurants in the town centre.
4 And is there a cinema near the hotel?
5 Are there any underground buildings we can visit?
6 There's an opal museum near the centre.

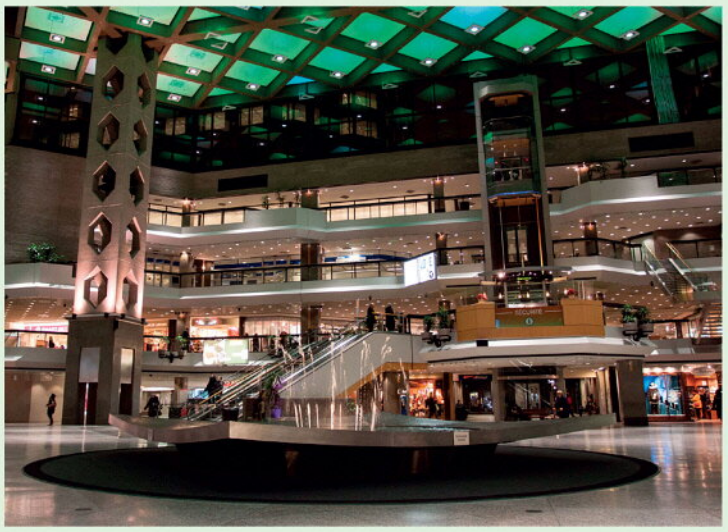
GRAMMAR FOCUS *there is/there are*

(+) *There's* + *a/an* + singular noun (_6_)
There are + *some* + plural noun (__)
(–) *There isn't* + *a/an* + singular noun (__)
There aren't + *any* + plural noun (__)
(?) *Is there* + *a/an* + singular noun? (__)
Are there + *any* + plural noun? (__)

→ Grammar Reference page 142

10 Complete the text about another underground town, RÉSO, with the correct forms of *there is/are*. Use the symbols (+/–/?) to help you.

The underground city of RÉSO is in Montreal in Canada. [1] *There are* (+) 30 kilometres of tunnels. [2] _____ (+) also forty cinemas and 1,700 shops. [3] _____ (–) an underground campsite like in Coober Pedy, but [4] _____ (+) lots of hotels and 200 restaurants if you want to eat out. [5] _____ (–) any schools but [6] _____ (+) some universities. [7] _____ (?) an airport in RÉSO? No, [8] _____ (–), but [9] _____ (+) seven underground stations, two train stations and a bus station. Don't worry if you get lost – [10] _____ (+) always someone to help you because about half a million people use the city every day.



11 **TASK** Work with a partner. Take turns to ask and answer questions about Bruges in Belgium or Krakow in Poland. Student A, turn to page 127. Student B, turn to page 132.

4.2 Where I live

GOALS ☐ Talk about rooms and furniture ☐ Use prepositions of place ☐ Use articles

Vocabulary & Speaking
rooms, furniture and prepositions of place

1a Complete the information about yourself.

I live in a ... (*house/flat*).
I live with ...
In my house/flat, there is/are ... (*a kitchen, a living room, a bathroom, a dining room, three bedrooms, a toilet, an office*).

b Work with a partner. Tell them about where you live.

2 Match the prepositions in the box to the illustrations 1–8.

above behind between in front of
next to on opposite under



3 **4.4** Listen to Claire talking about her flat and answer the questions.

1 Where is the flat?
2 How many rooms are there?

4a Look at the illustrations and read Claire's description of her flat. Complete each gap with a different preposition from exercise **2**.

The flat's [1]_____ the 4th floor of a building [2]_____ Delancey Street and Grand Street. The building is [3]_____ a 24-hour garage and [4]_____ an Indian restaurant, so there are always lots of cars and people in the street. The cars are quite noisy.

It's a studio flat with only one room. My bed is on a shelf [5]_____ the kitchen. The toilet and shower are [6]_____ the shelf. In the kitchen there's a sink, a fridge, and a cooker, but there isn't a dishwasher or a washing machine – I go to the launderette on Grand Street to wash clothes. [7]_____ the window, there's a red carpet on the floor and there's an armchair and table with a television on it. From the window, I can see the East River. It's [8]_____ the building.



b **4.5** Listen and check your answers.

5 Look at Claire's description again and find words to match these definitions.

1 It's above the kitchen. Claire sleeps in it.
2 Claire sits on it to watch TV.
3 Claire washes things in the kitchen in it.
4 It's in the kitchen. It has food in it.
5 Claire goes to the launderette because she doesn't have this.
6 It's in the kitchen. Claire cooks food on it.
7 It's on the floor in front of the window.
8 It's under the shelf. Claire washes there.

6 Work with a partner. Ask questions and describe your studio flat to your partner to find seven differences. Student A, turn to page 127. Student B, turn to page 132.

Grammar & Speaking articles *a/an, the,* –

7a Look at the highlighted words and phrases in the text in exercise **4a** and complete the Grammar focus box with *a/an*, *the* or – (no article).

GRAMMAR FOCUS articles *a/an*, *the* or no article

Before nouns we can use *a/an* or *the* or no article (–).

- The first time we describe one person/thing, we usually use [1]_____ or [2]_____. We use [3]_____ before consonant sounds, e.g. *red carpet*, *university* and [4]_____ before vowel sounds, e.g. *Indian restaurant*, *hour*.
- The first time we describe people or things using a plural noun, we usually use [5]_____.
- We usually use [6]_____ with singular or plural nouns, to say 'you know which one(s) I mean':
  - because we have already talked about it/them
  - because there is only one, e.g. *4th floor*
- We usually use [7]_____ with the names of cities, countries and streets (but: *the UK*, *the USA*).

→ Grammar Reference page 143

b Add more highlighted words and phrases from exercise **4a** for each rule.

8a Read what Claire says about the part of New York where she lives. Choose the correct option.

It's very difficult to find [1]_____ (*a/an*) flat in [2]_____ (*the/–*) New York. I'm very lucky. I like my flat because it's in [3]_____ (*the/–*) centre of the city. There are [4]_____ (*the/–*) shops and restaurants all around me. The Lower East Side isn't the best district in the city but my flat is near a theatre and it's also near [5]_____ (*the/–*) East River and [6]_____ (*the/a*) small park. One of the things I don't like about my flat is that there isn't [7]_____ (*a/the*) lift. Also, unfortunately I'm not near [8]_____ (*a/the*) underground station, but there's [9]_____ (*a/the*) bus stop opposite [10]_____ (*a/the*) door of my building.

b **4.6** Listen and check your answers.

PRONUNCIATION the schwa /ə/

9a **4.7** Listen to sentences 1–3 from the text in exercise **8**. Notice the stressed words and the schwa /ə/ sound on *a/an* and *the* before nouns beginning with a consonant sound.

1 It's in the centre of the city.
/ə/ /ə/

2 It's near a theatre.
/ə/

3 It's difficult to find a flat.
/ə/

b **4.8** Listen to sentences 1–3. Underline the schwa /ə/ sounds.

1 I live in a flat.
2 My flat is on the 5th floor.
3 There's a supermarket opposite my house.

c **4.8** Listen again and repeat.

10a Make questions from the prompts.

1 live / house / flat ? *Do you live in a house or a flat?*
2 which / floor / live on ?
3 how many / rooms / there / in / house or flat ?
4 what / opposite / your house or flat ?
5 which / your / favourite room ?
6 why / like it ?

b Work with a partner. Take turns to ask and answer the questions in exercise **10a**.

11 TASK Work with a partner. Describe your favourite room.
There's an armchair next to my bed.

VOX POPS VIDEO 4

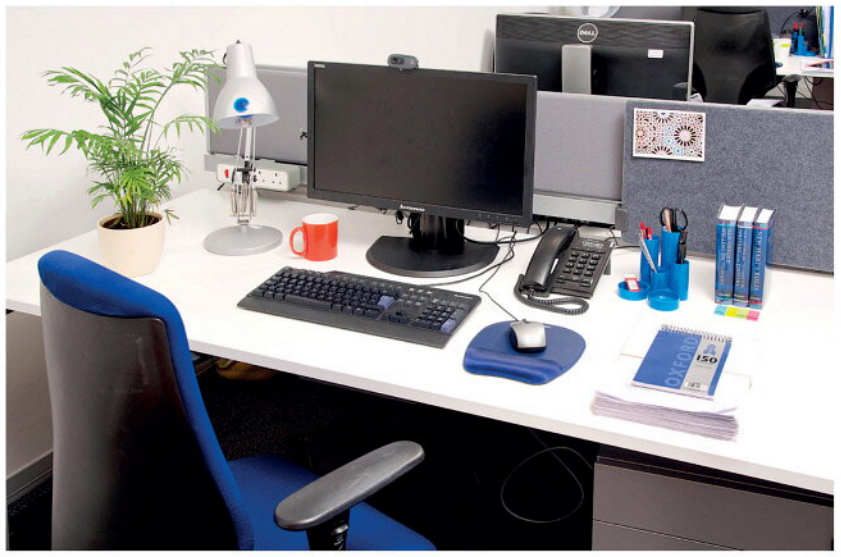


4.3 Vocabulary and skills development

GOALS ■ Understand pronoun referencing ■ Use opposite adjectives

Reading & Speaking pronoun referencing





1 Work in small groups. Look at the photos and answer the questions.

1 How many things in the photos can you name?
2 Which desk do you prefer? Why?

2 Read the information in the Unlock the code box about pronoun referencing.

UNLOCK THE CODE
pronoun referencing

The first time we talk about a thing or person we usually use the noun. After that we often refer to it using a pronoun because we don't want to repeat the same noun.

Where's my **pen**? I can't find *it*.
it = **pen**

My grandparents are French. *They* live in Paris.
They = **my grandparents**

3 Circle the word in each sentence that the highlighted word refers to.

1 My bedroom is very big, but I share it with my sister.
2 His things are all on the floor. He never tidies them.
3 We've got two big armchairs in the living room – they're really comfortable.
4 That's a beautiful picture. Where did you get it?
5 Our house is quite small, but I really like it.
6 **A** Are those your keys?
B No, they're yours.

4 Read the website forum. Write the thing or person that the highlighted word refers to.

1 they (line 3) = _____
2 it (line 4) = _____
3 they (line 4) = _____
4 They (line 14) = _____
5 them (line 16) = _____

Are you a tidy worker or a messy worker? What's on your desk? Write and tell us.

Yesterday 15:23
Officegirl94: I'm a very messy person. My colleagues think my desk's really terrible; they can't believe all the things that are on it! Are you ready? Here they are: batteries, scissors, five or six magazines, about ten pens and pencils, a clock, a bottle of water, an apple, a cup, books, envelopes and a cheese sandwich! Oh, and my computer.

Today 11:35
Netguy: Wow Officegirl94! A cheese sandwich on your desk? Ugh! For me, a messy place is difficult to work in. I need a big desk to work on. The only things on my desk are a computer and a printer. They're both new and expensive, so I like to keep them very clean.

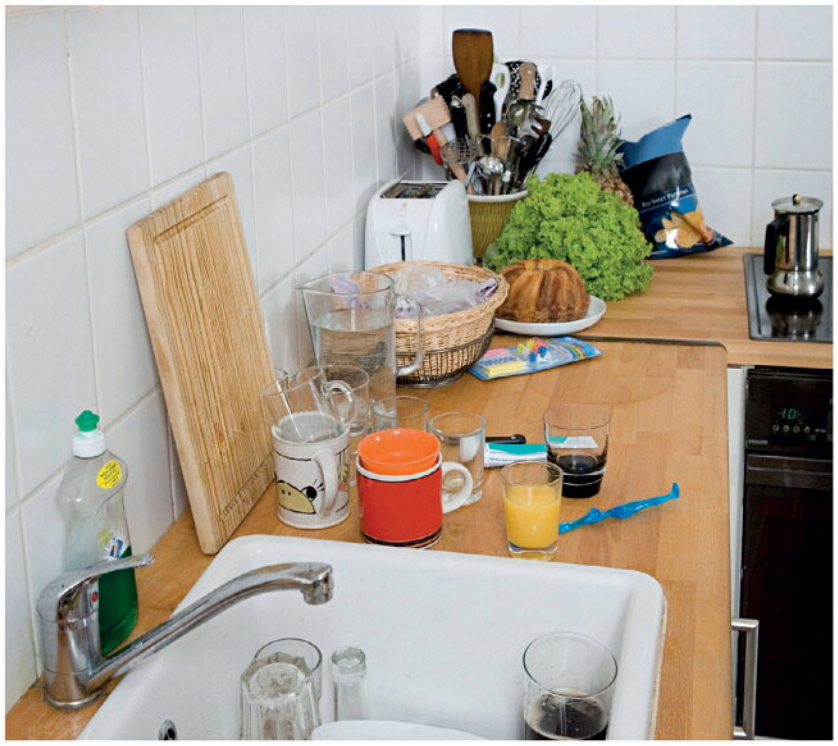
5 Read another reply from the website. Use the highlighted words to help you answer questions 1–7.

1 Which two rooms are never clean?
2 Who never does any cleaning?
3 Who doesn't want to come and see Mala?
4 What's not expensive?
5 Who's good fun?
6 What's on Mala's desk?
7 What does Mala keep in the cupboard with her computer?



Today 11:35

Homeworker 77: I'm Mala. I live in a shared house with four other students and it's always messy. I share a kitchen and bathroom. They're never clean because my housemates are very lazy. They never do any cleaning. My friends think the house is awful and they don't want to visit me. But it's a cheap place to live and I like my housemates – they're fun! My bedroom is different to the rest of the house. I work from home, so I keep everything tidy and organised in there. My desk's perfect – there's nothing on it! I only have one or two books on my desk when I'm working, but I put them in the cupboard with my laptop when I finish my work. I hate mess! Hmmm, maybe I do need to move house!



6 Work with a partner. Describe your office or flat/house. Don't repeat any nouns – use pronouns instead.

My kitchen's always messy. I only wash dishes when I need to use them.

Vocabulary & Speaking opposite adjectives

7 Work with a partner. Underline the adjectives in the two forum posts in exercise 4.

I'm a very messy person.

8a Read the information in the Vocabulary focus box about opposite adjectives.

VOCABULARY FOCUS opposite adjectives

Many adjectives have opposites. Dictionaries often give you information about them. Learning words with their opposites increases your vocabulary, e.g.

messy/tidy cheap/expensive terrible/fantastic

b Match adjectives 1–10 to their opposites a–j.

1	difficult	a	short
2	big	b	old
3	new	c	bad
4	good	d	light
5	clean	e	modern
6	long	f	small
7	heavy	g	beautiful
8	quiet	h	easy
9	ugly	i	noisy
10	old-fashioned	j	dirty

c 4.9 Listen, check and repeat.

9 Work in small groups. Which adjectives in exercise **8b** can you use to talk about ...

1 a bag?
2 a building?
3 a person?
4 a restaurant?

10a TASK Choose words from exercises **8a** and **8b** to complete the questions about your home and where you live.

1 Do you live in a big or a _____ flat/house?
2 Is it modern or _____?
3 Is your furniture mostly new or _____?
4 Is it usually tidy or _____?
5 Is your road quiet or _____?
6 Is it in a cheap or an _____ part of town?
7 Is your journey to work/college/your English lesson _____ or _____?

b Work in small groups. Take turns to ask and answer the questions. Ask for more information and use pronouns instead of nouns if possible.

A *My road's quite noisy.*
B *Why?*
A *It's very busy. There are a lot of buses and cars.*

4.4 Speaking and writing

GOALS ☐ Ask for and give directions ☐ Use the imperative to give instructions



Listening & Speaking

asking for and giving directions

1 Susan Melba is visiting the town of Ubud on the Indonesian island of Bali. Work with a partner and find the places from the box on the map.

bank bookshop chemist internet café market palace police station post office supermarket Susan's hotel



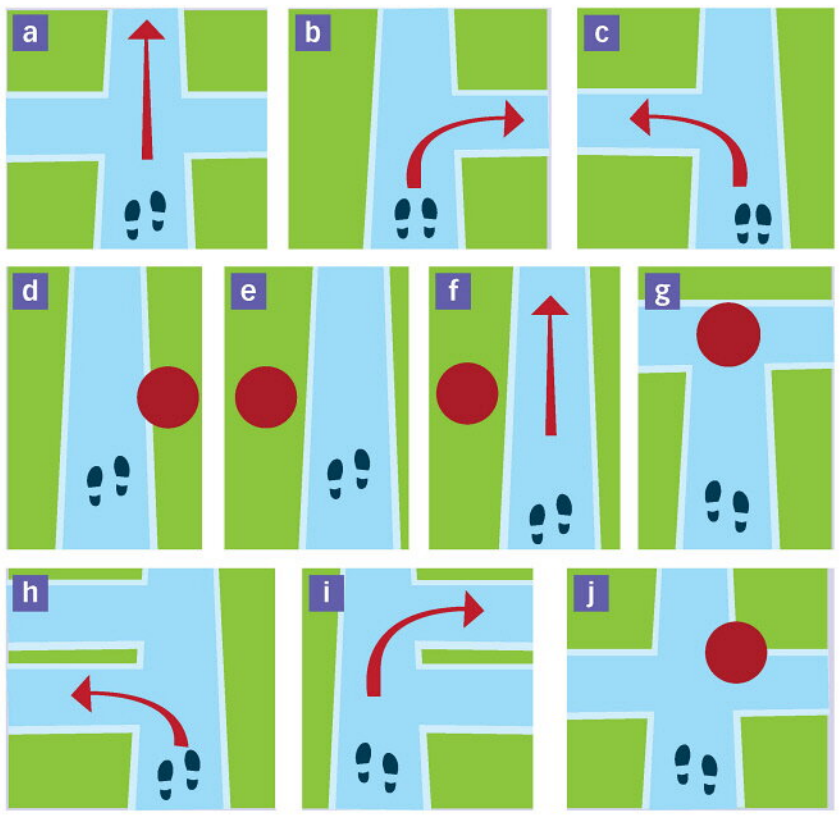
2 Work with a partner. Use the table and the map to help you make sentences about Ubud.

There's a (place)	next to/opposite/in front of/near/ behind the (place).
The (place) 's/is	between the (place) and the (place).
	on (street/road).

There's a police station near the supermarket.
The bookshop is on Ubud Main Road.

3 Match places and directions 1–10 to illustrations a–j.

1 on the right
2 take the first left
3 on the left
4 go straight on
5 take the second right
6 go past
7 turn left
8 on the corner
9 at the end of
10 turn right



4a **4.10** Susan asks Alan at reception for directions. Listen and tick (✓) the places in exercise **1** that she asks directions to.

b **4.10** Listen to the conversation again. Use the words and phrases in the box to complete the gaps.

corner end Excuse get left near on past straight where's

1 _____ me, could you give me some directions, please?
2 Is there a chemist _____ here?
3 How do I _____ there?
4 Go out of the main door and turn left. Then go to the _____ of the road and turn left again.
5 Go _____ on for about five minutes.
Go _____ the internet café and the bank, and then turn _____ into Raya Andong.
It's _____ the left, next to the supermarket.
6 OK, thanks. Oh, and _____ the palace?
7 That's easy. It's at the end of this road on the _____ .

c Compare your answers with a partner.

5a Work with a partner. Put the words in the correct order.

1 Excuse / there / is / a bank / here / near / me, ?
2 me, / the library / where's / Excuse ?
3 to the post office / me, / how / Excuse / get / do I ?
4 past / Go / café / the .
5 the / It's / left / on .
6 into / right / Turn / Albert Street .
7 the / Take / right / second .
8 straight / Go / about / for / on / minutes / ten .
9 the end / Go / this / of / to / street .
10 on / It's / corner / the .

b **4.11** Listen, check and repeat.

6a You are in the police station in Ubud. Choose three places on the map.

b Work with a partner. Take turns to ask for and give directions. Use the Language for speaking box to help you.

A *Excuse me, is there a bookshop near here?*
B *Yes, go out of the door and turn left …*

LANGUAGE FOR SPEAKING directions

Asking for directions
Excuse me, where's the …?
How do I get to the …?
Is there a … near here?

Giving directions
Turn left/right (into …).
Take the first/second/third left/right.
Go straight on/to the end of this street/past the …
It's on the left/on the right/on the corner/at the end of the road.

7 Take turns to ask for and give directions around Denpasar in Bali. Student A, turn to page 128. Student B, turn to page 133.



Reading & Writing imperatives

8 Susan has booked a tour to visit caves and temples in Bali. Read the tour organizer's email and answer the questions.

1 Where does the tour leave from?
2 What time does the tour bus leave?
3 What does she need to take with her?

Subject: Caves and temples tour

Hello everyone,

Welcome to Bali! Here are the instructions for tomorrow's tour. The tour bus leaves from in front of the Ubud Village Hotel in the city centre at 10 a.m. Please arrive by 9.30 a.m. Bring the booking form and your passport with you.

Wear comfortable shoes for the walk and take a hat or scarf to wear on your head when we go inside the temples. Please don't take photographs inside the temple. Finally, don't forget to bring some money to tip the bus driver.

See you all tomorrow!

Best wishes,

Kusuma

9 Look at all underlined verbs in the email and read the information in the Language for writing box.

LANGUAGE FOR WRITING imperatives

- We use the imperative to tell people what to do, and to give orders, instructions and directions.
- The imperative uses the infinitive without *to*, e.g. ***Take*** *a hat.*
- We make the negative with *don't/do not* + infinitive without *to*, e.g. ***Don't forget*** *your passport.*

10 Work with a partner. Complete the instructions for tourists in Bali with the correct form of the verbs in the box.

bring drink learn leave not drink not use smile

1 _____ a sunhat. It's very hot in Bali.
2 _____ when you speak to people.
3 _____ some words in the local language.
4 _____ your left hand to give or pass things.
5 _____ water from the tap. _____ water from bottles.
6 _____ your shoes at the door when you go into someone's house.

11a TASK Write a similar email to the one in exercise **8**. Turn to page 128 and read the instructions.

b Read your partner's email and answer the questions.

1 Does it include all the information you need?
2 Does your partner use imperatives correctly?

4.5 Video

Almas Tower

1 Work with a partner. Look at the photos. Which of these things can you see in them?

basement car park diamond facilities glass gold ground floor jewellery lake pearl shops skyscraper tower wonderful view

2 Watch the video about the Almas Tower. Choose the correct option. Sometimes more than one answer is possible.

1 The Almas Tower is the tallest *business tower / hotel / shopping centre* in the Middle East.
2 The Almas Tower is *in the sea / on an island / in a lake.*
3 The Almas Tower is *one large tower / two towers joined together / four towers joined together.*
4 The outside of the Almas Tower is *metal / glass / plastic.*
5 Dubai's *pearl / gold / diamond* exchange is in the Almas Tower.
6 *Harley Davidson / Toyota / Ford* has its head office in the building.
7 The Almas Tower has *offices / restaurants / hairdressers.*
8 At the top of the tower there is a *car park / viewing area / five-star restaurant.*

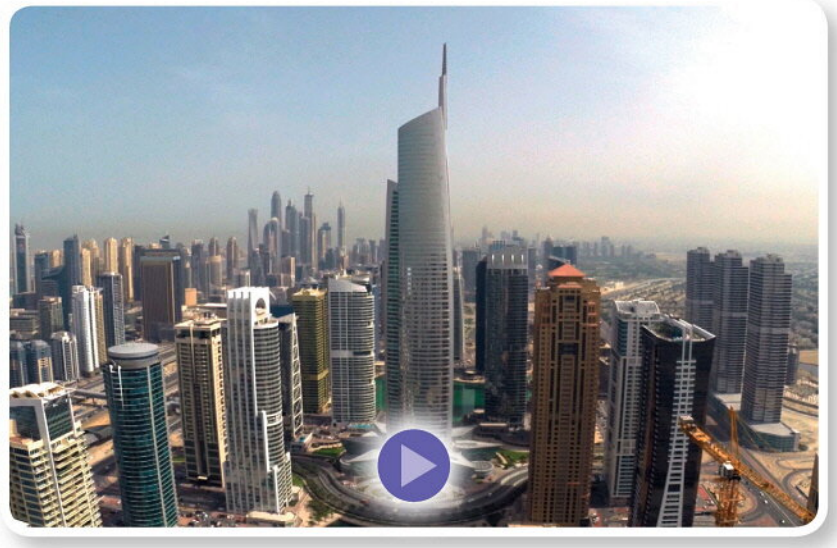
3 Watch the video again. What do the numbers refer to?

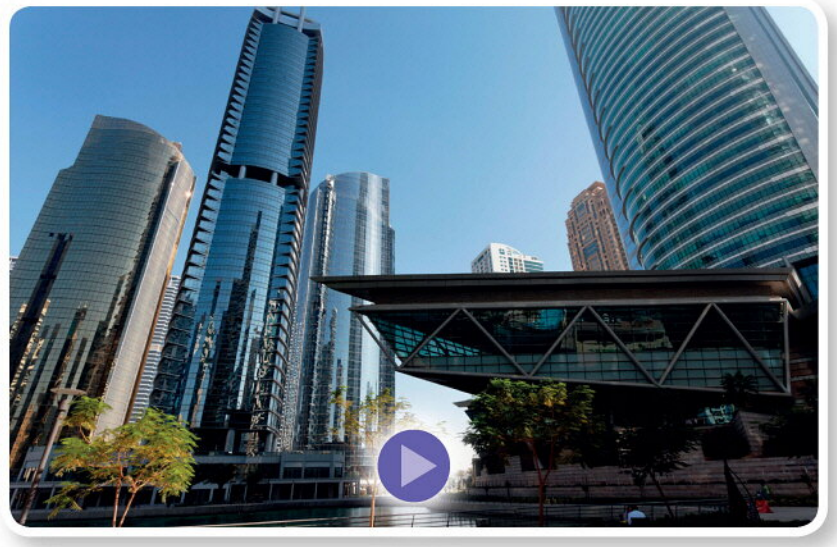
a 360
b 68
c 66
d 48
e 1,700

4a TASK Work in small groups. Your office/school is going to receive some English-speaking visitors. You are going to take them to a famous or unusual building in your town. Think about and prepare notes on ...

- why the building is important (age, purpose, etc.)
- where the building is located
- what is inside the building (facilities, offices, etc.)
- why it is interesting to visitors
- how to get to the building

b Share your ideas with the class and choose the best building.







Review

1a Complete the gaps in the interview about Neft Daşhlari in Azerbaijan with the correct form of *there is* or *there are*.



A What's special about Neft Daşhlari?
B It's a town on an oil platform in the Caspian Sea.
A A town in the sea? Is it very small?
B No, not really. [1]_____ 300 km of streets and 2,000 people. And [2]_____ lots of things to do.
A Really? [3]_____ any restaurants?
B Of course! [4]_____ some nice restaurants and hotels, and [5]_____ a cinema and a park, too.
A What about education? [6]_____ a school?
B Yes, [7]_____ a school but [8]_____ a university.
A So can people visit the place?
B No, [9]_____ any tourists. Only people who work on Neft Daşhlari can go there.

b **4.12** Listen and check your answers.

c Work with a partner. Practise the interview.

2a Choose the correct option in (brackets).

I'm from [1]___(–/*the*) Madrid, [2]___(*a*/*the*) capital of [3]___(*the*/–) Spain. I live in [4]___(*a*/*the*) flat in [5]___(–/*the*) centre. It's [6]___(*the*/*a*) nice area. There are restaurants and cafés, and there's [7]___(*a*/*an*) art gallery. There's also [8]___(*an*/–) underground station opposite my flat.

b Write a similar text about the place where you live.

c Work with a partner. Read each other's texts. What is similar and what is different?

3a **4.13** Listen to seven descriptions and write the names of the places.

b Write similar descriptions for three more places in a town and read them to a partner. Can they guess the places?

4 Which room in the house can you find these things in? Think of two more things for each room and compare with a partner.

armchair bed dishwasher shower

5a **4.14** Listen and write the opposite of each adjective.

b Use adjectives from the box to make sentences 1–5 true for you. Compare your answers with a partner.

big cheap difficult easy expensive fantastic modern new noisy old old-fashioned quiet small

1 I live in a _____ town.
2 It's _____ to find a flat in my town.
3 Where I live, public transport is _____ .
4 My house/flat is (very) _____ .
5 The furniture in my house/flat is _____ .

6a Look at the map. You are at the station. Complete the conversation and write the place in the gap.



A Excuse me. Is there a _____ near here?
B Yes, there is. Turn right onto Station Road, then take the first left. That's Kingland Avenue. Go past Parr Street and the museum, and it's on the corner of Kingland Avenue and Mollett Street, opposite the hotel.

b Work with a partner. Look at the map again.

Student A
Ask for directions from the hotel to:
1 the swimming pool
2 the theatre
3 the café

Student B
Ask for directions from the station to:
1 the cinema
2 the restaurant
3 the hairdresser's

5 Clothes and shopping

5.1 Shopping

GOALS ☐ Talk about shopping ☐ Use *can* and *could* to talk about possibility and ability

Vocabulary & Speaking shopping

1 Work in small groups. Read what three people say about shopping. Which is most true for you? Give more information.

I don't like shopping. It's boring.

I love shopping and I go all the time.

I only shop when I need something.

2a Work with a partner. Complete the sentences with the words in the box.

baker's butcher's cash discount newsagent's online return sales shopping centre spend

1 I buy bread from the _____.
2 I _____ a lot of money at the weekends.
3 I buy magazines and newspapers from the _____.
4 I buy meat from the _____.
5 I do a lot of my shopping _____.
6 I get a _____ because I'm a student.
7 I go shopping to a _____. I prefer them to small shops.
8 When I buy something I don't like, I _____ it to the shop.
9 I stand outside and wait for the shops to open on the first day of the _____.
10 I pay for small things with _____.

b 5.1 Listen and check your answers.

3a Add *never, sometimes, often, usually* and *always* to the sentences in exercise **2a** to make them true for you. Compare your answers with a partner.

b Work with a different partner. Tell them about you and your first partner.

We are similar because we both shop online.
We are different because I always pay cash, but Maria doesn't.

Listening & Grammar *can/can't/could/couldn't*

4a Work with a partner. Look at the photo of a shopping street in a British town in the 1970s. How do you think shopping was different in the 1970s?



b 5.2 Listen to a woman talking about shopping in the town today and in the 1970s and check your ideas in exercise **4a**.

5 5.2 Listen again and put the phrases into the correct columns in the table. Compare your answers with a partner.

- ~~talk to people in shops~~
- ~~shop online~~
- ask for information
- buy everything in one shop
- buy bread/meat/newspapers on the high street
- have a cup of coffee on the high street

	1970s	Now
Possible	*talk to people in shops*	*shop online*
Impossible		

6 Work with a partner. Look at sentences 1–4 from the listening and complete the rules in the Grammar focus box.

1 Today you can buy most things online.
2 The internet can't cut your hair.
3 In the 1970s, you could talk to people in the shops.
4 In the 1970s, you couldn't get a cup of coffee in the town centre.

GRAMMAR FOCUS *can/can't/could/couldn't*

- We use [1]_____ (positive) and [2]_____ (negative) to talk about ability and possibility in the present.
- We use [3]_____ (positive) and [4]_____ (negative) to talk about ability and possibility in the past.
- We use *can/can't/could/couldn't* with the [5]_____ form of the verb, without *to*.

→ Grammar Reference page 144

7a Work with a partner. Complete the questions in the Shopping Quiz with *can* or *could*.

Shopping then and now

1 _____ people buy things online in 1994?
2 In the 1990s, _____ rich people buy trips into space?
3 _____ you buy eggs from vending machines in Japan today?
4 _____ you buy a bottle of rainwater for $11 these days?
5 _____ you use euros in Norway and Sweden?
6 _____ people buy things from machines in 1890?
7 In the 1960s, _____ you buy petrol at supermarkets?
8 _____ you buy clothes online from all the big fashion companies?

■ **vending machines** machines from which you can buy snacks, drinks, etc.

b Answer questions 1–8 in the Shopping Quiz. Compare your answers with a partner.

PRONUNCIATION *can*

5.3))) In positive sentences and questions *can* is pronounced /kən/.
A *Can you use euros in Norway and Sweden?*
B *I think you can use euros in Sweden, but not in Norway.*
In short answers *can* is pronounced /kæn/.
Yes, you can.

8a **5.4**))) Listen to three students discussing a question from exercise **7a**.

A ***Can*** *you use euros in Norway and Sweden?*
B *Yes, you* ***can.***
C *I think you* ***can*** *use them in Sweden, but not in Norway.*

b **5.4**))) Listen again and repeat.

9a Work in small groups. Take turns to ask and answer the questions in exercise **7a** and give reasons.

A *Could people buy things online in 1994?*
B *Yes, (maybe) they could.*
C *No, they couldn't because ...*

b **5.5**))) Listen and check your answers. How many did you get correct? Which of the answers surprised you?

10 **TASK** Work with a partner. Talk about the ideas from the list using *can/can't/could/couldn't*.

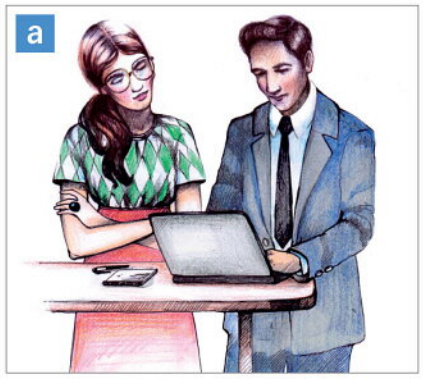
A *Children could play outside in the past, but now they can't.*
B *Yes, they can!*

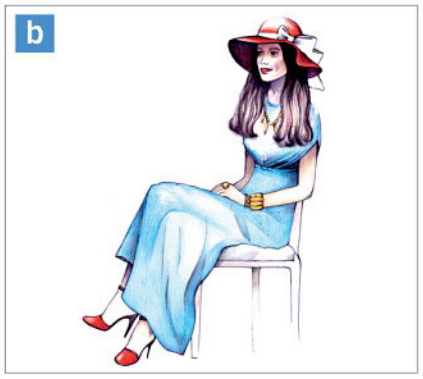
- children play outside
- book holidays online
- buy clothes in a supermarket
- buy things with a credit card
- children walk to school
- drink water from the tap
- drive in the town centre
- get cash from a cash machine abroad
- get cash when you buy something
- spend euros



5.2 What is he wearing?

GOALS ☐ Talk about clothes ☐ Use the present continuous to talk about actions at the moment









Vocabulary & Speaking clothes and accessories

1a Work with a partner. Write down ten items of clothing.

b Compare your answers with another pair.

2 Read texts 1–4 and match them to illustrations a–d.

1 Vera is at a wedding. She is wearing a blue **dress**, gold **jewellery** and a **hat**. She is also wearing designer **shoes**.

2 Beatrice is wearing these clothes because she's outside and it's raining. She's wearing a **coat** and has a big **scarf** round her neck. She has a **hat** on her head and **gloves** on her hands and she's carrying an umbrella.

3 Anita and Paul are having a meeting with their boss. Paul is wearing a suit (**jacket** and **trousers** which go together) and a tie. Anita is wearing a skirt and **top** and her reading **glasses**.

4 Leila and Mike are relaxing at home because they aren't working today. Leila is wearing **jeans** and a **hoodie** and Mike is wearing **shorts** and a **T-shirt**. On his feet, he is wearing **socks** and **trainers**.

3 Work with a partner. Which things in **bold** in exercise **2** do people usually wear ...

1 on their feet/hands?
2 outside only?
3 to do sport?
4 in cold weather?
5 in hot weather?
6 to a job interview?
7 to exercise?
8 to relax?

Grammar & Speaking present continuous

4a Work with a partner. Look at the sentences 1–3 and complete the information in the Grammar focus box.

1 Paul is wearing a suit.
2 Anita and Paul are having a meeting with their boss.
3 They aren't working today.

GRAMMAR FOCUS present continuous

We use the present continuous to talk about things happening at or around this moment.

(+)	I	*'m/am*	
	You/We/They	*'re*/[1] _____	doing.
	He/She/It	*'s*/[2] _____	
(–)	I	*'m not/am not*	
	You/We/They	[3] _____*/are not*	doing.
	He/She/It	*isn't/is not*	
(?)	What *am*	I	
	are	you/we/they	doing?
	[4] _____	he/she/it	

→ Grammar Reference page 145

b 5.6 Listen to the sentences in exercise **4a** and repeat.

5 Work with a partner. Underline four more examples of the present continuous in the texts in exercise **2**.

6a TASK Write two positive and two negative sentences about other people in the classroom. Do not write their names.
He's wearing a yellow jacket.
She isn't wearing blue trousers.

b Work with a partner. Read out your sentences and guess who your partner is talking about.

Grammar & Listening

present continuous or present simple

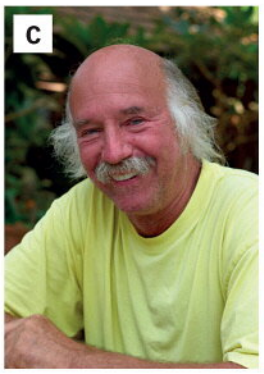
7a Work with a partner. Look at the title of the podcast and try to match photos a–e to the words in the box.

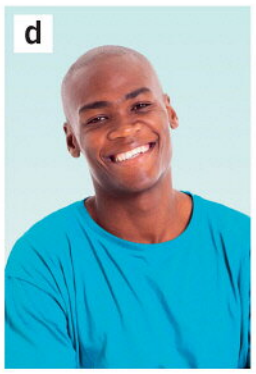
serious fun strong tidy peaceful

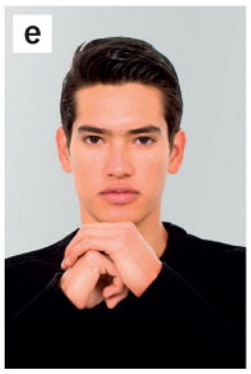
Podcast
Colours: what do they say about you?
Download ▶ Listen now











b 5.7 Listen and check your ideas.

8 5.7 Listen again and complete the sentences in the table. Check your answers with a partner.

Favourite colour	What it says about you
black	You like to be the [1]_____. It can make you look serious and [2]_____.
white	You enjoy a simple life and like things to be tidy and [3]_____.
blue	You are a peaceful person and you don't like [4]_____.
red	You are probably [5]_____ person and you [6]_____ hard at everything you do.
yellow	You love [7]_____ and you are a lot of [8]_____.

9 Work with a partner. Read the examples in the Grammar focus box and answer the questions.

GRAMMAR FOCUS
present simple and present continuous

a *You always try hard at everything you do.*
b *I'm wearing white today.*

1 Which sentence talks about actions happening at or around this moment?
2 Which sentence describes actions that happen all the time or regularly?

→ Grammar Reference page 145

10 Work in small groups. Answer the questions.

1 What colours do you usually wear? What colours are you wearing at the moment?
2 Are there any colours you don't like for clothes? Why?
3 Do you agree with what the podcast says about your favourite colours?

11a Mike (M) calls Leila (L) when she's out shopping. Read the conversation and choose the correct verb form.

L Hello?
M Where are you?
L I'm in a clothes shop. Why?
M Because I need your help. What [1] *do you do / are you doing*?
L What [2] *do I do / am I doing*? What [3] *do people usually do / are people usually doing* in clothes shops? I [4] *buy / 'm buying* clothes, of course.
M Well, are you nearly finished? I [5] *try / 'm trying* to cook a meal for six people and the kids [6] *make / are making* a lot of noise and the dog [7] *runs / 's running* around and …
L Why are the kids there? They [8] *go / are going* to tennis practice on Thursdays.
M Not today because it [9] *rains / 's raining*. They [10] *never play / are never playing* in the rain.
L OK, I [11] *pay / 'm paying* now. I'll be back in an hour.
M An hour? Why …

b 5.8 Listen and check your answers.

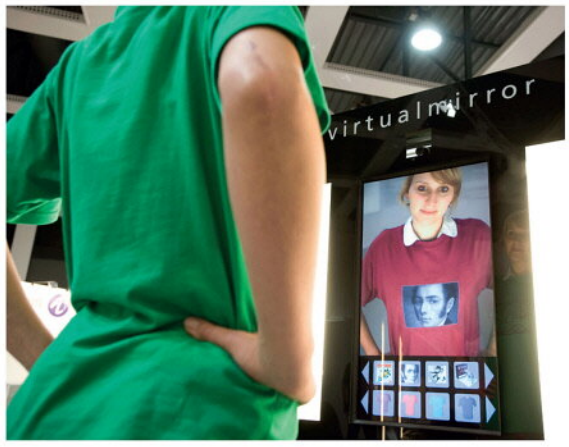
12 TASK Work with a partner. Take turns to ask and answer questions to find the differences between two pictures. Student A, turn to page 128. Student B, turn to page 133.

VOX POPS VIDEO 5

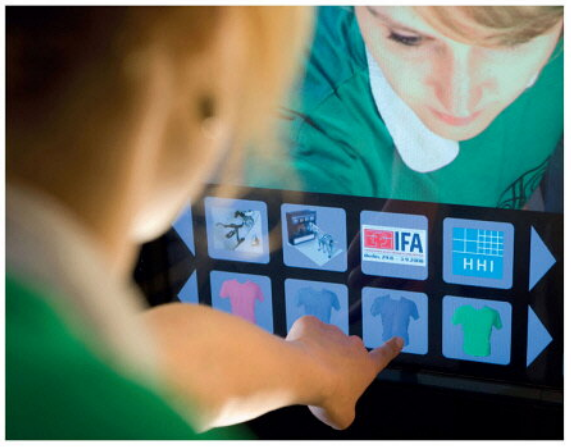
5.3 Vocabulary and skills development

GOALS ☐ Understand similar vowel sounds ☐ Use adjectives and adverbs

Listening & Speaking understanding similar vowel sounds







1 Work with a partner. Look at the photos. What do you think the 'virtual mirror' is?

2 **5.9** Listen to three pairs of words from a radio programme about the virtual mirror. Is the vowel sound in each pair the same (S) or different (D)?

1 _____ 2 _____ 3 _____

3 **5.10** Read and listen to the information in the Unlock the code box about similar vowel sounds.

UNLOCK THE CODE
understanding similar vowel sounds

- Vowel sounds can sound very similar to each other when you listen.

/æ/	/eɪ/	/e/
man	main	men
/ɒ/	/ʌ/	/əʊ/
not	nut	note
/e/	/ɪ/	/iː/
set	sit	seat

- Listening for the general meaning of the sentence can help you understand the correct word.

The ~~not~~/~~nut~~/note says 'Wait here'.

4 **5.11** Listen to six sentences and underline the correct word.

1 man / main / men
2 set / sit / seat
3 not / nut / note
4 mat / mate / met
5 red / rid / read
6 cot / cut / coat

5a **5.12** Listen to the words in the box and complete the lines.

hate	man	boat	shop	shut	cheap	eat	live
main	text	long	jeans	take	stand	press	sales
sells	tin	one	thing	page	not	note	coat

/æ/ *hat, ...* /əʊ/ *home, ...*
/eɪ/ *play, ...* /e/ *set, ...*
/ɒ/ *lot, ...* /ɪ/ *sit, ...*
/ʌ/ *cut, ...* /iː/ *seat, ...*

b **5.13** Listen, check and repeat.

6a **5.14** Listen to a radio programme about the virtual mirror. Tick (✓) the words from the box in exercise **5a** that you hear. Compare with a partner.

b **5.14** Listen again. Which five things in the list does the radio presenter do?

1 takes jeans to the changing rooms
2 presses a button to see all the jeans in the shop
3 presses a button to choose a pair of jeans
4 chooses ten pairs of jeans
5 sends a picture to Facebook
6 makes a note of the best jeans
7 pays for the jeans

c Compare your answers with a partner.

7 Work in small groups. Answer the questions.

1 Do you enjoy shopping for clothes? Why/Why not?
2 Do you think the virtual mirror is a good idea? Why/Why not?

Vocabulary & Speaking adjectives and adverbs

8a Work with a partner. Look at two sentences from the radio programme in exercise **6** and choose the correct options in 1 and 2.

... I leave quickly. ... I find the right jeans easily.

1 The highlighted words are adverbs. They describe ...
a an action **b** a thing

2 We usually form adverbs with ...
a adjective + *-ly* **b** verb + *-ly*

b Read the Vocabulary focus box about adjectives and adverbs, and check your answers.

VOCABULARY FOCUS adjectives and adverbs

- Adjectives describe people and things.
  *He's a **quick** worker.*
- Adverbs of manner tell us how something happens.
  He works quickly.
- Form:
  1 Many adjectives can be changed into adverbs by using *-ly/-ily, e.g. quick* → ***quickly*** *easy* → ***easily***
  2 Sometimes we do not add *-ly/-ily* to the adjective to make an adverb, e.g. *hard* → ***hard*** *late* → ***late*** *fast* → ***fast***.
  3 Some adverbs are irregular, e.g. *good* → ***well***.

9 Are the words in **bold** in sentences 1–7 adjectives (adj) or adverbs (adv)?

1 He's a very **hard** worker. *adj*
2 She writes **well**.
3 This train often arrives **late**.
4 I like swimming, but I'm not a very **fast** swimmer.
5 Be **quick**! We're in a hurry.
6 Drive **safely**.
7 He speaks English **fluently**.

10 Work with a partner. Make adverbs from the adjectives and complete the table.

Adjectives	Adverbs
quiet	
careful	
clear	
dangerous	
good	
correct	
late	

11a Work with a partner. Complete the conversations using the adverbs from exercise **10**.

1 **A** How much money do you earn?
B Not much, so I try to spend it _____.
2 **A** What's the matter? Why do you look so scared?
B Because you're driving _____! Be careful!
3 **A** Why are you talking so _____?
B Shhhh! Because we're in the library!
4 **A** I always get up _____ at weekends.
B Me too, at about 10 o'clock!
5 **A** I can't see the television _____.
B I think you need glasses.
6 **A** Maria answers every question _____.
B I know. She's the best student in the class.
7 **A** Did you do _____ in your exam?
B I got an 'A'.

b **5.15** Listen and check your answers. Take turns to practise the conversations with a partner.

12a TASK Work with a partner. Talk about things you, your family or your friends do ...

well quickly slowly badly carefully quietly

My husband drives carefully.

b Work with a different partner and compare.

A *My boss always talks really quietly.*
B *Really? My boss is very loud – she usually shouts at me!*



5.4 Speaking and writing

GOALS ☐ Buy things in a shop ☐ Write an online product review

Listening & Speaking in a shop

1 Look at the photos. What kind of shops do they show? Label the things and people in the photos with words from the box.

changing rooms customer shop assistant till

2a **5.16** Listen to three conversations and match them to photos a–c.

b **5.16** Listen again. What is each customer buying?

3a Match questions 1–9 from the conversations to answers a–i.

1 Can I help you?
2 Do you need a bag?
3 Can I try this on, please?
4 Can I pay by card?
5 How much is this magazine?
6 Do you offer a student discount?
7 Would you like a receipt?
8 Do you sell batteries?
9 What time do you close?

a No, I'm afraid we only take cash.
b It's £4.99.
c Yes, we do. You get 20% off.
d At eight o'clock.
e No, thanks. I'm just looking.
f Yes, please. Just a small one.
g Yes, we do. What kind do you need?
h Of course. The changing rooms are over there.
i Yes, please. Just put it in the bag.

b **5.17** Listen and check your answers.

c Who says each line in exercise **3a**: the customer (C) or the shop assistant (SA)?

d Work with a partner. Practise the conversations in exercise **3a**.

4 **TASK** Work with a partner. You want to buy a small gift for someone. Take turns to be a customer and a shop assistant in a gift shop. Ask and answer questions about:

• prices • discount • opening and closing times, etc.

Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING in a shop

What time do you open/close (on Sundays)?
Can I pay by card/have a receipt, please?
Do you sell newspapers/offer a student discount?
How much is this/are these shoes?







Reading & Writing a product review

5 Work in small groups. Make a list of information you need to have before you decide to buy something (e.g. the price).

6a Read product reviews A and B and match them to photos 1 and 2. Would you like to buy either of these products? Why/Why not?

b Work with a partner. Look at the highlighted words and phrases in the reviews. Put them into the correct category.

a cost 2
b value for money
c look
d user-friendliness
e delivery
f writer's opinion/advice

7a Read the information in the Language for writing (1) box. Find a sentence in product review B with a list and underline it.

LANGUAGE FOR WRITING (1) using commas in lists

When three or more items are in a list, use commas before each item. Before the last item use *and*.

I ride it on the road, through fields, up hills ***and*** *down mountains.*

b Work with a partner. Put the commas into sentences 1–3 and take out *and* where it is not necessary.

1 My job is to open the shop and sell products and answer customers' questions.
2 I use it for the internet and sending emails and doing homework and playing games.
3 If you are looking for a machine that's fast and cheap and easy to use, then this is for you.

8 Read the information the Language for writing (2) box.

LANGUAGE FOR WRITING (2) a product review

When you write a product review, include information on price, look, quality, user-friendliness and delivery. Write what you think of the product, too.

- It's *good/great/poor* value.
- It's (not) worth *£100/the money*.
- It's too *big/small/heavy/expensive*.
- It looks *good/expensive/cheap*.
- It's *easy/simple/hard/difficult* to use.
- I (don't) recommend it.

1



2



★★★★★ 19 JUNE

A This is a great product and [1] I recommend it to everyone. [2] It's only £150 but [3] it looks expensive. I really like the fact that [4] it's light and very comfortable. I ride it on the road, through fields, up hills and down mountains, and it's no problem. In general, I think [5] it's great value. [6] It arrived very quickly too, on the day after I ordered it.

RECOMMEND (35) REPORT

★☆☆☆☆ 14 JANUARY

B I'm sorry to say I'm very disappointed with this product. [7] It's big, awful and [8] very heavy, so I can't carry it. [9] It's also very difficult to use. So overall, [10] it's definitely not worth the money and it's very poor value. And [11] it was nearly two weeks late. My advice is [12] don't buy it.

RECOMMEND (2) REPORT

9a TASK Work with a partner. Choose a product from the box to write a review about.

phone computer/laptop clothes bike car

1 Decide if you want to write a good or bad review.
2 Think about who you are writing it for and what information the reader needs to know about this type of product. Make a list of information you want to include.

b Write your product review. Use the Language for writing boxes to help you. Include a list and use commas.

c Work with a different pair and read each other's reviews. Would you like to buy the product they reviewed? Why/Why not?

5.5 Video

Camden Market

1 Work with a partner. Look at the photos. How do you think shopping in each place is different? Think about ...

- choice of products
- forms of payment
- shopping hours
- type of customer
- prices
- quality

2 Complete sentences 1–6 with words from the box.

fashion high street home-made stall stylish vintage

1 A ... is a small shop or table in a street or market where people sell things.
2 Something that is old, but high quality is called ...
3 A style that is popular.
4 People make ... products in their houses to sell.
5 The ... is the street where the most important shops, banks and businesses are.
6 Something that is ... attractive and of good quality.

3 Watch the video. Which items in the list did you see?

double-decker bus flag hat red letter box
red telephone box shoes somebody swimming
street café sunglasses umbrella

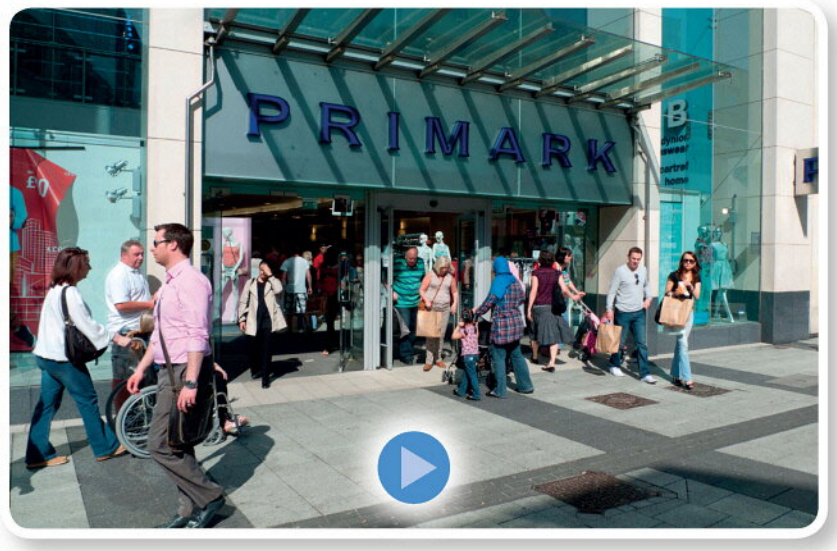
4 Watch the video again and choose the correct option.

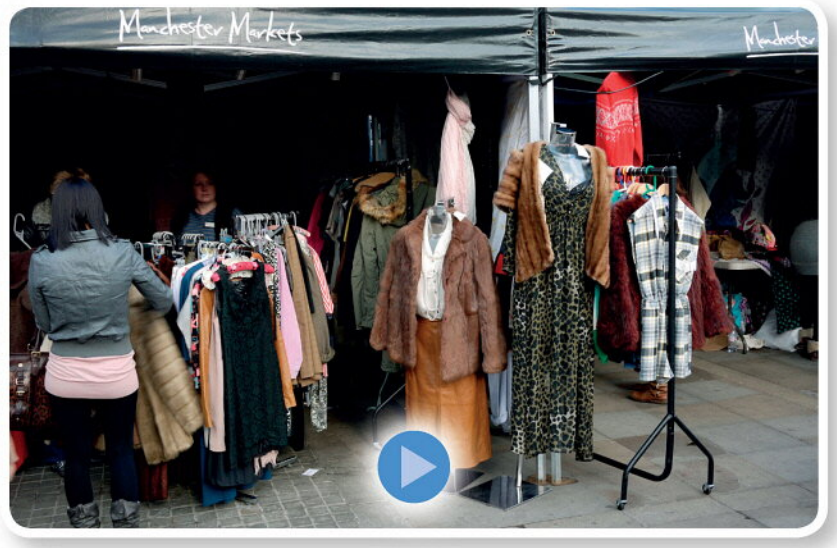
a Popular fashion in the UK is called *street fashion / high street fashion / popular clothes.*
b People prefer shopping in Camden Market because they can find *cheaper clothes / clothes they can't find on the high street / the latest fashion.*
c In the past Camden Lock sold *art and furniture / clothes / bread and cakes.*
d All the speakers are wearing *something hand-made / white shoes / something black.*
e At Camden Market you can also buy *international food / holidays / old cars.*

5a TASK Work in small groups. Your local tourism board wants to make a short video to promote shopping in your area. Think about places to go and make notes on ...

- different shopping locations
- traditional/local/unusual products
- price/quality

b Make a short presentation to the class and choose the three best ideas.







Review

1a Make questions with *can* and *could* to ask a partner about now and when they were a child.

Can you play a musical instrument?
Could you play a musical instrument when you were a child?

- drive a car?
- run for half an hour?
- stay up late?
- play a musical instrument?
- speak English?
- use credit cards in most shops?

b Work with a partner. Take turns to ask and answer your questions in exercise **1a**. Give more information.

A *Can you play a musical instrument?*
B *No, I can't.*
A *Could you play a musical instrument when you were a child?*
B *Yes, I could! I could play the piano.*

2a Complete sentences 1–6 with your own ideas. Use the present continuous.

1 Look at the people in the park! They ...
2 Do you have a job interview today? You ...
3 Don't turn off the TV. I ...
4 Listen! The birds ...
5 You can't go in that changing room. Someone ...
6 He can't answer the phone. He ...

b Compare your sentences with a partner. Choose your favourite three ideas and tell the class.

3a **5.18** Listen to parts from six conversations and match them to phrases a–f.

a the baker's
b a discount
c the sales
d return something to a shop
e the newsagent's
f a shopping centre

b Write six sentences about your shopping habits using the words in exercise **3a**.

I hardly ever buy bread from the baker's.

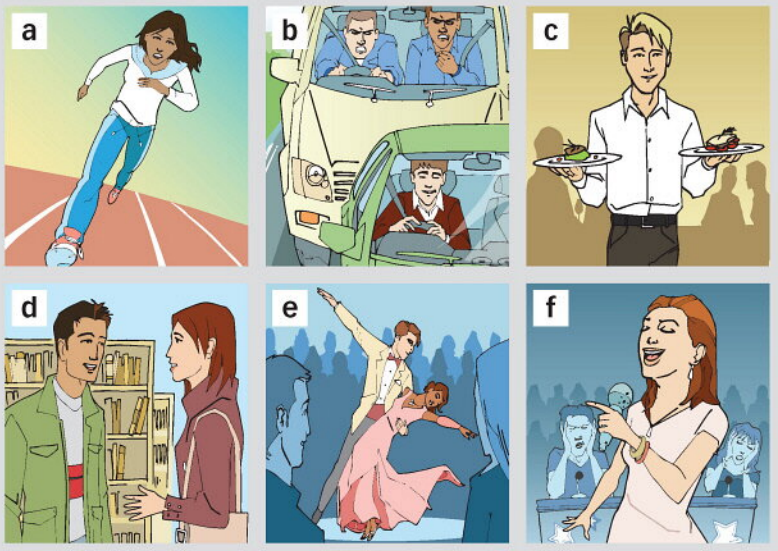
c Compare your sentences with a partner. What is similar about your shopping habits?

4a Circle the clothes item that is different from the others in 1–4.

1 hat	jeans	shorts	trousers
2 socks	jacket	trainers	shoes
3 top	T-shirt	jewellery	hoodie
4 coat	scarf	gloves	dress

b Compare your answers with a partner. How often do you wear the clothes in exercise **4a**?

5a Match illustrations a–f to sentences 1–6.



1 They're talking.
2 She's singing.
3 He's driving.
4 She's running.
5 They're dancing.
6 He's carrying the plates.

b Change the adjectives in the box into adverbs and use one with each sentence in exercise **5a**.

bad careful good ~~quick~~ quiet slow

She's running quickly.

c Write two true and two false sentences about you. Use the adverbs in exercise **5b** or your own ideas.

d Work in small groups. Take turns to read your sentences and guess which ones are false.

6a Write two questions you can ask in a shop for each prompt 1–4.

1 Can I ...?
2 How much ...?
3 Do you ...?
4 What time do you ...?

b Work with a partner. Ask and answer your questions in exercise **6a**.

7 Work with a partner. Take turns to be the customer and the shop assistant in the shop situations below.

1 A customer with a receipt wants to return a shirt because it's the wrong size. Ask for a smaller/bigger size or your money back.
2 A student wants to buy some cheap trainers by credit card. The shop assistant needs to know the colour and the size.

6 The past

6.1 Don't give up!

GOALS ☐ Use *was/were* to talk about the past ☐ Use past time expressions

Reading & Grammar *was* and *were*

1 Work in small groups. Make a list of things a person needs to be successful in life. Do you all agree?
a good education, ...

2 Work with a partner. Student A, read about Vera Wang. Student B, read about Akio Morita. Complete your column in the table.

	Vera Wang	Akio Morita
Born (when?)		
Early career		
Problems		
Famous for ... (what?)		

Successful people who failed at first

A Vera Wang was born in New York in 1949 and her parents were from China. When she was younger she was a very good ice skater and she wanted to skate in the Olympics. However, she was very unhappy when she wasn't in the US Olympic team in 1968 and she decided to become a fashion designer. She worked fifteen years for *Vogue* magazine, then another two years with Ralph Lauren. Today, she is a very successful designer. She has her own fashion label Vera Wang and sells dresses for $25,000!



B Akio Morita was born in 1921 and he was a businessman from the age of 25. He was the founder of Sony with his business partner and friend Masaru Ibuku. At first they weren't very successful. Their first product was an electric rice cooker and they only sold 100 of them because it always burnt the rice! Today, Sony is in the top 100 companies in the world.



Business Weekly

3 Tell your partner about the story you read and listen to your partner's story to complete the other column in the table in exercise **2**. Which story do you think is most interesting? Why?

4 Underline the examples of *was, were, wasn't* and *weren't* in the article in exercise **2** and complete the information in the Grammar focus box.

GRAMMAR FOCUS *was* and *were*

- [1]_____ and [2]_____ are the past forms of *is* and *isn't*.
- [3]_____ and [4]_____ are the past forms of *are* and *aren't*.

(+) *She **was** a very good ice skater.*
*Her parents **were** from China.*

(–) *She **wasn't** in the US Olympic team.*
*Morita and Ibuku **weren't** successful at first.*

(?) ***Was** it expensive? Yes, it **was**./No, it **wasn't**.*
***Were** they born in China? Yes, they **were**./No, they **weren't**.*

→ Grammar Reference page 146

5a Complete the article about a successful team using *was, were, wasn't* or *weren't*.

Cool Runnings

People [1]_____ surprised to see a bobsleigh team from Jamaica at the 1988 Winter Olympics in Canada. It [2]_____ very easy for the team to practise in Jamaica before the Olympics because there [3]_____ no ice and there [4]_____ no bobsleighs for them to use. They [5]_____ successful in their races, but they [6]_____ very popular with the people watching because they tried so hard. There [7]_____ a film telling their story in 1993 called *Cool Runnings* and it [8]_____ a huge success, making $150,000,000 around the world.

b 6.1 Listen and check your answers.



PRONUNCIATION the past of *to be*

6a **6.2** Listen to the questions and short answers. Are *was, were, wasn't* and *weren't* stressed in the questions or in the answers?

1 **A** *Was* there a bobsleigh team at the Olympics?
B Yes, there *was.*
2 **A** *Was* it easy for them to practise?
B No, it *wasn't.*
3 **A** *Were* there bobsleighs for them to use?
B No, there *weren't.*
4 **A** *Were* they popular?
B Yes, they *were.*

b **6.3** Listen again and repeat.

7a Make questions from the prompts using *was* or *were*.

1 you hungry / this morning ?
Were you hungry this morning?
2 you / a good student at school ?
3 your partner / late for class today ?
4 your teacher / at work yesterday ?
5 your school friends / from the same town as you ?
6 you / at home / seven o'clock last night ?

b Work with a partner. Take turns to ask and answer the questions in exercise **7a**.

Vocabulary & Speaking time expressions

8a Work with a partner and do the History Firsts Quiz. Match questions 1–6 to answers a–f.

HISTORY
FIRSTS

When was/were the first …

1 football World Cup?	a In 1929.
2 Olympics?	b In the 19th century.
3 dishwasher?	c In 1927.
4 Sony Walkman?	d In 1930.
5 talking film?	e 2,800 years ago.
6 Oscars ceremony?	f In 1979.

b **6.3** Listen and check your answers.

9 Complete the table with the time expressions in the box.

three weeks ~~night~~ the 18th century year six months week 2001 summer ~~a long time~~ ~~1999~~

in	last	ago
1999	*night*	*a long time*

10a Put the past time expressions in exercise **9** in the correct place on the timeline.

a long time ago ⟷ last night

b Compare your answers with a partner.

11a TASK Complete the sentences by writing where you were at these times.

1 I *was on the bus* two hours ago.
2 I _____ at 3.30 yesterday afternoon.
3 I _____ last Tuesday.
4 I _____ last October.
5 I _____ five years ago.
6 I _____ last night.
7 I _____ in 2008.
8 I _____ last summer.

b Work with a partner. Take turns to guess about each other.

A *Were you on the bus two hours ago?*
B *Yes, I was. Were you at work at 3.30 yesterday afternoon?*
A *No, I wasn't. I was at home.*

VOX POPS VIDEO 6

6.2 Stories

GOALS ☐ Use regular verbs to talk about what happened in the past ☐ Use common collocations

Listening & Grammar past simple regular verbs

1a How many currencies do you know? Make a list, e.g. *dollars, pounds.*

b The four photos show different kinds of currencies from the past. Label them with words from the box.

coins metal snakes ring salt

2 **6.4** Listen to a programme called *The History of Money* and number the photos 1–4 in the order you hear them.

3 **6.4** Listen again and choose the correct option.

1 The *Romans / Chinese / Lobi / Egyptians* used jewellery as money.
2 The *Romans / Chinese / Lobi / Egyptians* copied a Turkish idea in the first century BCE.
3 The *Romans / Chinese / Lobi / Egyptians* earned something you can eat.
4 The *Romans / Chinese / Lobi / Egyptians* believed their money was lucky.

4a Are the sentences in exercise **3** about now or before now?

b Underline the verbs in the sentences in exercise **3** and complete the rules in the Grammar focus box.

GRAMMAR FOCUS past simple regular verbs

Regular verbs can be changed into the past simple in three ways:
1 For most verbs, we add [1]_____: *start → started*
2 For verbs that end in *-e*, we add [2]_____: *close → closed*
3 For verbs that end in consonant + *-y*, we delete *-y* and add [3]_____: *carry → carried*

→ Grammar Reference page 147

PRONUNCIATION *-ed* ending in past simple verbs

5a **6.5** There are three different ways to pronounce the *-ed* ending in past simple verbs. Listen to the examples and repeat.

/d/: opened, returned, called
/t/: finished, looked, thanked
/ɪd/: started, collected, visited

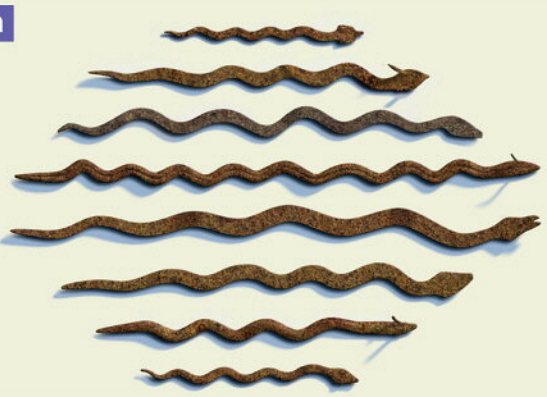
b **6.6** Listen and write the verbs in the box on the correct lines in exercise **5a**.

copied believed liked loved moved noticed posted prepared received shouted used waited wanted worked

c **6.7** Listen, check and repeat.

6 Work with a partner. Read and complete a story. Student A, turn to page 128. Student B, turn to page 133.

a



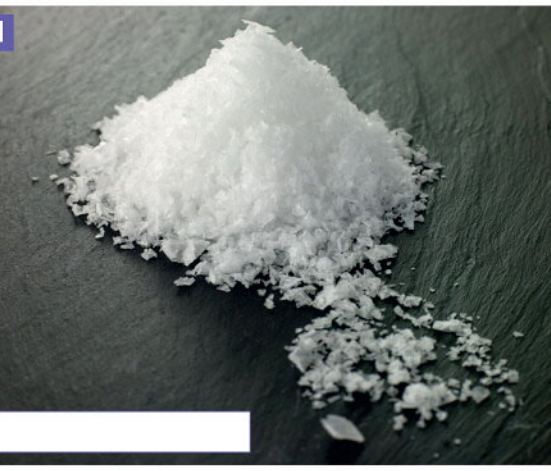
b



c



d



Vocabulary & Speaking common regular verb collocations

7a Work with a partner. Underline the two correct options.

1 wait for a long time / for a friend / for a bus stop
2 post an email / a letter / a comment on a web page
3 enter a race / a job / a competition
4 move jobs / to the countryside / house
5 visit the beach / a museum / a relative
6 shout at your dog / at the weather / at someone
7 prepare a party / a meal / for an exam
8 receive a TV programme / an email / a phone call
9 call a taxi / a bus / an old friend
10 use a dictionary / a tablet / a newspaper

b **6.8** Listen, check and repeat.

8a Match questions 1–10 to answers a–j.

When was the last time you ...

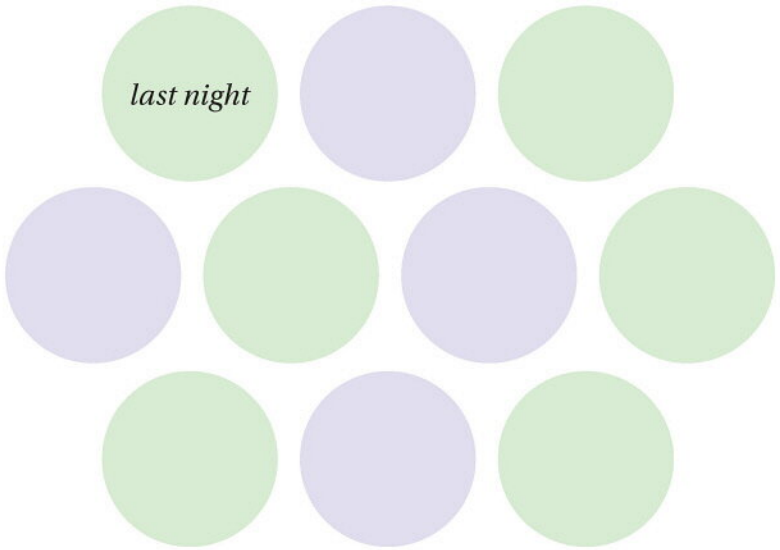
1 moved house?
2 received an email?
3 prepared a meal?
4 posted a letter?
5 shouted at someone?
6 visited a relative?
7 called a taxi?
8 entered a competition?
9 used a dictionary
10 waited for a long time?

a A month ago. It was to my friend in Australia.
b Last summer. I travelled to Kenya to see my grandmother.
c When I was a child. I was in a swimming race.
d About a week ago. My son was very naughty.
e Yesterday. I was late for work.
f In 2010. From an apartment to a house.
g Last night. I cooked spaghetti for my housemate.
h Last week. I checked the meaning of *coin*.
i Two hours ago. My bus was very late.
j This morning. It was from my boss.

b **6.9** Listen and check your answers.

c **6.10** Listen to the questions again and repeat.

9a TASK Think about how to answer the questions in exercise **8a** so that they are true for you. Write a past time expression in each of the circles to answer the ten questions. Do not write the time expressions in order.



b Work with a partner. Take turns to make guesses about the information in your partner's circles. Say if your partner was right or wrong and give more information.

A *I think you visited a relative last night.*
B *No! I visited a relative three days ago. I walked to my uncle's house.*
A *OK, I think you prepared a meal last night.*
B *Right! I cooked a meal for my family.*



6.3 Vocabulary and skills development

GOALS ■ Understand present and past simple verbs ■ Use adverbs of degree

Listening & Speaking understanding present and past simple verbs

1 Circle the best option for you. Discuss the statements in small groups.

1 Art galleries are *interesting* / *boring*.
2 I *often* / *never* / *hardly ever* visit museums.

2 **6.11** Listen to two sentences about an art gallery. Which is present and which is past? How do you know?

3 **6.12** Read and listen to the information in the Unlock the code box about present and past simple verbs.

UNLOCK THE CODE
present and past simple verbs

Regular past simple verbs can sound very similar to their present simple forms.
I walk every day. → *I walked every day.*
They love it. → *They loved it.*
We want it. → *We wanted it.*

1 Regular past simple verbs end with three different sounds:
/t/: *walked* /d/: *loved* /ɪd/: *wanted*

2 Time expressions can help you decide if the verb is past or present.
I moved house ***in 2012***. (past)
I walk a lot ***these days***. (present)

4a **6.13** Listen and tick (✓) the word you hear in each pair 1–9. Compare your answers with a partner.

1	cook / cooked	6	listen / listened
2	carry / carried	7	chat / chatted
3	change / changed	8	dance / danced
4	help / helped	9	enjoy / enjoyed
5	wait / waited		

b **6.13** Listen again and repeat.

5a **6.14** Listen to six sentences and decide if they are past or present. Write your answers on the lines.

1	*past*	4	_____
2	_____	5	_____
3	_____	6	_____

b Compare your answers with a partner.

6a Work with a partner. Look at the photos of a place called Inhotim and guess the answers to questions 1–3.

1 What was Inhotim before the 1990s?
2 What is it now?
3 Why is it important for the local area?

b **6.15** Listen to a programme about Inhotim and check your answers.

7a **6.15** Listen to the programme again. Are the verbs in the box in the present or past simple?

notice start live work look change decide
travel look include work visit

b Change the present simple verbs in **7a** to the past simple form.
started

8 Work with a partner. Take turns to make present and past sentences about yourself, using the verbs and time expressions in the boxes. Your partner says if they are past or present.

A *I lived on a boat when I was a child.*
B *That's past.*

like listen live look love play study talk
travel visit wait want watch work

every day five years ago in 2006 last week
now these days when I was a child yesterday



Vocabulary & Listening adverbs of degree

9a Look at four sentences from the programme about Inhotim and read the Vocabulary focus box about adverbs of degree.

... Bernardo Paz decided to use the space for something **very** different.

... but as you get closer, you notice something **a bit** unusual.

Although it is **quite** far from the usual tourist spots of Brazil, ...

... it is **really** important for the local area ...

VOCABULARY FOCUS adverbs of degree

When we use adjectives to describe things, we often want to show how strongly we feel. To do this, we can use adverbs, e.g. *a bit*, *quite*, *very*, *really*, before the adjectives.

*I'm **a bit** cold.* *The exam was **quite** easy.*
*He is **really** nice.* *Russia is a **very** big country.*

Note: We don't use *a bit* with positive adjectives.
~~*I'm a bit happy.*~~

b Write the words in **bold** in exercise **9a** on the line.

0% 1 *a bit* 2 _____ 3 _____/4 _____ 100%

10a **6.16** Listen to two people talking about their visits to Inhotim. Is speaker 1 or speaker 2 more positive about the different parts of their visit?

1 sculptures/art
2 gardens
3 food/restaurants
4 journey

b **6.16** Listen again. Write the language that helped you answer exercise **10a**.

very interesting

PRONUNCIATION sentence stress

11 **6.17** Listen to four sentences from exercise **10a** and repeat them. Which adverbs have the strongest stress?

1 *... the sculptures were very interesting.*
2 *The gardens were quite nice, too.*
3 *I thought the sculptures in the park were a bit boring ...*
4 *... the journey to the park was really long ...*

12 Work with a partner. Discuss the ideas using the adjectives and a suitable adverb of degree.

1 Modern art/boring/interesting.
   A *Modern art is really boring.*
   B *No, it isn't! It's very interesting.*
2 Clothes in this country/expensive/cheap.
3 The classroom/hot/cold today.
4 Trains and buses/fast/slow in this country.
5 Cars/dangerous/safe.

13a TASK Plan a story about a place you visited, or an event you went to in the last two years. Use questions 1–7 to help you and include 2–3 adverbs of degree.

1 When was it?
2 Where did you go?
3 Who were you with?
4 How was the weather?
5 Were there a lot of people there?
6 What did you do there?
7 How was it?

b Work in small groups. Take turns to tell your stories. Write down the adverbs of degree and adjectives each person uses.





6.4 Speaking and writing

GOALS ☐ Tell a story ☐ Show interest ☐ Write a tweet or text message

Speaking & Listening showing interest as a listener

1 Work with a partner. Look at the photos and the words. Guess the story and put the pictures in the correct order 1–6.

2 **6.18** Listen to Oscar telling the story and check your ideas. Why did he miss his Business Management class dinner?

3 **6.18** Listen to the conversation again. Tick (✓) the expressions the listener uses. How do these expressions 'help' the conversation?

That's terrible!	*Poor you!*
Oh no!	*Really?*
What a nightmare!	*That's great!*
That's brilliant!	*That's interesting!*
That's awful!	

4a Work with a partner. Decide which of the expressions in exercise **3** are for responding to ...
a good news **b** bad news **c** interesting news

b Read the information in the Language for speaking box and check your answers.

LANGUAGE FOR SPEAKING
showing interest

Responding to good news

That's brilliant!	*That's amazing!*
That's great!	

Responding to bad news

That's terrible!	*Oh no!*
That's awful!	*Poor you!*
What a nightmare!	

Responding to interesting news

Really?	*That's interesting!*

5a **6.19** Listen to the expressions in the Language for speaking box. Notice how the voice goes up or down.

b **6.19** Listen again and repeat.

6 Work with a partner. Take turns to tell each other some news and respond to it. Student A, turn to page 129. Student B, turn to page 134.

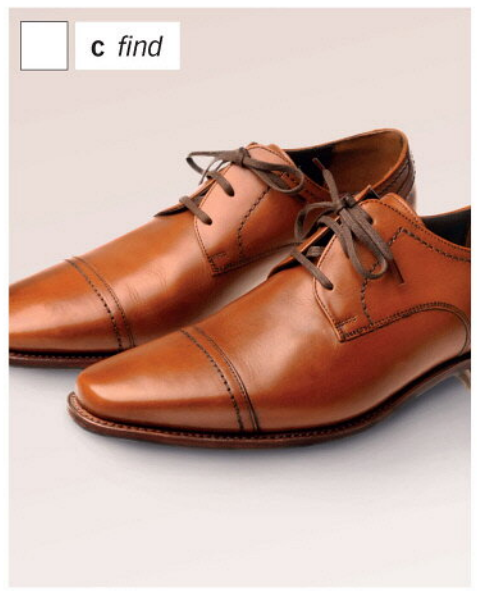
1 **a** *miss*



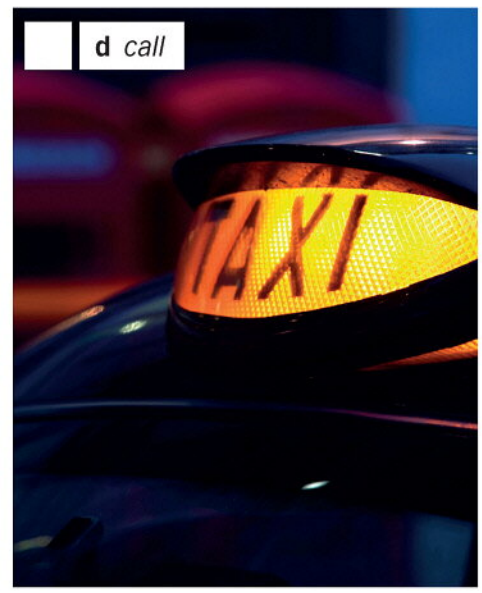
☐ **b** *start*



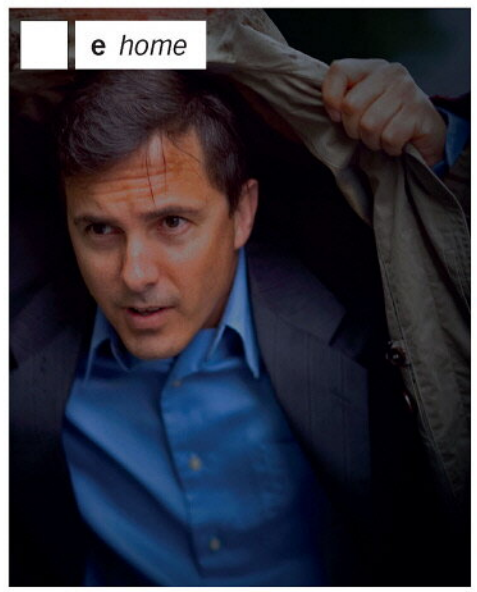
☐ **c** *find*



☐ **d** *call*



☐ **e** *home*



☐ **f** *late*



Reading & Writing write a tweet or text message

7 Work in small groups. Answer the questions.

1 Do you use any social media sites? (Facebook, Twitter, etc.) What do you use them for?
2 How much time do you spend on these sites?
3 Do you think they are useful? Why/Why not?

8a Read the three tweets below. Which one ...

1 gives the writer's opinion?
2 asks for information?
3 tells a short story?

1  Anyone know where I can dance salsa? Really want to learn!
← Reply ★ Favourite ? Info

2  Just walked into boss's office and she was asleep! So funny!
← Reply ★ Favourite ? Info

3  Watching *Gladiator*. Love it!
← Reply ★ Favourite ? Info

b Match replies a–c to tweets 1–3.

a
← Reply ★ Favourite ? Info
Really?! Saw it years ago and hated it. Boring!

b
← Reply ★ Favourite ? Info
Try Café Sol. Think they have classes on Mondays.

c
← Reply ★ Favourite ? Info
Ha ha! You still at work? Don't wake her up. Then you can go home!

9 Work with a partner. Look at the first tweet again and answer the questions. Check your answers in the Language for writing box.

1 Where can you put the words *does* and *I* in the tweet to make full sentences?
2 Why do you think the two words are not included in the tweet?

LANGUAGE FOR WRITING tweets and texts

We often leave words out when we write quickly and informally, e.g. in text messages or on Twitter.

These words can be:

1 auxiliary verbs, e.g. *do*, *does*, *is*, *are*.
~~Does~~ *anyone know where I can dance salsa?*
2 subject pronouns, e.g. *I*, *you*, *it*.
~~*I*~~ *really want to learn!*
3 subject and the verb *to be*.
~~*It was*~~ *so funny!*

10 Find examples of missing words in the replies in exercise **8b**.

I
Saw it years ago ...

11 Look at four more tweets. They all contain words they don't need. Cross out the unnecessary words. Compare your answers with a partner.

1  **Mary** @MJSmart
I tried explaining Twitter to my dad. It wasn't easy!
← Reply ★ Favourite ? Info

2  **Chris** @ChrisWong
Francis! Do you want to go out tonight?
← Reply ★ Favourite ? Info

3  **Steven** @SteveC1985
Is anyone watching the programme on Channel 6? Does anyone understand it?!
← Reply ★ Favourite ? Info

4  **Tim** @TimG
I just missed the bus again! It's the third time this week!
← Reply ★ Favourite ? Info

12a TASK Write a tweet about something interesting.

b Pass your tweet around the class and write replies to the tweets you receive from your classmates. Which tweet has the best replies?

6.5 Video

Istanbul

1 Look at the photos of Istanbul. Which of these things can you see in them?

ancient buildings buses busy market dome
fishermen gardens herbs modern buildings
mosque public transport residents ships and ferries
souvenirs spices strait tourists

2 Work with a partner. Look at the photos again and discuss the questions.

- Do you think Istanbul is a good place to live?
- Do you think life in Istanbul is the same or different to where you live? Why?
- Would you like to live in Istanbul?

3 ▶ Watch the video about Istanbul. Write a short summary including the most important facts about the city. Think about ...

- how old the city is
- why the city was important/famous in the past
- why the city is important/famous now
- busy modern life
- East and West.

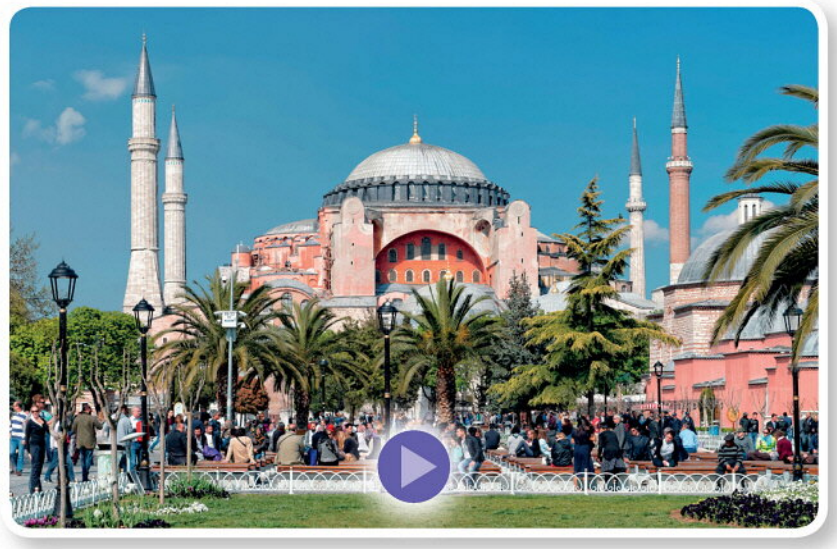
4 ▶ Watch the video again. Decide if the sentences are true (T) or false (F). Correct the false sentences.

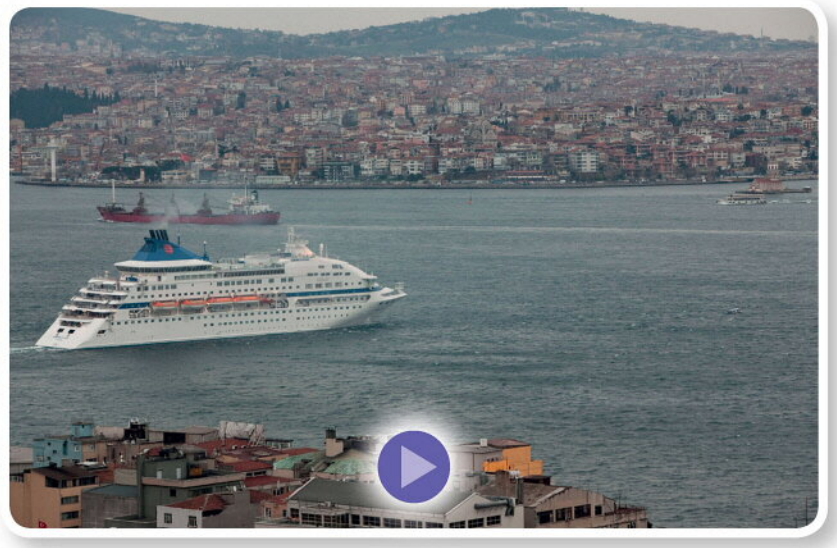
a Istanbul is the second largest city in Turkey.
b In ancient times the city was first called Constantinople.
c The city's name changed to Istanbul in 1833.
d Today the Hagia Sophia is a mosque.
e The strait that divides Istanbul is called the Bosphorous.
f Only local people use the ferries on the Bosphorous.
g Istanbul is famous for its fresh seafood.
h The Grand Bazaar was first built in the 18th century.
i There are sixteen streets in the market.
j The market doesn't sell any food.
k The city is the same now as it was in ancient times.

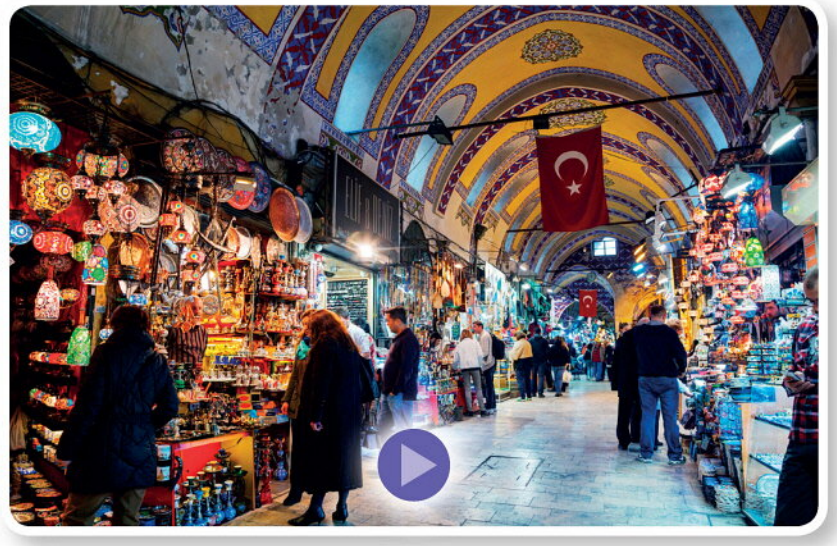
5a TASK Work with a partner. You went to Istanbul last week for a business trip/weekend visit/study trip. Make notes on ...

- where you stayed
- what you did/saw
- what you ate
- what souvenirs you brought home
- if you recommend the visit

b Write an email to a colleague/friend telling them about your visit.







Review

1a Complete the questions with *was* or *were*.

1 How old _____ the speaker when it happened?
2 _____ it on a Monday?
3 _____ the lights on when he walked into the living room?
4 _____ his friends at the party?
5 _____ there a cake?
6 Where _____ the presents?

b **6.20** Listen to someone telling a story and answer the questions in exercise **1a**. Compare with a partner.

2a Imagine today is Wednesday 19th February 2015 and it is 1.20 p.m. Write a past time expression next to each item 1–6 to say when they were.

1 Tuesday 18th February 2015 *yesterday*
2 2014
3 Wednesday 12th February 2015
4 2010
5 1.15 p.m.
6 12.50 p.m.

b Write four dates and times from the past, e.g. your last birthday, first driving lesson, time you got up today, etc.

c Work with a partner. Take turns to say your dates and times from exercise **2b**. Your partner tries to guess what happened then.

A *1st September 2012*
B *Your son started school.*

3 Complete the article with the present simple or past simple forms of the verbs in (brackets).



The painter Vincent Van Gogh was born in 1853 and he [1]____ (die) in 1890. He [2]____(be) a farmer and then a teacher before he [3]____(decide) to become an artist when he was nearly 30. These days people [4]____(love) his paintings and [5]____(pay) a lot of money for them. Unfortunately nobody [6]____(want) to buy his paintings when he was alive and he [7]____(be) poor and unhappy. He [8]____(paint) one of his most famous paintings – *Van Gogh's chair* – in 1888. Today it [9]____(be) in the National Gallery in London and every year, art lovers from around the world [10]____(travel) hundreds of miles to see it.

4a Match the verbs and noun phrases to make common collocations.

1	move	a	competition
2	receive an	b	at someone
3	prepare a	c	letter
4	post a	d	a relative
5	shout	e	house
6	visit	f	for a long time
7	enter a	g	email
8	wait	h	meal

b Work in small groups. Tell each other about the last time you did the things in exercise **4a**.

5a Make sentences 1–8 positive or negative so they are true for you. Add an adverb of degree from the box to give more detail about the positive sentences.

very quite really a bit

1 I was *a bit* _____ tired last night.
2 I was *n't* _____ late for class today.
3 I was _____ early for class today.
4 I was _____ busy last week.
5 I was _____ naughty when I was a child.
6 I was _____ hungry an hour ago.
7 I was _____ young in 2010.
8 I was _____ happy on my birthday last year.

b Work in small groups. Take turns to read your sentences to each other and give more information.
I was a bit tired last night because I had a busy day at work.
I wasn't late for class today because I got up early.

6a **6.21** Listen to three sentences and choose an expression from the box to respond to each sentence.

That's terrible!	Really?	That's brilliant!
Poor you!	What a nightmare!	That's amazing!
Oh no!	That's great!	That's awful!

b Write sentences giving good news, bad news and surprising news.

c Work in small groups. Take turns to tell each other your news. Respond to each piece of news with an expression from exercise **6a**.

7

Health and fitness

7.1 My health, my business

GOALS ☐ Use collocations for a healthy lifestyle ☐ Use past simple irregular verbs

Vocabulary & Speaking a healthy lifestyle

1 Work with a partner. Read the saying and answer the questions.

Healthy body, healthy mind.

1 What does the saying mean?
2 Do you agree? Why/Why not?

2a Work with a partner. Use the verbs in the box to complete the phrases for a healthy lifestyle.

do (x2) drink eat go ride sleep take walk

1 _____ lots of fruit and vegetables
2 _____ the stairs, not the lift
3 _____ to work
4 _____ a bicycle
5 _____ eight glasses of water a day
6 _____ an hour of exercise each day
7 _____ seven to eight hours a night
8 _____ to the gym or an evening class
9 _____ physical jobs around the house

b 7.1 Listen and check your answers.

c Work in small groups. Discuss the questions.

1 Which actions in exercise **2a** are exercise and which are not?
2 Which things do you do?
3 What else is important for a healthy lifestyle?

Reading & Grammar past simple irregular verbs

3 Work with a partner and look at the menu. Do you think it is a good idea to show the calories? Why/Why not?

JOE'S DINER

Menu	Calories	Price
Burger	280	$0.89
Cheeseburger	330	$0.99
Big Big Burger	540	$2.29
Extra Big Burger	590	$2.35
Grilled Chicken	450	$2.89
8 oz Burger	760	$2.99

4a Work with a partner. Look at the photo and title of the article. What do you think the mayor did?

the healthy **mayor**

In 2002 New York City chose a new mayor, Michael Bloomberg. Bloomberg wanted the people of New York to be healthy. In his opinion, they did the wrong things: they ate the wrong food, they smoked, they drove everywhere, and they did little or no exercise.

So Bloomberg tried to change their habits. Before he was mayor, restaurant menus only gave the price of the food. But after 2007 restaurants wrote the number of calories in their food on the menu. He banned smoking in public places. He also tried to reduce the size of sweet drinks, like Coca Cola (but the Supreme Court stopped him).

Bloomberg had other messages for New Yorkers, too: do more exercise, leave your car at home, walk or ride a bicycle, and take the stairs when you can. He told them he always took the stairs, not the lift.

Some people thought Bloomberg was wrong. People's health is their business. But is it?



■ **banned** said something was not allowed ■ **reduce** make something smaller

b Read the magazine article and check your answers.

5 Work with a partner. Read the article again and find ...

1 four things New Yorkers did that were bad for their health.
2 two things Bloomberg changed.
3 one thing he tried to change.
4 Bloomberg's ideas for doing more exercise.

6 Work in small groups. What do you think about Mayor Bloomberg's ideas? Was he right? Why/Why not?

7 Work with a partner. Look at the highlighted past simple verbs in the sentences. Which verb is regular?

> In 2002 New Yorkers chose a new mayor, Michael Bloomberg. Bloomberg wanted the people of New York to be healthy.

8a Read the Grammar focus box about past simple irregular verbs.

GRAMMAR FOCUS past simple irregular verbs

Past simple irregular verbs are not formed by adding *-ed*. They all take different forms, e.g.
choose → chose *sit → sat* *put → put*

→ Grammar Reference page 148

b Find past simple irregular verbs in the article and complete the table.

Present	Past
come	*came*
make	*made*
do	
eat	
drive	
give	
write	
have	
tell	
take	
think	

c 7.2 Listen, check and repeat.

PRONUNCIATION past simple irregular verbs

9a 7.3 Listen to the pronunciation of the groups of three past simple verbs. Are the vowel sounds in each group the same (S) or different (D)?

1 thought / bought / taught
2 got / chose / wrote
3 sat / went / had
4 came / made / ate
5 flew / took / put
6 met / said / slept

b 7.3 Listen again and repeat.

10a Put the verbs in (brackets) in the past simple to complete the Student health survey results.

SurveyResults

Student health survey results

1 85% _____ (eat) snacks between meals.
2 58% _____ (play) sport and 77% _____ (do) exercise every week.
3 62% _____ (sleep) only six hours a night.
4 15% _____ (watch) TV for two hours or more a day.
5 29% _____ (take) extra vitamins.
6 82% _____ (say) they were worried about work.
7 57% _____ (sit) at a computer for six hours or more per day.
8 28% _____ (think) they _____ (have) a healthy lifestyle.

b Compare your answers with a partner. Which facts surprised you?

11a TASK Think of a time in the past, e.g. when you were a child. Use the ideas in the survey and make a list of your healthy and unhealthy habits.

When I was about ten years old, I ate a lot of sweets.

b Work in small groups. Compare your habits.



7.2 Sporting heroes

GOALS ☐ Talk about sports and fitness ☐ Use the past simple negative

Vocabulary & Speaking

sports and fitness

1a Work with a partner. Write the activity under the correct illustration.

cycle do athletics do judo do yoga
go fishing go to the gym jog/run
play basketball play football play tennis
ski swim



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

b 7.4 Listen, check and repeat.

2 Work with a partner. Talk about sports or activities that are popular where you live.
People jog and play tennis in my local park.

3a Tick (✓) the three best reasons to do sport.

1 to keep fit
2 to meet friends
3 to have fun
4 to win
5 to lose weight
6 to learn something new

b Compare your answers with a partner.

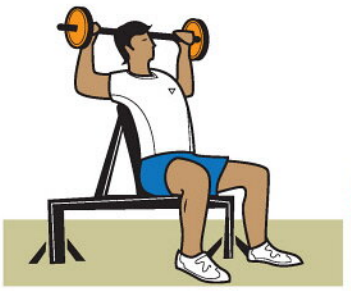
4 Work with a partner. Answer the questions.

1 What sports and activities do you do?
2 How often do you do them?
3 Why do you do them?

A *I play basketball and I do athletics.*
B *How often do you play basketball?*
A *Every Wednesday and Saturday evening.*
B *Why do you like it?*
A *I meet my friends and we have lots of fun.*



7 _____



8 _____



9 _____



10 _____



11 _____



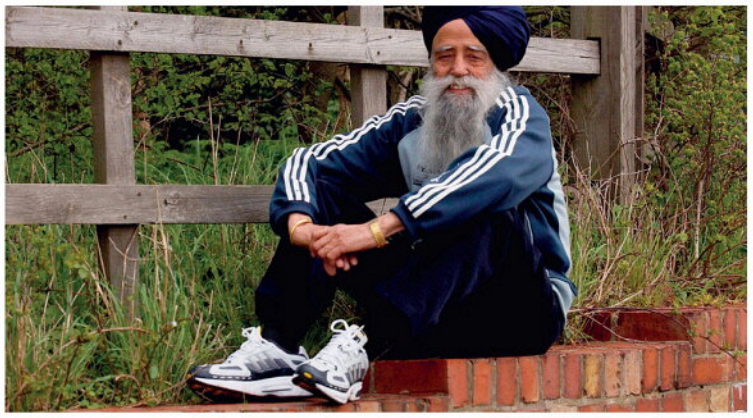
12 _____

Listening & Grammar past simple negative

5 Work with a partner. Do you think famous sports people can be heroes? Why/Why not?

6 Work with a partner. Look at the photo of Fauja Singh and answer the questions.

1 How old do you think he is?
2 What sport do you think he does?
3 Why do you think he likes that sport?



7a **7.5** Listen and check your ideas. Do you think Fauja is a sporting hero? Why/Why not?

b **7.5** Listen again. Tick (✓) the true sentences and cross (✗) the false sentences. Compare your answers with a partner.

1 Fauja ran marathons when he was young.
2 He didn't walk before the age of five.
3 He had a lot of problems on his family's farm.
4 His happy life continued after he had a family.
5 He left India.
6 He stopped after his first marathon.

8 Complete the rule in the Grammar focus box.

GRAMMAR FOCUS past simple negative

To make the past simple negative we use:

Subject + *did not/* _____ + infinitive without *to*

*He **didn't walk** before the age of five.*

→ Grammar Reference page 149

PRONUNCIATION past simple negative

9a **7.6** Listen and notice the stress.

He didn't walk ... He didn't feel sad ...

b Work with a partner. Correct the false sentences in exercise **7b**. Use the correct stress.

A *Fauja ran marathons when he was young.*
B *False. Fauja didn't run marathons when he was young.*

c **7.7** Listen, check and repeat.

10a Work with a partner. Put the verbs in (brackets) into the positive or negative form to make the facts about Usain Bolt true.

USAIN BOLT JAMAICAN 100 & 200M RUNNER



1 When he was a young boy, Usain Bolt _____ (do) athletics all the time.

2 In 2008, when he won the Olympic 100m final, he _____ (slow) down at the end and he _____ (break) the world record.

3 When he won the 100m final at the 2012 London Olympic Games, two billion people watched him on TV. American TV _____ (show) the race when it happened.

4 There was a thunderstorm during the 100m World Championship final in 2013. Lightning _____ (hit) him.

b **7.8** Listen and check your answers. Did anything surprise you? Tell your partner.

11a **TASK** Write two true and two false sentences about sports or other activities you did in the past. Use the verbs in the box and other verbs you know.

be do go have play run swim win

I won a chess competition when I was ten.

b Work in small groups. Take turns to read your sentences to each other. Say if you think each one is true (T) or false (F). Give more information.

A *I played basketball for my university.*
B *True?*
C *Hmm ... I think it's false.*
A *Yes, it's false. I didn't play basketball for my university. I'm only 1.6m tall!*

VOX POPS VIDEO 7

7.3 Vocabulary and skills development

GOALS ☐ Understand time sequencers in a text ☐ Understand easily confused words

Reading & Speaking time sequencers

1 Work with a partner. Read instructions a–e for staying fit and healthy. Which order do you think the instructions could be in?

a Make a timetable.
b Repeat the exercise twice a day.
c Choose an activity you enjoy.
d Set a goal for yourself.
e Find a friend to exercise with you.

2a Read the information in the Unlock the code box about time sequencers.

UNLOCK THE CODE
time sequencers

Writers often use time sequencers to show the order in which something happens, e.g. *first*, *next*, *then*. If you understand these phrases, it is easier to understand what comes next in the text.

b When we talk about something that happened, which time expressions do we use to describe ...

1 the beginning? _____
2 the middle? _____ _____ _____
3 the end? _____ _____

After that, … Finally, … First/Firstly, … Lastly, … Next, … Then, …

c Use the time sequencers in exercise **2b** to make the order clearer in exercise **1**.
First, …

3a Work with a partner. Answer the questions.

1 Do you think you take enough exercise?
2 How many steps do you think you take every day?
3 Do you ever check your own health? If so, how? If not, why not?

b Work with a partner. Look at the title of a TV programme review. How do you think technology can make you healthier?

c Read the review and check your ideas.

5 • THE REVIEW • TV

Technology to make you healthier

The programme was about apps and gadgets that check our health and daily exercise. In the programme, three female office workers used this new technology for three weeks. What did they do and did it work?

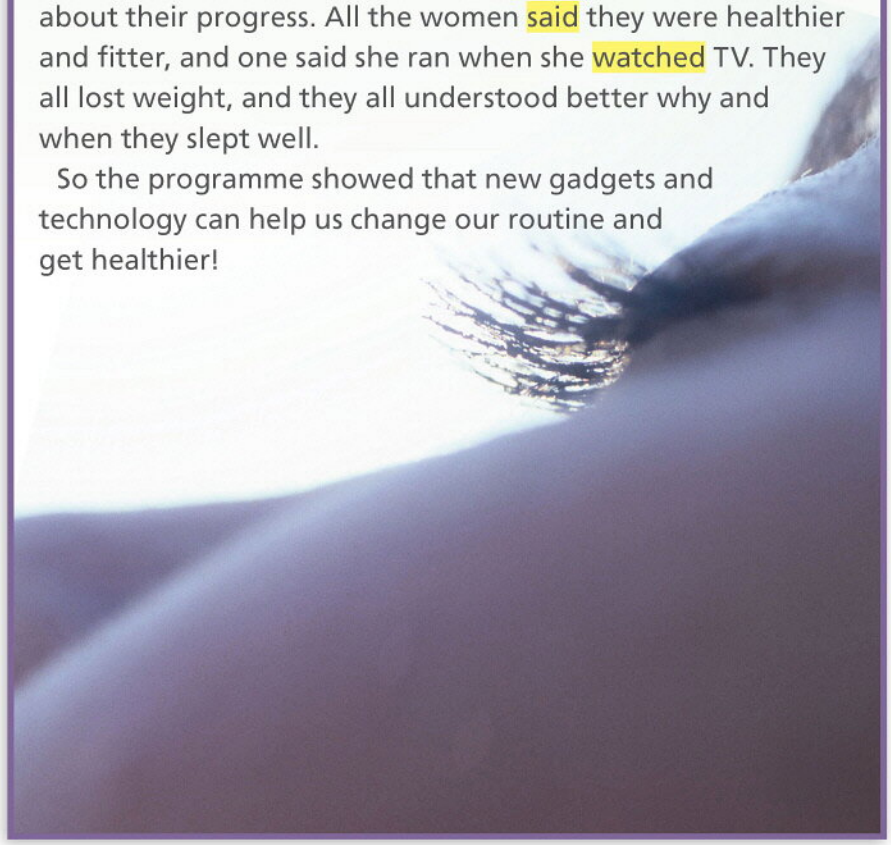
Firstly, university scientist Blaine Price lent the women a gadget to count their steps, and a specially-programmed smartphone to check their sleep.

After that, the women went back to their normal lives and used the gadget to check their exercise. At the end of each day, the scientist sent them an email with the number of their steps. At the beginning they only took 5,000 steps, but the target was 10,000 a day.

Next, they checked their sleep. Every night, they put the smartphone on their bed when they went to sleep. The next morning, they looked at the phone and saw the number of hours they slept, and how deeply.

Finally, the three women and Blaine met again to talk about their progress. All the women said they were healthier and fitter, and one said she ran when she watched TV. They all lost weight, and they all understood better why and when they slept well.

So the programme showed that new gadgets and technology can help us change our routine and get healthier!



4a Put sentences a–d about the story in the correct order without looking at the review. Compare your answers with a partner.

a The women talked about how healthy and fit they were.
b The women lived normal lives.
c The women used their phones to check their sleep.
d The scientist gave the women some equipment.

b Work with a partner. Describe each stage of the story in your own words using the time sequencers from exercise **2b**.

5 Work with a partner. Answer the questions.

1 What do you think of the idea of checking your exercise and your sleep with a gadget or phone?
2 Do you think that technology can change your routine?
3 Is it a good idea to check your health and routines every day? Why / Why not?

Vocabulary & Speaking easily confused words

6 Match the words in **bold** in each pair of sentences to the correct meaning.

1 I need to buy some food and I don't have any money. Can you **lend** me £10? I'll pay you back tomorrow.
2 I forgot my pen, so I **borrowed** one from my classmate.

a take something from somebody for a short time (and then give it back later) _____
b give something to somebody for a short time (and then get it back later) _____

3 Why don't you **come** to my house for dinner tomorrow?
4 Did you **go** to the swimming pool yesterday?

a move from another place to here _____
b move from here to another place _____

5 She **told** me her name.
6 He **said** that he was hungry.

a give information by speaking or writing _____
b give information to somebody by speaking or writing _____

7 He **looked** at his watch and said, 'It's late!'
8 The police **watched** the house for two days.

a look at something for a long time to see what happens or because you like doing it _____
b look at something for a short time _____

9 Can you **bring** me my glasses?
10 It's cold. **Take** a coat with you.

a move something/somebody from another place to here _____
b move something/somebody from here to another place _____

7a Read the Vocabulary focus box about easily confused words.

VOCABULARY FOCUS easily confused words

There are some common pairs of words in English that are easily confused. These are often:

1 words to do with movement or actions between people, e.g. *come/go*, *bring/take*, *lend/borrow*.
2 words describing similar actions but with different grammar or collocation, e.g. *say/tell*, *look/watch*.

b Complete the sentences with the correct form of a word in **bold** in exercise **6**.

1 Can you *lend* me your car for the weekend?
2 They _____ basketball on TV last night.
3 _____ here! I want to speak to you.
4 My colleague _____ me about a new restaurant in town.
5 Can you _____ this book to the library for me?
6 'I'm lost,' he _____.
7 When Jacek _____ at his phone during the meeting, I got very angry.
8 I didn't have a pen, so I _____ one from my friend.
9 When you come to the party, can you _____ something to drink?
10 Let's _____ to the beach tomorrow.

c 7.9 Listen and check your answers.

8a TASK Four of questions 1–5 use the wrong verbs. Correct the wrong ones.

1 How often do you go to the gym and do exercises?
2 Do you look at films in English without reading the subtitles?
3 Do you prefer playing or looking at sport?
4 Do you usually say your neighbours that you want to have a party?
5 Would you prefer to lend money from a bank or from a member of your family? Why?

b Work in small groups. Take turns to ask and answer the questions in exercise **8a**. Add follow-up questions.

A *How often do you go to the gym?*
B *Not very often.*
A *What kind of exercises do you do?*



7.4 Speaking and writing

GOALS ☐ Ask for and give opinions ☐ Agree and disagree ☐ Post a website comment

Listening & Speaking opinions, agreeing and disagreeing

1a Work with a partner. Discuss the questions.

1 Do you, your friends or your family play video games?
2 What video games do you know?
3 What's good and bad about video games?

b Compare your answers with another pair.

2 **7.10** Listen to the introduction to a radio programme about children and video games. Answer the questions with your partner.

1 What do people usually think about video games?
2 What did the research show?
3 What did the children do in gym class?
4 How did the children feel about this?

3a **7.11** Listen to two people talking on the radio programme. What do they think are the good and bad things about video games?

b Work with a partner. Use the words in the box to complete the sentences from the listening in exercise **3a**.

agree but don't for of opinion right that think what

1 _____ do you think _____ this idea?
2 I _____ it's great.
3 I _____ know about _____.
4 Yes, _____ they didn't use games like that at the school.
5 Well, _____ me, it depends on the game.
6 You're _____.
7 What's your _____?
8 Yes, I _____ with that.

c **7.12** Listen, check and repeat.

4 Work with a partner. Which phrases from exercise **3b** ...

1 ask for an opinion? _____ _____
2 give an opinion? _____ _____
3 show the speaker agrees? _____ _____
4 show the speaker disagrees? _____ _____



5 Work with a partner. What do you think about using video games at school? Use the phrases in exercise **3b**.

6 Work with a partner. Read the statement and think of 3–4 ideas to complete each column of the table.

'Companies and colleagues should help their employees and students to be fit and healthy.'

Arguments for	Arguments against

7 Work with another pair. Discuss your arguments from exercise **6**. Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING
asking for/giving opinions, agreeing/disagreeing

Asking for opinions
What do you think (of ...)?
What's your opinion (of ...)?

Giving opinions
I think ...
For me, ...

Agreeing
You're right.
I agree (with that).

Disagreeing
Yes, but ...
I don't know about that.

Reading & Writing post a website comment

8a Read the online article about a video game experiment. Describe the experiment to your partner.

TECHNOLOGY

New research shows that video gamers don't live in the real world.

Researchers gave two groups of people a simple test. The first group played a lot of video games before the experiment. The people in the second group didn't play video games. Then, both groups took paper clips out of a bucket of ice-cold water. The first group took more paper clips. They didn't feel the cold because their brain thought that they were still in the video game world. The other group felt the cold because they weren't in a virtual world.



b Work with a partner. Answer the questions.

1 What does the writer say that the experiment shows?
2 Do you agree? Why/Why not?

9 Work with a partner. Read four comments from the website. Who agrees with the research? Who disagrees?

Like | Share | Comment

FT, Scotland
I agree, but I knew this before this research. People don't talk to each other anymore. They work with computers and they also relax with computers.
Like | Share | Reply

Firos, Lebanon
That's right. I think we live in another world. We look at computer screens for eight hours a day at work, then watch TV for four hours in the evening, too. We are also always on our phones.
Like | Share | Reply

Haruki, Japan
I'm afraid I don't really agree with this research. What's the problem? People relax in different ways. Some people read books. Others play video games.
Like | Share | Reply

Jeff, Canada
That's true, Haruki. For me, video games are a hobby. I think people know the difference between a game and the real world.
Like | Share | Reply

10 Underline the phrases the people in exercise **9** use to agree and disagree. Compare your answers with a partner.

11a Read the information in the Language for writing box.

LANGUAGE FOR WRITING
adding more information

- We can use *too* and *also* to add more information.
- *Also* goes before the main verb, but after the verb *be*.
  *… and they **also** relax with computers.*
  *We are **also** always on our phones.*
- *Too* goes at the end of a sentence.
  *… watch TV for four hours in the evening, **too**.*

b Work with a partner. Rewrite the sentences using *too* and *also*.

1 He played for his local team and he played for his national team.
2 She goes swimming every day and she goes to the gym twice a week.
3 He likes watching football on TV and he likes playing it.
4 My cousin is a black belt in judo and she's a black belt in karate.

12a TASK Write a comment about the article in exercise **8a**. Agree or disagree and use *too* or *also* to give more information.

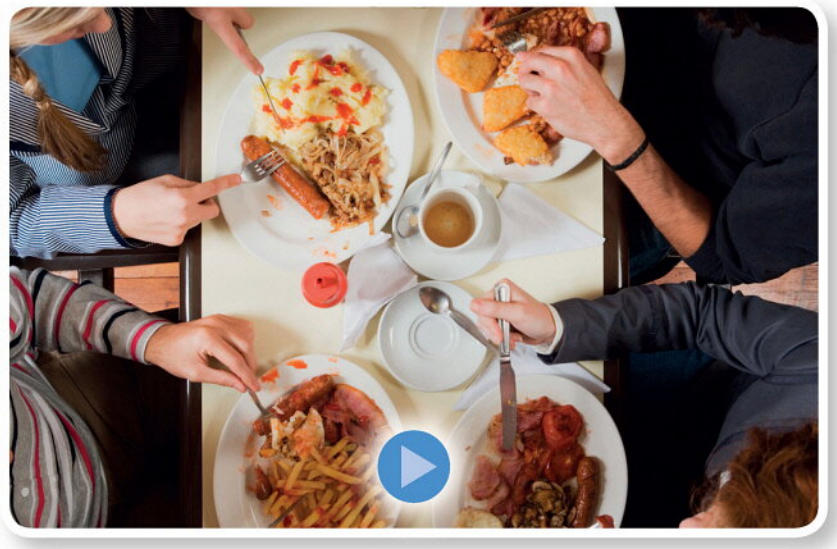
b Work in small groups. Read each other's comments. Do you agree?

13a TASK Look at the ideas on page 129. Choose one and write a comment. Agree or disagree and use *too* or *also* to give more information.

b Work in small groups. Read comments from other students and write replies.

7.5 Video

Health and fitness in New York

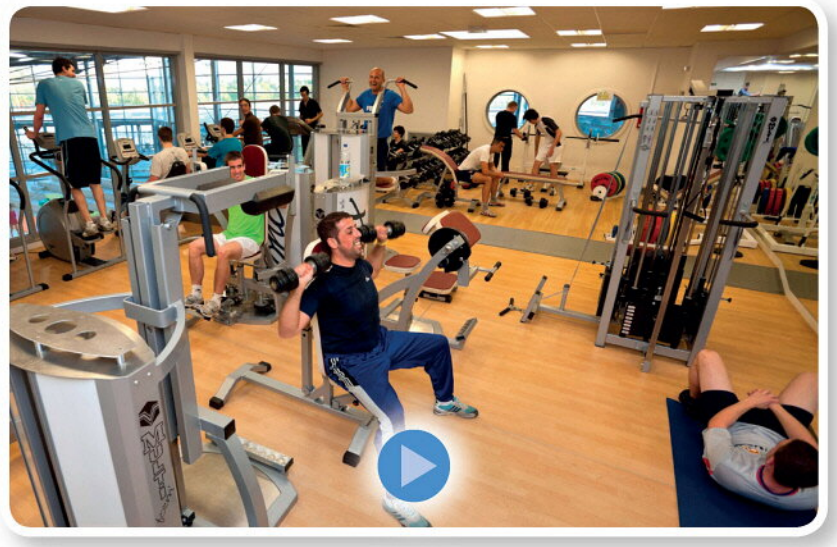


1 Work with a partner. What do you know about New York? Think about ...

- where it is
- population
- transport
- places to visit
- food

2 Look at the photos of people in New York. Which activities ...

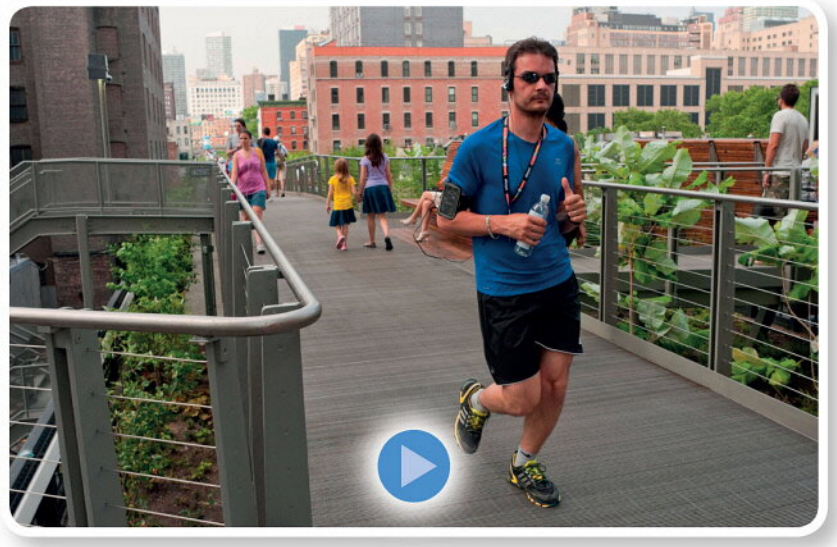
a are healthy?
b are unhealthy?
c do you do?
d would you like to do?



3 Watch the video. Match beginnings 1–8 to endings a–h to complete the sentences.

1 The most famous part of New York is
2 Fifty million tourists visit New York
3 People didn't cycle much
4 Before 2002, most people travelled to work by
5 The High Line was an
6 Now the High Line is a
7 You can rent a bike for ten dollars
8 Restaurant menus include

a before 2002.
b information about calories in your meal.
c place to jog, walk or relax.
d every year.
e old railway line.
f a day with the Citibikes scheme.
g Manhattan.
h subway or car.



4 Watch the video again and make notes about what they said for topics 1–5.

1 public transport
2 the Mayor of New York
3 taking exercise
4 parks
5 restaurants and food

5a TASK Work in small groups. Your employer, university or local government wants to make a short video advert to help local residents live more healthily. Think of four ideas and say why you think they will help people to have a healthy lifestyle.

b Present your ideas to the class and choose the best four.

Review

1a Match beginnings 1–6 to endings a–f to make questions.

1 Do you eat a lot of
2 Do you do
3 Do you often ride
4 Can you walk
5 How many hours
6 Do you

a do a lot of physical jobs around the house?
b do you sleep every night?
c any exercise?
d fruit and vegetables every day?
e a bicycle?
f to local shops from your house, or do you drive?

b Work with a partner. Ask and answer the questions in exercise **1a** and give more information.

2a Put the verbs in (brackets) in the past simple positive or negative. Use the symbols (+/–) to help you.

Yesterday ...

1 I *didn't drive* (drive/–).
I *came* (come/+) to work on foot.
2 I _____ (cook/–) chips or fried food.
I _____ (make/+) a healthy salad for lunch.
3 I _____ (go/+) to the gym.
I _____ (watch/–) TV.
4 I _____ (go/+) to bed early.
I _____ (have/+) eight hours' sleep last night.
5 I _____ (have/+) an apple for dessert.
I _____ (eat/–) ice cream or cake.
6 I _____ (take/+) the stairs.
I _____ (use/–) the lift.

b Make the sentences in exercise **2a** true for you. Compare your answers with a partner.

3a Circle the correct verb to complete the questions.

1 Do you *go / come* to sporting events? Which sports?
2 Which of these things do you *borrow / lend* to your friends: books, clothes, money?
3 Do you *say / tell* your family or best friend everything?
4 Do you think it's OK to *look at / watch* your phone during class?
5 Which three things do you always *bring / take* to class?

b Work with a partner. Ask and answer the questions in exercise **3a**, and give reasons for your answers.

4a Read the text about popular sports in Argentina and complete the gaps with the words from the box.

jog	ski	basketball	go to the gym	football	tennis

The most popular sport in Argentina is [1]_____. People like playing it, going to games and watching it on TV. The Argentinian team won the World Cup in 1978 and 1986, and came second in 2014.

[2]_____ is also very popular especially after Argentina won the semi finals against the NBA players in 2004, and then took the Olympic gold home.



[3]_____ was a sport for rich people in the past, but now lots of people play it. The best Argentinian player, Juan Martín del Potro is world number 8.

Winter sports are also very popular in Argentina, people often [4]_____ in the Andes Mountains. And of course lots of people [5]_____ in local parks or [6]_____ to keep fit!

b 7.13 Listen and check your answers.

c Work with a partner. Which sports are popular where you live?

5a Read the conversation. Are the people *agreeing*, *disagreeing*, *asking for* or *giving an opinion*?

A What's your opinion of people taking their children out in the evening? [1]_____
B Well, I think it's fine. I don't have a problem with it. [2]_____
C I don't know about that. For me, it's not OK when the children have school the next day. [3]_____
A And what do you think of taking children to restaurants? [4]_____
B Um, I think it's OK if they're not too noisy. [5]_____
C Yes, I agree with that, but children can be very noisy! [6]_____

b Work with a partner. Ask for and give your opinion about ...

1 the amount of money famous sportspeople make
2 people driving slowly but carefully
3 people talking in the cinema

8 Travel and transport

8.1 I went to ...

GOALS ☐ Talk about holidays ☐ Ask questions using the past simple

Vocabulary & Speaking talking about holidays

1a What kind of holidays do you like? Tick (✓) the options that are true for you.

- staying in your own country
- going to another country
- going on a city break
- staying in the countryside
- going on a beach holiday
- going with a group of friends
- going with family
- going on your own

b Compare your answers with a partner.

2a Complete texts 1–3 about different holidays with the words in the boxes.

1 the beach an apartment swimming

2 museums lost a tour the town art galleries

3 sightseeing local people trek cheap hotels

BLOG | ABOUT | CONTACT

The beach lover

I love lazy holidays. I normally rent [1]_____ by the sea with my family. We lie on [2]_____ most of the day and go [3]_____ in the sea. For me, the most important thing to do on holidays is to relax and have fun.

THE CITY BREAKER

For me, holidays are about culture and I enjoy visiting all the [4]_____ and [5]_____. Sometimes I go on [6]_____ with a guide because it's a great way to learn about a place and its history. I also like going out on my own and looking around [7]_____ without a map. I always get [8]_____, but I think it's the best way to find interesting places.

BLOG ABOUT CONTACT

THE BACK PACKERS

We stay in [9]_____ and guest houses, and travel by public transport, so we can meet [10]_____. We don't go [11]_____. We prefer to [12]_____ in the mountains and visit places that tourists don't often see.

b **8.1** Listen and check your answers.

c Work with a partner. Which person is most like you? Why?

3a Work with a partner. Match beginnings 1–6 to endings a–f to make questions about holidays.

1 Do you like lying
2 Do you visit
3 Do you usually take a map or
4 Do you like going on
5 Do you prefer to stay
6 Do you ever stay in

a a tour of places you visit?
b do you get lost?
c in a hotel or rent an apartment?
d on the beach?
e expensive hotels?
f art galleries and museums?

b **8.2** Listen, check and repeat.

c Ask and answer the questions with your partner. Give more information.

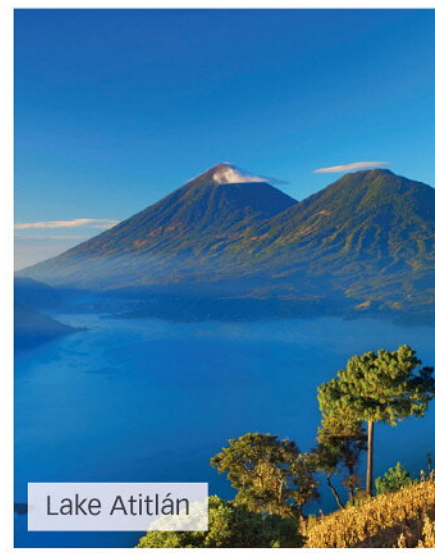
A *Do you like lying on the beach?*
B *Yes, I do. I like reading a book, but I enjoy playing beach volleyball, too.*



Grammar & Listening past simple questions




ruined temple in the Mayan city of Tikal


Lake Atitlán


Antigua, the historic capital of Guatemala

4 Work with a partner. Look at the map and photos of Guatemala. Answer the questions.

1 What do you know about Guatemala?
2 What can you do and see there?

5a **8.3** Listen to Tom talking to his friend Katie about his trip to Guatemala. Tick (✓) the things he mentions.

- ruined temples
- Pacaya volcano
- trekking
- Lake Atitlán
- Antigua
- a Mayan city
- the mountains
- lying on the beach

b Match Katie's questions 1–6 to Tom's answers a–f.

1 Why did you go there?
2 Whereabouts in Guatemala did you go?
3 What did you do and see?
4 How long did you stay?
5 Did you stay in hotels?
6 Did you go on your own?

a About six weeks.
b Yes, I did, but I met lots of local people.
c I visited the whole country.
d No, mostly guest houses.
e I went on lots of tours and I went trekking.
f Because it's a really interesting country.

c **8.4** Listen and check your answers.

6 Work with a partner. Read the Grammar focus box and complete the rules.

GRAMMAR FOCUS past simple questions and short answers

Questions with a question word
Question word + [1]_____ + subject + infinitive without *to*?
*What **did** you do and see?*

***Yes/No* questions**
[2]_____ + [3]_____ + infinitive without *to*?
***Did** you stay in hotels?*

With *yes/no* questions, we usually use short answers with the auxiliary *did* or *didn't*.
***Did** you go on your own? Yes, I **did**./No, I **didn't**.*

→ Grammar Reference page 150

7a Work with a partner. Put the words in the correct order to make questions.

1 did / on your / Where / go / last holiday / you ?
Where did you go on your last holiday?
2 go with / a friend / you / Did ?
3 you / did / do / What ?
4 you / Did / a good time / have ?
5 How / did / long / you / stay ?
6 did / Where / you / stay ?
7 Did / the food / like / you ?

b **8.5** Listen and check your answers.

PRONUNCIATION *did* in past simple questions

8.6 In past simple questions, *did* + pronoun subject is usually unstressed.

We pronounce *did you* /dɪdʒə/, and *did he* /dɪdi/.

8 **8.7** Listen and notice the stressed and weak sounds.

1 How long did you stay?
/dɪdʒə/

2 Did you like the food?
/dɪdʒə/

3 Did he stay in hotels?
/dɪdi/

9a **TASK** Work with a partner. Take turns to ask and answer the questions in exercise **7a** about your last holiday.

b How different were your holidays?

VOX POPS VIDEO 8

8.2 Journeys

GOALS ☐ Talk about transport ☐ Use *should, shouldn't, have to, don't have to*

Vocabulary & Listening transport

1 Work with a partner. What kinds of transport can you see in the photos? What other ways can we travel from place to place?



a ☐



b ☐



c ☐



d ☐

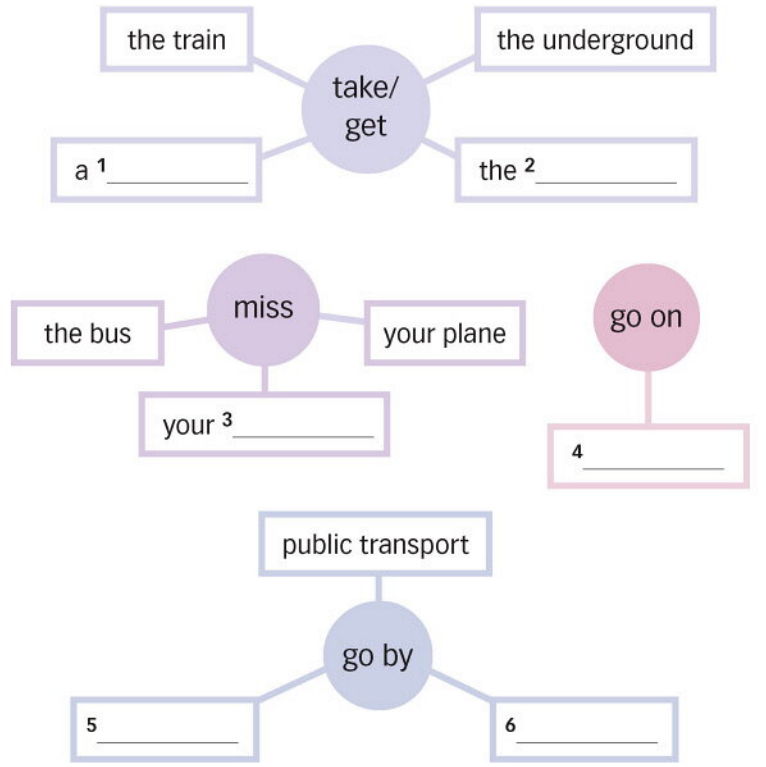


e ☐

2a **8.8** Listen to five people talking about their journeys to work. Match speakers 1–5 to photos a–e.

b **8.8** Listen again and complete the diagrams with the words in the box. Compare with a partner.

car bike train foot taxi bus underground



c **8.9** Listen and check your answers.

3a Make sentences that are true for you. Use the phrases in *italics* or your own ideas.

1 It's *easy/difficult* for me to go to *class/work/college* by *public transport/underground/bus.*
2 I *often/sometimes/never* take *taxis/buses/trains.*
3 I *like/don't like* taking the *underground/bus/train* in big cities.
4 Yesterday I went by *one/two/more than two* kind(s) of transport.
5 I *often/sometimes/never* miss *buses/trains/planes.*
6 My favourite kind of transport is *on foot/by bike/by car/by train* because ...

b Work in small groups. Read your sentences to each other. Ask and answer questions to find out more.

A *I sometimes take taxis.*
B *Do you? When?*
A *In bad weather, but they're very expensive.*

Reading & Grammar *should, shouldn't, have to, don't have to*

4 Work with a partner. Look at photos 1–4. What do you think are the good and bad things about each kind of transport? Use the ideas in the box to help you.

quick/slow dangerous/safe comfortable price weather

Photo 1 could be dangerous because ...

5a Read the article and write the kind of transport under the correct photo. Compare your answers with a partner.

Getting around in Hanoi

Hanoi is a busy city of over six million people – what's the best way to get around?

CYCLO

Cyclos are a fun way to get around and they're good for the environment. You should have a map of the city, so you can show the driver where you want to go. Also, you shouldn't start your journey before you agree the price with the driver.

XE OM

A *xe om* is a motorbike taxi. The word *xe* means motorbike and *om* means hold. You should hold the driver, so you don't fall off! Your *xe om* driver has to give you a helmet and you have to wear it. It's against the law to travel without one.

TAXI

Air-conditioned taxis are a comfortable way to travel because it's usually so hot outside. But you shouldn't take a taxi when you need to get somewhere quickly. There's a lot of traffic in Hanoi and taxis don't go fast!

ON FOOT

You don't have to pay to see Hanoi – walking is free! We think it's the best way to see the street life of the city.

b Work with a partner. Which of your ideas in exercise 4 does the article talk about?

6 Look at the highlighted sentences in the article and match phrases 1–4 in the Grammar focus box to the correct meanings a–d.

GRAMMAR FOCUS
should, shouldn't, have to, don't have to

1	should	a	It's necessary.
2	shouldn't	b	It's the wrong thing to do, it is a bad idea.
3	have to	c	It's the right thing to do, it is a good idea.
4	don't have to	d	It's not necessary.

→ Grammar Reference page 151



1 _____



2 _____



3 _____



4 _____

PRONUNCIATION sentence stress

7a **8.10** Listen and notice the stressed words.

1 You should have a map ... ● ●
2 You shouldn't take a taxi ... ● ● ●
3 You have to wear it. ● ●
4 You don't have to pay ... ● ●

b **8.10** Listen again and repeat.

8a Work with a partner. Use your own ideas to complete the sentences with *have to, don't have to, should* or *shouldn't*.

1 You _____ drink a lot of coffee on long plane journeys.
2 You _____ drive on the left side of the road in Japan.
3 You _____ wear a seat belt for the whole journey on a plane.
4 You _____ wear a helmet when riding a bike.
5 You _____ get up and walk around on long train journeys.

b Compare your ideas with another pair.

9a TASK Work with a partner. Write a list of 'rules' for public transport using *should, shouldn't, have to* or *don't have to*. Use the ideas in the box to help you.

music food give your seat have a ticket feet bags wear seat belt stand in a queue at bus stop

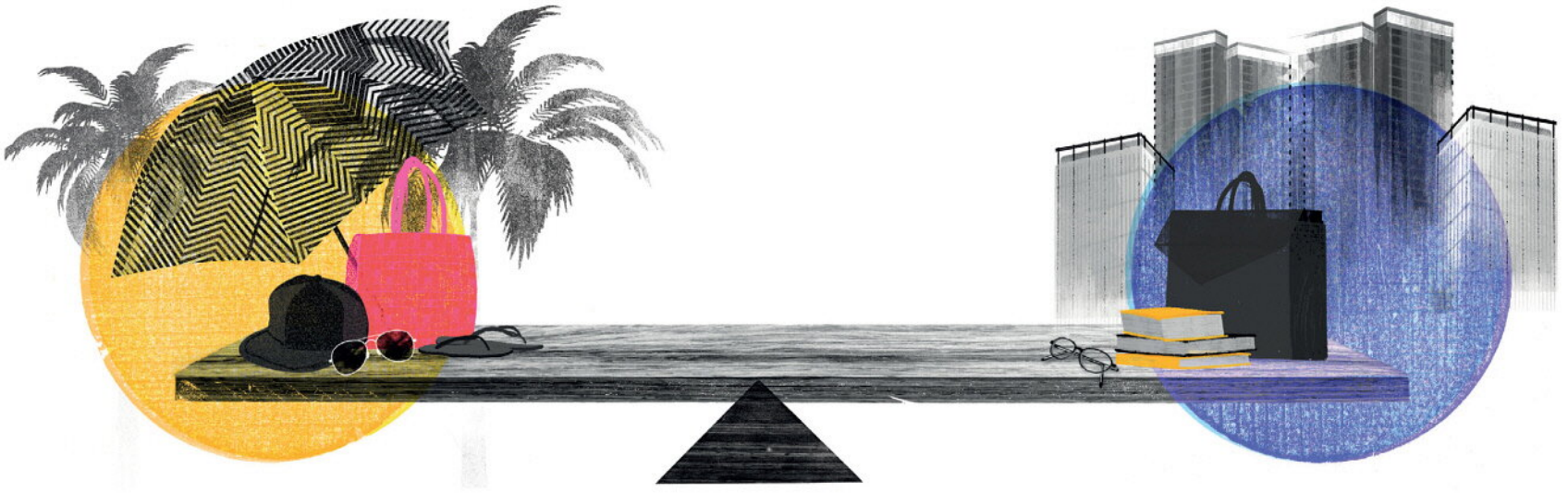
You shouldn't put your feet on the seat on public transport.

b Compare your answers with another pair.

8.3 Vocabulary and skills development

GOALS ☐ Use expressions with *get*, *take* and *have* ☐ Understand present and past questions

Vocabulary & Speaking expressions with *get*, *take*, and *have*



1 Work with a partner. Take turns to ask and answer questions 1–10. Ask follow-up questions.

1 How many **emails** do you **get** a day?
2 Where do you usually **have lunch**?
3 Do you **take** many **photos** when you are on holiday?
4 Is it better in life to **have fun** or make money?
5 How often do you **get a taxi** to go somewhere?
6 How many **text messages** do you **get** a day?
7 Who do you usually **have dinner** with?
8 How often do you **take a bus**?
9 Do people in your country **have a** short **sleep** in the middle of the day?
10 Does it **take a long time** to do your homework?

A *How many emails do you get a day?*
B *About ten.*
A *Who are they usually from?*
B *Colleagues and sometimes friends. What about you?*
A *Oh, I get about 20 emails a day from work colleagues.*

2 Read the information in the Vocabulary focus box about expressions with *get*, *take* and *have*.

VOCABULARY FOCUS
expressions with *get*, *take* and *have*

- Some verbs, e.g. *get*, *take*, and *have* are often followed by a noun to make common expressions.
  get *a text message*, ***take*** *photos*, ***have*** *a shower.*
- It is useful to learn the whole expressions.

3 Put the nouns in the box in the correct column in the table. Add any other examples you know.

a bus a good time a long time a shower a sleep
a taxi a text message dinner emails fun lunch
photos something to eat

get	*take*	*have*

4 Complete sentences 1–8 with the correct form of the verbs *get*, *take* or *have*.

1 My brother always _____ a shower in the morning.
2 I sometimes _____ a sleep after lunch.
3 Grażyna and Łucja never _____ more than 50 emails a day.
4 Réka _____ a good time last weekend.
5 It doesn't _____ a long time to do this exercise.
6 Tanawat always _____ the bus to work.
7 I _____ a taxi this morning because I was late.
8 Alejandro usually _____ lots of photos when he visits his family.

5 Work with a partner. Have a conversation about your daily routines, using the expressions in exercise **3**. Who used the most expressions?

I have a shower and then I have something to eat …

Listening & Speaking present simple and past simple questions

6a **8.11** Listen to six questions. Are they in the present simple or the past simple? Write *present* or *past*.

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

b **8.12** Read and listen to the information in the Unlock the code box about understanding present simple and past simple questions.

UNLOCK THE CODE
present simple and past simple questions

- It is sometimes difficult to decide if a question is in the present simple or the past simple because of the weak sound of *do you*, *does he* and *did you*.
  Do you /ʤə/ *live in London?*
  Does he /ˈdʌzi/ *live in London?*
  Did you /ˈdɪʤə/ *live in London?*
- Sometimes a time expression can help you decide if the question is present or past.
  Do *you get the bus* ***every day****?*
  Did *you get the bus* ***last night****?*
- Remember that some time expressions can be used for the present and the past.
  Do you/Did you *go to work on Saturdays?*

c **8.13** Listen to six questions and write them down. Compare your answers with a partner.

7a **8.14** Listen to a conversation between Hannah and George about Moscow and answer the questions.

1 Why are Hannah and George talking about Moscow?
2 What does Hannah think of the transport there?
3 What is an unusual way of travelling in this city?

b **8.14** Listen again. Are the questions in the conversation in the present simple or past simple? Write present or past next to prompts 1–6.

1 have to work? _____
2 how long/live there? _____
3 speak the language? _____
4 like the city? _____
5 what/think of the transport system? _____
6 local people use the buses? _____

c **8.15** Listen and check your answers.

8a TASK Write down two present simple and two past simple questions to ask your partner.

What languages do you speak?

b Work with a partner. Take turns to ask and answer your questions.



8.4 Speaking and writing

GOALS ☐ Ask for information at the train station ☐ Write an email about your perfect holiday

Listening & Speaking at the train station

1 Work with a partner. Think of the last time you went on a long journey. Take turns to ask and answer questions. Use the prompts in the box.

Where/go?	What kind of transport/take?
When/go?	How long/journey?
Why/go?	Enjoy the journey? Why/Why not?

indian RAILWAYS

- more than 8,000 stations across the country
- 25 million passengers travel on 11,000 trains every day
- about a million employees
- Howrah Station in Kolkata is the oldest and biggest station: 600 trains arrive and depart from 26 platforms every day.



2a Work with a partner. Marcel is at the ticket office in Howrah station. Match questions 1–7 to answers a–g.

1 Hello. Can I help you?
2 When would you like to travel?
3 When's the next train?
4 How long does it take?
5 And how much is a sleeper ticket?
6 Would you like a single or a return?
7 Which platform does it leave from?

a Later today or tomorrow.
b Just a single, please.
c About 17 hours. It arrives at 11.25 a.m. tomorrow.
d Yes, please. I need to get to New Delhi.
e Platform 7.
f That's 775 rupees.
g The next one leaves at 18.40.

b **8.16** Listen to the conversation between Marcel and the ticket seller, and check your answers.

c **8.17** Listen to the questions and repeat.

3a Work with a partner. Which questions does Marcel ask and which questions does the ticket seller ask? Mark the questions in exercise **2a** 'M' or 'T'.

b Read the Language for speaking box and check your answers.

LANGUAGE FOR SPEAKING at the train station

Ticket seller
Can I help you?
When would you like to go/leave/travel/come back/return?
Would you like a single or return?

Passenger
When's the next train/bus (to …)?
How much does it/a (first class) single/a (second class) return/ a sleeper cost?
How long does it take?
Which platform does it leave/go from?

c Work with a partner. Take turns to ask and answer the questions in exercise **2a**.

4 Work with a partner. Take turns to be a passenger and a ticket seller. Student A, turn to page 129. Student B, turn to page 134.

Reading & Writing email: a perfect holiday

5 Work with a partner. Read the emails Marcel sent from India to his friend Narong. Use phrases a–d to complete his emails.

a **so** I'm taking lots of photos
b **because** it took a very long time to get here – almost two days on the train
c **so** I got lost
d **because** there's just so much to do and see

Sent: THURSDAY 14.19

Hi Narong,

Thanks for your email. India is amazing! I'm in Delhi at the moment. Today I looked around the old part of the city and went on a tour of the National Museum. Everywhere is really colourful and interesting, [1]_____ ! I decided to stay here for another week [2]_____.

Bye for now.

Marcel



Sent: WEDNESDAY 12.45

Dear Narong,

I arrived in Kerala a couple of days ago. I was tired after the journey [3]_____. I went sightseeing around Kochi yesterday, but I forgot my map [4]_____! I took a taxi back to the hotel and it was very expensive, but I saw lots of interesting places.

Hope you're OK and see you soon.

Marcel



6a Read the information in the Language for writing box about linkers.

LANGUAGE FOR WRITING
linkers – *so* and *because*

- *Because* tells us why something happens or happened.
  I was tired after the journey ***because*** *it took a very long time to get here.*
- *So* tells us the result of the first idea.
  It took a very long time to get here, ***so*** *I was tired after the journey.*

b Work with a partner. Complete the second sentence so it means the same as the first sentence. Use *so* or *because*.

1 Everywhere is really colourful and interesting, so I'm taking lots of photos.
I'm taking _____.
2 I decided to stay here for another week because there's just so much to do and see.
There's _____.
3 I forgot my map, so I got lost.
I got _____.
4 The weather was bad, so we stayed in the hotel.
We stayed _____.
5 We love swimming, so we went to the beach.
We went _____.
6 We ate at a local restaurant every night because the food was really good.
The food _____.

7a Imagine you are on a perfect holiday. Think about questions 1–10.

1 What kind of holiday is it?
2 Where are you?
3 When did you arrive?
4 How did you travel?
5 Where are you staying?
6 How long are you staying?
7 Who are you with?
8 What do you do during the day/in the evening?
9 What did you do on the first day/yesterday?
10 What do you like best about the place where?

b Work with a partner. Take turns to ask and answer the questions in exercise **7a**.

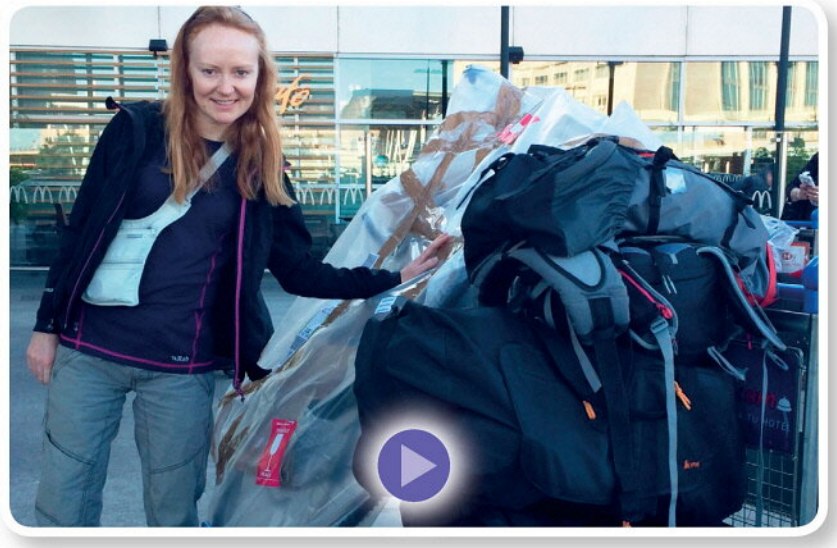
8a TASK Write an email to a friend about your perfect holiday using your answers in exercise **7**. Remember to use *so* and *because*.

b Give your email to another student and read their email. Answer questions 1–3.

1 Do you want to go on their holiday? Why/Why not?
2 Do they use *so* and *because* correctly?
3 How do they start and finish their email?

8.5 Video

Adventure holidays



1a Work with a partner. What is an adventure holiday? How is it different from other holidays? Think of some examples.

b Work with a partner. Look at the photos of Sarah's adventure holiday and try to answer the questions.

- Where did she go?
- What did she do?
- What did she find difficult?

2 ▶ Watch the video about Sarah's adventure holiday and check your ideas in exercise **1b**.

3a Complete the notes about Sarah's holiday.

1 Sarah prefers _____ holidays.
2 Sarah went to South America on a _____ trip.
3 She travelled around South America for _____ months.
4 Sarah wanted to go to Patagonia in Chile because it's _____.
5 Her favourite thing about the journey was _____.
6 She thinks that the people of Chile are _____ .
7 Cycling on the Carretera Austral wasn't easy because _____.
8 The bike was quite heavy, it weighed _____ kilograms.
9 Sarah also used other forms of transport, for example, _____.



b ▶ Watch the video again and check your answers.

4a TASK Work in groups. Imagine you are Sarah and you are writing a blog of your journey through Patagonia. Choose from one of these options and write your day's blog entry.

- Your first day cycling as you leave Ushuaia.
- A difficult/good day on the road.
- Your last day cycling on the Carretera Austral.



b Work with a partner. Read your partner's blog entry and think of three questions to ask them for more details about their day.

How did you speak to the people?

Review

1a Read the answers about a holiday. Complete the questions from the prompts.

1 **A** Where / go? *Where did you go?*
B I went to Corfu.
2 **A** What / do? _____
B I went to the beach.
3 **A** How long / stay? _____
B Ten days.
4 **A** When / go? _____
B We went in August.
5 **A** Travel / alone? _____
B No. I went with my parents.
6 **A** Stay / hotel? _____
B No. We stayed in an apartment.

b Work with a partner. Ask and answer the questions in exercise **1a** about your last holiday. Give more information.

2a Put the words in the correct order to give advice for visitors to Auckland, New Zealand.



1 leave / have to / don't / a tip / You / in restaurants .
2 your umbrella / You / forget / shouldn't .
3 don't / have a visa / Australians / to visit / have to .
4 at night / You / Myers Park / go / shouldn't / to .
5 a student visa / for more than three months / to study / have to / You / get .
6 visit / the islands in the Hauraki Gulf / should / You .

b **8.18** Listen and check your answers.

c Write some advice for visitors to your country using *should, shouldn't, have to* and *don't have to*. Compare your answers with a partner.

3 Look at the words in the box and find ...

1 two types of holiday
2 two places to stay
3 five things you can do on holiday
4 two types of people

apartment	backpacker	beach holiday	beach lover
city break	go on a tour	go sightseeing	go trekking
hotel	lie on the beach	visit museums	

4 Work with a partner. Talk about how you travel in each of these situations.

How do you ...

1 come to your English class?
2 go to work/college?
3 go on holiday?
4 do the shopping?
5 go out at night?
6 see family/friends?

5a Complete questions 1–6 with *get, take* or *have*. There may be more than one possible answer.

1 How many times a week do you _____ a bus?
2 How many emails do you _____ on a normal day?
3 Do you _____ a shower before or after breakfast?
4 Does it _____ a long time to travel from your home to the town/city centre?
5 What do you do to _____ fun with your friends?
6 Do you usually _____ a sleep on a long journey?

b Work with a partner. Take turns to ask and answer the questions in exercise **5a**.

6a Complete the conversation at a bus station.

A Hello. Can I [1]_____ you?
B Yes, please. When's the next bus [2]_____ Manchester?
A There's one at 4.00 p.m.
B How [3]_____ does it cost?
A Do you want a single or [4]_____ ticket?
B A return, please.
A And when would you like to come [5]_____ ?
B Next Sunday.
A OK, that's £32, please.
B How [6]_____ does it take?
A Two hours 45 minutes. Here's your ticket.
B Where does it [7]_____ from?
A Bay six. It's just over there.

b **8.19** Listen and check your answers.

c Have a similar conversation with your partner. Use your own ideas about places, times and prices.

9 Cooking and eating

9.1 Food and drink

GOALS ☐ Talk about food and drink ☐ Use countable/uncountable nouns with *some/any*

Vocabulary & Speaking food and drink

1a Work with a partner. Match the words in the box to numbers 1–16 in the photo.

a bottle of lemonade a pear beef bread chicken
honey jam lemons mushrooms noodles olives
pasta rice salad sweetcorn yoghurt



b 9.1 Listen, check and repeat.

2a Write answers to questions 1–6. Use words from exercise **1a**.

Which things are ...

1 meat? *beef*
2 vegetables?
3 fruit?
4 sweet?
5 healthy?
6 unhealthy?

b Work with a partner. Compare your answers.

Grammar & Listening countable and uncountable nouns

3a Read the Grammar focus box about countable and uncountable nouns.

GRAMMAR FOCUS
countable and uncountable nouns

- There are two types of noun in English:
  1 Nouns we can count (countable nouns)
  e.g. *lemons*, *pears*
  2 Nouns we can't count (uncountable nouns)
  e.g. *rice*, *beef*
- For singular countable nouns we use *a/an*.
  *Do you have **a** lemon?* *I'd like **a** pear.*
- For uncountable nouns and plural countable nouns we don't use *a* or *an*.
  I have yoghurt for breakfast. *I like mushrooms.*

→ Grammar Reference page 152

b Work with a partner. Put the words from exercise **1a** into the correct columns in the table.

Singular countable nouns	Plural countable nouns	Uncountable nouns
	lemons	

4a Work with a partner. Talk about the food and drink in exercise **1a** and other food and drink that you know.

- I like/don't like ...
- I had ... for breakfast/lunch/dinner yesterday/this morning.
- I often have ... for lunch/dinner.

b Tell the class three things that are true for both of you.

We both had fruit and yoghurt for breakfast this morning.



pizza stall


Chinese stall

5 Work in small groups. Look at the photos of two street food stalls in Camden Market in London. Which of the two stalls would you like to eat at? Why?

6 **9.2** Lars and Carla are at Camden Market. Listen to them ordering some food. Which stall in exercise **5** do they go to and what do they order?

7a Work with a partner. Match beginnings 1–6 to endings a–f to make sentences from the conversation in exercise **6**.

1	It comes with	a	there any bread?
2	Is	b	have some rice.
3	We don't	c	you like any drinks?
4	We	d	some noodles.
5	Would	e	any bottles of lemonade.
6	We don't have	f	have any bread.

b **9.3** Listen and check your answers.

8 Work with a partner. Look at sentences 1–6 in exercise **7a** and complete the rules in the Grammar focus box about *some* and *any*.

GRAMMAR FOCUS *some/any*

- We use [1]_____ and [2]_____ with uncountable nouns and plural countable nouns.
- We use:
  1 [3]_____ in positive sentences.
  2 [4]_____ in negative sentences.
  3 [5]_____ in questions.
- Note: when we ask for something, we use [6]_____.
  *Can I have **some** noodles?*

→ Grammar Reference page 152

9a Read the conversation between a customer (C) and a shop assistant (S). Circle the correct options.

S Hello. Can I help you?
C Hi. Yes, please. Do you have [1] *some/any* beef?
S Yes, we have [2] *some/any* nice steaks here. We also have [3] *some/a* small beef cubes.
C OK. Can I have [4] *some/any* beef cubes? About a kilo, please. And I'd also like [5] *a/some* small steak.
S Just one?
C Yes, just one. Thanks. Also, do you have [6] *a/any* yoghurt?
S No, I'm afraid we don't.
C What about rice? Do you have [7] *some/any* rice?
S Yes, we have [8] *some/any* bags of rice, but we also do rice salad.
C No, I'll just have [9] *a/some* bag of rice, please.
S OK. Anything else?
C Yes, do you have [10] *some/any* lemons?
S No, we don't sell [11] *a/any* fruit or vegetables, I'm afraid.
C OK. That's everything, then, thanks.

■ **cube** shape like a box with six square sides

b **9.4** Listen and check your answers.

PRONUNCIATION sentence stress

In sentences we use weak sounds in *some* and *any*.

10a **9.5** Listen and notice the stressed and weak sounds.

1 Do you have any meat? /ʤə/ /ənɪ/
2 We have some beef. /səm/

b **9.6** Listen and repeat.

1 I'd like some beef, please.
2 Do you have any mushrooms?
3 Can I have some sweetcorn?
4 We don't have any sweetcorn.

11 Work with a partner. Find the differences in two photos. Student A, turn to page 129. Student B, turn to page 134.

9.2 In the kitchen

GOALS ☐ Use quantifiers ☐ Talk about cooking

Reading & Grammar quantifiers

1 Work in small groups. Answer the questions.

1 How often do you cook?
2 Who does the most cooking in your home?

2a Work with a partner. Look at the title of the magazine article. Why do you think cooking more often is good for our health?

b Read the article and check your ideas.

The secret to good health: cook more!



How much time do people spend cooking today compared to the past? The answer is: not much time at all. For example, the average American family today spends just 27 minutes a day preparing meals. In the 1960s, it was nearly an hour a day. And how many young people know how to cook? Well, there aren't many, according to a survey in the UK. 49% of 18–24 year olds don't know how many minutes it takes to boil an egg! But is this change in cooking habits a problem?

Jean-Michel Cohen, a French doctor, thinks we have quite a lot of health problems today because not many people cook enough. He says that when we buy ready-made meals or takeaway food, we don't really think about what we're eating. This means we often eat a lot of food – more than we need. But when we buy the ingredients, e.g. vegetables, meat, fish, and then fry, bake or boil them, we think more carefully about what we are eating. And when we think about the ingredients, we usually eat healthy meals and we eat well.

So, perhaps the answer to some of the health problems is not 'eat less' – it's 'cook more'!

Life & Style | Food

3a Read the article again and complete the notes.

Cooking in the past:
1 *People spent a long time preparing meals.*
Cooking now: 2 _____.
When we buy ready-made meals or takeaways, we 3 _____ and 4 _____. When we cook, we 5 _____ and 6 _____.

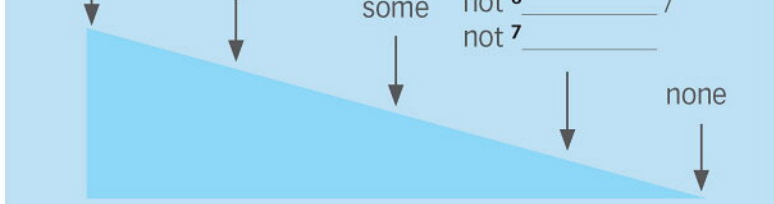
b Compare your answers with a partner. Do you agree with Dr Cohen? Why/Why not?

4 Read sentences 1–6 from the article and complete the rules in the Grammar focus box with *much/many/a lot of.*

1 We have quite a lot of health problems today ...
2 How many young people know how to cook?
3 Well, there aren't many, according to a survey in the UK.
4 This means we often eat a lot of food.
5 How much time do people spend cooking today?
6 The answer is: not much time at all.

GRAMMAR FOCUS quantifiers

- **Countable nouns**
  We use [1]_____ in positive sentences. We use [2]_____ in questions and negative sentences.
- **Uncountable nouns**
  We use [3]_____ in positive sentences. We use [4]_____ in negative sentences and questions.



→ Grammar Reference page 153

5a Circle the correct option in each question and the answer that is true for you.

1 How *much* / *many* time do you spend in the kitchen?
None / *Not much* / *Some* / *A lot.*
2 How *much* / *many* meat do you eat?
None / *Not many* / *Some* / *A lot.*
3 How *much* / *many* cookbooks do you have?
None / *Not many* / *Some* / *A lot.*
4 How *much* / *many* tea and coffee do you drink?
None / *Not much* / *Some* / *A lot.*
5 How *much* / *many* money do you spend on food?
None / *Not much* / *Some* / *A lot.*

b Work in small groups. Take turns to ask and answer the questions. Give more information in your answers.

A *How much time do you spend in the kitchen?*
B *Not much. My husband cooks all our meals.*

Vocabulary & Listening in the kitchen

6a **9.7** Listen to three people talking about their kitchens. Match the speakers to photos a–c.

Brigit _____ Laila _____ Joe _____

b Compare your answers with a partner.

7a Work with a partner. Label photos a–c with the words in the box.

bowls food-processor fork frying pan kettle knife microwave oven plates spoon saucepan

b **9.8** Listen and check your answers.

8a Work with a partner. Complete the sentences with the cooking verbs in the box.

bake boil chop fry mix roast

1 You _____ water in a kettle to make tea.
2 For breakfast I often _____ eggs, mushrooms and tomatoes together in a big frying pan.
3 To _____ meat, you need a very hot oven.
4 _____ the water and flour together in a bowl with a spoon.
5 Not many people _____ their own bread or cakes at home these days.
6 You need to use a sharp knife to _____ the onions.

b **9.9** Listen and check your answers.

9a Work with a partner. How do you cook different food? Write sentences using the words in exercises **7a** and **8a**.

You can boil potatoes in a saucepan.

b Compare your sentences with another pair.

10a TASK Work with a partner. You want to cook mushroom soup for four people. Look at the list of ingredients and guess how much/many of each ingredient you need.

potatoes water milk mushrooms carrots butter

A *How many potatoes do you think we need?*
B *A lot, I think we need about ten.*

b Work with a partner. Take turns to ask and answer questions to check your answers to exercise **10a** and complete the recipe. Student A, turn to page 129. Student B, turn to page 134.

VOX POPS VIDEO 9







9.3 Vocabulary and skills development

GOALS ☐ Understand numbers ☐ Say numbers

Listening & Speaking understanding numbers

1 Work with a partner. Label the places a–h on the map using the words in the box.

Indonesia	Jakarta	Java	Malaysia	Papua New Guinea
Singapore	Surabaya	The Philippines		



2a **9.10** Listen to six sentences about Singapore and Papua New Guinea. Tick (✓) the numbers you hear.

1	116	160		3	¼	¾		5	19.4	19.6
2	10%	20%		4	1965	1865		6	¾	¼

b Compare your answers with a partner.

3a **9.11** Listen and read the information in the Unlock the code box about numbers.

UNLOCK THE CODE
numbers

- Some numbers can sound very similar. Notice the different stress.
  ●● ●● ●● ●●
  30 students 13 students 90% 19%
- For large numbers we say:
  100 – a hundred/one hundred
  200 – two hundred (NOT ~~two hundreds~~)
  3,420 – three thousand, four hundred and twenty
  4,000,000 – four million
- For years we say:
  1998 – nineteen ninety-eight
  2018 – two thousand and eighteen/twenty eighteen

b Work with a partner. Write down five numbers each. Take turns to read each other's numbers out.

4a **9.12** Listen to the first part of a lecture about Indonesia and complete the text with the numbers you hear.

The first country we're going to look at today is Indonesia in South-East Asia. It became independent in [1]_____, and now one of the most important days for the country is Independence Day on 17th August. There are [2]_____ Indonesians and they live on [3]_____ of its [4]_____ islands. Java is only the fourth largest island, but [5]_____ of Indonesians live on it. Two of the main cities are on Java: Jakarta, the capital of Indonesia, with [6]_____ million people, and Surabaya, the second largest, city with [7]_____ million.

b Compare your answers with a partner.

c **9.12** Listen again and check your answers.

5 **9.13** Listen to the second part of the lecture and complete the table with the correct numbers.

Size from east to west	
Indonesians working on farms	
Climate – minimum temperature	
Climate – maximum temperature	
Rain a year	
Maximum rain in mountain areas	
Rice imports	

Vocabulary Development say numbers



6a Work with a partner. What are the dates and numbers for your country/countries?

Number of people	
Largest city	
Minimum temperature	
Maximum temperature	
An important day	

b Compare your answers with another pair.

7a **9.14** Read and listen to the information in the Vocabulary focus box.

VOCABULARY FOCUS saying numbers

Fractions
¼ – *a quarter*
⅓ – *a third*
½ – *a half*
¾ – *three-quarters*
⅔ – *two-thirds*
⅖ – *two-fifths*

Percentages
15% – *fifteen per cent*
4.7% – *four point seven per cent*

Decimals
2.89 – *two point eight nine*
0.3 – *nought point three*

Temperatures
22°C – *twenty-two degrees Celsius*
-7°C – *minus seven*

Dates
01/09 – *the first of September*
26/03 – *the twenty-sixth of March*

b Match numbers 1–8 to the way we say them a–h.

1	7.35	a	sixteen point one degrees
2	03/10/16	b	eighty-two point four per cent
3	⅘	c	seven point three five
4	16.1°C	d	the third of October twenty sixteen
5	82.4%	e	minus fourteen
6	12/05/86	f	four-fifths
7	-14°C	g	one and three-quarters
8	1¾	h	the twelfth of May nineteen eighty-six

c **9.15** Listen, check and repeat.

8 Work with a partner. Take turns to practise saying the numbers.

1	7.4%	5	0.23
2	2⅔	6	20/02/15
3	21/07/92	7	100°C
4	-11.7°C	8	1¼

9a Work with a partner. Look at the information 1–7 and guess the numbers.

1 the lowest temperature recorded on Earth
2 the date man first landed on the moon
3 the amount of chocolate Belgium produces a year
4 the number of times an adult laughs a day
5 the number of times a child laughs a day
6 the percentage of people using Facebook at work
7 the number of years people spend eating in their lifetime

b Turn to page 133 and check your answers.

10 Work with a partner. Take turns to ask and answer questions about the two countries. Student A, turn to page 130. Student B, turn to page 134.

9.4 Speaking and writing

GOALS ☐ Ask about and recommend a place to eat ☐ Order food in a restaurant

Reading & Writing asking about and recommending a place to eat

1 Work with a partner. Answer questions 1–3.

1 When did you last eat out?
2 Where did you go and who did you go with?
3 Was it good? Why/Why not?

2a Read the email from Stefano to his friend Vera. Why is he writing to her?

Sent: THURSDAY 14.19

Hi Vera,

How are you? Everything's good with me. I'm going to Edinburgh this weekend with Molly for her 25th birthday. I know you finished university there last year and I hope you can help me with something. We're looking for a restaurant to have dinner on Saturday night. What's your favourite restaurant? Do you know anywhere that's quite cheap and has good food? Also, where's a good place to sit outside and eat? And with a nice view of the castle? Are the restaurants in Edinburgh busy on Saturdays? Do I need to book a table?

Thanks for your help!

Stefano

b Work with a partner. Tick (✓) the things that Stefano wants to know about a place to eat in Edinburgh.

1 directions to get there?
2 Vera's favourite place?
3 the prices?
4 nice food?
5 opening times?
6 possible to sit outside?
7 the waiters?
8 the view?
9 busy or not?
10 need to book?

3 Work with a partner. Read Vera's reply and underline her answers to Stefano's questions. Does she tell him to go to her favourite restaurant?

Sent: THURSDAY 19.30

Hi Stefano,

Great to hear from you and I'm glad you're well. My favourite place is the Castle Terrace because the food is amazing, but it's quite expensive. There's also a place called Kayla's Kitchen with good, cheap food. You can't eat outside there – it's not often very warm in Scotland – but it has wonderful views of the city from the rooftop restaurant. The waiters are really friendly too, so I think you should go there.

OK, have a brilliant time and let me know how your trip goes!

Vera

P.S. You should book a table on the Saturday night because it's very popular.

4a Work with a partner. Put the words in the right order to make questions and answers about a place to eat.

1 restaurant / We're / a / for / looking / Thai .
2 the roof / outside / on / can / sit / You .
3 lunch / favourite / your / What's / café / for ?
4 to / need / Do / online / I / book ?
5 a / place / Where's / have / cake / to / good / some ?
6 a / menu / It / wonderful / has .
7 and book / call them / You / need to / don't .
8 know / you / a garden / has / Do / anywhere that ?
9 with a / called the Riverside / There's / place / nice view / a .
10 French food / is / place / Café Blanc / My favourite / it sells / because .

b **9.16** Listen and check your answers.



5a Write an email to another student in the class. Choose a situation 1–3 and ask them to recommend a restaurant. Use the Language for writing box to help you.

1 You and your friends/family are tourists and want to have lunch in a restaurant with a view.
2 You're a group of students and want to have lunch in a cheap restaurant.
3 You're with some colleagues and want to have dinner in a smart restaurant.

LANGUAGE FOR WRITING
asking about and recommending a place to eat

Asking about a place to eat:
I'm/We're looking for …
What's your favourite …?
Do you know anywhere that …?
Where's a good place to …?
Do I/we need to …?

Recommending a place to eat:
My favourite place is … because …
There's a place called … with …
You can/can't sit outside.
It has wonderful …
You should/don't have to …
I think you should go there.
It's very popular.

b Work with a partner. Read your partner's email and write a reply.

c Read the reply from your partner. Would you like to eat in this restaurant?



Speaking & Listening in a restaurant

6 **9.17** Stefano and Molly are at Kayla's Kitchen in Edinburgh. Listen to their conversation with the waiter. What do they order? Tell your partner.

7a Work with a partner. Complete the questions from the listening in exercise **6** with *Can/Could I/we* or *Would you like*.

1 *Would you like* to order?
2 _____ have the grilled chicken, please?
3 _____ any side dishes with that?
4 _____ have some roast potatoes?
5 _____ something to drink?
6 _____ pay by credit card?

b **9.18** Listen, check and repeat.

8a Work with a partner. Complete six more restaurant questions with *Can/Could I/we* or *Would you like*.

1 _____ see the menu, please?
2 _____ have some bread, please?
3 _____ another cup of coffee?
4 _____ order, please?
5 _____ some dessert?
6 _____ a starter?

b Which questions from exercises **7a** and **8a** does the waiter (W) ask? Which does the customer (C) ask? Compare your answers with a partner.
Would you like to order? W

9 TASK Work with a partner. Take turns to be the waiter and the customer. Use the prompts and the Language for speaking box to help you.

Customer	Waiter
Excuse me. (Sit outside)?	
	Certainly. Follow me please.
(See the menu)?	
	Of course. (What/like)?
(Grilled fish)?	
	(Side dishes)?
Yes, please. (Some vegetables)?	
	Yes, of course. (Drinks)?

LANGUAGE FOR SPEAKING in a restaurant

Waiter
Would you like … *a starter/some dessert/more drinks?*
any side dishes with that?
something to drink?
to order now?

Customer
Can/Could I/we … *see the menu/order?*
have the grilled chicken/some more bread?
pay now/by credit card, please?
sit outside/by the window?

10 Work with a partner. Take turns to order from a menu. Turn to page 130.

9.5 Video

Making a pizza



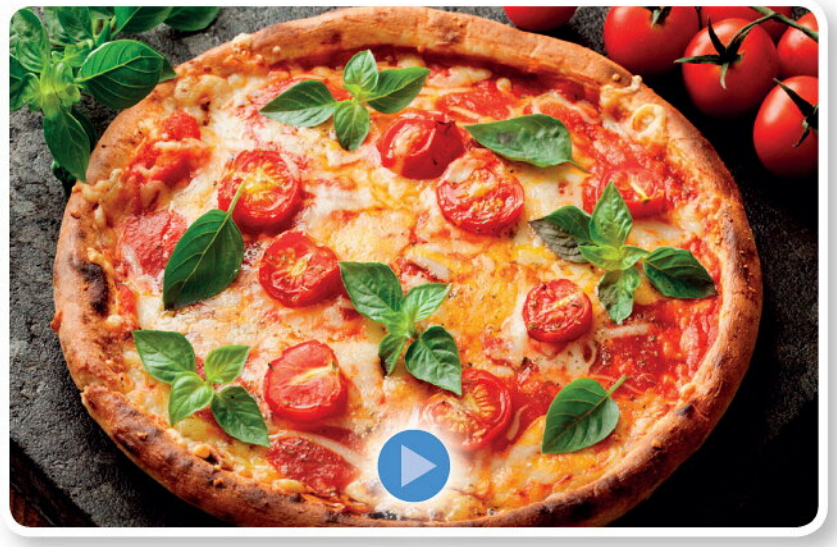
1 Look at the photos. Which of these things do you see in them?

aubergine base basil cheese courgette dough flour ingredients recipe restaurant topping yeast

2 Work with a partner. Describe the photos using the words in exercise **1**. What is your favourite pizza topping?

3 Watch the video and choose the correct option.

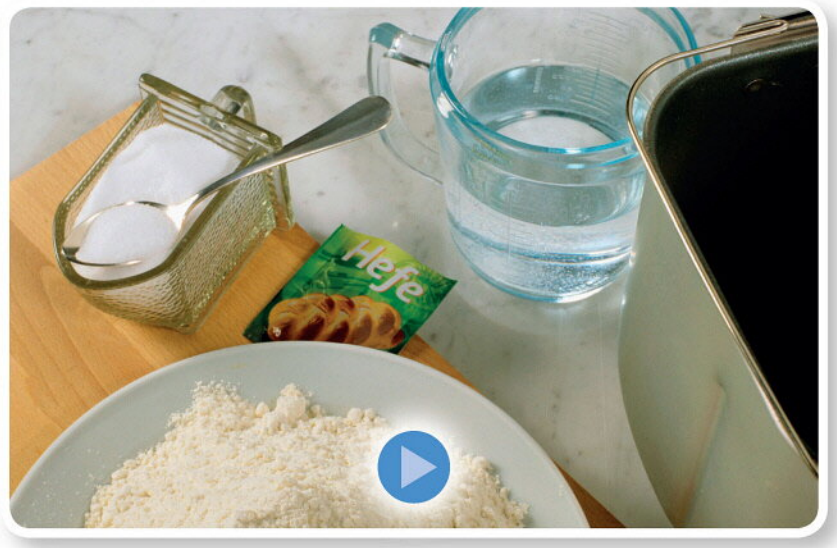
1 La Cucina is in *London / Rome / Oxford*.
2 Pizza originally comes from *Chicago / Naples / Milan*.
3 La Cucina chefs follow a *modern / traditional* recipe.
4 Mozzarella comes from the *south / north / west* of Italy.
5 Pizza stays in the oven until it is a *golden brown / yellow / red* colour.
6 Cucina's chefs recommend you eat pizza *on its own / with a healthy salad / with chips*.



4a Complete the sentences with words from the box.

cheese chicken mushrooms olive oil onions (x2) peppers salt tomato toppings water yeast

1 Pizza dough is made with wheat flour, _____, _____ and _____.
2 The tomato sauce on top of a pizza is made with _____, _____, tomatoes and salt.
3 Pizza Margherita has _____, basil and mozzarella.
4 Pizza Romano has _____.
5 Pizza al Funghi has _____ and garlic.
6 Pizza alle Verdure has _____, _____, aubergine and courgette.
7 For the 'your choice pizza' you can choose your own _____ and cheese.



b Watch the video again and check your answers.

5a TASK Work in small groups. Describe a traditional/your favourite dish. Use these ideas to help you make notes.

- ingredients
- how you make it
- why you like it

b Present your ideas to the class. Choose the top three dishes and make a class menu.

Review

1a Make sentences to describe the photo. Use *There* and a phrase in the box.



is a	is an	is some	are some	isn't any	aren't any

1 rice *There is some rice.*
2 bottle of lemonade
3 apple
4 pears
5 mushrooms
6 salad
7 meat
8 jam

b Work with a partner. Do they have the items in exercise **1a** in their kitchen?

A *Do you have any rice in your kitchen?*
B *Yes, I do. And you?*
A *No, I never have any rice. I don't like it.*

2a Make questions using *How much* or *How many*.

1 _____ types of tomato are there in the world?
2 _____ calories are there in a lemon?
3 _____ sugar is there in a cup of 2% fat milk?
4 _____ food did the average American eat in 2011?
5 _____ cups of coffee do Italians drink each year?

b Work with a partner. Compare your questions in exercise **2a** and try to answer them using the phrases in the box.

a lot	quite a lot	some	not much/many	none

A *How many types of tomato are there in the world?*
B *I think there are quite a lot. Maybe one thousand?*

c **9.19** Listen and check your answers.

3a Anoush is having a dinner party. Look at photos 1–5 and write sentences to describe what he is doing.



1 *He's boiling some potatoes.*

b Work with a partner. How do you cook different types of food and what do you use to cook them?
I use a saucepan to boil potatoes.

4a How do we say the numbers 1–4?

1 21°C
2 ⅔
3 45.5%
4 2,478,000

b **9.20** Listen and check your answers.

c Write down a number for each category. Show your partner and ask them to say the number.

1 a percentage _____
2 a fraction _____
3 a decimal _____
4 a date _____
5 a temperature _____
6 a large number _____

5a Put the words in the right order.

1 have / potatoes / Could / please / some / I / roast ?
2 don't / No / we .
3 you / with / dish / that / side / like / Would / a ?
4 like / order / Would / to / you ?
5 any / you / juice / have / Do / apple ?
6 the / I / fish / Could / please / have / baked ?
7 bottle / please / just / of / OK / water / a .
8 to / you / something / drink / like / And / would ?

b Put the sentences in exercise **5a** in the correct order to make a conversation between a waiter and a customer.

c **9.21** Listen and check your answers.

d Work with a partner. Practise the conversation.

10 The world around us

10.1 The weather

GOALS ■ Describe the weather ■ Use comparative adjectives

Vocabulary & Listening the weather

1 Work with a partner. Answer the questions.

1 Do you like the weather where you live? Why/Why not?
2 How would you like it to be different?
3 Which countries have the best weather in your opinion?

2 **10.1** Work with a partner. Listen to three people talking about the weather. Which recording 1–3 is ...

a part of a news report?
b the weather forecast for Lisbon, Portugal?
c someone talking about the weather on their holiday?

3a Work with a partner. Complete the weather descriptions with the words in the box.

cloudy	dry	foggy	freezing	icy	lightning	rain
snow	storms	sunny	thunder	warm	wet	windy

b **10.1** Listen again and check your answers.

4a Work with a partner. Complete the table with some of the weather words in exercise **3a**.

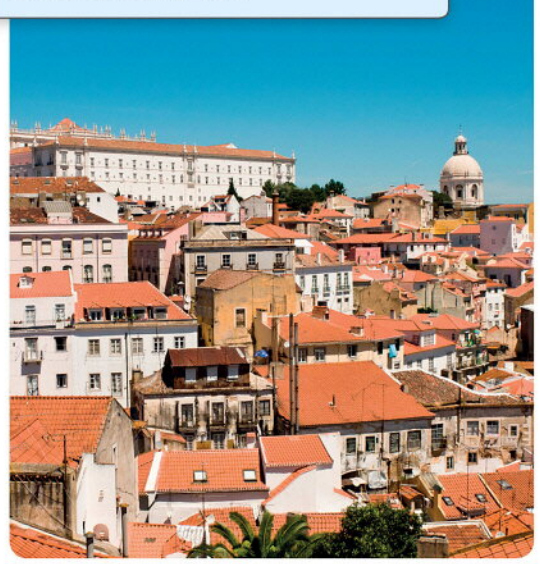
Noun	Verb	Adjective
1 _____	to snow	snowy
2 _____	to rain	rainy
sun	to shine	3 _____
wind	to blow	4 _____
ice	to freeze	5 _____ / 6 _____
fog		7 _____

b **10.2** Listen and check your answers.

5 Work in small groups. Describe ...

1 the weather yesterday and today.
2 the weather in your country in the different seasons of the year.

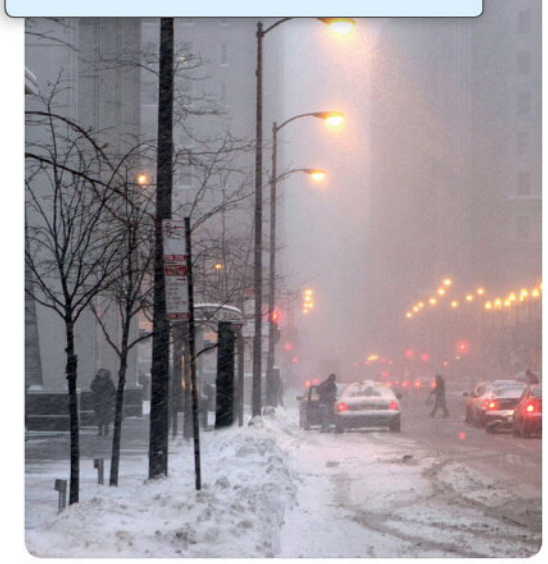
Lisbon: It's [1]_____ this morning but [2]_____, and we don't expect any [3]_____. By the afternoon, it's going to be [4]_____ and [5]_____, but not really hot.



Malaysia: We went in the [6]_____ season, so we had some [7]_____. The first night we arrived, it was really [8]_____ and there was a big storm with very loud [9]_____ and [10]_____.



Chicago: It's [11]_____ here today. There was a lot of [12]_____ last night and the roads are very [13]_____. It's cold and [14]_____ now and there is more snow to come later today.



Grammar & Speaking comparatives

6 Work with a partner. Describe the photos.





7 Work with a partner. Read the profile and match the country to options a, b or c. What information helped you decide?

a Saudi Arabia **b** Austria **c** Mali

COUNTRY PROFILE

Most of the country has a hot climate. It's colder and wetter by the sea than in the middle of the country, where it's hotter and drier. In the summer, the temperature's usually about 45°C and sometimes it even reaches 54°C. The temperatures at night are more comfortable than in the day, and on summer evenings, people go out onto their roofs to sleep.

The country's more famous for its hot temperatures than cold weather, so you might be surprised to know that sometimes it snows here. It doesn't happen very often and only during winter in the high parts of the country. Some people like snowboarding so much that they do it on the sand, even in the summer!

8a Look at the highlighted phrases and sentences in the profile and complete the rules in the Grammar focus box.

GRAMMAR FOCUS comparative adjectives

- We use comparative adjectives to compare two things, people, groups, etc.
- To make the comparative form of an adjective:
  1. We add _____ to most one-syllable adjectives.
     high → *high**er*** *cool* → *cool**er***
  2. We double the consonant and add _____ to most one-syllable adjectives ending in single vowel + consonant.
     wet → *wet**ter*** *hot* → *hot**ter***
  3. We delete _____ and add _____ to most one-syllable and two-syllable adjectives ending in *y*.
     windy → *wind**ier*** *dry* → *dr**ier***
  4. We use the word _____ before most adjectives with two or more syllables that don't end in *-y*.
     famous → ***more** famous* *comfortable* → ***more** comfortable*
  5. Some comparatives are irregular.
     good → ***better*** *bad* → ***worse*** *much, many* → ***more*** *little* → ***less***

→ Grammar Reference page 154

b Make the comparative form of the adjectives.

smaller	big	rainy	dangerous
sunny	fat	boring	cheap

PRONUNCIATION *than* in comparative sentences

10.3 When we make a comparative sentence, we say *than* with a weak sound /ðən/.
*The nights are colder **than** the days.*
*Is spring wetter **than** summer?*

9a **10.4** Listen to the questions and repeat.

1 Is Dublin drier than Paris?
2 Is Sydney bigger than Cairo?

b Work with a partner. Take turns to ask and answer the questions in exercise **9a**.

A *Is Dublin drier than Paris?*
B *Yes, it isn't./No, it isn't. Paris is drier./ I'm not sure.*

c **10.5** Listen and check your answers.

10a Write comparative questions using the prompts and the adjectives in (brackets).

1 Indian/African elephants? (heavy)
2 Tokyo/Singapore? (expensive)
3 giraffes/humans? (fast)
4 Canada/the USA? (small)
5 the North Pole/the South Pole? (cold)

b Work with a partner. Take turns to ask and answer the questions in exercise **10a**.

c **10.6** Listen and check your ideas.

11a TASK Work with a partner. Which is better – life in the city or life in the country? Complete the table with your ideas.

City	Country
more interesting	quieter

b Compare your ideas with another pair. What do most people prefer?

10.2 Natural wonders

GOALS ☐ Describe nature and geography ☐ Use superlative adjectives

Vocabulary & Speaking nature and geography



1a Work with a partner. Look at photos a–f and match a natural wonder to a name in the box. Which countries are they in?

Lake Baikal Phuket Mount Kilimanjaro the Gobi Desert Victoria Falls the Amazon

b **10.7** Listen and check your answers.

2a Work with a partner. Complete sentences 1–6 from the listening in exercise **1a** with the words in the box.

beaches coast desert islands lake mountain rainforest river waterfall

1 It's the highest _____ in Africa, but it's not difficult to climb.
2 It's a very big _____ on the Zambezi _____.
3 It's the biggest and deepest _____ in the world.
4 The Amazon Jungle is the biggest area of _____ in the world.
5 The Andaman Sea has some very beautiful tropical _____, with white sandy _____, near the west _____ of Thailand.
6 It's a cold _____ because it's so far north and it sometimes snows there.

b **10.7** Listen again and check your answers.

3 Work with a partner. Talk about any natural wonders in your country or other countries you know.

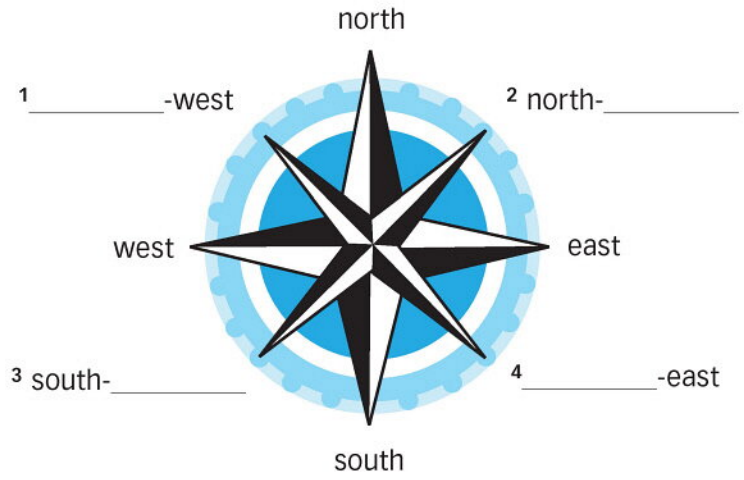
4a Work with a partner. Match beginnings 1–3 to endings a–c.

1 Lake Baikal is in	a the west coast of Thailand.
2 The Gobi Desert is in	b the south of Siberia.
3 Phuket island is near	c north-west China and Mongolia.

b **10.8** Listen and check your answers.

c Complete the points of the compass with the words in the box.

north west east south



d Turn to page 130 and check your answers.

5 Work with a partner. Take turns to describe and complete a map. Student A, turn to page 130. Student B, turn to page 135.

Grammar & Speaking superlatives

6a Work with a partner. Complete the three texts about natural wonders with the numbers in the box.

87	25	1,600	3	20	5,895	12

Travel tips

Lake Baikal

Lake Baikal in Siberia is the **biggest**, **deepest**, and **oldest** lake in the world. It's more than [1]_____ metres deep and more than [2]_____ million years old. It has almost [3]_____ per cent of the world's fresh water, and thousands of different kinds of plants and animals live there.

Kilimanjaro

Mount Kilimanjaro, in Tanzania, is one of the **largest** volcanoes in the world. It's [4]_____ metres tall – the **highest** mountain in Africa. It's sometimes called the 'Roof of Africa'. It's also one of the **easiest** mountains in the world to climb, even for tourists. The **oldest** person ever to climb to the top was a Frenchman, Valtee Daniel, who was [5]_____ years old.

Al Hasa

An oasis is an area of water in a desert, and Al-Hasa is the **largest** oasis in Saudi Arabia. It covers over [6]_____ km^2 and gives water to over [7]_____ million trees and a million people, even at the **hottest** times of the year. Many Saudis believe Al-Hasa is the **most beautiful** and **best** area to visit in the country.

b **10.9** Listen and check your answers.

7a Read the Grammar focus box about superlative adjectives.

GRAMMAR FOCUS superlative adjectives

- We use the superlative form to compare a person or thing to the whole group it belongs to. We usually use *the* before superlatives.
  *Everest is the **tallest** mountain in the world.*
  *The Empire State Building is one of the **most famous** sights in New York.*
- To make the superlative form of an adjective, we add:
  1 *-est* to the end of a one-syllable adjective, e.g. *tall → tall**est***
  2 *-iest* to the end of a two-syllable adjective which ends in *-y*, e.g. *cloudy → cloud**iest***
  3 *most* before longer adjectives, e.g. ***most** dangerous.*
  4 Some superlatives are irregular
  *good → **best*** *much, many → **most***
  *bad → **worst*** *little → **least***

→ Grammar Reference page 155

b Complete the table with the superlative form of the adjectives. Check your answers in the texts in exercise **6a**.

	Adjective	Superlative form
short adjectives	big deep old large hot	*biggest*
adjectives ending in *-y*	easy	
longer adjectives	beautiful	
irregular adjectives	good	

PRONUNCIATION *the … -est* in sentences

10.10 We say *the* in superlatives with a weak sound /ðə/ when the following adjective starts with a consonant. We say the ending *-est* with a schwa sound /əst/.

8 **10.11** Listen to three people talking about the longest rivers in the world and repeat.

A *Which river's the longest in the world?*
B *I think the Nile's the longest.*
C *Maybe, but I think the Amazon is longer than the Mississippi.*

9a Work with a partner. Have similar conversations to the one in exercise **8**, using the adjective in (brackets).

1 airports: Dubai, Los Angeles, Beijing (busy)
2 islands: Sumatra, Madagascar, Greenland (big)
3 monuments: the Colosseum (Rome), the Great Pyramid of Giza (Egypt), the Parthenon (Greece) (old)

b **10.12** Listen and check your answers.

10a TASK Work with a partner. Complete the phrases with the superlative form of the adjective in (brackets).

1 (near) *The nearest* bank is …
2 (cheap) _____ place to eat is …
3 (good) _____ place to go shopping is …
4 (old) _____ part of the town is …
5 (interesting) _____ art gallery/ museum is …
6 (busy) _____ street is …

b Work in small groups. Finish the sentences about where you are now. Agree or disagree and give more information.

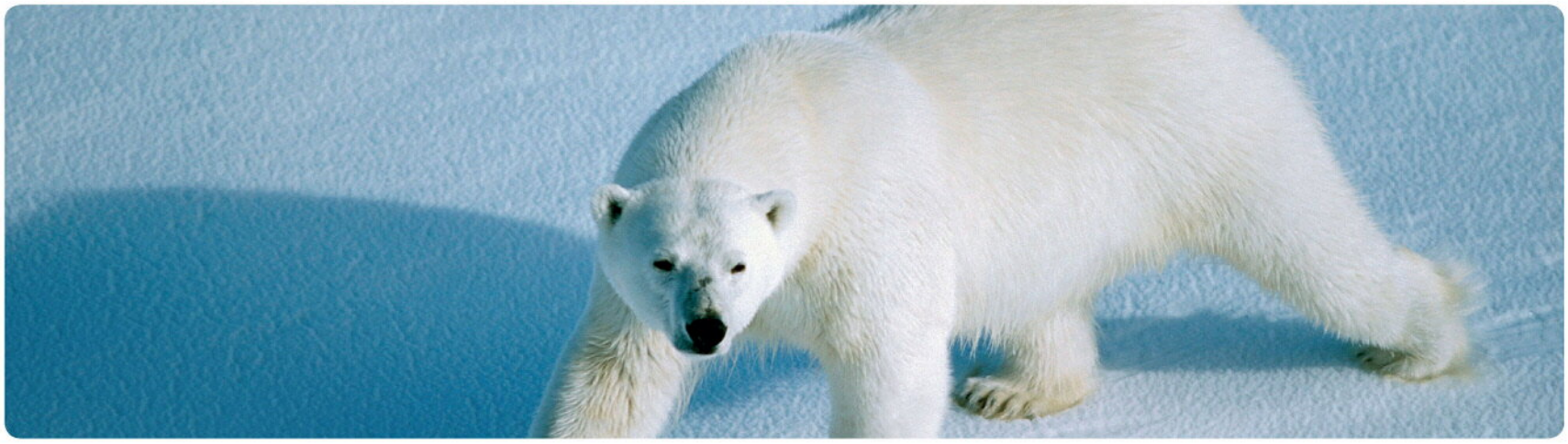
A *The nearest bank is about ten minutes on foot from here.*
B *No, the bank on Palm Street is closer.*
A *Oh yes, I forgot about that one!*

VOX POPS VIDEO 10

10.3 Vocabulary and skills development

GOALS ☐ Understand comparison ☐ Use adjective + noun collocations

Reading & Speaking understanding comparison



1 Work with a partner. How many places can you think of for each category?

1 very cold places *the North Pole, ...*
2 very hot and dry places
3 places with dangerous animals
4 very wet places

2a Read the Unlock the code box about comparison.

UNLOCK THE CODE
comparison

Comparative and superlative forms, and words like *the same/similar/different/more/less,* help you understand comparison in a text.

The Arctic is cold, but the Antarctic is ***colder****.*
(= colder than the Arctic)
Lions are fast animals on land, but cheetahs are ***the fastest****.*
(= the fastest animals on land)
A large area of North Africa is desert, but Central Africa is ***different****.* (= not desert)
Adults pay $20 for a ticket to the national park, but students pay ***less****.* (= pay less than adults)

b Work with a partner. Circle the comparison word(s) and underline the two things that the sentence compares.

1 The Burj Khalifa in Dubai is one of the tallest buildings in the world, but Everest is much taller.
2 We went on a tour of a mountain and a lake. They were both beautiful, but I enjoyed the lake more.
3 We don't really have winter. The weather in July is hot, and February is similar.
4 The south of the island was wet, but the north was wetter.
5 We get a lot of wind in the summer, and the autumn is the same.

3 Work with a partner. Read the sentences and answer the questions.

1 You can survive for only three days with no water, but longer with no food.
Longer than what? with no water

2 There were fifty runners in the first group and the same number in the second.
The second what? _____

3 In 2009, a Japanese man, Masahito Yoshida, aged 28, started walking 40,000 kilometres around the world. When he finished, he was four and a half years older.
Older than what? _____

4 We took some food on the journey, but after three days, we needed more.
More what? _____

5 In 2007, Martin Strel swam the 5,268 kilometres up the Amazon. Before the swim he was about 113 kilos and after he was a lot lighter.
Lighter than what? _____

4 Work with a partner. Read the magazine article and decide if sentences 1–6 are true (T) or false (F). Correct the false sentences.

1 Mauro thinks the *Marathon des Sables* is more difficult than the other two races.
2 The Sahara is bigger than all other deserts.
3 50 degrees is the highest temperature in the Sahara.
4 Mauro was at the front of the race before the storm.
5 After the storm, Mauro was in last place.
6 He decided not to run the *Marathon des Sables* again.

Man v Desert

People do some crazy things! Mauro Prosperi believes the three biggest races in the world are the *Marathon des Sables* in Africa, the race across the South Pole, and the marathon through the jungle in Brazil, but he believes the *Marathon des Sables* is the most difficult. It's a six- or seven-day race that goes through the Sahara Desert in Morocco, and it's about 240 km long. Deserts are dangerous places and the Sahara is the second largest in the world. High temperatures are usual: 50 degrees and sometimes hotter, and the runners have to carry their food and equipment. Mauro, a police officer from Rome, started the race, but he didn't complete it. There was a very bad storm and strong winds blew sand into the air, so he couldn't see. Before the storm, Mauro was one of the fastest runners, but after it, he couldn't find the other runners. The others were all in front of him. Nine days later, a local Tuareg family found him in Algeria – he was almost dead. But Mauro wasn't finished with the desert. He returned to the Sahara a few years later and he finished the *Marathon des Sables*.



5 Work with a partner. Answer the questions.

1 Do you think Mauro was 'crazy' to run in this race?
2 What's the most difficult sporting event you know?
3 Why do people do events like these?
4 What other stories do you know about people in very dangerous situations like Mauro?

Vocabulary & Speaking adjective + noun collocations

6a Answer the questions about the article in exercise **4**.

1 Are the highlighted words nouns, verbs or adjectives?
2 Are the highlighted words nouns, verbs or adjectives?

b Read the information in the Vocabulary focus box and check your answers.

VOCABULARY FOCUS
adjective + noun collocations

- The collocations in the text are adjective + noun collocations or words that go together.
- Sometimes we use opposite adjectives with the same noun.
  high temperatures ✓ *low temperatures* ✓
- Sometimes there is not a clear opposite.
  a bad storm ✓ *a good storm* ✗
  strong winds ✓ *weak winds* ✗ *light winds* ✓

7a Work with a partner. Match adjectives 1–4 to nouns a–d.

1	hard	a	weather
2	strong	b	friend
3	close	c	worker
4	mild	d	accent

b Complete sentences 1–4 with the correct form of a collocation from exercise **7a**.

1 Yuko has three _____.
2 In our company most people are _____.
3 People don't understand him because he has a _____.
4 In winter there is usually _____ and the temperatures are never below freezing.

8a Make opposite adjective + noun collocations using the correct form of the adjectives in the box.

deep high heavy low strong

1 Is there usually ~~light~~ *heavy* traffic on your way to this class?
2 Did you have a low score in your last test?
3 Do you like weak coffee?
4 Which jobs usually have the highest salaries?
5 Are you a light sleeper?

b **10.13** Listen and check your answers.

9 TASK Work in small groups. Ask and answer the questions in exercise **8a** and give more information.

A *Is there usually heavy or light traffic on your way to class?*
B *Sometimes it's very heavy. It was bad today and I was late.*

10.4 Speaking and writing

GOALS ☐ Give preferences and reasons ☐ Write a description of a place

Speaking & Listening reasons and preferences

1 Work with a partner. Are you an indoor person or an outdoor person? Give reasons and examples.
I think I'm an indoor/outdoor person because I like ...

2 Work with a partner. Teach each other the names of some things you use for camping and outdoor activities. Student A, turn to page 130. Student B, turn to page 135.



3 Ted, Alex and Zoe are going on a survival weekend. Read the information from their group leader. What do they need to do to pass the course?

SURVIVAL COURSE LEVEL 2

Where: you are going to walk 10 km from the main camp to your survival camp in the rainforest next to the river.

Food and drink: there is fresh water at the camp, and you can take any food you want or find your own.

Time: to pass the course, you need to survive for three days and two nights, and find your way back to the main camp.

Equipment: you have to carry everything you need. You can take your own clothes, things for washing, a tent and sleeping bag each, plus five more items per group.

4 **10.14** Listen to Ted, Alex and Zoe choosing five items to take. Which items in exercise **2** do they choose?

5a Work with a partner. Complete sentences 1–4 with the phrases in the box.

a better idea	because (x2)	I'd prefer
we should	most important	

1 We need to decide on the five _____ things to take ...
2 I think _____ take one stove instead of three _____ we don't need one each.
3 Taking a stove is _____ than making a fire ...
4 _____ to take the GPS instead of the map and compass _____ then we can have the first-aid kit.

b **10.14** Listen again and check your answers.

6a Work with a partner. Put the words in order to make expressions about preferences.

1 a GPS / than / is better / I think a compass
2 in a hotel / I'd / to stay / prefer
3 thing to take / The most / is food / important
4 we should / only one / take / I think / torch
5 important / Taking / a first-aid kit is / than taking a knife / more
6 to have / I'd prefer / my own tent

b **10.15** Listen, check and repeat.

c Take turns to say the sentences in exercise **6a** and add extra information using *because*.
I think a compass is better than a GPS because it doesn't need batteries.

7a Work with a partner. You are going on a survival weekend. Choose five things you want to take and put them in order (1= the most important). Use the Language for speaking box to help you.

LANGUAGE FOR SPEAKING giving preferences

The most important/useful/best thing(s) is/are ... *X is/are more important/useful than Y ...* *I think we should (do) ...* *I'd prefer to (do) ...* *X is a better idea than Y ...*	*because ...*

b Work with another pair. Explain what you want to take and why. Listen to the other pair's ideas and decide on a final list.

Writing & Reading describe places

8a Work with a partner. Look at the photos from a tourism website review for Zambia. What can you see and do there?

b Read the review and check your ideas.

HOME TRAVEL ACCOMODATION ADVENTURES CONTACT US

COME TO ZAMBIA!

We have over seventeen amazing waterfalls (including Victoria Falls, the world's largest waterfall), five big lakes and a lot of rivers. Lake Tanganyika is the second deepest natural lake in the world. You can fish, go swimming or even canoe on it.

Zambia also has some of the best national parks in the world – you can see elephants and lions as well as many other animals and birds.

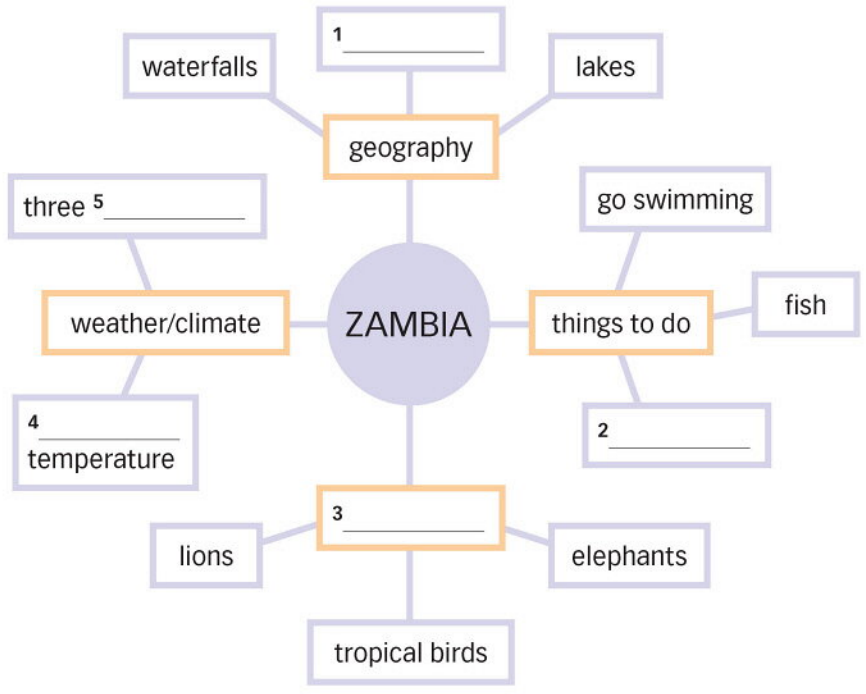
Temperatures in Zambia are more comfortable than in many tropical areas because of the height of the country. There are three seasons: cool and dry from May to August, hot and dry from September to November, and warm and wet from December to April.





9a Read the review again. How many paragraphs does the review have? What is each paragraph about?

b Work with a partner. Complete the diagram about Zambia.



10a Work with a partner. Read the review about Zambia again. Underline the adjectives, comparatives and superlatives.

b Read the information in the Language for writing box. Why do we use adjectives in writing? Tell your partner.

LANGUAGE FOR WRITING
adjectives, comparatives and superlatives

- Adjectives, comparatives and superlatives make your writing more interesting.
  *There are some **beautiful** waterfalls in the north.*
  *Temperatures in Zambia are **more comfortable** than in many tropical areas.*
  *Tanzania has some of **the best** national parks in the world.*
- Other ways to use superlative phrases include:

the biggest …	*in the world/in Asia/*
the second/third biggest …	*in the country*, etc.
one of the biggest …	
some of the biggest …	

11a Work with a partner. Use the notes on page 131 to make a diagram about Australia like the one in exercise **9b**. Add your own information to it.

b Write three or four paragraphs about Australia for a tourism website review. Include adjectives in your review.

Australia is the sixth largest country in the world …

12 Work with another partner. Compare their review with yours.

10.5 Video

The Grand Canyon

1a Look at the photos of the Grand Canyon. Which of these things do you see in them?

building canyon cliff forest helicopter landscape map rafting river rock tourists wildlife

b Work with a partner. What do you think you can see and do in the Grand Canyon?

2 Watch the video and check your ideas in exercise 1. What other things did the speaker mention?

3a Watch the video again and circle the correct option.

The Grand Canyon is the [1] *south-west / south-east* of the United States. Each year over [2] *fourteen / four* million visitors come here. Most visitors usually [3] *walk / drive* to the Canyon's South Rim and enjoy the famous [4] *buildings / views* from Lipan Point. They can learn about the canyon's history, geography and [5] *wildlife / rivers* at the Grand Canyon Visitor Centre. [6] *Not many / A lot of* tourists travel into the canyon where there's lots to see. The bottom of the canyon is [7] *warmer / cooler* than the top, so the landscape here is very different. The Colorado River, which runs through the canyon, is [8] *still changing the canyon today / 200 feet wide.* Because there is no pollution in the Grand Canyon, it has some of the [9] *cleanest / driest* air in the country. The Grand Canyon isn't the longest canyon in the world, but it is one of the [10] *deepest / most spectacular.*

b Work with a partner. What would you like best about visiting the Grand Canyon?

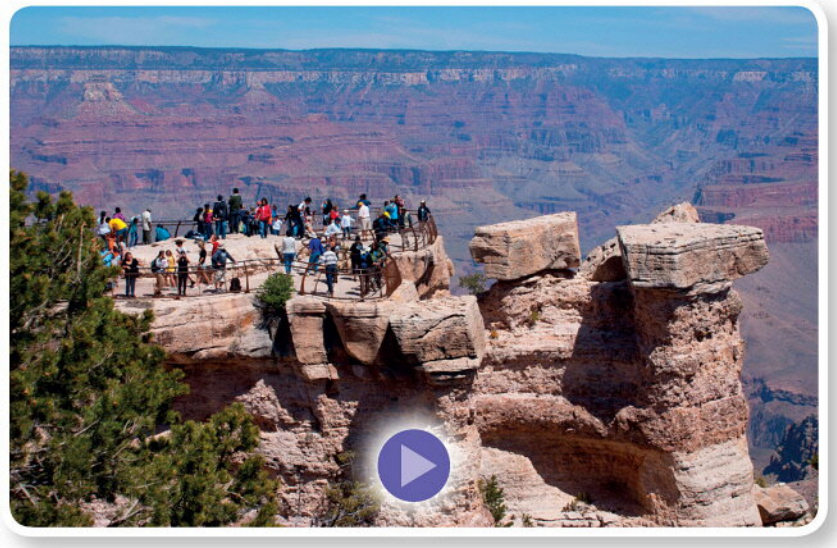
4a TASK Work in small groups. According to several websites, these are the top seven natural wonders of the world:

- Grand Canyon
- Great Barrier Reef
- Rio de Janeiro harbour
- Mount Everest
- Aurora Borealis
- Parícutin volcano
- Victoria Falls

What do you know about these natural wonders? Why do you think they are in this list?

b Think about your own country, or a country you know well. Think of five places of natural wonder and make notes on each one. Put them in order with the most interesting first.

c Work with another group and take turns to present your ideas. Which places presented by the other group would you like to visit? Make a final list of five places from everyone's suggestions.







Review

1a Make comparative sentences.

1 Cairo / hot / Bangkok. *Cairo is hotter than Bangkok.*
2 Canberra / foggy / London.
3 The pollution in New Delhi / bad / in Beijing.
4 Rome / old / Damascus.
5 Ottawa / snowy / Moscow.
6 Mexico City has / big population / Tokyo.

b Work with a partner. Do you think the sentences in exercise **1a** are true (T) or false (F)?

c **10.16** Listen and check your answers.

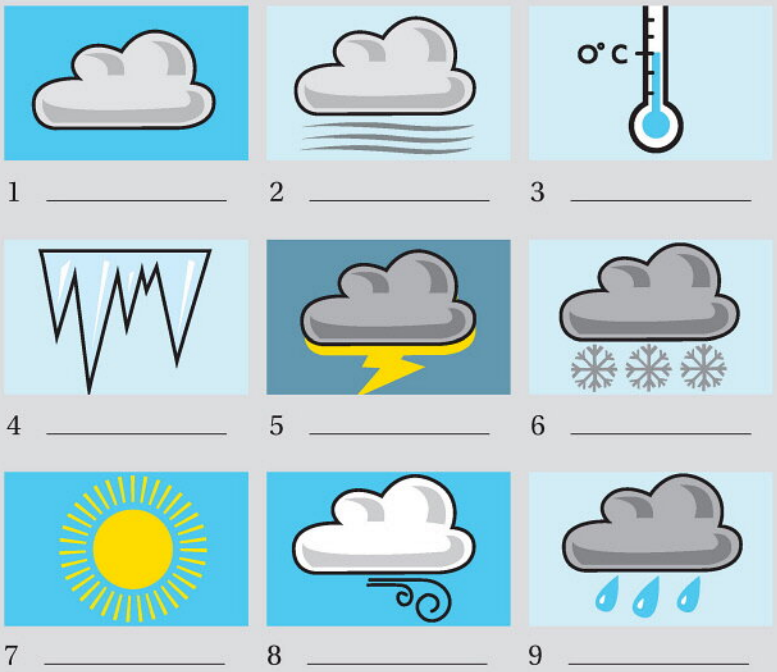
2a Complete the sentences about your country with the superlative form of the adjective in (brackets).

1 The _____ (big) city is ...
2 The _____ (old) university is in ...
3 The _____ (long) river is the ...
4 The _____ (hot) time of year is ...
5 The _____ (good) place to live is ...
6 One of the _____ (beautiful) areas is ...

b Compare your answers with a partner.

3a Match the words in the box to illustrations 1–9.

snow windy foggy lightning freezing rain cloudy sunny icy



1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

7 _____ 8 _____ 9 _____

b Work with a partner. Answer the questions.

1 What types of weather are there where you live?
2 Which months do you have them?

4a Match sentences 1–5 to the extra information a–e.

1 There are lots of **mountains** in the north of the country.
2 I'd love to visit a **rainforest**.
3 I saw a beautiful **waterfall** when I was in Venezuela.
4 Last year, we spent a week on an **island** near the **coast**.
5 In summer, I often spend the day at the **beach**.

a They're very hot and wet, but the plants and animals are amazing!
b I love swimming and surfing.
c You can ski there in winter.
d We went there by boat.
e The noise of the water was really loud!

b Work with a partner. Answer the questions.

1 Which places in **bold** in exercise **4a** do you have where you live?
2 Which are your favourite places to go to? Why?

5a Complete the table to show which adjectives can go with each noun.

	coffee	price	salary	accent	temperature	traffic
heavy	✗	✗	✗	✓	✗	✓
high						
light						
low						
strong						

b Write four questions to ask a partner using the words in the table.

Is there heavy traffic in your town?

c Work with a partner. Take turns to ask and answer your questions in exercise **5b**.

6a Complete the sentences about a city break.

1 Staying in the city centre is a better _____ than staying outside town.
2 In the city, comfortable shoes are _____ important than the clothes you take.
3 The _____ important thing to take is your phone.
4 I think you _____ always try the local food.
5 I'd _____ to use public transport, taxis are expensive.

b Compare your answers with a partner. Do you agree with the sentences in exercise **6a**? Why/Why not?

11 Working together

11.1 Community spirit



GOALS ☐ Use verb + noun phrases (1) ☐ Use *going to* for plans and intentions

Reading & Vocabulary verb + noun phrases (1)

1 Work in small groups. Answer the questions and give examples.

How often do you ...

1 help people you know/don't know?
2 speak to your neighbours?

2a Work with a partner. Look at the title of the advert and the photos, and answer the questions.

1 What do you know about Nelson Mandela?
2 What do you think happens around the world on Mandela Day?

b Read the advert and check your ideas in exercise **2a**.

c Work with a partner. Do you think Mandela Day is a good idea? Why/Why not?

3a Work with a partner. Complete phrases 1–10 with verbs from the advert.

1 *teach* someone a language
2 _____ a tree
3 _____ a sports event
4 _____ your workplace by keeping the kitchen clean
5 _____ elderly people with difficult jobs
6 _____ a neighbour's pet
7 _____ broken furniture
8 _____ an elderly neighbour
9 _____ money to charity
10 _____ sandwiches for homeless people

b Work with a partner. Which verbs in exercise **3a** do phrases 1–10 go with?

1 a party *organize*
2 a present to someone
3 your friend's bike
4 someone in hospital
5 a cake for a colleague's birthday
6 a classmate with their homework
7 some flowers
8 a friend's children for the evening
9 someone to drive
10 your local area by picking up rubbish

c **11.1** Listen, check and repeat.

4 Work in small groups. Which things in exercise **3a** and **3b** ...

1 do you do already? Who do you do them for and when?
2 would you like/not like to do? Why/Why not?

I sometimes look after my sister's children.
I wouldn't like to teach someone to drive because I'm a terrible driver!

Sent: FRIDAY 11.30

Do Something for Mandela Day



Nelson Mandela worked all his life to change and improve South Africa. Now it's YOUR turn in YOUR community! Every year on 18th July, people around the world celebrate Mandela's life by doing something to help their local area. Here are some ideas:

- Look after a neighbour's pet.
- Teach someone a language.
- Paint the classrooms and repair some broken furniture at your local school.
- Visit an elderly neighbour and help them with difficult jobs.
- Make sandwiches for homeless people.
- Plant a tree.
- Improve your workplace by keeping the kitchen clean.
- Organize a sports event and sell tickets. Give the money to charity.

What are you going to do for Mandela Day? We'd love to hear your plans, so please email us or visit our website: www.mandeladay.com

Grammar & Listening *going to*

5a **11.2** Listen to three people's plans for Mandela Day and tick (✓) the activities they talk about.

1	walk to work	3	make some cakes	5	organize a game of football
2	organize a marathon	4	repair a bike	6	help a neighbour

b Work with a partner. Which plan do you think is best? Give reasons.

6a Match beginnings 1–6 to endings a–f to make six sentences from the listening in exercise **5a**.

1	We aren't going to	a	cycle to work?
2	Are you going to	b	his CV.
3	I'm going to organize	c	all the money to charity.
4	We're going to give	d	a game of football.
5	What am I going to	e	use any electricity.
6	We're going to improve	f	do on Mandela Day?

b **11.2** Listen again and check your answers.

c Use the sentences in exercise **6a** to complete the rules in the Grammar focus box.

GRAMMAR FOCUS *going to*

We use *going to* for future plans and intentions.

Positive (+)

Subject + *am/is/*[1]_____ + *going to* + infinitive without *to*

*I'**m going to** walk to work.* *We're **going to** sell tickets.*

Negative (–)

Subject + [2]_____ */is/are + not going to* + infinitive without *to*

*She **isn't going to** drive.* *We **aren't going to** use any electricty.*

Questions (?)

(Question word) + *am/*[3]_____ */are* + subject + [4]_____ + infinitive without *to* ?

***Are** you **going to** cycle to work?* *What **are** you **going to** do?*

→ Grammar Reference page 156

7a Work with a partner. Read the interview between a radio presenter (P) and an organizer (O) of Mandela Day. Complete the conversation using *going to* and the verbs in (brackets).

P So, how are the plans for this year's Mandela Day?

O Great, thanks! We're getting emails from people all around the world telling us how they [1]_____ (celebrate) the day.

P That's good to hear. So what [2]_____ everyone _____ (do)?

O Oh, all sorts of things. A lot of people [3]_____ (make) soup and sandwiches and give them to homeless people. I had an email from a man yesterday – he [4]_____ (not eat) for 24 hours and he [5]_____ (collect) money for his local hospital. And of course we [6]_____ (post) everything on our website for people to see.

P [7]_____ you _____ (have) time to do something yourself?

O No, I'm afraid I [8]_____ (not have) much time! But we [9]_____ (have) a big party here at the office and everyone needs to buy a ticket to come. And all the money goes to charity, of course.

b **11.3** Listen and check your answers.



PRONUNCIATION *going to*

11.4 In sentences with *going to* we do not usually stress *to*.

We're going to /tə/ look after a friend's daughter.

Are you going to /tə/ visit someone in hospital?

In negative sentences, we stress *not/ aren't/isn't*.

I'm not going to /tə/ organize an event.

8 **11.5** Listen and repeat the sentences.

1 We're going to organize a party.
2 I'm not going to visit my family this weekend.
3 What are you going to do for Mandela Day?

9a **TASK** It is Mandela Day and you want to do something for your community. Think of three things you are going to do.

b Work in small groups. Take turns to tell each other what you are going to do.

c Choose the three best ideas from your group and present them to the class.

VOX POPS VIDEO 11.1

11.2 Challenges

GOALS ☐ Talk about technology ☐ Say why you do things ☐ Use the infinitive of purpose

Vocabulary & Speaking technology

1 Work in small groups. What is geocaching? Use the illustrations to help you guess.

2a Work with a partner. Read instructions 1–5 for geocaching and match them to illustrations a–e.

b Work in small groups and answer the questions.
1 Were your ideas about geocaching in exercise **1** correct?
2 Would you like to try geocaching? Why/Why not?

3a Use the highlighted words in the advert in exercise **2a** in singular or plural noun form to complete sentences 1–5.
1 I have a _____, so I can use the internet when I'm out.
2 I often buy _____ for my phone.
3 I take my _____ everywhere, so I can work or study when I'm not at home.
4 I check the news every day on my favourite newspaper _____.
5 I have _____ on my phone because I drive to lots of different places for work.

b 11.6 Listen and check your answers.

c Work with a partner. Tell each other which sentences in exercise **3a** are true for you. Ask for more information.
A *I often buy apps for my phone.*
B *Really? What kind of apps do you buy?*

4a 11.7 Listen to someone reading website and email addresses a–d. Match symbols 1–5 to the words in the box.
a www.allinoneshopping.hu/personal
b www.thefamouswebsite.org/join-in
c k.m.customer-contact@cateringbizz.com
d ania_cart9219@yahoo.co.uk

at	dash	dot	forward slash	underscore

1 @ 2 / 3 . 4 _ 5 -

b Compare your answers with a partner.

c Work with a partner. Practise reading and listening to some more website and email addresses. Student A, turn to page 131. Student B, turn to page 135.



It's not difficult. You just need a smartphone or a tablet. Then you download an app and you're ready to go! Here's how it works.

1 One player fills a box with presents and hides it – in the city, in the countryside, anywhere!
2 He/She puts the coordinates of the box (or 'cache') on a geocaching website.
3 Other players use the coordinates and their GPS to try to find the cache. Many people do this as a team.
4 They find the cache, take a present from the box and put a new one in the box instead.
5 Then they post their photos and stories on the website.

Visit a geocaching website, like www.geocaching.com or www.opencaching.com and join in the fun!

Grammar & Speaking infinitive of purpose

5a Work with a partner. Why do you think people go geocaching?

b **11.8** Listen to four people talking about why they go geocaching. Match speakers 1–4 to reasons a–d.

a They want to go to new places.
b They want to do some exercise.
c It's good fun.
d They want to make new friends.

c Are the answers similar to your ideas in exercise **5a**?

6a **11.9** Listen to the people in exercise **5b** again and complete the sentences.

1 I go geocaching _____ _____ fit.
2 I do it _____ _____ new people.
3 I go geocaching _____ _____ different places.

b **11.9** Listen, check and repeat.

7 Look at sentences 1–3 in exercise **6a** and complete the information in the Grammar focus box.

GRAMMAR FOCUS infinitive of purpose

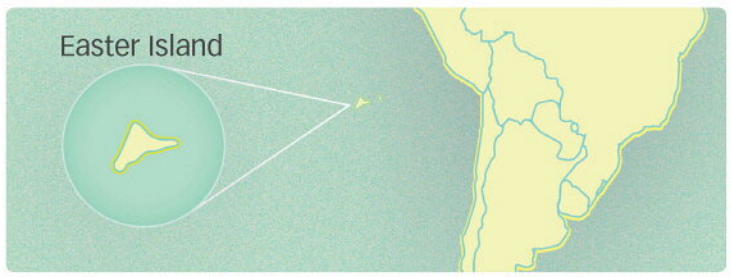
- We use [1] _____ + infinitive to say why we do something.
  I do it to meet new people.
- We use the short form to answer a 'why' question.
  A *Why do you go to the gym?*
  B [2] _____ *keep fit.*
- We can use the infinitive of purpose with all tenses.
  I'm going to call Suzi to talk about the party.
  I walked home to save money.

→ Grammar Reference page 157

8a Look at the photo and read about an unusual geocache. Do you think many people visit it? Why/Why not?

EASTER ISLAND CACHE

This geocache is in Rapa Nui (or Easter Island in English). It's a beautiful place, but it's not easy to get there. You can take a 5.5-hour flight from Chile. Or you could go by boat from New Zealand – it only takes 35 days!



b A geocacher is going to take the things in the box to Easter Island. Use phrases 1–6 and the infinitive of purpose to give a reason for taking each thing.

camera GPS pen plastic bags presents ~~torch~~

1 see in the dark
I'm going to take a torch to see in the dark.
2 write some postcards to my family and friends
3 leave in the cache for other people
4 take some pictures of the statues
5 take my rubbish back to my hotel
6 help me find the cache

9 Rewrite sentences 1–7 using the infinitive of purpose, but don't change the meaning.

1 People go to the gym because they want to keep fit.
People go to the gym to keep fit.
2 People shop online because they want to find the cheapest price.
3 People take taxis because it saves time.
4 In the future, more people are going to cycle to work because they want to do more exercise.
5 People grew vegetables at home in the past because they needed to feed their families.
6 People are going to learn more foreign languages in the future because it helps them find a job more easily.
7 In the past, people moved to the city because they wanted to find a job.

10a Use the verbs in the box or your own ideas to write six sentences about you. Write two in the past tense, two in the present tense and two with *going to*.

buy visit go bring move start call talk to join

I bought a new bag yesterday.

b Think of a reason for each action, but don't write it down.
I bought a new bag yesterday to carry my laptop to work.

c Work in small groups. Take turns to ask questions about each other's sentences in exercise **10a**. Start your answers with *to ...*

A *Why did you buy a bag yesterday?*
B *To carry my laptop to work.*

VOX POPS VIDEO 11.2



11.3 Vocabulary and skills development

GOALS ☐ Deal with unknown words ☐ Make adjectives stronger

Reading & Speaking unknown words

1 Work with a partner. Answer the questions.

1 What do you do when you read a word you don't know in your first language?
2 What do you do when you read a word you don't know in English?



2a What do you think the highlighted word in this sentence means? What helped you guess? Compare your answers with a partner.

It's common to have rice for breakfast in Japan.

b Turn to page 131 and check your answer.

c Read the information in the Unlock the code box about unknown words. Did you use any of the ideas to help you do exercise **2a**?

UNLOCK THE CODE
unknown words

When you read in English, you sometimes see words you don't know. Use these ideas to help you understand the words:

1 Identify the part of speech:
Is it a noun (a person or a thing)? e.g. *a team*
It is a verb (an action word)? e.g. *to work*
Is it an adjective (describes a noun)? e.g. *a good team*
Is it an adverb (describes a verb)? e.g. *work slowly*

2 Use the context – the words and sentences before and after the word:
I'm so happy to hear your marvellous news.
People say they're happy about good things, so *marvellous* is a positive word. It means *very good*.

3a Work with a partner. The words in **bold** are not real. Identify the part of speech for each word. What helped you decide?

1 I live in a **flissy** part of the city.
2 The college needs a new **flisser**.
3 Can you **fliss** him tomorrow?
4 We **flissed** the car yesterday.
5 My brother drives **flissly**.
6 I don't like **unflissy** people.

b Replace the words in **bold** in exercise **3a** with real words. Compare your answers with a partner.

I live in a busy part of the city.

4a Work with a partner. The words in **bold** are real. What are the parts of speech for each word and what do they mean? Use the context to help you.

1 Our new teacher is really **strict** – she isn't happy when students don't do their homework.
2 I think rich people and companies should pay more **tax** to the government.
3 My neighbour's dog **barks** very loudly.
4 My sister is always really **scared** when she sees a spider.
5 My phone at work rings **constantly** – it never stops!
6 You need to plant these flowers in good **soil**.
7 It's better to visit your dentist every six months than to go **annually**.
8 They live in a **massive** house with ten bedrooms.

b Compare your ideas in small groups. What helped you guess?

5a Work with a partner. Look at the photo and read the title of the magazine article. What is good about working alone or in a team?

Behind every winner, there is a team

In the past, it was common for a really brilliant scientist like Isaac Newton to work alone, but these days scientists usually work in teams. That's why some science magazines say the Nobel Prize for Physics should change. The writers believe it's wrong to award the prize to one person because there's usually a team that is working with the individual. But because only a maximum of three people can win the Nobel Prize at one time, some really crucial members of the team are often not included and don't win anything.

It's not only in science that just one person wins an award for the work of a team. In sport, for example, there is usually a team of people helping the player of individual sports. For example, the really great tennis players and Formula One drivers have a team of people working with them: from the coach or manager who helps them with their game or race to the dietician who tells them what to eat and drink.

So perhaps it's time to stop focusing only on the individual. We should remember that there is often a huge team of many more people working hard to make everything possible.



b Read the article and answer the questions with a partner.

1 What does the science magazine think is the problem with the Nobel Prize for Physics?
2 Why does the article mention sport?
3 What does the article think we should do about the problem?

6 Work with a partner. Guess the meaning of the highlighted words in the article. What helped you decide?

7 Work in small groups. Answer the questions.

1 Do you think people should focus more on the teams behind individuals? Why/Why not?
2 What other examples of individuals with a team can you think of?

Vocabulary & Speaking making adjectives stronger

8a Work with a partner. Complete the definition of the word from the text.

huge (adjective) _____

a very small **b** not very important **c** very big

b Find these three strong adjectives in the article. What word comes before them in the article?

brilliant crucial great

c Read the information in the Vocabulary focus box and check your answers.

VOCABULARY FOCUS making adjectives stronger

- You can make many ordinary adjectives stronger by using *very* or *really*, or a strong adjective instead, e.g. *huge*.
  *Brazil is a **very/really** big country. Brazil is a **huge** country.*
- You can make strong adjectives stronger by using *really*, but not *very*.
  *Their house is **really huge**.* Not ~~*Their house is very huge.*~~
  It helps your vocabulary to remember ordinary and strong adjectives together, e.g. *big/huge*.

9a Work with a partner. Complete conversations 1–5 with strong adjectives from the box.

awful excellent delighted tiny lovely

1 **A** Were you very glad to get the job?
  B Of course! I was really _____!
2 **A** Was the weather very nice on your holiday?
  B Yes, it was really _____! We were very lucky.
3 **A** Is she very good at tennis?
  B Yes, she's really _____! She always wins.
4 **A** What's wrong? You don't look very happy.
  B It's really _____! I failed my driving test.
5 **A** Let's use my car. Your car is too small for five people.
  B You're right. My car is really _____!

b **11.10** Listen and check your answers. Notice the stress on *really*.

c Work with a partner. Take turns to practise the conversations in exercise **9a**.

10a Work with a partner. Write three short conversations similar to exercise **9a** using strong adjectives.

b Work with another pair. Read and practise their conversations. Are *very* and *really* in the correct places?

11.4 Speaking and writing

GOALS ☐ Write a formal/informal notice ☐ Offer to do something

Reading & Writing a notice

1 Work with a partner. Answer the questions.

1 How do you describe yourself?
a really organized **b** organized **c** not very organized

2 Which of these do you sometimes organize?

holidays meetings parties study groups

2 Read notices 1 and 2 and discuss the questions with a partner.

1 Who do you think wrote them?
2 What type of person is going to answer them?

3a Work with a partner. Which notice in exercise **2** is ...

1 more friendly and informal? Why?
2 more formal? Why?

b Check your ideas in the Language for writing box.

LANGUAGE FOR WRITING addressing your reader

- When you write something, it is important to know your reader and to write in a suitable way. Ask these questions: Who is the reader? What information does the reader need?
- Use formal language in notices with people you don't know very well, and informal language with people you know.
- To sound informal ...
  1 use ellipsis, e.g. ~~*Are you*~~ *Tired of studying alone?*
  2 use exclamation marks, e.g. *Working together is more fun!*
- To sound more formal ...
  1 write full sentences.
  2 don't use contractions, e.g. *we are* and not *we're*.
  3 use more formal expressions, e.g. *Would you like ...?* NOT ~~*Do you want ...?*~~

4a Read lines 1–8 from two notices. Decide which are formal (F) and which are informal (I).

1 Come to the university gym at 7.00 p.m. on Sept 15th. *I*
2 Join the Maastricht University Basketball Club.
3 Do you want to help your community and do you have some free time?
4 If you are interested, call Mae Fox on 01110 8485576.
5 Want to get fit and make new friends?
6 Are you interested in working with young people?
7 We are looking for friendly people to help organize a youth club on Thursday evenings.
8 Wanted – basketball players

b Put the lines in the two notices in a suitable order.

1

Are you a resident of East Harfield?

Are you worried about the local area? Would you like to help us keep it clean and tidy? The East Harfield Neighbourhood Committee spends every weekend doing jobs to improve our community and we are looking for new members. If you are interested, please email us at eastharfield@yahoo.com and tell us about yourself and how you would like to help.

2

Wanted – Year 2 English students!

Tired of studying alone? Want to study with other people and make new friends?
Come to our study group in Room 246 every Friday at 6.30 p.m.

Improve your English and have fun!

5a Work with a partner. Plan a notice. Choose one of the ideas below or use your own ideas. Answer questions 1–4 to help you plan your notice together.

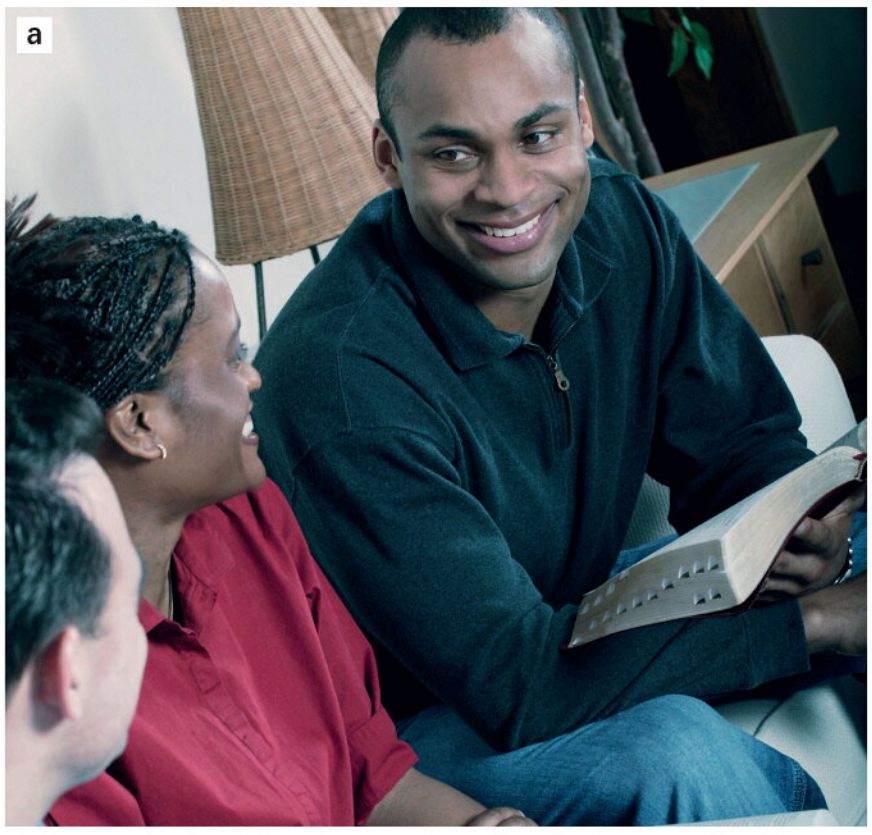
- sell something
- organize a charity event
- start a study group/book club/dance class, etc.
- rent a room in your house/flat
- start a football team/running group, etc. at work

1 Who is the reader, e.g. students, parents, colleagues, local people, etc.?
2 How well do you know them? How formal/informal should you be?
3 How can you make them 'notice' your notice?
4 What information do they need to know? Think of at least five things to ask/tell them, e.g. times, places, what you want, what to bring, etc.

b Write your notice.

6 Work in small groups and read each other's notices. Which notices are the most interesting?

Listening & Speaking offering to do something





7a Work with a partner. Match photos (a) and (b) to notices 1 and 2 in exercise **2**.

b **11.11** Listen to two conversations from the photos. Are the statements true (T) or false (F)?

Conversation 1

1 Dr Pedersen is at the meeting.
2 They are going to talk about the questions tomorrow.

Conversation 2

3 The local park is very small.
4 They want to paint the school.

c Compare your answers with a partner.

8a Work with a partner. Complete the sentences from the conversations with a word from the box.

Why	Would	I'll	Shall	Let

1 _____ I write that down?
2 _____ don't I give him the list then?
3 _____ take notes, so we don't forget.
4 _____ me help you with that.
5 _____ you like me to ask them?

b **11.12** Listen, check and repeat.

9a Match a situation 1–5 to an offer a–e.

1 It's really hot in here!
2 Excuse me, this fork is dirty.
3 These bags are heavy.
4 Are you still coming for dinner tonight?
5 I'm going to walk into the city centre.

a Why don't I give you a lift?
b Would you like me to open a window?
c I'm sorry. I'll bring you another one.
d Let me carry them for you.
e Of course! Shall I bring a dessert?

b Work with a partner. Take turns to practise the conversations in exercise **9a**.

10a Read the information in the Language for speaking box about making offers.

LANGUAGE FOR SPEAKING making offers

When we offer to do something, we use:

Shall I (do) …?
Why don't I (do)?
Would you like me to (do) …?
I'll (do) ….
Let me (do) ….

b Work with a different partner. Choose a situation: work, study or social. Take turns to explain your problems and offer help, using the Language for speaking box to help you. Student A, turn to page 131. Student B, turn to page 135.

11.5 Video

Silicon Fen



1 Match the words to the definitions.

a device	a graduate	an innovation	a processor
resources	the Fens	to provide	to connect

1 an area of flat wet land in east England
2 to join two things together
3 a part of a computer that controls all the other parts
4 something that organizations have and can use
5 to give something to someone who needs it
6 a new idea or way of doing something
7 a small object or electronic machine, e.g. tablet
8 someone who has finished a university degree

2 Work with a partner. Look at the photos and the title of the video. What do you think the video is going to be about?



3 ▶ Watch the video and complete the sentences.

1 Silicon Fen is 'Europe's Silicon Valley' because ...
2 ARM is different from when it began in 1990 because ...
3 There are many technology companies here because ...
4 The University helps Cambridge Science Park to develop because ...
5 Cambridge is successful because ...

4 ▶ Watch the video again and decide if the sentences are true (T) or false (F). Correct the false sentences.

1 The Fens area of England looks like a modern place.
2 There are 150 technology companies in Silicon Fen.
3 ARM employs over 3,000 people in the UK.
4 Apple and Samsung use ARM processors in their smartphones.
5 16% of the world's population use a device with an ARM chip in it.
6 Isaac Newton and Stephen Hawking worked at Cambridge University.
7 Cambridge Science Park isn't a good place for small businesses.



5a TASK Work with a partner. You are going to interview the founder of the company ARM. Write 6–8 questions that you would like to ask using the prompts.

- When did you start the company?
- Why ... ?
- Where ... ?
- What ... ?
- How many ... ?
- How big ... ?
- Who ... ?

b Work with another partner. Take turns to be the interviewer and the founder of ARM.

Review

1a **11.13** Listen to Mandy and Wanda talking about their New Year's resolutions. What promises did Wanda make to herself?

b Complete sentences 1–5 from the listening in exercise **1a** with the correct form of *going to* and the verbs in (brackets).

1 I _____ (spend) less time at work.
2 _____ (you/spend) more time with your friends and family?
3 _____ (he/look) for a new apartment?
4 We _____ (not/join) a gym.
5 We _____ (save) some money.

c **11.13** Listen again and check your answers.

d Write three resolutions you would like to do. Compare your answers with a partner.
I'm going to eat healthier food.

2a Complete sentences 1–8 with an infinitive of purpose phrase using the verbs in the box.

look after organize make ~~paint~~ plant repair teach visit

1 He got up early *to paint* the living room.
2 She's going to move to Greece _____ English.
3 I go to Bob's house every weekend _____ his dog.
4 I went to my parents' house _____ my Mum's car.
5 I'm going to call all our friends _____ a birthday party for my best friend.
6 We're going to buy some eggs and sugar _____ a cake.
7 I'm going to take the afternoon off work tomorrow _____ my aunt in hospital.
8 I went to the garden _____ some flowers.

b **11.14** Listen and check.

c Work with a partner. Use the infinitive of purpose sentences in exercise **2a** or your own ideas to make true sentences for you and people you know.
I'm going to get up early tomorrow to go to the gym.
My friend moved to Germany last year to teach Spanish.

3a Cross out any words in italics that are not possible in answers a–e.

a I agree. They're *very* / *really* tiny.
b Yes, it's *very* / *really* brilliant.
c Yes, I did. It's *very* / *really* good.
d It's *very* / *really* cheap.
e Thanks. I think it's *very* / *really* lovely.

b Match sentences 1–5 to answers a–e in exercise **3a**.

1 This GPS is cheap.
2 That's a nice smartphone.
3 Those tablets are small.
4 Did you see the new music app?
5 They have a good website.

c Work in small groups. Use normal/strong adjectives and *very*/*really* to say things about the ideas in the box.

your family your house your English school/college your city your country

4a Put the words in the correct order to make offers.

a some / Why / sandwiches / I / make / don't ?
b repair / you / me / Would / to / like / it ?
c new / I / words / Shall / teach / some / you ?
d the / after / children / look / I'll .
e for / the / me / meeting / you / documents / organize / Let / for / the .

b **11.15** Listen to five sentences. Match each sentence to an offer in exercise **4a**.

c Write three problems you'd like help with.
I want to make more money.

d Work with a partner. Take turns to read your problems. Make offers to help your partner.

A *I want to make more money.*
B *Why don't you start your own business?*

12 Culture and the arts

12.1 Artistic ability

GOALS ☐ Talk about past experience & events using the present perfect ☐ Use verb + noun phrases (2)

Grammar & Reading present perfect simple

1 Work with a partner. Answer the questions.
1 Are you good at singing, drawing or dancing? Do you play a musical instrument?
2 What kind of art would you like to be good/better at?

2a Look at the photos. What kinds of artist are they?

b Read the articles about two artists, Stephen Wiltshire and Tai Lihua. Answer questions 1–5 for each artist.
1 What couldn't Stephen/Tai do?
2 What is Stephen's/Tai's kind of art?
3 When did Stephen/Tai start doing this?
4 What did Stephen's/Tai's teachers do?
5 How do we know they are successful?

c Compare your answers with a partner.

3a Work with a partner. Look at sentences 1–4 from the articles and complete the rules in the Grammar focus box.
1 Thousands of people have watched her.
2 He has drawn many fantastic pieces of art.
3 He hasn't opened a gallery in New York.
4 She's danced in more than 75 countries.

GRAMMAR FOCUS present perfect simple

- We use the present perfect simple to talk about past experiences and events when:
  1 we don't know <u>when</u> the event happened.
  2 we are interested in <u>what</u> happened more than <u>when</u> it happened.
- We make the present perfect simple with:
  (+) I/You/We/They + [1]_____ / *'ve* + past participle
  He/She/It + [2]_____ / *'s* + past participle
  (–) I/You/We/They + *haven't* + past participle
  He/She/It + [3]_____ + past participle

→ Grammar Reference page 158

b <u>Underline</u> other examples of the present perfect simple in the articles. Compare your answers with a partner.



Stephen Wiltshire is autistic and couldn't speak until he was five. His first words were 'paper' and 'pencil' – the same first words as Picasso's! At school, he started drawing pictures of London and his teachers gave him the name 'the human camera'. He has drawn many fantastic pieces of art and he's sold them all over the world. One of his drawings is a 5.7-metre-long picture of New York. He drew it after he spent just 20 minutes in a helicopter in the sky above the city. He has his own art gallery in London. He hasn't opened a gallery in New York, but he wants to – he's just looking for the right place to do it.

■ **autistic** having a mental condition that makes it difficult for somebody to communicate or form relationships with other people



Tai Lihua couldn't hear from the age of two after an illness. She is deaf, but this hasn't stopped her dream of dancing. When she was a child, the teacher at her school for deaf children asked the class to 'feel' the sound of a drum through their feet. From that moment, she wanted to be a dancer. Tai joined a dance company when she was 15 and she's become one of the most famous dancers in China. She's danced in more than 75 countries and thousands of people have watched her, including at the Beijing Paralympics.

■ **deaf** not able to hear

4a Work with a partner. Complete the article about another artist with the present perfect form of the verbs in (brackets).



Nobuyuki Tsujii was born blind, but he started playing on a toy piano at the age of just two. He began learning the piano two years later, and he gave his first big concert in Tokyo when he was 12 years old. He's in his twenties now, but he [1]_____ (give) concerts all over the world, and he [2]_____ (win) many prizes and international competitions. He [3]_____ (write) music for film and TV, too.

He [4]_____ (not see) the written music, but he [5]_____ (learn) to play some of the most difficult pieces of music in the world only through sound. His classical music fans [6]_____ (say) this is amazing.

- **blind** not able to see

b **12.1** Listen and check your answers.

PRONUNCIATION sentence stress

5a **12.2** In the present perfect, the stress is on the past participle in positive sentences, and on *haven't/hasn't* in negative sentences.

1 He's given concerts ...

2 ... he hasn't seen the written music ...

b Work with a partner. Say the sentences about Stephen and Tai with the correct stress.

1 He's sold them all over the world.
2 He hasn't opened a gallery in New York.
3 This hasn't stopped her dream of dancing.
4 Thousands of people have watched her.

c **12.3** Listen, check and repeat.

6 Work in small groups. Which artist is the most amazing in your opinion and why?

I think ... is the most amazing because ...

Vocabulary & Speaking verb + noun phrases (2)

7 **12.4** Listen to three people, Phil, Jimmy and Albina talking about their experiences of art, and answer the questions. There may be more than one possible answer.

Who talks about ...

1 their family?
2 a new experience?
3 something they love?
4 something you can only do in big cities?
5 something they didn't finish?

8a Work with a partner. Write the words in the box next to the correct verb to make verb + noun phrases.

art galleries | in a band | ~~the cinema/theatre~~ | dance | drawing | ~~a film/movie~~ | ~~the guitar~~ | ~~music~~ | a musical | a music festival | the opera | painting | a play | a rock/classical music concert | a salsa class | singing

go to 1 *the cinema/theatre*
2 _____
3 _____
4 _____
5 _____
6 _____

see 7 *a film/movie*
8 _____
9 _____

play 10 *the guitar*
11 _____

have 12 *music* / 13 _____ / 14 _____ / 15 _____ / 16 _____ lessons

b **12.5** Listen, check and repeat.

9a TASK Work with a partner. Take turns to tell each other about your experiences. Use phrases from exercise **8a** and the ideas in the boxes to help you.

1 Music – types of music/instruments/lessons/concerts/festivals/bands

2 Art and writing – drawing and painting lessons/art galleries/written something

3 Theatre, dance and cinema – plays/musicals/dance lessons/cinema/favourite actor

I've always wanted to play a musical instrument.
I haven't played in a band, but I would like to.

b Which of your experiences are similar and which are different?

We've both been to big concerts.

12.2 At the movies

GOALS ☐ Talk about films ☐ Use the present perfect and past simple

Vocabulary & Speaking films

1 Work with a partner. Read the quote about films and answer the questions.

> *'People who like movies have a favourite. People who love movies couldn't possibly choose.'*
>
> *Nicole Yatsonsky, author*

1 Do you agree with Nicole Yatsonsky? Why/Why not?
2 How often do you watch films at home?
3 How often do you go to the cinema?

2a **12.6** Listen to eight descriptions and number the types of film in the box.

action films animations comedies dramas horror films musicals romantic films science fiction films

b **12.7** Listen, check and repeat.

c Work in small groups. Think of 2–3 more films for each type.

3a Work in small groups. Take turns to say which types of film you like and don't like.

I don't like action films because they're really boring.
I prefer comedies.

b Tell the class about the films you like/don't like. Use the ideas in the box.

- Everybody likes/loves/hates …
- Nobody likes …
- Some of us like …

4 **12.8** Listen to two people talking about films. Which types of films in exercise **2a** are they talking about?

5a Work with a partner. Complete sentences 1–5 from the listening in exercise **4** using the words in the box.

stars favourite about It's set

1 My _____ film is *Titanic*.
2 It _____ Kate Winslet and Leonardo DiCaprio.
3 It's _____ a huge ship and all the people on it.
4 _____ a science fiction film.
5 It's _____ in the future.

b **12.8** Listen again and check your answers.

c Change the sentences in exercise **5a** to make them true for your favourite film. Tell your partner.

Grammar & Listening present perfect and past simple

6a Read part of a web page and answer the questions.

1 What kind of film is *The Artist*?
2 Why did some people leave the cinema?

Film News & Reviews

It was black and white and silent, and it was the surprise success of 2012. The French film *The Artist* won the award for 'Best Picture' at the Oscars, but it wasn't popular with everyone. In some cinemas, people walked out early and asked for their money back. Why? Because they didn't know the film was silent when they bought the tickets!



b Work with a partner. Read the second part of the web page and answer the questions in it.



How often do people leave the cinema early and why do they do it? Have you ever left the cinema before the end of a film? Has it ever annoyed you when other people left the cinema early? Tell us your thoughts …

7 Look at the questions in exercise **6b** again and complete the rules in the Grammar focus box.

GRAMMAR FOCUS
present perfect questions and short answers

- To make questions in the present perfect, we use:
  [1] _____ + I/you/we/they + past participle + ?
  [2] _____ + he/she/it + past participle + ?
- With *yes/no* questions, we usually use short answers:
  (+) Yes, I/you/we/they *have*. (–) No, I/you/we/they *haven't*.
  Yes, he/she/it *has*. No, he/she/it *hasn't*.

→ Grammar Reference page 159

8a **12.9** Listen to four people answering the questions from the web page. Complete the first column of the table with a tick (✓) or a cross (✗).

	Have they ever left the cinema early?	Why/Why not?
Speaker 1		
Speaker 2		
Speaker 3		
Speaker 4		

b **12.9** Listen again and make notes in the second column of the table. Compare your answers with a partner.

9a **12.10** Listen and complete the sentences from the listening in exercise **8**. Compare your answers with a partner.

1 _____ never _____ the cinema early, but I've often wanted to.
2 A few months ago, I _____ to see a terrible film.
3 **A** _____ you ever _____ the cinema early?
B Yes, I _____. I _____ out once – it was last summer and it was a beautiful day.

b Work with a partner. Look at the sentences in exercise **9a** and complete the rules in the Grammar focus box. Write *past simple* or *present perfect*.

GRAMMAR FOCUS present perfect and past simple

- Use the [1]_____ to say something happened before now, but we don't know or don't say when. We often use it with *ever/never*.
- Use the [2]_____ to say something happened before now and we know the time.
- We often start with the [3]_____ and then change to the [4]_____ to give more details.

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10a Work with a partner. Read part of an interview between a journalist (J), a film director, Pavel (P), and an actor, Wanda (W). Choose the correct form of the verbs.

J So Pavel, you're here for the Rio de Janeiro film festival. [1] *Did you visit / Have you visited* Brazil before?
P Yes, [2] *I did / I have* – twice. Actually, [3] *I came / I've come* here when I was a child and I [4] *was / have been* here three years ago for work, too.
J Interesting. And what about you, Wanda? [5] *Did you ever go / Have you ever been* to Rio?
W No, I [6] *didn't go / 've never been* here before, but it's a beautiful city!
J I'm very pleased to hear that! So, I [7] *saw / 've seen* your latest film 'Inbox me' last night and I [8] *thought / 've thought* it was really wonderful.
P Well, thank you very much!
J And everyone else in the cinema [9] *enjoyed / has enjoyed* it, too. When it [10] *finished / has finished*, people [11] *stood / have stood* up and [12] *clapped / have clapped* – I couldn't believe it!
P Really? I'm delighted to hear that. A lot of people [13] *said / have said* some lovely things about it.
W Last week someone [14] *told / has told* me it was their favourite film of the year!
J Great! So, tell me ...

b **12.11** Listen and check your answers.

11a TASK Work in small groups. Take turns to ask about your experiences. Use the ideas in the box to help you, and your own ideas.

A *Have you ever been to a big concert?*
B *Yes, I have. I went to a Coldplay concert in Warsaw last year.*

walked out of a film
met a famous writer/singer/actor
acted in a play
cry during a film
go to the opera
stay awake all night watching films
be in a film
~~go to a big concert~~
watch the same film three or four times

b Tell the class about your group. Have you had similar experiences?
Mario has never been to a big concert, but Elena and I have.

12.3 Vocabulary and skills development

GOALS ☐ Form past participles ☐ Understand past simple and present perfect verb forms

Speaking & Vocabulary past participles

1 Read the pairs of sentences. Which ones are true for you? Change any you can to make them true for you. Compare your sentences with your partner.

1 I've **been** to a lot of festivals.
I **went** to a fantastic musical last year.
2 I've never **run** a marathon.
I **ran** for the bus yesterday morning.
3 I've never **met** a famous person.
I **met** my partner at university.
4 I've never **written** a comment on a website.
I **wrote** a lot of emails yesterday.

2a Read the information in the Vocabulary focus box about past participles.

VOCABULARY FOCUS past participles

- The past simple and past participle forms of regular verbs are the same. They always end in *-ed*, e.g. *visit**ed***, *work**ed***.
- The past participle of irregular verbs can be different from or the same as the past simple form. Most verbs follow one of these rules:
  1 no change, e.g. *put*, *put*
  2 a vowel changes, e.g. *rang*, *r**u**ng*
  3 we add *-n*, e.g. *chose*, *chose**n***
  4 a vowel changes and we add *-n*, e.g. *wrote*, *writte**n***
  5 the past participle is a different word, e.g. *was/were*, ***been***

b Work with a partner. Put the words in the box into the correct column of the table.

began/begun	woke/woken	heard/heard	broke/broken
grew/grown	gave/given	went/gone	drove/driven
drank/drunk	ate/eaten	won/won	bought/bought
saw/seen	did/done	ran/run	met/met
spoke/spoken			

Rule	Past simple	Past participle
1 no change		
2 vowel change		
3 add *-n*		
4 vowel change + *-n*		
5 different word		







Listening & Speaking past simple and present perfect verb forms

3a **12.12** Listen and complete the verb phrases.

1 I _____ the door.
2 I _____ the door.
3 She _____ a marathon.
4 She _____ a marathon.
5 We _____ him.
6 We _____ him.
7 I _____ *Star Wars* twice this month.
8 I _____ *Star Wars* twice last month.

b Compare your answers with a partner.

4 **12.13** Read and listen to the information in the Unlock the code box about past simple and present perfect verb forms.

UNLOCK THE CODE
past simple and present perfect verb forms

There are three ways to tell the difference between past simple and present perfect verb forms. Listen for:

1 the difference in pronunciation between the past simple and the past participle form of the verb.
ran *run*
2 the present perfect auxiliary *have* (*'ve*) or *has* (*'s*).
We ***met*** *him.* *We* ***'ve met*** *him.*
3 time words and phrases.
I've watched Star Wars twice ***this month****.*
I watched Star Wars *twice* ***last month****.*

5a Work with a partner. What do you know about Bollywood?

b Read the first part of an interview between a presenter (P) and an actor, Mark Russell (M), about Bollywood. Complete the interview with the past simple or present perfect form of the verbs in (brackets).

P Good evening. Our guest tonight is Mark Russell, who is going to talk about the Indian film industry, Bollywood, and one of its biggest stars. Mark, welcome.
M Thanks, Steffi.
P Tell us a little bit about Bollywood. Many of us [1]_____ (hear) of it, but perhaps we don't all know much about it. Is it bigger than Hollywood these days?
M Yes, it is. In the last ten years, Bollywood [2]_____ (make) more films and it [3]_____ (sell) more tickets, too. For example, in 2009, Bollywood [4]_____ (produce) over 1,200 films and Hollywood [5]_____ (make) only about 500. Also, Bollywood films [6]_____ (become) popular all over the world and they [7]_____ (make) them in lots of countries.

c **12.14** Listen and check your answers.



6 **12.15** Look at the photo of Hema Sardesai, a Bollywood singer. Listen to the second part of the interview about Hema and choose the correct verb form.

1 I never heard / I've never heard
2 She recorded / She's recorded
3 She also had / She's also had
4 She's was / She's been
5 She visited / She's visited
6 India celebrated / India has celebrated
7 She sang / She has sung
8 People watched / People have watched

7 **12.15** Listen again and answer the questions with a partner.

1 What kind of singer is Hema?
2 Why is Hema so famous?
3 Is it OK for actors in films not to sing? Should people like Hema be more famous? Why/Why not?

8a TASK Write three true and two false sentences about yourself using the past simple or present perfect.

b Work with a partner. Take turns to read a sentence and say what verb form you heard. Guess which sentences are false.

12.4 Speaking and writing

GOALS ☐ Speak on the phone ☐ Write a review ☐ Use pronouns in writing

Listening & Speaking on the phone

1 Work with a partner. Answer the questions.

What do you say when you answer the phone ...

1 in your language?
2 in English?

2 **12.16** Listen to two conversations and answer the questions. Compare your answers with a partner.

1 Why does Marcus call Caitlin?
2 What is Caitlin going to do after speaking to Marcus?
3 What question does she ask the person at the comedy club?
4 Why can't she find out the information she wants?

3a Work with a partner. Complete sentences 1–8 with the words in the box.

Can here have back (x2) Could speak Hang it's afraid

1 Hi Francis, _____ Marcus. Is Caitlin there?
2 Hello. Could I _____ to the ticket office manager, please?
3 She's not _____ at the moment.
4 I'm _____ he's not available at the moment.
5 _____ you tell her to call me _____, please?
6 _____ you ask him to call me _____, please?
7 Could I _____ your number, please?
8 _____ on a minute. I'll just get her.

b **12.17** Listen, check and repeat.

c Work with a partner. Which sentences in exercise **3a** are formal and which are informal?

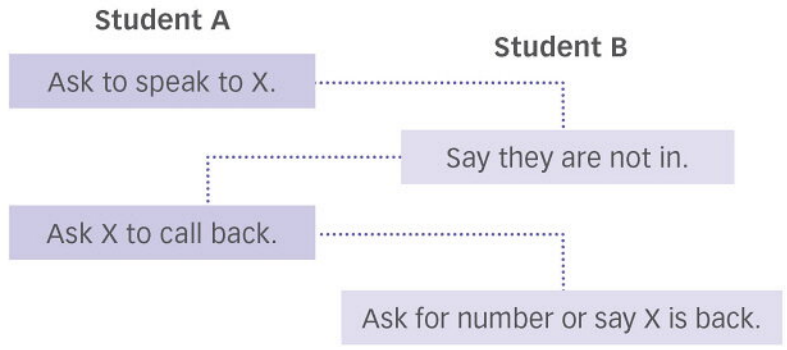
4 Work with a partner. Take turns to have two phone conversations. Use the prompts and the Language for speaking box to help you.

Conversation 1

Ask to speak to your friend, Misha.

Conversation 2

Ask to speak to the manager of a company.



LANGUAGE FOR SPEAKING on the phone

Informal

Hi (X), it's (Y). Is (Z) there?
I'm afraid she's not here at the moment.
Can you tell her to call me back, please?
Hang on a minute. I'll just get her.

Formal

Hello. Could I speak to the manager, please?
I'm afraid he's not available at the moment.
Could you ask him to call me back, please?
Could I have your number, please?

5 Work with a partner. Practise some more phone conversations. Student A, turn to page 131. Student B, turn to page 135.



Reading & Writing a review

6 Work in small groups. Number the types of entertainment from 1 (you like the most) to 8 (you like the least). Compare your answers and explain your reasons.

____ classical music concerts
____ pop/rock concerts
____ plays (at the theatre)
____ films (at the cinema)
____ art galleries
____ circuses
____ comedy clubs
____ museums

I put films first because I love them and I usually go to the cinema about once a week.

7 Read the first part of each review and match them to a photo. Compare your answers with a partner.

HOME | ABOUT ME | MUSIC | FASHION

[1] I didn't expect it to be good. I hated it when I was a child but I enjoyed the show last week [2] because there weren't any animals, just acrobats doing amazing things. I really liked their clothes, too. Some of them were very colourful. My daughter Miriam and I sat very close to the stage. She has talked about it a lot at school and now all her friends want to go, too! [3] I thought it was fantastic and [4] I recommend it to everyone.

HOME | ABOUT ME | MUSIC | FASHION

[5] I was really excited about going because they're my favourite band. But I've seen them before and they were much better then. I didn't enjoy it last night [6] because the singer was too quiet and the guitar player was terrible! They're playing again tonight but [7] I don't recommend going. [8] I thought they were awful. But at least it was quite cheap!

8 Work with a partner. Read the reviews. Which is positive? Which is negative? How do you know?

9 Match the underlined phrases 1–8 in the reviews to categories a–d. There are two answers for each one.

a what the writer thought before the show 1, 5
b what the writer thought about the show ____
c why the writer liked/didn't like the show ____
d the writer's advice to other people ____





10a Think of an event you have been to. Use an idea from exercise **6** or your own ideas. Write notes in each of the categories.

1 what you thought before
2 what you thought after it
3 why you liked/didn't like it
4 your advice to other people

b Work with a partner. Tell them about the event. Use the phrases in the Language for writing box to help you.

LANGUAGE FOR WRITING a review

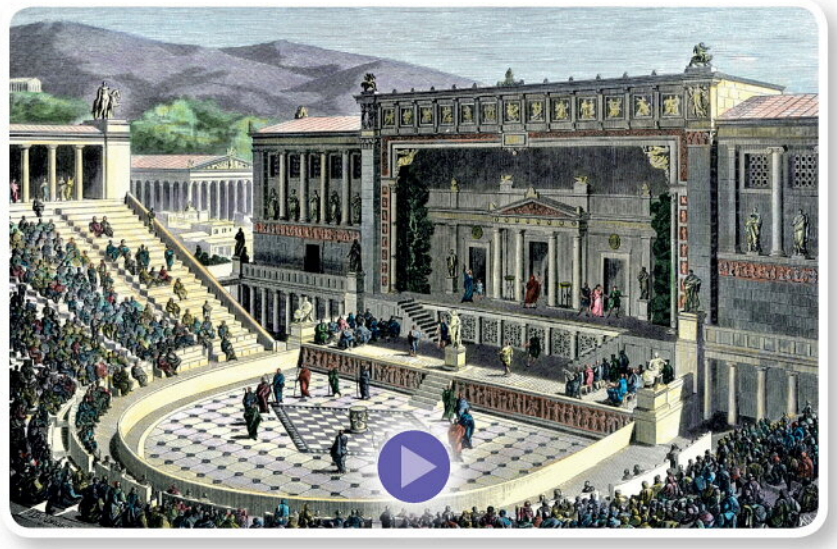
I was(n't) excited about (it/the show/the concert).
I expected/didn't expect (it/the circus) to be …
I liked/loved/enjoyed the (play) because …
I didn't like/enjoy the (concert) because …
I thought it was/they were (great/awful/a bit long/too loud).
I (don't) recommend (it/seeing this film/going to this show).

11a TASK Write your review. Use the ideas you talked about in exercise **10a**.

b Work with a partner and read their review. Would you like to go to the show they reviewed? Why/Why not?

12.5 Video

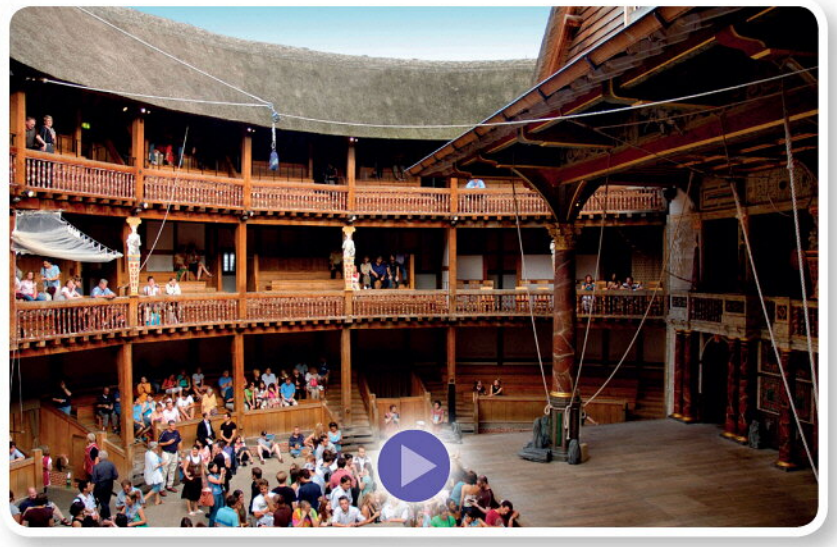
Park Theatre



1 Work with a partner. When was the last time you saw a play? Where was it? What was it? Did you enjoy it? Why/Why not?

2 Look at the photos. Which of these things do you see in the them?

Ancient Greece audience balcony floor pantomime seats Shakespearean theatre theatre ticket stage



3 ▶ Watch the video and answer the questions.

1 How has theatre changed since Shakespeare's day? Is this a positive or negative change? Why/Why not?

2 How is Park Theatre changing modern theatre? Is this a positive or negative change? Why/Why not?

4 ▶ Watch the video again and choose the correct option.

1 In Shakespeare's time most people *could / couldn't* afford the theatre.

2 In Shakespeare's time, rich people watched plays *at the same time as / at a different time to* poor people.

3 Park Theatre is a very *old / modern* theatre in *a modern / an old* office block.

4 The Park Theatre puts on plays in *two / three* different rooms.

5 Every ticket costs less than *twelve / twenty* pounds so it's affordable.

6 Park Theatre shows old classics and modern *music / musicals*.

7 Crystal Springs is a modern play about *teenagers / teachers*, parents and social media.

8 In its short history Park Theatre has been *unsuccessful / very successful*.



5a TASK Imagine you have a voucher to go to a show. What type of show would you like to go to? Write down what you would like to see and why. Use these ideas to help you.

- performers
- play, film, music concert, etc.
- what reviews it has had
- where it is

b Work in small groups. Tell each other what show you would like to see and why. Decide as a group which one to choose.

c Tell the class what show your group has chosen. Try to choose one show for the whole class.

Review

1a Complete gaps 1–6 with *go*, *play*, *see* or *have* and match the phrases to photos a–f.

1 _____ to a music festival
2 _____ an instrument
3 _____ dance lessons
4 _____ a film/movie
5 _____ to art galleries
6 _____ a play or a musical













b Work with a partner. Which things from exercise **1a** have you done and which things have you never done?

I have been to lots of music festivals. I went to the Festival in the Desert in Mali three years ago and it was fantastic.

I've never had a dance lesson. I don't like dancing!

2a Put the words in the correct order to make sentences we use on the phone.

1 a / Hang / minute / on .
2 Ms. Martinez / speak / please / Could / to / I ?
3 tell / back / you / her / me / Can / to / please / call ?
4 office / I'm / the / moment / the / afraid / of / out / at / she's .

b **12.18** Listen to a phone conversation. Which sentences in exercise **2a** did you hear?

c Work with a partner. Write a phone conversation and practise it.

d Work with another pair. Read and practise their conversation. Is the conversation formal or informal?

3 Complete the text with the past simple or present perfect form of the verbs in (brackets).



These days, Verona coliseum is famous for its opera festival, but it [1]_____ (be) a place to see other types of entertainment over the years. The Romans [2]_____ (build) the coliseum almost two thousand years ago for sports and games called 'ludi'. The most famous of these games [3]_____ (be) fights between gladiators. These events [4]_____ (be) very popular and people [5]_____ (come) from far away to see them. In 1117, there [6]_____ (be) a big earthquake in Verona and people [7]_____ (not use) the coliseum for a long time. However, centuries later, the Venetians [8]_____ (decide) to repair the building and use it for concerts. From that time, hundreds of thousands of people [9]_____ (come) to Verona to listen to music and many famous opera singers and ballet dancers [10]_____ (perform) there.

b **12.19** Listen and check your answers.

4a What types of film do items 1–8 make you think of?

1 laughing *comedies*
2 people in love
3 a cartoon for children
4 fast cars
5 singing and dancing
6 Dracula and Frankenstein
7 travelling into the future
8 going to live in a new country

b Think of a famous film you know. Write three sentences about it, but don't use the name of the film. Use questions 1–4 in the box to help you, and your own ideas.

1 What type of film is it?
2 What is it about?
3 Who does it star?
4 Where does it happen?

It's set in Barcelona and it stars Scarlett Johansson.

c Work with a partner. Take turns to read your sentences and guess the films.

Communication

1.1 All students Exercise 2

Read the factfiles and check your answers.

LONDON, ENGLAND — FACTFILE

Nationality	British
Other nationalities	Asian (e.g. Indian, Pakistani, Chinese), European (e.g. Irish, Polish), African (e.g. Nigerian, Somali), West Indian (e.g. Jamaican), etc.
Main language	English
Other languages	Polish, Urdu, etc.

SAN FRANCISCO, USA — FACTFILE

Nationality	American
Other nationalities	Central or South American (e.g. Mexican, Chilean), Chinese, Filipino, etc.
Main language	English
Other languages	Spanish, Chinese, Filipino, etc.

MELBOURNE, AUSTRALIA — FACTFILE

Nationality	Australian
Other nationalities	British, Italian, Greek, Vietnamese, etc.
Main language	English
Other languages	Italian, Greek, Vietnamese, etc.

DUBAI, UAE — FACTFILE

Nationality	Emirati
Other nationalities	Indian, Pakistani, Bangladeshi, Filipino, etc.
Main language	Arabic
Other languages	English, Urdu, Hindi, Filipino, etc.

1.3 Student A Exercise 9

1 Complete gaps 1–5 in table A.

Table A

Singular	Plural
1 _____	stories
a glass	2 _____
3 _____	lives
a dress	4 _____
5 _____	children

2 Ask your partner questions to check your answers for table A.

What's the singular of stories?
What's the plural of …?
How do you spell that?

3 Listen to your partner's questions for table B and answer them. Then complete gaps 6–10.

Table B

Singular	Plural
a knife	6 _____
7 _____	people
a city	8 _____
9 _____	matches
a woman	10 _____

1.4 Student A Exercise 6

1 Complete the table with information about you.

2 Ask questions to complete your partner's information.

	You	Your partner
Name		
Job		
Nationality		
Email address		

2.2 All students Exercise 1

1 False. The basic training takes about two years. Then, before each trip into space, they need to do another two–three years of training.

2 True. Valeri Polyakov stayed in space for 437.7 days in 1994–5. Sergei Avdeyev stayed in space for 379.6 days in 1998–9.

3 True. Astronauts can wear glasses.

2.4 Student A Exercise 4

1 You are in Lagos with Student B. Read factfile A. Suggest meeting Student B and make arrangements.

2 You are in Buenos Aires with Student B. Read factfile B. Listen to Student B and reply.

LAGOS, NIGERIA — **FACTFILE A**
Places to go and things to do

National Museum of Nigeria	9 a.m. – 4 p.m.
Lekki Conservation centre (see monkeys, crocodiles, birds)	9 a.m. – 6 p.m.
Yellow Chilli (Nigerian restaurant)	12 p.m. – 10.30 p.m.
New Afrika Shrine (live music, African dance and theatre)	6 p.m. – 6 a.m.
Eleko Beach (bar, live music, picnics, tents to sleep in)	24 hours a day

BUENOS AIRES, ARGENTINA — **FACTFILE B**
Places to go and things to do

MNBA (art gallery and museum)	9.30 a.m. – 8.30 p.m.
Fundación Tango Argentino (dance classes)	8 p.m. – 10 p.m.
La Cabrera (restaurant famous for beef)	12.30 p.m. – 4.30 p.m. 8.30 p.m. – 1.00 a.m.
Football matches	7.15 p.m. – 9.15 p.m.
Jet Lounge (house music, fashion parties, sushi, cocktails)	12.30 a.m. – 8 a.m.

4.1 Student A Exercise 11

1 You want to go on a weekend break. Read the information about Bruges and the things you want to do.

Bruges

- Airport (Brussels) – 90 km from Bruges
- Railway station in the centre
- Campsite near the city centre
- Lots of museums including Choco-Story (a chocolate museum), Diamant Museum (a diamond museum) and Expo Picasso (an art museum)
- More than five different (street) markets every week
- Four youth hostels and 300 hotels
- An Olympic swimming pool

You want to ...

- fly there
- stay in a cheap hotel
- visit museums
- go to the cinema
- go swimming

2 Ask your partner about Krakow and answer their questions about Bruges.

A *Is there a cinema in Krakow?*
B *Yes, there are more than three.*

3 Decide together which town is better for your weekend break.

4.2 Student A Exercise 6

Ask questions and describe your studio flat to your partner to find seven differences.

A *Is there a cooker next to the fridge?*
B *Yes, there is./No, there isn't.*

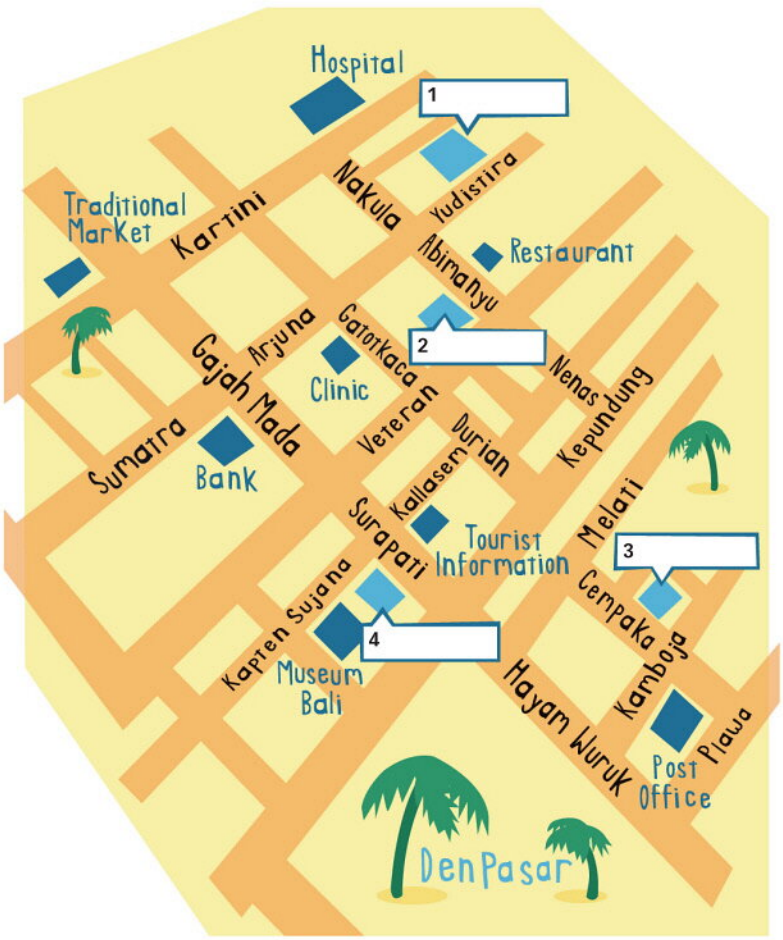


4.4 Student A
Exercise 7

On your map there are four places with no name. Ask your partner for directions from the traditional market in Denpasar to the four places below. Write them in the correct place on the map.

- bus station
- market
- Jagatnatha temple
- hotel

A *Excuse me, how do I get to the bus station?*
B *Well, go straight on and …*



4.4 All students
Exercise 11

Choose a situation 1, 2 or 3 and write an email giving information and instructions. Include the following:

- why you need to meet
- the place and time
- any other details, e.g. how to get there.

Remember to use imperatives when you give instructions.

1 You need to organize the office meeting for lunchtime on Thursday. Everyone needs to bring their laptop or tablet. No food or drink.
2 You want to organize a dinner for your English class at your flat. Everyone needs to bring something to eat and drink.
3 You want to organize a group of students to study English with. People need to bring their coursebooks, and tablets or notebooks. You must speak English only.

5.2 Student A
Exercise 12

1 Work with another Student A. Look at prompts 1–6 and decide which questions are present simple and which are present continuous.

Is the shop assistant standing? ✓
NOT ~~*Does the shop assistant stand?*~~ ✗

1 the shop assistant/stand?
2 what time/the shop/open?
3 the shop/take/credit cards?
4 what/the young man/hold?
5 what/the old man/wear?
6 what/shop assistant/wear?

2 Work with Student B. Take turns to ask and answer your questions and find the six differences.

A *Is the shop assistant standing?*
B *Yes, she is./No, she isn't.*



6.2 Student A
Exercise 6

1 Read and complete the sentences with the past simple of the verbs in (brackets).

a He [1]_____ (return) the money to his boss who [2]_____ (call) the owner of the bag.
b Adam Woldemarim [3]_____ (work) as a taxi driver in Las Vegas.
c When he [4]_____ (look) between the seats he [5]_____ (notice) a bag.
d He [6]_____(thank) Adam and gave him $2,000.

2 Read your sentences to your partner and listen to theirs. Put your sentences and your partner's sentences together to make a complete story.

6.4 Student A Exercise 6

1 Tell your partner the pieces of news a–e.

a We moved house three times last year.
b Someone shouted at me in the street yesterday.
c I've got a new job!
d I walked ten miles on Sunday.
e I've got too much work at the moment.

2 Respond to your partner's news.

7.4 All students Exercise 13a

Students	At the beginning of the year, the university made a rule that all students need to go to the gym for two hours of exercise a week.
Employees	The company gave employees a choice: work 40 hours a week at their desks or work 39 hours a week and spend one hour in the company gym.
Everyone	A new law says that everyone under 16 can go to big sports events for free. This is because the government wants children to see and do more sport.

8.4 Student A Exercise 4

1 You work at the ticket office in New Delhi station in north India. Look at the information about the next train to Varanasi and answer Student B's questions.

	Times	Journey time	Ticket price (rupees)	Platform
New Delhi to Varanasi	depart: 16.20 arrive: 05.28	13 hours 08 mins	470 (sleeper)	7

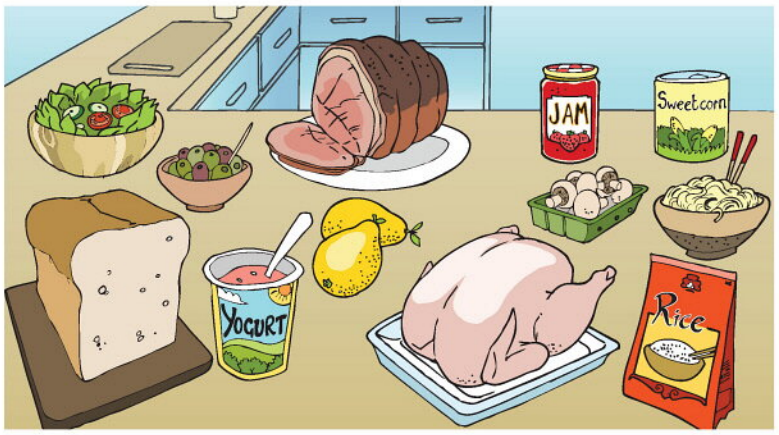
2 You are a passenger at Mysore station in south India. You want to get a single first class ticket for the next train to Bangalore. Ask ...

- when it departs/arrives
- the journey time
- the price
- the platform number

9.1 Student A Exercise 11

1 Look at the illustration. Take turns to ask and answer questions to find the differences between your illustration and your partner's. Use *some* and *any* in your questions and answers.

A *Do you have any salad?*
B *Yes, I do, but I don't have any jam. Do you have any?*
A *Yes, I do, so that's one difference.*



2 How many differences did you find?

9.2 Student A Exercise 10b

Work with Student B. Ask questions to complete your recipe.

Do you cut the butter into small pieces?

MUSHROOM SOUP

INGREDIENTS

- 4 potatoes • 2 carrots • 400 grams of mushrooms
- 250 millilitres of milk • 750 millilitres of water
- 50 grams of butter

METHOD

1 Cut the _____ into small pieces with a knife.
2 Chop the mushrooms and the carrots.
3 Heat the butter in a saucepan and add the mushrooms. Stir with a spoon.
4 _____ the water in the kettle and add to the saucepan.
5 Add the _____ and _____ to the saucepan. Boil for ten minutes.
6 Add the milk and boil for five more minutes.
7 Put everything in the food-processor for one minute to make the soup.

9.3 Student A
Exercise 10

1 Work with another Student A. Put the words in order to make questions about the Philippines.

1 the / is / population / What ?
2 live / What percentage / the biggest city / in ?
3 the maximum and minimum / What / temperature every year / is ?
4 is / Day / When / Independence ?

2 Look at the table and answer Student B's questions about Malaysia.

	Malaysia	The Philippines
Population	30,000,000	_____
Percentage living in biggest city (Kuala Lumpur)	3%	_____
Temperature	Max = 38°C Min = 15°C	Max = _____ Min = _____
Important day	31/08 (Hari Merdeka – National Day)	_____

3 Ask Student B the questions from exercise **1** to complete the column for the Philippines.

9.4 All students
Exercise 10

Take turns to be the waiter and the customer. Order the food you want from the menu.

A *Hi, would you like to order?*
B *Yes, please.*
A *OK, would you like a starter?*

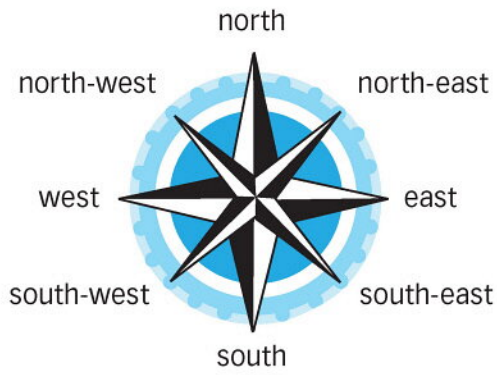
STARTERS
Chicken and vegetable soup
Cambodian beef salad
Fishcakes with a side salad
Mixed green salad

MAINS
Chinese beef and mushrooms in a black bean sauce with noodles
Grilled lamb with rice and salad
Baked fish with roast or boiled potatoes and steamed vegetables
Gio's special pasta with green beans, tomatoes, olives and parmesan cheese

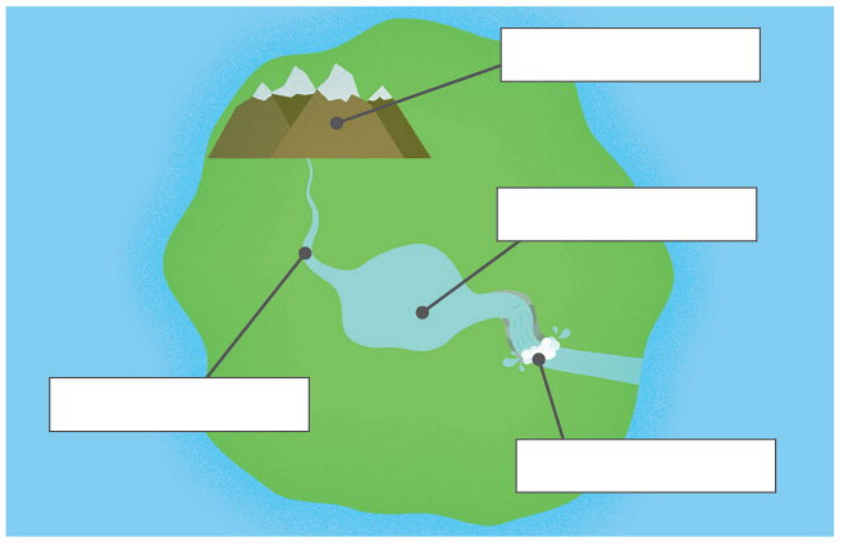
DESSERTS
Apple pie with cream
Chocolate cake with cream
Ice cream: chocolate, strawberry, mango
French cheese

DRINKS
Tea
Coffee
Mineral water
Coke
Orange juice

10.2 All students
Exercise 4d



10.2 Student A
Exercise 5



1 Label the map.

2 Describe your map to your partner.
In the north-west of my island there are ...

3 Listen to your partner and draw what they describe on your map. Compare your maps. Are they the same?

10.4 Student A
Exercise 2

1 Read definitions a–e and label the illustrations on page 102 with the words in **bold**.

a You use **a first-aid kit** when you hurt yourself.
b **A GPS** helps you find your way to the right place.
c You use **a torch** to help you see in the dark.
d You use **a map** to see where you are and find your way to the right place.
e You sleep in **a tent** when you go camping.

2 Read your definitions to your partner.

3 Listen to your partner's definitions and label the other illustrations. If you don't know how to spell a word, ask ...
How do you spell that?

10.4 All students Exercise 11

Australia
North usually very hot
Great Barrier Reef – 2,000 km long
Snow on higher mountains – can ski
Swim and dive on the reef – colourful fish
An island – sixth largest country in world
Uluru (Ayers Rock) 348 m – red – in the middle of the country
Animals you can't see anywhere else – koalas, kangaroos
South can be cool

11.2 Student A Exercise 4c

1 Read the websites and email addresses to your partner.

www.myspace.com/zootwoman
Jack_memperton456@hotmail.com
www.chrisbrock.co.uk/personal/
star-student74@thetopschool.org

2 Listen to your partner's websites and email addresses and write them down.

11.3 All students Exercise 3b

The meaning of *common* here is *usual* or *frequent*.

11.4 Student A Exercise 10b

Work

You are going to have a meeting with your colleague, Student B.

1 You don't know where the meeting room is.
2 It's important someone makes notes.
3 You want to organize another meeting, but you are very busy.

Study

Student B is doing the same course as you.

1 You don't understand question number 4.
2 You missed the class this morning.
3 You don't have any paper to write notes.

Social

You are going on holiday with Student B.

1 You can't remember what time the taxi is going to arrive.
2 You can't find the plane ticket.
3 You need something to read for the journey.

12.4 Student A Exercise 5

Do Conversation 1 and choose one situation from Conversation 2.

Conversation 1

Social

You want to speak to your friend Fazad about going out tonight. Call the flat he shares with his flatmate and ask to speak to him.

Conversation 2

Study

You are a secretary at a university and you answer the phone for the teachers and professors. Professor Clark can't speak to anyone now because she is busy. Answer the phone.

Work

Your company does a lot of business with another company in a different city. You need to speak to Mr Tagako at the other company. Call and ask to speak to him.

1.3 Student B Exercise 9

1 Complete gaps 1–5 in table B.

Table B

singular	Plural
1 _____	knives
a person	2 _____
3 _____	cities
a match	4 _____
5 _____	women

2 Listen to your partner's questions for table A and answer them. Then complete gaps 6–10.

Table A

Singular	Plural
a story	6 _____
7 _____	glasses
a life	8 _____
9 _____	dresses
a child	10 _____

3 Ask your partner questions to check your answers for table B.

What's the singular of knives?
What's the plural of … ?
How do you spell that?

1.4 Student B Exercise 6

1 Complete the table with information about you.

2 Ask questions to complete your partner's information.

	You	Your partner
Name		
Job		
Nationality		
Email address		

2.4 Student B Exercise 5

1 You are in Lagos with Student A. Read factfile A. Listen to Student A and reply.

2 You are in Buenos Aires with Student A. Read factfile B. Suggest meeting Student A and make arrangements.

LAGOS, NIGERIA — FACTFILE A
Places to go and things to do

National Museum of Nigeria	9 a.m. – 4 p.m.
Lekki Conservation centre (see monkeys, crocodiles, birds)	9 a.m. – 6 p.m.
Yellow Chilli (Nigerian restaurant)	12 p.m. – 10.30 p.m.
New Afrika Shrine (live music, African dance and theatre)	6 p.m. – 6 a.m.
Eleko Beach (bar, live music, picnics, tents to sleep in)	24 hours a day

BUENOS AIRES, ARGENTINA — FACTFILE B
Places to go and things to do

MNBA (art gallery and museum)	9.30 a.m. – 8.30 p.m.
Fundación Tango Argentino (dance classes)	8 p.m. – 10 p.m.
La Cabrera (restaurant famous for beef)	12.30 p.m. – 4.30 p.m. 8.30 p.m. – 1.00 a.m.
Football matches	7.15 p.m. – 9.15 p.m.
Jet Lounge (house music, fashion parties, sushi, cocktails)	12.30 a.m. – 8 a.m.

4.1 Student B Exercise 11

1 You want to go on a weekend break. Read the information about Krakow and the things you want to do.

Krakow

- Airport 11 km from the centre of Krakow
- More than twenty youth hostels and 250 hotels
- Railway station in the centre
- Campsites near the city centre
- Lots of museums including Krakow National Museum and City of Krakow Historical Museum
- More than three cinemas
- Hala Targowa flea market
- Two open-air and one indoor swimming pool

You want to ...

- go by train
- stay on a campsite
- go swimming
- go to markets
- visit an art museum

2 Ask your partner about Bruges and answer their questions about Krakow.

B *Is there a campsite in Bruges?*
A *Yes, there is. It's near the city centre.*

3 Decide together which town is better for your weekend break.

4.2 Student B Exercise 6

Ask questions and describe your studio flat to your partner to find seven differences.

A *Is there a cooker next to the fridge?*
B *Yes, there is./No, there isn't.*

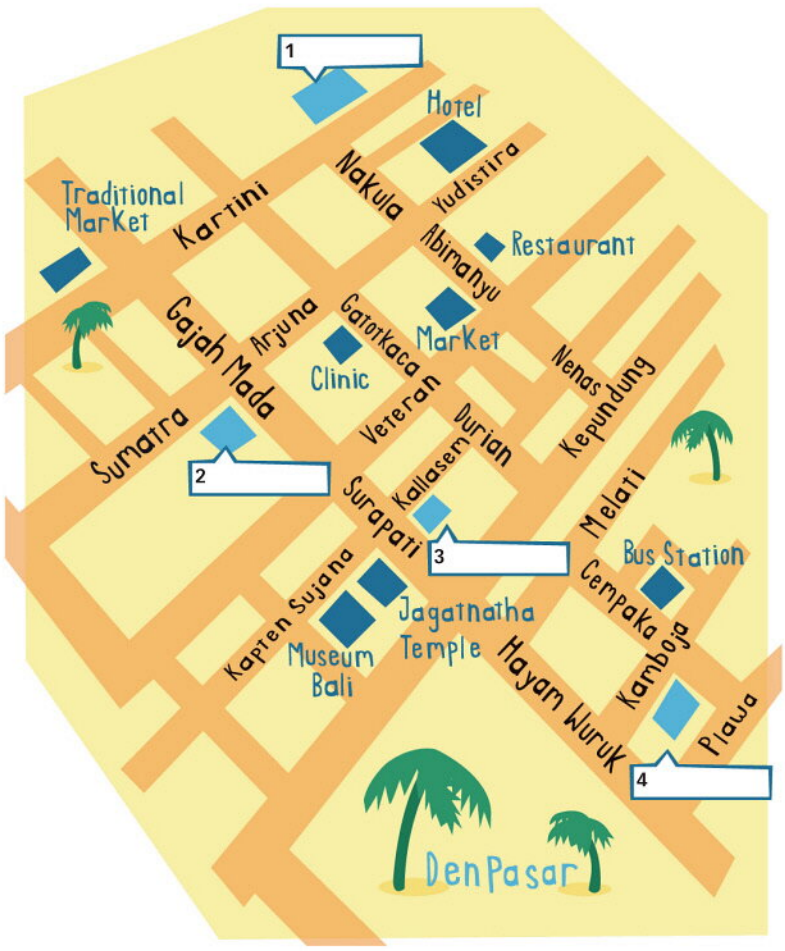


4.4 Student B Exercise 7

On your map there are four places with no name. Ask your partner for directions from the traditional market in Denpasar to the four places below. Write them in the correct place on the map.

- post office
- bank
- tourist information
- hospital

A *Excuse me, how do I get to the post office?*
B *Well, go straight on and …*



5.2 Student B Exercise 12

1 Work with another Student B. Look at prompts 1–6 and decide which questions are present simple and which are present continuous.

What time does the shop close? ✓
NOT ~~*What time is the shop closing?*~~ ✗

1 what time/the shop/close?
2 what/the old man/do?
3 what languages/the shop assistants/speak?
4 what/the young man/hold?
5 what/the young woman/wear?
6 what/the young man/wear?

2 Work with Student A. Take turns to ask and answer your questions and find the six differences.

A *What time does the shop close?*
B *It closes at five o'clock.*



9.3 All students Exercise 9

1 The lowest natural temperature recorded on Earth is -89.2 °C in Antarctica, on July 21st 1983.
2 Man first landed on the moon on 20th July 1969.
3 Belgium produces 172,000 tons of chocolate a year.
4 An average person laughs 15 times a day.
5 Children laugh 400 times a day.
6 41% of people use Facebook at work according to Forbes.
7 People spend 3.66 years of their life eating.

6.2 Student B Exercise 6

1 Read and complete the sentences with the past simple of the verbs in (brackets).

a He [1]_____ (open) it and there was a large amount of money – over $200,000!
b Adam [2]_____ (decide) to send some of the money to his family in Ethiopia.
c The owner was very happy when he [3]_____ (collect) his lost money.
d One night he [4]_____ (finish) work at 2.00 a.m. and [5]_____ (start) to clean his cab.

2 Listen to your partner's sentences and read yours to them. Put your sentences and your partner's sentences together to make a complete story.

6.4 Student B Exercise 6

1 Tell your partner the pieces of news a–e.

a I booked a holiday to Australia.
b I couldn't sleep last night.
c I was on TV when I was a child.
d I've got a cold.
e I watched a great film on TV last night.

2 Respond to your partner's news.

8.4 Student B Exercise 4

1 You are a passenger at New Delhi station in north India. You want to get a single sleeper ticket for the next train to Varanasi. Ask ...

- when it departs/arrives
- the journey time
- the price
- the platform number

2 You work at the ticket office in Mysore station in south India. Look at the information about the next train to Bangalore and answer student A's questions.

	Times	Journey time	Ticket price (rupees)	Platform
Mysore to Bangalore	depart: 14.15 arrive: 16.25	2 hours 10 mins	995 (1st class)	3

9.1 Student B Exercise 11

1 Look at the illustration. Take turns to ask and answer questions to find the differences between your illustration and your partner's. Use *some* and *any* in your questions and answers.

A *Do you have any salad?*
B *Yes, I do, but I don't have any jam. Do you have any?*
A *Yes, I do, so that's one difference.*



2 How many differences did you find?

9.2 Student B Exercise 10b

Work with Student A. Ask questions to complete your recipe.
Do you fry the mushrooms and the carrots?

MUSHROOM SOUP

INGREDIENTS

- 4 potatoes • 2 carrots • 400 grams of mushrooms
- 250 millilitres of milk • 750 millilitres of water
- 50 grams of butter

METHOD

1 Cut the potatoes into small pieces with a knife.
2 _____ the mushrooms and the carrots.
3 Heat the _____ in a saucepan and add the _____. Stir with a spoon.
4 Boil the water in the kettle and add to the saucepan.
5 Add the potatoes and carrots to the saucepan. Boil for ten minutes.
6 Add the _____ and boil for five more minutes.
7 Put everything in the food-processor for one minute to make the soup.

9.3 Student B Exercise 10

1 Work with another Student B. Put the words in the right order to make questions about Malaysia.

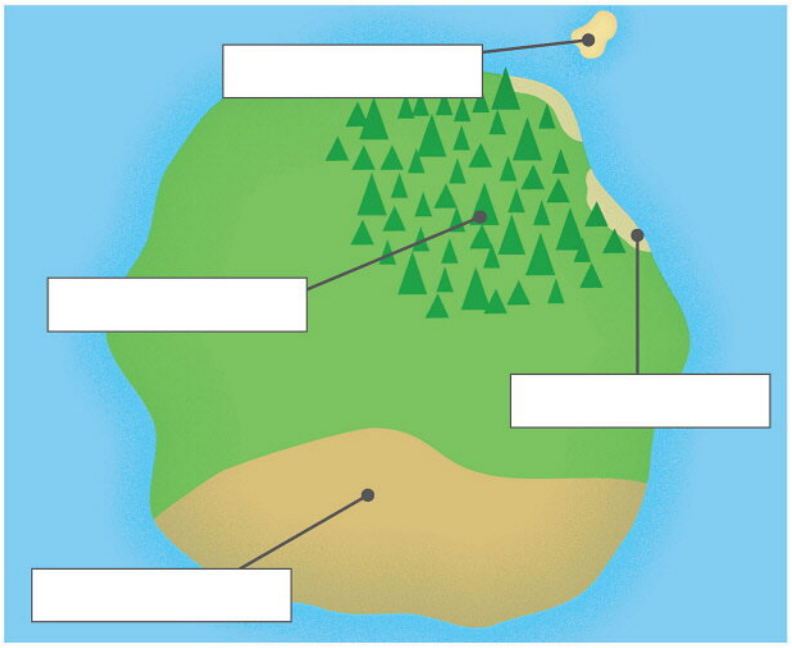
1 the / is / population / What ?
2 live / What percentage / the biggest city / in ?
3 the maximum and minimum / What / temperature every year / is ?
4 is / day / an / When / important ?

2 Ask Student A the questions from exercise **1** to complete the column for Malaysia.

	Malaysia	The Philippines
Population	_____	99,000,000
Percentage living in biggest city (Quezon)	_____	2.00%
Temperature	Max = _____ Min = _____	Max = 28°C Min = 16°C
Important day	_____	12/06 (Independence Day)

3 Look at the table and answer Student A's questions about the Philippines.

10.2 Student B Exercise 5



1 Label the map.

2 Listen to your partner and draw what they describe on your map.

3 Describe your map to your partner.
In the north-east of my island there is ...

4 Compare your maps. Are they the same?

10.4 Student B Exercise 2

1 Read definitions a–e and label the illustrations on page 102 with the words in **bold**.
   a **A stove** is a small kind of cooker.
   b You use **a lighter** to start a fire.
   c Plates, bowls, spoons, knives and saucepans are all examples of **equipment for cooking and eating**.
   d You sleep in **a sleeping bag** to keep warm when you sleep outside.
   e You use **a compass** to find where north, south, east and west are.

2 Listen to your partner's definitions and label the other illustrations. If you don't know how to spell a word, ask ...
How do you spell that?

3 Read your definitions to your partner.

11.2 Student B Exercise 4c

1 Listen to your partner's websites and email addresses and write them down.

2 Read the websites and email addresses to your partner.
   - s.lorenzo-jefferson@hgg.org
   - www.theblacksea.eu
   - every_apple333@gmail.com
   - www.nationaltheatre.gnbo.com.ng/

11.4 Student B Exercise 10b

Work

You are going to have a meeting with your colleague, Student A.

1 You need more copies of a document.
2 You don't have a pen.
3 You don't know how to use the software.

Study

Student A is doing the same course as you.

1 You need to contact the teacher, but you don't have her email address.
2 You don't understand what the teacher says.
3 You didn't have time to do the homework.

Social

You are going on holiday with Student A.

1 You don't have any euros.
2 You have too many bags.
3 You can't find your guidebook.

12.4 Student B Exercise 5

Do Conversation 1 and choose one situation from Conversation 2.

Conversation 1

Social

You share a flat with your friend Fazad. He is out at the moment and you don't know when he's going to be back. Answer the phone.

Conversation 2

Study

You are a student and you have a problem with the course you are doing. Call the university and ask to speak to your teacher, Professor Clark.

Work

You are a receptionist at a big company and you answer the phone for your boss, Mr Tagako. He's busy and can't talk to anyone at the moment. Answer the phone.

Grammar reference

1.1 The verb *to be*

GR1.1a

Positive (+)	Negative (–)
I **am** from Thailand. I**'m** from Thailand.	I **am not** Swiss. I**'m not** Swiss.
You **are** Thai. You**'re** Thai.	You **are not** from Egypt. You **aren't** from Egypt.
He **is** from Brazil. He**'s** from Brazil.	He **is not** happy. He **isn't** happy.
She **is** Brazilian. She**'s** Brazilian.	She **is not** hungry. She **isn't** hungry.
It **is** late. It**'s** late.	It **is not** Friday today. It **isn't** Friday today.
We **are** married. We**'re** married.	We **are not** from Chile. We **aren't** from Chile.
They **are** teachers. They**'re** teachers.	They **are not** Italian. They **aren't** Italian.

We use the verb *to be* …
- when we describe someone or something, e.g. *He's big.*
- to talk about age, e.g. *I'm forty.*

In everyday conversation and informal writing we use contractions: *'re not/aren't, 's not/isn't, 'm not.*
' = a missing letter, e.g. He is → He's.
In formal writing we use full forms, e.g. *They are not.*

yes/no questions and short answers

GR1.1b

1 **A** ***Are*** *they twins?*
B *Yes, they* ***are****.*

2 **A** ***Is*** *it ten o'clock?*
B *No, it* ***isn't****.*

Questions (?)		Short answers	
Am I		Yes, I **am**.	No, I'**m not**.
Are you	late?	Yes, you **are**	No, you **aren't**.
Is he/she/it	French?	Yes, he/she/it **is**.	No, he/she/it **isn't**.
Are we/they		Yes, we/they **are**.	No, we/they **aren't**.

In questions, we put *am, is, are* before *I, you, he, she, it, we, they.*

In positive short answers we use full forms.

A *Are you German?*
B *Yes, I am.* NOT ~~*Yes, I'm.*~~

In negative short answers we use full forms or contractions.

A *Are we early?*
B *No, we are not./No, we aren't.*

1 Complete sentences 1–7 with *am, is, are,* and write the contractions.

1 I *am* from Korea → *I'm*
2 She _____ very happy today. → _____
3 They _____ from Vietnam. → _____
4 She _____ not here. → _____
5 I _____ not Spanish. → _____
6 You _____ not worried. → _____
7 It _____ not a French restaurant. → _____

2 Put the words in the right order to make questions and short answers.

1 **A** Russian / Are / you ? *Are you Russian?*
B not / No, / I'm *No, I'm not.*
2 **A** Ben / Is / name / your ? _____
B it / Yes, / is _____
3 **A** I / late / Am / class / for / today ? _____
B Yes, / are / you _____
4 **A** Are / British / they ? _____
B No, / American / they're _____
5 **A** Austria / Are / you / from ? _____
B we / No, / aren't _____
6 **A** she / Is / a / teacher ? _____
B she / No, / isn't _____

3 Make questions and short answers.

1 *Is* he a student? ✓ *Yes, he is.*
2 _____ you from Malaysia? ✗ *No,*
3 _____ I in the right room? ✗ _____
4 _____ it your first day here? ✓ _____
5 _____ we in the same class? ✓ _____

4 Put the conversation in the right order.

A Hi, my name's Luigi. *1*
A No, I'm Italian. _____
B Hi, I'm Asli. Are you from Spain? _____
A No, not Rome. I'm from Naples in the South. Where are you from? _____
B Oh, are you from Rome? _____
A Oh good! _____
B Yes, they are, and the teacher is nice. _____
A Yes, I am. It's my first day. Are the students friendly? _____
B I'm from Istanbul in Turkey. Are you a student in this class? _____
B OK! Let me introduce you to my friends. *10*

1.2 Possessive determiners and possessive 's

Possessive determiners: *my, your,* etc.

GR1.2a

***I**'m a twin.* ***My** twin sister lives in Zagreb.*
***You**'re not in this class today.* ***Your** class is in room 401.*
***He**'s from a big family.* ***His** brothers live in Singapore.*
***She**'s a good friend.* ***Her** name is Hannah.*
***It**'s a typical French village.* *It's famous for **its** food.*
***We**'re fluent in Chinese.* ***Our** father is from Shanghai.*
***They**'re my half sisters.* ***Their** names are Kana and Keiko.*

Personal pronoun	I	you	he	she	it	we	they
Possessive determiner	my	your	his	her	its	our	their

We use a possessive determiner to say that something or someone belongs to a person, a place or a thing. The possessive determiner always comes before a noun or a noun phrase.

We use …

- *his* to say that something or someone belongs to a man/boy
  *John loves **his** daughter.*
  NOT ~~*John loves her daughter*~~.
- *her* to say that something or someone belongs to a woman/girl
  *Amari and **her** husband are here.*
  NOT ~~*Amari and his husband are here*~~.
- *its* to say that something or someone belongs to a thing
  *The city is famous for **its** universities.*
  NOT ~~*The city is famous for their universities*~~.
- Possessive determiners have one form for singular and plural, e.g. *our friend/our friends* NOT ~~*ours friends*~~.

it's* ≠ *its
It's (= It is) *a big city.*
Its (possessive) *buildings are beautiful.*

Possessive 's

GR1.2b

1 Sam is my father**'s** boss.
2 They are my children**'s** cars.
3 Bob and Paula are my parent**s'** friends.
4 Petra and Bill**'s** new house is big.

We use the possessive *'s* to say that something or someone belongs to a person, a place or a thing. The possessive *'s* always comes after a noun.

- With regular plural nouns we use *'* not *'s*, e.g. *They're my parent**s'** friends*. NOT ~~*They're my parent's friends*~~.
- If there is more than one subject, we put the *'s* on the last name, e.g. *Sara and Ricardo**'s** daughter*. NOT ~~*Sara's and Ricardo's daughter*~~.

John**'s** in the office. (= is)
John**'s** office is big. (= the office that belongs to John)

1 Complete the sentences with a possessive determiner.

1 My brother has a daughter. *Her* name is Brigitte.
2 I have two nephews. _____ names are Tim and Ned.
3 Dubai is famous for _____ tall buildings.
4 My teacher is from New Zealand and _____ wife is from Tasmania.
5 You're in room 14 and _____ teacher's name is Angela.
6 We're Mexican, but _____ parents live in Brazil.
7 I'm from Sweden and _____ name is Oskar.
8 'Is this _____ book?' 'Oh, yes, it is! Thank you.'

2 Make possessive forms by adding *'s* or *'*.

1 My country *'s* people are happy.
2 My two brothers *'* cars are expensive.
3 We're Peter and Vera___ neighbours.
4 Are these Lucas___ glasses?
5 This is their grandparents___ house.
6 They are his grandson___ pencils.
7 These are our bosses___ offices.

3 Circle the correct option.

1 The *mechanic's car* / *mechanics* car is very nice.
2 This is my *aunt and uncle's* / *aunt's and uncle's* house.
3 *His* / *He's* my daughter's teacher.
4 Maria and *her* / *their* parents live in Portugal.
5 Tom is *Magda's nephew* / *nephew's Magda.*
6 *Jane's children* / *Jane's children's* speak Mandarin.
7 *My glasses* / *My glasses'* are in the classroom.
8 It's famous for *it's* / *its* music.

4 Complete the text about Balinese names using the words in the box.

are child's father's husband's ~~I'm~~ is its mother's names Our their

Hi! I'm Wayan and [1] *I'm* Balinese. Bali [2] _____ an island in Indonesia. It's famous for [3] _____ music and dancing. In a Balinese family, the first child's name is Wayan, Putu or Gede. It's the same for a boy or a girl. The second [4] _____ name is Made, Kadek or Nengah. The third is Nyoman or Komang and the fourth is Ketut. If there is a fifth child, he or she is often called Wayan Balik (= Wayan 'again'). Balinese do not usually use last names.

In my family there [5] _____ six children. We all have typical Balinese names. I have two sisters, [6] _____ names are Wayan and Komang, and three brothers, Ketut, Made and Putu. [7] _____ parents' [8] _____ are Ketut and Ketut. Women have the title 'Ni' before their name, so my [9] _____ name is Ni Ketut, and men use 'I', so my [10] _____ name is I Ketut. My sister, Komang, is married and her [11] _____ name is also Komang.

2.1 Present simple and adverbs of frequency

Present simple positive

GR2.1a

1 *I* ***go*** *to the beach on Saturdays.*
2 *He* ***gets up*** *at six o'clock every day.*
3 *She* ***comes*** *from Turkey.*
4 *They* ***have*** *four children.*

Present simple positive (+)		
I	cook	
You	cook	
He/She/It	cook**s**	at weekends.
We	cook	
They	cook	

Spelling rules

- Verbs ending in *-ch*, *-sh*, *-s*, *-ss*, *-z*, *-o*, and *-x*

watch	→	*watches*	*miss*	→	*misses*
wash	→	*washes*	*go*	→	*goes*
relax	→	*relaxes*	*do*	→	*does*

- Verbs ending in consonant + *-y*
  study → studies
- The third person *he/she/it* form of *have* is *has*.

- We use the present simple to talk about habits or routines.
  He goes to work every day.
- We also use it to talk about a fact or something we think is true for a long time.
  Penguins eat fish. She lives in Bonn.

Adverbs of frequency

- We use adverbs of frequency with the present simple to say how often we do something.

GR2.1b

100% 0%

always	usually	often	sometimes	hardly ever	never

1 *I* ***always*** *go to bed before ten o'clock.*
2 *Do you* ***usually*** *have toast for breakfast?*
3 *We're* ***sometimes*** *tired in the afternoon.*
4 *They* ***hardly ever*** *go to the cinema.*

- We usually put the adverb *after* the verb *to be* and *before* all other verbs.
  Silvia ***is often*** *at home on Saturdays.*
  Andy ***never goes*** *to work on Sundays.*
- *Sometimes* and *usually* can come at the beginning or end of sentences.
  Sometimes *I listen to music at work.*
  Winters are very cold here, ***usually****.*

1 Complete the sentences with the correct form of the verb in (brackets).

1 Four scientists *work* at the research centre. (work)
2 They _____ their jobs. (love)
3 Our friend _____ lots of photos. (take)
4 We _____ a lot of free time. (have)
5 She _____ in the evening. (relax)
6 I _____ a book on the bus. (read)
7 He _____ films at weekends. (watch)
8 You _____ your clothes here. (wash)

2 Put the words in the right order to make sentences.

1 go / We / to /often / beach / the
We often go to the beach.
2 He / big / always / dinner / makes / a
3 visit / islands / other / They / sometimes
4 You / work / the / in / lab / usually
5 sleep / have / never / enough / We
6 listen / never / at / music / to / work / I
7 It / ever / rains / the / on / island / hardly
8 my / in / city / never / It / cold / is
9 I / worried / ever / hardly / am
10 houses / in / cold / The / sometimes / are / winter

3 Complete the text with the correct form of the words in the box.

enjoy finish go hardly have listen never ~~study~~ usually work

Cara is a scientist and she [1] *studies* the sun. She lives in Calama in Chile. During the week she gets up early and [2] _____ to the research centre. She [3] _____ has a small breakfast – a biscuit and a cup of coffee. She [4] _____ with five other researchers. They all [5] _____ their jobs. She [6] _____ work at five o'clock.

In the evening, she [7] _____ dinner with her husband and they often watch a DVD or [8] _____ to music. They [9] _____ watch TV because they think it's boring and they [10] _____ ever talk about work.

2.2 Present simple negative

GR2.2a

1 *I **don't have** a lot of free time.*
2 *He **doesn't wear** special clothes for work.*
3 *We **don't get up** early at weekends.*

Present simple negative (–)		
I You	**don't**	like tea.
He She It	**doesn't**	
We They	**don't**	

- We form the present simple negative with *do/does* + *not* + infinitive without *to*.
- We often use contractions:
  don't (= do not) and *doesn't* (= does not).
- For the third person *he/she/it* form we don't add *-(e)s* to the verb.
  She doesn't sleep in a bed.
  NOT ~~She *doesn't sleeps* in a bed~~.

Adverbs of frequency in negative sentences

GR2.2b

1 *We don't **often** watch a film in the evening.*
2 *He doesn't **always** have breakfast.*
3 *They don't **usually** go out on Fridays.*
4 *She hardly ever **takes** photos.*

- Adverbs of frequency go between *don't/doesn't* and the verb.
- We don't use a negative verb with *hardly ever* or *never*.
  *You **hardly ever** write.*
  NOT ~~You don't hardly ever write~~.
  *It **never** rains in the summer.*
  NOT ~~It doesn't never rain in the summer~~.

1 Circle the correct option.

1 The sun *doesn't* / *don't* rise in the south.
2 Sara *doesn't* / *don't* want breakfast.
3 The shop doesn't *close* / *closes* in the evening.
4 I *don't* / *doesn't* sleep a lot.
5 They don't *have* / *has* classes today.
6 We don't *always eat* / *eat always* fresh fruit.
7 You *don't never go* / *never go* to work at night.
8 He *doesn't often* / *don't often* get up late.

2 Change sentences 1–10 to make them negative.

1 I need perfect eyesight.
You don't need perfect eyesight.
2 I work hard.
He _____
3 You stop for a break at lunchtime.
She _____
4 He watches films on Fridays.
They _____
5 She agrees with me.
You _____
6 They exercise a lot.
I _____
7 It rains every day.
It _____
8 He changes his clothes every day.
We _____
9 I feel good in the morning.
She _____
10 We sleep for eight hours a night.
They _____

3 Complete the text about Sabina's day. Use the words in the box.

am doesn't doesn't don't ~~don't~~ eat like likes

I get up early every day. I [1] *don't* have breakfast because I [2]_____ never hungry in the morning. I have a shower and then I run to catch the bus. It [3]_____ wait for me! At work I [4]_____ drink coffee – only water. I usually [5]_____ lunch with my friend. I have a sandwich, but my friend doesn't [6]_____ bread, so she has fruit and yoghurt. My mum [7]_____ to talk to me every day, so I usually phone her in the evening. She [8]_____ stop talking!

3.1 *Yes/No* questions

yes/no questions with *be*

GR3.1a

1 **A** ***Are*** *you an outdoor person?*
B *No, I* ***'m not****.*

2 **A** ***Is*** *she retired?*
B *Yes, she* ***is****.*

In present simple questions with *to be* we use *am/is/are* + subject.

Questions (?)	Short answers
Am I friendly to other people?	Yes, you **are**./No, you**'re not**.
Are you a tidy person?	Yes, I **am**./No, I**'m not**.
Is he rich?	Yes, he **is**./No, he **isn't**.
Are we free tomorrow?	Yes, we **are**./No, we **aren't**.
Are they musicians?	Yes, they **are**./No, they **aren't**.

In positive short answers, we don't use contractions.
Yes, he is. NOT ~~*Yes, he's.*~~

yes/no questions with other verbs

GR3.1b

1 **A** ***Do*** *you enjoy meeting new people?*
B *Yes, I* ***do****.*

2 **A** ***Does*** *he work freelance?*
B *No, he* ***doesn't****.*

We form present simple *yes/no* questions with *Do/Does* + subject + infinitive without *to*.

Questions (?)	Short answers
Do you like your job?	Yes, I **do**./No, I **don't**.
Does she get up early?	Yes, she **does**./ No, she **doesn't**.
Does it rain a lot?	Yes it **does**./No, it **doesn't**.
Do we usually go home early?	Yes, we **do**./No, we **don't**.
Do they work long hours?	Yes, they **do**./No, they **don't**.

In short answers, we use *do/don't* or *does/doesn't*. We don't use the main verb.
Do you like taking photos? Yes I do./No, I don't.
NOT ~~*Yes, I like./No, I don't like*~~.
Does she make a lot of money? Yes, she does.
NOT ~~*Yes, she makes./No, she doesn't make*~~.

1 Match questions 1–8 to answers a–h.

1 Are you a photographer?
2 Do you work full-time?
3 Does your sister like being busy?
4 Do your parents like working with computers?
5 Is he a fast worker?
6 Does it rain a lot in summer?
7 Am I often late?
8 Does your son enjoy helping people?

a No, they don't.
b Yes, he does.
c Yes, you are.
d Yes, it does.
e Yes, she does.
f Yes, I am.
g Yes, he is.
h No, I don't.

2 Complete the questions and short answers.

1 *Do* I know your friend? Yes, *you do*.
2 _____ you work freelance? No, _____.
3 _____ your niece badly-paid? Yes, _____.
4 _____ Ahmad often late? Yes, _____.
5 _____ the film start at 6 p.m.? No, _____.
6 _____ we have enough time? No, _____.
7 _____ your sisters like their presents? Yes, _____.
8 _____ our jobs make us happy? No, _____.
9 _____ they nurses? Yes, _____.
10 _____ she like this city? No, _____.

3 Complete the conversation. Use contractions where possible.

Dana [1] *Are* you a nurse?
Beth Yes, I [2]_____.
Dana [3]_____ you like your job?
Beth Yes, I love it. I enjoy helping people.
Dana [4]_____ you work full time?
Beth Yes, I [5]_____. I work long hours.
Dana [6]_____ you well-paid?
Beth No, I [7]_____ not!
Dana [8]_____ you like the people you work with?
Beth Yes, I work with my sister.
Dana [9]_____ she a nurse?
Beth No, she [10]_____ a doctor.

3.2 *Wh-* questions

- We form present simple *wh-* questions in a similar way to *yes/no* questions, but we start with a question word.

Present simple *Wh-* questions with *be*

GR3.2a

1 **A** *Who**'s** your teacher?*
B *Ben Lewis.*

2 **A** *Why **are** you unhappy?*
B *Because I hate my job.*

3 **A** *Where **are** they?*
B *At home.*

Question word	*to be*	subject	
Where	**are**	you	from?
Why	**is**	she	sad?

Present simple *Wh-* questions with all other verbs

GR3.2b

1 **A** *What **do** you do in the evenings?*
B *I relax with friends.*

2 **A** *What time **does** the lesson start?*
B *At nine o'clock.*

3 **A** *How often **do** you go shopping?*
B *I go shopping once a week.*

Question word	*do/does*	subject	infinitive without *to*
Where	**do**	you	live?
What	**does**	his cousin	do?

- We use different question words to ask about different types of information.

What – to ask for information about things or activities.

Who – to ask about a person.

When/What time – to ask about time.

Where – to ask about places.

Why – to ask for a reason.

How often – to ask about frequency.

1 Complete the questions.

1 **A** *Why* do you want to learn English?
B I want to be a pilot, so I need it for my job.

2 **A** _____ often _____ you use English for your job?
B Every day!

3 **A** _____ does she work?
B She works in Kuwait.

4 **A** What _____ do you have breakfast?
B Usually at about seven o'clock.

5 **A** _____ is your teacher?
B My teacher's called Ben.

6 **A** _____ are hairdressers usually happy?
B Because they make their customers feel good.

7 **A** Who _____ you work for?
B I work a for a big company.

8 **A** How often _____ he work from home?
B Once a week.

2 Put the words in the right order to make questions.

1 outside / How often / his brother / work / does ?
How often does his brother work outside?

2 do / the students / use / the internet / When ?

3 does / Who / work for / your friend ?

4 are / Why / the children / bored ?

5 does / their team / play / Where ?

6 do / you / What / wear / to work / usually ?

7 for class / How often / you / late / are ?

3 Complete the gaps. Use a question word and *do* or *does*.

1 **A** *What does* your father do?
B He's a teacher.

2 **A** _____ you not like your job?
B Because it's badly paid.

3 **A** _____ your nephew live with?
B My brother.

4 **A** _____ our classes finish?
B At 5.30.

5 **A** _____ you go on holiday?
B Once a year.

6 **A** _____ her children do in the evenings?
B They play computer games.

7 **A** _____ your parents come from?'
B Korea.

8 **A** _____ they sing in the band with?
B Two girls.

9 **A** _____ she want a new phone?
B Her old one doesn't work.

10 **A** _____ he want to go shopping?
B Tomorrow afternoon.

4.1 *There is/There are*

We use *there is* with singular nouns and *there are* with plural nouns.

GR4.1

Positive (+)	Negative (–)
There's an airport.	**There isn't** a hotel.
There are some restaurants.	**There aren't** any museums.
There are lots of trees.	**There aren't** a lot of trees.

Questions (?)	Short answers
Is there a train station?	Yes, **there is**./No, **there isn't**.
Are there any shops?	Yes, **there are**./No, **there aren't**.

We often use positive and negative contractions:
there is → *there's* but NOT ~~*there're*~~
there is not → *there isn't*
there are not → *there aren't.*

- We use *there is/there are* to say that something or someone exists somewhere.

  ***There's** a chemist on Woodstock Road.*
  ***There are** twenty-four rooms in the hotel.*
- We use *there is/there are* the first time we talk about something and *it is/they are* the next time.

  ***There's** a nice hotel in the town. **It's** very comfortable.*
  ***There are** lots of shops here, but **they are** all closed today.*
- We often use *there is/there are* to describe places.

  *In my town **there are** a lot of restaurants.*
- In a list of things we use *there is* if the first word is singular and *there are* if the first word is plural.

  *In my city **there are** lots of restaurants, a campsite and an old church.*
  *In the hotel **there is** a swimming pool, a hairdresser's and ninety-five bedrooms.*
- In positive sentences we usually use *some* or a number before plural nouns.

  *There are **some** glasses on the table.*
  *There are **twenty** students in the room.*

We usually use *any* before plural nouns in negative sentences and questions.
*There aren't **any** chairs.* (= *There are no chairs.*)
*Are there **any** tables?*
We also use *many* before plural nouns in negative sentences when we want to say there are fewer than we would like or expect.
*There aren't **many** tables.* (= There are some tables, but not enough or not as many as I expected.)

1 Complete the sentences with the positive, negative or question form of *there is/there are*.

1 *Is there* a hospital in your town?
2 _____ lots of hotels and a theatre.
3 _____ a library near his house?
4 _____ any trees in your garden?
5 _____ a kitchen and two bathrooms in my flat.
6 _____ any trains in my country.
7 _____ a chemist in the hospital.
8 _____ any cheap hotels in the city centre?
9 _____ a museum or a theatre here, so I think it's boring.
10 _____ a factory in my town. My father works there.

2 Use the symbols (✓) or (✗) to write positive or negative short answers.

1 Is there a toilet in the cinema? ✓ *Yes, there is.*
2 Are there any shops open now? ✗ *No,* _____
3 Are there any nice beaches on the island? ✓ _____
4 Is there a theatre in your town? ✗ _____
5 Are there lots of restaurants near here? ✓ _____
6 Is there a museum in the city centre? ✓ _____
7 Are there any hotels? ✗ _____
8 Are there lots of people here in the summer? ✓ _____

3 Complete the text about Beijing's underground city, Dixia Cheng. Use *there is, there isn't, there are* or *there aren't*.

Underneath the city of Beijing in China [1] *there is* a small city. It's about 50 years old. [2]_____ any people living there now, but sometimes tourists can visit. [3]_____ lots of restaurants, schools, theatres, factories and many public places, but they are all empty. [4]_____ a big picture of Mao Zedong in nearly every large space. [5]_____ bedrooms for about 300,000 people, but they aren't comfortable. In one bedroom [6]_____ a desk and six beds. In another room [7]_____ a lot of baths. [8]_____ any windows. [9]_____ any trees or flowers. It's never very cold and never hot because it's underground. It's not popular with tourists because it's dark and dangerous. Not many people in Beijing know that [10]_____ a city under their feet.

4.2 Articles *a/an, the, –*

a/an and no article

GR4.2a

1 *There's **an** orange on the table.*
2 *I'm not **a** student.*
3 *She's **an** English teacher.*
4 *There's **a** nice restaurant in my street.*
5 *I have two children.*
6 *He doesn't work on Saturdays.*

- The first time we talk about one person/thing, we use *a* or *an*.
  *Jan lives in **an** old house in **a** village near Hull.*

We use *a* before consonant sounds, e.g. *a shelf, a university.*
We use *an* before vowel sounds, e.g. *an airport, an hour.*

- The first time we talk about people or things using a plural noun, we don't use an article.
  Jo knows people all over Europe.
  I like penguins.
- We also use *a/an* (singular) and no article (plural) to talk about jobs, or to talk about what things are.
  *She's **an** engineer.* *Is that **a** new tablet?*
  Alex and Jan are journalists. *Those are beautiful earrings!*
- We use *a* in some phrases, e.g. ***a** lot of, once **a** week.*
- We use no article…
  1 for names, cities, streets and most countries
  My name's David. I'm from Bath. I think this is Bond Street. We live in Venezuela. (but ***the** USA, **the** UK*)
  2 with days, times and meals
  I'm free on Friday at nine o'clock. I have lunch at one o'clock.

the

GR4.2b

1 *My friend's house is in **the** city centre.*
2 *Lima is **the** capital of Peru.*
3 *Sheena is from **the** USA.*
4 *We have dinner at seven o'clock in **the** evening.*

- We use *the* to say 'you know which one(s) I mean'. This can be …
  1 because we have already talked about it/them
  *Jan lives in an old house in a village near Hull. **The** house was built in 1485. **The** village is near a lake.*
  2 because we make it clear in the sentence, e.g. ***the** shops on my street, **the** woman who answered the phone*
  3 when there is only one, e.g. ***the** moon, **the** Burj Khalifa, **the** city centre, **the** capital of Australia, **the** Nile*
- We also use *the* for parts of the day: *in **the** morning, in **the** afternoon* (but *at night*).

1 Complete the sentences with *a, an, the* or – (no article).

1 What's that? It's *an* umbrella.
2 What's his job? He's _____ journalist.
3 There isn't _____ office here.
4 We live in _____ UK.
5 They're in _____ city centre.
6 Are you free in _____ evenings?
7 I like _____ Brazil because I love _____ sun!
8 I've got _____ three bedrooms.
9 You're _____ fantastic student.
10 There are _____ lot of shops.

2 Make sentences or questions. Add articles where necessary.

1 There isn't / museum in / my town
There isn't a museum in my town.
2 There are / twenty noisy children in / garden
_____.
3 Is there / tourist information centre / here ?
_____
4 Meet me in / city centre /at / eight o'clock
_____.
5 There are / lot of / shops open in / evening
_____.
6 There's / swimming pool in / my friend's house
_____.
7 Is there / toilet at / railway station ?
_____
8 There isn't / bathroom in / my hotel room
_____.

3 Complete the text with the correct articles. Sometimes no article is necessary.

My best friend lives in St Petersburg, Russia. She lives in [1] *a* beautiful house in [2]_____ centre of the city near [3]_____ Neva River. There are [4]_____ six bedrooms, three bathrooms and [5]_____ swimming pool. Her house is near [6]_____ shopping centre. I usually visit her once [7]_____ year in summer. There are lots of fantastic restaurants in St Petersburg and we eat in [8]_____ different place every day. We always visit [9]_____ theatre next to her house because we both love watching [10]_____ plays. We never feel bored.

5.1 *Can, can't, could, couldn't*

can and *can't*

GR5.1a

1 *I **can** swim, but I **can't** ride a bicycle.*

2 *You **can** visit the museum, but you **can't** visit the mine.*

We use *can* and *can't* to talk about ability and possibility in the present.

Positive (+)

*He **can** play tennis very well.* (he knows how to do this.)
*People **can** buy clothes on the internet.* (it's possible to do this.)

Negative (–)

*We **can't** speak Russian.* (we don't know how to do this.)
*You **can't** drive in the city centre.* (it's not possible to do this.)

Questions

A ***Can** your children ride bicycles?*
B *Yes, they **can**. They cycle to school every day.*

A ***Can** I take a train to Muscat?*
B *No, you **can't**. There aren't any trains in Oman.*

could and *couldn't*

GR5.1b

1 *He **could** write when he was five, but he **couldn't** read.*

2 **A** ***Could** people travel by underground in the 1840s?*
B *No, they **couldn't**.*

We use *could* and *couldn't* to talk about ability and possibility in the past.

Positive (+)

*I **could** read when I was four years old.* (I knew how to do this)
*People **could** buy things from machines in 1890.* (it was possible to do this)

Negative (–)

*When I was four years old, I **couldn't** swim.* (I didn't know how to do this)
*In the 1880s, people **couldn't** fly to different countries.* (it was not possible to do this)

Questions

A ***Could** you write when you were eight years old?*
B *Yes, I **could**. I could also play the violin.*

A ***Could** you buy food online in 1993?*
B *No, you **couldn't**. But you could in 1997.*

- After *can/could* we use the infinitive without *to*.
  *You **can't buy** hot drinks online.*
  NOT ~~*You **can't to buy** hot drinks online.*~~
- We don't add *-s* in the third person singular.
  *She **can play** the piano.*
  NOT ~~*She **cans plays***~~
- We don't use *do/does* to make the question forms.
  ***Can** you park in the city centre?*
  NOT ~~***Do you can** park in the city centre?*~~

1 Complete the questions about ability and possibility and write the short answers.

1 **A** Can you swim in very cold water?
B No, I can't.

2 **A** _____ I drink the water in your country?
B Yes, _____.

3 **A** _____ you carry this heavy bag?
B No, _____.

4 **A** _____ you hear the traffic outside yesterday?
B No, _____.

5 **A** _____ you cook when you were at university?
B Yes, _____.

6 **A** _____ she draw well?
B Yes, _____.

7 **A** _____ they answer this difficult question?
B No, _____.

8 **A** _____ people fly to Antarctica in the 1920s?
B No, _____.

2 Complete the sentences with the correct form of *can/could* and the words in the box.

download	not buy	not live	not play	~~send~~	swim	use

1 Could you send an email in 1990?
2 In the 1980s, people _____ clothes online.
3 These days, you _____ music onto your computer.
4 _____ you _____ in the sea here? Is it safe?
5 _____ you _____ euros in France in 1990?
6 We _____ on Mars at the moment.
7 In the 1980s, children _____ online games.

3 Complete the conversation with the words in the box.

can	can't	could x4	~~couldn't~~	pay	talk	travel

Agata Tell me about your life in the 1970s. Was it very different?
Barb In some ways, yes. There was no internet, so you [1] couldn't get information easily, but there were good libraries and I [2]_____ borrow lots of books.
Agata [3]_____ you talk to your friends in other countries easily?
Barb I could [4]_____ to them on the phone, but it was very expensive, so we usually wrote letters.
Agata Could you [5]_____ to other countries on holiday?
Barb Yes, we [6]_____, but travelling was also very expensive, so our family didn't often go on holiday.
Agata Well, it's not always cheap today, but sometimes you [7]_____ find a cheap flight. What else was different?
Barb I [8]_____ play outside all day with my friends. You [9]_____ do that today because of the dangers.
Agata Could you [10]_____ for things by credit card?
Barb Yes, but not in all shops. I usually paid in cash.

5.2 Present continuous

GR5.2

1 *They**'re** wear**ing** hoodies.*
2 *She **isn't** wait**ing** for Peter.*
3 **A** ***Are** you go**ing** to the wedding?* **B** *Yes, I **am**.*
4 **A** *What **is** he do**ing**?* **B** *He**'s** talk**ing** on the phone.*

We form the present continuous with subject + *to be* + verb + *-ing*.

Positive (+)	Negative (–)	
I'**m** You'**re** He/She/It'**s** We/They'**re**	I'**m not** You **aren't** He/She/It **isn't** We/They **aren't**	work**ing** today.

yes/no questions (?)		Short answers	
Am I **Are** you **Is** he/she/it **Are** we/they	read**ing**?	Yes, I **am**. Yes, you **are**. Yes, he/she it **is**. Yes, we/they **are**.	No, I'**m not**. No, you **aren't**. No, he/she/it **isn't**. No, we/they **aren't**.

Wh- questions

To make a *Wh-* question we add a *Wh-* word before *am/is/are*.

*Where **are** you go**ing**? Who **are** they talk**ing** to?*

Spelling rules

- Most verbs add *-ing*, e.g. *wear* → *wear**ing***.
- For verbs ending in *-e*, we drop the *-e* and add *-ing*, e.g. *live* → *liv**ing***.
- For verbs ending with one vowel + one consonant, we double the final consonant and add *-ing*. We don't double *-x* or *-y*.
  get → *gett**ing*** *begin* → *beginn**ing*** *pay* → *pay**ing***

Present continuous or present simple?

Present continuous	Present simple
I'm wearing a jacket today.	I often wear a jacket.
You aren't wearing shoes.	You never wear shoes at home.
He's working from home this week.	He doesn't usually work from home.

- We use the present continuous to talk about something happening at this moment or around now (today, this week).
- We use the present simple to talk about habits or routines, and things that happen all the time.

What do you do? or **What are you doing?**

A *What do you do? (= What's your job?)*
B *I'm a dentist.*

A *What are you doing? (= now?)*
B *I'm having lunch.*

1 Complete the questions in the present simple or continuous and use the symbols (✓) or (✗) to write positive or negative short answers.

1	Are you wearing socks?	✓	Yes, I am.
2	_____ I sitting in your seat?	✗	_____
3	_____ they waiting?	✗	_____
4	_____ he usually drive carefully?	✓	_____
5	_____ you read the news every day?	✗	_____
6	_____ she enjoying this lesson?	✓	_____
7	_____ we staying at this hotel?	✓	_____
8	_____ it raining?	✗	_____
9	_____ penguins live in Antarctica?	✓	_____
10	_____ he always speak quickly?	✓	_____

2 Circle the correct option.

1 Elvira*'s wearing / wears* a black skirt and designer shoes today.
2 The children *are walking / walk* to school every morning.
3 *I'm working / work* in Mumbai this month.
4 They *aren't taking / don't take* any photos today.
5 *We're never playing / never play* computer games.
6 'Why *are you running / do you run*?' 'I'm late!'
7 'How often *are you watching / do you watch* TV?' 'Every evening.'
8 '*Is he having / Does he have* a shower?' 'No, he's in bed.'
9 'Who*'s dancing / dances* in the garden?' 'That's Ella. She's a very good dancer.'
10 'What*'s your brother doing / does your brother do*?' 'He's an engineer.'
11 Come now! The film *'s starting / starts*.
12 Please talk quietly. The babies *are sleeping / sleep*.

3 Complete the conversation using the present simple or continuous of the verbs in (brackets).

A Hi Mandy! How are you? What [1] *are you doing* (you do) here?
B Hi Jakob! I'm fine. Good to see you. I [2]_____ (visit) my sister. She [3]_____ (live) here. I [4]_____ (stay) with her for three days.
A Oh nice! What [5]_____ (your sister do)?
B She's a dentist. She [6]_____ (work) in the city centre. What about you? What [7]_____ (you do) these days?
A I [8]_____ (learn) to fly. I want to be pilot.
B Wow. That's great! Where [9]_____ (you learn)?
A In Aptex Training Centre, near the airport. Hey, do you have time for a coffee?
B No, sorry, I [10]_____ (wait) for my sister. She's in the bank. Look, that's her there. She [11]_____ (wear) a red dress and [12]_____ (talk) to the cashier.
A OK, another time. Call me!

6.1 Past simple of *to be*: *was* and *were*

GR6.1

1 *We **were** in Lisbon last weekend.*
2 *She **wasn't** in class yesterday morning.*
3 *When **were** they born?*
4 **A** ***Was** it on the table last night?*
B *No, it **wasn't**.*
5 **A** ***Were** they teachers in 2010?*
B *Yes, they **were**.*

Was and *wasn't (was not)* are the past forms of *is* and *isn't*.

Were and *weren't (were not)* are the past forms of *are* and *aren't*.

Positive (+)		**Negative (–)**		
I He She It	**was**	I He She It	**wasn't**	at home.
We You They	**were**	We You They	**weren't**	

***Yes/No* questions and short answers**

***Yes/No* questions (?)**			**Short answers**			
Was	I he she it	at home?	Yes, I Yes, he Yes, she Yes, it	**was.**	No, I No, he No, she No, it	**wasn't.**
Were	we you they		Yes, we Yes, you Yes, they	**were.**	No, we No, you No. they	**weren't.**

- We often use *was/were* with past time expressions, e.g. *last week, in 2003, 500 years ago, yesterday.*

  *I **was** at work two hours ago.*
  *It **wasn't** very hot yesterday.*

We use *was/were* with *born*.
I was born in 1990.

Wh- questions

To make a *Wh-* question we use a *Wh-* question word before *was/were*.

The word order is the same as for *yes/no* questions.

***What** was your last job?*
***Why** was she in Spain last week?*
***When** were they born?*

1 Complete the sentences and short answers with the past simple form of the verb *to be*.

1 We are in Venice now.
We *were* in Rome last month.
2 They are in the office today.
_____ they in the office last night? No, they _____.
3 I'm on the bus now.
I _____ on the train two hours ago.
4 She's in class now.
_____ she in class at 9 a.m. this morning?
Yes, she _____.
5 We are at the post office now.
We _____ at the police station at 3.30 p.m. yesterday.
6 It is cold today.
_____ it cold yesterday? No, it _____.
7 They are at the cinema now.
_____ they at the cinema last Friday? Yes, they _____.
8 My glasses are in my bag.
My glasses _____ on my head five minutes ago.

2 Complete the past simple questions 1–10 using the words in (brackets).

1 *Where were* you and your wife last week? (Where)
2 _____ your first boss? (Who)
3 _____ your father born? (When)
4 _____ your favourite toy when you were five? (What)
5 _____ you quiet in the meeting yesterday? (Why)
6 _____ good last night? (the film)
7 _____ on holiday last week? (they)
8 _____ our colleagues two hours ago? (Where)
9 _____ your desk messy yesterday? (Why)
10 _____ the hotel cheap? (Why)

3 Match answers a–j to questions 1–10 in exercise **2**.

a No, it wasn't.
b Mr Chen.
c It wasn't close to the beach.
d I was tired.
e In 1966.
f In Paris.
g Yes, they were.
h I was very busy.
i In a meeting.
j My toy car.

4 Complete the text. Use *was/were* or *wasn't/weren't*.

This year I'm unemployed and unhappy. Last year was different. Last year the sky [1] *was* blue all summer and I [2] _____ happy. I [3] _____ an engineer. My house [4] _____ full of flowers and music. My children [5] _____ at an expensive school. There [6] _____ lots of interesting books on my desk. In my living room there [7] _____ two computers and a big TV. I [8] _____ very rich. My life [9] _____ easy and we [10] _____ worried about the future.

6.2 Past simple regular verbs

GR6.2

1 *He **played** football when he was at school.*
2 *She **lived** in Vietnam ten years ago.*
3 *I sometimes **studied** all night at university.*
4 *They **stopped** for coffee at a small restaurant.*
5 *We **listened** to the radio last night.*

- We add *-ed* to the infinitive to form the past simple of most regular verbs.

  post → posted
  play → played
- The past simple is the same for all persons.

Positive (+)		
I You He/She/It We They	**worked**	yesterday.

Spelling rules

- For verbs that end in *-e*, we add *-d*.
  move → moved
  live → lived
- For verbs that end in consonant + *-y*, we delete *-y* and add *-ied*.
  marry → married
  study → studied
- For verbs that end in one vowel + one consonant, we double the consonant and add *-ed*.
  stop → stopped
- For two-syllable verbs, we only double the consonant when the last syllable is stressed.
  prefer → preferred (but *answer → answered*)

- We use the past simple to talk about finished actions/states in the past.

  *She **finished** work at 7 p.m.*
- When we use the past simple, we often say when the action happened, e.g. *last winter, in 1999, ten minutes ago, for three days.*

  *I **returned** your book yesterday afternoon.*
  *They **moved** to Egypt in 2005.*

1 Rewrite sentences 1–8 using past simple verbs and the words in (brackets).

1 Present The hotel room includes breakfast. (yesterday)
  Past *The hotel room included breakfast yesterday.*
2 Present I post our letters every Monday. (last Monday)
  Past _____
3 Present We're waiting for my sister. (for 20 minutes)
  Past _____
4 Present I want a new laptop. (last week)
  Past _____
5 Present They visit my uncle once a year. (in May 2013)
  Past _____
6 Present People use money to buy things. (500 years ago)
  Past _____
7 Present He's shouting at his brother. (for an hour)
  Past _____
8 Present I like dancing. (in the 1980s)
  Past _____

2 Complete the sentences with the past simple form of the verbs in the box.

call carry change ~~chat~~ enjoy listen start stop

1 My friend and I *chatted* for three hours on the phone last Friday.
2 We _____ the film yesterday.
3 She _____ to the radio every morning for 20 years.
4 He _____ my heavy bag to the station for me.
5 They _____ their clothes after work last night.
6 The lesson _____ 20 minutes ago.
7 My boss _____ a taxi for me yesterday morning.
8 The car _____ outside my house for a short time.

3 Complete the text with the past simple of the verbs in (brackets).

Last year, I [1] *worked* (work) in a restaurant for about three months. Some strange things [2]_____ (happen). One night, the restaurant was very busy and I [3]_____ (notice) a woman outside in a very big yellow coat and red gloves. She [4]_____ (wait) outside for about 20 minutes and then she [5]_____ (walk) in and [6]_____ (ask) for a table near the window. There weren't any tables free near the window and she was very angry. I [7]_____ (show) her a different table, but she [8]_____ (stay) next to the door and then [9]_____ (shout) at me for about five minutes. She really [10]_____ (want) a table near the window! Everyone in the restaurant [11]_____ (look) at us. Then suddenly, she [12]_____ (open) her bag, [13]_____ (change) her gloves, [14]_____ (close) her bag and [15]_____ (walk) out!

7.1 Past simple irregular verbs

GR7.1

1 *I **came** home at seven thirty last night.*
2 *You **did** the housework very quickly yesterday.*
3 *She **made** dinner for ten people last Saturday.*
4 *He **ate** a lot at lunchtime.*
5 *We **drove** to Germany in 2012.*

- Irregular past simple verbs are not formed by adding *-ed* to the infinitive. They all take different forms.

  There are no general rules for the formation of irregular verbs.

Regular		
walk → walk**ed**	plan → plann**ed**	move → mov**ed**
Irregular		
go → **went**	eat → **ate**	write → **wrote**

- The past simple is the same for all persons for both regular and irregular verbs.

Positive (+)		
I You He/She/It We They	**went**	to the park yesterday.

We use the past simple to talk about finished actions in the past states.

*He **left** the house an hour ago.*
*I **had** Salsa lessons last year.*

1 Match the past simple forms to infinitives 1–18.

ate chose did drank felt gave kept left lent
lost ran rode ~~slept~~ swam told was went wrote

1	sleep *slept*	7	choose _____	13	lend _____
2	drink _____	8	run _____	14	keep _____
3	go _____	9	leave _____	15	lose _____
4	ride _____	10	tell _____	16	is _____
5	eat _____	11	do _____	17	feel _____
6	give _____	12	swim _____	18	write _____

2 Complete the gaps using the past simple form of the verbs in the box.

~~come~~ drink give have leave ride think write

1 I *came* home late last night.
2 He _____ the homework was very difficult.
3 Cynthia _____ a lot of letters to her grandmother.
4 You _____ your passport on the bus.
5 We _____ eight glasses of water yesterday.
6 His parents _____ a lovely weekend.
7 I _____ my bicycle every day when I was at school.
8 Our uncle _____ us lots of fruit for breakfast.

3 Circle the correct option.

1 He *run* / *ran* / *runs* to work every day last week.
2 We *went* / *go* / *goes* fishing last weekend.
3 I *chose* / *choose* / *chooses* a good book from the library last Monday.
4 They *swam* / *swims* / *swim* in the sea when they went to Greece.
5 You *win* / *wins* / *won* the race yesterday.
6 She *did* / *do* / *does* a lot of exercise last week.
7 We *have* / *has* / *had* a lot of fun in France last year.
8 He *met* / *meet* / *meets* his friends at the cinema the day before yesterday.

4 Complete the text with verbs in the past simple.

When I lived in Sydney, I didn't have a healthy lifestyle – but then I decided to change my life.

I [1]g_____ up every day at about six o'clock and [2]d_____ three cups of coffee. I [3]d_____ to the office and [4]t_____ the lift up to the third floor. At work I [5]a_____ a lot of snacks and [6]s_____ in my chair all day. In the evenings I [7]w_____ to fast food restaurants and then [8]w_____ TV at home. I [9]w_____ very unhealthy. So I [10]s_____ to do some exercise. I [11]s_____ in our swimming pool every morning before work. I [12]r_____ to work through the park. I [13]w_____ to the gym after work. I [14]l_____ weight and learnt that being healthy makes you feel good.

7.2 Past simple negative

GR7.2

1 *I **didn't drive** to Bristol at the weekend.*
2 *The lesson **didn't finish** at three o'clock.*
3 *We **didn't write** lots of emails yesterday.*

- To make the past simple negative we use *didn't* + infinitive without *to*.

Positive (+)	Negative (–)
I **felt** sad when I left home.	I **didn't feel** sad when I left home.
She **walked** at the age of nine months.	She **didn't walk** at the age of nine months.
The match **started** at 7 p.m.	The match **didn't start** at 7 p.m.
We **went** to work yesterday.	We **didn't go** to work yesterday.
They **had** a happy life.	They **didn't have** a happy life.

- We usually use the contracted form (*didn't*), but we sometimes use the full form (*did not*) in formal writing.

The negative is formed in the same way for both regular and irregular verbs.
***I didn't play** tennis yesterday.*
***I didn't eat** yesterday.* NOT ~~*I didn't ate yesterday*~~.

1 Write the negatives.

1 thought	*didn't think*	6 looked	_____
2 look	_____	7 brought	_____
3 made	_____	8 paid	_____
4 put	_____	9 waited	_____
5 said	_____	10 sat	_____

2 Correct the information using the word in (brackets).

1 I went shopping two days ago. (swimming)
No, I didn't go shopping two days ago, I went swimming.
2 She did yoga last Friday. (judo)
_____
3 He lost his mobile phone yesterday morning. (wallet)
_____
4 They thought the lesson was easy. (the homework)
_____
5 We slept at our aunt's house last night. (niece's house)
_____
6 I borrowed some money from him last week. (last month)
_____
7 She lent him a book yesterday. (a pen)
_____
8 I took the bus to work last week. (the train)
_____
9 My mother made a cake for my birthday last year. (two years ago)
_____
10 He bought lots of vegetables at the market. (fruit)
_____

3 Complete the story about Mo Farah's early life with the past simple form of the verbs in (brackets).

Mo Farah is an Olympic champion runner. In the London 2012 Olympics, Farah [1] *won* (win) gold at 5,000 m. He [2] _____ (not win) only this race. He also won the 10,000 m.

Farah was born in Mogadishu, in Somalia, on 23th March 1983, but he [3] _____ (not stay) there very long. He [4] _____ (move) north to Djibouti with his twin brother and [5] _____ (live) with his grandparents. His father [6] _____ (not work) in Djibouti – he worked at Heathrow Airport in England. He [7] _____ (not earn) much money, but he sometimes [8] _____ (visit) the children and [9] _____ (bring) them presents.

Farah [10] _____ (come) to England in 1992 when he was eight years old, but he [11] _____ (not live) with his father. He lived with his aunt in West London. His twin brother [12] _____ (not come) with him. Farah [13] _____ (not have) an easy life when he was young.

Farah [14] _____ (go) to Feltham Community College in London. School was difficult for Farah because he [15] _____ (not speak) English, but his teachers [16] _____ (say) he liked sports very much.

8.1 Past simple questions and short answers

Yes/No questions

GR8.1a

1 **A** ***Did*** *you meet any local people?*
B *Yes, we* ***did****.*

2 **A** ***Did*** *she enjoy her last holiday?*
B *No, she* ***didn't****.*

- We form past simple *yes/no* questions with *Did* + subject + infinitive without *to*.
- When we answer *yes/no* questions, we usually use short answers with the auxiliary *did* or *didn't*. We don't use the full verb.

A ***Did*** *you swim in the sea?*
B *Yes, I* ***did****.* NOT ~~*Yes, I swam.*~~

A ***Did*** *he visit the whole island?*
B *No, he* ***didn't****.* NOT ~~*No, he didn't visit.*~~

We can also answer a *yes/no* question with just *yes* or *no*.
Did you go on a tour? Yes.
Did you see the temple? No.

Wh- questions

GR8.1b

1 **A** *Why* ***did*** *they take the train?*
B *Because it was cheaper.*

2 **A** *How far* ***did*** *we walk?*
B *Six kilometres.*

We form *Wh-* questions with a question word and *did* + subject + infinitive without *to*.

A *What* ***did*** *you do there?*
B *I went sightseeing.*

A *When* ***did*** *she get back?*
B *At about three o'clock.*

A *How many museums* ***did*** *we visit?*
B *Nine.*

A *What time* ***did*** *he leave?*
B *At about ten thirty.*

1 Match question words 1–8 to explanations a–h.

1	Who *g*	a	to ask about frequency
2	Where ___	b	to ask for a reason
3	When ___	c	to ask about a place
4	Why ___	d	to ask about quantity
5	How ___	e	to ask about manner
6	How many ___	f	to ask about a time
7	How often ___	g	to ask about a person
8	How far ___	h	to ask about distance

2 Make past simple questions using the question words in the box.

How far How many How often ~~What~~ When ~~Where~~ Who Why

1 Marco ate his dinner. *What did Marco eat?*
2 John went to the beach. *Where did John go?*
3 She met a back packer. ___
4 He left the apartment. ___
5 We started at six thirty. ___
6 He went to six art galleries. ___
7 She trekked a long way. ___
8 We travelled by public transport every day. ___

3 Put the words in the right order to make questions and short answers.

1	get up / she / Did / early ?	Yes, / did / she
	Did she get up early?	*Yes, she did.*
2	map / your / you / lose / Did ?	I / didn't / No,
	___	___
3	they / Did / on / go / holiday ?	didn't / No, / they
	___	___
4	have / he / Did / fun ?	did / he / Yes,
	___	___
5	like / the / Did / food / you ?	didn't / No, / I
	___	___

4 Complete the conversation.

Kamran Hi Johan, [1] *did* you go out last night?
Johan Yes, I [2] ___. I went to the cinema.
Kamran What did you [3] ___?
Johan 'One Bad Night'.
Kamran I don't know that film. [4] ___ you like it?
Johan Not really. It was very long. How about you? [5] ___ did you do last night?
Kamran I went to the gym.
Johan [6] ___ did you go there?
Kamran To lose weight and keep fit.
Johan Did you [7] ___ a good time?
Kamran No, I [8] ___!

8.2 *Should, shouldn't, have to, don't have to*

should and *shouldn't*

GR8.2a

1 *You **should** wear warm clothes when it's cold.*
2 *He **should** buy his mother a birthday present.*
3 *I have lots of work to do. I **shouldn't** go out tonight.*
4 *She **shouldn't** buy that jacket, it's very expensive.*

- We use *should* to talk about things we think are a good idea (the right thing to do) and to give advice. We use *shouldn't* to talk about things that are a bad idea (the wrong thing to do).
- After *should/shouldn't* we use the infinitive without *to*.
  *You **should** sleep eight hours a night.*
  NOT ~~*You should to sleep eight hours a night.*~~
- We don't add *-s* in the third person singular.
  *He **should** see a doctor.* NOT ~~*He shoulds see a doctor.*~~
- We don't use *do/does* to make the question forms.
  ***Should** I eat more fruit?* NOT ~~*Do I should eat more fruit?*~~

have to and *don't have to*

GR8.2b

1 *I **have to** give a presentation next week.*
2 *She **has to** start work at seven.*
3 *The school gives you a coursebook so you **don't have to** buy one.*
4 *You **don't have to** go with me, I can go by myself.*

- We use *have to* to talk about rules. (It is necessary.)
- *Don't have to* means that there is a choice. (It isn't necessary.)
- After *have to/don't have to* we use the infinitive form of the verb.
  *I **don't have to** work on Saturdays.*
- The third person *he/she/it* form of *have to* is *has to*.
  *She **has to** wear a uniform at work.*
- The negative form of *has to* is *doesn't have to*.
  *He **doesn't have to** work long hours.*
- We use *do/does* to make the question forms.
  *Where **does** he **have to** go?*

We don't use contractions with *have to*.
*I **have to** call my boss.* NOT ~~*I've to call my boss*~~.
*She **has to** go now.* NOT ~~*She's to go now*~~.

have to or *should*?

- *Have to* is stronger than *should*.
  *We **have to** leave now or we will miss the flight.*
  *We **should** leave now because we have to get up early tomorrow.*
- *Shouldn't* and *don't have to* have very different meanings.
  *You **shouldn't** smoke. It's bad for your health. (It's a bad idea.)*
  *You **don't have to** bring any food to the party. (You can if you want, but it's not necessary.)*

1 Circle the correct option.

1 The museum isn't free. We *don't have to / have to* pay to get in.
2 Teachers *don't have to / have to* wear a uniform. They can wear their own clothes.
3 She *doesn't have to / has to* take a bus to the station. It's too far to walk.
4 In England you *don't have to / have to* drive on the left side of the road.
5 She's not hungry. You *don't have to / doesn't have to* make dinner for her.
6 His hair is a mess! He *should / shouldn't* go to the hairdresser's.
7 You *should / shouldn't* believe everything you read on the internet.

2 Rewrite the sentences using *should, shouldn't, have to* or *don't have to*.

1 It's a good idea to drink bottled water in Vietnam.
You should drink bottled water in Vietnam.
2 It is necessary to show your passport to immigration.
We _____
3 I think it's wrong for children to eat lots of sweets.
I think children _____
4 It's not necessary to buy a ticket.
He _____
5 Her teacher says it's a good idea to read every day.
Her teacher says she _____
6 It's warm today. It's not necessary to wear a coat.
She _____
7 It's not a good idea to drive fast in the rain.
Drivers _____
8 At my school we all study mathematics.
I _____

3 Complete the conversation using *should, shouldn't, have to* or *don't / doesn't have to*.

Mona Does your sister like her new job?
Steve No, she [1] *has to* work twelve hours a day, so she gets really tired and I [2] _____ wake her up every morning!
Mona Does she [3] _____ work at weekends?
Steve No, just Monday to Thursday. So she [4] _____ work on Fridays or at the weekend.
Mona That's not too bad. Is the food in the staff restaurant nice?
Steve It's OK, but they [5] _____ pay a lot for it. She doesn't like her boss. He shouts at her.
Mona He [6] _____ do that! I think she [7] _____ look for another job.

9.1 Countable and uncountable nouns

There are two types of nouns in English: countable and uncountable nouns.

- Countable nouns are things you can count, so they can be singular or plural. We use *a* or *an* with them.
  a lemon → *two lemons* *an olive* → *lots of olives*
- Uncountable nouns are things you usually can't count. We don't use *a* or *an* with them and they are never plural.
  rice NOT ~~*a rice*~~ *lots of bread* NOT ~~*lots of breads*~~

Some nouns can be countable or uncountable, but the meaning is different.
We don't have time. (Time we measure using a clock.)
We went there four times last week. (We can count each visit.)

some/any

GR9.1

		Countable	Uncountable
(+)	I'd like	**a** pear. **some** pears.	**some** jam.
(–)	I don't want	**an** olive. **any** olives.	**any** bread.
(?)	Do you have	**a** lemon? **any** lemons?	**any** honey?

- We use *a/an* with singular countable nouns, e.g. *a lemon*.
- We use *some* with plural countable nouns or uncountable nouns in positive sentences, e.g. *some pears*, *some jam*.
- We use *any* with plural countable nouns or uncountable nouns in negative sentences and questions, e.g. *any olives*, *any bread*.
- We also use *some* in questions to ask for things or to offer something.

	Countable	Uncountable
Would you like Can I have	**some** noodles? **some** eggs?	**some** coffee? **some** cake?

Drinks are usually uncountable. We say *I'd like some tea*.
But we often say *a tea* as a quick way of saying *a cup of tea*.
Also, *two coffees* (= two cups of coffee), *three orange juices* (= three glasses of orange juice), etc.

1 Cross out the word that is NOT possible.

1 I'd like *some chicken / a pear / ~~any meat~~*.
2 I don't have *a banana / a lemon / a milk*.
3 Is there any *coffee / olives / honey*?
4 Are there any *pasta / pears / eggs*?
5 Can I have some *knives / spoon / forks*?
6 Would you like some *salad / breads / mushrooms*?
7 She doesn't have a *money / glass / plate*.
8 There isn't any *coffee / vegetable / fruit*.
9 There are four bottles of *oranges / water / milk*.
10 He's got a *pear / biscuit / apples* in his pocket.

2 Complete the sentences using *some, any, a* or *an*.

1 I'd like *some* honey, please.
2 Can I have _____ eggs, please?
3 Is there _____ milk?
4 We don't have _____ meat.
5 There aren't _____ mushrooms.
6 Are there _____ vegetables?
7 Does he have _____ drink?
8 She doesn't have _____ money.
9 Would you like _____ noodles?
10 There isn't _____ restaurant near here.

3 Complete the sentences with *two, a* or *an*.

1 I'd like *two* teas and _____ coffee, please.
2 **A** Would you like _____ coke?
  B No, thanks, but I'd love _____ apple juice.
3 Can I have _____ coffees please, with milk?
4 _____ black teas, please, and _____ glass of water.
5 I usually have _____ coffee before breakfast.

4 Complete the message that Alia left for her flatmate. Use *some, any, a* or *an*.

Can you buy [1] *some* food for dinner tonight? There's [2]_____ beef in the fridge, but we don't have [3]_____ vegetables. Can you get [4]_____ sweetcorn and tomatoes? I'd also like [5]_____ salad. Do we have [6]_____ potatoes? Can you check, please? Can you also buy [7]_____ nice big salad bowl? We only have a small one. I left [8]_____ money next to the kettle.

Thanks!

Alia

9.2 Quantifiers – *much/many/a lot of*

GR9.2a

1 *I have **a lot of** books on my shelf.*
2 *She eats **quite a lot of** rice.*
3 *They drink **lots of** water.*
4 *I don't have **much** coffee.*
5 *We don't have **many** tomatoes.*

- In positive sentences we usually use *a lot of/lots of* for both countable and uncountable nouns to talk about a big quantity.
- We use *quite a lot of* to talk about a medium quantity.

  *He has **quite a lot of** clothes.* NOT ~~*He has quite lots of clothes*~~.
- In negative sentences we usually use *much* with uncountable nouns and *many* with plural countable nouns.

  *I don't have **much** coffee.* (= I only have a small quantity)
  *They don't have **many** lemons.* (= They have some, but not a lot)
- We can also use *a lot of* or *lots of* in negative sentences for both countable and uncountable nouns.

  *I don't have **a lot of/lots of** time.*
  *We don't have **a lot of/lots of** tomatoes.*

GR9.2b

1 **A** ***How many** burgers can you eat?* **B** *Not many.*
2 **A** ***How much** bread do you eat?* **B** *I eat quite a lot of bread.*

To ask questions about quantity, we use …

1 *How many* with plural countable nouns.
2 *How much* with uncountable nouns.

Countable		
How many books are there?	**A lot/Lots.**	There are **a lot of/lots of** books.
	Quite a lot.	There are **quite a lot of** books.
	Not many.	There aren't **many** books.
	None.	There aren't **any** books.
Uncountable		
How much milk do you drink?	**A lot/Lots.**	I drink **a lot/lots of** milk.
	Quite a lot.	I drink **quite a lot of** milk.
	Not much.	I don't drink **much** milk.
	None.	I don't drink **any** milk.

We use *none* in a short answer, but we say *no* with a noun in a full sentence. We often use *no* in sentences with *there is/there are*.
There's no milk. OR *There isn't any milk.* NOT ~~*There's none milk*~~.
There are no potatoes. OR *There aren't any potatoes.*
NOT ~~*There are NONE.*~~

1 Complete the sentences using *much, many* or *a lot of*.

1 How *many* glasses of water do you drink a day?
2 I didn't drink _____ water yesterday.
3 How _____ milk is there in the fridge?
4 There's quite _____ milk.
5 How _____ apples did you eat?
6 I didn't eat _____ apples.
7 How _____ time did you spend in the café yesterday?
8 How _____ times did you go back to the same café?
9 I like to drink _____ tea every day.
10 How _____ people are there in this class?
11 There's not _____ juice in my glass.
12 I ate _____ noodles last night.

2 Rewrite the sentences using *no*.

1 There isn't any yoghurt. *There's no yoghurt.*
2 There aren't any tomatoes. _____
3 We don't have any money. _____
4 There isn't a living room in my house. _____
5 There isn't any water in the bath. _____

3 Complete the conversation using *much, many, a lot, no* and *none*.

Anas Excuse me. I'm doing some research. Can I ask you some questions?
Berna Yes, OK.
Anas How [1] *many* hours do you spend sleeping?
Berna Oh not [2]_____. About five hours a night. I'm always tired!
Anas How [3]_____ time do you think you spend eating and drinking?
Berna Hmm quite [4]_____! About two hours a day. And, I spend [5]_____ of time cooking.
Anas Thank you. OK, next question. How [6]_____ kilometres do you drive every day?
Berna [7]_____. I don't drive.
Anas Do you work?
Berna Yes, I do.
Anas How [8]_____ hours a week do you work?
Berna About 50.
Anas And how [9]_____ time do you spend surfing the internet every day?
Berna Not [10]_____. There's [11]_____ internet at my house. So, I think about 30 minutes a day at work. How [12]_____ questions are you going to ask me? I don't have [13]_____ time.
Anas Just one more. How [14]_____ hours of television do you watch in a week?
Berna Quite [15]_____. I usually watch about two hours every day. I love TV.
Anas That's all. Thank you very much.

10.1 Comparative adjectives

GR10.1

1 *Denmark is a **smaller** country **than** Sweden.*
2 *England is **wetter than** Turkey.*
3 *Saudi Arabia is **drier than** France.*
4 *Greece is **more famous** for its beautiful beaches **than** its lakes.*
5 *My new job is **better than** my old one.*
6 *The airport is **further than** the train station.*

- We use comparative adjectives to compare a person, thing, group or situation with another.
- For most one-syllable adjectives and some two-syllable adjectives, we add *-er* (or *-r* if the adjective ends in *-e*).

  cool → cool**er** nice → nic**er**
  small → small**er** safe → saf**er**
- For most one-syllable adjectives ending in one vowel + one consonant, we double the consonant and add *-er*.

  big → big**ger** wet → wet**ter**
  fat → fat**ter** hot → hot**ter**
- For most one-syllable and two-syllable adjectives ending in *-y*, we delete the *-y* and add *-ier*.

  dry → dr**ier** foggy → fogg**ier**
  sunny → sunn**ier** cloudy → cloud**ier**
- For most adjectives with two or more syllables that don't end in *-y*, we use *more* before the adjective.

  comfortable → **more** comfortable
  interesting → **more** interesting

Irregular comparatives

good → **better** many → **more**
bad → **worse** little → **less**
far → **further/farther**

In formal English we use personal pronoun + auxiliary verb after *than*, e.g. *than I am/was/do/did/have*, but in informal English we often use an object pronoun, e.g. *than me/you/him/her/it/us/them*.
*I'm older **than she is** → I'm older **than her**.*
*I was faster **than they were**. → I was faster **than them**.*
*My wife has a healthier lifestyle **than I do**. → My wife has a healthier lifestyle **than me**.*

1 Complete the sentences using the comparative form of the adjectives in (brackets).

1 The weather in winter is *icier* than in summer. (icy)
2 The old town was _____ than the new town. (dirty)
3 My spelling is _____ than my brother's. (bad)
4 Swimming in the sea is _____ than swimming in a lake. (dangerous)
5 Watching a film at the cinema is _____ than watching it on a phone. (good)
6 People in villages are usually _____ than people in cities. (friendly)
7 Today is _____ than yesterday. (foggy)
8 This exercise is _____ than the next one. (easy)

2 Make sentences using comparative adjectives.

1 The sun / bright / the moon.
The sun is brighter than the moon
2 Canada / big / the UK.
_____
3 Cooking / difficult / eating.
_____
4 Planes / fast / trains.
_____
5 August / windy / July.
_____
6 Vegetables / healthy / sweets.
_____
7 Your country / interesting / my country.
_____
8 His clothes / expensive / her clothes.
_____

3 Complete the text about Greenland using the comparative form of the adjectives in (brackets).

Greenland has a very cold climate. The country is [1] *more famous* (famous) for its snow and ice than for good weather. In the summer, the temperature is usually about 5°C in the day. It is [2]_____ (warm) and [3]_____ (dry) inland than it is close to the sea because the sea is very cold all year. The temperatures at night are [4]_____ (cold) than in the day. The air is very dry in Greenland and this means you can see [5]_____ (far) than in other countries.

In the winter, temperatures sometimes go down to -50°C. The middle of Greenland is [6]_____ (icy) and [7]_____ (windy) than the coast. People don't live in the centre of Greenland because it is too cold. The nights in winter are [8]_____ (long) and the days are [9]_____ (short) than in the summer because Greenland is very close to the North Pole. People in Greenland say snow is [10]_____ (beautiful) than rain.

10.2 Superlative adjectives

GR10.2

1 *Angel Falls in Venezuela is the **tallest** waterfall in the world.*
2 *The **largest** desert in the world is Antarctica.*
3 *Yesterday was the **wettest** day of the year.*
4 *August is the **driest** month of the year.*
5 *He's the **most famous** football player in the area.*
6 *It's the **best** restaurant in the city centre.*

- We use the superlative form to compare a person or thing to the whole group or category it belongs to. We usually use *the* before superlative + noun.

  *The beaches on the north coast are the **most beautiful** on the island.*

- For most one-syllable adjectives, we add *-est* (or *-st* if the adjective ends in *-e*).

  *cold → colder → cold**est***
  *safe → safer → saf**est***

- For most one-syllable adjectives ending in one vowel + one consonant, we double the final consonant and add *-est*.

  *wet → wetter → wet**test***
  *hot → hotter → hot**test***

- For one- and two-syllable adjectives ending in *-y*, we delete the *-y* and add *-iest*.

  *dry → drier → dr**iest***
  *easy → easier → eas**iest***

- For most adjectives with two or more syllables that don't end in *-y*, we use *most* before the adjectives.

  *famous → more famous → **most** famous*
  *comfortable → more comfortable → **most** comfortable*

- Some superlatives are irregular.

  *good → better → **best***
  *bad → worse → **worst***
  *far → further/farther → **furthest/farthest***
  *much/many → more → **most***
  *little → less → **least***

After superlatives we often use *in* before a place or a group.
I'm the happiest woman in the world.
He's the funniest person in the office.

1 Write superlative sentences using the words given.

1 This watch / expensive thing / the shop .
This watch is the most expensive thing in the shop.
2 Mount Everest / high mountain / the world .
_____
3 My notebook / neat notebook / the class .
_____
4 The High Street / busy place / my city .
_____
5 The beaches on the north coast / beautiful beaches / my country .
_____
6 My frying pan / useful thing / the kitchen .
_____
7 My house / small house / my street .
_____
8 Ling-Fan / tall student / my class .
_____

2 Complete the conversation between Osman and Jitrada comparing Dubai and Rome.

Osman I think Dubai is [1] *the best* (good) place [2]_____ the world for a holiday.
Jitrada Why?
Osman It has amazing buildings. It has [3]_____ (tall) building [4]_____ the world: the Burj Khalifa. It's about 900 metres. It also has [5]_____ (large) shopping mall [6]_____ the world with more than 1,200 shops. Just outside the mall is a fantastic 'dancing' fountain.
Jitrada I don't really like shopping. I think Rome is [7]_____ (interesting) [8]_____ Dubai.
Osman No! Why?
Jitrada Rome is [9]_____ (old) [10]_____ Dubai – many of the buildings are more than 2,000 years old. I think they are [11]_____ (beautiful) [12]_____ tall buildings.
Osman The Burj Al Arab in Dubai is a really beautiful hotel. I think it's [13]_____ (beautiful) hotel in the world and it's not [14]_____ (expensive). You should see it!
Jitrada But I think Dubai is [15]_____ (hot) [16]_____ Rome. It's [17]_____ (comfortable) to walk around Rome [18]_____ Dubai.
Osman You can drive! The traffic in Rome is [19]_____ (bad) [20]_____ in Dubai.
Jitrada Well, I don't agree!

11.1 *Going to*

GR11.1

1 *I**'m going to** visit my aunt in hospital this evening.*
2 *He **isn't going to** give any money to charity.*
3 *She**'s not going to** have time to visit you.*
4 *When**'s he going to** organize the football match?*
5 **A** ***Are** you **going to** cycle to work tomorrow?*
B *Yes, I **am**.*

We use *to be* + *going to* + infinitive without *to* to talk about future plans and intentions. We often use *going to* with future time expressions, e.g. *tomorrow, next week, tonight, next year*, etc.

Positive (+)	**Negative (–)**		
I **am**/I**'m** You **are**/You**'re** He **is**/He**'s** She **is**/She**'s** It **is**/It**'s** We **are**/We**'re** They **are**/They**'re**	I**'m not** You **aren't** He **isn't** She **isn't** It **isn't** We **aren't** They **aren't**	**going to**	drive. cycle.

***yes/no* questions (?)**			**Short answers**	
Am I **Are** you **Is** he/she/it **Are** we **Are** they	**going to**	drive? cycle?	Yes, I **am**. Yes, you **are**. Yes, he/she/it **is**. Yes, we **are**. Yes, they **are**.	No, I**'m not**. No, you **aren't**. No. he/she/it **isn't**. No, we **aren't**. No, they **aren't**.

Wh- questions

A *What **are** you **going to** do this year?*
B I'm going to visit my friends in Kenya.

A *Why**'s** she **going to** sell her bicycle?*
B Because she's going to buy a car.

A *How **are** we **going to** celebrate your birthday?*
B We're going to have a party.

1 Complete the sentences with the correct form of *going to* and the verbs in (brackets).

1 *Are you going to make* (you/make) a big cake?
2 _____ (my friends/help) me repair my car.
3 _____ (he/plant) a tree in the college garden?
4 _____ (I/run) to work every morning next month.
5 _____ (they/have) dinner with us tomorrow?
6 _____ (I/not work) in Tasmania next month.
7 _____ (we/not play) basketball this afternoon.
8 _____ (she/not learn) a new language this year.

2 Complete the sentences with the correct form of *going to* and a verb from the box.

eat not come not have ~~repair~~ rent sell start teach

1 I*'m going to repair* my sister's broken computer next weekend.
2 She _____ a study group with some friends at college.
3 My friends _____ a house in Canberra for $800 a month.
4 The fridge is empty! What _____ we _____ ?
5 She loves her car! Why _____ she _____ it?
6 _____ David _____ his daughter to drive?
7 Katia is feeling ill. She _____ to the party.
8 Sorry, I _____ time to organize a football match. I'm very busy.

3 Complete the conversation using *going to* and the verbs in (brackets).

Adelina So, what [1] *are we going to do* (we/do) for Helena's birthday party on Friday?
Carl Well, Pascal and Xian [2] _____ (organize) the barbecue and I [3] _____ (buy) the drinks.
Adelina OK, so how many people [4] _____ (come)?
Carl About 30, I hope.
Adelina That's a lot of food and drink! How [5] _____ (you/carry) it?
Carl Claude [6] _____ (lend) me his car.
Adelina OK, that's good! [7] _____ (Helena's cousins/sing)?
Carl No, they [8] _____ . But Philippe and his band [9] _____ (play). [10] _____ (you/help) Philippe with the music?
Adelina Yes, I [11] _____ . But I [12] _____ (not dance) at the party.
Carl Why not?
Adelina You know I don't like dancing. [13] _____ (you/buy) her a present?
Carl Yes, I [14] _____ . When [15] _____ (we/make) the birthday cake?
Adelina Tomorrow evening.

11.2 Infinitive of purpose

GR11.2

1 *I go on holiday* ***to meet*** *new people.*
2 *I'm going to the bank* ***to change*** *some money.*
3 *She went to Spain* ***to learn*** *Spanish.*
4 **A** *Why are you going to Easter Island?*
B ***To see*** *the famous statues.*

- We use *to* + infinitive to express purpose (to say why we want to do something, why we are going to do something, or why we did something).

  We went to the island ***to see*** *the birds.*
- We can answer a *Why* question with an infinitive of purpose.

  A *Why do you cycle to work?*
  B ***To keep*** *fit.*

  A *Why did she go to Paris?*
  B ***To study*** *art.*

  A *Why are you looking at that website?*
  B ***To get*** *some information about geocaching.*
- We can also use *because* to answer a *Why* question.

  A *Why is he running?*
  B ***To catch*** *the bus./****Because*** *he wants to catch the bus.*

  A *Why did you open the window?*
  B ***To get*** *some fresh air./****Because*** *I wanted some fresh air.*

The infinitive with *to* does not change form. It always stays the same.
A *Why did you go to Scotland?*
B *To visit my nephew.* NOT ~~*To visited my nephew*~~.

1 Complete the sentences using the infinitive of purpose. Use the verbs in the box.

book buy improve invite make ~~save~~ see tell

1 I cycle to work *to save* money.
2 She used the internet _____ her flights.
3 They went to London _____ a musical.
4 I'm going to buy some bread _____ some sandwiches.
5 Bob sent everyone an email _____ them to the party.
6 We called my sister _____ her the good news.
7 I went to the mall _____ some new trousers.
8 I'm going to read more _____ my English.

2 Complete the conversation with *to* or *because*.

A Where's Jane?
B She's gone to the hospital [1] *to* visit Ellie.
A Why is Ellie in hospital?
B She stood on a chair [2] _____ get a bowl from the top shelf, fell and broke her leg.
A That's terrible!
B Are you going to visit her?
A I'm going to the library [3] _____ borrow some books. Then, I'd like to go to bed early [4] _____ I'm very tired, but I can visit her tomorrow morning.
B You should go today [5] _____ she's very unhappy and she needs to talk to someone.
A Why don't you go?
B I'm going to Manchester [6] _____ see my mum [7] _____ she's ill. Remember?
A Oh, yes. OK. I'll take Ellie some flowers [8] _____ help her feel better.

3 Rewrite the underlined parts of the text using an infinitive of purpose.

Last year, [1] we went to Malaysia because we wanted to go sightseeing. We stayed in a hotel on the beach and went swimming every morning. There was no internet in our hotel, so [2] we sometimes went to the town centre and used the internet café. One night, [3] I went to the café because I wanted to email my sister on her birthday, but the café was closed. [4] I walked around and looked for another café and found a small empty restaurant. [5] I went in and asked them if they had the internet and a very old man said, 'yes' and told me to sit down. The old man went to the back of the restaurant and brought out ten small statues. Suddenly, [6] his wife went to the front of the restaurant and closed the front door. They then spent an hour trying to sell me the statues! I really didn't want to buy one, but I bought two for $20 because I wanted to go back to my hotel. Two weeks later, when we got back to New York, [7] I took the statues to a shop because I wanted to sell them. They gave me $200 for them!

We went to Malaysia to go sightseeing.

12.1 Present perfect simple

GR12.1

1 *They'**ve played** in a band.*
2 *She'**s had** dance lessons.*
3 *I **haven't eaten** sushi.*
4 *She **hasn't been** to a salsa class.*

We form the present perfect simple with *have/has* and the past participle.

Positive (+)

I/You/We/They	**have/'ve**	**been**
He/She/It	**has/'s**	**been**

Negative (–)

I/You/We/They	**have not/haven't**	**been**
He/She/It	**has not/hasn't**	**been**

- Regular verbs have past participles which are the same as their past simple forms.

  *We **danced** all night. → She's **danced** all over the world.*
  *She **played** in a band four years ago. → I haven't **played** in a band.*

- Irregular verbs have irregular past participles. Sometimes the past participles of irregular verbs are the same as the past simple forms.

  *He **lost** the match last week. → She's **lost** all her photos.*
  *They **had** dance lessons last year. → We've **had** singing lessons.*

- Sometimes the past participle is different from the past simple form.

  *I **spoke** to the manager yesterday. → I've **spoken** to the manager.*
  *She **did** some exercise this morning. → They've **done** lots of exercise.*

- The present perfect connects the past with the present. We use the present perfect simple to talk about past experiences and events when …

  1 we don't know when the event happened or it's not important when it happened.

  2 we are interested in what happened more than when it happened.

  I haven't been to a musical, but I've been to a play.

- We don't say when the action happened with the present perfect.

  I've been to Paris. NOT ~~*I've been to Paris last year*~~.

The verb *go* has two past participles: *been* and *gone*.
Jacob's *been* to Algeria. (= He went and now he is back.)
Jacob's *gone* to Algeria. (= He went and has not come back yet.)

1 Rewrite the underlined part of the sentences using contractions.

1 She has become one the best singers in Italy.
She's become
2 You have drawn some good pictures. _____
3 He has not opened the café today. _____
4 I have not been to a rock concert. _____
5 We have taken lots of photographs. _____

2 Write infinitives and the past participles of the irregular verbs.

	infinitive	past simple	past participle
1	*give*	gave	*given*
2	_____	put	_____
3	_____	drank	_____
4	_____	went	_____
5	_____	grew	_____
6	_____	heard	_____
7	_____	broke	_____
8	_____	drove	_____
9	_____	woke	_____
10	_____	won	_____

3 Complete the sentences using the present perfect simple form of the verbs in the box.

~~break~~ go not buy not made not see organize repair swim

1 She*'s broken* her arm. She's in hospital now.
2 I _____ a musical.
3 Lots of people _____ to a salsa class.
4 We _____ in the Pacific Ocean.
5 They _____ a marathon.
6 I _____ a cake for my mother's birthday.
7 He _____ a present for his wife.
8 She _____ lots of broken bicycles.

4 Complete the text using the correct form of the present perfect simple.

My sister and I [1] *have always loved* (always love) music. I play the piano and she plays the drums. We both sing. We [2] _____ (have) music lessons for many years and [3] _____ (play) in many concerts. I [4] _____ (win) three prizes for music and I [5] _____ (write) lots of music for films. My sister [6] _____ (not win) any prizes, but she plays in a very famous rock band. She [7] _____ (give) concerts all over the world and [8] _____ (earn) quite a lot of money. I [9] _____ (go) to lots of her concerts. She's fantastic! Our parents are not musicians, but they [10] _____ (not stop) us from playing music every day.

12.2 Present perfect questions; Present perfect and past simple

GR12.2a

1 **A** ***Has*** *he* ***won*** *the competition?* **B** *No, he* ***hasn't***.
2 **A** ***Have*** *you ever* ***been*** *to Iceland?* **B** *Yes, I* ***have***.

- To make *yes/no* questions, we use *Have/Has* + subject + past participle.

Questions (?)			Short answers
Have	I/you/we/they	**eaten?**	Yes, I/you/we/they **have**. No, I/you/we/they **haven't**.
Has	he/she/it		Yes, he/she/it **has**. No, he/she/it **hasn't**.

Present perfect and past simple

GR12.2b

1 **A** ***Have*** *you ever* ***seen*** *a silent film?*
B *No, I* ***haven't***.
2 **A** ***Did*** *you* ***see*** The Artist *last weekend?*
B *No, I* ***didn't***.
3 *I've never* ***driven*** *a Ferrari.*
4 *I* ***drove*** *a Porsche last summer.*
5 *She's* ***been*** *to Rio many times.*
6 *She* ***went*** *to Rio in 2013.*

- We use the present perfect to say something happened before now but we don't know or say when. We often use it with …
  1 *ever* in questions; *ever* means *at any time in your life*. It goes between the subject and the main verb.
  Has he ***ever*** *written a novel?* *Yes, he has./No, he hasn't.*
  2 *never* to talk about experiences that did not happen. It means *at no time in your life* and goes after *have/has* and before the main verb.
  I haven't acted in a play. → *I've* ***never*** *acted in a play.*
- We also use the present perfect to talk about the number of times we have done something.
  They've had dinner at my house ***once***.
- We use the past simple, not the present perfect …
  1 to say something happened before now and we know the time.
  Last May, we went to see a wonderful concert.
  2 with finished time expressions, e.g. *last week, yesterday,* etc.
  I watched lots of horror films when I was a teenager.
  NOT ~~*I've seen lots of horror films when I was a teenager*~~.
- We often start with the present perfect and then change to the past simple to give more details.
  A ***Have*** *you ever* ***stayed*** *in an expensive hotel?*
  B *Yes, I* ***stayed*** *at the Shangri-La last September.*
  A ***Did*** *you* ***enjoy*** *it?*
  B *Yes, I* ***did***. *It* ***was*** *amazing!*

1 Put the words in the right order.

1 during / you / a film / cried / Have / ever ?
Have you ever cried during a film?
2 a play / acted / never / in / I've .
3 stayed up / I've / many times / with friends / all night .
4 eight times / She's / the same / film / watched .
5 been / ever / he / to / Has / a big concert ?
6 film / to / never / see / wanted / a horror / I've .
7 been / never / the opera / to / They've .
8 famous / a lot of / You've / people / met .

2 Complete the text with the present perfect or past simple form of the verbs in (brackets).

Andrew [1] *Have you ever been* (ever/go) to a comedy club?
Beth Yes, I [2]_____ (go) to one about three weeks ago.
Andrew [3]_____ (enjoy) it?
Beth Yes, it was very good.
Andrew Who [4]_____ (go) with?
Beth Three friends. We [5]_____ (go) four or five times before.
Andrew I [6]_____ (never/go) to a comedy club, but I [7]_____ (watch) lots of comedy on TV.
Beth You should go. Come with us next time.
Andrew Thanks. [8]_____ (ever/go) to a circus?
Beth No, [9]_____. Have you?
Andrew Yes, I [10]_____. Many times. There's one in town at the moment. I recommend it.

3 Complete the email using the present perfect or past simple form of the verbs in (brackets).

Hi Juan

How are you? I'm in Vienna now with Alice. We [1] *'ve been* (go) to the opera five times! It's a beautiful city. On Tuesday we [2]_____ (see) the palace and [3]_____ (walk) around in its large gardens. On Wednesday we [4]_____ (take) a bus to the Museum of Modern Art and [5]_____ (swim) in the Danube. It was very cold!

We [6]_____ (do) a lot of other interesting things, too. Have you [7]_____ (ever/eat) *Sacher Torte*? It's an Austrian cake. Alice loves it. She also loves German coffee. Yesterday she [8]_____ (drink) eight cups! We're having a great time, but Alice [9]_____ (lose) her phone. She [10]_____ (buy) a cheap one on Friday, but it [11]_____ (break) the next day.

See you soon,

Ona

Audioscripts

Unit 1 Your world

1.1

Mexico	Mexican	Spanish
the USA	American	English
Italy	Italian	Italian
China	Chinese	Chinese
Vietnam	Vietnamese	Vietnamese
Turkey	Turkish	Turkish
the UK	British	English
Poland	Polish	Polish
Pakistan	Pakistani	Urdu
the UAE	Emirati	Arabic
France	French	French
Greece	Greek	Greek

1.2

I So, … Tell us about your life here in Britain. Are you from London?

G Well, my name is Godwin. I'm from Nigeria originally. My wife, Sylvie, is French. Actually, she's half-French: her mother's French and her father's from Brazil. Our two children were born in England, so they're British … We speak English at home. Our home's in north London. Many different nationalities live here. The neighbours are a family from Iraq. Next to our house is a Polish supermarket and the restaurant across the road is Lebanese. I work for an American organization – but my boss isn't American, she's Turkish … What else? … I watch football and I play the saxophone and, oh yeah, my saxophone's Japanese.

1.3

1 Are you from London?
2 My name is Godwin.
3 I'm from Nigeria.
4 Our two children were born in England, so they're British.
5 The neighbours are a family from Iraq.
6 The restaurant across the road is Lebanese.
7 My boss isn't American.

1.4

T Come in. Oh, hello. What's your name?
G Hi, I'm Godwin.
T I'm Andy, the saxophone teacher. Are you a student?
G No, I'm not. I have a job.
T No … I mean, are you a student for the saxophone class?
G Oh, sorry, yes. Yeah, I am.
T Where are you from, Godwin?
G I'm from Nigeria, but London's my home now.
T Is it your first class?
G Yes, it is.
T OK. Well, let me introduce you to the other students.
G OK.
T This is Murielle. She's a student here, too.
G Hi, Murielle. Nice to meet you. I'm Godwin.
M Nice to meet you, too.
G Murielle's a French name. Are you French?
M No, I'm from Senegal. But my first language is French.

1.5

1	brother	c	sister
2	son	f	daughter
3	husband	j	wife
4	father	g	mother
5	uncle	i	aunt
6	grandfather	b	grandmother
7	grandson	h	granddaughter
8	nephew	e	niece
9	stepfather	a	stepmother
10	brother-in-law	d	sister-in-law

1.6

Zafar and his wife have two children: a son, Hasan, and his twin brother, Tariq. Tariq is married to Rafina. Sahala is Tariq and Rafina's daughter. She's three years old.

1.7

1	Zafar's wife	Zafar's a doctor.
2	Their daughter	They're happy.
3	I'm his son.	He's my father.
4	Is he your brother?	You're right.
5	She's our teacher.	Are you married?

1.9

1 I'm Russian.
2 It isn't an Arabic name.
3 That's not a girl's name.
4 They aren't brothers.
5 It's the same.
6 She isn't French.
7 It's a long name.
8 He isn't married.

1.10

1 It's not a female name.
2 Their name's Spanish.
3 She's called Sara.
4 His family name's Ramirez.
5 That isn't a boy's name.
6 My name isn't very long.
7 Their family's not large.
8 He's my friend.

1.11

B I'm Bülent and I'm Turkish. In my country we say or write our personal name and then our family name, so I'm Bülent Sadik. It's the same in some other countries for example, the UK, the USA and Thailand.
N Oh, it isn't the same in China. We use the family name first. My first name's Na and my family name's Li. So I'm called Li Na.
T Well, I'm not from China but we're the same as you, Na, with names. I'm Hungarian, and my family name's Antalek. So please call me Antalek Tamás.
B So Tamás is your personal name?
T That's right.
M Well … Spanish names are different. I'm Manuela García Gómez. We say our first name, then our father's family name and then our mother's family name!
T Wow!
M Yes – it isn't short!

1.12

a name, names
a country, countries
a man, men
a woman, women
a person, people

1.13

R Hi. Can I help you?
A Yes, I'm here for the 'Create a Website' course.
R Oh yes, at six o'clock. What's your name?
A Antonio Russo.
R Ah, yes. Your name's here on the list. I just need some other details. What's your nationality?
A I'm Italian but my home is here in Toronto.
R OK, and what's your job?
A I'm a restaurant owner.
R Mmm … So, is the website for business or for fun?
A It's for business.
R For your restaurant?
A Yes, that's right.
R And, finally, what's your email address?
A It's antonio@russorest.com.
R Sorry, can you repeat that, please?
T Yes, Antonio – A-N-T-O-N-I-O – at russorest dot com.
R How do you spell russorest?
T R-U-double S-O-R-E-S-T.
R OK. Great. Thanks. Now, the cost of the course is …

1.14

R Hi. Can I help you?
A Yes, I'm here for the 'Create a Website' course.
R Oh yes, at six o'clock. What's your name?
A Antonio Russo.
R Ah, yes. Your name's here on the list. I just need some other details. What's your nationality?
A I'm Italian but my home is here in Toronto.
R OK, and what's your job?
A I'm a restaurant owner.
R Mmm … So, is the website for business or for fun?
A It's for business.
R For your restaurant?
A Yes, that's right.
R And, finally, what's your email address?
A It's antonio@russorest.com.

1.15

1 What's your name?
2 What's your nationality?
3 What's your job?
4 Is the website for business or for fun?
5 What's your email address?

1.16
A It's antonio@russorest.com.
R Sorry, can you repeat that, please?
T Yes, Antonio – A-N-T-O-N-I-O – at russorest dot com.
R How do you spell russorest?
T R-U-double S-O-R-E-S-T.
R OK. Great. Thanks. Now, the cost of the course is …

1.17
Sorry, can you repeat that, please?
How do you spell that?
How do you spell 'russorest'?

1.18
A Are you and your wife from England?
B No, we're not. I'm from Edinburgh in Scotland and my wife's Canadian.
A Canadian? Is she from Montreal? My sister's at university in Montreal.
B No, she's from Vancouver. What about you? You're not English. Are you Australian?
A No, I'm not. I'm from Wellington in New Zealand.

1.19
1 British
2 the United Arab Emirates
3 Urdu
4 American

1.20
Dubai is a very multicultural city in the United Arab Emirates. People come here to work from many different countries. Only 10% of people in Dubai are Emirati: 90% of the city's population are from other countries. Some people come from the UK and the USA, but many people are from Asia. India is home for most of Dubai's workers, but people come from Pakistan and the Philippines, too. The language of the United Arab Emirates is Arabic, but because of its international population, lots of people use English.

1.21
1 Your mother's sister.
2 Your father's father.
3 Your sister's daughter.
4 Your son's daughter.
5 Your mother's brother.
6 Your aunt's son.

Unit 2 My day

2.1
I'm a scientist. I study penguins on Bird Island and I'm very happy here. In the summer, my days are long. I get up early and go to the beach. I watch the penguins with their babies. I sometimes go out in a boat with the other scientists on the island. We visit different islands and take photos of the birds and animals there.

I often work all day and I only stop in the evening to have dinner. I sometimes go back to the beach after dinner to spend more time with the penguins. Then I work in the lab. I always go to bed late! In the winter, the weather is always very cold, but we usually have more free time and I can relax.

2.2
1 Melanie watches penguins.
2 Sven also works on the island.
3 Sven loves his job.

2.3
1 goes
2 teaches
3 cooks
4 relaxes
5 makes
6 plays

2.4
/s/ cooks, makes
/z/ goes, plays
/ɪz/ teaches, relaxes

2.5
1 During the week, he always gets up early and he usually arrives at a volcano at seven o'clock.
2 His work is sometimes dangerous and he never works alone.
3 He usually returns to the research centre at about one o'clock and he always has lunch in the lab.
4 On Friday and Saturday nights he usually relaxes at home. He hardly ever goes out with friends and he often goes to bed early.

2.6
1 get up
2 have a shower
3 make breakfast
4 go to work / go to college
5 have lunch / have dinner
6 go home
7 watch TV / watch a film
8 read a book
9 listen to music
10 play video games
11 go to bed
12 see friends

2.7
All astronauts in Europe learn their job at the European Astronaut Centre in Cologne in Germany. The training is hard, but it's interesting and I love it. My day starts at ten to seven when I get up. I have a shower and then have breakfast in the canteen at quarter to eight. Classes begin at half past eight. In the morning, we study things like engineering and physics. At quarter past eleven, we stop and have a break. I usually have a coffee and I also try and learn some Russian vocabulary. We all learn Russian here. Classes start again at half past eleven.

Lunch is at one o'clock, and in the afternoons we have more classes from quarter past two. We learn to use the space equipment and machines and we also have language classes. Classes finish at quarter to six. I always feel really tired, but I often go to the gym in the evening. I'm in bed by ten o'clock and by five past ten I'm usually asleep.

2.8
1 three o'clock
2 five past three
3 ten past three
4 quarter past three
5 twenty past three
6 twenty-five past three
7 half past three
8 twenty-five to four
9 twenty to four
10 quarter to four
11 ten to four
12 five to four

2.9
1 half past eight
2 quarter to three
3 ten to ten
4 five to six
5 twenty past three
6 twenty-five to four

2.10
1 They don't have a lot of free time.
2 I don't go to classes in the evening.
3 Chris doesn't have a shower in the morning.
4 Sanaa doesn't sleep in a sleeping bag.
5 They don't speak to their families every day.
6 He doesn't work eight hours a day.

2.11
1 Most astronauts don't feel well when they first go into space. Space sickness is very common.
2 Astronauts don't wear special clothes in the space station. They only need a space suit when they go on a spacewalk.
3 Astronauts don't change their clothes every day. It isn't possible to wash clothes in space.
4 Astronauts usually exercise for two hours a day.
5 Usually, an astronaut doesn't go on a spacewalk more than once a week.
6 Most astronauts sleep for less time in space but they don't feel very tired.

2.12
1 I have lunch at one or two in the afternoon.
2 I wake up and have breakfast.
3 People eat because they're hungry.
4 I try to wake up early, but it's difficult!

2.13
1
A I watch the news on TV every morning.
B I listen to it on the radio.
2
A It's a good idea.
B I agree with you.
3
A Do you pay for tea and coffee at work?
B No, they're free, but we buy sandwiches at lunchtime.
4
A Do people often wait for buses and trains in your city?
B No, not often. They're usually on time.
5
A I'd like to talk to you before the meeting tomorrow.
B OK, are you free after lunch?
6
A Do we have a reply from them?
B No, they want more time to think about it.
7
A It's not nice to laugh at other people.
B I know, my grandmother always says that!

8
A Do students often ask for a discount?
B Yes, but they need to show their student card.

2.14
1 Tarik talks to his family on the phone every day.
2 Kristofer never laughs at funny films. He doesn't enjoy them.
3 My sister never waits for people who are late.
4 I usually agree with my friends, but we sometimes have different ideas.
5 Gregorja listens to pop and classical music.
6 When he's alone, he thinks about his friends and family.
7 We always pay for our shopping with cash.
8 Intira always asks for help when she doesn't understand something in class.

2.15
BDK … So, welcome to Seoul, Mr Schmidt. Nice to meet you.
KS Thank you, Mr Kim. Nice to meet you, too.
BDK How was your journey?
KS It was fine, thanks.
BDK Good. I'd like to take you to dinner. Are you free tonight?
KS Um … yes, I am. But what time is our first meeting tomorrow?
BDK It's at nine thirty.
KS OK, that's fine, then.
BDK Great! Would you like to go for dinner at Jinju Jip? They do very good Korean soup there …
KS Yes, that sounds nice. What time do you want to eat?
BDK Well, I usually go at about midnight.
KS Er … I'm sorry, but I'm usually in bed at that time. Can we go a bit earlier?
BDK OK, no problem. It's open 24 hours. Let's go at half past nine.
KS Right …
BDK And do you want to do some shopping while you're here?
KS Yes, I'd love to.
BDK Great! Let's do that after dinner.
KS After dinner? What time do the shops close?
BDK Oh, very late! Some shops close at 5 a.m. People say that in Seoul, everything is open all the time!
KS 5 a.m.? Wow! OK, then. Where shall we meet?
BDK I'll pick you up from your hotel. It's not very far …

2.16
1 British people never have fish for breakfast. They usually have toast or cereal.
2 They are hardly ever late for meetings. They like to arrive on time.
3 British people sometimes go to a different city to study at university.
4 British people often have more than one TV at home: some people have three or four.
5 They usually eat lunch at work. They don't have time to go home.
6 And British people always, always talk about the weather!

2.17
A Are you free after class today?
B I'm sorry, but I'm busy this evening. But I don't have any plans tomorrow.
A Would you like to go out for a pizza?
B Yes, I'd love to. What time shall we meet?
A Eight o'clock at Gino's? Or do you want to meet at the station?
B Yes, let's meet there at 7.45.
A OK, see you then!

Unit 3 Work

3.1
1 She has her own company. She's a businesswoman.
2 My son fixes a lot of different machines. He's a mechanic.
3 Manu takes pictures with his camera. He's a photographer.
4 My brother flies planes for a Japanese airline. He's a pilot.
5 She washes hair, cuts it, and dries it. She's a hairdresser.
6 Ekaterina writes for the newspaper. She's a journalist.
7 Sameeha cleans and fixes people's teeth. She's a dentist.
8 My cousin sings and plays the guitar in a band. He's a musician.
9 He studies at university. He's a student.
10 She works in a hospital and helps sick people. She's a nurse.
11 Daniela cooks food in a restaurant. She's a chef.
12 My best friend cleans offices and people's houses. He's a cleaner.

3.2
businessman
businesswoman
chef
cleaner
dentist
hairdresser
journalist
mechanic
musician
nurse
photographer
pilot
student

3.3
M I work at a cinema in town, but I don't sell tickets, I'm the piano player! At my cinema they have a lot of old, silent movies so they need someone to play music. I watch the film and decide what type of music to play. If it's a sad part of the film, I play slow music; but if it's an exciting part, I play it fast.
D I am a 'fire lookout' and I work in a big forest. Fire can be very dangerous here, so my job is to make sure no fires start. I work in a very high tower, so I can see very far. I check the weather on the internet every morning because strong winds can be a big problem. I like my job because the forest is beautiful and quiet.

3.4
1
A Does Máté work at the cinema?
B Yes, he does.
2
A Does he always play fast music?
B No, he doesn't.
3
A Is Dana a police officer?
B No, she isn't.
4
A Does she work in a big office?
B No, she doesn't.
5
A Does she enjoy her job?
B Yes, she does.
6
A Do Dana and Máté have unusual jobs?
B Yes, they do.

3.5
1
A Do they like their jobs?
B Yes, they do.
2
A Does he play the piano?
B Yes, he does.
3
A Does he sell tickets?
B No, he doesn't.
4
A Do you have a job?
B No, I don't.

3.6
1 work for a big company, work freelance, work for a fashion magazine.
2 work in a hospital, work from home, work in a factory, work in a big office.
3 salary, earn.
4 work full-time, work part-time, work long hours.
5 retired, unemployed.
6 colleagues, manager/boss.

3.7
1 Where do you live?
2 What do you usually wear to work?
3 Why do you want to learn English?
4 What time do you start work or class?
5 When do you take breaks?
6 Who do you live with?
7 What do you do when you're bored?
8 How often do you check your emails?

3.8
1 Where do you live?
2 What do you usually wear to work?
3 How often do you check your emails?

3.9
author mechanic pilot teacher

3.11
address, after, again, answer, breakfast, clever, daughter, internet, forget, later

3.13
1 a recent report
2 one job that makes people very happy
3 there are three reasons
4 work for a company
5 a lot of different people

3.14
A new book by author and mechanic Matthew Crawford says that people who work with their hands are often happy in their jobs. The great thing about working with your hands is that you can see the result very quickly – you fix a bike and it works … or it doesn't! It's not the same for

people in office jobs. For them, success often comes after weeks or months of hard work, which can make them feel unhappy.

Not everyone agrees with the author. They say that office workers are happy because they usually work as part of a team, and that spending time with other people can help them to be happy. But people who work with their hands, like cleaners, mechanics, farmers and artists, often work on their own and can have a lonely life.

A recent report says that there is one job that makes people very happy. And who are these lucky people? Hairdressers! Researchers say that when they ask people in different jobs how happy they are, hairdressers usually answer they're 'very happy'. The report says there are three reasons why hairdressers are so happy. They don't usually work for a company, so they don't have a boss. They see a lot of different people every day. And they make their customers look good and feel good. So, because they see a lot of happy people every day, they're happy, too.

3.15
A Hello and welcome, everyone. Before we begin, I'd like to tell you a few things about the course.
B Excuse me. Could I open the window?
A Yes, of course. It's really hot in here, isn't it? So … class is at 2 p.m. every Thursday and Friday in the room next door. You can use the computers there … Yes, do you have a question?
C … Er, yes … Can we use the computers after class?
A Yes, of course, but you need a password. It's 'student451'.
C Sorry, can you repeat that, please?
B Sure. It's student451.That's S-T-U-D-E-N-T-4-5-1.
B And can we leave our books and bags in the computer room?
A I'm afraid not. There are evening classes in that room from 6 p.m. Now, if there's nothing else … Oh, before you leave today, could you give your personal details to the administrator, including your bank details, please?
C Sorry, but I don't have them with me today. Could I send them by email later?
A That's fine. Just tell the administrator before you leave. OK, our first lesson is …

3.16
1
A Could I open the window?
B Yes, of course. It's really hot in here, isn't it?
2
A Could you give your personal details to the administrator?
B Sorry, but I don't have them with me today.
3
A Could I send them by email later?
B That's fine. Just tell the administrator before you leave.
4
A Can you repeat that, please?
B Sure. It's student451. That's S-T-U-D-E-N-T-4-5-1.
5
A Can we use the computers after class?
B Yes, of course, but you need a password.
6
A Can we leave our books and bags in the computer room?
B I'm afraid not. There are evening classes in that room from 6 p.m.

3.17
1
A Can I sit here, please?
B Of course you can.
2
A Could I leave early tomorrow?
B I'm sorry, but that's not possible.

3.18
1 She teaches in a school or university.
2 He paints people's houses.
3 Her job is to sing songs.
4 You use this thing to play DVDs.
5 He builds houses.
6 She makes bread.

Unit 4 Places and things

4.1

airport	library
campsite	museum
chemist	railway station
hairdresser's	restaurant
hospital	swimming pool
hotel	theatre

4.2
F I'm so hot! I'm so happy to be at the hotel at last. Is there a swimming pool? I'd like to have a swim.
R No, I'm sorry, there isn't. It doesn't rain a lot here, so there aren't many swimming pools.
F You mean there aren't any swimming pools at all?
R No, don't worry! There's a big swimming pool in the town centre if you want to go swimming. There just isn't one at the hotel.
F Are there any museums near the centre?
R Yes, there are. There's the opal mine museum. Look, here's some information about it.
A Thank you. That looks interesting. And are there any underground buildings we can visit?
R Yes, there are lots of beautiful underground buildings in Coober Pedy. They aren't very far from the hotel, so you can walk up to most of them. I'll show you on the map.
A OK, I see. And is there a theatre in Coober Pedy?
R No, there aren't any theatres here, I'm afraid. But there is a cinema just near the hotel.
A Great, thank you very much. Well, I'm really hungry, so I think we should find a restaurant and have lunch.
R There are some really nice restaurants in the town centre. And they're quite cheap, too.
F Great! And after lunch we could go to the swimming pool.

4.3
1
A Is there a swimming pool?
B No, I'm sorry, there isn't. It doesn't rain a lot here, so there aren't many swimming pools.
2
A Are there any museums near the centre?
B Yes, there are. There's the opal mine museum.
3
A Is there a theatre in Coober Pedy?
B No, there aren't any theatres here.

4.4
I live in New York City in the Lower East Side District. My flat is very small, but the rent is $800 a month. It's a studio flat. There isn't a kitchen, dining room, living room, or bedroom. I cook, eat, relax and sleep in one room.

4.5
The flat's on the 4th floor of a building between Delancey Street and Grand Street. The building is opposite a 24-hour garage and next to an Indian restaurant, so there are always lots of cars and people in the street. The cars are quite noisy.

It's a studio flat with only one room. My bed is on a shelf above the kitchen. The toilet and shower are under the shelf. In the kitchen there's a sink, a fridge and a cooker, but there isn't a dishwasher or a washing machine – I go to the launderette on Grand Street to wash clothes. In front of the window, there's a red carpet on the floor and there's an armchair and table with a television on it. From the window, I can see the East River. It's behind the building.

4.6
It's very difficult to find a flat in New York. I'm very lucky. I like my flat because it's in the centre of the city. There are shops and restaurants all around me. The Lower East Side isn't the best district in the city, but my flat is near a theatre and it's also near the East River and a small park. One of the things I don't like about my flat is that there isn't a lift. Also, unfortunately, I'm not near the underground station, but there's a bus stop opposite the door of my building.

4.7
1 It's in the centre of the city.
2 It's near a theatre.
3 It's difficult to find a flat.

4.8
1 I live in a flat.
2 My flat is on the 5th floor.
3 There's a supermarket opposite my house.

4.9

1	difficult	h	easy
2	big	f	small
3	new	b	old
4	good	c	bad
5	clean	j	dirty
6	long	a	short
7	heavy	d	light
8	quiet	i	noisy
9	ugly	g	beautiful
10	old-fashioned	e	modern

4.10
S Excuse me, could you give me some directions, please?

A Yes, of course! How can I help you?
S Thanks! So, is there a chemist near here?
A Yes, there is. It's in the town centre.
S How do I get there?
A OK, well go out of the main door and turn left. Then go to the end of the road and turn left again.
S OK.
A Go straight on for about five minutes. Go past the internet café and the bank, and then turn left into Raya Andong. It's on the left, next to the supermarket.
S OK, thanks. Oh, and where's the palace?
A That's easy. It's at the end of this road on the corner. Here, take one of these maps. It has all the important places on it.
S Good idea!
A And we are just here.

4.11
1 Excuse me, is there a bank near here?
2 Excuse me, where's the library?
3 Excuse me, how do I get to the post office?
4 Go past the café.
5 It's on the left.
6 Turn right into Albert Street.
7 Take the second right.
8 Go straight on for about ten minutes.
9 Go to the end of this street.
10 It's on the corner.

4.12
A What's special about Neft Daşhlari?
B It's a town on an oil platform in the Caspian Sea.
A A town in the sea? Is it very small?
B No, not really. There are 300 km of streets and 2,000 people. And there are lots of things to do.
A Really? Are there any restaurants?
B Of course! There are some nice restaurants and hotels, and there's a cinema and a park, too.
A What about education? Is there a school?
B Yes, there's a school, but there isn't a university.
A So can people visit the place?
B No, there aren't any tourists. Only people who work on Neft Daşhlari can go there.

4.13
1 You go here when you are ill.
2 You can study here or take books home.
3 You can see a film here.
4 You usually need your passport to travel from here.
5 You can sleep here on holiday.
6 You can go here to have dinner.
7 There's lots of water and you can swim here.

4.14
1 modern
2 cheap
3 ugly
4 easy
5 quiet
6 long
7 big
8 clean

Unit 5 Clothes and shopping

5.1
1 I buy bread from the baker's.
2 I spend a lot of money at the weekends.
3 I buy magazines and newspapers from the newsagent's.
4 I buy meat from the butcher's.
5 I do a lot of my shopping online.
6 I get a discount because I'm a student.
7 I go shopping to a shopping centre. I prefer them to small shops.
8 When I buy something I don't like, I return it to the shop.
9 I stand outside and wait for the shops to open on the first day of the sales.
10 I pay for small things with cash.

5.2
Today the typical town centre is very different from in the 1970s. Then, you couldn't buy everything from one shop. People needed to go to different shops: the butcher's for meat, the baker's for bread and the newsagent's for their newspapers. Shopping took a long time! But there were good things. You could TALK to the people in the shops. Now it's easy to buy everything in the supermarket and in the shopping centre. But customers can't ask for information and chat to the shop assistant like they could in the past. In the 1970s you couldn't go shopping on the internet, but now you can buy almost everything online. Online shopping is cheap and easy, so it's difficult for the high street shops. Lots of them closed. I can't buy my bread and meat in the town centre now. But there are some things customers can't buy online. The internet can't cut your hair, for example, and it can't give you a cup of coffee. In the 1970s you couldn't get a cup of coffee on the high street, but there are five cafés here now – and three hairdresser's!

5.3
In positive sentences and questions *can* is pronounced /kən/ e.g.
A *Can you use euros in Norway and Sweden?*
B *I think you can use euros in Sweden but not in Norway.*
In short answers *can* is pronounced /kæn/.
Yes, you can.

5.4
A Can you use Euros in Norway and Sweden?
B Yes, you can.
C I think you can use them in Sweden but not in Norway.

5.5
1 People could buy things online in 1994. The first thing they could buy was pizza.
2 In the 1990s, rich people couldn't buy trips into space. But in 2001 Dennis Tito paid to visit the International Space Station.
3 Today you can buy eggs from vending machines in Japan. And you can also buy flowers, fruit and umbrellas and many other things.
4 You can buy a bottle of rainwater for $11 these days. The water comes from the sky, into a bottle and then you drink it. It never touches the ground.
5 You can't use euros in Norway and Sweden. They use the Norwegian Krone and the Swedish Krona.
6 People could buy things from machines in 1890. The first vending machines were in London in the 1880s and they sold postcards.
7 In the 1960s, you couldn't buy petrol at supermarkets. They started to sell petrol in the 1970s.
8 You can't buy clothes online from all the big fashion companies. For example, Chanel don't sell their clothes online because they believe customers need to try everything on.

5.6
1 Paul is wearing a suit.
2 Anita and Paul are having a meeting with their boss.
3 They aren't working today.

5.7
... And, of course, we don't all wear the same clothes every day. But most of us have a colour, or two colours, that we wear more than others. And the colours you choose to wear can say a lot about you as a person. Let's start with a very common colour: are you wearing black? People who often wear black like to be the boss. It can make you look serious and important. But what about the opposite? I'm wearing white today. If you often wear white clothes, there's a good chance that you like things to be tidy and clean, and you enjoy a simple life. Yes, that's true – I am a tidy person.

Another popular colour is blue. This means you are a peaceful person and you don't like change ...

Now, how about some less common colours? Are you wearing red today? Do you often wear red? Well, the good news is that you are probably a strong person and you always try hard at everything you do.

Finally, who is wearing yellow? You are the good students because you love learning ... and – this is important – you are a lot of fun! So, does any of this sound true to you? ...

5.8
L Hello?
M Where are you?
L I'm in a clothes shop. Why?
M Because I need your help. What are you doing?
L What am I doing? What do people usually do in clothes shops? I'm buying clothes, of course.
M Well, are you nearly finished? I'm trying to cook a meal for six people, and the kids are making a lot of noise and the dog's running around and ...
L Why are the kids there? They go to tennis practice on Thursdays.
M Not today because it's raining. They never play in the rain.
L OK, I'm paying now. I'll be back in an hour.
M An hour? Why ...

5.9

hat	hate
not	note
man	main

5.11
1 That man is her husband.
2 Can I sit here?
3 He's not a teacher, he's a student.
4 I met my wife at university.
5 I have a red jacket.
6 Take off your coat, it's hot in here.

5.12

hate	main	sells
man	text	tin
boat	long	one
shop	jeans	thing
shut	take	page
cheap	stand	not
eat	press	note
live	sales	coat

5.13
/æ/ hat, man, stand
/eɪ/ play, hate, main, take, sales, page
/ɒ/ lot, shop, long, not
/ʌ/ cut, shut, one
/əʊ/home, boat, note, coat
/e/ set, text, press, sells
/ɪ/ sit, live, tin, thing
/iː/ seat, cheap, eat, jeans

5.14
I hate shopping. Maybe it's because I'm a man, but I usually walk into a shop, choose something cheap, pay for it and leave quickly. The main problem is that it takes such a long time. But I'm here today to try the 'virtual mirror.' It's a new way to shop and it might change my life! I'm in a clothes shop and I need some jeans. But I don't need to take five pairs of jeans to the changing rooms. Instead, I just stand in front of this 'virtual mirror,' press a button and it shows me in every pair of jeans the shop sells. I choose a pair, press a button and the mirror shows me wearing them! I press another button and the next pair appears. I can see myself in ten pairs in just one minute! And another thing: if I'm not sure, I press a button and a picture of me wearing the jeans goes to my Facebook page and my friends can say what they think. It's not difficult to use, and I can find the right jeans easily. So I make a note of the jeans I like, pay for them and go home!

The company behind the virtual mirror plans to put them in shops all around the world. So next time you need a new hat, top or coat, go to a shop with a virtual mirror!

5.15
1
A How much money do you earn?
B Not much, so I try to spend it carefully.
2
A What's the matter? Why do you look so scared?
B Because you're driving dangerously! Be careful!
3
A Why are you talking so quietly?
B Shhhh! Because we're in the library!
4
A I always get up late at weekends.
B Me too, at about ten o'clock.
5
A I can't see the television clearly.
B I think you need glasses.
6
A Maria answers every question correctly.
B I know. She's the best student in the class.
7
A Did you do well in your exam?
B I got an 'A.'

5.16
1
C Excuse me?
A Yes? How can I help?
C How much is this magazine?
A It's £4.99.
C Right … and do you offer a student discount?
A Yes, we do. You get 20% off.
C Oh, that's good. Do you sell batteries?
A Yes, we do. What kind do you need?
C Erm … AA, please. Just one packet.
2
A Can I help you?
C No, thanks. I'm just looking.
A Well, if you need anything, just ask.
C Can I try this hoodie on, please?
A Yes, of course. The changing rooms are over there.
3
C Two egg and tomato sandwiches and two coffees.
A That's £10.98, please.
C Can I pay by card?
A No, I'm afraid we only take cash.
C OK, that's fine.
A Would you like a bag?
C Yes, please. Just a small one.
A And would you like a receipt?
C Yes, please. Just put it in the bag.

5.17
1
A Can I help you?
B No, thanks. I'm just looking.
2
A Do you need a bag?
B Yes, please. Just a small one.
3
A Can I try this on, please?
B Of course. The changing rooms are over there.
4
A Can I pay by card?
B No, I'm afraid we only take cash.
5
A How much is this magazine?
B It's £4.99.
6
A Do you offer a student discount?
B Yes, we do. You get 20% off.
7
A Would you like a receipt?
B Yes, please. Just put it in the bag.
8
A Do you sell batteries?
B Yes, we do. What kind do you need?
9
A What time do you close?
B At eight o'clock.

5.18
1 I'm a student. Do I pay less?
2 Could I have a small chocolate cake, please? And what types of bread do you have?
3 I don't think we need to go to any other shops. This place has everything we need.
4 Excuse me, but these jeans are too small for me. Could you give me my money back, please?
5 Do you sell a magazine called 'Garden World'?
6 Look at this. It's half-price. Everything is so cheap!

Unit 6 The past

6.1
People were surprised to see a bobsleigh team from Jamaica at the 1988 Winter Olympics in Canada. It wasn't very easy for the team to practise in Jamaica before the Olympics because there was no ice and there were no bobsleighs for them to use. They weren't successful in their races, but they were very popular with the people watching because they tried so hard. There was a film telling their story in 1993 called *Cool Runnings* and it was a huge success, making $150,000,000 around the world.

6.2
1
A Was there a bobsleigh team at the Olympics?
B Yes, there was.
2
A Was it easy for them to practise?
B No, it wasn't.
3
A Were there bobsleighs for them to use?
B No, there weren't.
4
A Were they popular?
B Yes, they were.

6.3
1 The first football World Cup was in the last century, in 1930.
2 The first Olympic Games were about 2,800 years ago, in 776 BCE.
3 The first dishwasher was in the 19th century.
4 The first Sony Walkman was in 1979.
5 The first talking film was in 1927.
6 The first Oscars ceremony was in 1929.

6.4
Welcome to *The Money Programme*. Today we're talking about the history of money. These days most people use notes, coins and credit cards to buy things. But people in the past used different ways of paying for things.

The Ancient Egyptians liked wearing their money on their fingers as rings. The rings were made of gold. When they wanted to pay for something they pulled a ring or two off their fingers.

People in ancient Turkey were some of the first to use coins as money in the 7th century BCE. The Romans also used coins but added pictures of their emperors to them in the first century BCE. The Chinese put their coins on a piece of string to make them more valuable.

For hundreds of years, people around the world paid for things with salt. In fact, the word 'salary' comes from a Latin word that means 'money used to buy salt'. This is because the Romans sometimes paid their soldiers with salt.

The Lobi people of Ancient Ghana in Africa lived as farmers. Because they worked in the fields and there were a lot of snakes, they decided to make metal snakes and use them as money. They believed their snake money helped them to stay safe.

6.5))
/d/ opened, returned, called
/t/ finished, looked, thanked
/ɪd/ started, collected, visited

6.6))

copied	prepared
believed	received
liked	shouted
loved	used
moved	waited
noticed	wanted
posted	worked

6.7))
/d/ copied, believed, loved, moved, prepared, received, used
/t/ liked, noticed, worked
/ɪd/ posted, shouted, waited, wanted

6.8))
1
wait for a long time
wait for a friend
2
post a letter
post a comment on a webpage
3
enter a race
enter a competition
4
move to the countryside
move house
5
visit a museum
visit a relative
6
shout at your dog
shout at someone
7
prepare a meal
prepare for an exam
8
receive an email
receive a phone call
9
call a taxi
call an old friend
10
use a dictionary
use a tablet

6.9))
1
A When was the last time you moved house?
B In 2010. From an apartment to a house.
2
A When was the last time you received an email?
B This morning. It was from my boss.
3
A When was the last time you prepared a meal?
B Last night. I cooked spaghetti for my housemate.
4
A When was the last time you posted a letter?
B A month ago. It was to my friend in Australia.
5
A When was the last time you shouted at someone?
B About a week ago. My son was very naughty.
6
A When was the last time you visited a relative?
B Last summer. I travelled to Kenya to see my grandmother.
7
A When was the last time you called a taxi?
B Yesterday. I was late for work.
8
A When was the last time you entered a competition?
B When I was a child. I was in a swimming race.
9
A When was the last time you used a dictionary?
B Last week. I checked the meaning of 'coin'.
10
A When was the last time you waited for a long time?
B Two hours ago. My bus was very late.

6.10))
1 When was the last time you moved house?
2 When was the last time you received an email?
3 When was the last time you prepared a meal?
4 When was the last time you posted a letter?
5 When was the last time you shouted at someone?
6 When was the last time you visited a relative?
7 When was the last time you called a taxi?
8 When was the last time you entered a competition?
9 When was the last time you used a dictionary?
10 When was the last time you waited for a long time?

6.11))
1 Five thousand people visited this gallery last month.
2 Fifty thousand people visit this gallery every year.

6.13))
1 cooked
2 carried
3 change
4 helped
5 wait
6 listened
7 chatted
8 dance
9 enjoyed

6.14))
1 My friends cooked a great meal for me last night.
2 A lot of people at work listen to the radio these days.
3 I helped my parents a lot when I was a child.
4 We dance a lot when we go out.
5 I waited a long time for the bus last Monday.
6 I washed the car carefully, it was really dirty.

6.15))
From a distance, Inhotim looks like typical Brazilian countryside, but as you get closer, you notice something a bit unusual. There are hundreds of tourists walking through the fields and gardens! This beautiful place started as a farm and for many years only farmers lived here. They worked in the fields and looked after the animals. But that all changed in the 1990s when billionaire Bernardo Paz decided to use the space for something very different. He created a 'Disneyland for art lovers'! Today, people travel from around the world and they look at the art. The spaces of Inhotim include more than 500 sculptures by Brazilian and international artists. As well as being important culturally, it is really important for the local area because Inhotim creates a lot of jobs – 1,000 people work here in the museum, gardens and restaurant. Although it is quite far from the usual tourist spots of Brazil, it is now a very successful and popular 'outdoor museum'. In 2011, nearly a quarter of a million people visited Inhotim. Mr Paz believes there will soon be a million visitors a year.

6.16))
S1 I visited Inhotim last week. My main reason for going was the art, and the sculptures were very interesting. The gardens were quite nice, too. However, the restaurants were really expensive. It was a bit difficult to find, too, and the journey was quite long.
S2 I travelled to Inhotim a couple of months ago. I thought the sculptures in the park were a bit boring, actually, but the gardens were really beautiful. The food was quite good at the restaurants. Oh, and the journey to the park was really long and I was very tired when I arrived.

6.17))
1 ... the sculptures were very interesting.
2 The gardens were quite nice, too.
3 I thought the sculptures in the park were a bit boring ...
4 ... the journey to the park was really long ...

6.18))
A ... It was my Business Management class dinner on Saturday.
B That's great! How was it?
A I don't know. I didn't go.
B Oh no! Why not?
A Well, first I couldn't find my shoes.
B Really?
A Yeah ... I looked everywhere. In the end I used my ordinary shoes. Then the bus was late. I waited for half an hour, but it never arrived!
B Oh no! That's awful!
A I know. After that it started to rain ... so I called a taxi. And I waited and I waited... In the end I decided to walk home. I was just so wet by the time I got home.
B What a nightmare! Poor you!
A I know. I was really angry about it ...

6.19
Responding to good news
That's brilliant! That's great! That's amazing!
Responding to bad news
That's terrible! That's awful! What a nightmare!
Oh no! Poor you!
Responding to interesting news
Really? That's interesting!

6.20
I remember my eighteenth birthday very well. It was on a Friday and I was really excited when I got home from college. I called out 'Mum? Dad?' But there was no answer. I walked into the living room. It was completely dark – I couldn't see anything! Then suddenly the lights came on and everyone was there! All my family and friends! And there was a huge birthday cake. I was really happy, but I couldn't see any presents. Then my dad told me to look behind the sofa and there they were – all my presents. A new tablet and a new suit – for my first job interview!

6.21
1 I passed my driving test!
2 I don't have a television.
3 My brother goes to a lot of job interviews, but he can't find a job.

Unit 7 Health and fitness

7.1
1 eat lots of fruit and vegetables
2 take the stairs, not the lift
3 walk to work
4 ride a bicycle
5 drink eight glasses of water a day
6 do an hour of exercise each day
7 sleep seven to eight hours a night
8 go to the gym or an evening class
9 do physical jobs around the house

7.2

come	came
make	made
do	did
eat	ate
drive	drove
give	gave
write	wrote
have	had
tell	told
take	took
think	thought

7.3
1 thought/bought/taught
2 got/chose/wrote
3 sat/went/had
4 came/made/ate
5 flew/took/put
6 met/said/slept

7.4
1 jog/run
2 go fishing
3 play football
4 play tennis
5 ski
6 swim
7 do yoga
8 go to the gym
9 do athletics
10 play basketball
11 cycle
12 do judo

7.5
In April 2011, Fauja Singh celebrated his 100th birthday. In October 2011, he ran the Toronto marathon and became the first person aged 100 years old to finish a marathon. But Fauja didn't run his first marathon until the year 2000. Why not? This is his story.

Fauja was born in Punjab in India. He grew up on the family farm with his parents and brothers and sisters. He wasn't a strong child and he had problems with his legs. He didn't walk before he was five years old. But he was happy and life was good after he learnt to walk. Later, Fauja got married and had six children. But his happy life didn't continue. Unfortunately, his wife and two of his children – a daughter and a son – died.

Fauja then moved to London to live with another son, but he wasn't happy. It wasn't easy to forget about his life in India. So he started to go running. When he ran, he didn't think about the past and didn't feel sad. Then in 2000, at the age of 89, he ran his first London Marathon in a time of 6 hours and 54 minutes. And he didn't stop then. From 2000 to 2011 he ran eight marathons. He said marathons changed his life and helped him feel happy again.

7.6
He didn't walk ...
He didn't feel sad ...

7.7
Fauja didn't run marathons when he was young.

He didn't have a lot of problems when he lived on his family's farm.

His happy life didn't continue after he had a family.

He didn't stop after his first marathon.

7.8
1 When he was a young boy, Usain Bolt didn't do athletics all the time. He played cricket and football.
2 In 2008, when he won the Olympic 100m final, he slowed down at the end and he broke the world record. His time was 9.96 seconds.
3 When he won the 100m final at the 2012 London Olympic Games, two billion people watched him on TV. American TV didn't show the race when it happened. They showed it later in the evening.
4 There was a thunderstorm during the 100m World Championship final in 2013. Lightning didn't hit him, but there was lightning in the sky.

7.9
1 Can you lend me your car for the weekend?
2 They watched basketball on TV last night.
3 Come here! I want to speak to you.
4 My colleague told me about a new restaurant in town.
5 Can you take this book to the library for me?
6 'I'm lost,' he said.
7 When Jacek looked at his phone during the meeting, I got very angry.
8 I didn't have a pen, so I borrowed one from my friend.
9 When you come to the party, can you bring something to drink?
10 Let's go to the beach tomorrow.

7.10
P People usually think that video games are bad for children's health. But new research says that perhaps this isn't true. At a school in Hedgesville, West Virginia, in the USA, students played video games in their gym class every week. Some children didn't enjoy exercise before, but with games like *Just Dance* and surfing on *Wii Sports Resort*, they started to enjoy their gym classes. Jan Hamilton and Sarah White, two local parents, are in the studio with me to discuss this.

7.11
P Jan and Sarah, you're both parents, what do you think of this idea?
J I think it's great. And it's a fun way to do exercise, too.
S Hmm ... I don't know about that. Some video games aren't OK for children because they're very violent.
J Yes, but they didn't use violent games like that at the school. They were exercise games, like *Just Dance*.
S Well, for me, it depends on the game. But you're right, some games can be good. My son plays the football video game *FIFA* for hours and hours sometimes. But then he goes out to the park and plays football with his friends, and they try to do things they see on the video game.
P Yes, my son is the same. What's your opinion, Jan?
J Well, they want to be like their heroes.
S I agree with that. They certainly do. But do we want our children to be like their heroes?
P Well, an interesting discussion, but I'm afraid that's all we have time for today.

7.12
1 What do you think of this idea?
2 I think it's great.
3 I don't know about that.
4 Yes, but they didn't use games like that at the school.
5 Well, for me, it depends on the game.
6 You're right.
7 What's your opinion?
8 Yes, I agree with that.

7.13
The most popular sport in Argentina is football. People like playing it, going to games and watching it on TV. The Argentinian team won the World Cup in 1978 and 1986, and came second in 2014.

Basketball is also very popular, especially after Argentina won the semi-finals against the NBA players in 2004, and then took the Olympic gold home.

Tennis was a sport for rich people in the past, but now lots of people play it. The best Argentinian player, Juan Martín del Potro, is world number 8.

Winter sports are also very popular in Argentina, people often ski in the Andes Mountains. And of course lots of people jog in local parks or go to the gym to keep fit!

Unit 8 Travel and transport

8.1
1 I love lazy holidays. I normally rent an apartment by the sea with my family. We lie on the beach most of the day and go swimming in the sea. For me, the most important thing to do on holidays is to relax and have fun.
2 For me, holidays are about culture, and I enjoy visiting all the art galleries and museums. Sometimes I go on a tour with a guide because it's a great way to learn about a place and its history. I also like going out on my own and looking around the town without a map. I always get lost, but I think it's the best way to find interesting places.
3 We stay in cheap hotels and guest houses, and travel by public transport so we can meet local people. We don't go sightseeing. We prefer to trek in the mountains and visit places that tourists don't often see.

8.2
1 Do you like lying on the beach?
2 Do you visit art galleries and museums?
3 Do you usually take a map or do you get lost?
4 Do you like going on a tour of places you visit?
5 Do you prefer to stay in a hotel or rent an apartment?
6 Do you ever stay in expensive hotels?

8.3
K Hey, Tom. So you went to Guatemala on holiday this time? Where is it exactly?
T It's in Central America, to the south of Mexico.
K Why did you go there?
T Because it's a really interesting country. I wanted to go sightseeing and see some of the famous ruined Mayan cities and temples.
K I see. And whereabouts in Guatemala did you go?
T I visited the whole country. I started in Antigua – it's the historic capital – and then I went to Lake Atitlán, a beautiful lake in the mountains.
K So what did you do and see?
T I went on lots of tours, and I went trekking in the rainforest. My favourite thing was the ruins of a Mayan city in Tikal. They're in the middle of the rainforest and they're really beautiful. I climbed to the top of a temple at sunrise.
K Wow! It sounds fantastic.
T It was. I took a lot of pictures!
K And how long did you stay?
T About six weeks.
K Did you stay in hotels?
T No, mostly guest houses, and I also stayed with a Guatemalan family. They were lovely and it really helped me with my Spanish.
K Did you go on your own?
T Yes, I did, but I met lots of local people and I made lots of new friends.

8.4
1
K Why did you go there?
T Because it's a really interesting country.
2
K Whereabouts in Guatemala did you go?
T I visited the whole country.
3
K What did you do and see?
T I went on lots of tours and I went trekking.
4
K How long did you stay?
T About six weeks.
5
K Did you stay in hotels?
T No, mostly guest houses.
6
K Did you go on your own?
T Yes, I did, but I met lots of local people.

8.5
1 Where did you go on your last holiday?
2 Did you go with a friend?
3 What did you do?
4 Did you have a good time?
5 How long did you stay?
6 Where did you stay?
7 Did you like the food?

8.6
In past simple questions *did* + pronoun subject is usually unstressed.
We pronounce *did you* /dɪdʒə/, and *did he* /dɪdi/.

8.7
How long did you stay?
Did you like the food?
Did he stay in hotels?

8.8
1
M I get the bus and the underground to work. It takes about forty minutes.
2
W Most of the time, I go to work on foot. But if it's raining, I drive.
3
M I go to work by car and it takes about an hour because there's a lot of traffic. I listen to music during the journey or I sometimes listen to CDs in English.
4
W I go by bike to work. It's great exercise! But when it rains, I take the bus.
5
M I usually take the train. Sometimes I get up late and I miss my train, so I have to get a taxi. I should get up earlier!

8.9
1 You take or get the train, the underground, a taxi or the bus.
2 You can miss the bus, your plane or your train.
3 You go on foot.
4 You go by public transport, by bike or by car.

8.10
1 You should have a map.
2 You shouldn't take a taxi.
3 You have to wear it.
4 You don't have to pay.

8.11
1 Did you have fun there?
2 How often do you have a sleep in the afternoons?
3 How many text messages do you get?
4 Do you want to get something to eat now?
5 Did he get a taxi last night?
6 Did it take her a long time to learn English?

8.13
1 Where did you have lunch?
2 Does he get lots of emails every day?
3 Why did you take the stairs?
4 Did he take photos last week?
5 How often do you get a taxi?
6 Did you take the bus on Sunday?

8.14
G Guess what? I'm going to Moscow for two months.
H Really? Is it for fun or do you have to work?
G Well, a bit of both. You went to Moscow a few years ago, didn't you?
H Yes, I did. I even lived there for a while.
G How long did you live there?
H Three years.
G Oh, wow! And do you speak the language?
H Yes, a little. I can buy things in shops and order food in restaurants.
G And did you like the city?
H Yes, it's great. I had a really good time.
G What about things like accommodation and transport? What did you think of the transport system?
H Well, the Underground is just ... fantastic! It's really famous! It was built in the 1930s, and every station is a work of art.
G But is it a good way to travel around Moscow?
H Well, local people complain about it a lot, but I always thought it was very good. And it's quite cheap.
G What about the buses? Do the local people use the buses?
H Oh yes, the buses are usually full. But to be honest, I got taxis quite a lot to my lessons. I taught in companies and local businesses, so I didn't want to be late! You know, Moscow's like lots of other big cities: lots of traffic, really busy, sometimes the transport is good, other days not so good. But there is one great thing: you can simply stand in the street and stop any car, like a taxi, and they give you a lift for money.
G Oh wow, that's cool! OK, so moving on to accommodation ...

8.15
1 Do you have to work? (present)
2 How long did you live there? (past)
3 Do you speak the language? (present)
4 Did you like the city? (past)
5 What did you think of the transport system? (past)
6 Do the local people use buses? (present)

8.16
T Hello. Can I help you?
M Yes, please. I need to get to New Delhi.
T OK. When would you like to travel?
M Later today or tomorrow. When's the next train?
T The next one leaves at 18.40 p.m.

M OK, and how long does it take?
T About seventeen hours. It arrives at 11.25 a.m. tomorrow.
M Right. How much is a sleeper ticket?
T Would you like a single or a return?
M Just a single, please.
T OK, then. That's 775 rupees.
M 775 rupees ... OK. Which platform does it leave from?
T Platform 7.
M Thank you.

8.17
1 Can I help you?
2 When would you like to travel?
3 When's the next train?
4 How long does it take?
5 How much is a sleeper ticket?
6 Would you like a single or a return?
7 Which platform does it leave from?

8.18
1 You don't have to leave a tip in restaurants.
2 You shouldn't forget your umbrella.
3 Australians don't have to have a visa to visit.
4 You shouldn't go to Myers Park at night.
5 You have to get a student visa to study for more than 3 months.
6 You should visit the islands in the Hauraki Gulf.

8.19
A Hello. Can I help you?
B Yes, please. When's the next bus to Manchester?
A There's one at 4.00.
B How much does it cost?
A Do you want a single or return ticket?
B A return, please.
A And when would you like to come back?
B Next Sunday.
A OK, that's £32, please.
B How long does it take?
A Two hours 45 minutes. Here's your ticket.
B Where does it leave from?
A Bay six. It's just over there.

Unit 9 Cooking and eating

9.1
1 yoghurt
2 bread
3 a bottle of lemonade
4 salad
5 jam
6 chicken
7 honey
8 noodles
9 lemons
10 beef
11 rice
12 olives
13 sweetcorn
14 pasta
15 mushrooms
16 a pear

9.2
L Wow! Look at all this different food!
C I know. I can't decide what I want.
L Well there's some pizza over there.
C No! We can have pizza any day. Let's try something different.
L OK, what about this place?
C Mmm ... that looks delicious, but what is it?
L Excuse me, what is this?
M It's Kung Pao chicken.
C It smells so good! What does it come with?
M It comes with some noodles.
C I don't really like noodles. Is there any bread?
M No, we don't have any bread, sorry. But we have some rice.
C Great. So could I have a small Kung Pao chicken with some rice, please?
L And the same for me, but I'd like some noodles, please.
M OK, and would you like any drinks?
L Can I have a bottle of lemonade?
M We don't have any bottles of lemonade, I'm afraid. We have Coke or water.
L OK. Well, just a Coke, please.
C And for me, too.

9.3
1 It comes with some noodles.
2 Is there any bread?
3 We don't have any bread.
4 We have some rice.
5 Would you like any drinks?
6 We don't have any bottles of lemonade.

9.4
S Hello. Can I help you?
C Hi. Yes, please. Do you have any beef?
A Yes, we have some nice steaks here. We also have some small beef cubes.
B OK. Can I have some beef cubes? About a kilo, please. And I'd also like a small steak.
A Just one?
B Yes, just one. Thanks. Also, do you have any yoghurt?
A No, I'm afraid we don't.
B What about rice? Do you have any rice?
A Yes, we have some bags of rice, but we also do rice salad.
B No, I'll just have a bag of rice, please.
A OK. Anything else?
B Yes, do you have any lemons?
A No, we don't sell any fruit or vegetables, I'm afraid.
B OK. That's everything then, thanks.

9.5
1 Do you have any meat?
2 We have some beef.

9.6
1 I'd like some beef, please.
2 Do you have any mushrooms?
3 Can I have some sweetcorn?
4 We don't have any sweetcorn.

9.7
B Um ... what do I have in my kitchen? Not much really! I have a kettle because I make a lot of tea. And I have one frying pan and two saucepans. I don't really need anything else. Oh! I forgot the most important thing in my kitchen – the microwave!
L Well there's nothing special about my kitchen. I have all the usual things. Oh, but I have a beautiful old set of plates and bowls for when people come for dinner. I have a lot of dinner parties!
J I love my kitchen. It's my favourite room in the house! I have a very modern oven and I use it a lot. I have an expensive food-processor, too – I use it to make soup. My flatmates sometimes get angry with me because I spend hours in the kitchen and they can't come in to cook their dinner!

9.8
1 an oven
2 a food-processor
3 a frying pan
4 a saucepan
5 a microwave
6 a kettle
7 a fork
8 a knife
9 a spoon
10 plates
11 bowls

9.9
1 You boil water in a kettle to make tea.
2 For breakfast I often fry eggs, mushrooms and tomatoes together in a big frying pan.
3 To roast meat, you need a very hot oven.
4 Mix the water and flour together in a bowl with a spoon.
5 Not many people bake their own bread or cakes at home these days.
6 You need to use a sharp knife to chop the onions.

9.10
1 Papua New Guinea is 160 kilometres north of Australia.
2 Singapore grows less than 10% of its food.
3 Papua New Guinea grows about three-quarters of its food.
4 Singapore got independence in 1965.
5 The coldest temperature ever recorded in Singapore was 19.4 degrees Celsius.
6 Less than a quarter of people in Papua New Guinea live in cities.

9.12
The first country we're going to look at today is Indonesia in South East Asia. It became independent in 1945 and now one of the most important days for the country is Independence Day on 17th August. There are 240 million Indonesians, and they live on 6,000 of its 18,110 islands. Java is only the fourth largest island, but 60% of Indonesians live on it. Two of the main cities are on Java: Jakarta, the capital of Indonesia, with 9.6 million people, and Surabaya, the second largest city, with 2.7 million.

9.13
Now, moving on, the country is 5,120 kilometres from east to west and 1,760 kilometres from north to south. Forty million Indonesians work on farms, which is 1/6 of all Indonesians.
The climate is perfect for growing rice because the temperature is usually between 25 and 35 degrees Celsius, and there is 3,175 millimetres of rain a year. In mountain areas this can be 6,100 millimetres. Indonesia is the third largest rice growing country in the world, but it still imports about three million tonnes of rice a year.

9.14
Vocabulary Focus saying numbers

Fractions: a quarter (¼), a third (1/3), a half (½), three-quarters (¾), two-thirds (2/3), two-fifths (2/5),

Percentages: fifteen per cent (15%), four point seven per cent (4.7%)

Decimals: two point eight nine (2.89), nought point three (0.3)

Temperatures: twenty-two degrees Celsius (22°C), minus seven (–7°C) / minus seven degrees Celsius

Dates: the first of September (1/9), the twenty-sixth of March (26/3)

9.15
1 seven point three five
2 the third of October twenty sixteen
3 four-fifths
4 sixteen point one degrees / sixteen point one degrees Celsius
5 eighty-two point four per cent
6 the twelfth of May nineteen eighty-six
7 minus fourteen / minus fourteen degrees Celsius
8 one and three-quarters

9.16
1 We're looking for a Thai restaurant.
2 You can sit outside on the roof.
3 What's your favourite café for lunch?
4 Do I need to book online?
5 Where's a good place to have some cake?
6 It has a wonderful menu.
7 You don't need to call them and book.
8 Do you know anywhere that has a garden?
9 There's a place called the Riverside with a nice view.
10 My favourite place is Café Blanc because it sells French food.

9.17
S Excuse me?
W Hi, would you like to order?
S Yes, please.
W OK. So, would you like a starter?
S No, thanks. Just a main course, please. Could I have the grilled chicken?
W Certainly. And would you like any side dishes with that?
S Um … yes. Can I have some roast potatoes and some mixed green vegetables, please?
W Of course. And for you, madam?
M Could I have some fish cakes, please? This one …
W The fish cakes, OK. And anything else?
M A tomato, olive and onion salad, thanks.
W And would you like something to drink?
M Yes, some sparkling water, please.
S And the same for me. Oh, and another question. Can we pay by credit card?
W Yes, of course. No problem!
S Oh, good. Thank you very much.

9.18
1 Would you like to order?
2 Could I have the grilled chicken, please?
3 Would you like any side dishes with that?
4 Can I have some roast potatoes?
5 Would you like something to drink?
6 Can we pay by credit card?

9.19
P Welcome to the program, Dr Zhang from the National Food and Health Group.
D Thank you.
P So, you're here today to talk about some interesting numbers about food.
D That's right. Firstly, do you know how many different types of tomato there are in the world? Well, some people say10,000, but other people say there are about 25,000.
P Oh, really?
D Yes. And staying with fruit, when you're watching your calories, try a lemon. There are only 17 calories in a lemon.
P Only 17? And what about milk?
D Well, it's surprising to hear that a cup of 2% fat milk contains 12.3 grams of sugar – that's about 50 calories.
P That's a lot of calories. How much does the average American eat every year?
D The answer to that was 891 kilograms of food in 2011.
P Wow! That's huge. And there's time for just one more fact.
D Well, I think we should finish in Italy – a country of coffee lovers. They drink 14 billion cups every year. That's over 200 cups for every man, woman and child in the country.
P Well, some of those numbers are amazing. Dr Zhang, thank you very much for coming today …

9.20
1 twenty-one degrees Celsius
2 two-thirds
3 forty-five point five per cent
4 two million four hundred and seventy-eight thousand

9.21
W Would you like to order?
C Could I have the baked fish, please?
W Would you like a side dish with that?
C Could I have some roast potatoes, please?
W And would you like something to drink?
C Do you have any apple juice?
W No, we don't.
C OK, just a bottle of water, please.

Unit 10 The world around us

10.1
1
So, in Lisbon today it's cloudy this morning but dry, and we don't expect any rain. By the afternoon it's going to be warm and sunny, but not really hot, with temperatures of around 20 degrees Celsius.

2
It was great. We loved Malaysia. We went in the wet season, so we had some storms. The first night we arrived, it was really windy and there was a big storm with very loud thunder and lightning. But most of the time during the day it was lovely.

3
N Let's now go to Rupinder in Chicago. Hello, Rupinder. How's the weather there?
R Well Mike, it's freezing here today. There was a lot of snow last night and the roads are very icy. It's cold and foggy now, and there is more snow to come later today.

10.2
snow, to snow, snowy
rain, to rain, rainy
sun, to shine, sunny
wind, to blow, windy
ice, to freeze, icy/freezing
fog, foggy

10.3
When we make a comparative sentence, we say *than* with a weak sound /ðən/.

The nights are colder than the days.
Is spring wetter than summer?

10.4
1 Is Dublin drier than Paris?
2 Is Sydney bigger than Cairo?

10.5
1
A Which city is drier, Dublin or Paris?
B It's close: both cities have a lot of rain, but Dublin's wetter.

2
A Which is bigger, the population of Sydney or Cairo?
B Well, Cairo's population is bigger than Sydney's. Cairo has a population of over nine million, but Sydney's is smaller at just over four and a half million.

10.6
1
A Are Indian elephants heavier than African elephants?
B No, they aren't. African elephants are heavier than Indian elephants.

2
A Is Tokyo more expensive than Singapore?
B Yes, it is. Both places are quite expensive, but Tokyo is more expensive than Singapore.

3
A Are giraffes faster than humans?
B Yes, they are. Giraffes can run at 35 miles an hour which is faster than any human being.

4
A Is Canada bigger or smaller than the USA?
B Canada is slightly bigger than the USA.

5
A Is the North Pole colder than the South Pole?
B No, it's warmer. The South Pole is colder than the North Pole.

10.7
a Mount Kilimanjaro is in Tanzania in East Africa. Its name means 'mountain of light' and it's a very beautiful place. It's the highest mountain in Africa, but it's not difficult to climb.
b Victoria Falls are beautiful! It's a very big waterfall on the Zambezi River between Zimbabwe and Zambia.
c Lake Baikal is in the south of Siberia in Russia. It's the biggest and deepest lake in the world, but it often freezes in winter because Siberia has a very cold climate.
d The Amazon Jungle is the biggest area of rainforest in the world. It is mostly in Brazil, but some parts of it are in other South American countries such as Ecuador, Peru and Bolivia. About half the world's plants and animals live in rainforests.
e The Andaman Sea has some very beautiful tropical islands, with white sandy beaches, near the west coast of Thailand. The biggest and most famous is Phuket.
f The Gobi Desert is a very large desert in north-west China and Mongolia. It's a cold desert because it's so far north and it sometimes snows there.

10.8
1 Lake Baikal is in the south of Siberia.
2 The Gobi Desert is in north-west China and Mongolia.
3 Phuket island is near the west coast of Thailand.

10.9
Lake Baikal in Siberia is the biggest, deepest and oldest lake in the world. It's more than 1,600 metres deep and more than twenty-five million years old. It has almost twenty per cent of the world's freshwater, and thousands of different kinds of plants and animals live there.

Mount Kilimanjaro, in Tanzania, is one of the largest volcanoes in the world. It's 5,895 metres tall – the highest mountain in Africa. It's sometimes called the 'Roof of Africa'. It's also one of the easiest mountains in the world to climb, even for tourists. The oldest person ever to climb to the top was a Frenchman, Valtee Daniel, who was eighty-seven years old.

An oasis is an area of water in a desert, and Al Hasa is the largest oasis in Saudi Arabia. It covers over 12 km^2 and gives water to over three million trees and a million people, even at the hottest times of the year. Many Saudis believe Al Hasa is the most beautiful and best area to visit in the country.

10.10
We say *the* in superlatives with a weak sound /ðə/ when the following adjective starts with a consonant. We say the ending *-est* with a schwa sound /əst/.

10.11
A Which river's the longest in the world?
B I think the Nile's the longest.
C Maybe, but I think the Amazon is longer than the Mississippi.

10.12
1 The busiest airport of the three is Beijing, then Dubai and then Los Angeles.
2 Of these islands, Greenland is the biggest, and Madagascar is bigger than Sumatra.
3 The Great Pyramid of Giza isn't the oldest monument in the world, but it's the oldest in this group. It's older than the Parthenon, and the Parthenon's older than the Colosseum.

10.13
1 Is there usually heavy traffic on your way to this class?
2 Did you have a high score in your last test?
3 Do you like strong coffee?
4 Which jobs usually have the lowest salaries?
5 Are you a deep sleeper?

10.14
A OK, so we can take a tent and sleeping bag each and we need to decide on the five most important things to take as well.
T Well, we need cooking equipment – we have to eat – but I think we should take one stove instead of three because we don't need one each.
A I think a lighter is more important than a stove because we can make a fire for cooking with wood from the forest.
Z I'm sorry, but I don't agree. Taking a stove is a better idea than making a fire because what happens if it rains? If we have the lighter and the stove – then we can cook inside the tent.
A OK, so a stove, lighter and cooking equipment makes three things. We can have two more.
Z Well, we need to find our way to the camp. I think a map and compass are the most useful things for this because a GPS could break or run out of battery.
A But that's two more things and we can't have any more than that. What happens if we need the first-aid kit? I'd prefer to take the GPS instead of the map and compass because then we can have the first-aid kit.
T But what about the torch? I don't like the forest at night time!
A It gets dark quite late, and we should to go bed early after a long day walking in the forest, so I don't think we need the torch.
Z OK, let's take the GPS and the first-aid kit.
T OK.
A Good idea.

10.15
1 I think a compass is better than a GPS.
2 I'd prefer to stay in a hotel.
3 The most important thing to take is food.
4 I think we should take only one torch.
5 Taking a first-aid kit is more important than taking a knife.
6 I'd prefer to have my own tent.

10.16
1 Bangkok is hotter than Cairo.
2 Canberra is foggier than London.
3 The pollution is worse in New Delhi than in Beijing.
4 Damascus is older than Rome.
5 Ottawa is snowier than Moscow.
6 Tokyo has a bigger population than Mexico City.

Unit 11 Working together

11.1
1 organize a party
2 give a present to someone
3 repair your friend's bike
4 visit someone in hospital
5 make a cake for a colleague's birthday
6 help a classmate with their homework
7 plant some flowers
8 look after a friend's children for the evening
9 teach someone to drive
10 improve your local area by picking up rubbish

11.2
1 We aren't going to use any electricity or use the car tomorrow. I'm going to walk to work and … Arturo? Are you going to cycle to work tomorrow morning? Yes, my husband's going to work by bike.
2 Next Saturday, I'm going to organize a game of football for the kids around here. We're going to sell tickets and give all the money to charity.
3 What am I going to do on Mandela Day? Well, I've got a neighbour and he's unemployed at the moment. I know he's a bit unhappy about it so I'm going to help him find work. We're going to improve his CV and spend the day sending emails to companies.

11.3
I So, how are the plans for this year's Mandela Day?
O Great, thanks! We're getting emails from people all around the world telling us how they're going to celebrate the day.
I That's good to hear. So what is everyone going to do?
O Oh, all sorts of things. A lot of people are going to make soup and sandwiches and give them to homeless people. I had an email from a man yesterday – he isn't going to eat for 24 hours and he's going to collect money for his local hospital. And, of course, we're going to post everything on our website for people to see.
I Are you going to have time to do something yourself?
O No, I'm afraid I'm not going to have much time at all. But we are going to have a big party here at the office and everyone needs to buy a ticket to come. And all the money goes to charity, of course.

11.4
In sentences with *going to* we do not usually stress *to*.
We're going to /tə/ *look after a friend's daughter.*
Are you going to /tə/ *visit someone in hospital?*
In negative sentences, we stress *not/aren't/isn't.*
I'm not going to /tə/ *organize an event.*

11.5
1 We're going to organize a party.
2 I'm not going to visit my family this weekend.
3 What are you going to do for Mandela Day?

11.6
1 I have a smartphone, so I can use the internet when I'm out.
2 I often buy apps for my phone.
3 I take my tablet everywhere, so I can work or study when I'm not at home.
4 I check the news every day on my favourite newspaper website.
5 I have GPS on my phone because I drive to lots of different places for work.

11.7
www.allinoneshopping.hu/personal
www.thefamouswebsite.org/join-in
k.m.customer-contact@cateringbizz.com
ania_cart9219@yahoo.co.uk

11.8
1 I go geocaching to keep fit. I choose caches in the countryside and I walk for miles to find them! It's better than going to the gym.
2 I do it to meet new people. I go on to the website and I arrange to meet them in a café in town and then we look for the cache together. I met my best friend geocaching!
3 Well, it's a good way to find some interesting places. Yeah, I go geocaching to see different places.
4 Why do I go geocaching? That's a good question. Um … because I really enjoy it. I love running around looking for presents. It's like being a kid again!

11.9
1 I go geocaching to keep fit.
2 I do it to meet new people.
3 I go geocaching to see different places.

11.10
1
A Were you very glad to get the job?
B Of course! I was really delighted!
2
A Was the weather very nice on your holiday?
B Yes, it was really lovely! We were very lucky.
3
A Is she very good at tennis?
B Yes, she's really excellent! She always wins.
4
A What's wrong? You don't look very happy.
B It's really awful! I failed my driving test.
5
A Let's use my car. Your car is too small for five people.
B You're right. My car is really tiny!

11.11
Conversation 1
A So, Ryan and Jan made a list of questions to ask Dr Pedersen.
B Oh, that's great. Can I see it?
A Yeah, of course. We've got five main questions so far ...
B I see, yes, these are really good. I'd like to know about the types of questions in the exam too. Shall I write that down?
A Yes, good idea. And when are we going to ask Dr Pedersen about all this?
C I'm going to have a meeting with him this afternoon. Why don't I give him the list then?
A Yes, that's perfect, Shaz. Then we can talk about it in class tomorrow. Now, the next thing is the homework ...
Conversation 2
A So I'll read the list and if anyone would like to do something, please just say. Is that OK?
B I'll take notes so we don't forget.
A Thank you. That's very helpful. OK, first there's the problem with rubbish in the park.
C Oh, shall I do that? I go to the park every day anyway.
A Thank you, Janek.
B Let me help you with that, Janek. It's a big park.
C Thanks.
A Great! What's next? Ah yes, we need someone to paint the walls of the school.
D Oh, my husband and his brother could probably do that. Would you like me to ask them?
A Yes, that would be very helpful, thank you. Now, then ...

11.12
1 Shall I write that down?
2 Why don't I give him the list then?
3 I'll take notes so we don't forget.
4 Let me help you with that.
5 Would you like me to ask them?

11.13
M Do you have any New Year's Resolutions this year?
W Yeah, I'm going to spend less time at work.
M Really? Are you going to spend more time with your friends and family?
W Yes, I want to spend more time with my brother because he's going to move next year.
M Really? Is he going to look for a new apartment?
W Oh, I didn't tell you. He's going to move to Italy.
M Wow! Great! Are you and Johan going to visit him?
W That's my other resolution. We're not going to join a gym this year because it's too expensive. So we're going to save some money for a trip to Italy instead!

11.14
1 He got up early to paint the living room.
2 She's going to move to Greece to teach English.
3 I go to Bob's house every weekend to look after his dog.
4 I went to my parents' house to repair my Mum's car.
5 I'm going to call all our friends to organize a birthday party for my best friend.
6 We're going to buy some eggs and sugar to make a cake.
7 I'm going to take the afternoon off work tomorrow to visit my aunt in hospital.
8 I went to the garden to plant some flowers.

11.15
1 What are we going to have for lunch?
2 I want to go out tonight, but I can't.
3 I can't speak much Japanese.
4 I'm really busy at the moment.
5 I broke my washing machine last night.

Unit 12 Culture and the arts

12.1
Nobuyuki Tsujii was born blind, but he started playing on a toy piano at the age of just two. He began learning the piano two years later, and he gave his first big concert in Tokyo when he was twelve years old. He's in his twenties now, but he has given concerts all over the world, and he has won many prizes and international competitions. He has written music for film and TV, too. He hasn't seen the written music, but he has learnt to play some of the most difficult pieces of music in the world only through sound. His classical music fans have said this is amazing.

12.2
In the present perfect, the stress is on the past participle in positive sentences, and on *haven't/ hasn't* in negative sentences.
1 *He's given concerts ...*
2 *... he hasn't seen the written music ...*

12.3
1 He's sold them all over the world.
2 He hasn't opened a gallery in New York.
3 This hasn't stopped her dream of dancing.
4 Thousands of people have watched her.

12.4
P I've always loved music. I don't play an instrument, but I've always wanted to play in a band. I like pop music, rock and jazz, and since I was a child I've had a big music collection. In my free time I often go to rock concerts and I usually go to two or three music festivals a year. I haven't been to a classical music concert before, but I'm going to my first one next week!
J My parents are artists, so I've had lots of drawing and painting lessons. I enjoy painting a lot and I often do it in my free time. I like going to art galleries, too. I also like writing – I've started writing two or three books, but I haven't finished any of them!
A I had dance lessons at school, but I wasn't very good, so I stopped going. But I've always wanted to dance, so I've started going to salsa classes. I love it! I also enjoy going to the theatre to see plays, and especially to see musicals. I live in a big city, so I've been to see all the big musicals – they're fantastic!

12.5
1 go to the cinema / go to the theatre
2 go to a music festival
3 go to a salsa class
4 go to art galleries
5 go to a rock concert / go to a classical music concert
6 go to the opera
7 see a film / see a movie
8 see a play
9 see a musical
10 play the guitar
11 play in a band
12 have music lessons
13 have painting lessons
14 have dance lessons
15 have drawing lessons
16 have singing lessons

12.6
1 Sometimes you don't want to look because they are scary, e.g. *The Blair Witch Project, Dracula* films.
2 They tell a love story e.g. *Titanic, Gone with the Wind.*
3 You laugh at them because they are funny, e.g. *Mr Bean, The Mask.*
4 They tell a story about something that happens in people's lives and sometimes they are very sad e.g. *The Help, Forrest Gump.*
5 People fight and drive fast cars, e.g. *Speed, James Bond* films.
6 They have spaceships and are set on other planets or they're about the future, e.g. *Avatar, Star Wars* films.
7 They don't have real people and nowadays they're usually made with computers, e.g. *Shrek, Finding Nemo.*
8 People sing and dance, e.g. *Mamma Mia, Grease.*

12.7
1 horror films
2 romantic films
3 comedies
4 dramas
5 action films
6 science fiction films
7 animations
8 musicals

12.8
1 My favourite film is *Titanic.* It's a drama, but also a love story, and it stars Kate Winslet and Leonardo DiCaprio. It's about a huge ship and all the people on it.

2 The film that's made more money than any other in the world is *Avatar*. It's a science fiction film and it's set in the future.

12.9
I Have you ever left the cinema early?
S1 Oh yes! I've left in the middle of a lot of films. I don't want to sit in a cinema watching something really bad – life's too short!
S2 I've never left the cinema early, but I've often wanted to. A few months ago, I went to see a terrible film. Someone walked out every five minutes. At the end of the film, I was the only person left! But I think you have to watch the whole film or you don't know if it's good or bad!
S3 Yes, I have. I walked out once – it was last summer and it was a beautiful day. The film was really boring, so I just decided to leave.
S4 No, I haven't, but I've fallen asleep in a lot of cinemas! When the lights go out, and the seats are comfortable, and the film is slow, then I just can't stay awake! I've never walked out of a film, though. I think it's rude to other people who are watching.

12.10
1
I've never left the cinema early, but I've often wanted to.
2
A few months ago, I went to see a terrible film.
3
A Have you ever left the cinema early?
B Yes, I have. I walked out once – it was last summer and it was a beautiful day.

12.11
I So Pavel, you're here for the Rio de Janeiro film festival. Have you visited Brazil before?
P Yes, I have – twice. Actually, I came here when I was a child and I was here three years ago for work, too.
I Interesting. And what about you, Wanda? Have you ever been to Rio before?
W No, I've never been here before, but it's a beautiful city.
I I'm very pleased to hear that! So, I saw your latest film *Inbox Me* last night and I thought it was really wonderful.
P Well, thank you very much!
I And everyone else in the cinema enjoyed it, too. When it finished, people stood up and clapped – I couldn't believe it!
P Really? I'm delighted to hear that. A lot of people have said some lovely things about it.
W Last week someone told me it was their favourite film of the year!
I Great! So, tell me …

12.12
1 I opened the door.
2 I've opened the door.
3 She's run a marathon.
4 She ran a marathon.
5 We've met him.
6 We met him.
7 I've watched *Star Wars* twice this month.
8 I watched *Star Wars* twice last month.

12.14
P Good evening. Our guest tonight is Mark Russell, who is going to talk about the Indian film industry, Bollywood, and one of its biggest stars. Mark, welcome.
M Thanks, Steffi.
P Tell us a little bit about Bollywood. Many of us have heard of it, but perhaps we don't all know much about it. Is it bigger than Hollywood these days?
M Yes, it is. In the last ten years, Bollywood has made more films and it's sold more tickets, too. For example in 2009, Bollywood produced over 1,200 films and Hollywood made only about 500. Also, Bollywood films have become popular all over the world and they've made them in lots of countries.

12.15
M One of the biggest names in Bollywood is Hema Sardesai.
P I've never heard of her. Is there a reason for that?
M Well, she's a playback singer. This means that she records the songs that other actors use in their films. The actors move their mouths, but they are not singing. The voice is really the voice of a playback singer like Hema.
P So we never see her.
M Not exactly. She's recorded playback songs for over sixty Bollywood films, but she's also had a few successful albums. Also, she's been in shows all over India, and she's visited a lot of different countries.
P So, she's quite famous in India outside Bollywood?
M Oh, yes. When India celebrated fifty years of independence, she sang her own song and three million people watched her live.

12.16
F Hello?
M Hi Francis, it's Marcus. Is Caitlin there?
F She's not here at the moment.
M OK, well can you tell her to call me back, please?
F Yes, sure. Oh wait, she's just come back. Hang on a minute. I'll just get her.
C Hi, Marcus.
M Hi, Caitlin. Have you booked tickets for the comedy club tonight?
C No, I haven't. Their website said they're sold out tonight.
M Oh no. Well why don't you call them and ask about returned tickets? Sometimes people return tickets because they can't go.
C Oh yes, I didn't think of that. Good idea! I'll call them now and I'll call you back in a minute.
M Thanks, Caitlin. Speak soon.
C OK. Bye.
R Good afternoon. Phoenix Comedy Club. How can I help you?
C Hello. Could I speak to the ticket office manager, please?
R I'm afraid he's not available at the moment. Can I help?
C Maybe. I'm calling about the show tonight. Your website says it's sold out, but has anyone returned any tickets?
R Oh, I'm not sure. You'll need to speak to the ticket office manager about that.
C Right, well could you ask him to call me back, please?
R Yes, of course. Could I have your number, please?
C Yes, it's 0 … 7 … 5 …

12.17
1 Hi Francis, it's Marcus. Is Caitlin there?
2 Hello. Could I speak to the ticket office manager, please?
3 She's not here at the moment.
4 I'm afraid he's not available at the moment.
5 Can you tell her to call me back, please?
6 Could you ask him to call me back, please?
7 Could I have your number, please?
8 Hang on a minute. I'll just get her.

12.18
A Right Insurance. How can I help you?
B Hello. Could I speak to Ms Martinez, please?
A One moment, please. I'm afraid she's out of the office at the moment. Would you like to leave a message?
B No, that's fine. I'll call back later.
A Ok, thank you.
B Thanks. Bye.

12.19
These days, Verona coliseum is famous for its opera festival, but it has been a place to see other types of entertainment over the years. The Romans built the coliseum almost two thousand years ago for sports and games called 'ludi'. The most famous of these games were fights between gladiators. These events were very popular and people came from far away to see them. In 1117, there was a big earthquake in Verona and people didn't use the coliseum for a long time. However, centuries later, the Venetians decided to repair the building and use it for concerts. From that time, hundreds of thousands of people have come to Verona to listen to music and many famous opera singers and ballet dancers have performed there.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
keep	kept	kept

Infinitive	Past simple	Past participle
know	knew	known
learn	learnt/learned	learnt/learned
leave	left	left
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Phonemic symbols

Single vowel sounds			
/iː/	tree /triː/	/ə/	computer /kəm'pjuːtə/
/ɪ/	his /hɪz/	/ɜː/	learn /lɜːn/
/i/	happy /'hæpi/	/ɔː/	four /fɔː/
/ʊ/	good /gʊd/	/æ/	hat /hæt/
/u/	usual /'juːʒuəl/	/ʌ/	sunny /'sʌni/
/uː/	school /skuːl/	/ɑː/	car /kɑː/
/e/	ten /ten/	/ɒ/	clock /klɒk/

Diphthongs (double vowel sounds)			
/ɪə/	near /nɪə/	/ɔɪ/	boy /bɔɪ/
/ʊə/	tour /tʊə/	/aɪ/	try /traɪ/
/eə/	wear /weə/	/əʊ/	so /səʊ/
/eɪ/	train /treɪn/	/aʊ/	out /aʊt/

Consonant sounds			
/p/	pen /pen/	/s/	see /siː/
/b/	big /bɪg/	/z/	lazy /'leɪzi/
/t/	tea /tiː/	/ʃ/	shower /'ʃaʊə/
/d/	do /duː/	/ʒ/	television /'telɪvɪʒn/
/tʃ/	children /'tʃɪldrən/	/m/	man /mæn/
/dʒ/	journey /'dʒɜːni/	/n/	never /'nevə/
/k/	cat /kæt/	/ŋ/	sing /sɪŋ/
/g/	go /gəʊ/	/h/	hot /hɒt/
/f/	fly /flaɪ/	/l/	like /laɪk/
/v/	very /'veri/	/r/	river /'rɪvə/
/θ/	thing /θɪŋ/	/w/	water /'wɔːtə/
/ð/	this /ðɪs/	/j/	yes /jes/

Name _____

A2 **Wordlist** Unit 1

Navigate

Here is a list of useful or new words from Unit 1 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

American *adj* /əˈmerɪkən/	_____	My boss isn't American.
Arabic *adj* /ˈærəbɪk/	_____	They're Arabic.
artist 🔑 *n* /ˈɑːtɪst/	_____	She's an artist.
aunt 🔑 *n* /ɑːnt/	_____	Is she your aunt?
boss 🔑 *n* /bɒs/	_____	My boss isn't American, she's Turkish.
British *adj* /ˈbrɪtɪʃ/	_____	I'm from London. I'm British.
brother 🔑 *n* /ˈbrʌðə(r)/	_____	My brother is a doctor.
brother-in-law *n* /ˈbrʌðə(r) ɪn lɔː/	_____	My brother-in-law is a doctor.
business management *n* /ˌbɪznəs ˈmænɪdʒmənt/	_____	He studied business management at university.
car mechanic *n* /ˈkɑː məˌkænɪk/	_____	I'm a car mechanic.
child 🔑 *n* /tʃaɪld/	_____	They have one child.
children *n pl* /ˈtʃɪldrən/	_____	How old are your children?
Chinese *adj* /ˌtʃaɪˈniːz/	_____	My neighbours are Chinese.
communicate 🔑 *v* /kəˈmjuːnɪkeɪt/	_____	I'm good at communicating with people.
country 🔑 *n* /ˈkʌntri/	_____	Which country are you from?
cousin 🔑 *n* /ˈkʌzn/	_____	Anna is my cousin.
daughter 🔑 *n* /ˈdɔːtə(r)/	_____	Their daughter is married.
designer *n* /dɪˈzaɪnə(r)/	_____	She's Australian and she's a designer.
Emirati *adj* /emɪˈrɑːti/	_____	They're from Dubai. They're Emirati.
family name *n* /ˈfæməli neɪm/	_____	His family name's Ramirez.
father 🔑 *n* /ˈfɑːðə(r)/	_____	Her father's name is Hasan.
fluent *adj* /ˈfluːənt/	_____	She's fluent in Portuguese.
French *adj* /frentʃ/	_____	My wife's mother is French.
genetic *adj* /dʒəˈnetɪk/	_____	The village doctor says it isn't genetic; he thinks it's something in the water or the food.
granddaughter 🔑 *n* /ˈgrændɔːtə(r)/	_____	Her granddaughter is at university.
grandfather 🔑 *n* /ˈgrænfɑːðə(r)/	_____	How old is your grandfather?
grandmother 🔑 *n* /ˈgrænmʌðə(r)/	_____	My grandmother is Spanish.
grandson 🔑 *n* /ˈgrænsʌn/	_____	They have one grandson.
Greek *adj* /griːk/	_____	Are your neighbours Greek?
Hungarian *adj* /hʌŋˈgeəriən/	_____	Are you Hungarian?
husband 🔑 *n* /ˈhʌzbənd/	_____	My husband is Italian.
introduce 🔑 *v* /ˌɪntrəˈdjuːs/	_____	Let me introduce you to the other students.
Italian *adj* /ɪˈtæliən/	_____	They're Italian.
Japanese *adj* /ˌdʒæpəˈniːz/	_____	My neighbours are Japanese.
last name *n* /ˈlɑːst neɪm/	_____	In some countries, wives can have their husband's last names after they're married.
Lebanese *adj* /ˌlebəˈniːz/	_____	Are they Lebanese?

Name _____

A2 **Wordlist** Unit 1

Navigate

married 🔑 *adj* /'mærid/	_____	Are you married?
Mexican *adj* /'meksɪkən/	_____	I'm from Mexico. I'm Mexican.
mother 🔑 *n* /'mʌðə(r)/	_____	She is the mother of six children.
nationality *n* /ˌnæʃə'nælətɪ/	_____	What's your nationality?
neighbour 🔑 *n* /'neɪbə(r)/	_____	The neighbours are a family from Iraq.
nephew 🔑 *n* /'nefjuː/	_____	My nephew's name is José.
niece 🔑 *n* /niːs/	_____	What's your niece's name?
Nigerian *adj* /naɪ'dʒɪərɪən/	_____	I'm from Nigeria. I'm Nigerian.
Pakistani *adj* /ˌpækɪ'stɑːnɪ/	_____	His father's from Pakistan. He's Pakistani.
Polish *adj* /'pəʊlɪʃ/	_____	There's a Polish supermarket next to our house.
Portuguese *adj* /ˌpɔːtʃu'giːz/	_____	Is José Portuguese?
restaurant 🔑 *n* /'restrɒnt/	_____	I work in a restaurant.
Russian *adj* /'rʌʃn/	_____	My neighbour is Russian.
saxophone *n* /'sæksəfəʊn/	_____	I play the saxophone.
single 🔑 *adj* /'sɪŋgl/	_____	Is Sylvie single?
sister 🔑 *n* /'sɪstə(r)/	_____	How old is your sister?
son 🔑 *n* /sʌn/	_____	I'm his son.
Spanish *adj* /'spænɪʃ/	_____	Is Martha Spanish?
stepfather *n* /'stepfɑːðər/	_____	Didier is my stepfather.
supermarket 🔑 *n* /'suːpəmɑːkɪt/	_____	My Saturday job is at a Chinese supermarket called Jing Jing Foods.
Turkish *adj* /'tɜːkɪʃ/	_____	She isn't American, she's Turkish.
twin 🔑 *n* /twɪn/	_____	Four of their sons are twins.
typical 🔑 *adj* /'tɪpɪkl/	_____	It's a typical village, but its people are not typical.
uncle 🔑 *n* /'ʌŋkl/	_____	My uncle's a teacher.
unemployed 🔑 *adj* /ˌʌnɪm'plɔɪd/	_____	I'm unemployed at the moment.
Urdu *n* /'ɜːduː/	_____	They speak Urdu.
Vietnamese *adj* /ˌvjetnə'miːz/	_____	She's Vietnamese.
wife 🔑 *n* /waɪf/	_____	His wife's name is Rashida.

Name _____

A2 **Wordlist** Unit 2

Navigate

Here is a list of useful or new words from Unit 2 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

agree (with) *v* /əˈgriː/	_____	I usually agree with my friends.
alone 🔑 *adv* /əˈləʊn/	_____	Melanie often works there alone.
ask (for) *v* /ɑːsk/	_____	Do students often ask for a discount?
astronaut *n* /ˈæstrənɔːt/	_____	All astronauts in Europe learn their job at the European Astronaut Centre in Cologne in Germany.
beach 🔑 *n* /biːtʃ/	_____	In the summer, I get up early and go to the beach.
body clock 🔑 *n* /ˈbɒdi klɒk/	_____	There is no perfect time to sleep because everyone's body clock is different.
break 🔑 *n* /breɪk/	_____	She stops for a break in the morning at quarter past eleven.
breakfast 🔑 *n* /ˈbrekfəst/	_____	I usually have eggs and cheese for breakfast.
canteen *n* /kænˈtiːn/	_____	She has breakfast in the canteen at eight o'clock.
cereal *n* /ˈsɪəriəl/	_____	I eat cereal for breakfast every morning.
class 🔑 *n* /klɑːs/	_____	Classes start again at half past seven.
dangerous 🔑 *adj* /ˈdeɪndʒərəs/	_____	Male seals are big and sometimes dangerous.
dirty 🔑 *adj* /ˈdɜːti/	_____	It's dirty in the city.
discount 🔑 *n* /ˈdɪskaʊnt/	_____	Do students often ask for a discount?
expert 🔑 *n* /ˈekspɜːt/	_____	Sleep expert Dr Michael Howell says the best sleep is six hours at night and two hours in the afternoon.
eyesight *n* /ˈaɪsaɪt/	_____	Do you need perfect eyesight to be an astronaut?
feel well *phr* /fiːl ˈwel/	_____	Most astronauts don't feel well when they first go into space.
free 🔑 *adj* /friː/	_____	Tea and coffee are free at work.
free time *n* /friː ˈtaɪm/	_____	He works very hard and he hardly ever has free time.
fresh air *n* /freʃ ˈeə(r)/	_____	I prefer to live in the country because of the fresh air.
get up *phr v* /get ˈʌp/	_____	I get up at about seven o'clock.
go 🔑 *v* /gəʊ/	_____	I go to work at eight o'clock.
go clubbing *phr* /gəʊ ˈklʌbɪŋ/	_____	We go clubbing every weekend.
half past *phr* /ˈhɑːf pɑːst/	_____	Classes finish at half past six in the evening.
have dinner *phr* /hæv ˈdɪnə(r)/	_____	We usually have dinner at 7 p.m.
have lunch *phr* /hæv ˈlʌntʃ/	_____	I always have lunch at 12.30.
hungry 🔑 *adj* /ˈhʌŋgri/	_____	I am always hungry during the day.
idea 🔑 *n* /aɪˈdɪə/	_____	We sometimes have different ideas.
journey 🔑 *n* /ˈdʒɜːni/	_____	How was your journey?
lab 🔑 *n* /læb/	_____	He works in the lab every afternoon.
late 🔑 *adj* /leɪt/	_____	My sister never waits for people who are late.
listen 🔑 *v* /ˈlɪsn/	_____	Gregorja listens to pop and classical music.
meeting 🔑 *n* /ˈmiːtɪŋ/	_____	I'd like to talk to you before the meeting tomorrow.
noisy 🔑 *adj* /ˈnɔɪzi/	_____	City life is sometimes noisy.
outside 🔑 *prep* /aʊtˈsaɪd/	_____	I often have lunch outside a café or a restaurant.

Name _____

A2 **Wordlist** Unit 2

Navigate

pay 🔑 *v* /peɪ/	_____	Do you pay for tea and coffee at work?
penguin *n* /'peŋgwɪn/	_____	Melanie Szabo studies penguins.
perfect 🔑 *adj* /'pɜːfɪkt/	_____	His English is perfect.
physics 🔑 *n* /'fɪzɪks/	_____	In the mornings, we study things like physics.
plan 🔑 *n* /plæn/	_____	Thanks, but I'm afraid I have plans for tonight.
professor 🔑 *n* /prə'fesə(r)/	_____	Melanie Szabo is a professor.
public transport 🔑 *n* /ˌpʌblɪk 'trænspɔːt/	_____	What time does public transport stop?
quarter past 🔑 *phr* /'kwɔːtə pɑːst/	_____	He stops for a break in the morning at quarter past ten.
quarter to 🔑 *phr* /'kwɔːtə tə/	_____	She goes to morning classes at quarter to nine.
read 🔑 *v* /riːd/	_____	In my free time I like to listen to music or read a book.
reply 🔑 *n* /rɪ'plaɪ/	_____	Do we have a reply from them?
rise 🔑 *v* /raɪz/	_____	The sun rises at about half past five in the morning.
sandwich *n* /'sænwɪtʃ/	_____	We buy sandwiches at lunchtime.
scientific 🔑 *adj* /'saɪən'tɪfɪk/	_____	Bird Island is an important scientific research centre.
scientist 🔑 *n* /'saɪəntɪst/	_____	Every year lots of scientists visit the island.
seal 🔑 *n* /siːl/	_____	Sven Olafsson studies seals.
shop 🔑 *n* /ʃɒp/	_____	The shops open at half past eight in the morning.
shower 🔑 *n* /'ʃaʊə(r)/	_____	I sometimes have a shower in the morning.
sickness *n* /'sɪknəs/	_____	They often have space sickness.
sleeping bag *n* /'sliːpɪŋ bæg/	_____	They don't sleep in a bed – they sleep in special sleeping bags.
soup 🔑 *n* /suːp/	_____	They do very good Korean soup there.
space 🔑 *n* /speɪs/	_____	Some astronauts stay in space for over a year at a time.
spacesuit *n* /'speɪssuːt/	_____	Astronauts only need a spacesuit when they go on a space walk.
start 🔑 *v* /stɑːt/	_____	School starts at eight o'clock in the morning.
stop *v* /stɒp/	_____	Public transport usually stops at 11 o'clock at night.
student card *n* /'stjuːdnt kɑːd/	_____	They need to show their student card.
think (about) *v* /'θɪŋk/	_____	When he's alone, he thinks about his friends and family.
tired 🔑 *adj* /'taɪəd/	_____	Many of us feel tired during the day.
title 🔑 *n* /'taɪtl/	_____	Titles and names can tell us a lot about people.
toast *n* /təʊst/	_____	They usually have toast for breakfast.
trainee *n* /ˌtreɪ'niː/	_____	Sanaa Diya is a trainee astronaut at the European Astronaut Centre in Cologne.
volcano *n* /vɒl'keɪnəʊ/	_____	He arrives at a volcano at 7 o'clock.
wait 🔑 *v* /weɪt/	_____	Do people often wait for buses and trains in your city?
wake up 🔑 *phr v* /weɪk 'ʌp/	_____	I try to wake up early, but it's difficult.
wall 🔑 *n* /wɔːl/	_____	The sleeping bags are on the walls.
watch a film 🔑 *phr* /ˌwɒtʃ ə 'fɪlm/	_____	We don't often watch a film in the evening.
watch TV 🔑 *phr* /ˌwɒtʃ tiː viː/	_____	In the evening I usually watch TV.
work *v* /wɜː(r)k/	_____	Sven never works alone.
zoology *n* /zu'ɒlədʒi/	_____	She is a professor of zoology.

Name _____

A2 **Wordlist** Unit 3

Navigate

Here is a list of useful or new words from Unit 3 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

address 🔑 *n* /əˈdres/	_____	Write down your address and phone number.
administrator *n* /ədˈmɪnɪstreɪtə(r)/	_____	Just tell the administrator before you leave.
again 🔑 *adv* /əˈgen/	_____	Say that again, please.
airline *n* /ˈeəlaɪn/	_____	My brother flies planes for a Japanese airline.
answer 🔑 *n* /ˈɑːnsə(r)/	_____	What's the answer to this question?
author 🔑 *n* /ˈɔːθə(r)/	_____	His brother's an author. He's writing a book at the moment.
baker *n* /ˈbeɪkə(r)/	_____	His father's a baker.
beginner *n* /bɪˈgɪnə(r)/	_____	It's difficult for a beginner to understand very much in a new language.
builder *n* /ˈbɪldə(r)/	_____	My brother's a builder.
bus driver *n* /ˈbʌs ˌdraɪvə(r)/	_____	My brother drives buses in the city. He's a bus driver.
businessman 🔑 *n* /ˈbɪznəsmæn/	_____	He has his own company. He's a businessman.
businesswoman 🔑 *n* /ˈbɪznəswʊmən/	_____	She has her own company. She's a businesswoman.
calm 🔑 *adj* /kɑːm/	_____	He's a very calm person.
chef *n* /ʃef/	_____	Daniela cooks food in a restaurant. She's a chef.
cleaner *n* /ˈkliːnə(r)/	_____	My cousin cleans offices and people's houses. She's a cleaner.
clever 🔑 *adj* /ˈklevə(r)/	_____	Your daughter's very clever.
colleague 🔑 *n* /ˈkɒliːg/	_____	He really enjoys his job because his colleagues are also his friends.
company 🔑 *n* /ˈkʌmpəni/	_____	He works for a company in the city.
dancer 🔑 *n* /ˈdɑːnsə(r)/	_____	She's a dancer.
dentist 🔑 *n* /ˈdentɪst/	_____	Sameeha cleans and fixes people's teeth. She's a dentist.
driver 🔑 *n* /ˈdraɪvə(r)/	_____	My brother's a really bad driver.
earn 🔑 *v* /ɜːn/	_____	She earns a lot of money.
factory 🔑 *n* /ˈfæktri/	_____	My father works in a factory.
farmer 🔑 *n* /ˈfɑːmə(r)/	_____	My uncle's a farmer.
fix 🔑 *v* /fɪks/	_____	My son fixes a lot of different machines. He's a mechanic.
forest 🔑 *n* /ˈfɒrɪst/	_____	I work in a big forest.
forget 🔑 *v* /fəˈget/	_____	Don't forget we're going to the cinema tomorrow.
hairdresser 🔑 *n* /ˈheədresə(r)/	_____	He washes hair, cuts it and dries it. He's a hairdresser.
important 🔑 *adj* /ɪmˈpɔːtnt/	_____	Which things do you think are most important in a job?
inside 🔑 *adv* /ˌɪnˈsaɪd/	_____	Do you work inside?
internet 🔑 *n* /ˈɪntənet/	_____	I used the internet to book my holiday.
journalist 🔑 *n* /ˈdʒɜːnəlɪst/	_____	Ekaterina writes for the newspaper. She's a journalist.
later 🔑 *adv* /ˈleɪtə(r)/	_____	I'll see you later.
lonely 🔑 *adj* /ˈləʊnli/	_____	Some people think mechanics, cleaners, farmers and artists have a lonely life.
lookout *n* /ˈlʊkaʊt/	_____	I am a 'fire lookout'.

Name _____

A2 **Wordlist** Unit 3

Navigate

lucky	*adj*	/ˈlʌki/	And who are these lucky people?
magazine	*n*	/ˌmægəˈziːn/	My mother is a journalist and she works for a fashion magazine.
manager	*n*	/ˈmænɪdʒə(r)/	She works in an office. She's a manager.
money	*n*	/ˈmʌni/	She makes a lot of money.
MP3 player	*n*	/ˌem piː ˈθriː ˌpleɪə(r)/	It's an MP3 player.
musician	*n*	/mjuˈzɪʃn/	My cousin sings and plays the guitar in a band. She's a musician.
nurse	*n*	/nɜːs/	She works in a hospital and helps sick people. She's a nurse.
office worker	*n*	/ˈɒfɪs ˌwɜːkə(r)/	They say that office workers are happy because they usually work as part of a team.
painter	*n*	/ˈpeɪntə(r)/	My uncle is a painter.
part-time	*adv*	/ˌpɑːt ˈtaɪm/	My grandmother works part-time as a cleaner.
photographer	*n*	/fəˈtɒgrəfə(r)/	Manu takes pictures with his camera. He's a photographer.
piano	*n*	/piˈænəʊ/	I play the piano at a cinema in town.
pilot	*n*	/ˈpaɪlət/	My brother flies planes. He's a pilot.
place of work	*n*	/ˌpleɪs əv ˈwɜːk/	I think your place of work is very important.
police officer	*n*	/pəˈliːs ˌɒfɪsə(r)/	Serena catches criminals and makes people feel safe. She's a police officer.
retired	*adj*	/rɪˈtaɪəd/	My parents are both retired.
salary	*n*	/ˈsæləri/	His salary is really good. He earns a lot of money.
silent	*adj*	/ˈsaɪlənt/	At my cinema, they have a lot of old, silent movies, so they need someone to play music.
singer	*n*	/ˈsɪŋə(r)/	She's a singer in a band.
student	*n*	/ˈstjuːdnt/	She studies at university. She's a student.
teacher	*n*	/ˈtiːtʃə(r)/	My sister's a teacher.
ticket	*n*	/ˈtɪkɪt/	I work in a cinema in town, but I don't sell tickets.
tower	*n*	/ˈtaʊə(r)/	I work in a very high tower so I can see very far.
uniform	*n*	/ˈjuːnɪfɔːm/	She hates the uniform that police officers wear.
unusual	*adj*	/ʌnˈjuːʒuəl/	Do you have an unusual job?
well-paid	*adj*	/wel ˈpeɪd/	He's very well-paid.
winner	*n*	/ˈwɪnə(r)/	You win. You're the winner.
work freelance	*phr*	/wɜːk ˈfriːlɑːns/	I don't have a boss because I work freelance.
work long hours	*phr*	/ wɜːk lɒŋ ˈaʊəz/	Do you work long hours?
writer	*n*	/ˈraɪtə(r)/	My cousin is a famous writer.

Name _____

A2 **Wordlist** Unit 4

Navigate

Here is a list of useful or new words from Unit 4 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

above 🔑 *prep* /əˈbʌv/	_____	My bed is above the kitchen.
airport 🔑 *n* /ˈeəpɔːt/	_____	The roads to Coober Pedy are good and there's an airport.
armchair *n* /ˈɑːmtʃeə(r)/	_____	There's an armchair in the living room.
bank 🔑 *n* /bæŋk/	_____	Where's the bank?
bathroom 🔑 *n* /ˈbɑːθruːm/	_____	There's a small bathroom in my flat.
bed 🔑 *n* /bed/	_____	There's a small table next to my bed.
bedroom 🔑 *n* /ˈbedruːm/	_____	In my house, there are three bedrooms.
behind 🔑 *prep* /bɪˈhaɪnd/	_____	The East River is behind the building.
between 🔑 *prep* /bɪˈtwiːn/	_____	My flat's on the fourth floor of a building between Delancey Street and Grand Street.
big 🔑 *adj* /bɪg/	_____	I need a big desk to work on.
booking form 🔑 *n* /ˈbʊkɪŋ fɔːm/	_____	Bring the booking form with you.
bookshop *n* /ˈbʊkʃɒp/	_____	There's a bookshop opposite my flat.
building 🔑 *n* /ˈbɪldɪŋ/	_____	It's a modern building.
campsite *n* /ˈkæmpsaɪt/	_____	There are four or five hotels and there's also a campsite.
capital 🔑 *n* /ˈkæpɪtl/	_____	Coober Pedy is the opal capital of the world.
carpet 🔑 *n* /ˈkɑːpɪt/	_____	There's a red carpet on the floor.
cheap 🔑 *adj* /tʃiːp/	_____	My flat's in a cheap part of town.
chemist 🔑 *n* /ˈkemɪst/	_____	Is there a chemist near hear?
cinema 🔑 *n* /ˈsɪnəmə/	_____	There's a cinema near the hotel.
clean 🔑 *adj* /kliːn/	_____	I like to keep them very clean.
cooker 🔑 *n* /ˈkʊkə(r)/	_____	In the kitchen there's a cooker.
dining room *n* /ˈdaɪnɪŋ ruːm/	_____	There's a dining room next to the kitchen.
dishwasher *n* /ˈdɪʃwɒʃə(r)/	_____	The dishwasher is under the sink.
easy 🔑 *adj* /ˈiːzi/	_____	It's easy to find a flat in my town.
expensive 🔑 *adj* /ɪkˈspensɪv/	_____	My computer is new and expensive.
fantastic *adj* /fænˈtæstɪk/	_____	The food is fantastic.
flat 🔑 *n* /flæt/	_____	I live in a flat.
fridge 🔑 *n* /frɪdʒ/	_____	The fridge is next to the sink.
furniture 🔑 *n* /ˈfɜːnɪtʃə(r)/	_____	My furniture is mostly old.
garage 🔑 *n* /ˈgærɑːʒ, ˈgærɪdʒ/	_____	There's a garage opposite my flat.
hairdresser's *n* /ˈheədresəz/	_____	In the hotel, there is a swimming pool, a hairdresser's and ninety-five bedrooms.
hospital 🔑 *n* /ˈhɒspɪtl/	_____	She works in a hospital.
housemate *n* /ˈhaʊsmeɪt/	_____	My housemates are very messy.
in front of *prep* /ˌɪn ˈfrʌnt əv/	_____	It's on the floor in front of the window.
instructions 🔑 *n pl* /ɪnˈstrʌkʃnz/	_____	Here are the instructions.
kitchen 🔑 *n* /ˈkɪtʃɪn/	_____	There's a small kitchen in my flat.
launderette *n* /lɔːnˈdret/	_____	I go to the launderette to wash my clothes.

Name _____

A2 **Wordlist** Unit 4

Navigate

lazy *adj* /ˈleɪzi/	_____	They are very lazy.
library *n* /ˈlaɪbrəri/	_____	Excuse me, where's the library?
light *adj* /laɪt/	_____	There are lots of windows, so it's very light.
living room *n* /ˈlɪvɪŋ ruːm/	_____	In my flat, there is a living room.
market *n* /ˈmɑːkɪt/	_____	It's behind the market.
messy *adj* /ˈmesi/	_____	I'm a messy worker.
mine *n* /maɪn/	_____	A lot of the people in Coober Pedy work in the opal mines.
museum *n* /mjuˈziːəm/	_____	There's a museum about the history of the town.
next to *prep* /ˈnekst tuː, tə/	_____	It's next to a restaurant.
old *adj* /əʊld/	_____	I live in an old town.
old-fashioned *adj* /ˌəʊːld ˈfæʃnd/	_____	My house is very old-fashioned.
on *prep* /ɒn/	_____	My bed is on a shelf.
opal *n* /ˈəʊpl/	_____	Near Coober Pedy, there are opals under the ground.
opposite *prep* /ˈɒpəzɪt/	_____	The building is opposite a 24-hour garage.
organized *adj* /ˈɔːgənaɪzd/	_____	I work from home, so I keep everything tidy and organized.
palace *n* /ˈpæləs/	_____	It's next to the palace.
passport *n* /ˈpɑːspɔːt/	_____	You usually need your passport to travel from here.
post office *n* /ˈpəʊst ˌɒfɪs/	_____	Where's the post office?
railway station *n* /ˈreɪlweɪ ˌsteɪʃn/	_____	There isn't a railway station.
scarf *n* /skɑːf/	_____	Take a hat or scarf to wear on your head.
shelf *n* /ʃelf/	_____	My bed is on a shelf above the kitchen.
sink *n* /sɪŋk/	_____	In the kitchen, there's a sink.
studio flat *n* /ˈstjuːdiəʊ flæt/	_____	I live in a studio flat.
swimming pool *n* /ˈswɪmɪŋ puːl/	_____	There's an underground swimming pool.
table *n* /ˈteɪbl/	_____	There's a table next to the armchair.
temple *n* /ˈtempl/	_____	Please don't take photographs inside the temple.
terrible *adj* /ˈterəbl/	_____	It's a terrible restaurant.
theatre *n* /ˈθɪətə(r)/	_____	Is there a theatre in Coober Pedy?
tidy *adj* /ˈtaɪdi/	_____	Are you a tidy person?
toilet *n* /ˈtɔɪlət/	_____	There's a toilet next to the bedroom.
tour *n* /tɔː(r)/	_____	These are the instructions for tomorrow's tour.
tourist *n* /ˈɔːrɪst/	_____	There aren't any tourists there.
tourist information centre *n* /ˌtɔːrɪst ˌɪnfəˈmeɪʃn ˌsentə(r)/	_____	There's a big tourist information centre.
town *n* /taʊn/	_____	There are some nice restaurants in the town centre.
travel *v* /ˈtrævl/	_____	You need a passport to travel there.
ugly *adj* /ˈʌgli/	_____	It's an ugly building.
under *prep* /ˈʌndə(r)/	_____	The toilet and shower are under the shelf.
underground *adj* /ˌʌndəˈgraʊnd/	_____	Are there any underground buildings we can visit?
visit *v* /ˈvɪzɪt/	_____	So can people visit the place?
washing machine *n* /ˈwɒʃɪŋ məˌʃiːn/	_____	There isn't a washing machine in my flat.
window *n* /ˈwɪndəʊ/	_____	There's a table under the window.

Name _____

A2 **Wordlist** Unit 5

Navigate

Here is a list of useful or new words from Unit 5 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

baker's *n* /'beɪkəz/	_____	I buy bread from the baker's.
boring 🔑 *adj* /'bɔːrɪŋ/	_____	I don't like shopping. It's boring.
butcher's *n* /'bʊtʃəz/	_____	I buy meat from the butcher's.
button 🔑 *n* /'bʌtn/	_____	I choose a pair, press a button and the mirror shows me wearing them.
careful 🔑 *adj* /'keəfl/	_____	Be careful!
carefully 🔑 *adv* /'keəfəli/	_____	I try to spend my money carefully.
cash 🔑 *n* /kæʃ/	_____	I pay for things with cash.
changing room *n* /'tʃeɪndʒɪŋ ruːm/	_____	The changing rooms are on the right.
clear 🔑 *adj* /klɪə(r)/	_____	The water is very clear.
clearly 🔑 *adv* /'klɪəli/	_____	I can't read that sign clearly.
coat 🔑 *n* /kəʊt/	_____	She's wearing a coat and has a big scarf round her neck.
correct 🔑 *adj* /kə'rekt/	_____	I got all the answers correct.
correctly *adv* /kə'rektli/	_____	Maria answers every question correctly.
dangerously *adv* /'deɪndʒərəsli/	_____	You're driving dangerously.
designer shoes *n pl* /dɪˌzaɪnə 'ʃuːz/	_____	She is also wearing designer shoes.
disappointed 🔑 *adj* /ˌdɪsə'pɔɪntɪd/	_____	I'm very disappointed with this product.
dress 🔑 *n* /dres/	_____	She is wearing a blue dress.
gloves 🔑 *n pl* /glʌvz/	_____	She has a hat on her head and gloves on her hands.
good 🔑 *adj* /gʊd/	_____	He's very good at languages.
great 🔑 *adj* /greɪt/	_____	It's great value.
hat 🔑 *n* /hæt/	_____	She is wearing a hat.
heavy 🔑 *adj* /'hevi/	_____	It's big and very heavy.
hoodie *n* /'hʊdi/	_____	She is wearing a hoodie.
information 🔑 *n* /ˌɪnfə'meɪʃn/	_____	Customers can't ask for information like they could in the past.
jacket 🔑 *n* /'dʒækɪt/	_____	I am wearing a blue jacket today.
jeans 🔑 *n pl* /dʒiːnz/	_____	Leila is wearing jeans.
jewellery 🔑 *n* /'dʒuːəlri/	_____	She is wearing gold jewellery.
meat 🔑 *n* /miːt/	_____	Where do you buy meat from?
newsagent's *n* /'njuːzeɪdʒənts/	_____	I buy magazines and newspapers from the newsagent's.
online *adv* /ɒn'laɪn/	_____	I do a lot of my shopping online.
poor 🔑 *adj* /pɔː(r)/	_____	It's very poor value.
postcard *n* /'pəʊstkɑːd/	_____	The first vending machines were in London in the 1880s and they sold postcards.
quiet 🔑 *adj* /'kwaɪət/	_____	She's very quiet.
quietly *adv* /'kwaɪətli/	_____	Why are you talking so quietly?
rainwater *n* /'reɪnwɔːtə(r)/	_____	Can you buy a bottle of rainwater for $11 these days?
reading glasses *n pl* /'riːdɪŋ ˌglɑːsɪz/	_____	She is wearing her reading glasses.

Name _____

A2 **Wordlist** Unit 5

Navigate

receipt *n* /rɪ'siːt/	_____	Would you like a receipt?
recommend *v* /ˌrekə'mend/	_____	I recommend it to everyone.
relax *v* /rɪ'læks/	_____	Leila and Mike are relaxing at home.
return *v* /rɪ'tɜːn/	_____	When I buy something I don't like, I return it to the shop.
sales *n pl* /seɪlz/	_____	I stand outside and wait for the shops to open on the first day of the sales.
serious *adj* /'sɪəriəs/	_____	It can make you look serious and important.
shopping centre *n* /'ʃɒpɪŋ ˌsentə(r)/	_____	I buy things from a shopping centre. I prefer them to small shops.
shorts *n pl* /ʃɔːts/	_____	Mike is wearing shorts.
simple *adj* /'sɪmpl/	_____	I enjoy a simple life.
skirt *n* /skɜːt/	_____	Anita is wearing a skirt and top.
slow *adj* /sləʊ/	_____	Why is this train so slow?
slowly *adv* /'sləʊli/	_____	The train is moving very slowly.
socks *n pl* /sɒks/	_____	He is wearing socks.
spend *v* /spend/	_____	I spend a lot of money at the weekends.
strong *adj* /strɒŋ/	_____	You are probably a strong person and you always try hard at everything you do.
suit *n* /suːt/	_____	Paul is wearing a suit.
tie *n* /taɪ/	_____	I am wearing a tie.
trainers *n pl* /'treɪnəz/	_____	He is wearing trainers.
trousers *n pl* /'traʊzəz/	_____	The trousers are the same colour as the jacket.
T-shirt *n* /'tiː ʃɜːt/	_____	Mike is wearing shorts and a T-shirt.
umbrella *n* /ʌm'brelə/	_____	She's carrying an umbrella.
value *n* /'væljuː/	_____	It's great value.
vending machine *n* /'vendɪŋ məˌʃiːn/	_____	Can you buy eggs from a vending machine?
virtual *adj* /'vɜːtʃuəl/	_____	I'm here today to try the 'virtual mirror'.
wedding *n* /'wedɪŋ/	_____	She is at a wedding.
well *adv* /wel/	_____	She writes well.
worth *adj* /wɜːθ/	_____	It's definitely not worth the money.

Name _____

A2 **Wordlist** Unit 6

Navigate

Here is a list of useful or new words from Unit 6 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

a bit *phr* /ə ˈbɪt/	_____	As you get closer, you notice something a bit unusual.
believe 🔑 *v* /bɪˈliːv/	_____	They decided to make metal snakes and use them as money. They believed their snake money helped them to stay safe.
bobsleigh *n* /ˈbɒbsleɪ/	_____	People were surprised to see a bobsleigh team from Jamaica.
call 🔑 *v* /kɔːl/	_____	His boss called the owner of the bag.
change 🔑 *v* /tʃeɪndʒ/	_____	That all changed in the 1990s.
classroom 🔑 *n* /ˈklɑːsruːm/	_____	The classroom is cold today.
collect 🔑 *v* /kəˈlekt/	_____	The owner was very happy when he collected his lost money.
copy 🔑 *v* /ˈkɒpi/	_____	She copied him.
decide 🔑 *v* /dɪˈsaɪd/	_____	Bernardo Paz decided to use the space for something very different.
fashion designer *n* /ˈfæʃn dɪˌzaɪnə(r)/	_____	She decided to become a fashion designer.
finish 🔑 *v* /ˈfɪnɪʃ/	_____	He finished work at 2 a.m.
founder *n* /ˈfaʊndə(r)/	_____	He was the founder of Sony.
ice skater *n* /ˈaɪs ˌskeɪtə(r)/	_____	When she was younger she was a very good ice skater.
interesting 🔑 *adj* /ˈɪntrəstɪŋ/	_____	The sculptures were very interesting.
label 🔑 *n* /ˈleɪbl/	_____	She has her own fashion label.
like 🔑 *v* /laɪk/	_____	The Ancient Egyptians liked wearing their money on their fingers as rings.
live 🔑 *v* /lɪv/	_____	The Lobi people of Ancient Ghana in Africa lived as farmers.
look 🔑 *v* /lʊk/	_____	When he looked between the seats, he noticed a bag.
love 🔑 *v* /lʌv/	_____	They loved it.
modern art *n* /ˌmɒdn ˈɑːt/	_____	Modern art is really boring.
move 🔑 *v* /muːv/	_____	When was the last time you moved house?
naughty *adj* /ˈnɔːti/	_____	My son was very naughty.
notice 🔑 *v* /ˈnəʊtɪs/	_____	He noticed a bag between the seats.
open 🔑 *v* /ˈəʊpən/	_____	She opened the window.
play 🔑 *v* /pleɪ/	_____	I played football when I was a child.
popular 🔑 *adj* /ˈpɒpjələ(r)/	_____	They were very popular with the people watching because they tried so hard.
post 🔑 *v* /pəʊst/	_____	When was the last time you posted a letter?
prepare 🔑 *v* /prɪˈpeə(r)/	_____	When was the last time you prepared a meal?
product 🔑 *n* /ˈprɒdʌkt/	_____	Their first product was an electric rice cooker.
quite 🔑 *adv* /kwaɪt/	_____	It is quite far from the usual tourist spots of Brazil.
really 🔑 *adv* /ˈriːəli/	_____	It is really important for the local area.
receive 🔑 *v* /rɪˈsiːv/	_____	When was the last time you received an email?
return 🔑 *v* /rɪˈtɜːn/	_____	He returned the money to his boss.
sculpture *n* /ˈskʌlptʃə(r)/	_____	I thought the sculptures in the park were a bit boring.

Name _____

A2 **Wordlist** Unit 6

Navigate

shout *v* /ʃaʊt/	_____	When was the last time you shouted at someone?
start *v* /stɑːt/	_____	He started to clean his cab.
study *v* /'stʌdi/	_____	He studied for his exams yesterday.
successful *adj* /sək'sesfl/	_____	Today, she is very successful.
talk *v* /tɔːk/	_____	They talked a lot about the football match.
thank *v* /θæŋk/	_____	He thanked Adam and gave him $2,000.
use *v* /juːz/	_____	In the end, I used my ordinary shoes.
very *adv* /'veri/	_____	Bernardo Paz decided to use the space for something very different.
want *v* /wɒnt/	_____	We wanted it.
watch *v* /wɒtʃ/	_____	She watched them playing tennis.

Name _____

A2 **Wordlist** Unit 7

Navigate

Here is a list of useful or new words from Unit 7 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (O) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

app *n* /æp/	_____	I watched a programme about apps.
athletics *n* /æθ'letɪks/	_____	When he was a young boy, Usain Bolt did athletics all the time.
ban O *v* /bæn/	_____	He banned smoking in public places.
basketball *n* /'bɑːskɪtbɔːl/	_____	I play basketball with my friends.
borrow O *v* /'bɒrəʊ/	_____	I forgot my pen, so I borrowed one from my classmate.
bring O *v* /brɪŋ/	_____	Can you bring me my glasses?
bucket *n* /'bʌkɪt/	_____	He put his hand in a bucket of ice.
come O *v* /kʌm/	_____	Why don't you come to my house for dinner tomorrow?
cycle O *v* /'saɪkl/	_____	I usually cycle to work.
do O *v* /duː/	_____	Do an hour of exercise each day.
drink O *v* /drɪŋk/	_____	Drink eight glasses of water a day.
eat O *v* /iːt/	_____	Eat lots of fruit and vegetables.
fit O *adj* /fɪt/	_____	I cycle every day to keep fit.
football O *n* /'fʊtbɔːl/	_____	They're playing football in the park.
gadget *n* /'gædʒɪt/	_____	The programme was about apps and gadgets that check our health and daily exercise.
go fishing *phr* /gəʊ 'fɪʃɪŋ/	_____	I like to go fishing with my uncle.
gym *n* /dʒɪm/	_____	How often do you go to the gym?
habit O *n* /'hæbɪt/	_____	Bloomberg tried to change their habits.
healthy O *adj* /'helθi/	_____	Michael Bloomberg wanted the people of New York to be healthy.
hero O *n* /'hɪərəʊ/	_____	They want to be like their heroes.
jog *v* /dʒɒg/	_____	I jog every morning.
judo *n* /'dʒuːdəʊ/	_____	We do judo every Wednesday after work.
learn O *v* /lɜːn/	_____	I do sport to learn something new.
lend O *v* /lend/	_____	Can you lend me £10?
lift O *n* /lɪft/	_____	He told them he always took the stairs, not the lift.
lightning *n* /'laɪtnɪŋ/	_____	Lightning didn't hit him, but there was lightning in the sky.
local O *adj* /'ləʊkl/	_____	He played for his local team.
lose O *v* /luːz/	_____	I go swimming to lose weight.
marathon *n* /'mærəθən/	_____	He ran the Toronto marathon and became the first person aged 100 years old to finish a marathon.
mayor O *n* /meə(r)/	_____	In 2002, New York City chose a new mayor.
opinion O *n* /ə'pɪnjən/	_____	What's your opinion, Jan?
paper clip O *n* /'peɪpə klɪp/	_____	The first group took more paper clips.
physical O *adj* /'fɪzɪkl/	_____	Do physical jobs around the house.
progress O *n* /'prəʊgres/	_____	They met again to talk about their progress.
reduce O *v* /rɪ'djuːs/	_____	He also tried to reduce the size of sweet drinks.

Name _____

A2 **Wordlist** Unit 7

Navigate

research 🔑 *n* /rɪ'sɜːtʃ/	_____	New research shows that video gamers don't live in the real world.
ride 🔑 *v* /raɪd/	_____	Ride a bicycle.
routine 🔑 *n* /ruː'tiːn/	_____	New gadgets and technology can help us change our routine and get more healthy.
run 🔑 *v* /rʌn/	_____	Fauja didn't run marathons when he was young.
sleep 🔑 *v* /sliːp/	_____	Sleep seven to eight hours a night.
studio 🔑 *n* /'stjuːdiəʊ/	_____	Jan Hamilton and Sara White, two local parents, are in the studio with me to discuss this.
subtitle *n* /'sʌbtaɪtl/	_____	How often do you watch films in English without reading the subtitles?
swim 🔑 *v* /swɪm/	_____	I swim every Saturday morning.
take 🔑 *v* /teɪk/	_____	Take the stairs, not the lift.
tennis *n* /'tenɪs/	_____	People play tennis in my local park.
thunderstorm *n* /'θʌndəstɔːm/	_____	There was a thunderstorm during the 100m World Championship final in 2013.
violent 🔑 *adj* /'vaɪələnt/	_____	Some video games aren't OK for children because they're very violent.
walk 🔑 *v* /wɔːk/	_____	Walk to work.
win 🔑 *v* /wɪn/	_____	She always wins when she plays tennis.
yoga *n* /'jəʊgə/	_____	I do yoga every Thursday morning.

Name _____

A2 **Wordlist** Unit 8

Navigate

Here is a list of useful or new words from Unit 8 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

air-conditioned *adj* /ˈeə kənˌdɪʃnd/	_____	Air-conditioned taxis are a comfortable way to travel.
amazing 🔑 *adj* /əˈmeɪzɪŋ/	_____	India is amazing!
apartment 🔑 *n* /əˈpɑːtmənt/	_____	Do you prefer to stay in a hotel or rent an apartment?
art gallery *n* /ˈɑːt ˌgæləri/	_____	I enjoy visiting all the art galleries and museums.
bike 🔑 *n* /baɪk/	_____	I go to work by bike. It's great exercise.
bus 🔑 *n* /bʌs/	_____	I get the bus to work.
car 🔑 *n* /kɑː(r)/	_____	I go to work by car and it takes about an hour.
city break *n* /ˈsɪti ˌbreɪk/	_____	I prefer going on a city break.
colourful *adj* /ˈkʌləfl/	_____	Everywhere is really colourful and interesting.
countryside 🔑 *n* /ˈkʌntrisaɪd/	_____	Do you like staying in the countryside?
culture 🔑 *n* /ˈkʌltʃə(r)/	_____	For me, holidays are about culture.
dinner 🔑 *n* /ˈdɪnə(r)/	_____	Who do you usually have dinner with?
employee 🔑 *n* /ɪmˈplɔɪiː/	_____	Indian railways have about a million employees.
environment 🔑 *n* /ɪnˈvaɪrənmənt/	_____	Cyclos are a fun way to get around and they're good for the environment.
get 🔑 *v* /get/	_____	How often do you get a taxi to go somewhere?
get around *phr v* /get əˈraʊnd/	_____	How do you usually get around town?
group 🔑 *n* /gruːp/	_____	I like going on holiday with a group of friends.
guest house *n* /ˈgest haʊs/	_____	We usually stay in a guest house.
guide 🔑 *n* /gaɪd/	_____	Sometimes I go on a tour with a guide, because it's a great way to learn about a place.
helmet *n* /ˈhelmɪt/	_____	Your driver has to give you a helmet and you have to wear it.
hold 🔑 *v* /həʊld/	_____	You should hold the driver so you don't fall off!
lie 🔑 *v* /laɪ/	_____	Do you like lying on the beach?
map 🔑 *n* /mæp/	_____	Do you usually take a map or do you get lost?
miss 🔑 *v* /mɪs/	_____	Did you miss your bus?
mountain 🔑 *n* /ˈmaʊntən/	_____	We prefer to stay in the mountains.
passenger 🔑 *n* /ˈpæsɪndʒə(r)/	_____	25 million passengers travel on 11,000 trains every day in India.
platform 🔑 *n* /ˈplætfɔːm/	_____	Which platform does it leave from?
queue *n* /kjuː/	_____	You have to stand in a queue.
railway 🔑 *n* /ˈreɪlweɪ/	_____	What can you tell me about Indian railways?
rainforest *n* /ˈreɪnfɒrɪst/	_____	The ruins are in the middle of a rainforest and they're really beautiful.
rent 🔑 *v* /rent/	_____	I normally rent an apartment by the sea.
return 🔑 *n* /rɪˈtɜːn/	_____	Would you like a single or return?
ruins 🔑 *n pl* /ˈruːɪnz/	_____	My favourite thing was the ruins of a Mayan city in Tikal.
seat belt *n* /ˈsiːt belt/	_____	You don't have to wear a seat belt for the whole journey on a plane.

Name _____

A2 **Wordlist** Unit 8

Navigate

sightseeing *n* /ˈsaɪtsiːɪŋ/	_____	We don't go sightseeing.
single *n* /ˈsɪŋgl/	_____	Just a single, please.
street life *n* /ˈstriːt laɪf/	_____	We think it's the best way to see the street life of the city.
sunrise *n* /ˈsʌnraɪz/	_____	I climbed to the top of a temple at sunrise.
taxi *n* /ˈtæksi/	_____	Sometimes I miss my train, so I have to get a taxi.
text message *n* /ˈtekst ˌmesɪdʒ/	_____	How many text messages do you get?
tip *n* /tɪp/	_____	You don't have to leave a tip in restaurants.
tradition *n* /trəˈdɪʃn/	_____	I don't know why they do it, it's just a tradition.
train *n* /treɪn/	_____	Sometimes I get up late and I miss my train.
trek *v* /trek/	_____	We like to trek in the mountains.

Name _____

A2 **Wordlist** Unit 9

Navigate

Here is a list of useful or new words from Unit 9 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

bake 🔑 *v* /beɪk/	_____	Do you bake your own bread?
beef 🔑 *n* /biːf/	_____	I'd like some beef, please.
boil 🔑 *v* /bɔɪl/	_____	I always boil my vegetables.
bowl 🔑 *n* /bəʊl/	_____	Put all the ingredients into a bowl.
bread 🔑 *n* /bred/	_____	Not many people bake their own bread these days.
castle 🔑 *n* /ˈkɑːsl/	_____	Can you see the castle from here?
chicken 🔑 *n* /ˈtʃɪkɪn/	_____	Could I have the grilled chicken?
chop 🔑 *v* /tʃɒp/	_____	Can you chop the onions with this knife, please?
cube *n* /kjuːb/	_____	Can I have some beef cubes?
delicious *adj* /dɪˈlɪʃəs/	_____	That looks delicious, but what is it?
food processor *n* /ˈfuːd ˌprəʊsesə(r)/	_____	Put everything in the food processor for one minute to make the soup.
fork 🔑 *n* /fɔːk/	_____	There are knives and forks on the table.
fruit 🔑 *n* /fruːt/	_____	We both had fruit and yoghurt for breakfast this morning.
fry 🔑 *v* /fraɪ/	_____	For breakfast, I often fry bacon, eggs and mushrooms.
frying pan *n* /ˈfraɪɪŋ pæn/	_____	I have one frying pan and two saucepans.
honey *n* /ˈhʌni/	_____	I have honey and yoghurt for breakfast.
ingredient 🔑 *n* /ɪnˈgriːdiənt/	_____	Have you bought the ingredients for the meal?
jam 🔑 *n* /dʒæm/	_____	Do you have any jam?
kettle *n* /ˈketl/	_____	You boil water in a kettle to make tea.
knife 🔑 *n* /naɪf/	_____	You need a sharp knife to chop the onions.
lemon 🔑 *n* /ˈlemən/	_____	There are only 17 calories in a lemon.
lemonade *n* /ˌlemәˈneɪd/	_____	Can I have a bottle of lemonade?
main course *n* /ˈmeɪn kɔːs/	_____	Could I have the grilled chicken for the main course?
microwave *n* /ˈmaɪkrəweɪv/	_____	The most important thing in my kitchen is the microwave.
mix 🔑 *v* /mɪks/	_____	Mix all the ingredients together.
mushroom *n* /ˈmʌʃrʊm/	_____	Do you have any mushrooms?
noodles *n* /ˈnuːdlz/	_____	It comes with some noodles.
olive *n* /ˈɒlɪv/	_____	I'd like some olives instead, please.
oven 🔑 *n* /ˈʌvn/	_____	The oven is very hot.
pasta *n* /ˈpæstə/	_____	We can have pasta any day.
pear *n* /peə(r)/	_____	I'd like a pear.
plate 🔑 *n* /pleɪt/	_____	I have a beautiful old set of plates and bowls for when people come for dinner.
prepare 🔑 *v* /prɪˈpeə(r)/	_____	The average American family today spends just 27 minutes a day preparing meals.
ready-made *adj* /ˌredi ˈmeɪd/	_____	A lot of people buy ready-made meals.
rice 🔑 *n* /raɪs/	_____	We have some rice.

Name _____

A2 **Wordlist** Unit 9

Navigate

roast *v* /rəʊst/	_____	To roast meat, you need a very hot oven.
rooftop *adj* /ˈruːftɒp/	_____	There are wonderful views of the city from the rooftop restaurant.
salad 🔑 *n* /ˈsæləd/	_____	Can I have some salad with that as well, please?
saucepan *n* /ˈsɔːspən/	_____	I've got three saucepans in my kitchen.
secret 🔑 *n* /ˈsiːkrət/	_____	What is the secret to good health?
spoon 🔑 *n* /spuːn/	_____	Mix the water and flour together in a bowl with a spoon.
starter *n* /ˈstɑːtə(r)/	_____	Would you like a starter?
survey 🔑 *n* /ˈsɜːveɪ/	_____	According to a survey, 49% of 18–24-year-olds don't know how many minutes it takes to boil an egg!
sweet 🔑 *adj* /swiːt/	_____	This jam is very sweet.
sweetcorn *n* /ˈswiːtkɔːn/	_____	Can I have some sweetcorn?
takeaway food *n* /ˈteɪkəweɪ fuːd/	_____	When we buy takeaway food, we don't really think about what we're eating.
unhealthy *adj* /ʌnˈhelθi/	_____	That's an unhealthy meal.
vegetable 🔑 *n* /ˈvedʒtəbl/	_____	The chicken comes with vegetables or salad.
view 🔑 *n* /vjuː/	_____	There's a nice view of the castle.
wonderful 🔑 *adj* /ˈwʌndəfl/	_____	It has a wonderful menu.
yoghurt *n* /ˈjɒgət/	_____	I have yoghurt for breakfast.

Name _____

A2 **Wordlist** Unit 10

Navigate

Here is a list of useful or new words from Unit 10 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

accent 🔑 *n* /ˈæksent/	_____	She's got a really strong accent.
blow 🔑 *v* /bləʊ/	_____	The wind is blowing really hard.
busy *adj* /ˈbɪzi/	_____	The busiest airport of the three is Beijing, then Dubai and then Los Angeles.
camp 🔑 *n* /kæmp/	_____	You are going to walk 10km from the main camp.
climate 🔑 *n* /ˈklaɪmət/	_____	Siberia has a very cold climate.
close 🔑 *adj* /kləʊs/	_____	He's a close friend of mine.
cloudy *adj* /ˈklaʊdi/	_____	It's going to be cloudy this afternoon.
coast 🔑 *n* /kəʊst/	_____	There are some beautiful beaches near the west coast of Thailand.
compass *n* /ˈkʌmpəs/	_____	I think a map and compass are the most useful things.
crazy 🔑 *adj* /ˈkreɪzi/	_____	People do some crazy things!
deep 🔑 *adj* /diːp/	_____	Lake Baikal is more than 600 metres deep.
desert 🔑 *n* /ˈdezət/	_____	It's a cold desert because it's so far north and it sometimes snows there.
dry 🔑 *adj* /draɪ/	_____	It's dry this morning.
east 🔑 *n* /iːst/	_____	The east of the country is quite cold.
equipment 🔑 *n* /ɪˈkwɪpmənt/	_____	The runners have to carry their food and equipment.
first-aid kit *n* /fɜːst ˈeɪd kɪt/	_____	What happens if we need the first-aid kit?
foggy *adj* /ˈfɒgi/	_____	It's cold and foggy.
freeze 🔑 *v* /friːz/	_____	It's so cold. We're going to freeze if we go outside.
freezing *adj* /ˈfriːzɪŋ/	_____	It's freezing here today.
hard worker *n* /hɑːd ˈwɜːkə(r)/	_____	He's a really hard worker.
high 🔑 *adj* /haɪ/	_____	Did you have a high score in your last test?
hot 🔑 *adj* /hɒt/	_____	It's the hottest time of the year.
icy *adj* /ˈaɪsi/	_____	The roads are very icy.
island 🔑 *n* /ˈaɪlənd/	_____	The Andaman Sea has some very beautiful tropical islands and white sandy beaches near the west coast of Thailand.
jungle *n* /ˈdʒʌŋgl/	_____	The Amazon jungle is the biggest area of rainforest in the world.
lake 🔑 *n* /leɪk/	_____	It's the biggest and deepest lake in the world.
large 🔑 *adj* /ˈlɑːdʒ/	_____	Mount Kilimanjaro is one of the largest volcanoes in the world.
lighter *n* /ˈlaɪtə(r)/	_____	I think a lighter is more important than a stove.
low 🔑 *adj* /ləʊ/	_____	Which jobs usually have the lowest salaries?
mild 🔑 *adj* /maɪld/	_____	They have mild weather on the island.
north 🔑 *n* /nɔːθ/	_____	There are more mountains in the north.
oasis *n* /əʊˈeɪsɪs/	_____	Al Hasa is the largest oasis in Saudi Arabia.
rain 🔑 *n* /reɪn/	_____	It's cloudy this morning but dry, so we don't expect any rain.
rainy *adj* /ˈreɪni/	_____	It's cloudy and rainy here today.

Name _____

A2 **Wordlist** Unit 10

Navigate

river 🔑 *n* /'rɪvə(r)/	_____	Which river is the longest in the world?
sandy *adj* /'sændi/	_____	There are lots of beautiful sandy beaches on the coast.
score 🔑 *n* /skɔː(r)/	_____	He got a low score in the test.
shine 🔑 *v* /ʃaɪn/	_____	The sun is going to shine all afternoon.
sleeper *n* /'sliːpə(r)/	_____	He's a light sleeper.
snow 🔑 *n* /snəʊ/	_____	There was a lot of snow last night.
snowy *adj* /'snəʊi/	_____	It's cold and snowy here this morning.
south 🔑 *n* /saʊθ/	_____	The best beaches are in the south.
storm 🔑 *n* /stɔːm/	_____	There was a big storm.
stove 🔑 *n* /stəʊv/	_____	I think we should take one stove instead of three.
sunny *adj* /'sʌni/	_____	By the afternoon, it's going to be warm and sunny but not really hot.
survival *n* /sə'vaɪvl/	_____	The survival camp is in the rainforest next to the river.
survive 🔑 *v* /sə'vaɪv/	_____	You need to survive for three days and two nights and find your way back to the main camp.
temperature 🔑 *n* /'temprətʃə(r)/	_____	By the afternoon, it's going to be warm and sunny but not really hot, with temperatures of around 20 degrees Celsius.
tent 🔑 *n* /tent/	_____	You can take a tent and a sleeping bag.
thunder *n* /'θʌndə(r)/	_____	There was a big storm last night with very loud thunder.
torch *n* /tɔːtʃ/	_____	I'm going to take a torch to see in the dark.
traffic 🔑 *n* /'træfɪk/	_____	Is there usually heavy traffic on the way to this class?
tropical 🔑 *adj* /'trɒpɪkl/	_____	There are some beautiful tropical islands there.
warm 🔑 *adj* /wɔːm/	_____	It's going to be warm this afternoon.
waterfall *n* /'wɔːtəfɔːl/	_____	It's a very big waterfall on the Zambezi River.
weather 🔑 *n* /'weðə(r)/	_____	The forecast is for mild weather tomorrow.
weather forecast *n* /'weðə ˌfɔːkɑːst/	_____	Did you hear the weather forecast this morning?
west 🔑 *n* /west/	_____	We're going to the countryside in the west.
wet 🔑 *adj* /wet/	_____	It's going to be wet this afternoon.
windy *adj* /'wɪndi/	_____	It was really windy.
worker 🔑 *n* /'wɜːkə(r)/	_____	Martha's a hard worker. She works very long hours.

Name _____

A2 **Wordlist** Unit 11

Navigate

Here is a list of useful or new words from Unit 11 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

annually 🔑 *adv* /ˈænjuəli/	_____	It's better to visit your dentist every six months than to go annually.
award 🔑 *v* /əˈwɔːd/	_____	The writers believe it is wrong to award the prize to one person.
awful 🔑 *adj* /ˈɔːfl/	_____	It's really awful. I failed my driving test.
bark *v* /bɑːk/	_____	My neighbour's dog barks very loudly.
brilliant 🔑 *adj* /ˈbrɪliənt/	_____	He was a brilliant scientist.
celebrate 🔑 *v* /ˈselɪbreɪt/	_____	People are telling us how they're going to celebrate the day.
charity 🔑 *n* /ˈtʃærəti/	_____	Give the money to charity.
coach 🔑 *n* /kəʊtʃ/	_____	The coach helps them with their game.
common 🔑 *adj* /ˈkɒmən/	_____	In the past, it was common for a really brilliant scientist like Isaac Newton to work alone.
community 🔑 *n* /kəˈmjuːnəti/	_____	Now it's your turn in your community.
constantly 🔑 *adv* /ˈkɒnstəntli/	_____	My phone at work rings constantly.
crucial 🔑 *adj* /ˈkruːʃl/	_____	She is a crucial member of the team.
delighted 🔑 *adj* /dɪˈlaɪtɪd/	_____	I was really delighted to get the job.
dietician *n* /ˌdaɪəˈtɪʃn/	_____	The dietician tells them what to eat and drink.
elderly 🔑 *adj* /ˈeldəli/	_____	Visit an elderly neighbour.
excellent 🔑 *adj* /ˈeksələnt/	_____	Yes, she's really excellent! She always wins.
fail 🔑 *v* /feɪl/	_____	I failed my driving test!
focus 🔑 *v* /ˈfəʊkəs/	_____	Perhaps it's time to stop focusing only on the individual.
help 🔑 *v* /help/	_____	Help a neighbour with difficult jobs.
homeless *adj* /ˈhəʊmləs/	_____	Make sandwiches for homeless people.
huge 🔑 *adj* /hjuːdʒ/	_____	We should remember that there is often a huge team of many more people working hard to make everything possible.
improve 🔑 *v* /ɪmˈpruːv/	_____	Nelson Mandela worked all his life to change and improve South Africa.
individual 🔑 *n* /ˌɪndɪˈvɪdʒuəl/	_____	There's usually a team that is working with the individual.
look after *phr v* /ˌlʊk ˈɑːftə(r)/	_____	Look after a neighbour's pet.
lovely 🔑 *adj* /ˈlʌvli/	_____	The weather was really lovely on our holiday.
massive 🔑 *adj* /ˈmæsɪv/	_____	They live in a massive house with ten bedrooms.
maximum 🔑 *n* /ˈmæksɪməm/	_____	Only a maximum of three people can win the Nobel Prize at one time.
member 🔑 *n* /ˈmembə(r)/	_____	We are looking for new members.
organize 🔑 *v* /ˈɔːgənaɪz/	_____	Organize a sports event.
paint 🔑 *v* /peɪnt/	_____	Paint the classrooms.
plant 🔑 *v* /plɑːnt/	_____	Plant a tree.
player 🔑 *n* /ˈpleɪə(r)/	_____	In sport, for example, there is usually a team of people helping the player of individual sports.
repair 🔑 *v* /rɪˈpeə(r)/	_____	Repair some broken furniture.

Name _____

A2 **Wordlist** Unit 11

Navigate

resident 🔑 *n* /ˈrezɪdənt/	_____	What are the residents like in your neighbourhood?
scared 🔑 *adj* /skeəd/	_____	My sister is always really scared when she sees a spider.
soil 🔑 *n* /sɔɪl/	_____	You need to plant these flowers in good soil.
tax 🔑 *n* /tæks/	_____	I think rich people and companies should pay more tax to the government.
teach 🔑 *v* /tiːtʃ/	_____	Teach someone a language.
team 🔑 *n* /tiːm/	_____	These days, scientists usually work in teams.
tiny 🔑 *adj* /ˈtaɪni/	_____	My car is really tiny!
worried 🔑 *adj* /ˈwʌrid/	_____	Are you worried about the local area?

Name _____

A2 **Wordlist** Unit 12

Navigate

Here is a list of useful or new words from Unit 12 of Navigate A2 Coursebook. You can insert your own translation.
Words marked with a key (🔑) all appear in the *Oxford 3000*.

adj = adjective *conj* = conjunction *phr v* = phrasal verb *phr* = phrase *pron* = pronoun
adv = adverb *n* = noun *pl* = plural *prep* = preposition *v* = verb

acrobat *n* /ˈækrəbæt/	_____	The acrobats were doing some amazing things.
action film *n* /ˈækʃn fɪlm/	_____	I don't like action films because they're really boring.
album *n* /ˈælbəm/	_____	She's had a few successful albums.
animation *n* /ˌænɪˈmeɪʃn/	_____	*Shrek* and *Finding Nemo* are two of my favourite animations.
ate (past simple of eat) *v* /et, eɪt/	_____	I ate everything that was on my plate.
autistic *adj* /ɔːˈtɪstɪk/	_____	Stephen Wiltshire is autistic and couldn't speak until he was five.
band 🔑 *n* /bænd/	_____	I've always wanted to play in a band.
began (past simple of begin) 🔑 *v* /bɪˈgæn/	_____	He began learning the piano two years later.
begun (past participle of begin) 🔑 *v* /bɪˈgʌn/	_____	I think they've already begun.
black and white *phr* /ˌblæk ən ˈwaɪt/	_____	The film *The Artist* is black and white.
blind 🔑 *adj* /blaɪnd/	_____	Nobuyuki Tsjuii was born blind.
bought (past simple of buy) 🔑 *v* /bɔːt/	_____	I bought Nicki a present from the new shop in town.
broke (past simple of break) 🔑 *v* /brəʊk/	_____	It wasn't me! He broke it.
broken (past participle of break) 🔑 *v* /ˈbrəʊkən/	_____	She has broken her arm.
circus *n* /ˈsɜːkəs/	_____	Have you ever been to a circus?
clap 🔑 *v* /klæp/	_____	When it finished, people stood up and clapped.
collection 🔑 *n* /kəˈlekʃn/	_____	Since I was a child, I've had a big music collection.
comedy 🔑 *n* /ˈkɒmədi/	_____	Everybody likes comedies.
concert 🔑 *n* /ˈkɒnsət/	_____	He gave his first big concert in Tokyo when he was 12 years old.
deaf 🔑 *adj* /def/	_____	She is deaf, but this hasn't stopped her dream of dancing.
drama 🔑 *n* /ˈdrɑːmə/	_____	My favourite film is *Titanic*. It's a drama, but also a love story.
drank (past simple of drink) 🔑 *v* /dræŋk/	_____	I drank the water slowly.
driven (past participle of drive) 🔑 *v* /ˈdrɪvn/	_____	We've driven over 250 kilometres today.
drove (past simple of drive) 🔑 *v* /drəʊv/	_____	Paul drove them home after the concert.
drum 🔑 *n* /drʌm/	_____	The teacher asked the class to 'feel' the sound of a drum through their feet.
drunk (past participle of drink) 🔑 *v* /drʌŋk/	_____	They've drunk all the orange juice.
eaten (past participle of eat) 🔑 *v* /ˈiːtn/	_____	I've eaten too much!
experience 🔑 *n* /ɪkˈspɪəriəns/	_____	This is a new experience for me.
favourite 🔑 *adj* /ˈfeɪvərɪt/	_____	My favourite film is *Titanic*.
future 🔑 *n* /ˈfjuːtʃə(r)/	_____	It's a science-fiction film and it's set in the future.
gallery *n* /ˈgæləri/	_____	He has his own art gallery in London.
gave (past simple of give) 🔑 *v* /geɪv/	_____	I gave it to you yesterday.
given (past participle of give) 🔑 *v* /ˈgɪvn/	_____	Have you given him the front door key?
gone (past participle of go) 🔑 *v* /gɒn/	_____	She's already gone, I'm afraid.

Name _____

A2 **Wordlist** Unit 12

Navigate

grew (past simple of grow) 🔑 *v* /gruː/	_____	The tree grew too big, so we had to cut it down.
grown (past participle of grow) 🔑 *v* /grəʊn/	_____	The children have grown so much!
hang on *phr v* /ˈhæŋ ɒn/	_____	Hang on a minute, I'll just get her.
heard (past participle of hear) 🔑 *v* /hɜːd/	_____	I've never heard of her.
helicopter *n* /ˈhelɪkɒptə(r)/	_____	He spent just 20 minutes in a helicopter in the sky above the city.
horror film *n* /ˈhɒrə fɪlm/	_____	I don't like horror films because they're scary.
illness 🔑 *n* /ˈɪlnəs/	_____	Tai Lihua couldn't hear from the age of two after an illness.
independence 🔑 *n* /ˌɪndɪˈpendəns/	_____	When India celebrated 50 years of independence, she sang her own song and three million people watched her live.
instrument 🔑 *n* /ˈɪnstrəmənt/	_____	I've always wanted to play a musical instrument.
lesson 🔑 *n* /ˈlesn/	_____	I had dance lessons at school, but I wasn't very good.
love story *n* /ˈlʌv ˌstɔːri/	_____	It's a drama, but also a love story.
met (past participle of meet) 🔑 *v* /met/	_____	I've never met a famous person.
music festival *n* /ˈmjuːzɪk ˌfestɪvl/	_____	I usually go to two or three music festivals a year.
musical 🔑 *n* /ˈmjuːzɪkl/	_____	I've been to see all the big musicals – they're fantastic.
opera *n* /ˈɒprə/	_____	I sometimes go to the opera with my cousin.
painting lesson *n* /ˈpeɪntɪŋ ˌlesn/	_____	I've had lots of drawing and painting lessons.
play 🔑 *n* /pleɪ/	_____	I love going to the theatre to see a play.
prefer 🔑 *v* /prɪˈfɜː(r)/	_____	I prefer comedies.
prize 🔑 *n* /praɪz/	_____	He won many prizes.
ran (past simple of run) 🔑 *v* /ræn/	_____	She ran a marathon.
romantic film *n* /rəʊˈmæntɪk fɪlm/	_____	I prefer romantic films.
saw (past simple of see) 🔑 *v* /sɔː/	_____	I saw him outside the cinema yesterday afternoon.
scary 🔑 *adj* /ˈskeəri/	_____	Sometimes you don't want to look because they're scary.
science fiction film *n* /ˌsaɪəns ˈfɪkʃn fɪlm/	_____	*Avatar* is a science fiction film.
seen (past participle of see) 🔑 *v* /siːn/	_____	I've already seen that film.
set (past participle of set) 🔑 *v* /set/	_____	It's set in the future.
spoke (past simple of speak) 🔑 *v* /spəʊk/	_____	She spoke in a really quiet voice.
spoken (past participle of speak) 🔑 *v* /ˈspəʊkən/	_____	I've spoken to them about the noise.
stage 🔑 *n* /steɪdʒ/	_____	We sat very close to the stage.
star 🔑 *v* /stɑː(r)/	_____	It stars Kate Winslet and Leonardo DiCaprio.
surprise 🔑 *n* /səˈpraɪz/	_____	It was the surprise success of 2012.
went (past simple of go) 🔑 *v* /went/	_____	He went there last week.
woke up (past simple of wake up) *phr v* /wəʊk ˈʌp/	_____	My 18th birthday was on a Saturday and I was really excited when I woke up.
woken (past participle of wake) 🔑 *v* /ˈwəʊkən/	_____	Have you ever woken up feeling hungry in the middle of the night?
written (past participle of write) 🔑 *v* /ˈrɪtn/	_____	I've never written a comment on a website.
wrote (past simple of write) 🔑 *v* /rəʊt/	_____	I wrote a lot of emails yesterday.

1 Video Family

Vox pops

1 How many people are there in your family? Write the number next to each family member, e.g. if you have two sisters, write *2* next to *sister*. Then compare with your partner. Are your families similar or different?

aunt brother cousin daughter
nephew niece sister son uncle









2 Watch the video. Do sections 1 and 2.

Can you tell me about your family?

1 Circle the correct option.
   1 Meriam's sister lives in *Amsterdam / Leiden.*
   2 Omar's sister is *18 / 20* years old.
   3 Libby's brother is *52 / 53* years old.
   4 Izzy has four *sisters / brothers.*
   5 Richard's nephew is called *Graham / Griffin.*

2 Decide if the sentences are true (T) or false (F).

1	Meriam's sister is 20 years old.	T	F
2	Omar's sister lives in North London.	T	F
3	Libby's daughter is called Stella.	T	F
4	Izzy's brothers are all in their mid-40s.	T	F
5	Richard's younger brother is called Graham.	T	F

3 Interview a partner. Use the questions below or think of your own questions.
   1 Is it good or bad to be in a big family? Why/Why not?
   2 What about a small family? Why/Why not?
   3 Which would you prefer? Why/Why not?
      a lots of brothers and sisters
      b no brothers or sisters

2 Video My day

Vox pops











1 Write the correct verb(s) next to each phrase.

check cook finish get go (x3)
have (x2) play start wake watch

1 _____/_____ breakfast/lunch/dinner
2 _____/_____ up
3 _____ computer games
4 _____ emails
5 _____ / _____ work
6 _____ jogging/swimming
7 _____ to school/to work/to bed
8 _____ a shower/a bath
9 _____ shopping
10 _____ a film/television

2 Watch the video. Do sections 1 and 2.

What is a typical day for you?

1 Tick (✓) the activities in exercise **1** that the speakers talk about. Use up to three words in each gap.

2 Complete the sentences.
   1 **Isaure** I have my breakfast and go to school, which starts at _____.
   2 **John** I always start the day with a _____ at my desk, and then check _____.
   3 **Sarah** I go jogging _____.
   4 **Sarah** I _____ at about five o'clock.
   5 **Stephanie** I normally get up at 7.30, then I _____.
   6 **Stephanie** In the evening I usually _____ or _____.
   7 **Brook** I _____ at 7 a.m. and usually have eggs _____.

3 Work with a partner. Discuss the questions.

- Who in the videos are you most similar to? Why?
- Choose five activities from exercise 1. What time of day do you usually do them?

3 Video What do you do?

Vox pops











1 Work with a partner. Discuss the jobs in the box. What do you think the people who do these jobs enjoy about them?

businessman/woman lawyer
musician nurse photographer

2 Watch the video. Do sections 1 and 2.

Where do you work or study?

1 Complete the sentences with the words in the box.

charity hospital music teacher university

1 **Vicky** I work in a _____ as a researcher.
2 **Ken** I work for a _____ . I'm not studying at the moment.
3 **Ciorstaidh** I study _____ in Manchester.
4 **Rosie** I study at the _____ of Nottingham and I study music.
5 **Elaine** I work as a _____ in Leicester.

Do you like your job? What job would you like to have?

2 Match speakers 1–4 to their answers a–d.

1 Vicky — a I enjoy working with the children.
2 Elaine — b ... I want to be a lawyer ...
3 Ciorstaidh — c I'd like to be a professional musician.
4 Rosie — d I love my job.

3 Mini class survey. Find out how many people in your class/group:

- like their job/studies. Why/Why not?
- would like to do their job for the rest of their life. Why/Why not?
- would like to do a different job in the future. What job? Why?

Who gave the most interesting answer? Why/Why not?

4 Video Where I live

Vox pops

1 Work with a partner. Look at the furniture and items in section 2 in exercise **2**. Which rooms in a house can you find them in? Can you think of two more items for each room?

2 Watch the video. Do sections 1 and 2.

Do you live in a house or a flat?

Which is your favourite room?

1 Write the first letter of the correct person's name next to each question: Vicky (V), Ken (K), Ciorstaidh (C), Rosie (R) and Elaine (E).

1 Who shares a house? ____
2 Who lives in a flat? ____
3 Whose favourite room is the kitchen? ____ and ____
4 Who likes to watch TV in their favourite room? ____
5 Who says their favourite room is comfortable? ____

Can you describe your favourite room?

2 Look at the items below and tick (✓) the ones the speakers talk about.

cooker	☐	chair	☐
fridge	☐	shelf	☐
sink	☐	desk	☐
freezer	☐	cupboard	☐
washing machine	☐	TV	☐
table	☐	chest of drawers	☐
sofa	☐	armchair	☐
coffee table	☐		

3 Work with a partner. Discuss the questions.

- Would you change anything (furniture, rooms, garden, etc.) about the place you live in? Why/Why not? What?
- Describe your ideal house or flat.

Do you and your partner have similar or different ideas?











5 Video Shopping

Vox pops

1 Look at the items below. Which do you buy online? Which do you buy in a shop? Compare your answers with your partner.

books clothes films flowers groceries holidays jewellery lunch music shoes/trainers

2 Watch the video. Do sections 1, 2 and 3.

Do you shop online?

1 Who doesn't shop online very often? _____

What do you like to buy online?

What do you like to buy in shops?

2 Where do the speakers buy the items below? Do they buy the items online (O) or in shops (S)? One speaker buys clothes both online and in shops. Who is it?

	Meriam	Peter	Jack	Omar	Libby
shoes					
dresses					
holidays					
clothes					
groceries					
books					
trainers					
jewellery					
lunch					

3 Match speakers a–e to answers 1–5.

a Meriam	1 buys clothes online because of convenience.
b Jack	2 buys trainers online because of exclusive styles.
c Libby	3 buys books online because they're easier to find.
d Peter	4 buys jewellery in shops because you can see how it looks.
e Omar	5 buys shoes in shops because you can try them on for fit.

3 Which of the speakers are you most similar to? Why/Why not? Discuss with a partner.







6 Video Don't give up!

Vox pops

1 Describe the last film you saw. Use the words in the box to help you. Compare your answers with your partner.

amusing boring entertaining exciting frightening funny sad





2 Watch the video. Do section 1.

When was the last time you watched a film?

What was it?

Did you enjoy it?

1 Match the speakers with their answers.

	When?	What?	Enjoy?
Meriam	a week ago	*The Lone Soldier*	funny and entertaining
Libby	last weekend	*The Wolf of Wall Street*	very funny
Omar	two days ago	*Transformers*	quite sad; a good film
Peter	yesterday	*The Devil Wears Prada*	very, very entertaining and amusing
Jack	two weeks ago	*The Grand Budapest Hotel*	really exciting

3 Work with a partner or small group. Plan an English-language film night for your language class. Decide what film you will watch and how you will organize the evening. Then share your ideas with another group/the rest of the class. Choose the best idea.

7 Video Sporting heroes

Vox pops

1 Work with a partner. What answers can you give to these questions?

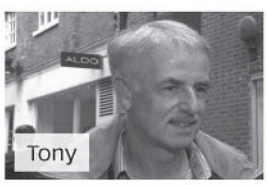
- How do you keep fit?
- What should you do to stay healthy?

2 Watch the video. Do sections 1, 2 and 3.

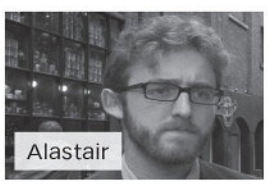
How do you keep fit?

1 Decide if the sentences are true (T) or false (F).

1	Tony plays football twice a week.	T	F
2	Charlotte does exercise classes in the evenings.	T	F
3	Alastair cycles to work every day.	T	F
4	Rosie likes to swim and to dance.	T	F
5	Alan walks to work and eats healthily.	T	F











What should you do to stay healthy?

2 Choose the correct answer.

1 Tony thinks you should eat ...
  a less vegetables.
  b fresh vegetables.
2 Charlotte thinks people should ...
  a do exercise every day.
  b do exercise a few times a week.
3 Alastair thinks people should ...
  a walk wherever you can.
  b go to the gym.
4 Rosie thinks people should ...
  a walk to the shops.
  b go to the gym.
5 Alan thinks people should ...
  a not eat too much fat.
  b not eat any fat.

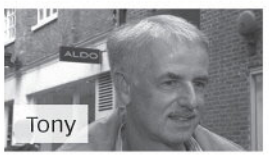
3 How many of your ideas from exercise **1** do the speakers talk about?

3 Work with a new partner and do the task.

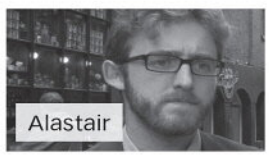
Your workplace/college wants employees/students to be healthier. Think of three ideas that could help people to be healthy at work or college, e.g. *walk or ride a bike to work/college*. Share your ideas and design a leaflet or email message.

8 Video I went to ...

Vox pops











1 Look at the activities in section 2 in exercise **2**. Do you like doing these things on holiday? Why/Why not? What other things do you like doing? Compare your ideas with a partner.

2 Watch the video. Do sections 1 and 2.

When did you last have a holiday?
Where did you go?

1 Circle the correct answers.

1 Charlotte went on holiday *three months ago* / *three weeks ago* / *two weeks ago*.
2 Rosie went on holiday *last summer* / *two months ago* / *last month*.
3 Tony went to *Spain* / *Greece* / *Egypt*.
4 Charlotte visited *Paris* / *Dubai* / *Geneva*.
5 Alastair went to *Germany* / *Portugal* / *Mexico*.
6 Alan went to *the USA* / *Thailand* / *Switzerland*.

What did you do?

2 Write the name of the correct speaker next to each of the activities: Tony (T), Charlotte (Ch), Alastair (Ar), Rosie (R) and Alan (An).

1 go out with friends ____
2 go swimming in the sea ____
3 go to restaurants ____
4 go to the beach ____
5 relax by the pool ____
6 stay with/visit friends ____
7 visit monuments ____
8 walk around a town ____

3 Work with a partner. Look at the places in section 1 in exercise **2**. Which places would you like to visit? Why/Why not? Did you go to any of these places on your last holiday? Did you like it? Why/Why not?

9 Video In the kitchen

Vox pops

1 Imagine you are at home standing in front of your open fridge. Now write a list of everything that is in your fridge. Compare with a partner.

2 Watch the video. Do sections 1 and 2.

How much time do you spend in your kitchen?
What's usually in your fridge?

1 Complete the sentences. Use the words in each gap.

1 Martin spends about _____ a day in the kitchen.
2 Richard spends _____ time in his kitchen.
3 Evelyn has dairy, _____ and _____ in her fridge.
4 Martin has chicken, fish, a lot of _____, milk and _____.
5 Izzy says there's _____ in her fridge.
6 Richard _____ just has prawns in his refrigerator.
7 Paul says there is _____, orange juice and _____ in his fridge.

2 Watch the video again. Compare your answers in exercise 1 with the speakers'. Who are you most similar to? Why?

3 Work with a partner or in small groups. Discuss the questions.

When did you last cook a meal? Who for? What's your favourite meal to cook? Why/Why not? What ingredients does it need? How do you make it?



10 Video Natural wonders

Vox pops

1 Answer these questions. Talk to your partner/group and share your ideas.

- What is the most beautiful part of your country?
- When is the best time to visit?

2 Watch the video. Do sections 1 and 2.

What's the most beautiful part of your country?

1 Match speakers 1–5 to places a–e.

1 Evelyn	a The Lake District, UK
2 Martin	b Yorkshire, England
3 Izzy	c North Devon, UK
4 Richard	d Florida, USA
5 Paul	e Costa Brava, Spain

When's the best time to visit?

2 Complete the sentences.

The best time to visit ...

1 Florida is in the _____ because it's less humid and less _____.
2 North Devon is in the _____ so you can surf.
3 Yorkshire is in the _____ when the weather is _____.
4 the Costa Brava is in the _____ because the sun is always _____. But the winter is also _____ and peaceful.
5 the Lake District is the _____ for the _____.

3 Work in small groups. Some English-speaking friends of yours would like to visit the place you talked about in exercise 1. Make some notes about the best time to visit, how to get there, where to stay, what to do, local food, etc. Share them with your group.



11.1 Video Community spirit

Vox pops

1 Work in pairs/small groups and discuss the interview questions in exercise **2**. Look at the activities in the list. Have you ever done any of them? When? Who for?

2 Watch the video. Do the sections 1 and 2.

Have you ever done something to help your community?
What did you do?

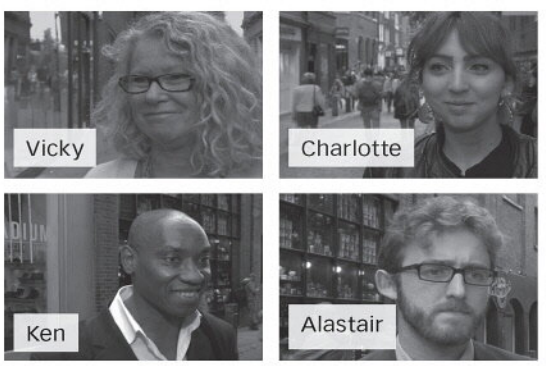
1 Tick (✓) the sentences you hear. There are four extra sentences.

1 I ran a marathon to raise money for charity.
2 I have given money to charity.
3 I did a fun run with my family.
4 I always give my old clothes and shoes to charity shops.
5 I helped manage money for a charity.
6 I helped homeless people find somewhere to sleep.
7 I served soup and pudding to help raise money.
8 I played in a charity table tennis match.
9 I volunteered for a church.
10 I helped prepare food for poor people.

2 Write each speaker's name next to the activities in exercise **1**: Vicky (V), Charlotte (Ch), Ken (K), Ciorstaidh (C) and Alastair (A).

3 Work with a partner or in small groups. Discuss the questions.

- What are the common ways of helping the community in your local area/ country?
- Do you know anyone who works/ volunteers for a charity? What do they do?
- Are there any problems in your community that you think a charity could help solve? What? How?



11.2 Video Challenges

Vox pops

1 Write down three items of technology that you think your partner uses every day and three items that you think they only use occasionally. Talk with your partner and compare your answers.

2 Watch the video. Do sections 1 and 2.

Do you use technology a lot in your life?
What do you use every day and what for?
What do you use occasionally?

1 Write (E) in the table if the speaker uses the technology every day, and (O) if the speaker uses it occasionally.
2 Watch again and make notes in the table on what the speakers use the technology for, e.g. for work, do research, etc.

3 Work with a partner or in small groups. Discuss the questions.

- Which speaker are you most similar to?
- Which technologies in exercise **2** do you think will still exist in ten years' time?

Vicky	computer *E*	MP3 player	tablet	smartphone
Charlotte	GPS	phone	TV	tablet
Ken	phone	computer	GPS	TV
Ciorstaidh	smartphone	TV	laptop	tablet
Alastair	laptop	MP3 player	record player	phone

Introduction to *Navigate*

Navigate is an English language course for adults that incorporates current knowledge about language learning with concern for teachers' views about what makes a good course.

Many English language courses today are based on market research, and that is appropriate. Teachers know what works in their classrooms, out of the many kinds of materials and activities they have available. However, relying only on market research discourages innovation: it ignores the wealth of knowledge about language learning and teaching that has been generated. *Navigate* has been developed in a cycle which begins by calling on both market research and the results of solid experimental evidence; and then by turning back to classrooms once more for piloting and evaluation of the resulting materials.

A course for adults

This is a course for adults, whether they want to use English for study, professional or social purposes. Information-rich texts and recordings cover a range of topics that are of interest and value for adults in today's world. Learners are encouraged to use their own knowledge and experience in communicative tasks. They are seen as motivated people who may have very busy lives and who want to use their time efficiently. Importantly, the activities in the course are based on how adults best learn foreign languages.

Grammar: accuracy and fluency

Adults learn grammar best when they combine a solid conscious understanding of rules with communicative practice using those rules (Norris & Ortega, 2000; Spada & Lightbown, 2008; Spada & Tomita, 2010). *Navigate* engages learners in thinking about grammar rules, and offers them a range of communicative activities. It does not skimp on information about grammar, or depend only on communicative practice for grammar learning. Texts and recordings are chosen to exemplify grammar features.

Learners are invited, when appropriate, to consider samples from a text or recording in order to complete grammar rules themselves. Alternatively, they are sometimes asked to find examples in a text that demonstrate a rule, or to classify sentences that fall into different rule categories. These kinds of activities mean that learners engage cognitively with the rules. This means that they will be more likely to notice instances of the rules when they encounter them (Klapper & Rees, 2003), and to incorporate the rules into their own usage on a long-term basis (Spada & Tomita, 2010).

Navigate also offers learners opportunities to develop fluency in using the grammar features. Aspects of a grammar feature that may keep learners from using it easily are isolated and practised. Then tasks are provided that push learners to use the target grammar features in communicative situations where the focus is on meaning.

For more on *Navigate's* approach to grammar, see pages 24–25 of this book.

Vocabulary: more than just knowing words

Why learn vocabulary? The intuitive answer is that it allows you to say (and write) what you want. However, the picture is more complex than this. Knowing the most important and useful vocabulary is also a key element in reading and listening; topic knowledge cannot compensate for vocabulary knowledge (Jensen & Hansen, 1995; Hu & Nation, 2000), and guessing from context usually results in guessing wrongly (Bensoussan & Laufer, 1984). Focusing on learning vocabulary generates a virtuous circle in terms of fluency: knowing the most important words and phrases means that reading and listening are more rewarding, and more reading and listening improves the ability to recall vocabulary quickly and easily.

Navigate's vocabulary syllabus is based on the *Oxford 3000*. This is a list of frequent and useful vocabulary items, compiled both on the basis of information in the British National Corpus and the Oxford Corpus Collection, and on consultation with a panel of over seventy language learning experts. That is to say, an initial selection based on corpus information about frequency has been refined using considerations of usefulness and coverage. To build *Navigate*'s vocabulary syllabus, the *Oxford 3000* has then been referenced to the Common European Framework of Reference for Languages (CEFR; Council of Europe, 2001), so that each level of the course focuses on level-appropriate vocabulary. For more information on the *Oxford 3000*, see pages 26–27 of this book.

Adult learners typically take responsibility for their learning, and vocabulary learning is an area where out-of-class work is important if learners want to make substantial progress. *Navigate* focuses on giving learners tools to maximize the efficiency of their personal work on vocabulary. One way it does this is to teach not only individual vocabulary items, but also a range of vocabulary systems, for example how common prefixes and suffixes are used. Another is to suggest strategies for vocabulary learning. In this way, learners are helped to grow their vocabulary and use it with greater ease.

Speaking: putting it all together

Based on a synthesis of research about how adults learn, (Nation & Newton, 2009) demonstrate that different kinds of activities are important in teaching speaking. *Language-focused learning* focuses explicitly and in detail on aspects of speaking such as comprehensible pronunciation, appropriately polite language for a given situation or tactics for holding the floor in a conversation. *Fluency development* gives learners focused practice in speaking more quickly and easily. *Meaning-focused output* provides opportunities to speak in order to communicate meaning, without explicitly focusing on using correct language.

Navigate covers all three kinds of activities. The course systematically teaches aspects of pronunciation and intonation that contribute to effective communication; appropriate expressions for a range of formal and informal situations; and ways of holding one's own in a conversation.

It offers activities to help learners speak more fluently. Very importantly, it offers a wealth of meaning-focused activities. Very often, these activities are tasks: they require learners to do something together to achieve something meaningful. These tasks meet Ur's (1981) criteria for a task that works: straightforward input, a requirement for interaction, an outcome that is challenging and achievable, and a design that makes it clear when learners have completed the task. Learners are not just asked to discuss a topic: they are asked to do something with some information that involves expressing thoughts or opinions and coming up with a recognizable outcome.

Reading: not just a guessing game

Typical English language courses tend to test rather than teach reading; and they often concentrate on meaning-focused strategies that assume learners should be helped to puzzle out the meaning in the text on the basis of prior knowledge. There is a large body of evidence that shows why this is inefficient, discussed in the essay on reading on pages 20–21 of this book. Activities such as thinking about the topic of the text in advance or trying to guess unknown words have limited benefit in helping learners to understand the text at hand. These activities have even less benefit in helping learners understand the next text they will read, and as Paul Nation (2009) notes, that is surely the goal of the classroom reading activity. *Navigate* focuses on explicit teaching of things like sound-spelling relations, vocabulary that appears often in certain kinds of texts, the ways that words like pronouns and discourse markers hold texts together, and techniques for simplifying difficult sentences. These will give learners ways of understanding the text they are reading, but more importantly the next text they will read.

Listening: a very different skill

Too many books treat listening as if it were just another kind of reading, using the same sorts of activities for both. *Navigate* takes into account that listening is linear – you can't look back at the text of something you're hearing – and that listening depends crucially on understanding the sounds of English and how they combine (Field, 2008). Practice on basic elements of listening will lead to faster progress, as learners acquire the tools to hear English better. People who read can stop, read again, and go back in the text; but listeners can't do this with the stream of speech. For listening, language-focused learning means starting with building blocks like discriminating the sounds of the language, recognizing the stress patterns of words, distinguishing word boundaries, identifying stressed and unstressed forms of common words, and holding chunks of language in mind for short periods. Concentrating on knowledge and skills like these will pay off more quickly than only focusing on meaning, and will make listening for meaning much more efficient. Fluency development in listening is important too: this means activities that teach learners to understand language spoken at natural speed, and give them progressive practice in getting better at it. *Navigate* includes activities that focus systematically on each of these areas separately, as well as giving opportunities to deploy this knowledge and these skills in more global listening. John Field's essay, on pages 22–23 of this book, gives more detail on this.

Writing for different purposes

Adults learning English for professional, academic or leisure activities will need to write different kinds of texts at different levels of formality. The *Navigate* writing syllabus is based on a so-called *genre* approach, which looks at the characteristics of the different kinds of texts students may be called upon to write. It implements this syllabus by way of activities that allow students to express their own meanings in drafting, discussing and redrafting texts. This has been shown to be an effective means of developing writing skills for adults (Hyland, 2011).

Navigate offers an innovative approach to developing reading and listening skills. This, combined with a solid speaking and writing syllabus, gives learners a sound foundation in the four skills. Grammar and vocabulary have equal importance throughout the course and learning is facilitated through the information-rich and engaging texts and recordings. It is the complete course for the 21st-century adult learner.

Catherine Walter is the Series Adviser for the *Navigate* course. She is an award-winning teacher educator, materials developer and researcher. Catherine lectures in Applied Linguistics at the University of Oxford, where she convenes the distance MSc in Teaching English Language in University Settings, and she is a member of the Centre for Research and Development in English Medium Instruction.



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Navigate content overview

Coursebook lesson 1

Unit topics

Navigate is created for adult students with content that appeals to learners at this level. The unit topics have been chosen with this in mind and vary from *My day* and *The past* to *The world around us*.

Goals

The goals show students what they will be working on and what they will have learnt by the end of the lesson.

Vocabulary & Speaking

Navigate has a strong emphasis on active vocabulary learning. The first lesson in each unit contains a *Vocabulary & Speaking*, a *Vocabulary & Listening* or a *Vocabulary & Reading* section in which essential vocabulary for the unit is introduced and practised. The vocabulary in lesson 1 and 2 is taught in topic sets, allowing students to build their vocabulary range in a logical and systematic way.

2

My day

2.1 A day in the life of a scientist

GOALS ☐ Talk about everyday actions ☐ Use the present simple positive to talk about your day

Listening & Grammar present simple and adverbs of frequency



1 Work with a partner. Look at the photos and information about Bird Island and answer the questions.
1 Where is Bird Island?
2 What animals live there?

2 2.1 Melanie Szabo is a scientist on Bird Island. Listen to her talking about her day in the summer and in the winter. Tick (✓) the activities she mentions.

1 study penguins	7 have dinner
2 get up early	8 work in the lab
3 have breakfast	9 write emails
4 go out in a boat	10 go to bed late
5 visit different islands	11 relax
6 take photos	12 read a book

3 2.1 Listen again and complete the sentences with the correct verbs. Is Melanie talking only about today, or things she does every day?
1 In the summer, my days are long. I _____ early and _____ to the beach. I watch the penguins.
2 We _____ different islands and we _____ photos.
3 In the winter, we usually _____ more free time.

4a Work with a partner. Read the article about Melanie and her colleague, Sven. How are their jobs different?

SCIENTISTS ON BIRD ISLAND

Bird Island is an important scientific research centre. Every year lots of scientists visit the island, but Melanie Szabo, a professor of zoology, works there all year. Sven Olafsson, who is from Bergen in Norway, also works on the island. He studies seals and Melanie watches penguins. The penguins come to the beaches on the north of the island and Melanie often works there alone. Sven never works alone – he always works with the other scientists because the male seals are big and sometimes dangerous! Sven loves his job, but he works very hard and he hardly ever has free time. For Melanie, her favourite time is Saturday night. One of the scientists usually makes a big dinner for the group and they watch a movie together, relax or play games.

b Work with a partner. Would you like to work on Bird Island? Why/Why not?

5 Work with a partner. Read the sentences and complete the rules in the Grammar focus box.
1 We visit different islands and we take photos.
2 Sven loves his job, but he works very hard and he hardly ever has free time.
3 Melanie watches penguins.

GRAMMAR FOCUS present simple positive

- We use the present simple to talk about repeated actions and things that are always true.
- To make the present simple positive, we use:
  I/ You/[1]_____ */They* + infinitive without *to*
  [2]_____ */She/it* + infinitive without *to* + *(e)s*
- When a verb ends in *-ch, -sh, -ss, -s, -z, -x*, we add [3]_____ to the third person *he/she/it* form.
- The third person *he/she/it* form of *have* is [4]_____ .

→ Grammar Reference page 138

PRONUNCIATION third person *-(e)s*

- The third person *-s* is pronounced */s/* or */z/* with most verbs, *e.g. works, goes.*
- With verbs ending in *-ch, -sh, -ss, -s, -z* or *-x*, the third person *he/she/it* form is pronounced */ɪz/*, *e.g. watches, washes.*

6a 2.2 Listen to three sentences and repeat.
1 Melanie **watches** penguins. /ɪz/ 3 Sven **loves** his job. /z/
2 Sven also **works** on the island. /s/

b 2.3 Listen and circle the final sound you hear in verbs 1–6.
1 goes /z/ /ɪz/ 3 cooks /s/ /ɪz/ 5 makes /s/ /ɪz/
2 teaches /z/ /ɪz/ 4 relaxes /s/ /ɪz/ 6 plays /z/ /ɪz/

c 2.4 Listen, check and repeat.

7a Read the Grammar focus box about adverbs of frequency.

GRAMMAR FOCUS adverbs of frequency

- Adverbs of frequency, *e.g. always, never, sometimes*, etc. tell us how often or how frequently something happens.
- In the present simple, adverbs of frequency come **after** the verb *to be*, but **before** all other verbs.
  In the winter, the weather ***is always*** *very cold.*
  Melanie ***often works*** *there alone all day.*

→ Grammar Reference page 138

b Work with a partner. Underline the adverbs of frequency in exercise 4a. Write them in the correct place in the diagram.

8a Read the sentences about a scientist's week and complete the sentences with the correct form of the verbs in the box.

arrive be go (x2) ~~get up~~ have relax return work

1 During the week, he *gets up* early and he _____ at a volcano at seven o'clock. (always/usually)
2 His work _____ dangerous and he _____ alone. (sometimes/never)
3 He _____ to the research centre at about 1 o'clock and he _____ lunch in the lab. (usually/always)
4 On Friday and Saturday nights he _____ at home. He _____ out with friends and he _____ to bed early. (usually/hardly ever/often)

b Read the sentences in exercise 8a again and put the adverbs in (brackets) in the correct places.

c 2.5 Listen and check your answers.

Vocabulary & Speaking daily activities

9a Work with a partner. Match illustrations 1–12 to the phrases in the box.

get up go home go to bed go to work/college
have a shower have lunch/dinner listen to music
make breakfast play video games read a book
see friends watch TV/a film



b 2.6 Listen, check and repeat.

10a TASK Tell your partner five things about your day, using the phrases in exercise 9a and adverbs of frequency. Give more information when you can.
I get up at about eight o'clock.
I (sometimes/always/never) have a shower ..., etc.

b Work with a different partner. Tell them about your first partner's day.
Alexa gets up at eight o'clock. She always has a shower.

VOX POPS VIDEO 2

Listening & Grammar

Grammar forms the 'backbone' of *Navigate*. Lesson 1 introduces the first grammar point of the unit. It is always combined with a skill, either reading or listening. See page 24 of this book for more information.

Grammar focus box

At this level of *Navigate*, grammar is introduced deductively when a new topic is introduced or inductively when the students are extending their knowledge on a particular area (see the Grammar focus box in lesson 2.2). Students are asked to complete the information in the Grammar focus box based on what has been introduced in previous exercises in the *Grammar & Listening* or *Grammar & Reading* exercises. The Grammar focus box is followed by a number of spoken and written exercises in which the grammar is practised further.

Vox pops video

Most units contain a prompt to the Vox pops videos. The videos themselves can be found on the Coursebook DVD or Coursebook e-book, and the Worksheets that accompany them are on the Teacher's Support and Resource Disc. The videos themselves feature a series of authentic interviews with people answering questions on a topic that has been covered in the lesson. They offer an opportunity for students to hear real people discussing the topics in the Coursebook.

Coursebook lesson 2

Listening & Vocabulary

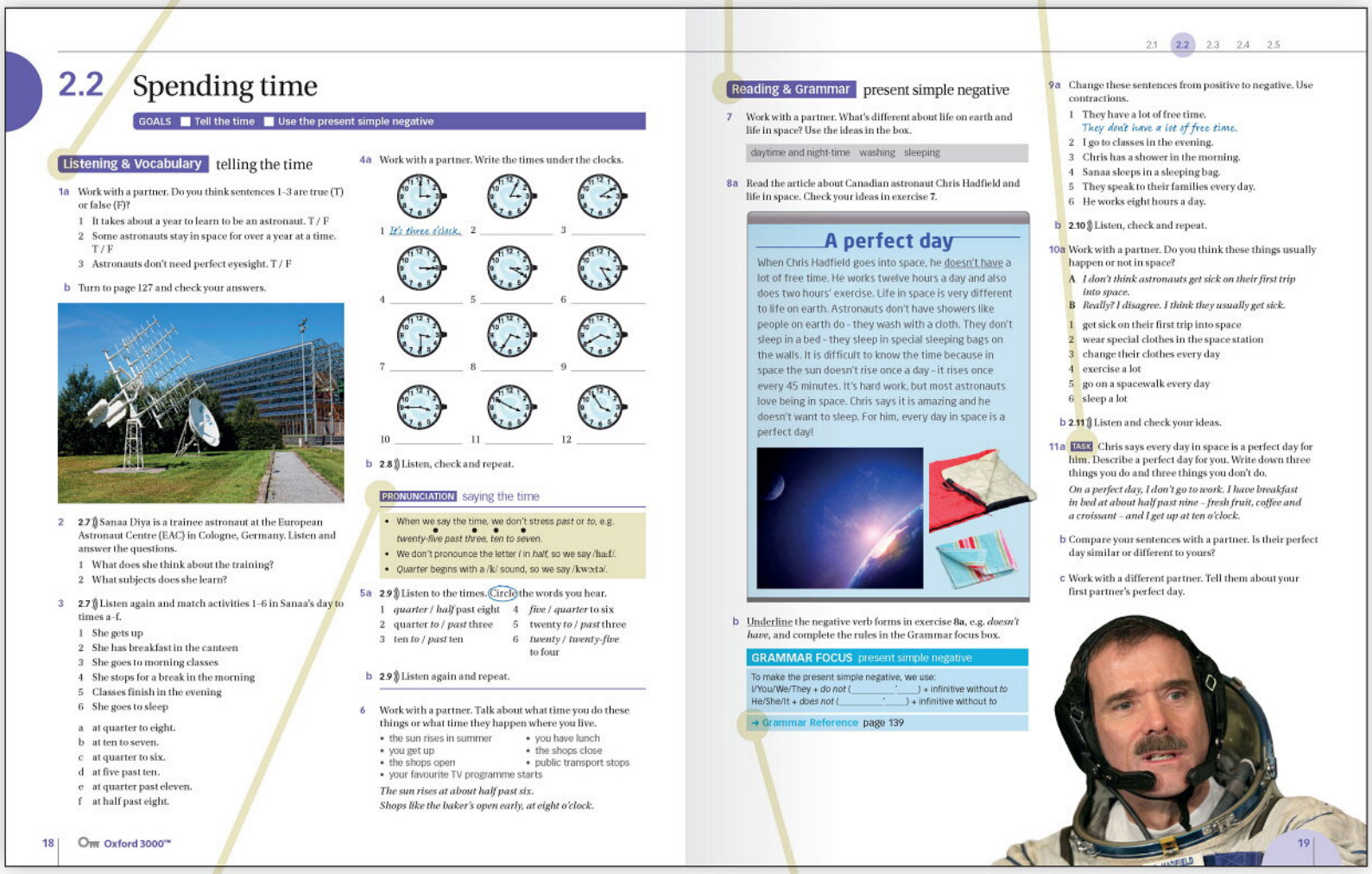
Navigate has a strong emphasis on everyday vocabulary that allows students to speak in some detail and depth on general topics. Here students work on telling the time. All target vocabulary in the unit can also be found in the wordlists on the Teacher's Support and Resource Disc, the e-book and the DVD packed with the Coursebook.

Reading & Grammar

Lesson 2 provides the second grammar point of the unit. It is always presented through a reading text or audio extract, and is practised through both controlled and freer exercises.

Task

Each lesson ends with a task which allows students to practise with others what they have learnt in the lesson. They often work in pairs or groups to complete the task.



2.1 2.2 2.3 2.4 2.5

2.2 Spending time

GOALS ☐ Tell the time ☐ Use the present simple negative

Listening & Vocabulary telling the time

1a Work with a partner. Do you think sentences 1–3 are true (T) or false (F)?
1 It takes about a year to learn to be an astronaut. T / F
2 Some astronauts stay in space for over a year at a time. T / F
3 Astronauts don't need perfect eyesight. T / F

b Turn to page 127 and check your answers.

2 2.7 Sanaa Diya is a trainee astronaut at the European Astronaut Centre (EAC) in Cologne, Germany. Listen and answer the questions.
1 What does she think about the training?
2 What subjects does she learn?

3 2.7 Listen again and match activities 1–6 in Sanaa's day to times a–f.
1 She gets up
2 She has breakfast in the canteen
3 She goes to morning classes
4 She stops for a break in the morning
5 Classes finish in the evening
6 She goes to sleep

a at quarter to eight.
b at ten to seven.
c at quarter to six.
d at five past ten.
e at quarter past eleven.
f at half past eight.

4a Work with a partner. Write the times under the clocks.

1 *It's three o'clock.* 2 _____ 3 _____
4 _____ 5 _____ 6 _____
7 _____ 8 _____ 9 _____
10 _____ 11 _____ 12 _____

b 2.8 Listen, check and repeat.

PRONUNCIATION saying the time

- When we say the time, we don't stress *past* or *to*, e.g. *twenty-five past three, ten to seven.*
- We don't pronounce the letter *r* in *half*, so we say /hɑːf/.
- *Quarter* begins with a /k/ sound, so we say /kwɔːtə/.

5a 2.9 Listen to the times. Circle the words you hear.
1 *quarter* / *half* past eight
2 quarter *to* / *past* three
3 ten *to* / *past* ten
4 *five* / *quarter* to six
5 twenty *to* / *past* three
6 *twenty* / *twenty-five* to four

b 2.9 Listen again and repeat.

6 Work with a partner. Talk about what time you do these things or what time they happen where you live.
- the sun rises in summer
- you get up
- the shops open
- your favourite TV programme starts
- you have lunch
- the shops close
- public transport stops

The sun rises at about half past six.
Shops like the baker's open early, at eight o'clock.

Reading & Grammar present simple negative

7 Work with a partner. What's different about life on earth and life in space? Use the ideas in the box.

daytime and night-time washing sleeping

8a Read the article about Canadian astronaut Chris Hadfield and life in space. Check your ideas in exercise 7.

A perfect day

When Chris Hadfield goes into space, he doesn't have a lot of free time. He works twelve hours a day and also does two hours' exercise. Life in space is very different to life on earth. Astronauts don't have showers like people on earth do - they wash with a cloth. They don't sleep in a bed - they sleep in special sleeping bags on the walls. It is difficult to know the time because in space the sun doesn't rise once a day - it rises once every 45 minutes. It's hard work, but most astronauts love being in space. Chris says it is amazing and he doesn't want to sleep. For him, every day in space is a perfect day!

b Underline the negative verb forms in exercise 8a, e.g. *doesn't have*, and complete the rules in the Grammar focus box.

GRAMMAR FOCUS present simple negative

To make the present simple negative, we use:
I/You/We/They + *do not* (_____) + infinitive without *to*
He/She/It + *does not* (_____) + infinitive without *to*

→ Grammar Reference page 139

9a Change these sentences from positive to negative. Use contractions.
1 They have a lot of free time.
They don't have a lot of free time.
2 I go to classes in the evening.
3 Chris has a shower in the morning.
4 Sanaa sleeps in a sleeping bag.
5 They speak to their families every day.
6 He works eight hours a day.

b 2.10 Listen, check and repeat.

10a Work with a partner. Do you think these things usually happen or not in space?
A *I don't think astronauts get sick on their first trip into space.*
B *Really? I disagree. I think they usually get sick.*
1 get sick on their first trip into space
2 wear special clothes in the space station
3 change their clothes every day
4 exercise a lot
5 go on a spacewalk every day
6 sleep a lot

b 2.11 Listen and check your ideas.

11a TASK Chris says every day in space is a perfect day for him. Describe a perfect day for you. Write down three things you do and three things you don't do.
On a perfect day, I don't go to work. I have breakfast in bed at about half past nine – fresh fruit, coffee and a croissant – and I get up at ten o'clock.

b Compare your sentences with a partner. Is their perfect day similar or different to yours?

c Work with a different partner. Tell them about your first partner's perfect day.

Pronunciation

Most units contain pronunciation work in either lesson 1 or lesson 2. Pronunciation in *Navigate* is always relevant to the grammar or vocabulary input of the lesson. The pronunciation exercises in the first two lessons focus mostly on speech production to improve intelligibility (for instance, minimal pairs and word stress). Pronunciation also appears in some Speaking and writing lessons and there it focuses mostly on teaching aspects of pronunciation that cause problems and confusion for listening comprehension (pronunciation for receptive purposes).

Grammar Reference

At the end of the Coursebook, the Grammar Reference section offers more detailed explanations of grammar and a series of practice exercises. This can be set as homework and then reviewed in class.

Navigate content overview

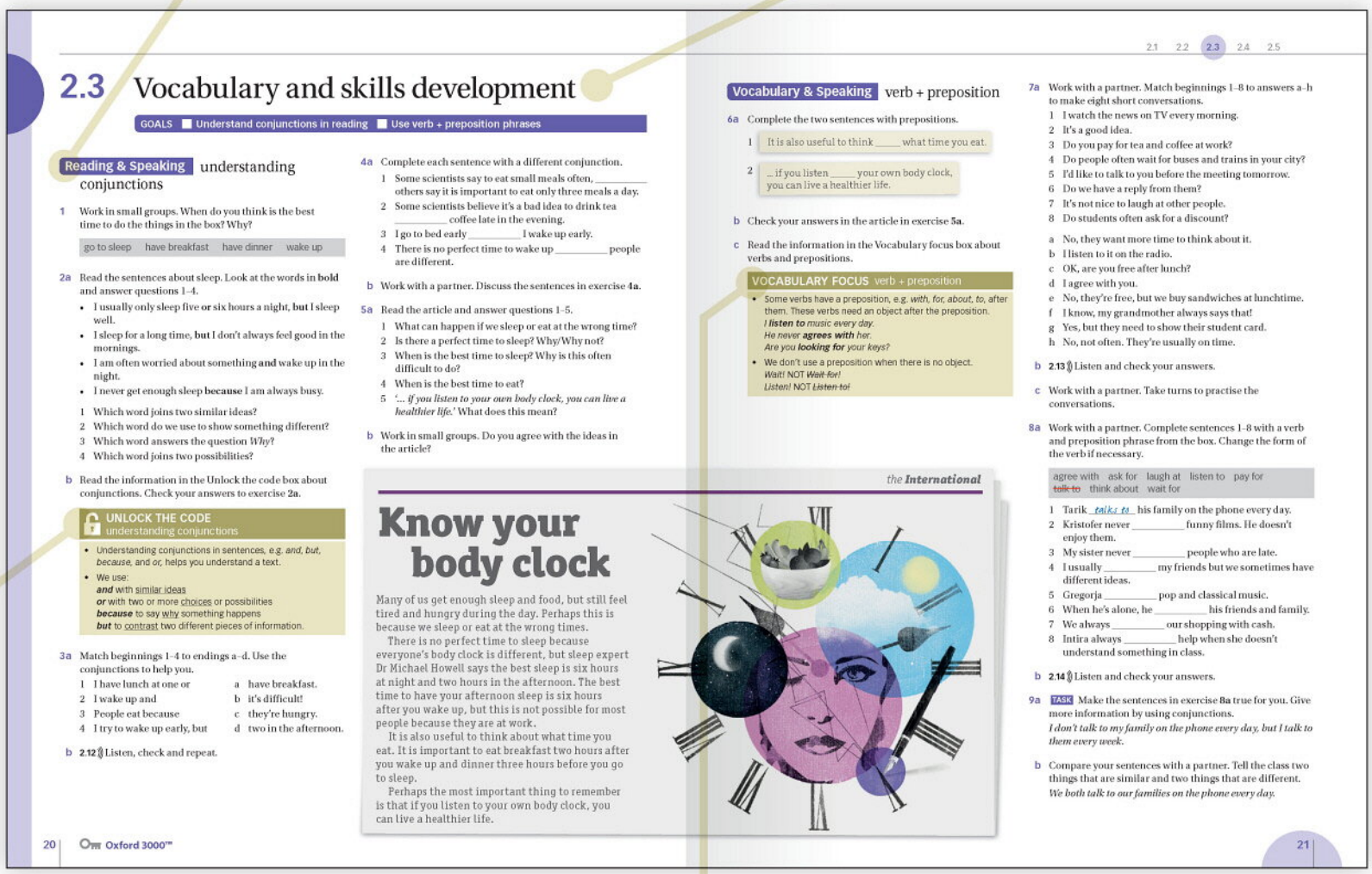
Coursebook lesson 3

Reading & Speaking

Navigate contains reading texts covering a wide variety of topics, text types and sources. As well as comprehension of interesting reading and listening texts, in this section students work on decoding skills to develop their reading or listening. These decoding skills, for example, predicting, connected speech, linking words, referencing words, etc., drill down to the micro level of reading and listening, and enable students to develop strategies to help them master these skills. See pages 20 and 21 of this book for more information.

Vocabulary and skills development

This lesson works on vocabulary and skills development. Students will, for instance, practise collocations, word building and word stress. The lesson also contains reading, writing, listening and/or speaking exercises.



2.1 2.2 2.3 2.4 2.5

2.3 Vocabulary and skills development

GOALS ☐ Understand conjunctions in reading ☐ Use verb + preposition phrases

Reading & Speaking understanding conjunctions

1 Work in small groups. When do you think is the best time to do the things in the box? Why?

go to sleep | have breakfast | have dinner | wake up

2a Read the sentences about sleep. Look at the words in **bold** and answer questions 1–4.

- I usually only sleep five **or** six hours a night, **but** I sleep well.
- I sleep for a long time, **but** I don't always feel good in the mornings.
- I am often worried about something **and** wake up in the night.
- I never get enough sleep **because** I am always busy.

1 Which word joins two similar ideas?
2 Which word do we use to show something different?
3 Which word answers the question *Why*?
4 Which word joins two possibilities?

b Read the information in the Unlock the code box about conjunctions. Check your answers to exercise 2a.

UNLOCK THE CODE understanding conjunctions

- Understanding conjunctions in sentences, *e.g. and, but, because,* and *or,* helps you understand a text.
- We use:
  and with similar ideas
  or with two or more choices or possibilities
  because to say why something happens
  but to contrast two different pieces of information.

3a Match beginnings 1–4 to endings a–d. Use the conjunctions to help you.

1 I have lunch at one or	a have breakfast.
2 I wake up and	b it's difficult!
3 People eat because	c they're hungry.
4 I try to wake up early, but	d two in the afternoon.

b 2.12 Listen, check and repeat.

4a Complete each sentence with a different conjunction.

1 Some scientists say to eat small meals often, _____ others say it is important to eat only three meals a day.
2 Some scientists believe it's a bad idea to drink tea _____ coffee late in the evening.
3 I go to bed early _____ I wake up early.
4 There is no perfect time to wake up _____ people are different.

b Work with a partner. Discuss the sentences in exercise 4a.

5a Read the article and answer questions 1–5.

1 What can happen if we sleep or eat at the wrong time?
2 Is there a perfect time to sleep? Why/Why not?
3 When is the best time to sleep? Why is this often difficult to do?
4 When is the best time to eat?
5 *'... if you listen to your own body clock, you can live a healthier life.'* What does this mean?

b Work in small groups. Do you agree with the ideas in the article?

the ***International***

Know your body clock

Many of us get enough sleep and food, but still feel tired and hungry during the day. Perhaps this is because we sleep or eat at the wrong times.

There is no perfect time to sleep because everyone's body clock is different, but sleep expert Dr Michael Howell says the best sleep is six hours at night and two hours in the afternoon. The best time to have your afternoon sleep is six hours after you wake up, but this is not possible for most people because they are at work.

It is also useful to think about what time you eat. It is important to eat breakfast two hours after you wake up and dinner three hours before you go to sleep.

Perhaps the most important thing to remember is that if you listen to your own body clock, you can live a healthier life.

Vocabulary & Speaking verb + preposition

6a Complete the two sentences with prepositions.

1 It is also useful to think _____ what time you eat.
2 ... if you listen _____ your own body clock, you can live a healthier life.

b Check your answers in the article in exercise 5a.

c Read the information in the Vocabulary focus box about verbs and prepositions.

VOCABULARY FOCUS verb + preposition

- Some verbs have a preposition, *e.g. with, for, about, to,* after them. These verbs need an object after the preposition.
  *I **listen to** music every day.*
  *He never **agrees with** her.*
  *Are you **looking for** your keys?*
- We don't use a preposition when there is no object.
  Wait! NOT ~~*Wait for!*~~
  Listen! NOT ~~*Listen to!*~~

7a Work with a partner. Match beginnings 1–8 to answers a–h to make eight short conversations.

1 I watch the news on TV every morning.
2 It's a good idea.
3 Do you pay for tea and coffee at work?
4 Do people often wait for buses and trains in your city?
5 I'd like to talk to you before the meeting tomorrow.
6 Do we have a reply from them?
7 It's not nice to laugh at other people.
8 Do students often ask for a discount?

a No, they want more time to think about it.
b I listen to it on the radio.
c OK, are you free after lunch?
d I agree with you.
e No, they're free, but we buy sandwiches at lunchtime.
f I know, my grandmother always says that!
g Yes, but they need to show their student card.
h No, not often. They're usually on time.

b 2.13 Listen and check your answers.

c Work with a partner. Take turns to practise the conversations.

8a Work with a partner. Complete sentences 1–8 with a verb and preposition phrase from the box. Change the form of the verb if necessary.

agree with | ask for | laugh at | listen to | pay for | ~~talk to~~ | think about | wait for

1 Tarik *talks to* his family on the phone every day.
2 Kristofer never _____ funny films. He doesn't enjoy them.
3 My sister never _____ people who are late.
4 I usually _____ my friends but we sometimes have different ideas.
5 Gregorja _____ pop and classical music.
6 When he's alone, he _____ his friends and family.
7 We always _____ our shopping with cash.
8 Intira always _____ help when she doesn't understand something in class.

b 2.14 Listen and check your answers.

9a TASK Make the sentences in exercise 8a true for you. Give more information by using conjunctions.
I don't talk to my family on the phone every day, but I talk to them every week.

b Compare your sentences with a partner. Tell the class two things that are similar and two things that are different.
We both talk to our families on the phone every day.

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Unlock the code

This section describes the decoding skill that is being taught in the reading or listening skills lesson. They are general tips which can be used as tactics for understanding when reading or listening to texts. This Unlock the code box is about understanding conjunctions.

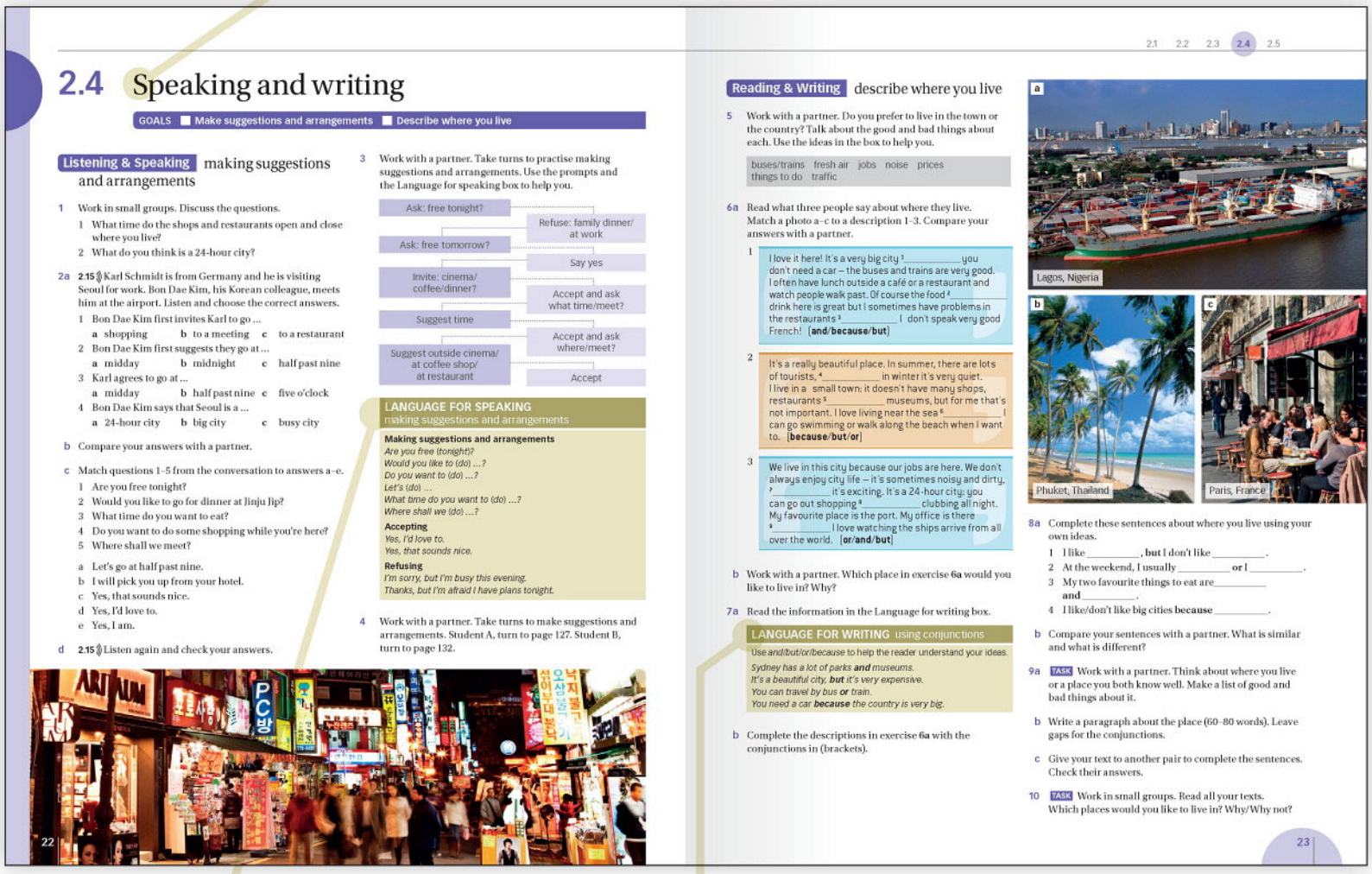
Vocabulary focus

Vocabulary focus boxes appear in this lesson to draw attention to a particular vocabulary area, in this case verbs and their prepositions. The students go on to do some exercises where they use the information in this study tip. In other units, Vocabulary boxes deal with pre- and suffixes, adjectives, etc.

Coursebook lesson 4

Speaking and writing

Navigate understands that classes can be made up of adults learning English for many different reasons. In lesson 4 of every unit, *Speaking and writing*, *Navigate* provides appropriate communication practice for work, study or social life with an emphasis on language production. At the end of the speaking and writing sections, students complete a speaking or writing task. The lesson also contains two language focus boxes: *Language for speaking* and *Language for writing*.



2.1 2.2 2.3 2.4 2.5

2.4 Speaking and writing

GOALS ■ Make suggestions and arrangements ■ Describe where you live

Listening & Speaking making suggestions and arrangements

1 Work in small groups. Discuss the questions.
1 What time do the shops and restaurants open and close where you live?
2 What do you think is a 24-hour city?

2a 2.15 Karl Schmidt is from Germany and he is visiting Seoul for work. Bon Dae Kim, his Korean colleague, meets him at the airport. Listen and choose the correct answers.
1 Bon Dae Kim first invites Karl to go ...
a shopping b to a meeting c to a restaurant
2 Bon Dae Kim first suggests they go at ...
a midday b midnight c half past nine
3 Karl agrees to go at ...
a midday b half past nine c five o'clock
4 Bon Dae Kim says that Seoul is a ...
a 24-hour city b big city c busy city

b Compare your answers with a partner.

c Match questions 1–5 from the conversation to answers a–e.
1 Are you free tonight?
2 Would you like to go for dinner at Jinju Jip?
3 What time do you want to eat?
4 Do you want to do some shopping while you're here?
5 Where shall we meet?

a Let's go at half past nine.
b I will pick you up from your hotel.
c Yes, that sounds nice.
d Yes, I'd love to.
e Yes, I am.

d 2.15 Listen again and check your answers.

3 Work with a partner. Take turns to practise making suggestions and arrangements. Use the prompts and the Language for speaking box to help you.

Ask: free tonight? — Refuse: family dinner/ at work
Ask: free tomorrow? — Say yes
Invite: cinema/ coffee/dinner? — Accept and ask what time/meet?
Suggest time — Accept and ask where/meet?
Suggest outside cinema/ at coffee shop/ at restaurant — Accept

LANGUAGE FOR SPEAKING making suggestions and arrangements

Making suggestions and arrangements
Are you free (tonight)?
Would you like to (do) ...?
Do you want to (do) ...?
Let's (do) ...
What time do you want to (do) ...?
Where shall we (do) ...?

Accepting
Yes, I'd love to.
Yes, that sounds nice.

Refusing
I'm sorry, but I'm busy this evening.
Thanks, but I'm afraid I have plans tonight.

4 Work with a partner. Take turns to make suggestions and arrangements. Student A, turn to page 127. Student B, turn to page 132.

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Reading & Writing describe where you live

5 Work with a partner. Do you prefer to live in the town or the country? Talk about the good and bad things about each. Use the ideas in the box to help you.

buses/trains fresh air jobs noise prices things to do traffic

6a Read what three people say about where they live. Match a photo a–c to a description 1–3. Compare your answers with a partner.

1 I love it here! It's a very big city [3]_____ you don't need a car – the buses and trains are very good. I often have lunch outside a café or a restaurant and watch people walk past. Of course the food [2]_____ drink here is great but I sometimes have problems in the restaurants [3]_____ I don't speak very good French! **(and/because/but)**

2 It's a really beautiful place. In summer, there are lots of tourists, [4]_____ in winter it's very quiet. I live in a small town: it doesn't have many shops, restaurants [5]_____ museums, but for me that's not important. I love living near the sea [6]_____ I can go swimming or walk along the beach when I want to. **[because/but/or]**

3 We live in this city because our jobs are here. We don't always enjoy city life – it's sometimes noisy and dirty, [7]_____ it's exciting. It's a 24-hour city: you can go out shopping [8]_____ clubbing all night. My favourite place is the port. My office is there [9]_____ I love watching the ships arrive from all over the world. **[or/and/but]**

b Work with a partner. Which place in exercise 6a would you like to live in? Why?

7a Read the information in the Language for writing box.

LANGUAGE FOR WRITING using conjunctions

Use *and/but/or/because* to help the reader understand your ideas.
*Sydney has a lot of parks **and** museums.*
*It's a beautiful city, **but** it's very expensive.*
*You can travel by bus **or** train.*
*You need a car **because** the country is very big.*

b Complete the descriptions in exercise 6a with the conjunctions in (brackets).

a

Lagos, Nigeria

b

Phuket, Thailand

c

Paris, France

8a Complete these sentences about where you live using your own ideas.
1 I like _____, **but** I don't like _____.
2 At the weekend, I usually _____ **or** I _____.
3 My two favourite things to eat are _____ **and** _____.
4 I like/don't like big cities **because** _____.

b Compare your sentences with a partner. What is similar and what is different?

9a TASK Work with a partner. Think about where you live or a place you both know well. Make a list of good and bad things about it.

b Write a paragraph about the place (60–80 words). Leave gaps for the conjunctions.

c Give your text to another pair to complete the sentences. Check their answers.

10 TASK Work in small groups. Read all your texts. Which places would you like to live in? Why/Why not?

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Language for speaking

The *Language for speaking* box contains phrases that students can use to complete a task about a particular topic. Here they have to make suggestions and arrangements and they can use the phrases in the box. Other language for speaking boxes cover *Making requests, Asking for and giving directions* and *Showing interest*.

Language for writing

The *Language for writing* box contains suggestions which students can use to complete their task in the writing section. There are various topics in this box throughout the Coursebook; here the focus is on conjunctions. In other units, the boxes focus on topics such as *Opening and closing an email, Imperatives* and *Using a comma in lists*.

Navigate content overview

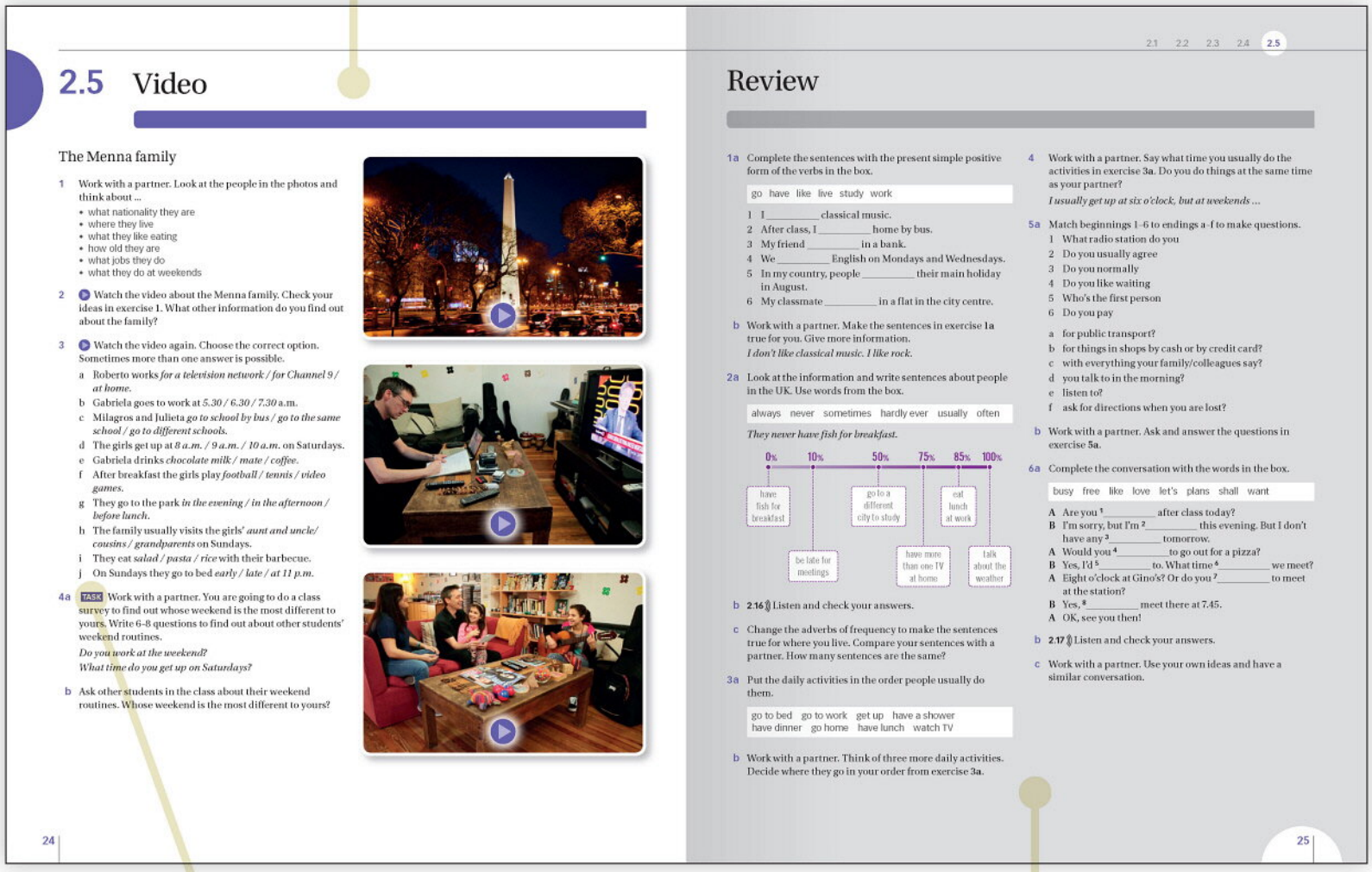
Coursebook lesson 5

Video

The Video page contains activities that accompany the unit video. This video is a documentary video or authentic interview. The video page starts with one or two warmer activities which set the scene before the students watch the video, followed by two activities which check understanding of the video. The final activity is a task based on what the students have just watched.

In A2 the video topics are:

Unit 1: Brighton language exchange
Unit 2: The Menna family
Unit 3: An Iranian doctor in the USA
Unit 4: Almas Tower
Unit 5: Camden Market
Unit 6: Istanbul
Unit 7: Health and fitness in New York
Unit 8: Adventure holidays
Unit 9: Making a pizza
Unit 10: The Grand Canyon
Unit 11: Silicon Fen
Unit 12: Park Theatre



2.5 Video

The Menna family

1 Work with a partner. Look at the people in the photos and think about ...
- what nationality they are
- where they live
- what they like eating
- how old they are
- what jobs they do
- what they do at weekends

2 Watch the video about the Menna family. Check your ideas in exercise 1. What other information do you find out about the family?

3 Watch the video again. Choose the correct option. Sometimes more than one answer is possible.
a Roberto works *for a television network / for Channel 9 / at home.*
b Gabriela goes to work at *5.30 / 6.30 / 7.30* a.m.
c Milagros and Julieta *go to school by bus / go to the same school / go to different schools.*
d The girls get up at *8 a.m. / 9 a.m. / 10 a.m.* on Saturdays.
e Gabriela drinks *chocolate milk / mate / coffee.*
f After breakfast the girls play *football / tennis / video games.*
g They go to the park *in the evening / in the afternoon / before lunch.*
h The family usually visits the girls' *aunt and uncle / cousins / grandparents* on Sundays.
i They eat *salad / pasta / rice* with their barbecue.
j On Sundays they go to bed *early / late / at 11 p.m.*

4a TASK Work with a partner. You are going to do a class survey to find out whose weekend is the most different to yours. Write 6–8 questions to find out about other students' weekend routines.
Do you work at the weekend?
What time do you get up on Saturdays?

b Ask other students in the class about their weekend routines. Whose weekend is the most different to yours?

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2.1 2.2 2.3 2.4 2.5

Review

1a Complete the sentences with the present simple positive form of the verbs in the box.

go have like live study work

1 I _____ classical music.
2 After class, I _____ home by bus.
3 My friend _____ in a bank.
4 We _____ English on Mondays and Wednesdays.
5 In my country, people _____ their main holiday in August.
6 My classmate _____ in a flat in the city centre.

b Work with a partner. Make the sentences in exercise 1a true for you. Give more information.
I don't like classical music. I like rock.

2a Look at the information and write sentences about people in the UK. Use words from the box.

always never sometimes hardly ever usually often

They never have fish for breakfast.

b 2.16 Listen and check your answers.

c Change the adverbs of frequency to make the sentences true for where you live. Compare your sentences with a partner. How many sentences are the same?

3a Put the daily activities in the order people usually do them.

go to bed go to work get up have a shower
have dinner go home have lunch watch TV

b Work with a partner. Think of three more daily activities. Decide where they go in your order from exercise 3a.

4 Work with a partner. Say what time you usually do the activities in exercise 3a. Do you do things at the same time as your partner?
I usually get up at six o'clock, but at weekends ...

5a Match beginnings 1–6 to endings a–f to make questions.
1 What radio station do you
2 Do you usually agree
3 Do you normally
4 Do you like waiting
5 Who's the first person
6 Do you pay
a for public transport?
b for things in shops by cash or by credit card?
c with everything your family/colleagues say?
d you talk to in the morning?
e listen to?
f ask for directions when you are lost?

b Work with a partner. Ask and answer the questions in exercise 5a.

6a Complete the conversation with the words in the box.

busy free like love let's plans shall want

A Are you [1] _____ after class today?
B I'm sorry, but I'm [2] _____ this evening. But I don't have any [3] _____ tomorrow.
A Would you [4] _____ to go out for a pizza?
B Yes, I'd [5] _____ to. What time [6] _____ we meet?
A Eight o'clock at Gino's? Or do you [7] _____ to meet at the station?
B Yes, [8] _____ meet there at 7.45.
A OK, see you then!

b 2.17 Listen and check your answers.

c Work with a partner. Use your own ideas and have a similar conversation.

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Task

The Task on the Video page is an outcome task which focuses on fluency. It can be a writing or speaking task. Here the students compare weekend routines with their class mates. Other tasks on Video pages are, for instance, discussing jobs, thinking about and discussing a famous building, a presentation about shopping, writing an email about a trip to Istanbul.

Review

The Review page contains revision of grammar, vocabulary and the skills practised in the unit. The Review activities can be set for homework, but are also specifically designed to be done in class incorporating pairwork and group work tasks to give learners additional opportunities to practise key language from the unit.

Workbook

Unit structure

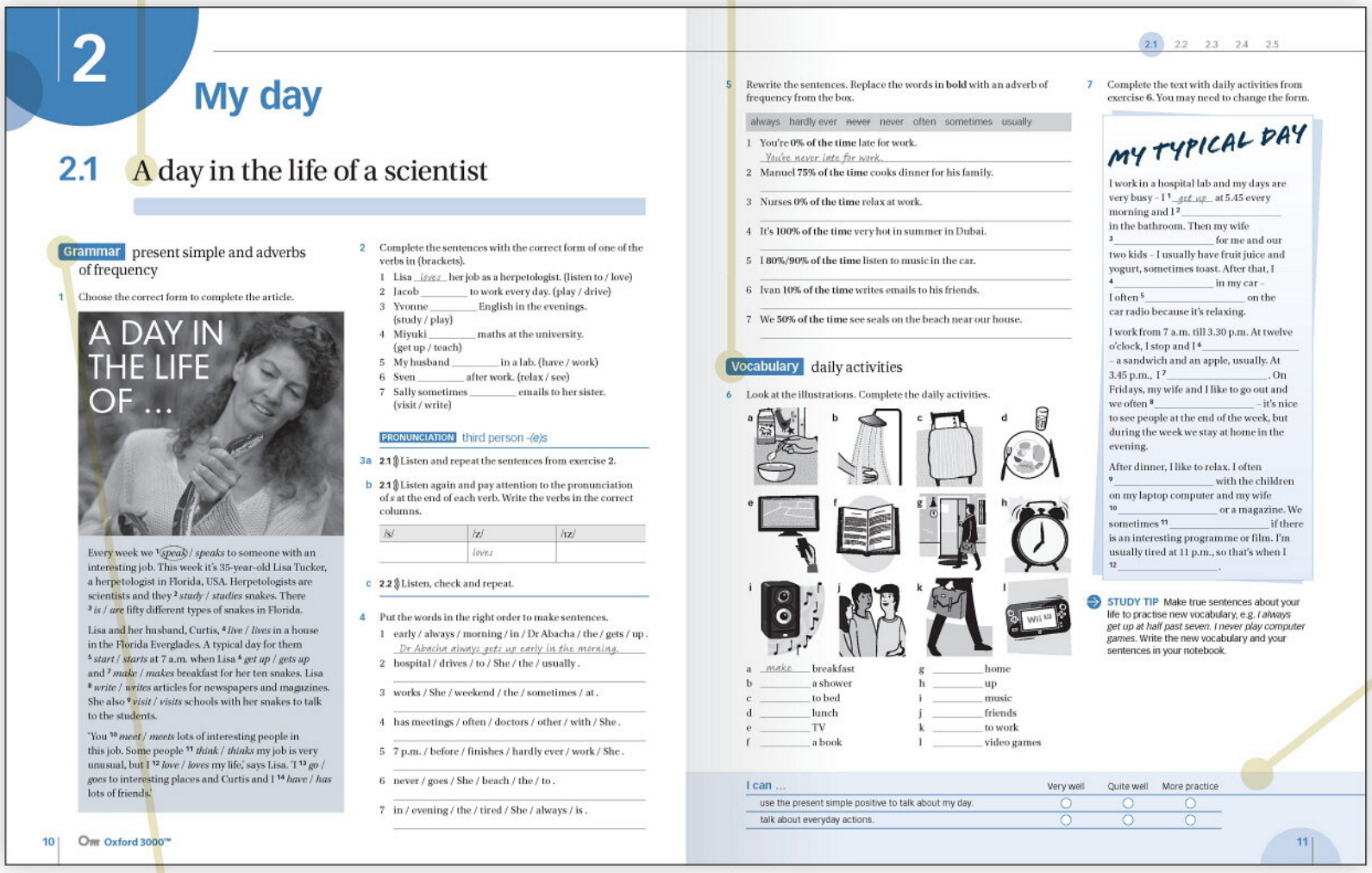
The Workbook follows the Coursebook lessons. The first two spreads each have two pages of exercises which correspond with the Coursebook contents of the same lessons. Spreads 3 and 4 of the Workbook each have a page of extra practice which corresponds to the material in lessons 3 and 4 of the Coursebook. The Workbook also contains lessons for extensive reading and listening, review exercises, audioscripts of the listening material in the Workbook and answer keys (with key version only).

Vocabulary

In the Workbook, students find further practice of the vocabulary which they learnt in the corresponding lesson of the Coursebook. They can do this individually and at their own pace. On this page students practise vocabulary to do with daily activities.

I can ...

At the end of each Workbook spread, the *I can* statements remind students which goals they should have reached. If they feel they need more practice, they can use the Online Practice materials (see page 19 of this book).



2 My day

2.1 A day in the life of a scientist

Grammar present simple and adverbs of frequency

1 Choose the correct form to complete the article.

A DAY IN THE LIFE OF ...

Every week we ¹*speak* / *speaks* to someone with an interesting job. This week it's 35-year-old Lisa Tucker, a herpetologist in Florida, USA. Herpetologists are scientists and they ² *study* / *studies* snakes. There ³ *is* / *are* fifty different types of snakes in Florida.

Lisa and her husband, Curtis, ⁴ *live* / *lives* in a house in the Florida Everglades. A typical day for them ⁵ *start* / *starts* at 7 a.m. when Lisa ⁶ *get up* / *gets up* and ⁷ *make* / *makes* breakfast for her ten snakes. Lisa ⁸ *write* / *writes* articles for newspapers and magazines. She also ⁹ *visit* / *visits* schools with her snakes to talk to the students.

'You ¹⁰ *meet* / *meets* lots of interesting people in this job. Some people ¹¹ *think* / *thinks* my job is very unusual, but I ¹² *love* / *loves* my life,' says Lisa. 'I ¹³ *go* / *goes* to interesting places and Curtis and I ¹⁴ *have* / *has* lots of friends.'

2 Complete the sentences with the correct form of one of the verbs in (brackets).

1 Lisa *loves* her job as a herpetologist. (listen to / love)
2 Jacob _____ to work every day. (play / drive)
3 Yvonne _____ English in the evenings. (study / play)
4 Miyuki _____ maths at the university. (get up / teach)
5 My husband _____ in a lab. (have / work)
6 Sven _____ after work. (relax / see)
7 Sally sometimes _____ emails to her sister. (visit / write)

PRONUNCIATION third person *-(e)s*

3a 2.1 Listen and repeat the sentences from exercise 2.

b 2.1 Listen again and pay attention to the pronunciation of *s* at the end of each verb. Write the verbs in the correct columns.

/s/	/z/	/ɪz/
	loves	

c 2.2 Listen, check and repeat.

4 Put the words in the right order to make sentences.

1 early / always / morning / in / Dr Abacha / the / gets / up .
Dr Abacha always gets up early in the morning.
2 hospital / drives / to / She / the / usually .
3 works / She / weekend / the / sometimes / at .
4 has meetings / often / doctors / other / with / She .
5 7 p.m. / before / finishes / hardly ever / work / She .
6 never / goes / She / beach / the / to .
7 in / evening / the / tired / She / always / is .

5 Rewrite the sentences. Replace the words **in bold** with an adverb of frequency from the box.

always hardly ever ~~never~~ never often sometimes usually

1 You're **0% of the time** late for work.
You're never late for work.
2 Manuel **75% of the time** cooks dinner for his family.
3 Nurses **0% of the time** relax at work.
4 It's **100% of the time** very hot in summer in Dubai.
5 I **80%/90% of the time** listen to music in the car.
6 Ivan **10% of the time** writes emails to his friends.
7 We **50% of the time** see seals on the beach near our house.

Vocabulary daily activities

6 Look at the illustrations. Complete the daily activities.

a *make* breakfast
b _____ a shower
c _____ to bed
d _____ lunch
e _____ TV
f _____ a book
g _____ home
h _____ up
i _____ music
j _____ friends
k _____ to work
l _____ video games

7 Complete the text with daily activities from exercise 6. You may need to change the form.

MY TYPICAL DAY

I work in a hospital lab and my days are very busy – I ¹ *get up* at 5.45 every morning and I ² _____ in the bathroom. Then my wife ³ _____ for me and our two kids – I usually have fruit juice and yogurt, sometimes toast. After that, I ⁴ _____ in my car – I often ⁵ _____ on the car radio because it's relaxing.

I work from 7 a.m. till 3.30 p.m. At twelve o'clock, I stop and I ⁶ _____ – a sandwich and an apple, usually. At 3.45 p.m., I ⁷ _____. On Fridays, my wife and I like to go out and we often ⁸ _____ – it's nice to see people at the end of the week, but during the week we stay at home in the evening.

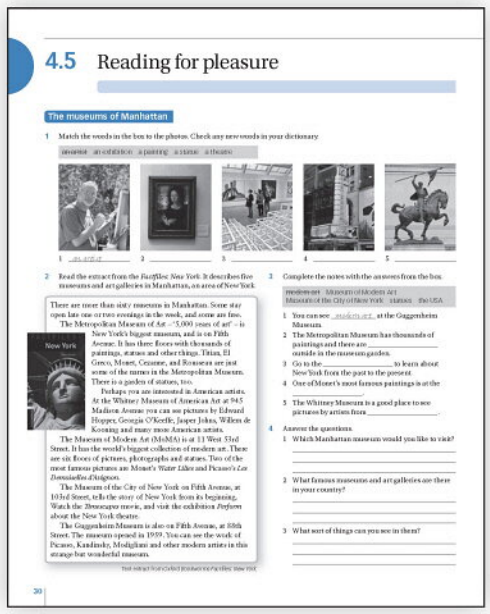
After dinner, I like to relax. I often ⁹ _____ with the children on my laptop computer and my wife ¹⁰ _____ or a magazine. We sometimes ¹¹ _____ if there is an interesting programme or film. I'm usually tired at 11 p.m., so that's when I ¹² _____.

STUDY TIP Make true sentences about your life to practise new vocabulary, e.g. *I always get up at half past seven. I never play computer games.* Write the new vocabulary and your sentences in your notebook.

I can ...	Very well	Quite well	More practice
use the present simple positive to talk about my day.	○	○	○
talk about everyday actions.	○	○	○

Grammar

In the Workbook, students find further practice of the grammar which they learnt in the corresponding lesson of the Coursebook. This page contains more exercises on the present simple and adverbs of frequency as introduced in the Coursebook.



4.5 Reading for pleasure

The museums of Manhattan

1 Match the words in the box to the photos. Check any new words in your dictionary.

an artist an exhibition a painting a statue a theatre

1 *an artist* 2 _____ 3 _____ 4 _____ 5 _____

2 Read the extract from the *Fact files: New York*. It describes five museums and art galleries in Manhattan, an area of New York.

There are more than sixty museums in Manhattan. Some stay open late one or two evenings in the week, and some are free.

The Metropolitan Museum of Art – "5,000 years of art" – is New York's biggest museum, and is on Fifth Avenue. It has three floors with thousands of paintings, statues and other things. Titian, El Greco, Monet, Cézanne, and Rousseau are just some of the names in the Metropolitan Museum. There is a garden of statues, too.

Perhaps you are interested in American artists. At the Whitney Museum of American Art at 945 Madison Avenue you can see pictures by Edward Hopper, Georgia O'Keeffe, Jasper Johns, Willem de Kooning and many more American artists.

The Museum of Modern Art (MoMA) is at 11 West 53rd Street. It has the world's biggest collection of modern art. There are six floors of pictures, photographs and statues. Two of the most famous pictures are Monet's *Water Lilies* and Picasso's *Les Demoiselles d'Avignon*.

The Museum of the City of New York on Fifth Avenue, at 103rd Street, tells the story of New York from its beginning. Watch the *Boroscope* movie, and visit the exhibition *Perform* about the New York theatre.

The Guggenheim Museum is also on Fifth Avenue, at 88th Street. The museum opened in 1959. You can see the work of Picasso, Kandinsky, Modigliani and other modern artists in this strange but wonderful museum.

Text adapted from Oxford Bookworms *Fact files: New York*

3 Complete the notes with the answers from the box.

modern art Museum of Modern Art Museum of the City of New York statues the USA

1 You can see *modern art* at the Guggenheim Museum.
2 The Metropolitan Museum has thousands of paintings and there are _____ outside in the museum garden.
3 Go to the _____ to learn about New York from the past to the present.
4 One of Monet's most famous paintings is at the _____.
5 The Whitney Museum is a good place to see pictures by artists from _____.

4 Answer the questions.

1 Which Manhattan museum would you like to visit?
2 What famous museums and art galleries are there in your country?
3 What sort of things can you see in them?

Also in the Workbook

Reading for pleasure

The *Reading for pleasure* and *Listening for pleasure* pages appear once every two units in the Workbook. They offer students an opportunity for extensive reading or listening supported by a few exercises to ensure understanding. Here the students read an extract from a book about New York.

Review

As well as a Review page in every unit of the Coursebook, *Navigate* Workbook offers another chance for students to check what they have learnt with a Review page once every two units.

Navigate content overview

Teacher's Guide and Teacher's Support and Resource Disc

The Teacher's Guide and Teacher's Support and Resource Disc Pack is a complete support package for teachers. It is designed for both experienced and new teachers and offers a wealth of resources to supplement lessons with *Navigate*.

What's in the Teacher's Guide?

The Teacher's Guide contains thorough teaching notes for teachers to follow as they go through the Coursebook in their lessons. Answer keys are provided to all activities where appropriate and the audioscripts are embedded within the teaching notes for ease of reference.

As well as this, though, the Teacher's Guide offers numerous ideas and extra support in the shape of the following features, to be found throughout the teaching notes:

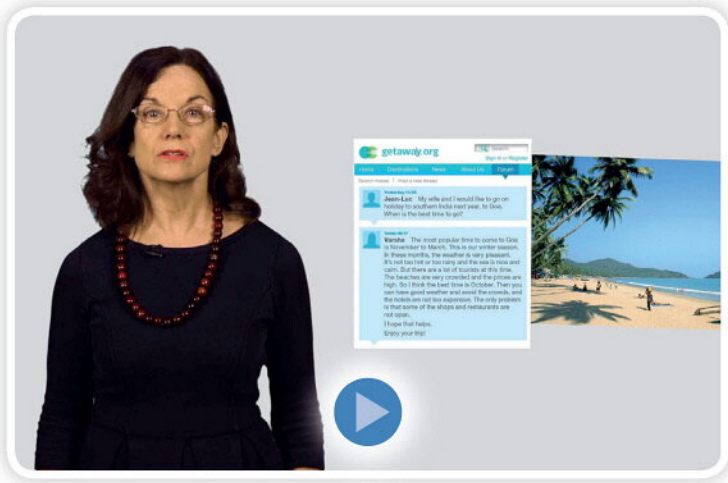
- **Lead-in:** an extra activity at the start of every unit to encourage engagement with the topic of the unit.
- **Extra activity:** an activity that offers an alternative approach to the one in the Coursebook for variety or to tailor the material to a specific teaching situation.
- **Extension:** an idea on how to extend the activity in the Coursebook, useful especially if learners have shown a strong interest in that topic.
- **Extra support/Extra challenge:** These are alternative ways of doing an activity where more staging may be required for learners who are struggling, or to keep stronger learners occupied in mixed-ability classes.
- **Pronunciation:** tips and notes for teaching pronunciation.
- **Watch out!:** potentially problematic language points or language that learners might ask about.
- **Feedback focus:** guidelines on what to monitor in an activity and how to give feedback.
- **Dictionary skills:** moments when it may be useful to develop learners' dictionary skills and ideas on how to do it.
- **Smart communication:** tips on small talk, appropriacy, and communication strategies.
- **Critical thinking:** strategies to analyse and evaluate what learners read and hear, their work and that of their peers.
- **Study tips:** tips to help learners assimilate what they have learnt.

The Teacher's Guide also includes the following features:

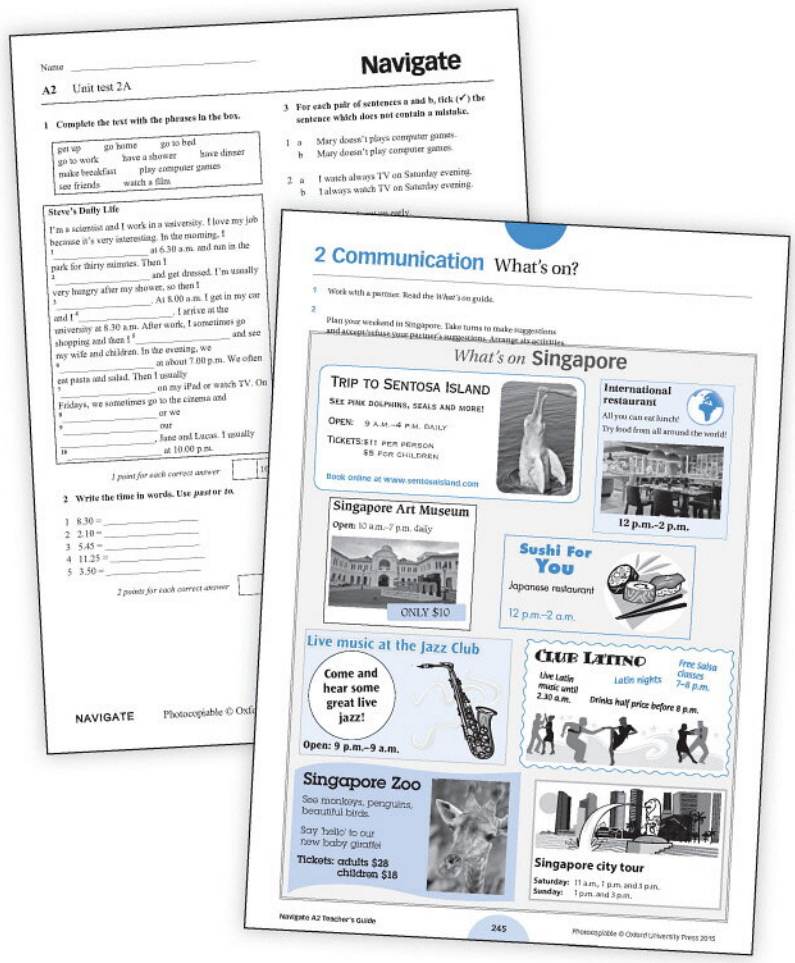
- Essays by influential authors and experts in the fields of reading, listening, grammar, the CEFR, testing and photocopiable materials. These essays have been written by people who have contributed to the development of material used in *Navigate*.
- Photocopiable materials: Extra grammar, vocabulary and communication activities as photocopiable worksheets.
- Photocopiable worksheets to accompany the Vox pops videos found on the Coursebook DVD.

What's on the Teacher's Support and Resource Disc?

- **Lesson overview videos:** Catherine Walter, *Navigate* Series Adviser, offers one-minute overviews of each of the main lessons of the Coursebook, including the methodology behind it and the benefit to the learner.



- **Tests:** a full range of Unit, Progress and Exit tests to enable you and your students to monitor progress throughout their course. Available in PDF and Word format, and in A/B versions. See page 32 of this book for more details.
- MP3 audio for all of the tests.
- All of the photocopiable material that is found at the back of the Teacher's Guide as downloadable PDFs.
- Wordlists (A-Z and unit-by-unit)
- Audioscripts in Word of all Coursebook, Workbook and Test audio.
- Student study record: a self-assessment form to be filled in by the student after each unit is completed.



e-books

The *Navigate* e-books are digital versions of the Coursebooks and Workbooks. Learners study online on a computer or on a tablet, and their work is safely saved in the Cloud. The *Navigate* e-book Teacher's edition is the Coursebook with integrated teacher's notes as well as selected pop-up images. You can use it as a classroom presentation tool.

To access an e-book:

1 Go to **www.oxfordlearnersbookshelf.com**.

2 To use your e-books on a tablet, download the app, and register or log in.

To use your e-books on a computer, register or log in to the website.

3 **Note:** After you register, you can use your e-books on both a computer and a tablet.

4 Choose **Add a book**.

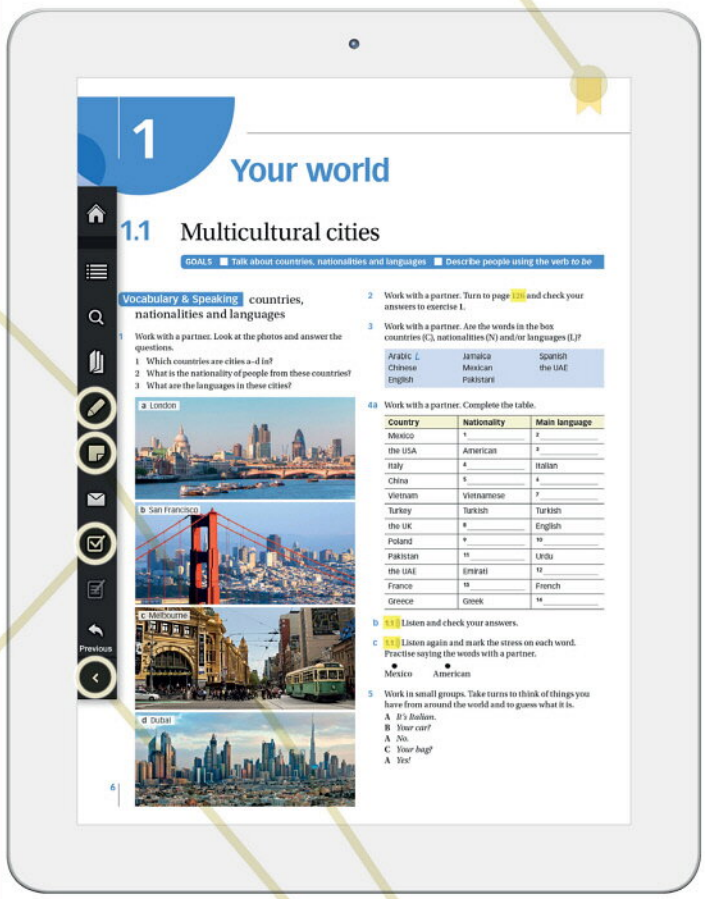
5 Enter your access code.

Watch this video for help on registering and using e-books:
www.brainshark.com/oup/OLBgetstarted

In the *Navigate* e-book Teacher's edition, the teacher's notes from the Teacher's Guide can be called up on the page where the information is needed.

Draw on the page or highlight text.

Find units quickly, jump to a page, or bookmark a page.



The listening materials that go with the course play straight from the page and are placed with the exercise where they are needed. The user can slow the material down to hear each word clearly and then speed up again. In addition, learners can improve pronunciation by listening to the audio, record their own and then compare to the original. The e-books also contain video material which can be played straight from the Video lesson page. The video material can be played full screen, or split screen to move around the pages and complete activities as you watch.



Automatic marking helps learners check progress and learn from their mistakes. They can also email a page to you to mark or to add to their learning portfolio.

The sticky note can be used to place comments with an exercise. These comments can either be written or recorded and can be placed anywhere on the page.

This tool allows the user to move back to the original page. For instance, if the user has moved from a lesson page to a Grammar reference page, clicking on this arrow will move the reader automatically back to the page they came from.

Many images in the *Navigate* e-book Teacher's edition can be enlarged by clicking on the image. This functionality can be used in class to discuss particular images in detail or to aid completion of exercises that go with the photos.

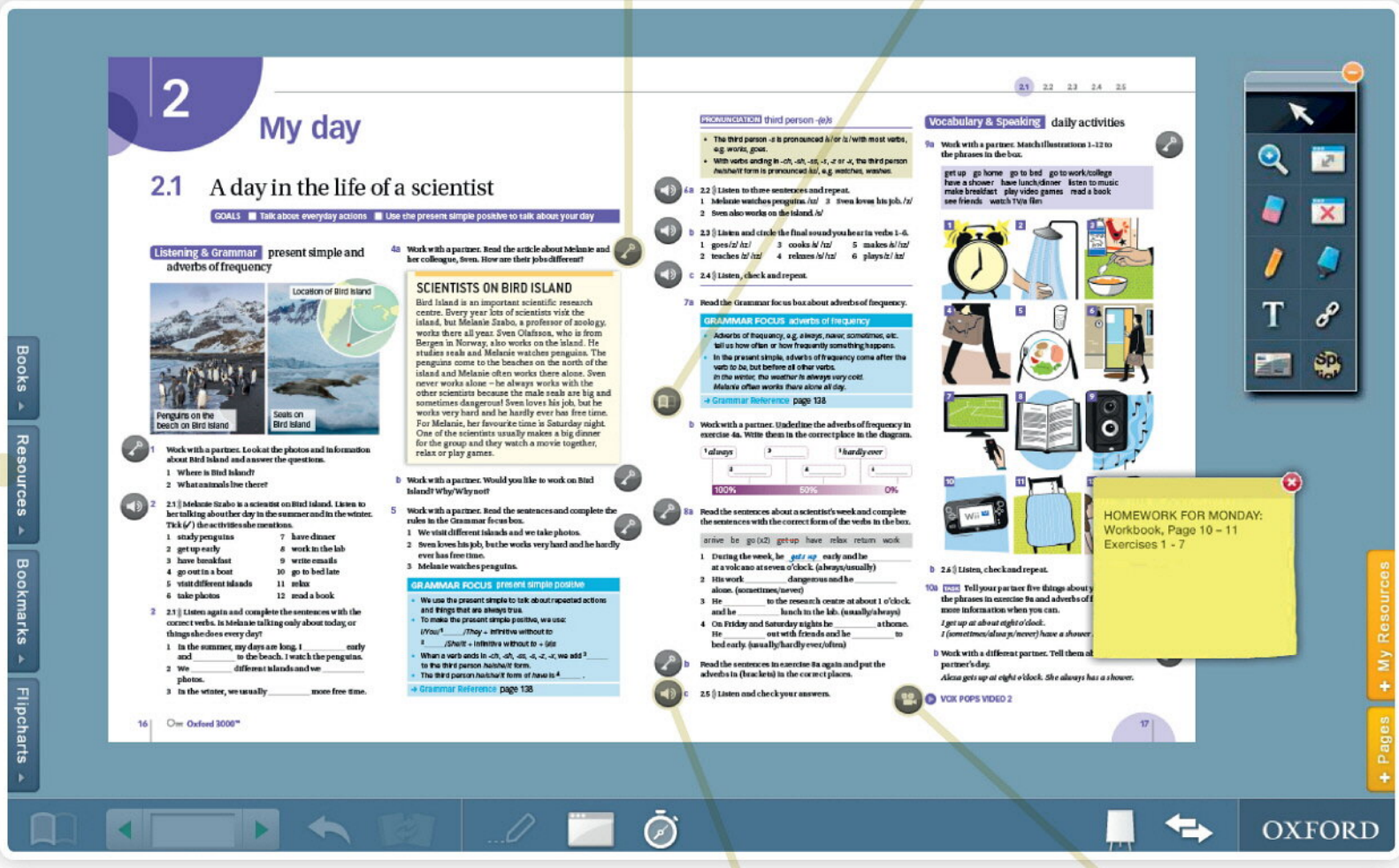
Navigate content overview

iTools

Navigate iTools is a digital tool, specifically designed for use on whiteboards, that can also be used with data projectors, and PCs or laptop computers. Pages from the Coursebook and Workbook are seen on screen with various tools to help the teacher present the material in class.

This tool appears with each exercise and allows the teacher to discuss an exercise in class whilst calling up the answers. Clicking on the key will pop up a box containing the exercise rubric and spaces which can hold the answers when you click on the relevant buttons in the bottom of the box. There are three options: 'see next answer', 'see all answers', and 'hide all answers'.

The Grammar reference page can be reached by clicking on the book icon placed near the Grammar focus box. The user jumps to the relevant Grammar reference page and can return to the original page again by using the arrow button at the bottom of the page.



Resources

Navigate iTools includes a number of resources for use in the classroom:

- The Vox pops worksheets.
- Photocopiable materials from the Teacher's Guide are available to download here, as are wordlists.
- New Grammar Powerpoint presentations for display on your whiteboard help you teach the grammar from the Coursebook in a more interactive way.

This tool allows the teacher to play the audio material that is relevant to the exercise. The teacher can also reveal the audio script so that students can read along whilst they listen.

Video can be played on your whiteboard by clicking the icon.

Online practice

Our online practice courses give your learners targeted extra practice at the level that's right for them. Supported by the online Learning Management System, teachers and administrators can assign media-rich activities for the classroom or at home, and measure learners' progress.

Each learning module uses a step-by-step process, engaging learners' interest, then encouraging them to explore, practise and reflect on their learning.

Learners can study independently with a wide range of support materials: Cultural glossaries, Language models, Wordlists, Grammar and Vocabulary Reference, hints and tips, automatic marking and instant feedback.

You can monitor your learners' progress with a variety of management tools, including a Gradebook and User Progress statistics.

Create your own new content to meet the needs of your learners, including speaking and writing tasks, tests, discussions and live chat. You can also upload videos, audio and PowerPoint® presentations.

Oxford Online Skills

(General English, Bundle 2)

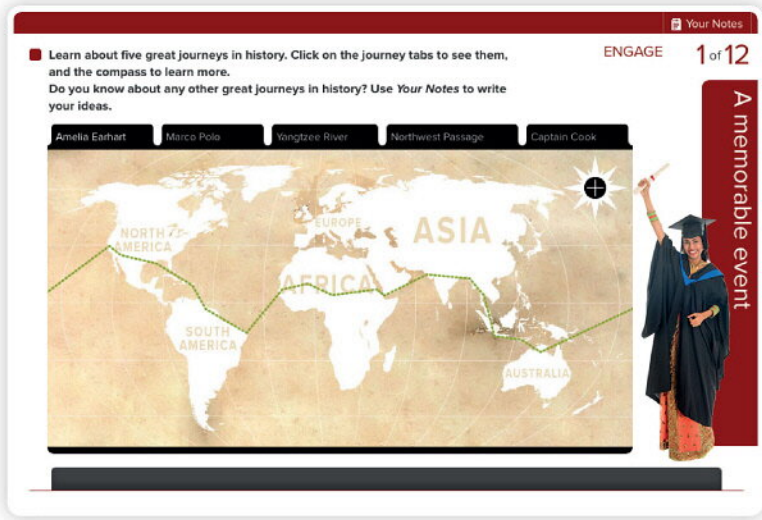
Helps learners focus on developing their Listening, Speaking, Reading and Writing skills, in the classroom or at home



- Engage learners with 30 hours of media-rich activities per level, including videos, interactive infographics and striking photography, on culturally diverse topics.
- Topics complement those found in *Navigate*. For example: My family, the past, giving opinions, writing emails or blog posts.
- Learners' access codes come on a special card included with their Coursebook.
- Variety of top-up materials if you'd like more skills practice for your learners. Choose more modules for general English with General English Bundle 1, or focus on Academic English, all four skills or paired skills (Reading & Writing, Listening & Speaking). The choice is yours. Find out more at **www.oup.com/elt**.

Oxford Online Language Practice

Puts the spotlight on building up learners' vocabulary and grammar

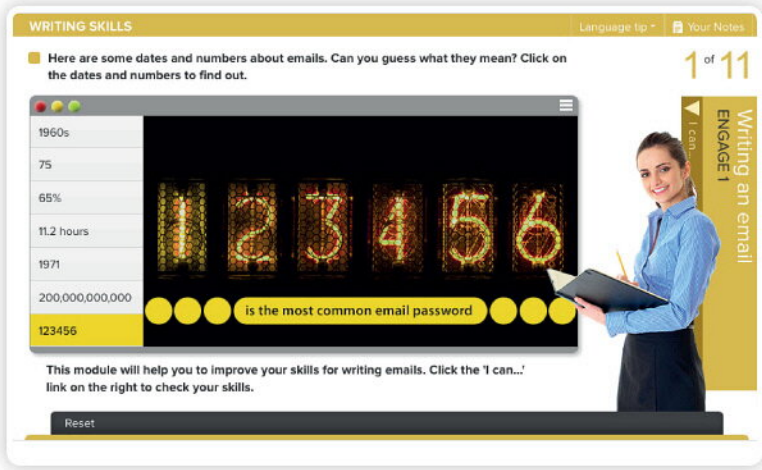


- With a topic-based approach, grammar and vocabulary is integrated in a meaningful and contextualized learning journey.
- Topic areas reflect those commonly found in Adult general English courses, and include Education, Personality, Work, Holidays, Storytelling, Crime and Entertainment.
- Comprehensive support for learners in every Module, with printable grammar and vocabulary references and wordlists, and notes on key differences in American and British English.
- Each CEFR level includes 12 Modules and 25 hours of learning and practice material.

Learners' access codes come on a special card included with *Navigate* Pack 3. If you do not have Pack 3, you can buy this course online from **www.oup.com/elt**.

Oxford English for Work

Telephoning, Socializing and Writing Skills



- Each level includes three skills: Telephoning, Socializing and Writing.
- Activities are highly practical and immediately transferable to the workplace.

Learners' access codes come on a special card included with *Navigate* Pack 3. If you do not have Pack 3, you can buy this course online from **www.oup.com/elt**.

The *Navigate* approach – Reading

Reading tomorrow's text better – Catherine Walter

Learning to play beautiful music does not start with playing beautiful music. No one would expect to start learning the cello by trying to play a concerto; rather, they would learn how to use the bow and to finger the notes, to transition quickly and accurately from one note to another, to relate the musical notation on the page with the physical movements needed to play, and to work on making all that happen smoothly.

In the same way, becoming skilled at reading comprehension in a second language is not best achieved solely by practising comprehension. Of course, the goal of reading activities in an English language course is to help learners achieve better comprehension of the English language texts that they read. However, this does not mean that all of the activities in the classroom should be comprehension activities.

To read well in a second language, readers need to decode written text accurately and fluently (Grabe, 2009). Accurate decoding means being able to make a connection between the words on the page, how they sound and what they mean. Making a connection between the written words and how they sound is important because readers of alphabetic languages immediately convert what they read to silent speech in their minds, using that silent speech to build a mental representation of the text (Gathercole & Baddeley, 1993).

- *Second language readers need practice in matching common spellings and the way they sound, and they need to recognize common words that are spelt irregularly.*

Just as fluent playing of a piece of music is not only achieved by playing it again and again, but by playing scales and doing other exercises, fluency in reading comprehension is not best achieved only by extensive reading – although this has a part to play. Fluency development activities can help (Nation, 2009).

- *Second language readers need to focus on reading fast and without hesitation.*

Knowing how the words sound is useless if the reader does not know what the words mean. Contrary to popular myth, skilled readers who are reading a text for information or pleasure do not spend a lot of time guessing unknown words, because they already know all the words. Skilled readers do not sample bits of the text and deduce what the rest of the text means; they process the entire text, rapidly and automatically (Grabe, 2009). Skilled readers do not use context to infer meaning as often as less-skilled readers do: they do not need to, because they know the words (Juel, 1999). Second language readers who guess unknown words usually guess them wrongly (Bensoussan & Laufer, 1984). To read a text comfortably without using a dictionary, second language readers need to know the meanings of 98% of the words in a text (Hu & Nation, 2000). Note that topic familiarity cannot compensate for second language proficiency (Jensen & Hansen, 1995).

- *Second language readers need to learn the most common and useful words at their level, and they need to be able to recognize them quickly and automatically.*
- *They need to be aware of vocabulary systems, such as how prefixes and suffixes work, so that they can recognize word families, and can learn more vocabulary independently.*
- *More time should be spent on learning vocabulary than on learning to guess unknown words; teaching about guessing unknown words should be strategic.*
- *Activating learners' prior knowledge about a text they are about to read has a very limited effect on how well they will understand it.*

To read well, second language readers need to be able, accurately and fluently, to break down the grammar of the sentences they are reading. They also need to know how these sentences are put together to make a text. Recognizing how sentences are assembled in a text means, for example, recognizing the uses of determiners like *this* and *that*, of words like *which* that link one part of a sentence to another, of expressions like *on the other hand* that say what the writer thinks about what follows.

- *Texts for language learners should contain high-frequency grammatical features in natural contexts.*
- *Second language readers should learn how ideas are linked within texts, e.g. with pronouns, lexical links and discourse markers.*

Paul Nation (2009) points out that what happens in many second language reading activities is that the learners are helped to understand the text in front of them. Nation says that the question for the teacher of reading should rather be:

How does today's teaching make tomorrow's text easier to read?

This is the aim of many of the teaching activities in *Navigate*. Some of the activities that contribute to better reading are not specifically labelled as reading activities. For example, there is work on matching spelling and sounds. There is a carefully staged vocabulary syllabus based on the Oxford 3000™ list of frequent and useful words (Oxford University Press, 2014). There is regular work on vocabulary systems.

In addition, each reading text

- has intrinsic interest, so that learners will want to read it
- contains high-frequency, useful vocabulary
- contains useful grammatical features in natural contexts
- exemplifies features of natural connected texts.

Generally, the reading texts in *Navigate* are the starting point for intensive language-focused learning of reading skills. That is to say, the activities surrounding them are part of a structured programme which aims to prepare learners to read the next text they will encounter more skilfully.

The activities do this by

- helping learners to read more accurately and/or more fluently
- focusing on aspects of the current text that commonly occur in other texts
- prompting learners to understand and reflect upon the ways in which important grammar and discourse features are exemplified in the text
- concentrating on working with features that occur more often in written than spoken language
- providing activities that help learners to understand the text as a whole
- providing teacher and learner with information about the learner's performance, as a basis for future work.

All these teaching activities contribute to a structured programme which will move learners more efficiently towards becoming better readers of English.

References

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Jensen, C. & Hansen, C. (1995). The effect of prior knowledge on EAP listening-test performance. *Language Testing* 12:99-119.

Juel, C. (1999). The messenger may be wrong, but the message may be right. In J. Oakhill & S. Beard (Eds.), *Reading Development and the Teaching of Reading*, 201-12. Malden, MA: Blackwell.

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Reading in *Navigate*

Navigate includes micro-skills work on reading, helping learners to identify common aspects of reading texts, which in turn enables them to develop their reading skills in general. These Unlock the code boxes identify some specific areas of reading skills that are exploited in lesson 3 in six of the units.

UNLOCK THE CODE
understanding conjunctions

- Understanding conjunctions in sentences, e.g. *and*, *but*, *because*, and *or,* helps you understand a text.
- We use:
  and with similar ideas
  or with two or more choices or possibilities
  because to say why something happens
  but to contrast two different pieces of information.

UNLOCK THE CODE
pronoun referencing

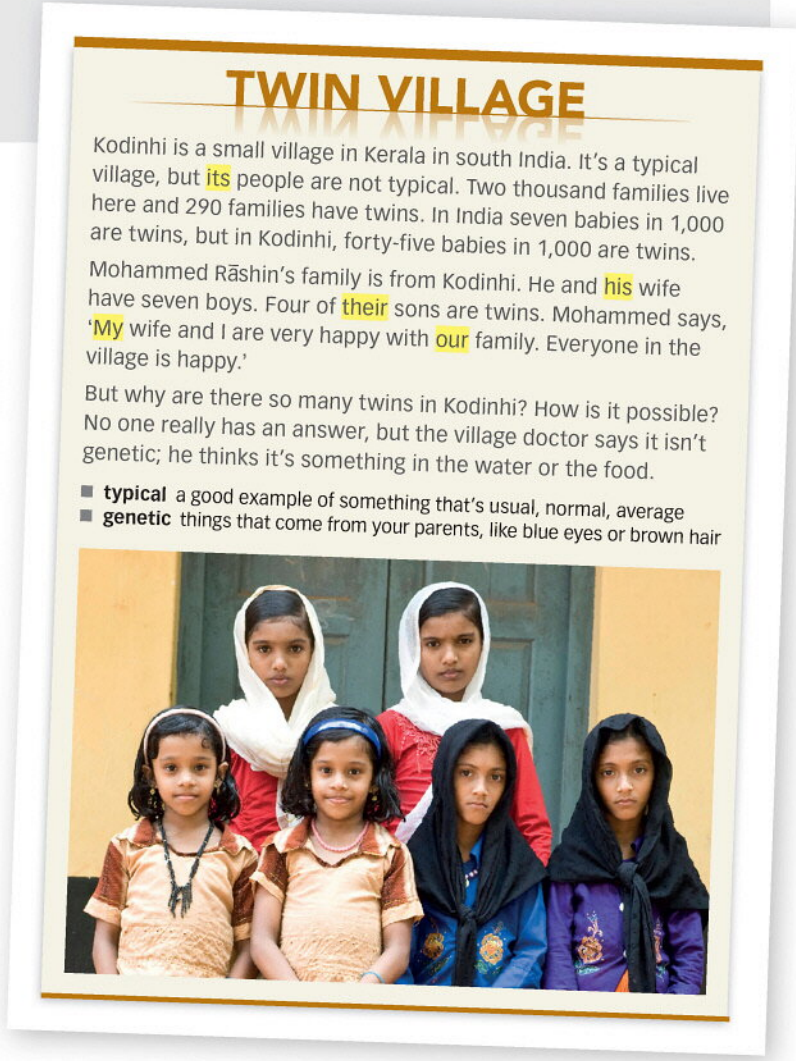
The first time we talk about a thing or person we usually use the noun. After that we often refer to it using a pronoun because we don't want to repeat the same noun.

Where's my **pen**? I can't find *it*.
it = **pen**

My grandparents are French. *They* live in Paris.
They = **my grandparents**

UNLOCK THE CODE
time sequencers

Writers often use time sequencers to show the order in which something happens, e.g. *first*, *next*, *then*. If you understand these phrases, it is easier to understand what comes next in the text.



TWIN VILLAGE

Kodinhi is a small village in Kerala in south India. It's a typical village, but its people are not typical. Two thousand families live here and 290 families have twins. In India seven babies in 1,000 are twins, but in Kodinhi, forty-five babies in 1,000 are twins.

Mohammed Rāshin's family is from Kodinhi. He and his wife have seven boys. Four of their sons are twins. Mohammed says, 'My wife and I are very happy with our family. Everyone in the village is happy.'

But why are there so many twins in Kodinhi? How is it possible? No one really has an answer, but the village doctor says it isn't genetic; he thinks it's something in the water or the food.

- **typical** a good example of something that's usual, normal, average
- **genetic** things that come from your parents, like blue eyes or brown hair

This approach is used in combination with a more top-down approach to reading where students read content-rich texts as vehicles for grammar or vocabulary learning, and to stimulate discussion on a topic of general interest to adults. All reading texts have been carefully graded. Vocabulary level in the texts is checked against CEFR levels to ensure that only a minimum number of words are above the level expected to be understood by learners at the level of the Coursebook.

The *Navigate* approach – Listening

Training better listeners – John Field

In the early days of ELT, listening was mainly employed as a means of presenting new language in a dialogue context. In time, teachers and teacher trainers came to recognize the importance of teaching the four skills for their own sake, but there remained the problem of precisely how to do it. For listening, they fell back on a method widely used in L1 and L2 reading, as well as in early listening tests – namely the comprehension question. More enlightened teachers played short sections of a recording and asked oral comprehension questions; but coursebook materials often relied on a conventional lesson format where the teacher sets comprehension questions in advance of listening, plays a three- or four-minute recording and then checks answers.

This approach became very entrenched in ELT methodology, but it was not without its critics. The most commonly expressed reservation was that it *tested* listening rather than *teaching* it. Other drawbacks were less often mentioned. The method is very teacher centred. The comprehension questions are often in written form so that the task taps into reading as well as listening. The focus on 'comprehension' diverts attention from the fact that there is much more to listening than just the end-product. Above all, if a learner gives the right answer to a question, it tells us nothing about the way in which they arrived at that answer, so we cannot help them to listen better.

Today, listening instruction has moved on. Current approaches treat listening as a form of expertise, like driving a car or learning chess. A novice trying to acquire expertise in any skill starts out by needing to focus a lot of attention on the basic processes that make up the skill (in the case of listening, an L2 learner might need to concentrate on just recognizing words). With time and practice, however, these basic processes become more and more automatic and demand less attention. This enables the novice to perform more efficiently – in the case of the L2 listener, to switch attention from word recognition to building up a wider picture of the speaker's purpose and the conversation as a whole.

This perspective suggests the need to practise the fundamentals of the listening skill as intensively as possible in the early stages of a teaching programme. It also suggests the wisdom of reserving some of the more complex processes associated with context, interpretation or line of argument for higher-level learners.

L2 listeners' needs can be tackled in three ways

Exposure to the input

Learners need to hear short clips which illustrate some of the phonetic features of English that prevent listeners from recognizing words. Words in connected speech do not have standard forms like they do in writing. Because speakers take short cuts in producing them, they are often subject to elision (*didn't* → *'dint'*), assimilation (*ten pounds* → *'tem pounds'*), liaison (*tie up* → *'tieyup'*, *go out* → *'gowout'*) or resyllabification (*find out* → *'fine doubt'*). Words that are of lesser importance in an utterance are often reduced. Function words in English have weak forms (*have*, *of*, *a* and *are* can all be represented by the single weak sound schwa /ə/), and words in commonly occurring chunks of language often get downgraded in prominence (*Do you know what I mean?* can be reduced to as little as '*Narp mean?*').

The best way of dealing with these perceptual problems is by using small-scale exercises that focus on examples of just one of the features mentioned. The teacher reads aloud these examples or plays a recording of them and learners transcribe them. But this is no conventional dictation exercise: it employs speech that is as natural as possible, not read-aloud; and learners are not penalized for spelling errors. For examples, see Field, 2008: Chap. 9.

Training in expertise

Psycholinguistic models of listening have demonstrated that the skill demands five distinct operations:

- Decoding: matching the signals that reach our ears to the sound system of the language
- Lexical search: matching groups of sounds to words in our oral vocabulary
- Parsing: combining groups of words into grammatical units to obtain a simple point of information
- Meaning construction: interpreting the information in terms of context and the goals of the speaker
- Discourse construction: adding the information to what has gone before.

All five can be practised by means of small-scale exercises. In terms of lexical search, a major challenge when listening to any language is that there are no consistent gaps between words in connected speech like those in writing. It is the listener who has to decide where one word ends and the next begins (Field, 2003). A useful exercise is therefore for the learner to listen to a short passage of natural speech and write down any words that he/she has recognized, then to replay the passage several times, each time adding more words. This kind of task is best done at the learner's own pace – for homework or in a listening centre. Parsing can be practised by playing half of a sentence and asking learners to use what they have heard so far to predict the rest. Discourse construction can be practised by asking learners to fill in a blank Table of Contents form. For multiple examples of these exercise types, see Field 2008: Chaps. 10–13.

Compensating for gaps

It has been suggested that lower-level L2 learners need a great deal of practice in cracking the code of speech before they can move on to building more complex meanings. This

takes time, and learners feel frustrated when, despite their listening instruction, they find they understand little of what they hear on the internet or on TV, DVD and film. There is thus a further need to train learners (especially adults) in strategies which enable them to make the most of the little they are able to extract from a piece of real-world speech, at least until their listening improves. In one type of strategy practice, they listen to a short recording, try to work out the gist of what they have heard, share ideas in pairs, and then listen again (perhaps more than once) in order to check if they were right and to add new information. This type of task helps learners who dislike the uncertainty of not recognizing every single word, by encouraging them to make guesses. It also helps those who are more willing to take risks, by making them check their (sometimes rash) guesses against what comes next. The fact is that listening to speech (even in one's first language) is always a highly approximate process. Because words in speech vary so much, all listeners keep having to form hypotheses about what they have heard and revising those hypotheses as they hear more.

The tasks that have been suggested in this three-pronged approach focus on particular components of listening and are mainly small scale (some constituting just 5 minutes of intensive practice). So where does that leave the conventional comprehension task? Well, we do still need it. We need it in order to integrate many of the processes that have been mentioned. They do not operate in isolation and a listener has to learn to use them in conjunction with each other. The traditional comprehension recording also provides exposure to a wide range of voices, either in conversation or monologue. Adjusting to unfamiliar voices is a part of listening that we take for granted in our first language; but it can be demanding when the speaker is talking in a second language.

But we should perhaps rethink some aspects of the traditional comprehension task. Teachers and materials providers need to draw more heavily on authentic material – or at least use studio material that resembles natural speech in its pausing patterns, hesitations, overlaps, false starts, etc. Careful thought also needs to be given to the role of the comprehension question. It is quite possible to design questions that tap specifically into one of the five levels of processing identified above. This should be done in a way that reflects the capabilities of learners, with an emphasis at lower levels on questions that target word-level cues and factual information.

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John Field is Senior Lecturer in the CRELLA research unit at the University of Bedfordshire, UK. He is especially known for his work on second language listening; and his *Listening in the Language Classroom* (CUP, 2008) has become a standard work in the field. His background in psycholinguistics (on which he has also written widely) informs much of his thinking. He is currently applying it to the notion of cognitive validity in L2 testing; and is developing new types of listening test which more accurately reflect the components of the skill. In another life, John was a materials writer and teacher trainer: writing coursebook series for Saudi Arabia and Hong Kong, radio programmes for the BBC World Service, and TV programmes for the Open University of China. He continues to advise publishers on materials design.

Listening in *Navigate*

The approach to listening in *Navigate* draws significantly on John Field's research, through a carefully graded listening skills syllabus focusing on features of the spoken language. These decoding skills for listening can be found in the skills development lessons and include the following areas:

UNLOCK THE CODE
positive and negative contractions

- When we speak, we often use contractions, e.g. *I'm*, *she isn't*, etc. It is important to understand the difference between the positive and negative forms of the verb.
- The verb *to be* is not stressed in positive sentences.

  He's Australian. *I'm Chinese.*
- In negative sentences *not*, *isn't* and *aren't* are stressed.

  She's not Polish. *It isn't my family name.* *They aren't friends.*

UNLOCK THE CODE (1)
the schwa /ə/ sound in words

Many words have an unstressed syllable that is usually pronounced with a **schwa** /ə/ sound. The sound is often (but not always) on the last syllable.

*farm**er**, wo**man**, hairdress**er**, sal**a**ry, **a**gree*

UNLOCK THE CODE
understanding similar vowel sounds

- Vowel sounds can sound very similar to each other when you listen.

/æ/	/eɪ/	/e/
man	main	men
/ɒ/	/ʌ/	/əʊ/
not	nut	note
/e/	/ɪ/	/iː/
set	sit	seat

- Listening for the general meaning of the sentence can help you understand the correct word.

  The ~~not~~/~~nut~~/note says 'Wait here'.

The *Navigate* approach – Grammar

Grammar: What is the best way to learn it? – Catherine Walter

Attitudes towards planned grammar teaching vary across the world. Some attitudes derive from theoretical stances that have not stood the test of time; yet they persist, here and there, in teacher education programmes, in national advice to teachers and in some language teaching materials.

One of the problems here may well be memories of classrooms where students learnt grammar rules, but didn't use them in communicative activities. It became clear that this was not a good way for learners to become good communicators in their second language. This led to proposals in which learning of grammar rules was seen as counterproductive.

One idea that emerged was that grammar should be taught only when the need for a particular grammar feature emerged spontaneously. The idea was that in the course of a communicative activity, the learner would want to say something, but lacked the necessary grammar. This was seen as the perfect time for the teacher to offer that grammar. However, there are three problems here. Firstly, in a classroom, different learners may be ready for a grammar point at different times. Secondly, it is not possible to construct a series of tasks from which every important grammar feature will emerge. Thirdly, classrooms are unpredictable. If the teacher is depending on what emerges in class for the whole grammar syllabus, they need to be able to give a clear, accurate, level-appropriate explanation of any feature that happens to emerge. This is not an easy task, and the chances of a teacher's improvising consistently good rules are small.

Some writers have proposed eliminating the teaching of grammar altogether. Krashen (1982) held that learners only need *comprehensible input*, a bit more advanced than the language they can already produce. He claimed that this would lead learners progressively towards proficiency. This approach has been clearly shown not to work, in careful studies by researchers such as Swain (1985) and Genesee (1987).

Another proposal is the Natural Order Hypothesis (Meisel, Clahsen & Pienemann, 1981): the idea that there is a natural developmental sequence for acquiring second language grammar features, no matter the order of teaching. This hypothesis has some evidence behind it, although only for a very few structures of the language. Even for those few structures, Goldschneider and DeKeyser (2005) demonstrated in a rigorous meta-analysis that the developmental order is strongly predicted by salience – how much the feature stands out in the language. Given this finding, it is clear that making a grammar feature more salient to the learner, for example by explicit teaching, should be a way of fostering learning.

It has also been claimed that peer-peer support, where students in a class help one another to learn, is an effective way of teaching grammar. This is based on a sound framework (Vygotsky, 1978), but the framework supposes an expert-novice pair, not two novices. Research has described some interesting interactions; but the peers almost always come up with a non-standard grammar form.

One respected framework for language acquisition that supports explicit grammar teaching is the input-interaction-output framework, in which the learner is gradually pushed to restructure their internal second language grammar so it approaches standard grammar more closely. Here, explicit grammar teaching is seen as valuable because it

- helps learners to notice grammar features in the input
- encourages learners to notice the differences between how they say something and how proficient speakers say it
- provides information about what *doesn't* happen in the language.

Another strong current approach, *task-supported instruction*, holds that it is important for learners to use their language in tasks, where the main focus is on meaning, but where the learners need to interact in their second language to reach an outcome. Early on, it was hoped that tasks would be enough to make grammar emerge. However, all serious scholars working in this paradigm (e.g. Skehan, 2003; Willis & Willis, 2007) now agree that pre-task and post-task explicit focus on grammar is necessary.

In a skills-based approach, where language learning is seen like learning to drive or to play a musical instrument, teaching grammar rules is highly valued. Learning the rules is seen as a precursor to being able to use those rules. As DeKeyser (1998) says, while you are learning to walk the walk, the rule is a crutch to lean on.

However, these are theories. What about the evidence? There have been rigorous meta-analyses finding that:

- explicit teaching of grammar rules yields better results than implicit teaching (Norris & Ortega, 2000)
- explicit teaching yields better results for both simple and complex forms (Spada and Tomita, 2010)
- explicit teaching of rules, combined with communicative practice, leads to unconscious knowledge of the grammar forms that lasts over time (Spada and Lightbown, 2008)
- there is no difference in results between integrating the teaching of rules with a communicative activity and teaching them separately (Spada and Tomita, 2010). In other words, presentation-practice-production works just as well as more integrated methods.

To summarise: there is theoretical support and hard evidence that teaching grammar rules, combined with communicative practice, is the best way for adults in classrooms to learn to use the grammar of their new language.

Navigate often teaches rules 'inductively': learners are given a bank of examples of the rule. Then they see part of the rule and are guided to think about how to complete it. There is evidence that for appropriate rules this works as well, and perhaps better, than giving the rule first (e.g. VanPatten & Oikkonen, 1996; Ming & Maarof, 2010).

Navigate also provides a wealth of communicative activities where the focus is on meaning, but which are structured so as to encourage the use of the rules that have been taught. This provides the second ingredient of the recipe that has been shown to be the best way for adults to learn to become more proficient users of second language grammar.

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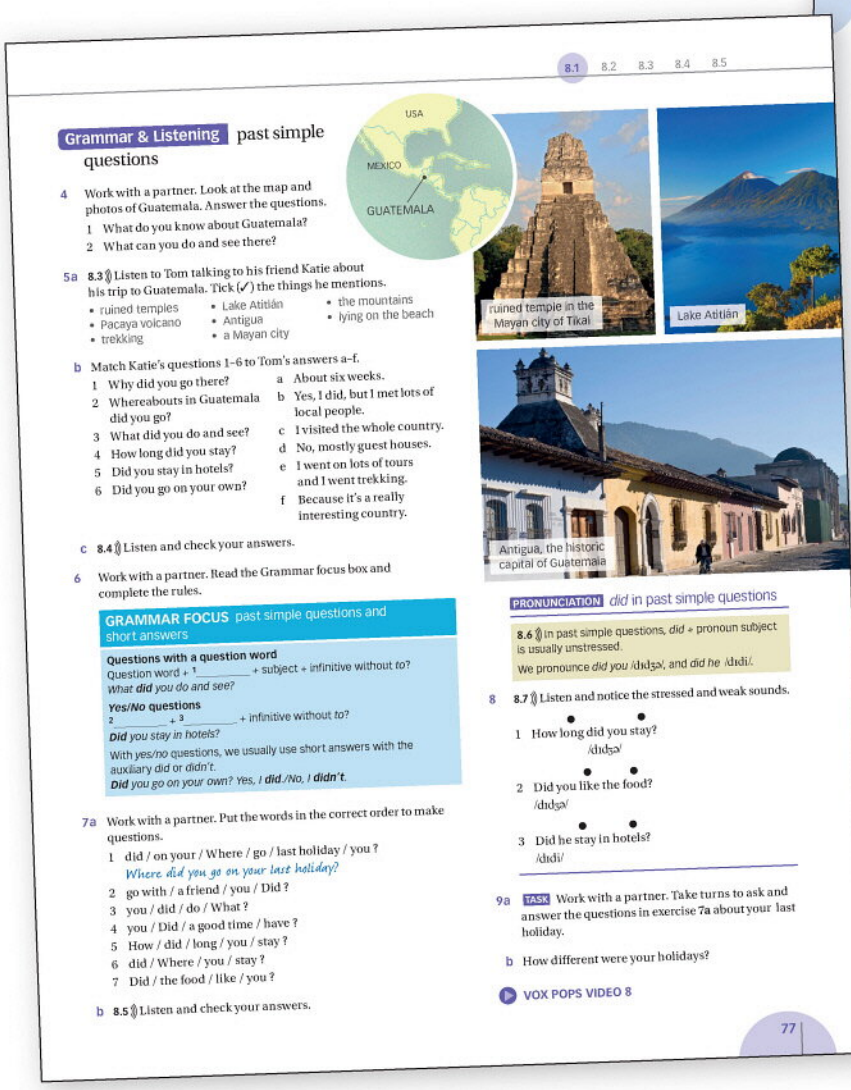
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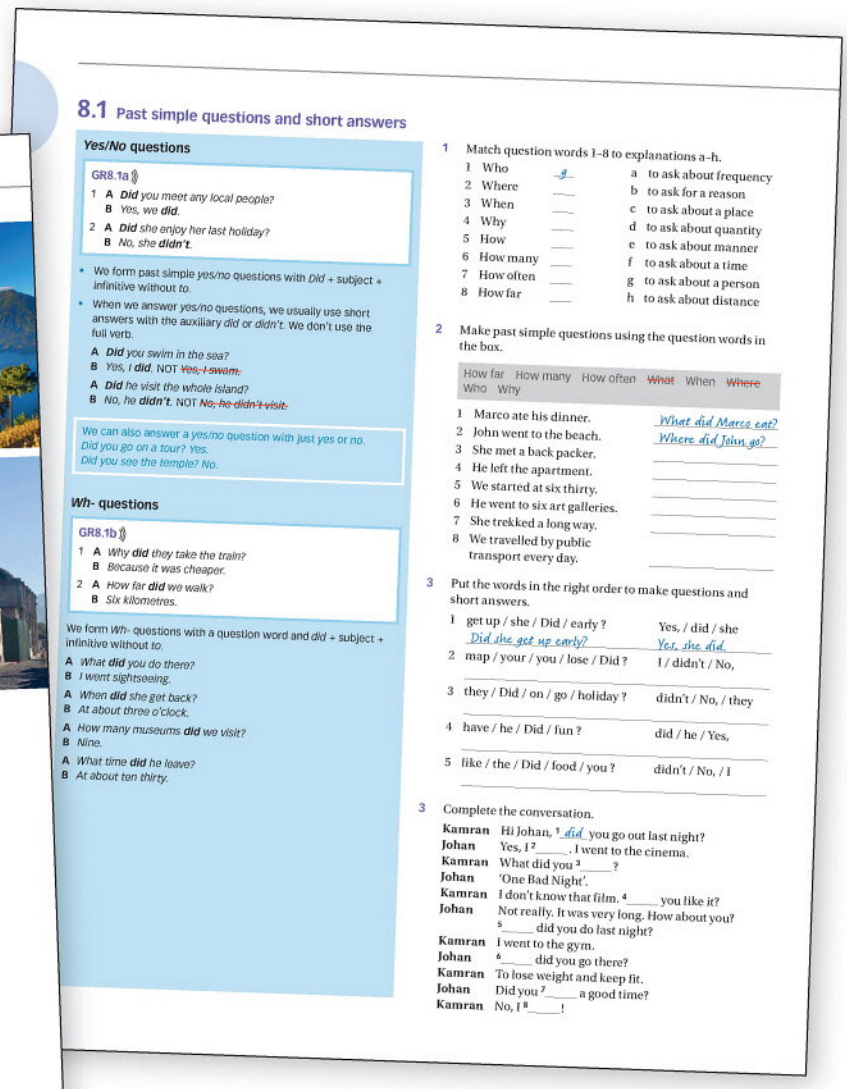
Grammar teaching in *Navigate*

Grammar is taught in context through texts and audio recordings, and then followed up with Grammar focus boxes which offer the rules of the grammar point in a succinct and level-appropriate way.

Exercises to practise the grammar point offer controlled practice, and a speaking task gives learners the opportunity to reproduce the grammar point in a semi-controlled way.

The Grammar reference section at the back of the Coursebook offers more detailed grammar explanations and further controlled practice, to give learners as much opportunity as possible to assimilate the grammar point.





The *Navigate* approach – Vocabulary

Vocabulary and the *Oxford 3000*

Vocabulary is a crucial area of adult language learning and *Navigate* puts a strong emphasis on it. As well as useful and transferable vocabulary sets that allow students to speak in some detail and depth on general topics, there is a dedicated page in every unit on vocabulary development which covers areas like word families, prefixes or suffixes, collocations and fixed expressions.

In developing the vocabulary syllabus across the six levels of *Navigate*, special attention was paid to the *Oxford 3000* – a tool to help teachers and learners focus on the key vocabulary needed to become proficient in English. The *Oxford 3000* is integrated into the vocabulary syllabus and items from the coursebook that appear in the *Oxford 3000* are indicated by a key symbol in the wordlists found on the Student's DVD, the Coursebook e-book, and on the Teacher's Support and Resource Disc. As you would expect, at the lower levels of *Navigate* a high proportion of words on these wordlists are in the *Oxford 3000*, and as students progress through the course to higher levels they will learn more vocabulary that sits outside this core 3000.

But what exactly is the *Oxford 3000*? Read on to find out.

The *Oxford 3000* – The words students need to know to succeed in English

Which words should students learn to succeed in English?

The English language contains literally thousands of words and, as language teachers or language learners, it is often difficult to know which words are the most important to learn. To help with this, Oxford University Press's ELT dictionary team created the *Oxford 3000* - a list of the 3000 words that students really need to know in English. It was drawn up in collaboration with teachers and language experts. The *Oxford 3000* words are included in most OUP learner's dictionaries, including the Oxford Advanced Learner's Dictionary.

The *Oxford 3000* words are marked with a key in OUP's learner's dictionaries, and are available on the **www.oxfordlearnersdictionaries.com** website. You can look up the entry for each word, and hear it pronounced in either British or American English. At elementary level OUP learner's dictionaries focus on the *Oxford 2000*, which includes 2000 of the words on the *Oxford 3000* list.

How was the *Oxford 3000* created?

There were three key requirements in creating the *Oxford 3000*:

1 sources – to provide evidence of how the English language is actually used

2 criteria – to use when analysing the sources

3 expertise – to provide insights into the vocabulary needs of learners of English.

1 Sources

The *Oxford 3000* is a corpus-based list. A corpus is an electronic database of language from different subject areas and contexts which can be searched using special software. When lexicographers analyse a particular word in the corpus, the corpus shows all of the occurrences of that word, the contexts in which it is used, and the grammatical patterns of the surrounding words.

The *Oxford 3000* is informed by the:

- British National Corpus (100 million words)
- Oxford Corpus Collection (developed by Oxford University Press and including different types of English – British English, American English, business English, etc.)

By using this combination of corpora, we can understand how English is currently used, and which words are used most frequently.

2 Criteria

When deciding which words should be in the *Oxford 3000*, corpus frequency alone was not used as a guide to inclusion. Three core criteria were identified:

- frequency – the words which appear most often in English
- range – the words which appear frequently AND across a broad range of different contexts
- familiarity – words that are not necessarily used the most frequently, but are important in general English.

The combination of frequency, range and familiarity means that the *Oxford 3000* is more pedagogically informed than a list of words based on frequency alone. For example, when the corpus was analysed, it was found that we talk about 'Friday' and 'Saturday' more frequently than 'Tuesday' or 'Wednesday'. However, when learning the days of the week, it is useful to learn all of them at the same time – not just the most frequent ones. For this reason, all the days of the week appear in the *Oxford 3000*.

3 Expertise

A group of lexicographers and around 70 English language teachers from English language schools all over the world worked together on the *Oxford 3000*, bringing classroom experience and linguistic expertise together to create a list that truly supports the needs of language learners.

Why use the *Oxford 3000*?

When the research team looked at the corpora using the criteria mentioned above, they found that around 3000 words covered 80–85% of vocabulary in a general English text.

Here are the results of the research into frequency and coverage – that is, how much text is covered by the thousand most frequent words, the next thousand most frequent words, the third thousand most frequent words, and so on.

most frequent word families	coverage	total
1st 1000	74.1%	
2nd 1000	7.2%	2000 = 81.3% coverage (74.1% + 7.2%)
3rd 1000	3.9%	3000 = 85.2% coverage (81.3% + 3.9%)
4th 1000	2.4%	4000 = 87.6% coverage (85.2% + 2.4%)
5th 1000	1.8%	5000 = 89.4% coverage (87.6% + 1.8%)
12,500 word families cover 95% of text.		

By learning the first 3000 words, students build a very strong vocabulary base which covers a significant majority of the words they will see in texts. The *Oxford 3000* therefore provides a useful springboard for expanding vocabulary and is a valuable guide in vocabulary learning. If a learner comes across a new word and it is in the *Oxford 3000*, they can be sure that it is important to learn it.

Beyond the *Oxford 3000*

As students advance in their learning, the vocabulary they need will depend on the areas of English that they are interested in. The *Oxford 3000* will give them a good base for expanding their lexical knowledge.

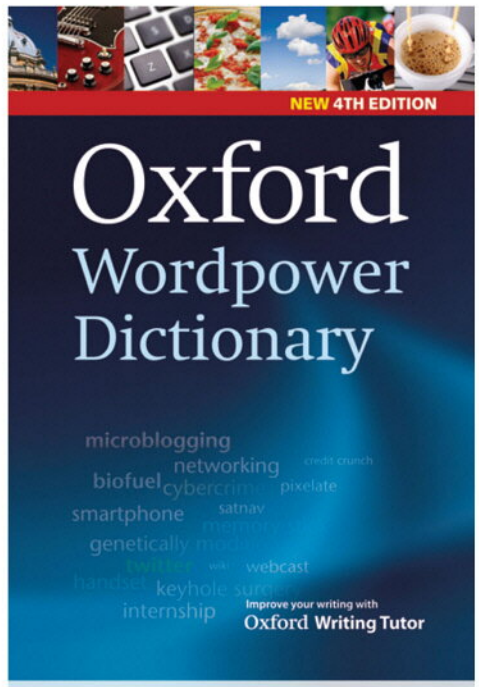
Dictionaries and the *Oxford 3000*

The *Oxford 3000* app

Oxford 3000 is a list of the most important and useful words to know in English informed by corpus-based research. In a recent survey, over 60% of teachers told us they believe that learning the *Oxford 3000* expands their students' vocabulary. The new Learn the *Oxford 3000* app for iPad/iPhone™ helps students learn the *Oxford 3000* with practice exercises and tests to check progress.

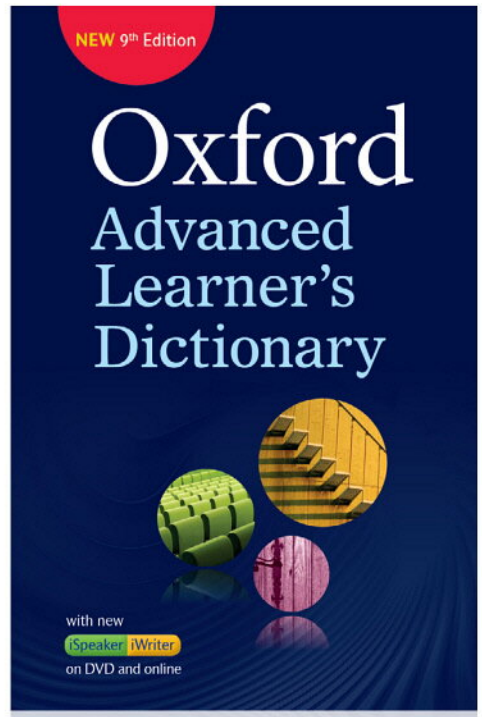
Oxford Wordpower Dictionary 4th edition

Updated with over 500 new words, phrases and meanings, *Oxford Wordpower Dictionary* is a corpus-based dictionary that provides the tools intermediate learners need to build vocabulary and prepare for exams. *Oxford 3000* keyword entries show the most important words to know in English. This edition includes Topic Notes, Exam Tips and Writing Tips, and a 16-page Oxford Writing Tutor. Students can search the A-Z dictionary by word or topic on the CD-ROM, and use the exercises to practise for international exams.



Oxford Advanced Learner's Dictionary 9

The *Oxford Advanced Learner's Dictionary* is the world's best-selling advanced learner's dictionary. The new ninth edition, featuring 185,000 words, phrases and meanings, develops the skills students need for passing exams and communicating in English. It is the ultimate speaking and writing tool, with brand new resources including the Oxford iSpeaker and Oxford Speaking Tutor.



The *Navigate* approach – Photocopiables

Photocopiable Teacher's Resource Materials – Jill Hadfield

What are photocopiable resource materials?

The resource materials in *Navigate* Teacher's Guide are one-page photocopiable activities that can be used to provide further practice of the target language in this book. There are 36 activities, divided into three sections: Grammar, Vocabulary and Communication, and they practise the target grammar, lexis and functions in the book.

What types of activity will I find?

There are two main types of activity in the photocopiable materials: linguistic activities and communicative activities.

Linguistic activities focus on accuracy and finding the right answer, inserting the correct word in a gap-fill, for example. These are familiar exercise types and require correct answers which are given in the Answer Key in the Teachers' Notes.

Communicative activities have non-linguistic goals: solving a puzzle or finding differences in two pictures, for example. The emphasis is more on fluency and on using the target language as a means to an end. The communicative activities in this book fall into two types: open-ended activities such as discussions or role plays with no fixed end-point or goal, and closed-task, game-like activities, such as board games or guessing games with a fixed goal.

Why use them?

The activities can be used to provide extra practice or revision in speaking, reading and writing the target language in each unit. The different types of activity provide different types of practice, which will appeal to different learner preferences. The linguistic activities provide practice in recalling the target language and using it accurately, and the communicative activities provide practice in recalling the target language and using it, integrated with other language, to complete a task. Some of these activities are designed with a game-like element: that is, they have a goal such as guessing or solving a problem, which students have to work together to achieve. This provides variety and a change of focus for the students and makes the practice fun and enjoyable. The element of play is also relaxing and lowers the affective filter (Krashen 1987) which makes learners less inhibited and more willing to use the language, and the fact that the activities have a goal is motivating for the learners and gives them a sense of satisfaction when they have achieved the goal. Other activities have a personalization element which is also motivating for the learners and leads to positive affect. Both personalized and playful activities involve the learners in investing more of themselves in the language, leading to deeper processing which helps retention of language items (Schmitt 2000).

When should I use them?

The activities can be used immediately at the end of each relevant section in the book for extra practice. Alternatively, they could be used later in the course for revision or review.

How should I use them?

The activities are for pair, group or whole class mingling work. This means you will have to think carefully about:

- how to arrange the groupings
- how to set up the activities and give instructions
- what your role will be during the activities
- what the different requirements of the 3 different activity types will be regarding monitoring, finishing off the activity and giving feedback.

Classroom layout

If you have desks arranged in groups of tables, you probably will have 4–6 students at each group of tables. This makes pairwork and groupwork easy. Mingling activities can be done in the spaces between the tables, or in a space at the front of the class if tables are pushed back a bit.

If you have desks in a U-shape, adjacent pairs can easily work together. Groups of three and four are best arranged by asking one or two students to move and sit opposite another pair of students. This makes it much easier for students to listen and talk to each other than if they are sitting in a line. Whole class mingling activities are easily arranged by asking students to move to the space in the centre of the U.

Even if you have fixed and immovable desks arranged in rows, you can adapt the arrangement to pair and group work by asking adjacent students to work with each other, or those in the row in front to turn around and work with the students behind them. Whole class mingling activities may cause more of a problem if space is limited, but you can adapt the activities so that only half the class is standing up and moving while the other half remain seated.

Setting up the activities

The activities often have several stages. This means you will have to be very clear in your own mind about how the stages follow each other. Here are some tips for giving instructions:

- Use simple language: simple vocabulary and simple sentence structure.
- One step, one sentence, then pause and make sure they have understood. Very often you may have to give an instruction, then wait for each group or pair to carry it out, before going on with the next, e.g. *Take a counter each … OK … have you all got a counter? … Place your counter on the START square …*
- Use checking questions, for example, *Are you working in pairs or on your own?*
- Use demonstration: show how to carry out an activity by doing it yourself for the class to watch, or by playing the first round of the game with one group while the class watches.

Teacher's role

Your role during the activity will vary. At the start you will be an Instruction Giver. During the activity you will have to be a Monitor, circulating and listening to the students in order to monitor progress, give help where needed, and note errors for feedback at the end of the activity. Depending on your class you may also have to be an Explainer if students have misunderstood what to do (if a number of them have misunderstood, you will need to stop the activity and give the instructions again), or a Controller, if students are off-task or not speaking English. Finally, you will need to stop the activity and give feedback. Your exact role during and at the end of the activities will vary according to the type of activity.

Linguistic activities

Some of these activities are to be done in pairs and some individually. If students are working individually (e.g. for a gap-fill), get them to check their answers in pairs before you give feedback. If they are working in pairs, get them to check with another pair. These activities are accuracy based and have one right answer. This means that you will need to go through the correct answers with the class at the end and explain any problems. It is a good idea to have visual support in the form of answers on the board or on a handout for students who may misunderstand the oral answers.

Communicative activities – open-ended

These activities do not have an outcome or come to a pre-arranged end. You will therefore have to keep a close eye on students to see when they are running out of ideas. If they come to a stop early while you feel the activity has more mileage, you may have to encourage them, or suggest new ideas. You will have to decide when to stop the activity – make sure students have come up with enough ideas, but don't let it go on so long that they get bored. There are no 'right answers' to these activities, so feedback is a matter of 'rounding off' the activity by asking students to share ideas.

Communicative activities – closed task

These game-like activities will come to an end automatically when the goal has been achieved. Some groups may achieve their goal earlier than others. You can keep them occupied by putting groups together and asking them to compare solutions. These activities often have an answer or 'solution,' so feedback will involve going through solutions and checking answers in much the same way as for the linguistic activities.

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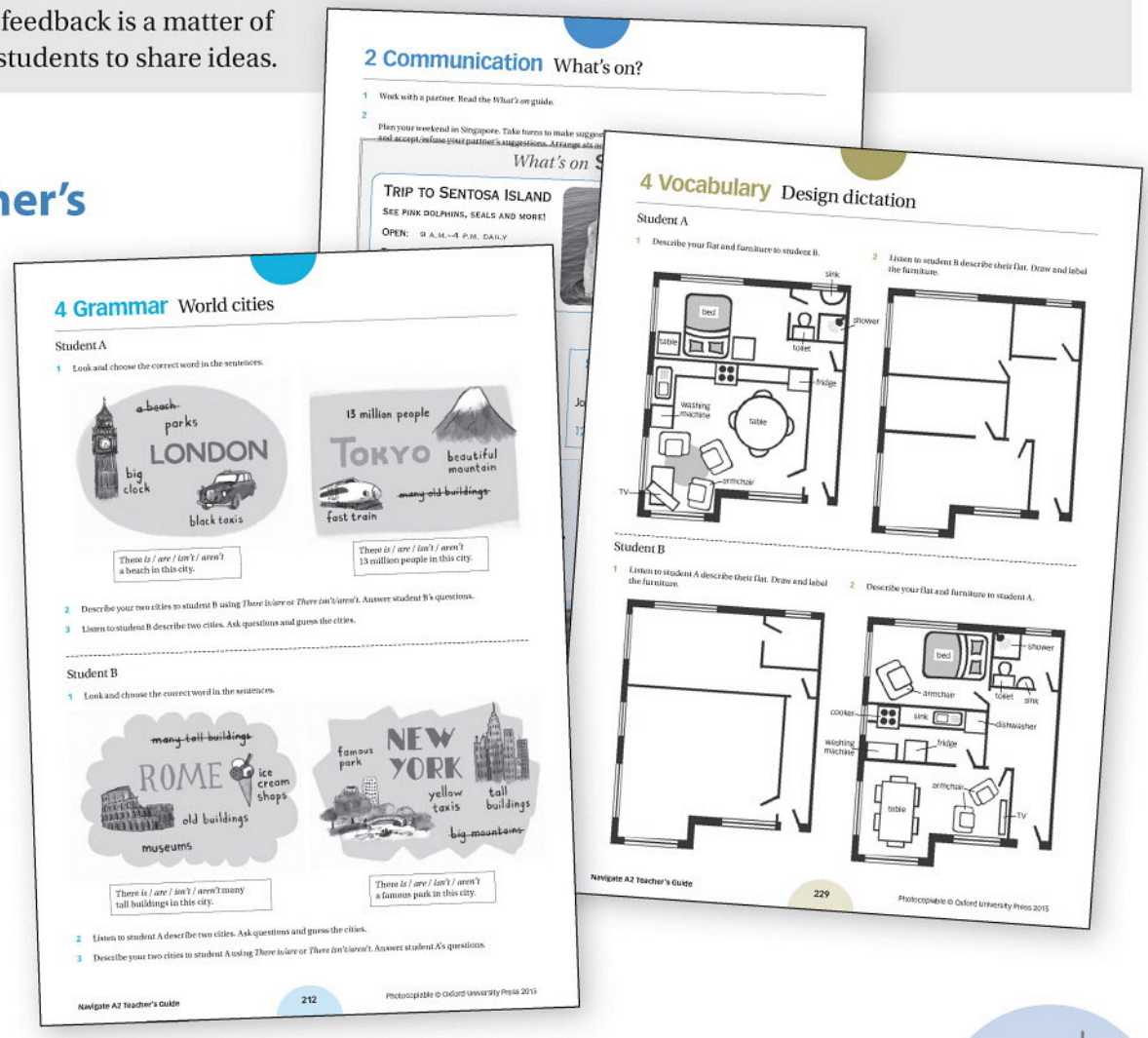
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Jill Hadfield has worked as a teacher trainer in Britain, France and New Zealand and worked on development projects with Ministries of Education and aid agencies in China, Tibet and Madagascar. She has also conducted short courses, seminars and workshops for teachers in many other countries. She is currently Associate Professor on the Language Teacher Education team in the Department of Language Studies at Unitec, New Zealand and has been appointed International Ambassador for IATEFL. She has written over thirty books, including the *Communication Games* series (Pearson), *Excellent!*, a 3 level primary course (Pearson), the *Oxford Basics* series, *Classroom Dynamics* and *An Introduction to Teaching English* (OUP). Her latest book, *Motivating Learning*, co-authored with Zoltan Dornyei, was published in 2013 by Routledge in the *Research and Resources in Language Teaching* series, of which she is also series editor.

Photocopiable Teacher's Resource Materials in *Navigate*

The photocopiable Teacher's Resource Materials for *Navigate* can be found at the back of this Teacher's Guide, as well as on the *Teacher's Support and Resource Disc*, packaged with the *Teacher's Guide*, as downloadable PDFs. They are also available to download from the *Navigate iTools* classroom presentation software product.



The *Navigate* approach – The CEFR

The CEFR – Anthony Green

The *Common European Framework of Reference for Languages* (or CEFR), published by the Council of Europe in 2001, is intended to help teachers and others to develop and connect language syllabuses, curriculum guidelines, examinations and textbooks. It takes what it describes as an 'action-oriented approach' to language education: the purpose of learning a language is to enable the learner to communicate increasingly effectively in a growing range of social situations that are relevant to his or her individual needs.

For many educational systems, the CEFR's concern with effective communication represents a shift in emphasis. Instead of focusing on what learners know about a language – how many words they know or how accurately they can apply grammar rules – the key question for the CEFR is what learners might actually want to do with the language or languages they are learning – the activities they might need to carry out and the ideas they might want to express. Achievement in language learning is measured by the learner's degree of success in using languages to negotiate their way through the world around them.

Although practical communication is seen to be a fundamental goal, the CEFR does not try to suggest how this goal should be reached. It is not a recipe book that tells course designers what to include or that tells teachers how to teach. Instead, it offers a common set of terms that can apply to learners of different languages in different countries within a variety of educational systems. These common terms make it easier to draw comparisons and connect what happens in language education in one setting to what happens elsewhere.

It is part of the Council of Europe's educational philosophy of lifelong learning that learners should be able to move easily between informal learning, schools, universities and workplace training courses in different places to pick up and keep track of the practical skills that they need. This is much easier if everyone shares the same basic terms for talking about teaching and learning. If a 'Beginner' level class in one school is like an 'Elementary' level class in another school, or a 'Preliminary' class in a third and the 'Getting Started' book in textbook series X is like the 'Grade 2' book in series Y, life in the English classroom can soon get very confusing.

Having a shared descriptive language is very useful for course designers because it helps us to see how a particular course can fit into a learner's individual language learning career. In the CEFR, levels of language ability are set out – running from *Basic* (A1 and A2), through *Independent* (B1 and B2) up to *Proficient* (C1 and C2). These levels are based on teachers' judgements of the relative difficulty of 'Can Do' statements describing how learners are able to use language. For example, at the A1 level a learner, 'can use simple phrases and sentences to describe where he/she lives and people he/she knows', but at B2 'can present clear, detailed descriptions on a wide range of subjects related to his/her field of interest'. The system helps learners to monitor their progress, find suitable learning materials and identify which qualifications might be within their reach.

Of course, not every learner will need or want to 'present clear, detailed descriptions on a wide range of subjects'. The framework is not a specification of what learners ought to know, it simply provides examples of what is typically taught and learnt at each level. Users are free (in fact they are encouraged) to add to the comprehensive, but far from exhaustive range of Can Do activities presented. People do not all choose to learn languages for the same reasons: they prioritize different skills and aspire to reach different objectives. Nor does everyone progress in their language learning in quite the same way. Someone who has learnt a language informally while living in a country where that language is spoken may chat confidently with friends and colleagues, but find it more difficult to read a novel. On the other hand, someone who has learnt from books may read and translate with assurance, but struggle to keep up with the dialogue in films.

The framework captures such differences by providing a terminology for the range of social situations where learners may need to use languages and the kinds of knowledge, skills and abilities – competencies – they might bring into play to achieve effective communication. Developing language abilities can involve 'horizontal' growth – coping with new contexts for language use – as well as 'vertical' progression through the CEFR levels. Horizontal progress could include shifts in the focus for learning between the written and spoken language, between more receptive language use (reading and listening) to more interactive (exchanging text messages and emails or participating in conversation) as well as shifts between different social domains (such as shifting from more academic to more occupational, workplace related language use).

Increasingly, English language textbooks include Can Do objectives derived from the CEFR in each unit. However, unlike *Navigate*, most have only incorporated the CEFR retrospectively, often after publication. This can certainly help to situate them in relation to other courses and systems of qualifications, but using the framework in the development process can bring much greater benefits. This is because in addition to providing a shared terminology, the framework poses challenging questions that help designers and other users to think about, describe and explain why they choose to learn, teach or assess language abilities in the way that they do. These questions keep the language learner at the heart of every decision. Examples of the wide range of issues that developers are invited to consider include, 'the communicative tasks in the personal, public, occupational and/or educational domains that the learner will need to tackle', 'how communicative and learning activities relate to the learner's drives, motivations and interests' and the 'provision … made for learners to become increasingly independent in their learning and use of language'.

Although the CEFR can provide us with shared terms, it is clear that people working in different places may sometimes understand the framework in quite different ways. The Can Do statements are inevitably open to a range of interpretations. For example, phrases and sentences that are considered 'simple' by one teacher may seem rather 'complex' to another. There have been complaints that the A2 level represented in one text book is as difficult as the B1 level in another. This has serious implications: if there is not at least a similar understanding of the levels among users of the framework, many of the potential benefits of the CEFR will be lost.

Recognizing the need to build shared interpretations and to provide more concrete guidance, the Council of Europe has called for the production of 'Reference Level Descriptions' which can show in much greater detail how the CEFR applies to specific languages. For English, a good deal of work has already been done. *Threshold* (first published in 1975, but updated in 1990) is effectively a specification of B1 level objectives. Other books cover CEFR A1 (*Breakthrough*), A2 (*Waystage*) and B2 and above (*Vantage*). All of these are available in print or as free e-books via the English Profile website at **www.englishprofile.org**. At the same site, you can find information about the ongoing work of English Profile which aims to further build our shared understanding of the CEFR as it applies to English.

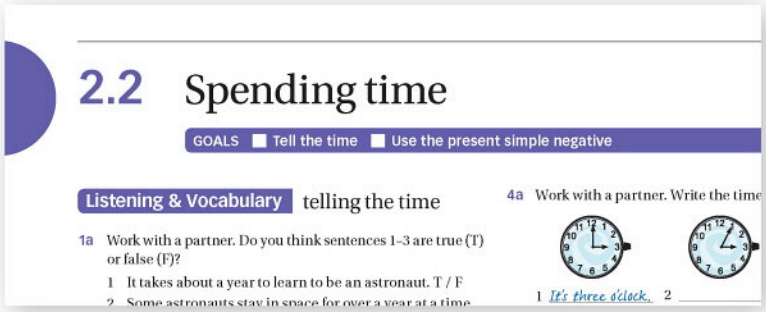
To make the most of the CEFR and its place in the *Navigate* series, I would encourage teachers to learn more about the framework and the ways in which it can help to guide the teaching and learning process (as well as some of the many criticisms that have been made of its use). It is worth taking the time to find out about the overall descriptive scheme as well as the more familiar levels. The best place to start is the Council of Europe Language Policy Division website (**www.coe.int/t/dg4/linguistic**) where the rather more reader-friendly *Guide for Users*, the CEFR itself and many related resources can be downloaded free of charge.

Anthony Green is Professor of Language Assessment at the University of Bedfordshire, UK. He has published widely on language assessment issues and his recent book *Language Functions Revisited* (2012) sets out to fill the gap between the broad descriptions of levels provided in the CEFR and the level of detail required for applications such as syllabus or test design. His main research interests concern the design and use of language assessments and relationships between assessment, teaching and learning.

Reference to the CEFR in *Navigate*

The contents pages of *Navigate* Coursebook show not only what language points are taught in each unit, but also what the communicative goals are. Teachers and learners can relate their learning to real-world situations and see at a glance what Can-do activities they will become competent in.

Each lesson shows clear communicative goals.



2.2 Spending time

GOALS ☐ Tell the time ☐ Use the present simple negative

Listening & Vocabulary telling the time

1a Work with a partner. Do you think sentences 1–3 are true (T) or false (F)?

1 It takes about a year to learn to be an astronaut. T / F

2 Some astronauts stay in space for over a year at a time

4a Work with a partner. Write the time

1 It's three o'clock. 2 _____



10.2 Natural wonders

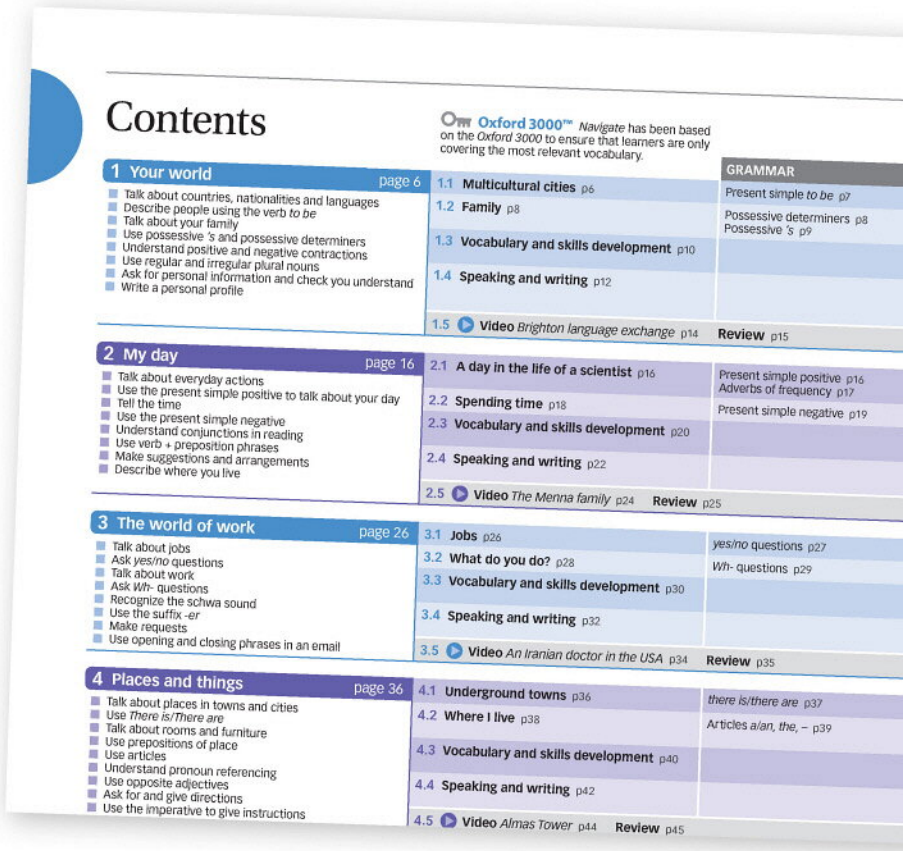
GOALS ☐ Describe nature and geography ☐ Use superlative adjectives

Vocabulary & Speaking nature and geography

a b c

The *Navigate* Workbook allows students to self-assess on Can-do statements at the end of every section, giving them the opportunity to check their progress and manage their learning.

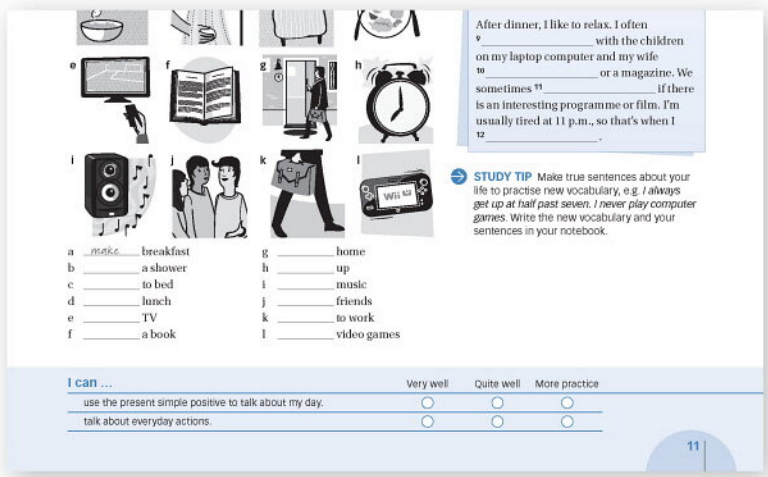
Teachers can also download a CEFR mapping document from the *Navigate* Teacher's website (**www.oup.com/teacher/navigate**) to see full details of how the competencies from the CEFR are covered in each level of *Navigate*.



Contents

Oxford 3000™ *Navigate* has been based on the *Oxford 3000* to ensure that learners are only covering the most relevant vocabulary.

			GRAMMAR
1 Your world page 6	■ Talk about countries, nationalities and languages ■ Describe people using the verb *to be* ■ Talk about your family ■ Use possessive *'s* and possessive determiners ■ Understand positive and negative contractions ■ Use regular and irregular plural nouns ■ Ask for personal information and check you understand ■ Write a personal profile	1.1 Multicultural cities p6 1.2 Family p8 1.3 Vocabulary and skills development p10 1.4 Speaking and writing p12 1.5 Video *Brighton language exchange* p14 Review p15	Present simple *to be* p7 Possessive determiners p8 Possessive *'s* p9
2 My day page 16	■ Talk about everyday actions ■ Use the present simple positive to talk about your day ■ Tell the time ■ Use the present simple negative ■ Understand conjunctions in reading ■ Use verb + preposition phrases ■ Make suggestions and arrangements ■ Describe where you live	2.1 A day in the life of a scientist p16 2.2 Spending time p18 2.3 Vocabulary and skills development p20 2.4 Speaking and writing p22 2.5 Video *The Menna family* p24 Review p25	Present simple positive p16 Adverbs of frequency p17 Present simple negative p19
3 The world of work page 26	■ Talk about jobs ■ Ask *yes/no* questions ■ Talk about work ■ Ask *Wh-* questions ■ Recognize the schwa sound ■ Use the suffix *-er* ■ Make requests ■ Use opening and closing phrases in an email	3.1 Jobs p26 3.2 What do you do? p28 3.3 Vocabulary and skills development p30 3.4 Speaking and writing p32 3.5 Video *An Iranian doctor in the USA* p34 Review p35	*yes/no* questions p27 *Wh-* questions p29
4 Places and things page 36	■ Talk about places in towns and cities ■ Use *There is/There are* ■ Talk about rooms and furniture ■ Use prepositions of place ■ Use articles ■ Understand pronoun referencing ■ Use opposite adjectives ■ Ask for and give directions ■ Use the imperative to give instructions	4.1 Underground towns p36 4.2 Where I live p38 4.3 Vocabulary and skills development p40 4.4 Speaking and writing p42 4.5 Video *Almas Tower* p44 Review p45	*there is/there are* p37 Articles *a/an, the, –* p39



After dinner, I like to relax. I often [9] _____ with the children on my laptop computer and my wife [10] _____ or a magazine. We sometimes [11] _____ if there is an interesting programme or film. I'm usually tired at 11 p.m., so that's when I [12] _____.

STUDY TIP Make true sentences about your life to practise new vocabulary, e.g. *I always get up at half past seven. I never play computer games.* Write the new vocabulary and your sentences in your notebook.

a make breakfast
b _____ a shower
c _____ to bed
d _____ lunch
e _____ TV
f _____ a book
g _____ home
h _____ up
i _____ music
j _____ friends
k _____ to work
l _____ video games

I can ...	Very well	Quite well	More practice
use the present simple positive to talk about my day.	○	○	○
talk about everyday actions.	○	○	○

11

The *Navigate* approach – Testing

The *Navigate* Testing Package – Imelda Maguire-Karayel

As all teachers know, assessment is central to effective syllabus design and is an essential part of effective teaching and learning. It not only allows learners to recognize their achievements and make progress, but it enables instructors to shape and adapt their teaching to specific needs. This is especially true in the case of busy adult learners who often have limited time for attending language courses. Two of the main constructs in modern language testing are validity and practicality. Validity is key, a test has to measure what it claims to, and practicality is essential as tests should be easy both for teachers to administer and learners to take.

The *Navigate* course comes complete with its own testing package. This is included in the Teacher's Guide and is published in both Word and PDF formats. At each of the six levels, the teacher is provided with a complete set of tests designed to test learners' understanding and proficiency: twelve Unit tests, four Progress tests and one End-of-course test. Reflecting the course ideology, the tasks in the tests present learners with content that is both information rich, and international in flavour, while allowing them to practise newly acquired language in a range of contexts.

Unit tests

The Unit tests measure learners' understanding of the key grammar, vocabulary and decoding skills presented in the unit, the latter being tested in a similar context to the one in the unit. Unit tests are intended to last up to sixty minutes and comprise ten tasks. Greater weight is given to vocabulary and grammar which is tested across five different task types. Vocabulary is typically tested through tasks such as multiple-choice questions, matching sentence endings, gap fill, word formation or first letter tasks. Grammar is tested through tasks such as multiple-choice cloze, open cloze, or right/wrong questions, sentence transformation. The reading and listening decoding skills covered in the third lesson of each unit are tested across two tasks so that teachers and learners can see how effectively they have attained a command of potential blockages to comprehension. The functional language taught in the fourth lesson is also tested in an authentic context.

Each Unit test also includes two exam-style tasks, modelled on those in Cambridge Main Suite exams or IELTS. Tasks include those found in Cambridge English: Key, Preliminary and First, and have been especially written to reflect the theme of the unit. As they give exposure to task format and simulate exam conditions to some extent, the inclusion of the exam-style tasks is likely to be very beneficial for learners who go on to take certificated exams. The exam-type tasks learners will do in the Unit tests include multiple matching, matching headings, note-taking, true/false/not given, sentence transformation, multiple-choice reading comprehension, gapped text, short answer questions and open cloze. The accompanying Answer Key to each test allows busy teachers to mark unit tests quickly and accurately, thereby reducing demands on teachers' time.

Learners take Unit tests once they have completed the corresponding unit, and teachers and learners alike can evaluate if the learning objectives for that particular unit have been achieved. Teachers can then, if necessary, spend more time covering language points which need more attention. If they think it is more appropriate for their learners, teachers may also administer certain sections of the test only to match the sections of the unit that have been covered in class. Times can be adjusted accordingly.

Progress tests

There are four Progress tests in the *Navigate* testing package, each one intended to last approximately sixty minutes and to be administered after every three units. Progress tests are designed to test learners' proficiency. The content of each Progress test relates to the material covered in the units, but the Progress tests differ from the Unit tests in that they more closely resemble established international English Language exams. The vocabulary and grammar of the three units is tested by task types such as open or multiple-choice cloze. All four language skills are tested in the Progress tests. The Listening tasks comprise two question types, such as true/false, gap fill and multiple choice questions, and can also cover some of the functional language from the three units. The Reading tasks also comprise two different task types, such as multiple matching, true/false/not given or multiple choice. Writing is tested through two tasks; the first is a short task testing discrete language items and the second is a longer task which requires the learner to produce a piece of extended written discourse. Writing tasks are authentic in that they reflect the real-world communication likely to be undertaken by learners. Genres include emails, text messages, form completion and social media posts. The Speaking tasks also assess learners' grasp of the units' functional language by asking them to carry out a transactional role-play based on a set of prompts. It appears at the end of the Progress test on a separate page and can be done at a later time than the rest of the test, either in pairs or with the teacher acting as one of the speakers in the task.

General mark schemes are provided to assist teachers in marking both the Speaking and Writing tasks. Care has been taken to ensure that the topic in each of the tested skills relates to as many units, thereby keeping the face validity of the Progress test high. For example, the content of the Listening section will usually relate to a different unit to the content of the Reading task. The same usually applies in the case of the Speaking and Writing skills.

End-of-course test

The End-of-course test also focuses on the four skills and tests target language from the entire course. As vocabulary and grammar are at the heart of the *Navigate* syllabus, these language systems are rigorously tested in the End-of-course test through task types such as gap-fill, open cloze and

multiple-choice questions, with the course's functional language incorporated across tasks. The main part of the test covers tasks on Vocabulary, Grammar, Reading and Listening. There are 100 points available for the main test. Teachers are also provided with optional Speaking and Writing tests worth 20 points each, so if students take all parts of the test, they can achieve a maximum score of 140. The Writing task can easily be set along with the main test, but this will increase the time needed to complete the test, so teachers may prefer to set that part on a separate occasion. The Speaking tasks can be done at a time that is convenient for the teacher and students. This could be during normal class hours, by giving the class an extended task to do, and then taking pairs of students to a quiet space to do the Speaking test. Or the teacher may wish to set aside a different time for the Speaking test. It is advisable to do the Speaking test as soon as possible after the main test. As in the Progress tests, all tasks are exam-like in nature and general mark schemes are provided.

The *Navigate* tests are written by experts in the field of language assessment, many of whom also have years of EFL-teaching experience. As the test writers have extensive experience of writing for leading exam boards or assessment bodies, they bring knowledge of good practice in language assessment. The use of assessment experts also means that a consistent approach has been applied throughout the production of the tests. The test writers also contribute a deep understanding of aligning language to the CEFR. The result is a reliable, robust end-to-end testing package, which we are confident teachers and students using *Navigate* will find useful and rewarding as they work their way through the various levels of the course.



Imelda Maguire-Karayel has over twenty years' experience in ELT. She is an EFL/EAP teacher and teacher-trainer, a materials writer, and an educational consultant for adapting a BBC language education series for television.

She has taught in private language schools, ECIS-accredited schools and universities in Hong Kong, Greece, Turkey and the UK.

She has worked for Cambridge English and now works as an English language assessment consultant in the production of exam materials, exam practice materials, course-based assessment materials, and course books.

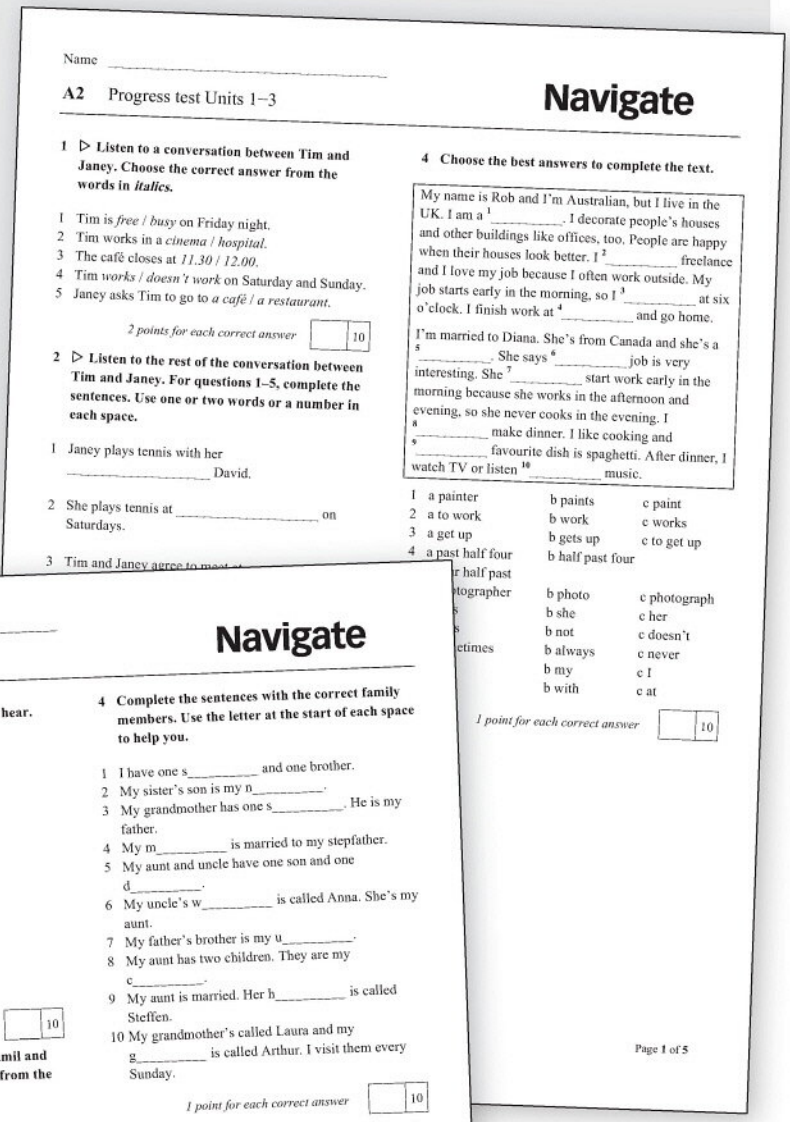
She has written course-based assessment and exam practice materials for *New Headway* (OUP), *English File* (OUP), *Touchstone* (CUP), and *Foundation IELTS Masterclass* (OUP)

The *Navigate* tests

All the tests for *Navigate* can be found on the Teacher's Support and Resource Disc that is packaged with the Teacher's Guide.

Tests are supplied as PDFs and as Word documents for those occasions where teachers may wish to edit some sections of the tests. There are A and B versions of each test – the B version containing the same content as the A version but in a different order, to mitigate potential cheating if learners are sitting close to each other whilst doing the test.

Audio MP3 files for the tests are also available on the Teacher's Support and Resource Disc. All tests that contain a listening task begin with this task so that there are no timing issues with the listening during a test.



Name _____

A2 Progress test Units 1–3 **Navigate**

1 ▷ **Listen to a conversation between Tim and Janey. Choose the correct answer from the words in *italics*.**

1 Tim is *free / busy* on Friday night.
2 Tim works in a *cinema / hospital*.
3 The café closes at *11.30 / 12.00*.
4 Tim *works / doesn't work* on Saturday and Sunday.
5 Janey asks Tim to go to *a café / a restaurant*.

2 points for each correct answer 10

2 ▷ **Listen to the rest of the conversation between Tim and Janey. For questions 1–5, complete the sentences. Use one or two words or a number in each space.**

1 Janey plays tennis with her _____ David.
2 She plays tennis at _____ on Saturdays.
3 Tim and Janey agree to meet ...

4 Choose the best answers to complete the text.

My name is Rob and I'm Australian, but I live in the UK. I am a [1] _____. I decorate people's houses and other buildings like offices, too. People are happy when their houses look better. I [2] _____ freelance and I love my job because I often work outside. My job starts early in the morning, so I [3] _____ at six o'clock. I finish work at [4] _____ and go home.

I'm married to Diana. She's from Canada and she's a [5] _____. She says [6] _____ job is very interesting. She [7] _____ start work early in the morning because she works in the afternoon and evening, so she never cooks in the evening. I [8] _____ make dinner. I like cooking and [9] _____ favourite dish is spaghetti. After dinner, I watch TV or listen [10] _____ music.

1	a painter	b paints	c paint
2	a to work	b work	c works
3	a get up	b gets up	c to get up
4	a past half four	b half past four	
	r half past		
	tographer	b photo	c photograph
		b she	c her
		b not	c doesn't
	etimes	b always	c never
		b my	c I
		b with	c at

1 point for each correct answer 10

Page 1 of 5

Name _____

A2 Unit test 1A **Navigate**

1 ▷ **Listen and tick (✓) the sentences you hear.**

1 a She's from London.
  b She isn't from London.
2 a They are Turkish.
  b They aren't Turkish.
3 a You're a student.
  b You aren't a student.
4 a We're married.
  b We aren't married.
5 a I'm French.
  b I'm not French.

2 points for each correct answer 10

2 ▷ **Listen to a conversation between Jamil and Stephanie. Choose the correct answer from the words in *italics*.**

1 Stephanie's from *Spain / France*.
2 Jamil's parents are from *Egypt / the UAE*.
3 Stephanie's cousins live in *Berlin / Paris*.
4 Farooq's from *the UAE / Turkey*.
5 Stephanie's friends are from *Spain / France*.

2 points for each correct answer 10

3 Choose the correct word in *italics*.

1 My name's Paulo and I'm from *Brazil / Brazilian*.
2 I'm Phan. I'm from Hanoi and I speak *Vietnam / Vietnamese*.
3 My bag is *Italy / Italian*.
4 My name's Urkun and I'm from *Turkey / Turkish*.
5 My favourite restaurant is *Mexico / Mexican*.
6 I'm Wen from *China / Chinese*.
7 My car is *the USA / American*.
8 My boss is from *France / French*.
9 My neighbours are Agata and Mihal. They're *Poland / Polish*.
10 I'm Lilian. I'm from Athens and I speak *Greece / Greek*.

1 point for each correct answer 10

4 Complete the sentences with the correct family members. Use the letter at the start of each space to help you.

1 I have one s_____ and one brother.
2 My sister's son is my n_____.
3 My grandmother has one s_____. He is my father.
4 My m_____ is married to my stepfather.
5 My aunt and uncle have one son and one d_____.
6 My uncle's w_____ is called Anna. She's my aunt.
7 My father's brother is my u_____.
8 My aunt has two children. They are my c_____.
9 My aunt is married. Her h_____ is called Steffen.
10 My grandmother's called Laura and my g_____ is called Arthur. I visit them every Sunday.

1 point for each correct answer 10

5 Complete the sentences with the plural form of the noun in (brackets).

1 Peter and Rose have three _____. (child)
2 There are six _____ in my family. (person)
3 We need lots of _____ for the party. (glass)
4 The USA has many large _____. (city)
5 Lots of _____ like football. (man)
6 I have three first _____. (name)
7 He has eight _____. (cousin)
8 My students all come from different _____. (country)
9 Staff members often bring their _____ to the company barbecue. (family)
10 I have two _____ of books for you. (box)

1 point for each correct answer 10

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