

B B C

Speak out

3RD EDITION

A1



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Student's Book and eBook

with **Online Practice**



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Speak <out

3RD EDITION



Student's Book and eBook

CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	
LEAD-IN p6				
1 welcome! B B C VLOGS Where are you from?				
1A	Hello p8	Present simple <i>be: I, you</i>	Hello and goodbye; countries and nationalities	Intonation in greetings
1B	Two jobs p10	Present simple <i>be: he, she, it</i>	Jobs	Word stress in jobs
1C	Checking in p12	How to ... ask and answer simple questions	The alphabet	The alphabet
1D	What's your name? p14	Singular and plural nouns; <i>a, an; have, has</i>	Common objects	
UNIT 1 REVIEW p16 SOUNDS AND SPELLING syllables, stress and /ə/, /s/, /z/, /ɪz/ in plurals				
2 people B B C VLOGS Where are you now?				
2A	Where are they? p18	Present simple <i>be: we, you, they</i>	Numbers 11–100; common adjectives (1)	Word stress in numbers
2B	Family and friends p20	Possessive adjectives	Family; people	Syllables
2C	Small talk p22	How to ... have short conversations	Feelings	Stress in phrases FUTURE SKILLS Self-management
2D	Best Home Cook p24	<i>wh-</i> questions + <i>be</i>		
UNIT 2 REVIEW p26 SOUNDS AND SPELLING short and long sounds (1): /ɪ/, /i:/, /ʊ/, /u:/; /w/ and /h/ in question words				
3 things B B C VLOGS What's your favourite thing?				
3A	Favourites p28	Possessive 's	Things; colours	Possessive 's
3B	What's on your desk? p30	Present simple <i>have</i> + <i>yes/no</i> questions (<i>I, you, we, they</i>)	Desk objects	Sentence stress
3C	How much is it? p32	How to ... shop for clothes	Clothes	Intonation
3D	Shopping p34	Likes, dislikes and opinions	Shops	
UNIT 3 REVIEW p36 SOUNDS AND SPELLING voiced and unvoiced consonants (1): /p/ and /b/, /k/ and /g/, /t/ and /d/; sounds at t				
4 every day B B C VLOGS What's your favourite meal of the day – breakfast, lunch or dinner?				
4A	Time for lunch! p38	Adverbs of frequency	Food and drink	Word stress
4B	A day in the life p40	Present simple: regular verbs (<i>he, she, it</i>)	Everyday activities (1); telling the time	Third person -s
4C	Can I have ... ? p42	How to ... order in a café	Café words	Intonation in <i>or</i> phrases
4D	Earth From Space p44	Present simple: <i>yes/no</i> questions (<i>he, she, it</i>)		
UNIT 4 REVIEW p46 SOUNDS AND SPELLING short vowels: /e/, /æ/, /ʌ/; <i>does</i> : /dʌz/ or /dəz/?				

	READING	LISTENING/VIDEO	SPEAKING	WRITING
		Understand people saying 'hello'	Introduce yourself	Write a chat message to introduce yourself; use capital letters, full stops and question marks
	Read an article about people with two jobs		Talk about people and their jobs	
		Understand people asking and answering simple questions	Ask and answer simple questions FUTURE SKILLS Self-management	
		B B C Street Interviews about what's in your bag	Talk about what's in your bag	Write a lost and found post
	Read a blog about two people		Talk about groups of people	
		Understand someone talking about their family around the world	Talk about your friends and family	Write a description of a photo; use <i>and</i>
		Understand short conversations	Have short conversations	
		B B C Programme <i>Best Home Cook</i>	Ask about three people	Write a message about a friend
	Read a blog about people's favourite things		Talk about people's things	Write about favourite things; use <i>and</i> , <i>but</i>
		Understand a radio phone-in about people's desks	Talk about your desk FUTURE SKILLS Collaboration	
		Understand conversations about shopping for clothes	Have shopping conversations	
		B B C Street Interviews about people's shopping habits	Ask and answer questions	Write a personal profile
the end of words				
		Understand people from different countries talking about lunch	Talk about food	Write an email to a friend
	Read an article about an influencer's daily routine		Ask and answer about your daily routine	
		Understand conversations in a café	Order in a café	
		B B C Programme <i>Earth From Space</i>	Ask about someone's routine	Write a quiz

CONTENTS

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	
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5 action **B B C** VLOGS | Tell me about your job.

5A	Good colleagues p48	Object pronouns	Common verbs (1) FUTURE SKILLS Self-management	Linking with object pronouns	
5B	Yes, I can! p50	<i>can</i> for ability	Verbs of ability	<i>can</i> : weak and strong forms	
5C	Can you help me? p52	How to ... make requests and offers	Common adjectives (2)	Weak forms: <i>could you</i>	
5D	Birthday! p54	Ordinal numbers; dates	Months		

UNIT 5 REVIEW p56 **SOUNDS AND SPELLING** voiced and unvoiced consonants (2): /f/ and /v/, /θ/ and /ð/; silent e (1): /ɪ/ to /aɪ/

6 where? **B B C** VLOGS | Where are you and what can you see?

6A	Lost p58	Prepositions of place	Rooms and furniture FUTURE SKILLS Self-management	Sentence stress	
6B	A great place to live p60	<i>there is, there are</i>	Places in town (1)	Linking with <i>there</i>	
6C	Where are you? p62	How to ... ask where a place is	Places in town (2); signs in buildings	Weak forms with <i>to, of</i> and <i>the</i>	
6D	The Travel Show p64	<i>the</i>			

UNIT 6 REVIEW p66 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/, /tʃ/ and /dʒ/

7 healthy lives **B B C** VLOGS | Do you eat healthy food?

7A	The little things p68	Present simple: <i>wh</i> - questions	Everyday activities (2)	Sentence stress	
7B	Heroes p70	<i>was, were</i>	Common adjectives (3)	Weak and strong forms: <i>was, were</i>	
7C	What's wrong? p72	How to ... say you're not well	Parts of the body	Word stress	
7D	Focus on fitness p74	Imperatives	Sports and exercise		

UNIT 7 REVIEW p76 **SOUNDS AND SPELLING** consonants: /b/, /v/, /w/, /l/ and /r/; silent e (2): /æ/ to /eɪ/

8 time out **B B C** VLOGS | How was your last holiday?

8A	Weekend break p78	Past simple: regular verbs	Common verbs (2)	-ed endings	
8B	Going out, staying in p80	Past simple: irregular verbs	Free-time activities; time phrases	Silent letters: <i>didn't</i>	
8C	A ticket to ... ? p82	How to ... buy a travel ticket	Transport and tickets	Word stress in prices	
8D	Kodo drummers p84	<i>want, would like</i>			

UNIT 8 REVIEW p86 **SOUNDS AND SPELLING** short and long sounds (2): /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/ and /ɜ:/; silent e (3): /ɒ/ to /əʊ/

WRITING BANK p88 **GRAMMAR BANK** p92 **VOCABULARY BANK** p124 **COMMUNICATION BANK** p140

	READING	LISTENING/VIDEO	SPEAKING	WRITING
	Read a text about a good colleague		Talk about people	Write about a good friend; use pronouns
		Understand everyday conversations	Do a quiz and talk about your abilities	
		Understand people making requests and offers	Make requests and offers	
		B B C Street Interviews about birthdays	Talk about your birthday	Write about your birthday
	Read an article about lost things		Say where things are	
		Understand people talking about their neighbourhood	Talk about your perfect town	Write a post about your area; use commas
		Understand conversations about finding a place	Ask where a place is	
		B B C Programme <i>The Travel Show</i>	Talk about six hours in a city	Describe a city tour
		Understand a podcast about things that make people happy and healthy	Ask about everyday activities	Write an online post; punctuation
	Read an article about people's childhood heroes		Ask about famous people FUTURE SKILLS Collaboration	
		Understand conversations about not feeling well	Have conversations about health problems	
		B B C Street Interviews about keeping fit	Do a sport and exercise survey	Write a Top Tips post
		Understand someone talking about a weekend break	Talk about past actions	
	Read a group chat about people's weekends		Talk about past activities FUTURE SKILLS Communication	Write a group chat; linkers: <i>and, but, then</i>
		Understand conversations about buying travel tickets	Ask for travel information	
		B B C Programme <i>Kodo drummers</i>	Talk about something you want to try	Complete a questionnaire

LEAD-IN



VOCABULARY

international English

1 A Match the photos (A–F) with the words in the box.

a bus a coffee a park a photo
a pizza a restaurant

B **L.01** | Listen and repeat.

C Work in pairs. Write five more English words that you know.

D Check your ideas in the Vocabulary Bank.

page 124 **VOCABULARY BANK** international words

numbers 0–10

2 A Write the words in the box next to the numbers.

eight five four nine one seven
six ten three two ~~zero~~

0 zero 6
1 7
2 8
3 9
4 10
5

B **L.02** | Listen and check. Then listen again and repeat.

C **L.03** | Listen and write the numbers.

D Work in pairs. Student A: Say a number. Student B: Say the next number.

A: Five.

B: Six! ... Nine.

A: Ten!

days of the week

3 A Number the days in the correct order.

Friday
Monday 1
Wednesday
Saturday
Thursday
Sunday
Tuesday

WEEKLY PLAN						
MON	TUE	WED	THU	FRI	SAT	SUN

B **L.04** | Listen and check. Then listen again and repeat.

C Work in pairs. Cover the words in Ex 3A.

1 Say five weekdays. **Monday** ...

2 Say two weekend days.

classroom language

4 A Complete the conversations with the words in the box.

don't English know page repeat
thank understand ~~what's~~

Lin: Franco, ¹ what's 'lápiz' in English?

Franco: I don't ²

Lin: Jo, what's 'lápiz' in ³ ?

Jo: It's a pencil.

Lin: ⁴ you!

Jo: It's on ⁵ nine.

Stefan: I ⁶ understand. Can you
⁷ that, please?

Jo: Yes. Page nine. The page in the book. Six,
seven, eight, nine ...

Stefan: OK, I ⁸ Thank you.

B **L.05** | Listen and check. Then listen again and say the sentences with the speakers.

C Learn and practise. Go to the Vocabulary Bank.

page 124 **VOCABULARY BANK** classroom language



welcome! 1



VLOGS

Q: Where are you from?

1 Read the question.

2  Watch the video. How many speakers are from England?

GSE LEARNING OBJECTIVES

1A LISTENING | Understand people saying 'hello': hello and goodbye

Introduce yourself: present simple *be*: *I, you*; countries and nationalities

Pronunciation: intonation in greetings

Write a chat message to introduce yourself; use capital letters, full stops and question marks

1B READING | Read about people with two jobs: jobs

Pronunciation: word stress in jobs

Talk about people and their jobs: present simple *be*: *he, she, it*

1C HOW TO ... | ask and answer simple questions: the alphabet

Pronunciation: the alphabet

1D BBC STREET INTERVIEWS | Understand street interviews about what's in your bag: common objects

Talk about what's in your bag: singular and plural nouns; *a, an; have, has*

Write a lost and found post

1A Hello

GRAMMAR | present simple *be*: I, you

VOCABULARY | hello and goodbye; countries and nationalities

PRONUNCIATION | intonation in greetings



LISTENING

1 A **1.01** | Listen and match the conversations (1 and 2) with the photos (A and B).

B Work in pairs. Match the names with the countries and cities.

name	country	city
James	the UK	Beijing
Sonia	Canada	Toronto
Jack	China	Manchester
		Shanghai
		Vancouver
		London

C **1.01** | Listen again and check.

GRAMMAR

present simple *be*: I, you

2 A Complete the sentences with *am*, *'m* or *are*.

- James: Are you a student?
 Sonia: Yes, I am. ¹ you?
 James: Yes, I ² What's your name?
 Sonia: I'm Sonia.
 James: I ³ James.

B Learn and practise. Go to the Grammar Bank.

page 92 **GRAMMAR BANK**

3 A Complete the conversation.

- A: Hello, I ¹ 'm Shanaya.
 B: Hi, Shanaya, ² 'm Ben. Nice to meet you.
 A: You too. Where ³ you from, Ben?
 B: ⁴ 'm from Germany.
 A: Oh, where in Germany?
 B: From Berlin.
 A: ⁵ you a student here?
 B: Yes, I ⁶ Are ⁷ from the UK, Shanaya?
 A: No, I'm ⁸ I ⁹ from India.

B **1.02** | Listen and check.

C Complete the sentence about you.

I'm I'm from in
 (first name) (city) (country)

D Work in pairs. Say your name, country and town or city. Use Ex 3A to help you.

- A: Hello, I'm ...
 B: Hi, I'm ...

VOCABULARY

hello and goodbye

4 Look at the pictures. Complete 1–10 with the greetings in the box.

Bye Good afternoon Goodbye Good evening
Good morning Good night Hi ~~Hello~~ Hey See you



1 Hello
2
3



4
5



6



7
8
9



10

PRONUNCIATION

5A 1.03 | intonation in greetings | Listen. Match the conversations (1 and 2) with the pictures (A and B).

A



B



B Work in pairs. Student A: Say a word or phrase from Ex 4.
Student B: Is it picture A or B?

C Work in a different pair. Say hello. Say your name, country, city or town. Then say goodbye. Use friendly intonation.

A: Good morning. I'm Claudia. I'm from Brazil, from Rio de Janeiro.

B: Hello. Nice to meet you. I'm ...

SPEAKING

6 Work in pairs and write five countries. Then check your ideas in the Vocabulary Bank.

▶ page 125 **VOCABULARY BANK**
countries and nationalities

7A Choose a country and a city from the country.

Japan – Kyoto

B Work in groups and take turns. Guess the city.

A: Where are you from?

B: I'm from Japan.

A: Oh you're Japanese. Are you from Tokyo?

B: No, I'm not.

C: Are you from Osaka?

WRITING

write a chat message to introduce yourself; use capital letters, full stops and question marks



berna2001

Hi, I'm Berna Sadik.
I'm Turkish.



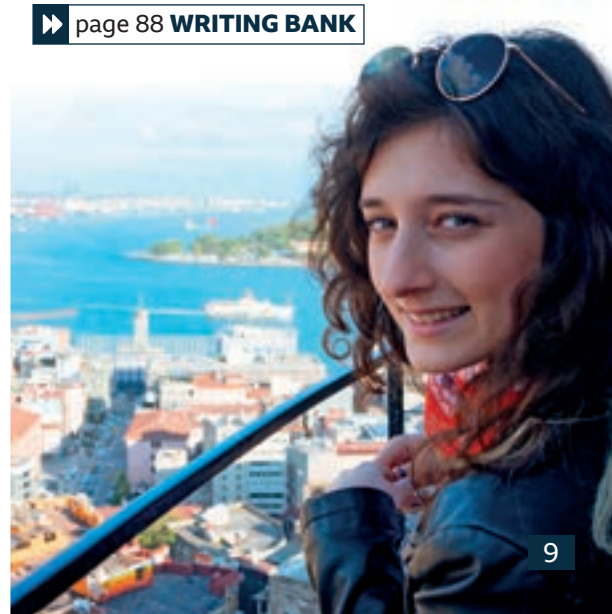
Cgarcia2002

Hi, Berna. I'm Carmen.
Are you in Turkey now?

8A Work in pairs and look at the chat messages. Are Berna and Carmen friends?

B Write a chat message to introduce yourself. Go to the Writing Bank.

▶ page 88 **WRITING BANK**

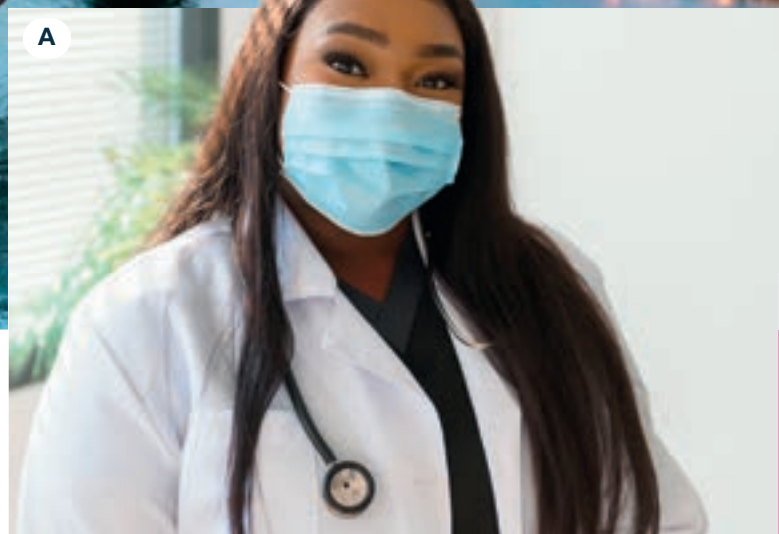


1B Two jobs

GRAMMAR | present simple *be*: *he, she, it*

VOCABULARY | jobs

PRONUNCIATION | word stress in jobs



VOCABULARY

jobs

1 A Work in pairs and look at the photos (A–D). What are the jobs?

B Match the photos (A–D) with the jobs (1–5). Which job is not in the photos?

- 1 a doctor
- 2 a teacher
- 3 a waiter
- 4 a taxi driver
- 5 a singer

PRONUNCIATION

2 A 1.04 | **word stress in jobs** | Listen and underline the stressed syllable. Then listen and repeat.

a doctor

B Learn and practise. Go to the Vocabulary Bank.

page 125 **VOCABULARY BANK** jobs

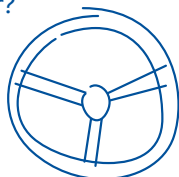
3 Work in pairs. Mime or draw a job. Guess your partner's job.

A: Are you a football player?

B: No, I'm not.

A: Are you a bus driver?

B: Yes, I am.



READING

4A Read the text. Match the people with the photos in Exercise 1A.

B Complete the table.

name	job in the week	job at the weekend	happy or not?
Carol Harris			
Silvio Rossi			

Weekend work

From Monday to Friday, Carol Harris is 'Doctor Harris'. She's a doctor at a hospital in New York City. 'The job is good, but it's difficult,' she says. 'But the weekend ... the weekend is good!' At the weekend she isn't Doctor Harris, she's a singer at a club. 'I'm happy with two jobs,' she says. 'One job in the week and one at the weekend!'

Silvio Rossi is from Rome, Italy. 'I'm a taxi driver here in New York. The job is good and the money is OK,' he says. On Saturday and Sunday, Silvio is a waiter at a restaurant. Is he happy with two jobs? 'Yes, I am. I'm very happy,' he says, 'and New York is a great city.'

D



GRAMMAR

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

5A Underline the verb **be** in the sentences.

- 1 From Monday to Friday, Carol Harris is 'Doctor Harris'.
- 2 She's a doctor at a hospital in New York City.
- 3 At the weekend she isn't Doctor Harris, she's a singer at a club.
- 4 The job is good.
- 5 Is he happy with two jobs?

B Complete the rules.

- 1 For the positive (+), we use *he/she* ¹ is or 's.
- 2 For the negative (-), we use *he/she* ² isn't.
- 3 For questions (?), we use ³ Is *he/she*?

C Learn and practise. Go to the Grammar Bank.

▶ page 93 **GRAMMAR BANK**

6A Complete the conversations with the sentences (a-c).

- 1 A: This is Kevin.
B: Kevin is a British name. Is he from the UK?
A: ¹ Yes, he is.
B: Is he a friend?
A: ² No, he isn't.
B: Is Busan in China?
A: ³ No, it isn't. It's in South Korea.
- 2 A: This is my friend Jane.
B: Where's she from?
A: ⁴ Yes, he's a good friend.
B: Where's Canberra?
A: ⁵ No, he isn't. He's from Busan.
B: Is she a student?
A: ⁶ Yes, she is.
- 3 A: This is my friend Jane.
B: Where's she from?
A: ⁷ No, she isn't. She's a nurse.
B: Is she a student?
A: ⁸ Yes, she is.

B Work in pairs. Practise the conversations in Ex 6A.

SPEAKING

- 7 Work in pairs. Practise asking about people. Student A: Go to page 140. Student B: Go to page 143.
- 8 Work in pairs and take turns. Student A: Show Student B a photo of a friend. Student B: Ask questions.
A: This is Stefan. B: Is he Polish?

1C Checking in

HOW TO ... | ask and answer simple questions

VOCABULARY | the alphabet

PRONUNCIATION | the alphabet



VOCABULARY

the alphabet

1 A Work in pairs. Do you know how to say 1–6?

1 BBC 2 EU 3 OK 4 UK 5 USA 6 www

B **1.05** | Look at the letters. Listen and repeat.

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

PRONUNCIATION

2 A | **the alphabet** | Complete the table with letters with the same sound.

sound	letter
name /eɪ/	¹ A <u>H</u> _ K
three /i:/	² B _ D _ G P _ V
ten /e/	³ F L _ N _ X _
nine /aɪ/	⁴ I _
no /əʊ/	⁵ O
you /u:/	⁶ Q U _
car /ɑ:/	⁷ R

B **1.06** | Listen and check. Then listen again and repeat.

3 A Work in pairs. Say the letters.

- | | |
|--------|-------|
| 1 ASAP | 5 IQ |
| 2 VIP | 6 LOL |
| 3 FAQ | 7 PS |
| 4 FYI | 8 SOS |

B Work in pairs. Student A: Go to pages 124–125. Find and spell five words. Student B: Listen and write the words. Student A: Check the spelling.

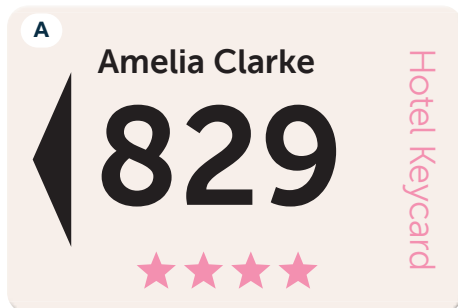
A: u-n-i-v-e-r-s-i-t-y

How to ...

ask and answer simple questions

4A Look at the pictures (A–C). Find examples of the things in the box.

first name surname address phone number



B **1.07** | Listen and match the conversations (1–3) with the pictures (A–C).

C **1.07** | Listen again. Correct the mistake with a name or a number on each card in Ex 4A.

5A Complete the conversations with the words in the box.

first name phone repeat spell surname ~~what's~~

- 1 A: What's your name?
B: Imogen Menzie.
- 2 A: How do you your surname?
B: M-E-N-Z-I-E.
- 3 A: Great. And what's your number?
B: It's 9-1-3-8-4-5-6-6-0.
A: Sorry, can you that, please?
- 4 A: What's your ?
B: It's Clarke.
- 5 A: What's your ?
B: Amelia.

B **1.08** | Listen and check.

C Learn and practise. Go to the Grammar Bank.

page 94 **GRAMMAR BANK**

6 Work in pairs. Practise asking and answering simple questions.
Student A: Go to page 145. Student B: Go to page 148.

SPEAKING

7A Complete the conversation with the words and phrases.

Just a moment

Perfect

Sorry

Thank you

That's right

Receptionist: 1. Just a moment.
L-O-P-A-Z?

Eduardo: No, L-O-P-E-Z.

Receptionist: 2., L-O-P-E-Z?

Eduardo: 3.

Receptionist: And your first name ...
E-D-U-A-R-D-O?

Eduardo: 4.

Receptionist: OK, Eduardo. Here's your student card.

Eduardo: 5.!

Receptionist: No problem.

B Check your answers in Audioscript 1.07 on page 162.

C Read the Future Skills box and do the task.

FUTURE SKILLS Self-management



Learn short phrases (e.g. *Perfect!* *That's right.*) and write them in your notebook. Use three of them in Ex 7D.

D Ask two students for their personal information. Then complete the forms.

First name:

Surname:

Phone number:

City:

First name:

Surname:

Phone number:

City:

1D

B B C Street Interviews

What's your name?

GRAMMAR | singular and plural nouns; *a, an; have, has*

SPEAKING | talk about what's in your bag

WRITING | write a lost and found post



A



E

PREVIEW

- 1 A** Work in pairs. Look at the pictures. What's in the bags?

A



B



- B** Learn and practise. Go to the Vocabulary Bank.

▶ page 126 **VOCABULARY BANK**
common objects

VIEW

- 2 A** ▶ Watch the first part of the video. Number the speakers in the photos (A–I) in the order you see them.

H 1, A 2

- B** ▶ Watch again and correct the spelling mistake in four of the names.

- | | | |
|-----------|----------|---------|
| 1 William | 4 Sharon | 7 Beba |
| 2 Rachel | 5 Ian | 8 Lajan |
| 3 Chris | 6 Simnit | 9 Tom |

- 3 A** ▶ Watch the second part of the video. Match the bags in Ex 1A (A and B) with the correct speakers (A–I).

- B** Work in pairs. Match the sentences with the correct photos (A–I).

- In my bag I have my phone and my wallet.
- I have a bottle of water. I have my purse, my keys.
- I have my laptop and two books.
- I have an umbrella, my mobile phone and my purse.
- I have a bottle of water, a notebook and a banana.
- I have a sandwich in my bag.

- C** ▶ Watch again and check.

GRAMMAR

singular and plural nouns; *a, an; have, has*

- 4 A** Complete the sentences with *a, an, have* or *has*.

- I have umbrella, my mobile phone and my purse.
- I a bottle of water, notebook and banana.
- I sandwich in my bag.
- I my laptop and two books.
- Biba a phone and a wallet.

- B** Learn and practise. Go to the Grammar Bank.

▶ page 95 **GRAMMAR BANK**



B B C

Q1: What's your name and how do you spell it?

Q2: What's in your bag?



SPEAKING

talk about what's in your bag

5A Make a list of five or more objects in your bag, purse or wallet.

B Read the Key phrases. Which phrases are true for you?

KEY PHRASES

I have five/six things in my bag.

I don't have a bag, but in my pocket/purse/wallet I have ...

I have a phone, a wallet and my glasses.

I have two keys/three pens.

I don't know the name in English.

6A Work in pairs. Ask and answer the question: *What's in your bag/purse/wallet?* Use the Key phrases to help you. How many things are the same?

B Work in a different pair. Talk about your old partner's bag, purse or wallet.

Luis has a laptop, a phone and ...

C Tell the class about one object that you all have.

We all have a photo.

WRITING

write a lost and found post

7A Match the posts (1 and 2) with the private messages (a and b).

1

LOST

a small black purse. It has a credit card and about €5.
Lost in the High Street today.
Please PM me or phone me on 911 8455.
Thank you!

E Evi Janssen 2 8

2

FOUND

a key ring with three keys. Found in Adastra Park this afternoon.
PM me.

J Jim 12 13

a



Private message

Hi Jim, you have my keys.

b



Private message

Hi, Evi, I have your purse. My phone number is ...

B Choose one object from your bag. Write a lost post about the object.

C Work in pairs. Look at your partner's post. Write a private message. Say that you have the object.

D Read other students' writing. Match the posts with the private messages.

GRAMMAR

1 A Choose the correct alternative.

- 1 Beijing is in China / Chinese.
- 2 Mexico City is in Mexico / Mexican.
- 3 Lionel Messi is Argentina / Argentinian.
- 4 London is in the UK / British.
- 5 Scarlett Johansson is the USA / American.
- 6 Rome is in Italy / Italian.

B Write the name of a famous man, a famous woman and a city.

C Work in pairs. Student A: Say a name or a city. Student B: Say the country and nationality.

A: Seoul.

B: Seoul is in South Korea. It's South Korean.

2 A Complete the conversation with the correct form of *be*. Use contractions where possible.

A: ¹ you from Australia?

B: Yes, I ²

A: ³ you in France now?

B: No, I ⁴ not.

B Work in pairs. Student A: Look at the table and choose a letter (A–P). Student B: Ask questions. Guess the letter.

		in			
		Italy	Brazil	France	Spain
from	Australia	A	B	C	D
	Turkey	E	F	G	H
	Colombia	I	J	K	L
	India	M	N	O	P

B: Are you from India?

A: No, I'm not.

B: Are you from Colombia?

A: Yes, I am.

B: Are you in France?

A: Yes, I am.

B: You're K!

3 A Work in pairs. Choose four words from the box. Write two examples for each word.

addresses cities countries days jobs
letters names nationalities

addresses – 32 Main Street, 5 Front Street

B Work in a different pair. Student A: Say your two examples. Student B: Say the correct word from the box.

A: 32 Main Street, 5 Front Street

B: addresses!

VOCABULARY

4 A Write the nationality and the job. Use *a* or *an*.

- 1 police officer, Colombia **a Colombian police officer**
- 2 bus driver, Australia
- 3 waiter, the UK
- 4 singer, Poland

B Work in pairs. Student A: Say a job and a country. Student B: Say the nationality and the job. Use *a* or *an*. Then swap roles.

A: nurse, Brazil

B: a Brazilian nurse

5 A Correct the words and phrases. Add the vowels (*a, e, i, o, u*).

1 Gd ftrnn **Good afternoon**

2 Hll

3 Gd vnng

4 By

5 Gd mrnng

6 S y

7 Gd nght

8 Gdby

B Put 1, 3, 5 and 7 from Ex 5A in the correct order in the day.

6 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

Japan number bags
doctor buses tickets

B Learn and practise. Go to Sounds and Spelling.

▶ page 151 **SOUNDS AND SPELLING**
syllables, stress and /ə/, /s/, /z/, /ɪz/ in plurals

7 A Choose the correct alternative.

English fun facts

The top (number 1) letter in English ¹**is** / **has** 'e'.
The top adjective is 'good' and the top noun is 'time'.
The top ²**letters** / **words** are 'T' and 'you'.

The English alphabet ³**have** / **has** five vowels: a, e, i, o and u. Greek has seven vowels and the ⁴**Poland** / **Polish** alphabet has nine vowels.

English ⁵**is** / **has** many words from other languages. 'Zero' is from Arabic, 'guitar' is from Spanish and 'shampoo' is from the Indian language Hindi. 'Café' and 'art' are ⁶**in** / **from** French.

English ⁷**number** / **numbers** have difficult spellings! '1' ⁸**is** / **isn't** 'wun', it's 'one'; '2' isn't 'too', it's 'two'; and '8' is 'eight'. Crazy!

B  **R1.01** | Listen and check.



people 2



VLOGS

Q: Where are you now?

1 Read the question.

2  Watch the video. How many speakers are in Italy now?



Global
Scale of
English

LEARNING OBJECTIVES

2A READING | Read a blog about two people: numbers 11–100; common adjectives (1)

Pronunciation: word stress in numbers

Talk about groups of people: present simple *be*: *we, you, they*

2B LISTENING | Understand someone talking about their family around the world: family; people

Pronunciation: syllables

Talk about your friends and family: possessive adjectives

Write a description of a photo; use *and*

2C HOW TO ... | have short conversations: feelings

Pronunciation: stress in phrases

2D BBC PROGRAMME | Understand a show about a baking competition

Ask about three people: *wh-* questions + *be*

Write a message about a friend

2A Where are they?

GRAMMAR | present simple *be*: *we, you, they*

VOCABULARY | numbers 11–100; common adjectives (1)

PRONUNCIATION | word stress in numbers

VOCABULARY

numbers 11–100

1 A Match the numbers with the words.

18 15
16 11 19 14
13 12
17 20

eleven 11
twelve
thirteen
fourteen
fifteen

sixteen
seventeen
eighteen
nineteen
twenty

B **2.01** | Listen and repeat the numbers in Ex 1A.

C Write the numbers.

30 <u>thirty</u>	70
40 <u>forty</u>	80
50 <u>fifty</u>	90
60	100 <u>a hundred</u>

D **2.02** | Listen and check. Then listen again and repeat.

PRONUNCIATION

2A **2.03** | **word stress in numbers** | Listen and underline the stressed syllable.

thir <u>teen</u>	thirty
four <u>teen</u>	forty
fif <u>teen</u>	fifty
six <u>teen</u>	sixty
seven <u>teen</u>	seventy
eight <u>teen</u>	eighty
nin <u>teen</u>	ninety

B **2.03** | Listen again and repeat.

C Work in pairs. Student A: Say a number from Ex 2A. Student B: Find the number.

3A Write the numbers.

1 27 <u>twenty-seven</u>	3 73
2 49	4 56

B Work in pairs and take turns. Say the numbers.

67 34 98 52 25 88

C Practise asking and answering simple questions. Student A: Go to page 141. Student B: Go to page 142.

4A Write the names and ages of three of your friends.

Philip 24 Nick 16 Sally 31

B Work in pairs. Student A: Tell Student B the name of your friend. Student B: Write the name and ask the age.

A: My friend is Philip.

B: How do you spell that?

A: P-H-I-L-I-P.

B: How old is Philip?

A: He's twenty-four years old.

Hi and welcome!

Who are we?

Hi, I'm Francisca. I'm Brazilian, but my home now is in London. I'm 28 and I'm an office worker. My big love is ... cycling!

Hello, I'm Finn. I'm from a **small** town (only 180 people!) in Germany and I live in London, too. I'm 32 and I'm a digital designer.

We're married and we're 2OnABikeUK. This is our bike! It's new and it's very good! In the photo, I'm at the front and Francisca is at the back.

Welcome to our blog about bike rides in the UK. One bike ride each month!

2OnABikeUK

MAY: We're in London, by Regent's Canal. The canal is very **old**, about 200 years old. It's nice here, just bikes and people with children or dogs.

JUNE: This month we are in the north of England, in the mountains. They're beautiful. People ask, 'Are you **cold**?' 'No, we aren't, but we're **tired**.'

JULY: This month, hello Wales! We're by the sea. Welsh people are very **friendly**. They ask a lot of questions: 'Where are you from?' 'What's the name of your blog?'

Here we are in the north of England!



Regent's Canal in London



By the sea in Wales



READING

5A Work in pairs. Look at the photos in the blog (A–C). Which countries are they?

B Read the blog and check your answers.

C Read the blog again. Are the statements True (T) or False (F)?

- Francisca is married to Finn. **T**
- Francisca is from the UK.
- Finn is from a big city.
- Finn and Francisca have a bike for two people.
- The blog is about bike rides around the UK.
- They're in a different country every week.

D Complete the sentences with the words in bold in the blog.

- Tom is ninety-eight. He's very
- I'm It's only 16 degrees in the classroom.
- It's 3 a.m. I'm
- Gina says 'hello' to everyone! She's very
- The café only has three tables. It's very

E Learn and practise. Go to the Vocabulary Bank.

▶ page 127 **VOCABULARY BANK** common adjectives (1)

GRAMMAR

present simple **be: we, you, they**

6A Complete the sentences with the words in the box. Use the blog to help you.

are 're (x2) we aren't

- We in London, by Regent's Canal.
- This month are in the north of England, in the mountains. They beautiful.
- People ask, '..... you cold?'
- No, we

B Learn and practise. Go to the Grammar Bank.

▶ page 96 **GRAMMAR BANK**

SPEAKING

7 Work in pairs. Practise giving information. Student A: Go to page 140. Student B: Go to page 143.

2B Family and friends

GRAMMAR | possessive adjectives

VOCABULARY | family; people

PRONUNCIATION | syllables



VOCABULARY

family

1 Look at the photos (A–D) and find the people (1–5).

- 1 brother and sister
- 2 husband and wife
- 3 parents and children
- 4 father and daughter
- 5 mother and son

PRONUNCIATION

2A | syllables | Do the family words in Ex 1A have one or two syllables?

2 2

- 1 brother and sister (bro-ther, sis-ter)

B | 2.04 | Listen and check. Then listen again and repeat.

C Choose the correct word to complete the rule.

In words with two syllables, the stress is usually on syllable **one** / **two**.

3 Work in pairs. Talk about your family.

My father is John and my mother is Carol. I have two brothers, Alek and Jeremy.

LISTENING

4A Work in pairs. Look at the photo of Mark and Mia and answer the questions.

- 1 Who do you think is Mark's sister?
- 2 Who is his brother?

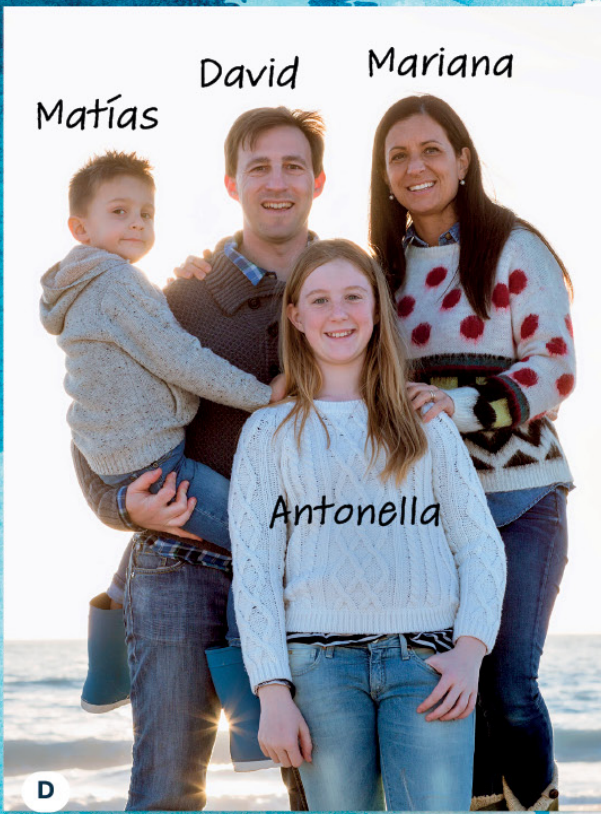
B | 2.05 | Listen and check.

C | 2.05 | Listen again and complete the table.

name	age	country now	job or studies
Mia			a student at school
Jessica		France	has a restaurant
Justin			a writer for a magazine
Emma		the UK	
David	38		

D Work in pairs and cover the table in Ex 4C. Look at the photos again. What can you remember about the people?

Mia is eight. She's in Italy. She's a student at school.



GRAMMAR

possessive adjectives

5A Complete the sentences with *my, your, his, her, its, our* or *their*.

- I have a sister in France, a brother in Colombia and our parents are in New York.
- My sister Jessica and my husband Thomas are in France.
- My son, Justin, is twenty-one.
- Justin is a writer for a magazine. I don't remember his name.
- My brother David and his family are in Colombia. His wife is Colombian.
- David says 'Come and visit! It's perfect for our holiday!'

B Complete the table. Use the sentences in Ex 5A to help you.

subject pronoun	possessive adjective
I	
	its
	your
he	
	her
we	<u>our</u>
	their

C Learn and practise. Go to the Grammar Bank.

▶ page 97 **GRAMMAR BANK**

SPEAKING

6A Work in pairs and answer the question. How many words do you know for people?

woman, friend ...

B Learn and practise. Go to the Vocabulary Bank.

▶ page 127 **VOCABULARY BANK** people

7A Work in pairs. Student A: Write questions with *How old*, *Where* and *What* to find the missing information (1–7) in the text. Student B: Go to page 148.

1 How old is Filipa?

Keith McKenny, forty-nine, and Filipa Zampa, ¹....., (age) are husband and wife. Filipa is ²..... (nationality) and Keith is from the USA. Their home is in ³..... (country), but their children are in Europe. Their daughter Zoe is ⁴..... (age) and she's in Switzerland. She's a ⁵..... (job) in Zurich. Their son Andreas is twenty-three and he's in ⁶..... (country). He's a waiter at a restaurant in ⁷..... (city).

B Ask the questions to complete the text in Ex 7A. Then answer Student B's questions.

8A Write the names of friends or people in your family.

B Work in pairs. Tell your partner about the people. Ask questions.

WRITING

write a description of a photo; use *and*

9A Work in pairs. Look at the photo. Where do you think the people are from?

B Read the beginning of the description and check your ideas.

Mei and Ken in the park.

Mei and Ken are friends from Kobe, Japan. Mei is my friend from ...

C Write descriptions of your photos. Go to the Writing Bank.

▶ page 88 **WRITING BANK**



2C Small talk

HOW TO ... | have short conversations

VOCABULARY | feelings

PRONUNCIATION | stress in phrases

A

VOCABULARY

feelings

- 1 A** Work in pairs. Complete the table with the words in the box. They answer the question *How are you?*

good great not bad
really good not very good

	not very well 1
	OK 2
	well 3 <u>good</u> fine
	very well 4
	5

- B** Work in a different pair. Cover the words in Ex 1A. Student A: Ask *How are you?* and point to a face. Student B: Answer the question.

A: How are you? 

B: I'm OK. How are you? 

A: Not very well.

How to ... have short conversations

- 2 A**  **2.06** | Listen and match the conversations (1–3) with the photos (A–C).

- B**  **2.06** | Listen again. Match the topics in the box with the conversations (1–3).

car children teacher work **1**

- C** Complete the conversations.

Dave: Hey, Jen, how ¹ are you?

Jen: Hi, Dave. Not bad, thanks. Coffee?

Dave: Yes, ² Black ³ sugar. ...
How ⁴ work?

Jen: It's OK. How ⁵ your children?

Dave: They're great, thanks. ... Oh, look ⁶ the time!
⁷ for the coffee.

Jen: ⁸ problem.

Nick: It's a beautiful ⁹

Katie: Yes, it is. How's your new car?

Nick: It's really good. We're very ¹⁰ with it.

Katie: Great!

Nick: I'm really hot and tired.

Katie: Me too. Ah, here's my street. See ¹¹

Nick: ¹² you later! Say 'hello' to Greg!

Susanna: How's your ¹³ teacher? Ms Brown?

Andy: She's really good and she's very ¹⁴

- D**  **2.07** | Listen and check.



B



C

PRONUNCIATION

3A | **stress in phrases** | Match the phrases (1–4) with the stress patterns (a–d).

- | | |
|-------------------------|----------|
| 1 It's a beautiful day. | a OOo |
| 2 No problem. | b OoOO |
| 3 How's your new car? | c OO |
| 4 Me too. | d ooOooO |

B | **2.08** | Listen and check.

C Read the Future Skills box and answer the question.

FUTURE SKILLS Self-management



Have a notebook to write phrases. When you write a phrase, write the stress pattern.

See you later. OoOo.

What are the stress patterns for these phrases?

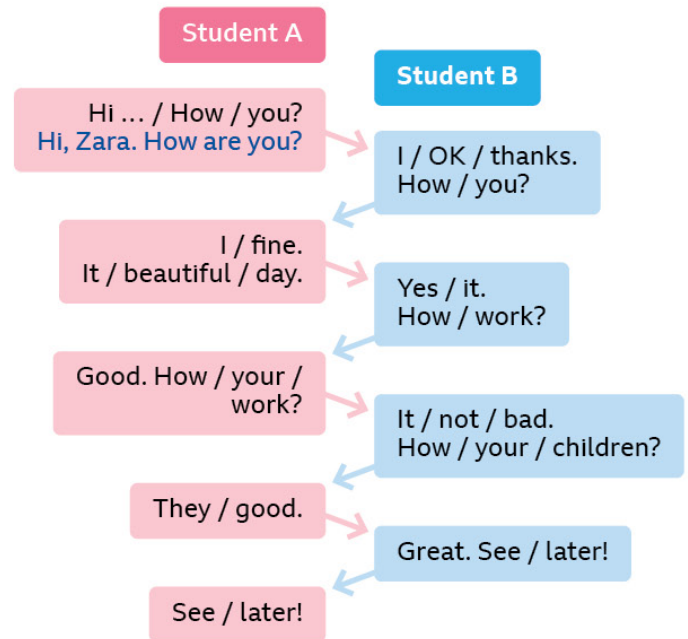
Thanks for the coffee.

How are the children?

D Learn and practise. Go to the Grammar Bank.

▶ page 98 **GRAMMAR BANK**

4A Work in pairs. Use the prompts to make a conversation.



B Practise the conversation.

C Change five things in the conversation. Then practise it again.

Hey, Zara. How are you?

SPEAKING

5A Complete the *You* column in the table. Use words or pictures from Ex 1A.

	You (A)	Student B	Student C
new job			
new car			
new apartment			
new phone			

B Work in groups of three. Ask about the things in Ex 5A. Complete the rest of the table with pictures or words.

A: How's your new job?

B: It's great! I'm really happy with it. How's your new apartment?

A: It's not bad, but it's very small ...

6 Work in pairs. Ask about three of the things in the box. Give real answers.

work school children parents
weather in your town English class

2D BBC Food

Best Home Cook

GRAMMAR: *wh-* questions + *be*

SPEAKING: ask about three people

WRITING: a message about a friend

PREVIEW

1 A Work in pairs. Look at the pictures and find:

- | | |
|--------------------|---------------|
| 1 a baker D | 5 a presenter |
| 2 a birthday cake | 6 a manager |
| 3 a competition | 7 a winner |
| 4 a judge | |

B Read the BBC programme information. Are the sentences (1–3) true (T) or false (F)?

- Best Home Cook* is a competition.
- Five men and five women are in the competition this week.
- The programme information has the names of the three winners.



VIEW

2 A Go to page 150 and discuss the birthday cakes.

B Watch the BBC video clip. Who are the three winners?

C Work in pairs. Match the names (1–6) with the information (a–f). Then watch again and check.

- | | |
|------------------|----------------------------|
| 1 Robin c | a is a model |
| 2 Suzie | b is fifty-two |
| 3 Georgia | c is from Bristol |
| 4 Oli | d is from Northern Ireland |
| 5 Katie | e is a restaurant manager |
| 6 Elisabetta | f is thirty-three |

D Watch the BBC video clip again and choose the words and phrases you hear.

- This is **Good/Best** Home Cook.
- Our presenter is **Claudia/Clara** Winkleman.
- Suzie is **33/36**.
- Oli is **34/44** and he's married.
- Elisabetta is from **Spain/Italy**, but now her home is in London.
- Sarah's 42 and has a son. They're from **Manchester/Liverpool**.



BBC: Best Home Cook

Best Home Cook is a competition to find the best home baker. The people in the competition aren't bakers – they have other jobs. Today is week four, and seven bakers are in the competition. The task is to make a children's birthday cake. Who are the three winners this week?

GRAMMAR

wh- questions + be

3A Complete the questions for the sentences in Ex 2D.
Write *Who*, *What*, *Where* or *How*.

- 1 is the name of the programme?
- 2 is the presenter?
- 3 old is Suzie?
- 4 old is Oli?
- 5 is Elisabetta from?
- 6 are Sarah and her son from?

B Learn and practise. Go to the Grammar Bank.

▶▶ page 99 **GRAMMAR BANK**

SPEAKING

ask about three people

4A Write the names of three people.

- someone in your family • a friend • someone from work or school

B Work in pairs. Tell each other two or three things about each person.

Adriana is a good friend. She's from Romania. She's 33 years old.

C **2.09** | Listen to a woman answer questions about her three people. Match the names (1–3) with who they are (a–c).

- | | |
|----------|------------------------------|
| 1 Judi | a someone from work |
| 2 Dennis | b a friend |
| 3 Kenji | c a brother or sister |

D **2.09** | Listen again and tick the Key phrases you hear.

KEY PHRASES

- | | |
|-------------------------------|-----------------------------|
| Who's Judi? | Is he married? |
| Where's she from? | He has a wife and two sons. |
| She has a good job in a shop. | Kenji is someone from work. |
| He's a good friend. | What's his job? |
| How old is he? | He's really nice. |

5 Work with another partner. Ask and answer questions about your three people in Ex 4A. Use the Key phrases to help you.



WRITING

write a message about a friend

6A Read the message from Sonia.
Choose the correct alternative.

- 1 Martina is **her friend/someone in her family**.
- 2 She's **British/Argentinian**.
- 3 Sonia/Martina is in Manchester.

Hi Jen,

How are you and the family? I'm really well.

My friend Martina is in Manchester now. She's a good friend from university. She's from Argentina and she has a job with an Argentinian TV company. She's really nice and very friendly.

Can I give Martina your phone number? She's in Manchester for two weeks.

Sonia xxx

B Work in pairs. Write a message to your partner about one of your three people in Ex 4A.

GRAMMAR

- 1 Complete the conversation with the words in the box.

're are (x2) aren't (x2) her his
my their what where who

- A: 1 are they?
B: They're 2 friends.
A: 3 are 4 names?
B: 5 name's Mira and 6 name's Abdul.
A: 7 you friends from university?
B: No, we 8 We're friends from work.
A: 9 are they from?
B: They 10 from Canada.
A: 11 they married?
B: No, they 12 They're brother and sister.

VOCABULARY

- 2A Write the answers. Use words.

- 1 Thirty-seven + five = forty-two
2 Seventy-five - fifteen =
3 Twenty-two + sixteen =
4 Ninety-two - fifty-two =
(+ plus, - minus)

- B Complete the questions with a number.

- 1 What's 11 +?
2 What's 48 -?
3 What's 16 +?
4 What's 90 -?

- C Work in pairs. Ask and answer the questions in Ex 2B.

- 3A Complete the adjectives with vowels (a, e, i, o, u).

- 1 b_g 8 fr__ndly
2 h_t 9 t_r_d
3 n_w 10 b_d
4 y__ng 11 sm_ll
5 g__d 12 c_ld
6 b__t_f_l 13 _ld
7 f_v__r_t_ 14 gr__t

- B Work in groups and play a memory game. Cover the words in Ex 3A. Student A: Say the number of letters and the first letter. Other students: Say the adjective.

A: It has four letters. The first letter is 'g'.

B: Good!

- C Take turns to say a sentence. Use one of the adjectives from Ex 3A.

Good morning. Jack's a good student. My phone is very good.

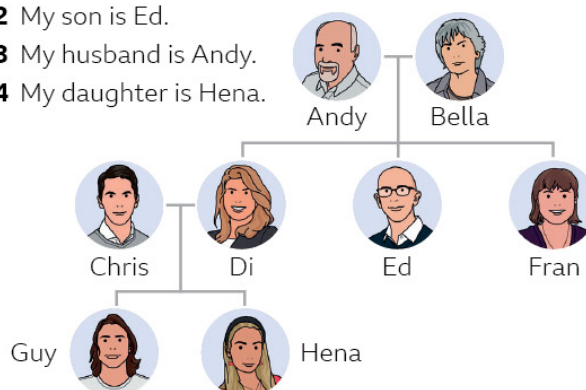
- 4A Look at the picture of a family. Who says the sentences (1-4)?

1 My mother is Di. **Guy or Hena**

2 My son is Ed.

3 My husband is Andy.

4 My daughter is Hena.



- B Write three more sentences about the people in Ex 4A. Use sentences 1-4 to help you.

- C Work in pairs. Student A: Say one of your sentences. Student B: Say the name of the person.

- 5A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

six where
sixteen what
good afternoon who

- B Learn and practise. Go to Sounds and Spelling.

▶ page 152 **SOUNDS AND SPELLING** short and long sounds (1): /t/, /i:/, /o/, /u:/, /w/ and /h/ in question words

- 6A Choose the correct alternative.

A family business

Burger24/7 is a hamburger restaurant in Adelaide, Australia.

Tom, the manager, says, 'We're all family here. ¹**My / Your** mother is here from 10 o'clock in the morning. My son and daughter ²**is / are** at school, but ³**their / they're** in the restaurant at weekends.'

Tom's wife ⁴**is / are** also in the family business. She's Samantha, and she's the head chef. 'People ask us, "⁵**Why / Where** are you open 24/7?"' says Samantha. 'Well, ⁶**we're / our** open 24/7 because people are hungry 24/7.'

Samantha has a brother, but he's not in the family business. 'He says we're crazy. He asks me, "Samantha, ⁷**what / who** are your summer holiday plans?"' Samantha says, 'What holiday? ⁸**We're / Our** restaurant is our life!'



- B R2.01 | Listen and check.



things 3



VLOGS

Q: What's your favourite thing?

- 1 Read the question.
- 2  Watch the video. How many speakers say their bike?



LEARNING OBJECTIVES

- 3A READING** | Read a blog about people's favourite things: things; colours
Talk about people's things: possessive 's
Pronunciation: possessive 's
Write about favourite things; use *and*, *but*
- 3B LISTENING** | Understand a radio phone-in about people's desks: desk objects
Pronunciation: sentence stress
Talk about your desk: present simple *have* + *yes/no* questions (*I, you, we, they*)
- 3C HOW TO ...** | shop for clothes: clothes
Pronunciation: intonation
- 3D BBC STREET INTERVIEWS** | Understand street interviews about people's shopping habits: shops
Ask and answer questions about buying online and in shops: likes, dislikes and opinions
Write a personal profile

3A Favourites

GRAMMAR | possessive 's
VOCABULARY | things; colours
PRONUNCIATION | possessive 's



VOCABULARY

things

- 1 A** Work in pairs. Match the photos (A–H) with the words in the box.

bed bike camera car
 coffee machine guitar ring watch

- B** Work in pairs. Look at the photos in Ex 1A. Say the number of things you have.

I have three of the things.

- C** Guess the things your partner has.

A: I think you have a car.

B: That's right. I have a Kia.

- 2** Work in pairs. What colour are the things in the photos in Ex 1A? Check your ideas in the Vocabulary Bank.

▶ page 128 **VOCABULARY BANK** colours

READING

- 3 A** Read the text about favourite things. Which things have information about 1–4?

- | | |
|--------------------------|----------|
| 1 colour car | 3 age |
| 2 country or nationality | 4 family |

- B** Work in pairs. Student A: Close your book. Student B: Read one sentence from the text, but don't say the thing. Student A: Say the name of the thing.

A: It's old and Spanish.

B: The guitar.

What's your favourite thing?



Will Reese

♥ 12 💬 13 ➦

My favourite thing is my car. It's blue and it isn't very big, but I love it. It's perfect for the town!

A



Grace Sneed

♥ 10 💬 13 ➦

My camera. It's my father's camera, but I have it in my apartment. It's from Germany. It's old but very good for black and white photos.

B



Pat Lambert

♥ 12 💬 9 ➦

My favourite thing is my guitar. It's beautiful. It's old and Spanish.

C



Naomi Emmett

♥ 15 💬 14 ➦

My bed. It's good when I'm tired. It's good when I'm happy or sad. It's my perfect place. I love it!

D



GRAMMAR

possessive 's

4A Correct the sentences. Add 's. Use the text in Ex 3A to help you.

- 1 It's my father camera.
- 2 My favourite thing is my grandmother ring.
- 3 The watch is Swiss and it has my mother name, Alice, on it.

B Work in pairs. Complete the rule.

We use person + for the possessive.

C Learn and practise. Go to the Grammar Bank.

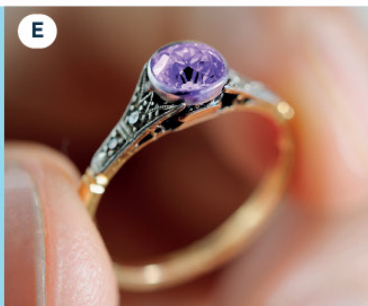
▶ page 100 **GRAMMAR BANK**



Monique Beck

♥ 13 💬 12 ➦

My favourite thing is my grandmother's ring. It's about a hundred years old and it's from her mother. It's beautiful and I love it!



Theo Olsen

♥ 13 💬 10 ➦

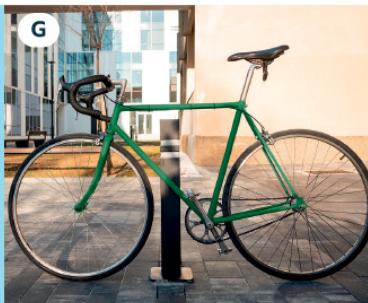
It's my coffee machine. I have two big cups of coffee in the morning – perfect cups of coffee from my Italian coffee machine.



David Fox

♥ 14 💬 16 ➦

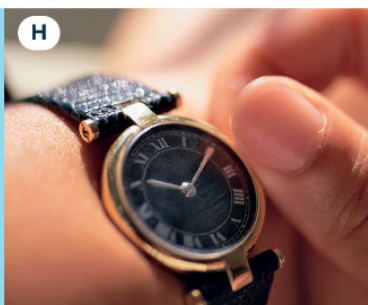
My favourite thing is my bike. I don't have a car. My bike is green, my favourite colour, and it's very important to me.



Alicia Porta

♥ 11 💬 11 ➦

My watch is really important to me. It's Swiss and it has my mother's name, Alice, on it. She has a new watch now, but I love her old watch.



PRONUNCIATION

5A **3.01** | **possessive 's** | Listen to the sentences.

Match the words in bold in (1–4) with the sounds: /s/, /z/ and /ɪz/.

- 1 my grandmother's ring /s/
- 2 Pat's guitar /z/ **grandmother's**
- 3 Alice's watch. /ɪz/
- 4 my father's camera

B Work in pairs. Read the sentences. What is the sound in bold in each sentence: /s/, /z/ or /ɪz/?

- 1 Susan's bag
- 2 Philip's phone
- 3 Felix's camera
- 4 Irmak's guitar
- 5 Darsh's bike
- 6 Carol's book

C **3.02** | Listen and check.

D Work in pairs. Student A: Say a thing in one of the photos (A–H). Student B: Say the person and their thing.

A: Coffee machine.

B: It's Theo's coffee machine.

SPEAKING

6 Work in pairs. Practise asking about pictures. Student A: Go to page 144. Student B: Go to page 147.

WRITING

write about favourite things; use and, but

7A Work in pairs. Complete the sentences with *and* or *but*. What are the sentences about? Check your answers in the text in Ex 3A.

- 1 It's blue and it isn't very big, I love it.
- 2 It's about a hundred years old it's from her mother.

B Write an online comment about your favourite things. Go to the Writing Bank.

▶ page 89 **WRITING BANK**

8A Choose 3–5 of your favourite things. Make notes about them.

My phone - new, from my parents, important to me

B Work in groups. Talk about your things. Use your notes to help you.

9 Bring a photo of a favourite thing to the next lesson. Prepare to talk about it.

3B What's on your desk?

GRAMMAR | present simple *have + yes/no* questions (*I, you, we, they*)

VOCABULARY | desk objects

PRONUNCIATION | sentence stress



VOCABULARY

desk objects

1 A Work in pairs. Look at the photo. Which objects are NOT on your desk or table at home?

B Work in pairs. Look at the photo again. Which objects in the box are in the photo?

bottle of water	book	computer	cup of coffee
glasses	headphones	keyboard	mouse
notebook	pen	pencil	phone
scissors	sticky notes	tablet	plant

C Work in pairs. Student A: Choose three objects from the photo and say the first letter. Student B: Guess the objects.

A: P

B: Plant?

A: No ...

D Work in pairs. Close your books. Write ten objects you remember from the photo.

LISTENING

2 A **3.03** | Listen to two people talking about their desks. Who talks about the desk in the photo, Sandy or Joe?

B **3.03** | Listen again. Tick the objects that Sandy and Joe have on their desks.

	Sandy	Joe
computer	✓	
keyboard		
mouse		
notebook		
pen		
pencil		
sticky notes		
glasses		
headphones		
plant		



GRAMMAR

present simple **have + yes/no questions (I, you, we, they)**

3A Choose the correct alternative.

- 1 I **have** / **has** a computer and a keyboard.
- 2 I **have** / I'm **have** a cup of coffee.
- 3 I **no have** / **don't have** any pencils on my desk.
- 4 Joe, do you **has** / **have** a job?
- 5 Yes, I **does** / **do**.
- 6 Do you **have** / **Have you** a photo of your son?
- 7 No, I **don't** / **don't have**.
- 8 I **have** / **do have** two notebooks.

B **3.04** | Listen and check.

C Learn and practise. Go to the Grammar Bank.

page 101 **GRAMMAR BANK**

PRONUNCIATION

4A **3.05** | **sentence stress** | Underline the two or three stressed words in each sentence. Then listen and check.

- 1 A: Do you have a job?
B: Yes, I do.
- 2 A: Do you have a photo of your son?
B: No, I don't.

B **3.05** | Listen again. Choose the correct pronunciation of *Do* in the questions in Ex 4A.

/də/ / /du:/

C **3.05** | Listen again and repeat.

5A Work in pairs. Underline the main stressed words in the questions. Then take turns to say the questions. Pay attention to word stress and the pronunciation of *Do*.

- 1 Do you have a camera?
- 2 Do you have any headphones with you?
- 4 Do you have any plants in your room?
- 5 Do you have a favourite coffee cup?
- 6 Do you have a favourite pen?

B Work in a different pair. Ask and answer the questions in Ex 5A.

A: Do you have a camera?

B: No, I don't, but I have a camera on my phone.

SPEAKING

6A Read the Future Skills box and do the task.

FUTURE SKILLS

Collaboration



Sometimes you don't understand – that's normal! Use short phrases to check (e.g. *Sorry? Can you repeat that? I don't understand.*). Use two of these phrases in Ex 6B.

B Work in pairs. Practise asking about objects.
Student A: Go to page 144. Student B: Go to page 147.

7 Work in pairs. Tell your partner about your desk or workspace. What's different about the things on your desk? What's the same?

We both have pens, sticky notes ...

3C How much is it?

HOW TO ... | shop for clothes
VOCABULARY | clothes
PRONUNCIATION | intonation



A

VOCABULARY

clothes

1 A Work in pairs. Look at the photos (A–C) and answer the questions.

- 1 Match the photos with the types of shopping: in a market, online and in shops.
- 2 Which is your favourite type of shopping: in a market, online or in shops? Why?
- 3 Do you have any big markets in your town/city?
- 4 Are they for clothes, food or something different?

B Look at the photos again. Which clothes in the list are in the photos?

- a light green shirt
- white jeans
- a blue jacket
- a light brown jacket
- a dark blue coat
- a white T-shirt

C Learn and practise. Go to the Vocabulary Bank.

▶ page 129 **VOCABULARY BANK** clothes



B



C

How to ...

shop for clothes

2A **3.06** | Listen to two conversations. Match the conversations (1 and 2) with the correct photos (A–C).

B Listen again. Tick the clothes that you hear.



C **3.06** | Listen again. What are the prices?

3A Work in pairs. Complete the conversations with the words in the box.

is excuse ~~how~~ much size try

- 1** Ian: How much is it?
 Becca: I don't know. me?
 Man: Can I help you?
 Becca: Yes, how is this jacket? ...
 Can I it on?
 Man: Yes, of course.
- 2** Nia: What are you? Medium?
 Ryan: No, large. ...
 Is it dark blue?
 Nia: Yes, it is.
 Ryan: Then blue. How much it?

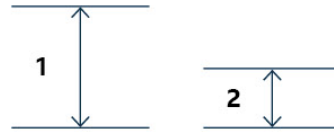
B **3.07** | Listen and check.

C Learn and practise. Go to the Grammar Bank.

page 102 **GRAMMAR BANK**

PRONUNCIATION

4A **3.08** | **intonation** | Listen and match the sentences (a and b) with the pictures (1 and 2). Which sounds friendly, 1 or 2?



- 1** a Excuse me. **1**
 b Excuse me.
2 a How much is this jacket?
 b How much is this jacket?
3 a Can I try it on?
 b Can I try it on?

B **3.08** | Listen again and repeat.

SPEAKING

5A Work in pairs. Look at the prompts for a conversation in a shop. Use the prompts to make the questions (1–5).



B Practise saying the questions. Remember to sound friendly and use a wide voice range.

C Roleplay the conversation.

D Swap roles and change the words in bold.

6 Work in pairs. Practise shopping conversations. Student A: Go to page 145. Student B: Go to page 148.

3D **BBC** Street Interviews

Shopping

GRAMMAR | likes, dislikes and opinions

SPEAKING | ask and answer questions

WRITING | write a personal profile

Holly

Vincent

Rachael

PREVIEW

1 A Work in pairs and discuss the questions.

- 1 Where do you shop?
- 2 What do you buy in shops?
- 3 What do you buy online?

B What shops do you know?

C Check your ideas. Go to the Vocabulary Bank.

▶▶ page 130 **VOCABULARY BANK** shops

VIEW

2 A ▶ Watch the first part of the video. How many speakers buy food online?

B Work in pairs. What do you remember? Complete the sentences.

- 1 Elijah: I buy things for the h..... online.
- 2 Joe: Online I buy v..... games and in shops I buy food.
- 3 Josh: Online I buy c..... and in shops I also buy food.
- 4 Nic: I buy c..... food online. I buy clothes in shops.
- 5 Kirsty: I buy books online and I buy s..... in the shop.
- 6 Vincent: I buy t..... online.

C ▶ Watch again and check.

3 A ▶ Watch the second part of the video. Are the statements True (T) or False (F)?

- 1 Six speakers talk about clothes shops.
- 2 Two speakers talk about video game shops.

B ▶ Watch again. Which shops in the box do the speakers talk about?

baker's bookshops butcher's cafés
clothes shops pet shops sports shops

GRAMMAR

likes, dislikes and opinions

4 A Look at the words in bold. Which are positive 😊 and which are negative 😞?

- 1 I **love** clothes shops, I **hate** butchers and I love cafés.
- 2 I **like** sports shops, and I **dislike** clothes shops.
- 3 I like clothes shops. I **don't like** bookshops.

B Choose the correct alternative.

- 1 I **think** / **like** computer shops are great.
- 2 I **hate** / **think** food shops are OK.

C Learn and practise. Go to the Grammar Bank.

▶▶ page 103 **GRAMMAR BANK****BBC**

Q1: What do you buy online?

Q2: What shops do you like?



Josh

Joe

SPEAKING

ask and answer questions

5A Read the question prompts and the answers. Which answers are true for you?

- | | |
|------------------------------|---------------------|
| 1 Favourite type of shop? | chocolate shop |
| 2 Favourite time of the day? | evening |
| 3 Favourite actor/actress? | Timothée Chalamet |
| 4 Favourite singer? | Billie Eilish |
| 5 Three favourite colours? | black, yellow, pink |
| 6 Two favourite apps? | BBC, maps |
| 7 Favourite city? | Paris |
| 8 Tennis or football? | tennis |
| 9 Electric cars or bikes? | electric cars |
| 10 E-books or books? | books |
| 11 Cats or dogs? | cats |
| 12 Hot or cold weather? | cold weather |

B Work in pairs. Match the question phrases (a–d) with the question prompts (1–12) in Ex 5A.

- | | |
|-----------------------|---------------------|
| a What's your ... ? | c Who's your ... ? |
| b What are your ... ? | d Do you like ... ? |

1 a What's your favourite type of shop?

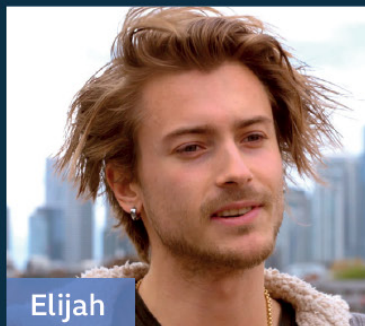
C Work in a different pair. Ask and answer the questions in Ex 5B. Use the Key phrases to help you.

KEY PHRASES

I like food shops/sports shops.
 I love Paris. I think it's really beautiful.
 I really like tennis.
 I like football a lot.
 I think electric bikes are/Billie Eilish is great.
 Me too.
 I don't.
 I don't like cats.

D Tell the class about two things that you and your partner like.

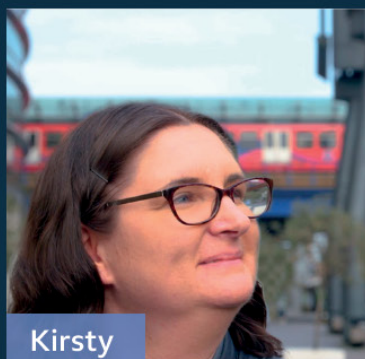
We both like Adele and we think football is great.



Elijah



Nic



Kirsty



Gloria

WRITING

write a personal profile

6A Read the personal profile. Match the information that Alysha gives with 1–12 in Ex 5A.

GlobalAllTogether

Hi everybody!

I'm Alysha and I'm from Germany. I'm a college student in Sweden. I like cold weather, so Sweden is perfect for me.

I love films, and my favourite actress is Zendaya. She's in the *Spider-Man* films.

I like sports, but I don't like football. Tennis is my favourite sport.

Now tell me about you!

Alysha

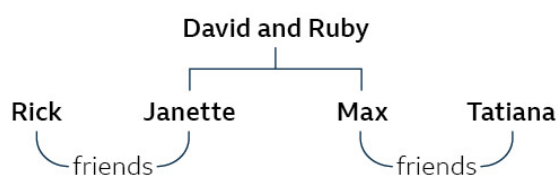
I like cold weather – 12

B Choose three questions from Ex 5A. Write your personal profile. Give information about yourself and answer the three questions.

C Swap profiles. Who likes the same things as you?

GRAMMAR

1 A Complete the sentences. Use possessive 's.



- 1 Ruby is David's wife.
- 2 Janette is sister.
- 3 David is husband.
- 4 Rick is friend.
- 5 Max is brother.
- 6 Tatiana is friend.

B Write the names of six people (family or friends).
Work in pairs. Ask questions about the people.

A: Who's Hesna?

B: She's my brother's friend.

2 A Use the prompts to make questions.

- 1 you / have / bike?
Do you have a bike?
- 2 you / have / email address?
- 3 they / have / British friends?
- 4 we / have / Italian speaker / in the office?
- 5 Ramin and Vineeta / have / apartment?
- 6 you / have / cat?

B Complete the short answers. Then match the answers (a–f) with the questions (1–6) in Ex 2A.

- a Yes, I do. It's black and it's really friendly. **6**
- b No, they – they have a beautiful house.
- c Yes, we Violetta is Italian.
- d No, they Their friends are all American.
- e No, I, but I have a small car.
- f Yes, I It's lanXY24@skymail.com

3 A Add the words in brackets to the sentences.

- 1 I love hotels. (really)
I really love hotels.
- 2 I hate supermarkets. (really)
- 3 I like big cities. (a lot)
- 4 I think the internet is great. (really)
- 5 I think phones are bad. (really)
- 6 I like red cars. (a lot)

B Change the sentences in Ex 3A so they are true for you.

C Work in pairs and ask questions. Use the sentences in Ex 3A. How many things do you have in common?

A: Do you love hotels?

B: No, I don't. I hate hotels.

A: Me too.

VOCABULARY

4 A Find six colours, six objects and six types of clothes.

P	U	R	P	L	E	W	A	T	C	H
B	X	J	O	M	J	P	I	N	K	E
L	B	E	R	E	S	W	T	Z	E	A
A	L	A	A	S	B	H	R	I	Y	D
C	L	N	N	K	I	I	O	M	B	P
K	H	S	G	I	R	T	U	O	O	H
W	C	R	E	R	T	E	S	B	A	O
V	O	H	O	T	E	D	E	N	R	N
T	A	B	L	E	T	V	R	R	D	E
F	T	S	S	C	I	S	S	O	R	S
S	U	I	T	G	L	A	S	S	E	S
B	R	O	W	N	A	D	R	E	S	S

B Write seven objects and types of clothes that you have. Add their colours. Make two items false.

purple jeans

C Work in pairs. Student A: Say your sentences.
Student B: Guess the false sentences.

A: I have some purple jeans.

B: False!

A: No, it's true!

B: Really? Do you have a photo?

5 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

pencil	<u>car</u>	<u>tablet</u>
bed	<u>guitar</u>	<u>dark</u>

B Learn and practise. Go to Sounds and Spelling.

► page 153 **SOUNDS AND SPELLING**
voiced and unvoiced consonants (1): /p/ and /b/,
/k/ and /g/, /t/ and /d/; sounds at the end of words

6 A Complete the words (1–10) with vowels (a, e, i, o, u).

A blogger's bag



I have a travel blog and every weekend I go to a new city. It's important for me to travel with a very small bag! I have extra clothes – two ¹sh_rts, a ²j_mp_r for cold evenings and a ³j_ck_t for rain. I don't have my ⁴l_pt_p – I love it, but it's really big, so I have a ⁵n_t_b__k and a pen. It's my favourite pen – a present from my parents. And I have ⁶st_cky n_t_s in different colours – ⁷y_ll_w for information about food, ⁸bl__ for hotels and ⁹gr__n for transport. And I have a phone with a great ¹⁰c_m_r_. That's it!

B **R3.01** | Listen and check.



every day 4



VLOGS

Q: What's your favourite meal of the day – breakfast, lunch or dinner?

- 1 Read the question.
- 2  Watch the video. How many speakers say 'breakfast'?



Global
Scale of
English

LEARNING OBJECTIVES

- 4A LISTENING** | Understand people from different countries talking about lunch: food and drink
Talk about food: adverbs of frequency
Pronunciation: word stress
Write an email to a friend
- 4B READING** | Read about an influencer's daily routine: everyday activities (1); telling the time
Ask and answer about your daily routine: present simple: regular verbs (*he, she, it*)
Pronunciation: third person -s
- 4C HOW TO ...** | order in a café: café words
Pronunciation: intonation in *or* phrases
- 4D BBC PROGRAMME** | Understand a documentary about three people around the world
Ask about someone's routine: present simple: *yes/no* questions (*he, she, it*)
Write a quiz

4A Time for lunch!

GRAMMAR | adverbs of frequency
VOCABULARY | food and drink
PRONUNCIATION | word stress



VOCABULARY

food and drink

1 Work in pairs. Which types of food in the box are in the photos (A–C)?

apple banana chicken egg
fish mushroom pasta rice
sandwich steak tomato

PRONUNCIATION

2A **4.01** | **word stress** | Work in pairs. Match the words in Ex 1 with the syllable patterns (1–3). Then listen and check.

- 1 ☐ egg
- 2 ☐ apple
- 3 ☐

B **4.01** | Listen again and repeat.

C Learn and practise. Go to the Vocabulary Bank.

▶ page 131 **VOCABULARY BANK**
food and drink

LISTENING

3A Work in pairs and discuss the questions.

- 1 In the week, do you have a small lunch or a big lunch?
- 2 What do you have for lunch every day?

B **4.02** | Listen and number the photos (A–C) in the order you hear about them.

C Look at the table. Tick the food you remember from the conversations in Ex 3B.

	Isabel	Miki	Aiden		Isabel	Miki	Aiden
	✓						
		✓					
							
			✓				
							

D **4.02** | Listen again and check.

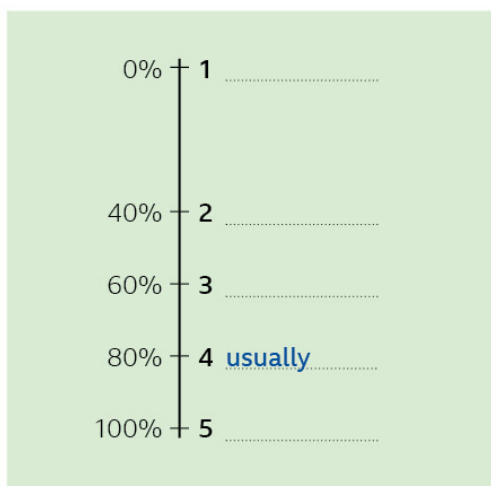


GRAMMAR

adverbs of frequency

4A Put the adverbs in bold in the correct place on the line.

- 1 We **usually** have lunch together.
- 2 I **never** drink coffee. I hate it.
- 3 After lunch I **always** drink tea, green tea, every day.
- 4 I **sometimes** eat my sandwich at my desk or I sometimes go to the park.
- 5 We **often** eat fruit, an apple or a banana.



B Learn and practise. Go to the Grammar Bank.

▶ page 104 **GRAMMAR BANK**

5A Put the words in the correct order to make sentences.

- 1 fruit. / eat / I / often
I often eat fruit.
- 2 eat / I / home. / don't / at / often
- 3 have / vegetables / dinner. / sometimes / I / for
- 4 I / birthday. / eat / always / on / steak / my
- 5 drink / with / I / tea / usually / milk.
- 6 never / eat / chicken. / I
- 7 lunch. / always / coffee / I / have / after
- 8 for / eggs / never / I / breakfast. / eat

B Work in pairs. Which sentences are true for you? Change the other sentences to make them true.

SPEAKING

6A Complete the box with food and drink items. Use your own ideas.

I	never sometimes often usually always	have eat drink	three types of fruit: apples , three vegetables: two drinks: two other kinds of food: one type of meat:	in the morning. in the afternoon. in the evening.
---	--	----------------------	---	---

B Work in pairs. Tell your partner five things about your eating habits.

A: I often eat chicken in the evening.

B: Really? Me too. I never drink milk in the morning.

C Work in a different pair. Close your books. Tell your partner three more things.

7 Bring a photo of your lunch to the next lesson. Prepare to talk about the photo.

WRITING

write an email to a friend

8A Read the email and answer the questions.

- 1 What is Stacy's news?
- 2 What are her questions?
- 3 What are your answers to her questions?

Hi Jade,

How are you? We're all well and we have lots of news. Pete has a new job in the city. Susie has a new apartment!

We're really happy about your visit next weekend. I have two questions about food. 1. What do you like for breakfast? 2.

Do you eat meat and fish?

See you soon,

Stacy x

B Write an email to a friend. Go to the Writing Bank.

▶ page 89 **WRITING BANK**

4B A day in the life

GRAMMAR | present simple: regular verbs (*he, she, it*)
VOCABULARY | everyday activities (1); telling the time
PRONUNCIATION | third person -s



VOCABULARY

everyday activities (1)

- 1 A** Work in pairs. Match the pictures (A–I) with the phrases in the box. Which phrase is not in the pictures?

finish work get home get up go to bed
 go to work have lunch leave home
 make dinner start work watch TV

- B** Complete the sentences with the phrases in Ex 1A.

- 1 I get up at 6 a.m. and have breakfast.
- 2 I at about 8 a.m.
- 3 I by bus.
- 4 I at 9.
- 5 I at about 1 p.m.
- 6 I at 5 p.m.
- 7 I at 6.
- 8 I at 7 and we eat together.
- 9 After dinner, we
- 10 I at 11.

- C** Change the sentences in Ex 1B so they are true for you. Then work in pairs and compare your answers.

A: I get up at seven. What about you?

B: I get up at six.

- D** Learn and practise. Go to the Vocabulary Bank.

▶ page 132 **VOCABULARY BANK**
 telling the time

- 2** Work in a different pair. Ask and answer questions about your daily routines. Use the phrases in Ex 1A to help you.

A: What time do you get up?

B: Monday to Friday I get up at half past seven. At the weekend I get up at nine.



READING

- 3 A** Look at the photos of MelseyPop and answer the questions. Then read the text and check your answers.

- 1 What's her job?
- 2 How old is she?
- 3 Is she happy in her job?

- B** Read the text again. Are the statements True (T) or False (F)?

- 1 'I get up at seven o'clock.' **F**
- 2 'I have breakfast with my family.'
- 3 'I work alone in the morning.'
- 4 'I make videos about different things.'
- 5 'Two of my friends are YouTubers.'
- 6 'I don't have dinner.'
- 7 'I watch videos in the evening.'

- C** Work in pairs and look at the text again. Find two things that are the same and two things that are different about your day.

GRAMMAR

present simple: regular verbs (*he, she, it*)

4A Work in pairs. Underline the verbs.

- 1 Nineteen-year-old MP gets up at six.
- 2 'Tom loves my videos.'
- 3 She goes to a café.
- 4 She finishes her video.
- 5 She doesn't have breakfast.

B Complete the rules for regular verbs. Use Ex 3A to help you.

- 1 For the positive we use *she/he* + infinitive + s.
- 2 With verbs ending *-o* and *-sh* we use *she/he* + infinitive + .
- 3 For the negative we use *she/he* + infinitive.

C Look at the text again. Find eight more examples of *he, she* + the present simple.

D Learn and practise. Go to the Grammar Bank.

▶▶ page 105 **GRAMMAR BANK**

PRONUNCIATION

5A 4.03 | third person -s | Listen and write the verbs.

B 4.03 | What is the sound of the verb ending? Write /s/, /z/ or /ɪz/ for each verb in Ex 4A. Then listen again and repeat.

makes – /s/

C Work in pairs. Cover the text in Ex 2A. Use the verbs in Ex 4A to talk about MP's day.

A: MP makes videos about her life.

SPEAKING

6A Talk to other students. Ask questions and complete the table.

	gets up at eight.
	goes on social media before breakfast.
	has breakfast in a café.
	doesn't drink coffee.
	makes sandwiches for lunch.
	doesn't work or study in the evening.
	watches YouTube or Instagram videos every day.
	listens to the news every day.

A: Do you get up at eight, Fatima?

B: No, I don't.

A: Do you get up at eight, Abdul?

C: Yes, I do.

B Work in pairs. What information about other students is the same for you?

A: Abdul gets up at eight, but I get up at 7.30.

B: I get up at 7.30, too. Fatima goes on social media before breakfast. I go on social media before breakfast, too.

A: Me too.

A day in the life: a YouTuber

YouTuber MelseyPop – 'MP' is her nickname – talks about her day.

Nineteen-year-old YouTuber MP gets up at six and checks her emails and messages. 'I usually go on social media for about twenty minutes in the morning.' She doesn't have breakfast, only a big cup of coffee. She starts work at seven. MP makes videos about her everyday life: her clothes, her favourite music, food, football, her family, everything! At twelve she goes to a café and has lunch with two friends. 'They make YouTube videos too, and we watch our videos together.'

After lunch, MP gets home at about two and she finishes her video. In the afternoon, she often does something new in her videos – for example she makes something new for dinner.

'I always have dinner with my family. They're important to me – my parents and my brother, Tom. Tom loves my videos! He thinks they're great.' In the evening she usually writes ideas for new videos, or she listens to music.

'I go to bed at 10.30 or 11. That's my day and I love it!'



4C Can I have ... ?

HOW TO ... | order in a café

VOCABULARY | café words

PRONUNCIATION | intonation in *or* phrases

VOCABULARY

café words

1 A Work in pairs. Look at the photo above and discuss the questions.

- 1 Do you like the food in the photo?
- 2 Do you often go to cafés?
- 3 When do you go, in the morning or afternoon?
- 4 What's your favourite café?
- 5 What do you eat and drink there?

B Which things in the box are in the photo?

cup fork pastry salt sugar toast

C Learn and practise. Go to the Vocabulary Bank.

▶ page 132 **VOCABULARY BANK** café words

2 A Match the phrases (1–8) with the pictures (A–H) in the menu.

- 1 eggs and toast with a coffee or a tea
- 2 tea
- 3 coffee: latte, espresso or Americano
- 4 a sandwich and a coffee or a tea
- 5 a fruit juice
- 6 a pastry and a coffee or a tea
- 7 toast and a coffee or a tea
- 8 a mineral water

B Work in pairs and look at the menu again.
Student A: Order some food and drink. Student B: Answer and point to the correct picture.

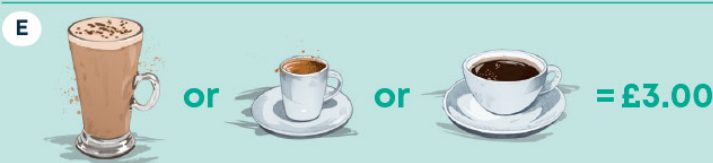
A: A pastry and a coffee, please.

B: Here you are.

Breakfast Specials



Drinks



£2.50



orange or apple
£2.50



still or sparkling
£2.00

How to ...

order in a café

3A **4.04** | Look at the menu again and listen to three conversations. Match the conversations (1–3) with the food and drink (A–H).

B Read the conversations and choose the correct alternative.

W: ¹Can I / I can help you?

C: Yes. Can I have a coffee, ²please / thanks?

W: OK, a coffee with milk. Here ³I / you go.

C: ⁴What / How much is that?

W: ⁵Is / That's three pounds.

C: Can I have a tea and a pastry, please?

W: Yes, just a ⁶moment / time. Here you ⁷have / are.

W: ⁸Anything / Everything else?

C: No, ⁹thank / thanks you.

W: Coffee ¹⁰and / or tea?

C: Coffee, please.

W: Still or sparkling?

C: Oh, sparkling, please. How much is ¹¹that / he?

W: Just a moment. Let me ¹²check / watch.

C **4.05** | Listen and check.

4A Complete the table.

¹	a tea,	please?
Coffee	²	tea?
Still		sparkling?
Sparkling,		³

B Learn and practise. Go to the Grammar Bank.

▶▶ page 106 **GRAMMAR BANK**

PRONUNCIATION

5A **4.06** | intonation in *or* phrases | Listen. Which intonation do you hear, 1 or 2? Then listen again and repeat.

1 Coffee or tea? 2 Coffee or tea?

B Work in pairs. Ask and answer questions. Use the words in the box.

apple/orange? still/sparkling?
espresso/latte?

A: Can I have a fruit juice, please?

B: Apple or orange?

A: Orange, please.

SPEAKING

6A Work in pairs. Student A: Look at the café menu. You are the customer. Order food and drink. Student B: Go to page 145.

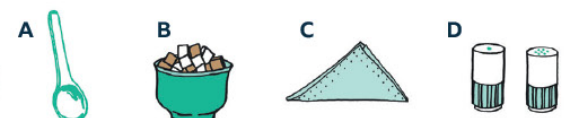
MENU	
	\$4.10
	\$3.40
	\$2.70
	\$4.40
	\$5.40

B: Can I help you?

A: Yes, can I have a cup of coffee, please?

B: Espresso, latte or Americano?

B The waiter brings the food and drink. Now ask for two of the things in the pictures (A–D).



C Swap roles. Go to page 145.



4D

BBC Documentary

Earth From Space

GRAMMAR | present simple: *yes/no* questions (*he, she, it*)

SPEAKING | ask about someone's routine

WRITING | write a quiz



PREVIEW

1 A Work in pairs. Do you have a favourite animal? What is it?

B Read the BBC programme information and answer the questions.

- Where is each photo (A–C)?
- Who are the people in the photos?

VIEW

2 A Work in pairs. Match the words in the box with the parts of the programme (1–3).

breakfast forest lake rice rivers steps

- Joseph Sekar and the parakeets
- Billy Ellis, the fire lookout
- Elvira and the manatee

B Watch the BBC video clip and check your ideas.

C Complete the sentences with the correct form of the verbs in the box. Then watch again and check.

come get up live **make** say see watch

- He gets up at half past five every morning and **makes** rice for the parakeets.
- Four thousand parakeets to his home every day.
- I, have a cup of coffee and then I'm ready to go.
- Billy is a fire lookout. He the forest for fires.
- No, not often, but when he a fire, it's his job to call the firefighters.
- Manatees usually in rivers.
- Elvira watches the manatee and goodbye.

D Work in pairs and answer the questions.

- Which story do you like best?
- Do you have forest fires in your country?
- Which animal do you like best: the parakeets or the manatee? Why?



Earth From Space

From space we can see colours and shapes, water and land. Zoom in and we can see many different lives. Thousands of parakeets eat at the home of Joseph Sekar in the middle of a big city in India. A fire lookout named Billy Ellis stands on a tower in the mountains of Colorado in the USA. And in a village in Peru a young girl, Elvira, meets her favourite animal, a manatee, for the first time.

GRAMMAR

present simple: *yes/no* questions (*he, she, it*)

3A Work in pairs. Choose the correct question form (a, b or c).

- a He sees many forest fires?
- b Does he see many forest fires?
- c Is he see many forest fires?

B Learn and practise. Go to the Grammar Bank.

▶ page 107 **GRAMMAR BANK**

SPEAKING

ask about someone's routine

4A Work in pairs and read the conversation. Who are the speakers talking about, Joseph, Billy or Elvira?

A: Does this person get up early?

B: I don't know.

A: Does he or she have a job?

B: No.

A: Does he or she like animals?

B: Yes.

B  **4.07** | Look at the photos on page 125 and listen to the conversation. Which job is it?

C  **4.07** | Listen again and tick the Key phrases you hear.

KEY PHRASES

OK, ask me questions.

Let me see. OK, is it a man or a woman?

Does she drive in her job?

Yes, she does.

Does she wear special clothes in her job?

So, who is it?

You're right.

You're wrong. Guess again.

Now it's my turn.

5 Work in pairs. Student A: Choose a person on page 10 or page 125. Student B: Ask questions and guess the job. Use these questions and the Key phrases to help you.

Does he/she work:

- indoors/outdoors/at home?
- in an office/a school/a hospital?
- in the day/in the evening/at night/from 9 a.m. to 5 p.m./at the weekend?
- with computers/with other people/alone?

Does he/she:

- make things?
- travel?
- wear special clothes?

WRITING

write a quiz

6A Work in pairs. Read the quiz questions and choose the correct answers (a–c).

Quiz: Earth From Space

1 Does Joseph Sekar live in:

- a the USA?
- b India?
- c Pakistan?

2 Does he get up at:

- a five o'clock?
- b half past five?
- c six o'clock?

3 Does he say:

- a he loves animals?
- b he loves all living things?
- c all living things are important?

B Check your answers in the videoscript on page 173.

C Work in pairs. Write a quiz about Billy Ellis and Elvira. Use the videoscript to help you.

D Swap questions with another pair.

GRAMMAR

1 A Put the adverbs of frequency (a–f) in order (1–6).

- a always
- b never **1**
- c not often
- d often
- e sometimes
- f usually

B Make the sentences true for you. Add an adverb of frequency.

- 1 I go to a café for lunch.
- 2 I eat toast for breakfast.
- 3 I have pastries in the morning.
- 4 I use chopsticks.
- 5 I drink tea from a glass.
- 6 I read a newspaper online.
- 7 I listen to music in English.
- 8 I go to bed after midnight.

C Work in pairs and compare your answers. Write your partner's answers.

D Work in a different pair. Tell your new partner about your old partner. How many things are the same?

- A: Cindy sometimes goes to a café for lunch.
 B: Me too!
 A: Really? I always have lunch at home.

2 A Make a note of these things.

- 1 three apps on your phone
- 2 three places in your town (supermarket, clothes shop, etc.)
- 3 the name of a friend, and one thing your friend eats, drinks, watches

B Work in pairs. Ask questions about one of the topics (1–3) from Ex 2A. Use *Does*.

- 1 Does your phone have ...
- 2 Does your town have ...
- 3 Does your friend eat ...

VOCABULARY

3 A Correct the food and café words. Add one letter.

- | | | | |
|-------------------|-----------|---------|---------|
| 1 bef beef | 2 mushoom | 3 sal | 4 nife |
| 5 chicken | 6 ornge | 7 peper | 8 frk |
| 9 met | 10 bred | 11 sugr | 12 poon |

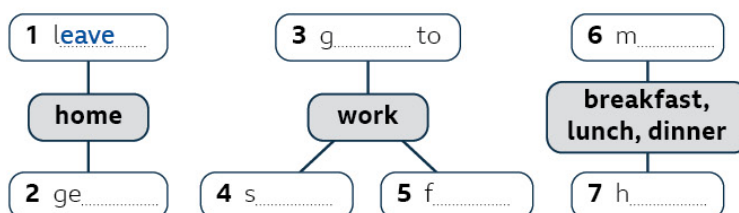
B Complete the table with three food words in each column. Look at page 131 for more ideas.

I like	I don't like	I never eat

C Work in pairs. Student A: Say one of your food words. Student B: Guess which column the food word is in.

- A: Chicken.
 B: You like it.
 A: Yes!

4 A Complete the word webs.



B Work in pairs. Student A: Say three phrases from Ex 4A. Student B: Say the phrases in the order that you do them.

- A: have dinner, make breakfast, go to work
 B: make breakfast, go to work, have dinner

5 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

- apple napkin lunch money breakfast
 red Does he understand? Yes, he does.

B Learn and practise. Go to Sounds and Spelling.

▶ page 154 **SOUNDS AND SPELLING**
 short vowels: /e/, /æ/, /ʌ/; does: /dʌz/ or /dəz/?

6 A Complete the words in the text.

What do you eat?

I eat five times every day, not really five meals, sometimes it's just a snack. In the morning at six, I have a ¹ban__ and some chocolate and then I have training. For breakfast I always have five ²eg__ and some ³fru__. At ⁴h__ past ten, I have breakfast number two, but nothing big, for example a ⁵b__ of ⁶cer__ with milk. I sometimes have a ⁷sandw__ for lunch, or I have ⁸pas__. Dinner is usually at ⁹quar__ to seven. I often have a ¹⁰ste__ with ¹¹ri__, ¹²che__ and two or three ¹³vegetab__, maybe a ¹⁴pot__, some ¹⁵carr__ and some ¹⁶tomat__. I love ice cream, but I never eat it – not before a race!

B **R4.01** | Listen and check.





action

5



VLOGS

Q: Tell me about your job.

1 Read the question.

2  Watch the video. How many speakers work for the BBC?



Global
Scale of
English

LEARNING OBJECTIVES

- 5A READING** | Read about a good colleague: common verbs (1)
Talk about people: object pronouns
Pronunciation: linking with object pronouns
Write about a good friend; use pronouns
- 5B LISTENING** | Listen to everyday conversations: verbs of ability
Do a quiz and talk about your abilities: *can* for ability
Pronunciation: *can*: weak and strong forms
- 5C HOW TO ...** | make requests and offers: common adjectives (2)
Pronunciation: weak forms: *could you*
- 5D BBC STREET INTERVIEWS** | Understand street interviews about birthdays: months
Talk about your birthday: ordinal numbers; dates
Write about your birthday

5A Good colleagues

GRAMMAR | object pronouns

VOCABULARY | common verbs (1)

PRONUNCIATION | linking with object pronouns

VOCABULARY

common verbs (1)

1 A Work in pairs. Look at the photo above and answer the questions.

- 1 Are they at home, at school or at work?
- 2 Are they friends, classmates or colleagues?
- 3 What are their jobs, do you think?

B Work in pairs and complete the sentences.

A good colleague ... A good colleague doesn't ...

2 A Work in pairs. Complete the list with the correct form of the verbs in the box.

call forget get help say send take thank

B Read the list and answer the questions. Which three points are really important to you? Are any points not important to you?

C Read the Future Skills box and answer the question.

FUTURE SKILLS

Self-management



It's important to remember prepositions after some verbs, e.g. *listens to their colleagues*, *helps people with problems*.

Look at the text in Ex 2A again and complete the phrases.

- 1 gets coffee people
- 2 thanks people their help.

When you learn a new verb, write the verb and the preposition that comes after it in your notebook.

D Work in pairs. Student A: Say a sentence from the list in Ex 2A, but don't say the verb, say *beep*. Student B: Say the complete sentence.

A: A good colleague BEEP 'good morning' with a smile.

B: A good colleague says 'good morning' with a smile.

A good colleague ...

- starts work at nine o'clock and leaves at five (in a 9–5 job).
- ¹ says 'good morning' with a smile.
- ² people with their work problems.
- listens to their colleagues.
- sometimes ³ coffee for people.
- doesn't ⁴ important dates, for example birthdays.
- doesn't ⁵ friends in work time.
- ⁶ people for their help.
- doesn't ⁷ a two-hour lunch break.
- never ⁸ work emails at the weekend.



READING

- 3A** Work in pairs. Student A: Read the text. Which points in the list in Ex 2A are true for René? Student B: Go to page 148.

My colleague, René

I work in a factory. The factory makes furniture. René is my colleague – we work with four other people. He's a good colleague. In the morning, he always says 'good morning' with a smile and asks me 'How are you?' He's a very good listener. He listens to us, and he usually has good ideas. He never sends us emails at the weekend. We all like him very much.

But René's not perfect. Every day one of us gets coffee for everyone. I get it on Tuesday. Wednesday is René's day but he **never** gets us coffee. He usually says, 'Oh, I don't want a coffee today.' It's very strange. Why doesn't he want coffee on Wednesday?

- B** Write five questions about Student B's colleague, Claudia. Use the list in Ex 2A to help you.

Does she always say 'good morning'?

- C** Work in pairs. Ask and answer your questions.

- D** Work in pairs and discuss the questions.

- 1 What is the same about Claudia and René?
- 2 Which person is the best colleague? Why?

GRAMMAR

object pronouns

- 4A** Choose the correct alternative.

- 1 Every day one of us gets coffee for everyone. I get **her** / **it** on Monday.
- 2 We all like **him** / **us**. He listens to **them** / **us**.
- 3 She's friendly and I really like **him** / **her**.
- 4 She never forgets other people's birthdays and she always gets **it** / **them** something nice.

- B** Work in pairs. Complete the table.

subject pronouns	I	he	she	it	we	they
object pronouns	me					

- C** Choose the correct word to complete the rules.

- 1 Use a subject pronoun **before** / **after** a verb.
- 2 Use an object pronoun **before** / **after** a verb.

- D** Learn and practise. Go to the Grammar Bank.

▶ page 108 **GRAMMAR BANK**

PRONUNCIATION

- 5A** **5.01** | **linking with object pronouns** | Listen to the sentences. Notice how the verbs and the object pronouns link. Then listen and repeat.

- 1 Call us today.
- 2 I really like her.
- 3 Please thank him.

- B** **5.02** | Listen and write the sentences.

- C** **5.02** | Listen again and repeat.

- D** Work in pairs. Student A: Say one of the sentences (1–4). Student B: Say the matching sentence from Ex 5B.

- 1 Our new teacher is Mr Chung. **We like him.**
- 2 Do you have your passport?
- 3 She's very tired.
- 4 Suzie's from the USA.

SPEAKING

- 6A** Work in pairs. Choose one of the people. Answer the question about that person.

What does a good	manager	do?
	classmate	
	parent	
	brother or sister	
	flatmate	

- B** Work in a different pair. Student A: Read out your ideas. Student B: Which person is it from Ex 6A?

A: This person answers their child's questions.

B: Is it a parent?

A: Yes, it is!

WRITING

write about a good friend; use pronouns

- 7A** Think of a good friend. Complete the sentences about them.

His/Her name is ... and he's/she's a friend from ...

At the weekend he/she ...

On my birthday he/she ...

I have a problem at work/school and he/she ...

- B** Work in pairs. Tell your partner about your friend.

- C** Write about a good friend. Go to the Writing Bank.

▶ page 90 **WRITING BANK**

5B Yes, I can!

GRAMMAR | *can* for ability

VOCABULARY | verbs of ability

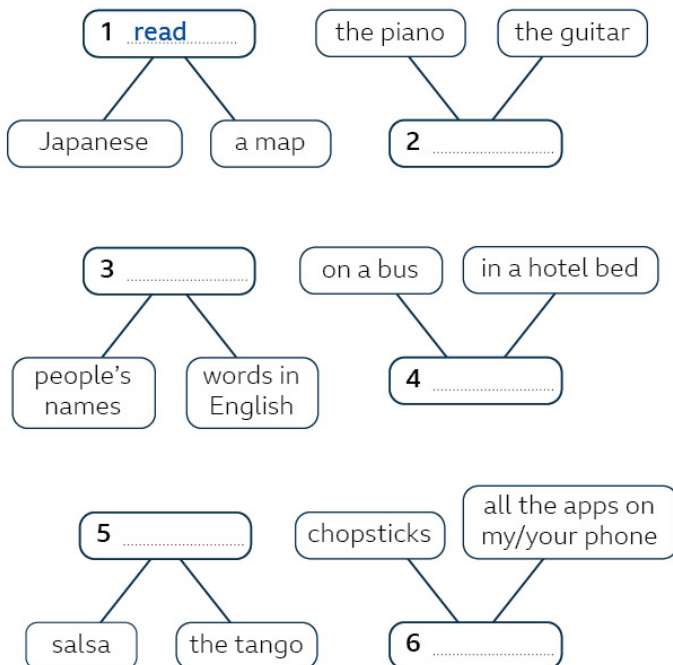
PRONUNCIATION | *can*: weak and strong forms

VOCABULARY

verbs of ability

1 A Complete the word webs with the words in the box.

dance play ~~read~~ remember sleep use



B Work in pairs. Student A: Close your book. Student B: Say a verb from Ex 1A. Student A: Say the verb phrases.

B: play

A: play the guitar, play the piano

LISTENING

2 A **5.03** | Listen to three conversations. Which one matches the photo?

B **5.03** | Complete the table with a tick for *can* and a cross for *can't*. Then listen again and check.

	he	she
remember birthdays	x	
sleep on buses		
dance salsa		

GRAMMAR

can for ability

3 A Read the sentences and look at the words in bold. Then complete the table with *can* and *can't*.

1 Can you remember the date? Yes, I **can**.

2 I **can** sleep in hotels.

3 I **can't** sleep on buses.

4 Can you dance salsa? No, I **can't**.

I	1	play the guitar. ✓
	2	use this new app. x
3	you	read a map?
Yes,	I	4
No,	I	5

B Learn and practise. Go to the Grammar Bank.

page 109 **GRAMMAR BANK**

PRONUNCIATION

4A  **5.04** | **can: weak and strong forms** | Listen and tick the sound you hear.

	can /kən/	can /kən/	can't /kɑːnt/
1	✓		
2		✓	
3			✓
4			
5			
6			
7			
8			

B  **5.04** | Listen again and repeat.

C Choose the correct word(s) to complete the rule.

We use the weak form of *can* /kən/ in the **positive** / **negative** and in **questions** / **short answers**.

5A Work in pairs. Ask and answer questions. Use the phrases in Ex 1A. Find three differences.

A: Can you read a map?

B: No, I can't. Can you?

B Work in a different pair. What are three differences between you and your old partner?

Sybil can't read a map, but I can.

C Learn and practise. Go to the Vocabulary Bank.

▶ page 133 **VOCABULARY BANK** verbs of ability

SPEAKING

6A Read the quiz and answer the questions. Put two ticks, one tick or a cross next to each item.

B Work in pairs. Ask and answer the quiz questions. Give extra information.

A: Can you say 'thank you' in five different languages?

B: No, I can't. Can you?

A: Yes, I can. I can say 'thank you' in seven different languages!

C Work in pairs. Read the key and answer the questions.

1 Where do you have the best score (head/brain, sport, arts or tech)?

2 Is this true? Give more examples.

Key In one area you have ...

5–6 ticks: you're very good in this area.

3–4 ticks: you're OK in this area.

1–2 ticks: you're not very good in this area.

D Work in groups and discuss the question. What other things can you do?

A: I can play the piano.

B: Can you? That's interesting. I can make clothes.

C: Really? What type of clothes?

Quiz: What can you do?

Answer questions about four different areas of life.

✓✓ Yes, I can. ✓ Yes, I can but not very well. ✗ No, I can't.

HEAD/BRAIN



Can you ...

say 'thank you' in five different languages?

read a 250-page book in one day?

remember people's birthdays?

SPORT



Can you ...

swim 1,000 metres?

play tennis?

run five kilometres?

ARTS



Can you ...

draw a person?

sing a song in English?

take a good photo?

TECH



Can you ...

make a video call on your phone?

type with your eyes closed?

use a phone from 1970?

5C Can you help me?

HOW TO ... | make requests and offers
VOCABULARY | common adjectives (2)
PRONUNCIATION | weak forms: *could you*

A



VOCABULARY

common adjectives (2)

1 A Work in pairs. Look at the photos. Where are the people? Then match the sentences (1–4) with the photos (A–D).

- 1 'I can't send this email.'
- 2 'I don't understand some words.'
- 3 'I don't have the shopping list.'
- 4 'I can't find my hotel.'

B Work in pairs. Match (1–8) with (a–h).

- 1 Steak is expensive! **g**
 - 2 This pasta is cheap.
 - 3 Is this sentence right?
 - 4 That's the wrong answer.
 - 5 Is the café open?
 - 6 Oh no, the café is closed.
 - 7 I'm early. It's quarter to nine.
 - 8 I'm sorry I'm late.
- a** Yes, it is. Very good work.
 - b** Oh, I see! The capital city of China isn't Shanghai, it's Beijing!
 - c** Yes, it's one euro for a kilogram – that's very good.
 - d** Really? We can't get a coffee!
 - e** Yes it is, and they have good coffee.
 - f** Well, dinner is cold now.
 - g** Yes, it is. It's thirty euros for two. It's a lot!
 - h** Yes, the lesson starts at half past nine.

C Work in pairs. Underline the adjectives in the sentences (1–8) in Ex 1B.

1 Steak is expensive!

D Work in pairs. Student A: Say one of the adjectives from Ex 1B. Student B: Say the opposite.

A: expensive

B: cheap

B



C



D



How to ... make requests and offers

2A **5.05** | Listen to three conversations. Match the conversations (1–3) with the photos (A–D). There is one extra photo.

B **5.05** | Match (1–6) with the adjectives in the box. There are two extra adjectives. Then listen again and check.

cheap closed early expensive
late open right wrong

- 1 the shop
- 2 the steaks
- 3 the pasta
- 4 Kayla
- 5 the answer
- 6 the spelling of 'young'

C **5.06** | Complete the conversations. Then listen and check.

A: 1 you get three big steaks?

B: All 2

A: Could 3 get some eggs? And also some tomatoes?

B: 4 Eggs, pasta and tomatoes. Is that everything?

A: Susie, could you do it for 5?

B: Yes, no 6 Give me two minutes.

A: Thank you so 7!

A: Can I 8 another question?

B: Of 9

D Learn and practise. Go to the Grammar Bank.

page 110 **GRAMMAR BANK**

PRONUNCIATION

3A **5.07** | **weak forms: could you** | Listen and underline the stressed words in each sentence. Notice the pronunciation of *could you* /kədʒə/.

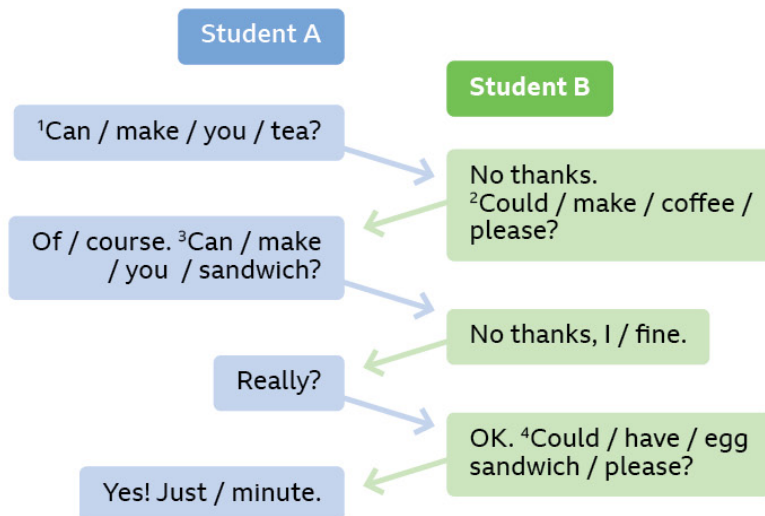
- 1 Could you get some eggs?
- 2 Could you help me?

B **5.08** | Listen and write the requests. Underline the stressed words. Then listen again and check.

C Work in pairs. Make and respond to the requests in Ex 3B. Remember the pronunciation of *could you*.

SPEAKING

4A Work in pairs. Look at the prompts for a conversation. Use the prompts to make the questions (1–4).



B Practise saying the questions.

C Roleplay the conversation.

5 Work in pairs. Student A: Read the situations. Roleplay the conversations with Student B. Student B: Go to page 145.

Situation 1

You are a manager. Student B is on your team. Make requests.

- use / computer **Can I use your computer?**
- work / Saturday
- finish / report

Student B makes some offers. Give a polite answer.

- Yes, please.
- Thank you so much.
- No thanks, I'm fine.
- I'm OK, thanks.

Situation 2

You are a flight attendant on a plane. Student B is a passenger and makes some requests. Give a polite answer.

- Of course.
- Sure.
- OK.
- All right.
- No problem.

Make offers.

- get / a cup of tea **Can I get you a cup of tea?**
- get / newspaper

5D BBC Street Interviews

Birthday!

GRAMMAR | ordinal numbers; dates

SPEAKING | talk about your birthday

WRITING | write about your birthday



Ryan



William



Ama

PREVIEW

1 A Work in pairs and answer the questions.

- 1 What day is it today?
- 2 What month is it?
- 3 How many other months do you know?

B Learn and practise. Go to the Vocabulary Bank.

▶ page 133 **VOCABULARY BANK** months



BBC

Q1: When's your birthday?

Q2: What do you usually do on your birthday?

VIEW

2 A Work in pairs. When are your birthdays? Write the months.

B ▶ Work in pairs. Watch the first part of the video. Do any speakers have their birthday in the same month as you?

C ▶ Watch again. Choose the correct alternative.

- 1 Ama: September / December
- 2 Ryan: March / May
- 3 Elijah: April / August
- 4 Sautebh: January / June
- 5 Anna: April / May
- 6 Kielan: October / November
- 7 William: February / December
- 8 Anna: March / April
- 9 Joe: October / November
- 10 Josh: March / May
- 11 Tom: September / October

3 A ▶ Watch the second part of the video. How many speakers do things with their friends?

B What do you remember? Complete the sentences.

- 1 Ama: I see family and eat nice food.
- 2 Ryan: I meet my friends for a in London.
- 3 Sautebh: I go to a with my friends.
- 4 Kielan: I meet my friends and family for, and my friends give me presents.
- 5 Anna: On my birthday I have a with my boyfriend.
- 6 Josh: I go out for a meal with my friends and my

C ▶ Watch again and check.



Tom



Joe



Josh



Sautebh



Kieran



Anna



GRAMMAR

ordinal numbers; dates

4A Read the sentences and write the number for the date.

- 1 My birthday is the fifteenth of September. **15**
- 2 My birthday is on the ninth of June.
- 3 My birthday is today, the twenty-first of April.
- 4 My birthday is on the eighth of November.
- 5 My birthday is on the third of September.

B Learn and practise. Go to the Grammar Bank.

▶ page 111 **GRAMMAR BANK**

SPEAKING

talk about your birthday

5A Tell the class your birthday. Who has their birthday first, second, etc.?

B Work in pairs and read the Key phrases. Which things do you usually do on your birthday?

KEY PHRASES

I usually have a big cake with my friends and family.

My friends give me presents.

I often go for dinner with friends.

I don't do anything special.

It's a normal day. I never do anything different.

I sometimes have a party at my apartment.

I always go out for a meal with my family.

C Talk to other students. Tell them about your birthday. Use the Key phrases to help you.



Elijah



Anna

WRITING

write about your birthday

6A Read the description. What's different about your birthday?

My birthday

My birthday is on the 10th of December. I like parties and I usually have a party with my friends at my house. My friends give me presents, and we have a big birthday cake. On the 11th, I meet my family for lunch at a nice restaurant and they give me presents, too!

B Write about your birthday. Give the date, and write about what you do and who you do it with.

GRAMMAR

1 A Match the sentences (1–5) with the people/objects (a–e). Use the pronouns in bold to help you.

- 1 **She** sends me messages. a my friends
 2 I love **it** with coffee. b sugar
 3 I don't know **her**. c Clara Bow
 4 I see **them** at the weekend. d free time
 5 **It's** good for us. e my mother

B Look at the sentences (1–5) in Ex 1A again. Write people and things that are true for you.

1 **She sends me messages: my best friend.**

C Work in pairs and take turns. Student A: Say one thing on your list. Student B: Guess the sentence from Ex 1A.

A: **My best friend.**

B: **She sends you messages.**

A: **That's right.**

2 A Look at the information in the table. Complete the conversations.

	Jenna	Mehmet	Anna and Paulo
tell the time in English	✓	✗	✗
understand TV news	✗	✓	✗
spell 	✓	✓	✓
say six adjectives	✗	✓	✓
say five words for things on a café table	✗	✓	✗
start and finish an email	✗	✗	✗

Mehmet: Jenna, Can you ¹ tell the time in English?

Jenna: Yes, ² Can you?

Mehmet: No, ³ And Anna and Paulo?

Jenna: They ⁴ the time in English.

Anna: We ⁵ 'knife' in English, but we ⁶ TV news.

Paulo: Mehmet ⁷ six adjectives, but Jenna ⁸

B Work in pairs. Student A: Choose one of the people in the table in Ex 2A. Student B: Ask questions and find out who it is.

B: **Can this person tell the time?**

A: **No, he can't.**

C Work in pairs. Ask and answer about the things in Ex 2A. Use *Can you ...* ?

VOCABULARY

3 A Complete each pair of verbs with the same letters.

- 1 **play**, **say** 5 c _tc_, t _nk
 2 _riv_, _anc_ 6 pa _n_, l _s_en
 3 _yp_, _ak_ 7 _ _member, _ _ad
 4 _w_m, _ _ng 8 fo _ge_, _h _ow

B Match the sentences (1–4) with the verbs in Ex 3A.

You do this ...

- 1 with a car. **drive** 3 on a computer.
 2 with music. 4 with a ball.

C Work in pairs. Student A: Choose a verb from Ex 3A and make a sentence. Use Ex 3B to help you. Student B: Guess the verb.

A: **You do this with names and dates.**

B: **Remember!**

4 A Correct the spelling of each word in bold.

- 1 I'm never **rong**.
 2 A good business is **opin** 24 hours a day.
 3 I usually eat a **lait** dinner, at about 10 p.m.
 4 I don't know the **rite** answer to number two.
 5 I sometimes get to this lesson **erly**.
 6 The shops here are **clozed** on Sunday.

B Work in pairs. Which sentences in Ex 4A are true for you?

5 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

phone never think mother bike time

B Learn and practise. Go to Sounds and Spelling.

▶ page 155 **SOUNDS AND SPELLING**
 voiced and unvoiced consonants (2): /f/ and /v/, /θ/ and /ð/; silent e (1): /ɪ/ to /aɪ/

6 A Choose the correct alternative.

My manager, Hana

I work in a supermarket and my manager is Hana. She's a great manager, and I really like ¹**her** / **him**. The supermarket is ²**open** / **closed** at 6 a.m., and Hana is the ³**one** / **first** person there every day (I'm the ⁴**second** / **two** person – I'm there at 6.15). She always says 'hello' or 'good morning' to ⁵**our** / **us** with a big smile. When people have a problem, she asks ⁶**them** / **their** about it. She ⁷**remembers** / **gets** us pastries on Friday – not from the supermarket, but from ⁸**a cheap** / **an expensive** baker's in town. They have the best pastries! One thing about Hana ... She ⁹**can** / **can't** drive, so I sometimes drive her home in the evening. That's fine, but she never ¹⁰**thanks** / **forgets** me. Not a big problem, really.

B  **R5.01** | Listen and check.



where?

6



VLOGS

Q: Where are you and what can you see?

1 Read the question.

2 Watch the video. How many speakers can see trees? How many speakers can see books?

GSE LEARNING OBJECTIVES

6A READING | Read an article about lost things: rooms and furniture

Say where things are: prepositions of place

Pronunciation: sentence stress

6B LISTENING | Listen to people talking about their neighbourhood: places in town (1)

Talk about your perfect town: *there is, there are*

Pronunciation: linking with *there*

Write a post about your area; use commas

6C HOW TO ... | ask where a place is: places in town (2); signs in buildings

Pronunciation: weak forms with *to, of* and *the*

6D BBC PROGRAMME | Understand a show about Ade Adepitan in Rome

Talk about six hours in a city: *the*

Describe a city tour

6A Lost

GRAMMAR | prepositions of place
VOCABULARY | rooms and furniture
PRONUNCIATION | sentence stress



VOCABULARY

rooms and furniture

1 Complete the table with the words in the box.

armchair bathroom bed bedroom chair desk
 kitchen living room shelf sofa table television

rooms	furniture
bathroom	armchair

2A Work in pairs. Look at the photo of the room and answer the questions.

- 1 What room is it?
- 2 What furniture can you see?

B Work in pairs. How many other words for rooms and furniture do you know? Check your ideas in the Vocabulary bank.

▶ page 134 **VOCABULARY BANK**
 rooms and furniture

C ☒ Read the Future Skills box and do the task.

FUTURE SKILLS Self-management



One way to learn vocabulary in English is to put sticky notes or pieces of paper on things in your home. Write 8–10 words for furniture on sticky notes and put them on your furniture at home. Say the words every time you look at the notes.

READING

3A Work in pairs and answer the questions.

- 1 What things do you often lose?
- 2 Where do you usually look for them?
- 3 Where do you usually find them?

B Look at the article and read the introduction. Are any of your ideas from Ex 3A, question 1 in the introduction?

C Read the article and match the places (1–8) with the arrows (A–H) in the photo.

D Work in pairs and discuss the questions.

- 1 Look at the list of things in the introduction. Which things do you **never** lose?
- 2 Where do you sometimes lose things outside your home?

How to find lost things

Everybody loses things, and everybody loses the same things: their keys, their phone, their glasses, the TV remote, an umbrella, important papers and documents (for example a passport) and credit cards.

Relax, stop and think. Where do you usually put it? Is it in that place? No? Then it's time to look. Try these places.

- 1 Look under the sofa. We often lose small things under big things.
- 2 Look behind furniture. Lost things often fall in small places.
- 3 Look between the cushions on the sofa.
- 4 Do you have a box for 'things'? Look in the box. And look again – it's difficult to see everything.
- 5 Look next to plants.
- 6 Look on the shelf – look on **all** the shelves!
- 7 Look on the floor near your desk or work table.
- 8 And look on your desk or table – but really **look**. Sometimes the thing is in front of you, and you don't see it!

Other places: behind doors, in your car, on your bed, in a shopping bag.



GRAMMAR

prepositions of place

4A Look at the article again. Find eight prepositions of place.

Look under the sofa.

B Learn and practise. Go to the Grammar Bank.

▶ page 112 **GRAMMAR BANK**

PRONUNCIATION

5A 6.01 | sentence stress | Listen and write the sentences.

B 6.01 | Listen again and underline the stressed words. Then say the sentences with the speakers.

It's under the bed.

C Work in pairs and look at the photo of the room. Student A: Ask *Where's my ... ?* and point to a place (A–H). Student B: Answer.

A: Where's my phone?

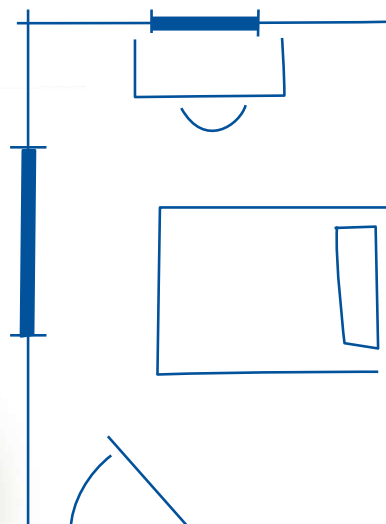
B: It's under the sofa.

SPEAKING

6 Work in pairs. Help find lost things. Student A: Go to page 141. Student B: Go to page 142.

7A Draw your favourite room at home. Draw the furniture and other things.

B Work in pairs. Show your partner your drawing. Talk about your room and the furniture.



6B A great place to live

GRAMMAR | *there is, there are*

VOCABULARY | places in town (1)

PRONUNCIATION | linking with *there*

VOCABULARY

places in town (1)

1 A Work in pairs and look at the photos (A–C). Where are they? What is the relationship between the people in the photos?

A: Photo A. They're on the street. I think they're neighbours.

B: I think they're brother and sister.

B Work in pairs and discuss the question. What is important to you in the place where you live?

- friends and family near you
- nice neighbours
- a good supermarket and other shops
- parks
- schools
- a cinema and a sports centre
- restaurants and cafés
- other things

2 A Work in pairs and look at Ex 1B. Find three people and eight places in town.

people: friends

places: supermarket

B Work in pairs. How many other words for places in town do you know? Check your ideas in the Vocabulary Bank.

► page 135 **VOCABULARY BANK**
places in town (1)



LISTENING

3A **6.02** | Listen to a conversation between Soraya and Debbie. Where are they? Where do they go at the end?

B **6.02** | Listen again. Which places in Ex 1B are in the area?

GRAMMAR

there is, there are

4A Complete the sentences with the words in the box.

are (x2) is isn't 's there

- there any shops near here?
- There two cafés.
- There a very good school.
- No, there a swimming pool in the area.
- there a park?
- Yes, is.

B Learn and practise. Go to the Grammar Bank.

page 113 **GRAMMAR BANK**

PRONUNCIATION

5A **6.03** | *linking with there* | Listen to the sentences in Ex 4A. Draw the links between *there* or *there's* and the next word.

Are there any shops near here?

B **6.03** | Listen again and repeat.

C Work in pairs. Ask and answer questions about the area where you live. Use *Is there a ... ?* and *Are there any ... ?* Remember to use linking.

A: *Is there a post office near you?*

B: *Yes, there is. There's a post office ten minutes from me.*



SPEAKING

6A Work in pairs. Design a perfect town.

1 Choose a role. **a family with two young children**

a family with two young children a young couple with a dog
retired people young single businesspeople

2 What six places (shops, etc.) are important to you?

a family: A school is important for our children.

3 Look at the diagram. Put three places near your home and three places 3–4 kilometres away.

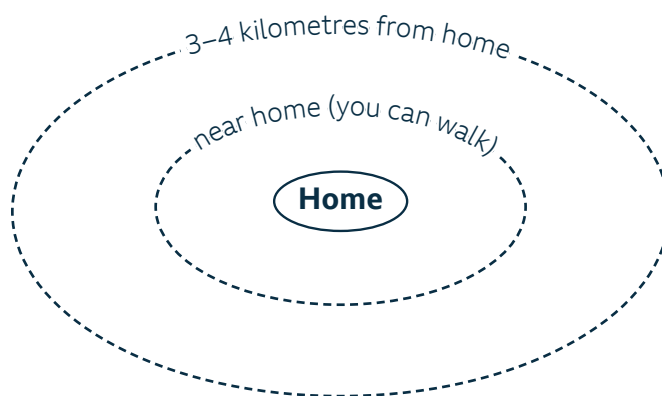
A: What things can we put 'near home'?

B: I think a supermarket is important.

4 Put 'family' and 'friends' in the diagram.

B: Where can we put 'family'?

A: Put 'family' 3–4 kilometres from home.



B Work in groups. Tell your group about your perfect town. Ask and answer questions.

A: There's a ...

B: Why is that important?

A: It's important because ...

C: Our area has ...

C Look at your group's diagrams and discuss the questions.

1 What do you like about each town?

2 Is anything the same in all the diagrams?

WRITING

write a post about your area; use commas

7A Work in pairs and read the beginning of the post. Write two questions about Ealing.

Are there any good restaurants in Ealing?

A great place to live

I live in Ealing, in west London. It's a great place to live because it has everything. It's a village in a city!

B Write a post about your area. Go to the Writing Bank.

page 90 **WRITING BANK**

6C Where are you?

HOW TO ... | ask where a place is

VOCABULARY | places in town (2); signs in buildings

PRONUNCIATION | weak forms with *to*, *of* and *the*



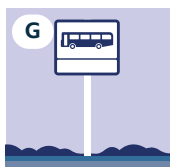
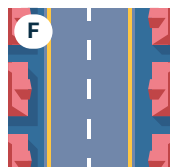
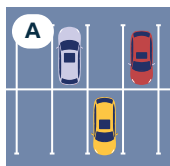
VOCABULARY

places in town (2)

1 A Work in pairs and look at the photos of the train station. Which country is it in, do you think?

B Match the pictures (A–I) with the words in the box. Which word is not in the pictures?

building bus stop car park
cash machine clock entrance
exit seat sign street



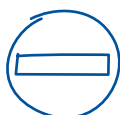
C Work in pairs. Which things from Ex 1B do you see every day?

D Work in pairs. What signs do you know? Check your ideas in the Vocabulary Bank.

A: I know this sign.

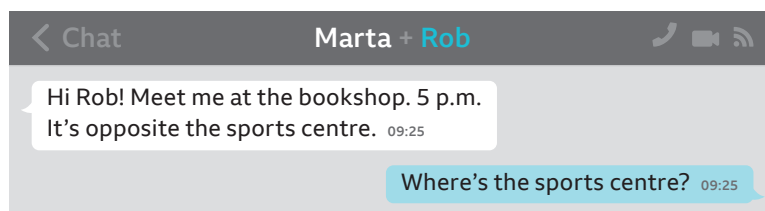
B: Is it red and white?

A: Yes. It means ... Don't go in.



How to ... ask where a place is

2 A Read the messages. What's Rob's problem?



B Match the sentences (1–5) with the places and things on the map.

- 1 It's opposite the supermarket. **cinema**
- 2 It's to the right of the cinema. **5**
- 3 It's in front of the supermarket.
- 4 It's to the right of the post office.
- 5 It's to the left of the supermarket.

C Underline the prepositions in Ex 2B.

3 A **6.04** | Listen to two conversations and look at the map. Answer the questions.

- 1 Where is the sports centre?
- 2 Where are the two bookshops?

B **6.05** | Work in pairs and complete the sentences. Then listen and check.

- 1 A: Is a sports centre near here?
B: Yes, it's to the cinema.
- 2 The sports centre is to the of the cinema.
- 3 A: 's the shopping centre?
B: It's the post office.
- 4 Go in the main entrance, and the bookshop is the right.
- 5 I'm the first floor. You can the lift or there are some stairs.

C Learn and practise. Go to the Grammar Bank.

page 114 **GRAMMAR BANK**

page 136 **VOCABULARY BANK**
signs in buildings



PRONUNCIATION

4A **6.06** | **weak forms with to, of and the** | Listen and underline the stressed words in each sentence.

- 1 It's next to the cinema.
- 2 It's opposite the sports centre.
- 3 It's to the left of the supermarket.
- 4 It's on the right.
- 5 I'm in front of the bookshop.

B **6.06** | Listen again and notice the weak sound /ə/ in *the*, *to* and *of*.

C **6.06** | Listen again and repeat.

SPEAKING

5 Work in pairs. Practise asking where a place is. Student A: Go to page 144. Student B: Go to page 147.

6A Work in pairs. Use the prompts to make a conversation.

Student A

Excuse me?

Student B

Yes?

good / café / near here?

Yes / there / be. /
There / be / good /
Turkish café.

How / far / it?

About ten minutes.

How / get / there?

you / know / post office?

⁶Yes / I

Turkish café / be / opposite / post office.

Thank you.

B Practise the conversation.

7A Choose two places to ask about.

- a nice park
- a restaurant
- a bank
- a post office
- a good café

B Work in pairs.

Student A: Ask about one of your places from Ex 7A. Ask where it is.

Student B: Answer about a real place in your town.

Student A: Listen to the directions and draw a map. Show the places in town.

A: *Is there a nice park near here?*

C **Student A:** Show your partner your map. Is it correct?

6D

BBC Entertainment

The Travel Show

GRAMMAR | *the*

SPEAKING | talk about six hours in a city

WRITING | describe a city tour

PREVIEW

- 1 A** Work in pairs and look at the photo. Do you know the name of the place? What other tourist attractions in Rome do you know?
- B** Read the BBC programme information and check your ideas.
- C** Read the programme information again. Which sentence (1–4) is correct?
- 1 Ade has seven hours.
 - 2 He goes by car.
 - 3 He has six places to visit.
 - 4 His tour guide is from Rome.



The Travel Show

BBC presenter Ade Adepitan is at Rome Airport. His plane is six hours late. So, he has six hours to see Rome – by bus. What can he see in six hours? Rome has many tourist attractions: the Colosseum, the Circus Maximus, the Palatine Hill, the Mouth of Truth and the Trevi Fountain. With the help of local tour guide Esther Maurini, maybe he can see them all!

VIEW

- 2 A** ▶ Watch the BBC video clip. Which tourist attraction is your favourite?
- B** Work in pairs. Match the sentences (1–5) with the tourist attractions.
- 1 An ancient sports stadium, now a park.
[the Circus Maximus](#)
 - 2 It has ancient palaces and gardens.
 - 3 You put your hand in it.
 - 4 People throw money in it.
 - 5 Ade has a very short time to visit it.
- C** ▶ Watch again and check.

GRAMMAR

the

- 3 A** Work in pairs. Complete the sentences with *a* or *the*.
- 1 Ade gets the help of local tour guide, Esther Maurini.
 - 2 His first stop is Circus Maximus. It's now park.
 - 3 Trevi Fountain is many tourists' favourite place.
 - 4 There's just time for photo. Then it's back to airport.

B Learn and practise. Go to the Grammar Bank.

▶ page 115 **GRAMMAR BANK**

SPEAKING

talk about six hours in a city

4A Work in pairs. Think of a city you both know. What can a tourist see in six hours?

B **6.07** | Listen to Yvette talk about six hours in her city, Paris. Number the places in the photos (A–E) in the order she talks about them.

C **6.07** | Listen again and choose the words and phrases you hear.

KEY PHRASES

First, I think it's a good idea to buy a ¹**bus / metro** ticket.

Your ²**first / second** stop is the Eiffel Tower.

You don't have time to ³**climb it / go in**.

You can ⁴**see it from the bus / take some great photos**.

⁵**Next / Finally** the bus goes to the Arc de Triomphe.

The gardens are ⁶**lovely / beautiful** at all times of the year.

The Musée d'Orsay is a very ⁷**big / famous** museum.

Here you can see ⁸**old parts of the city / pictures by famous artists**.

5A Work in pairs. Prepare to tell other students about the tour of your city from Ex 4A. Practise and use the Key phrases to help you.

B Work with other pairs. Tell them about your tour.
Other pairs: Choose your favourite place on each tour.

WRITING

describe a city tour

6A Read the information about a tour of Paris. Which places are not on Yvette's tour in Ex 4B?

Paris by boat

10.00 We start at the Pont Neuf on the River Seine.

10.15 Our first stop is the Musée d'Orsay on the left of the river. We visit the museum for one hour.

11.30 Coffee on the boat.

11.45 Our second stop is the Eiffel Tower. No time to go up the tower, but you can take lots of photos.

1.00 Lunch at a typical Paris restaurant.

2.00 Next, we pass the Tuileries Gardens and the Louvre Museum.

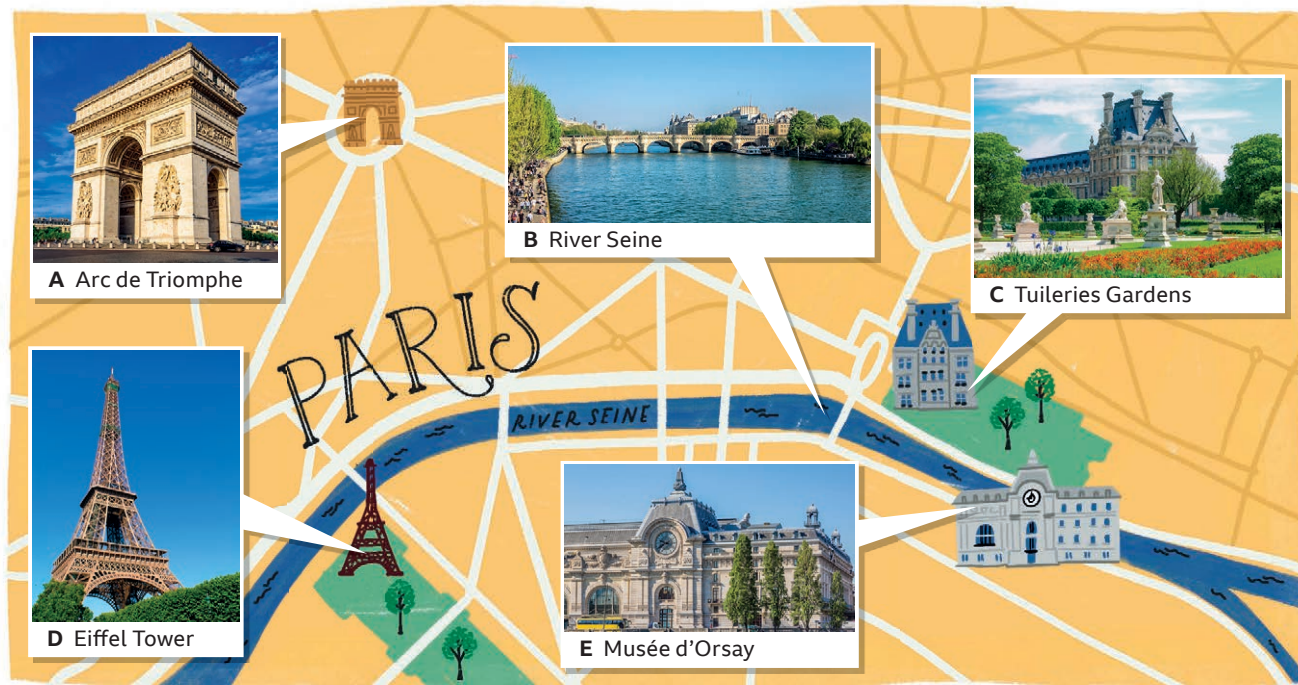
3.00 Finally, we come back to our starting point.
(Tickets for all attractions are included in the price.)

B Read the information again. Find four phrases to talk about the order of the tour.

Our first stop is ...

C Work in pairs and write your city tour. Give the times, places and activities.

D Swap city tours with other pairs. Which tour do you like best?



GRAMMAR

1 A Complete the questions with *Is there* or *Are there*.

- 1 six desks in the room?
- 2 a bottle of water on the teacher's desk?
- 3 a chair near the door?
- 4 any windows?
- 5 a café in the building?
- 6 four people in the room?

B Match the answers (a–f) with the questions (1–6) in Ex 1A.

- a Yes, The coffee is great!
- b No, There are six.
- c Yes, and it's very light in the room.
- d No, There are four.
- e Yes, and a bag on it.
- f No,, but a glass of water.

C Complete the answers in Ex 1B with *there is*/'s, *there are*, *there isn't* or *there aren't*.

D Work in pairs. Ask and answer the questions in Ex 1A about where you are now.

2 A Complete the prepositions.

- 1 The man is in fr___ of the house.
- 2 The car is be___ the bus.
- 3 The house is opp___ the bank.
- 4 The man is be___ the trees.
- 5 The café is ne___t___ the bank.

B Look at the picture and write two true and two false sentences. Use the sentences in Ex 2A to help you.



C Work in pairs. Student A: Read one of your sentences from Ex 2B. Student B: Look at the picture and say if Student A's sentence is true or false.

VOCABULARY

3 A Complete the words. The number of letters in each word is in brackets.

Rooms and furniture	Places	Signs
armchair (8)	ai..... (7)	en..... (8)
la..... (4)	ho..... (8)	li..... (4)
sh..... (5)	ho..... (5)	st..... (6)
sh..... (6)	sc..... (6)	in.....
to..... (6)	sp.....	de..... (11,4)
	ce..... (6,6)	wa.....
		ou..... (3,3)

B Work in groups.

Student A: Say a heading from Ex 3A and a word.

Student B: Repeat the word and add a new word.

Student C: Repeat the first two words and add a new word.

A: Places: airport.

B: Airport, sports centre.

C: Airport, sports centre, hospital.

4 A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

sofa museum shower television China Japan

B Learn and practise. Go to Sounds and Spelling.

▶ page 156 **SOUNDS AND SPELLING** voiced and unvoiced consonants (3): /s/ and /z/, /f/ and /v/; /tʃ/ and /dʒ/

5 A Choose the correct alternative.



This beautiful house is perfect for your summer holiday.

¹**There's / There** are three bedrooms and two bathrooms.

The kitchen ²**there's / has** a new fridge and cooker and a big

³**table / lamp** with six chairs – dinner for six! ⁴**There are /**

There's a big ⁵**living room / window** with two armchairs, a

sofa and a television. There's a garden ⁶**behind / between**

the house – great for kids – and all the shops are ⁷**in / near**

the house. You can walk to the post office, the ⁸**supermarket**

/ bookshop (fresh fish – yum!), the cinema, the museum and

the library. And the water is 100 metres from your front door!

Price: €900 per week.



healthy lives

7



VLOGS

Q: Do you eat healthy food?

1 Read the question.

2  Watch the video. How many speakers like pizza? How many speakers like chocolate?



Global
Scale of
English

LEARNING OBJECTIVES

- 7A LISTENING** | Understand people talking about things that make them happy and healthy: everyday activities (2)
Answer questions about everyday activities: present simple: *wh-* questions
Pronunciation: sentence stress
Write an online post; punctuation
- 7B READING** | Read about people's childhood heroes: common adjectives (3)
Talk about your past: *was, were*
Pronunciation: weak and strong forms: *was, were*
- 7C HOW TO ...** | say you're not well: parts of the body
Pronunciation: word stress
- 7D BBC STREET INTERVIEWS** | Understand street interviews about keeping fit: sports and exercise
Do a sport and exercise survey: imperatives
Write a Top Tips post

7A The little things

GRAMMAR | present simple: *wh*- questions

VOCABULARY | everyday activities (2)

PRONUNCIATION | sentence stress



VOCABULARY

everyday activities (2)

1 A Work in pairs. Read the question and look at the answers.

Which answer is true for you?

Do you have a healthy life?

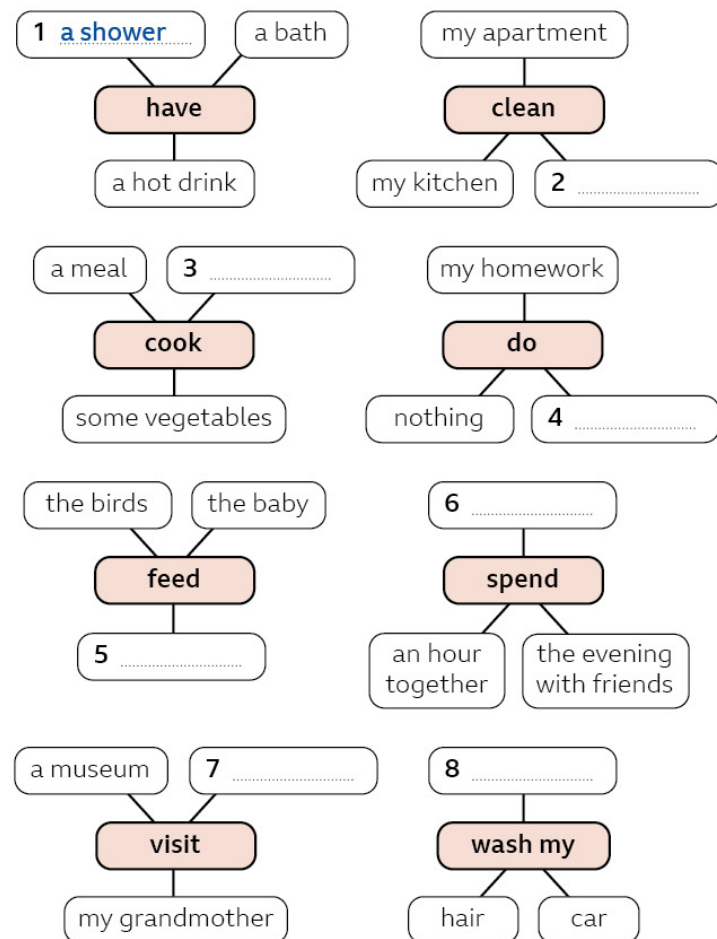
Yes, very healthy.
Food, exercise,
sleep ...

I don't know.
What **is** a
healthy life?

No, I'm very
busy, I don't
have time.

B Complete the word webs with the phrases in the box.

the cat five minutes alone some friends hands
a room the shopping ~~a shower~~ my favourite food



C Work in pairs and discuss the questions.

- Which activities in Ex 1B can you see in the photos (A–C)?
- Which activities do you do every day?
- Which activities do you never do?

PODCAST: healthy and happy

Everybody is busy. Sometimes there's no time for exercise, no time to do healthy things. But it's important to be healthy and happy. In our podcast we ask three people the same question. What little things do you do every day to be healthy and happy?



LISTENING

2A Work in pairs. Read the text and answer the question.

B **7.01** | Listen and number the photos (A–C) in the order you hear about them.

C What do you remember? Match the person (A–C) with the activities in Ex 1B.

person A: do nothing

D **7.01** | Listen again and check.

GRAMMAR

present simple: *wh*- questions

3A Complete the questions with *Who*, *What*, *Where*, *When*, *How* or *Why*.

Q: ¹ does she live?

A: She lives very near me.

Q: ² do you talk about?

A: About the family, life, everything.

Q: ³ do you get home?

A: Oh, sometimes at seven or eight.

Q: ⁴ do you call?

A: Different people ... my sister or a friend.

Q: ⁵ do you drink hot water with lemon?

A: Because it's good for you. It's very healthy.

Q: ⁶ do you feel after that?

A: I feel really good. Really relaxed.

B Put the parts of the *wh*- question in the correct order.

do/does

infinitive

subject

wh- question word **1**

C Learn and practise. Go to the Grammar Bank.

▶▶ page 116 **GRAMMAR BANK**

PRONUNCIATION

4A **7.02** | **sentence stress** | Listen and write the sentences.

B **7.02** | Listen again and underline the stressed words.

Who do you call?

C Work in pairs. Choose a time (in the evening, on Saturdays, etc.) and ask and answer the questions in Ex 4A. Pay attention to sentence stress.

A: On Saturdays, who do you call?

B: I don't usually call anyone. I sometimes call my sister.

SPEAKING

5A Match the questions (1–8) with the answers (a–h).

- 1 Do you listen to music? music do you listen to?
- 2 Do you have any favourite food? do you eat it?
- 3 time do you go to bed? How many hours do you sleep?
- 4 Do you watch films and programmes on TV or online? do you watch?
- 5 Do you read a lot? do you read? do you read it?
- 6 Do you play video games with people? do you play with?
- 7 do you feel at the end of the day?
- 8 Do you have a favourite app? do you like it?

a Yes, I do. Chocolate. In my car.

b Online. The news and old films.

c Yes, I do. The news, online. Everywhere – in the kitchen, in bed.

d 11 p.m. Seven or eight.

e Yes, I do. With my brother.

f Yes, I do. Because it has some good podcasts.

g Different every day. Usually tired but happy.

h Yes. Rock, jazz.

B Complete the questions (1–8) with *Who*, *What*, *Where*, *How* or *Why*.

C Work in pairs. Ask and answer the questions (1–8).

WRITING

write an online post; punctuation

6A Read the introduction and part of an answer to an online discussion. Answer the questions.

- 1 How do you think the writer finishes his sentence?
- 2 What other things does he say, do you think?

The little things

What little things do you do to stay both happy AND healthy? Write and tell us about four things.

Beni76

This is a difficult question, but I think I'm healthy and I'm happy. What little things do I do? Well, for me, the past is important. I go to antique shops and look at ...

B Write about the things you do to stay happy and healthy. Go to the Writing Bank.

▶▶ page 91 **WRITING BANK**

7B Heroes

GRAMMAR | *was, were*

VOCABULARY | common adjectives (3)

PRONUNCIATION | weak and strong forms: *was, were*

VOCABULARY

common adjectives (3)

1 A Work in groups. Make a list of six famous people (three men and three women).

B Student A: Choose one of the people from Ex 1A. Say two sentences about them. Other students: Which person is it?

A: *She's a singer. She lives in the USA, but she's from Barbados.*

B: *Rihanna!*

2 A Work in pairs. Match 1–6 with a–f.

- 1 She's famous in my country.
 - 2 He's the best (football player/actor/singer) in the world.
 - 3 He's rich.
 - 4 She's a very positive person.
 - 5 She's very fast.
 - 6 He's amazing.
- a She always thinks life, people and things are good.
 - b He has a lot of money.
 - c I love his (music/films).
 - d Everyone knows her.
 - e She can run 100 metres in twelve seconds.
 - f He's number one.

B Work in pairs. Think of two people, one man and one woman, for each sentence (1–6) in Ex 2A.

A: *Neymar is famous.*

B: *Yes, he's a famous football player.*

A: *Yes.*

B: *OK. And a famous woman?*

3 A Work in pairs. Find one adjective in each sentence (1–6) in Ex 2A. What other adjectives do you know? *famous, ...*

B Learn and practise. Go to the Vocabulary Bank.

▶ page 136 **VOCABULARY BANK**
common adjectives (3)

Who was your childhood hero?



Carlos Acosta

CarlosCuba2020 When I was a boy, Carlos Acosta was my hero. We were both born in Cuba, and we are both from big families (Carlos was the eleventh of eleven children, and I was the seventh of seven) and, well, we weren't rich, but we were happy. We have the same name and we both love dance! We both love street dance, but he's also a ballet dancer. I mean he **was** a ballet dancer. He doesn't dance very much now, but he's the director of a dance company in the UK. He lives in the UK with his wife and children. I like him because he was an amazing dancer and he was very good for Cuba. He's famous all around the world.

READING

4 A Work in pairs. Look at the people in the photos and answer the questions.

- 1 Why are they famous?
- 2 Where are they from?
- 3 What else do you know about them?

B Read the texts. What do the writer and the famous person have in common?

C Read the texts again. Are the statements True (T) or False (F)? Correct the false statements.

- 1 Carlos Acosta has eleven brothers and sisters.
F – He has ten brothers and sisters.
- 2 He's married and has children.
- 3 He's now the director of a dance company in the USA.
- 4 Aymar is a famous football player.
- 5 She's the only famous person from her city.
- 6 She's retired.

D Work with other students. Do you have a childhood hero? Think about a famous person or a friend or family member. Tell other students about the person.



Luciana Aymar

Martina2000 I was born in 1990 in the city of Rosario in Argentina. Two great sportspeople come from Rosario: the footballer, Lionel Messi, and the hockey player, Luciana Aymar. Messi was my brother's favourite sportsperson and Aymar was mine. Between 2001 and 2010, she was the FIH (International Hockey Federation) player of the year eight times. I was in my school hockey team in 2006. I wasn't a very good player, but Aymar was my hero. People say she was the best woman hockey player of all time. She was fast and strong and she was (and is) a very positive person. Now she's retired and works with Sport for Good to help children all around the world. She's amazing!

GRAMMAR

was, were

5A Work in pairs. Underline the verbs in the sentences.

- 1 Who was your childhood hero?
- 2 She was fast and strong.
- 3 We weren't rich, but we were happy.
- 4 I wasn't a very good player.
- 5 I was born in 1990.

B Work in pairs and answer the questions.

- 1 Are the sentences in Ex 5A in the present or the past?
- 2 How do we make the negative?
- 3 How do we make a question?

C Complete the rules with *I, you, he/she/it, we or they*.

We use ¹ + *was/wasn't*.

We use ² + *were/weren't*.

D Learn and practise. Go to the Grammar Bank.

▶ page 117 **GRAMMAR BANK**

PRONUNCIATION

6A 7.03 | weak and strong forms: *was, were* | Listen and underline the stressed words.

- 1 Where were you born?
- 2 I was born in England.
- 3 Were you a happy child?
- 4 Yes, I was. I was very happy.
- 5 Were your teachers at school good?
- 6 Yes, they were. They were amazing.

B 7.03 | Listen again. Find two examples of weak /wəz/ and four examples of weak /wə/.

C 7.03 | Listen again and repeat.

7A Work in pairs. Ask and answer the questions in Ex 6A.

B Read the Future Skills box and complete the question.

FUTURE SKILLS

Collaboration



When you don't understand, you can use question words to check.

A: Where were you born?

B: I was born in Sheffield.

A: Sorry, where?

What question word can you use in this situation?

A: When were you born?

B: I was born in 1998.

A: Sorry,?

Use question words to help you in Ex 8.

SPEAKING

8 Work in pairs. Practise asking about famous people. Student A: Go to page 149. Student B: Go to page 146.

9A Look at the sentences. Ask other students questions and find a different person for each sentence. Complete the sentences with their name.

1 Were you born in a hospital?

- 1 was born in a hospital.
- 2 was good at sports in school.
- 3 was early to class today.
- 4 was at home yesterday at 1 p.m.
- 5 wasn't on their computer yesterday.
- 6 was with friends yesterday evening.
- 7 wasn't in a shop on Saturday.
- 8 was in a different country last summer.

B Work in pairs. Talk about the other students.

A: *Patrizia was good at sports in school.*

B: *And she wasn't on her computer yesterday.*

7C What's wrong?

HOW TO ... | say you're not well

VOCABULARY | parts of the body

PRONUNCIATION | word stress



VOCABULARY

parts of the body

- 1** Work in pairs. How many ways can you answer the question?

How are you today?

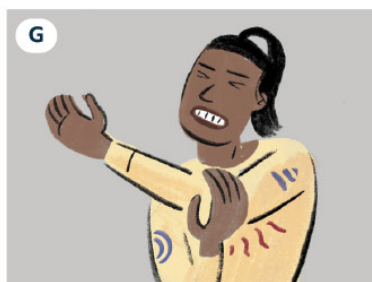
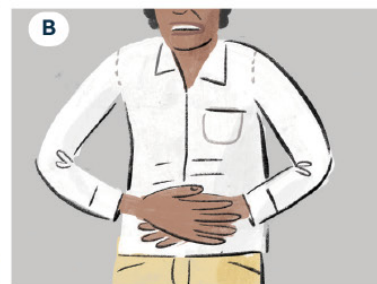
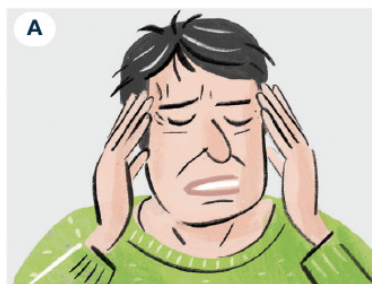
I'm fine thanks.

- 2A** Work in pairs. Look at the pictures. How many parts of the body can you name?

head

B Check your ideas in the Vocabulary Bank.

▶ page 137 **VOCABULARY BANK**
parts of the body



How to ... say you're not well

- 3** Match the problems (1–8) with the pictures (A–H).

- 1 He's got **backache**.
- 2 She's got **toothache**.
- 3 He's got **a stomachache**.
- 4 She's got **earache**.
- 5 He's got **a headache**.
- 6 She's got **a cold**.
- 7 His eyes hurt.
- 8 Her arm hurts.

PRONUNCIATION

4A **7.04 | word stress** | Listen and match the stress patterns (a–d) with the words and phrases in bold in Ex 3. Then listen again and repeat.

a Oo **backache**

b oO

c oOoo

d oOo

B Work in pairs. Student A: Point to a picture in Ex 3. Student B: Say your problem. Pay attention to the word stress.

B: I've got a cold.

5A **7.05 |** Listen to three conversations. What are Alex's and Paola's problems?

B **7.06 |** Work in pairs. Complete the conversations with the words in the box. Then listen and check.

eyes headache problem
well (x3) wrong you

Alex: Hi, Lucy. I'm really sorry, but I can't come to the cinema tonight. I don't feel very ¹

Lucy: Hi, Alex. What's ²

Alex: I feel terrible. I've got a really bad ³

Lucy: Oh, no! Poor ⁴

Alex: My ⁵ hurt. I just want to sleep.

Lucy: OK. Go to bed. Get ⁶ soon.

Nina: What's the ⁷

Paola: My son isn't ⁸ He's got a cold.

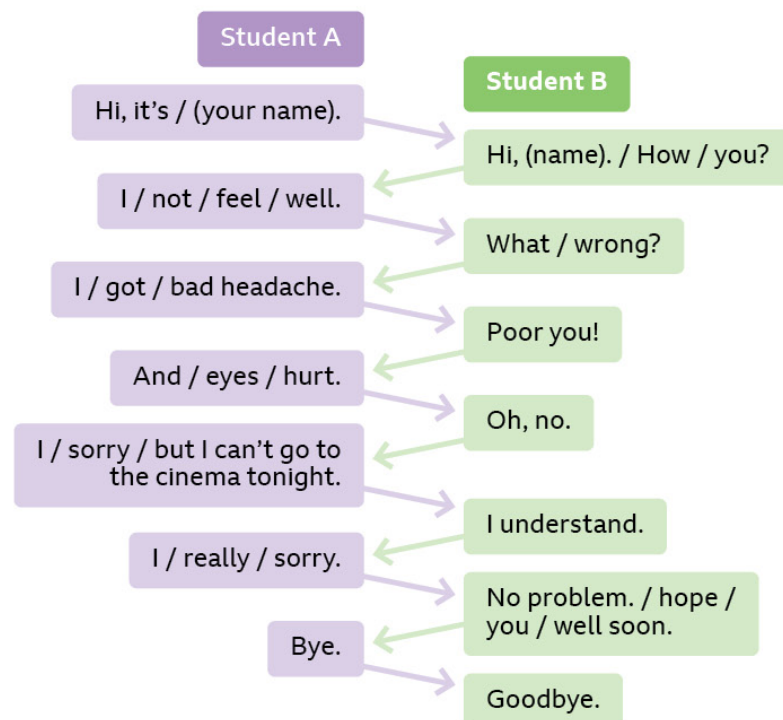
C Learn and practise. Go to the Grammar Bank.

page 118 **GRAMMAR BANK**



SPEAKING

6A Work in pairs. Use the prompts to make a conversation.



B Practise the conversation. Then swap roles.

C Work in a different pair. Choose two health problems and a place. Practise the conversation.

7A Complete the clauses. Then use them to write sentences.

When I've got

When you've got

When my hurt(s),

When your hurt(s),

I (usually)
it's a good idea to

stay at home.
stay in bed.
go to a doctor.
call the doctor.
go to the hospital.
take aspirin.
put something cold on it.

When I've got a cold, I take aspirin.

When your foot hurts, it's a good idea to put something cold on it.

B Work in pairs. Student A: Tell Student B one of your ideas from Ex 7A. Student B: What do you think?

A: When you've got a bad headache, it's a good idea to take aspirin.

B: I think it's a good idea to stay in bed.

C Work in groups. Talk about other health problems. Use the pictures in Ex 3 to help you.

7D

BBC Street Interviews

Focus on fitness

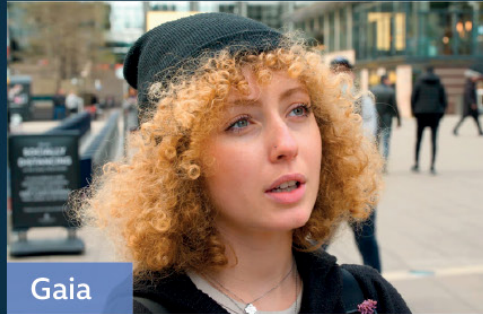
GRAMMAR | imperatives

SPEAKING | do a sport and exercise survey

WRITING | write a Top Tips post



Sautebh



Gaia



Lucy

PREVIEW

1 A Work in pairs and answer the questions.

- 1 Do you do exercise or sport?
- 2 What do you do?
- 3 Is sport very important to you?

B Work in pairs. How many other sports do you know?

C Learn and practise. Go to the Vocabulary Bank.

▶ page 138 **VOCABULARY BANK**
sports and exercise

VIEW

2 A ▶ Watch the first part of the video. How many speakers go to the gym?

B ▶ Watch again. Choose the words you hear.

- 1 Gaia: I **do yoga / run** and I go to the gym.
- 2 Lucy: I play **tennis / football**.
- 3 Eleanor: I play tennis and sometimes go for a **walk / run**.
- 4 Ryan: I go to the gym most days and I enjoy **walks / basketball**.
- 5 Tracey: I **run / go for a walk** twice a week.
- 6 Vincent: I play football **at the weekends / every day**.

3 A ▶ Watch the second part of the video. How many speakers talk about clothes?

B Work in pairs. Match the topics (1–6) with the people in the photos. Some topics have more than one person.

- | | |
|-----------------------|--------------|
| 1 good trousers | 4 practise |
| 2 water | 5 good shoes |
| 3 a good healthy meal | 6 music |

C ▶ Watch again and check.

GRAMMAR

imperatives

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

be don't drink eat wear

- | | |
|------------------------|-------------------------------------|
| 1 lots of water. | 4 Always a good healthy meal. |
| 2 good shoes. | 5 forget the tennis balls. |
| 3 positive. | |

B Learn and practise. Go to the Grammar Bank.

▶ page 119 **GRAMMAR BANK**



Q1: Tell us what sports or exercise you do.

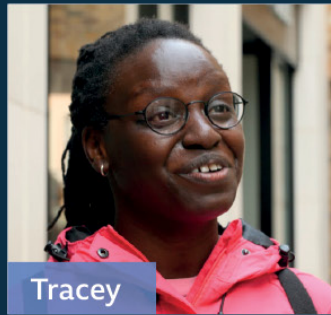
Q2: What are your exercise tips?



Chris



Rachael



Tracey



Vincent



Eleanor



Ryan

SPEAKING

do a sport and exercise survey

- 5** Work in pairs. Complete the questions with *Who*, *What*, *When* or *Where*.
- sport or exercise do you do?
 - do you do it? On weekdays or only at the weekend?
 - do you do it? In the park? At the gym? Another place?
 - do you do it with?

- 6A** Match the questions (1–4) in Ex 5 with the Key phrases.

KEY PHRASES

I really like football/basketball ...
 I don't do sport, but I exercise a lot. For example, I do yoga.
 I don't do sport or exercise.
 I go for a walk every day/every week/on Saturday.
 I only have time at the weekend.
 I walk near my apartment.
 I run in the park.
 I run with a friend.
 I go to the gym alone.

- B** Look at the Key phrases again. Change them so they are true for you.
- C** Work in pairs. Ask and answer the questions in Ex 5. Use the Key phrases to help you.
- D** Work in a different pair. Say three things about your old partner.

Kathy doesn't do sport, but she really likes yoga. She does yoga every day at home. She ...

WRITING

write a Top Tips post

- 7A** Read the Top Tips. Find two bad tips.

Do you want to run? Here are my Top Tips

- Go to a good sports shop.
- Buy good running shoes.
- Don't wear jeans.
- Never eat a big meal before you run.
- Always warm up before you start.
- Drink a lot of water.
- Clean your room first.
- Don't try and run 10 kilometres the first time.
- Run with friends.
- Don't wash your hair.



- B** Work in pairs. Choose a topic from the box. Write five or more Top Tips to help someone.

a sport or other exercise a video game
 a type of dance a hobby (e.g. making clothes)
 something else

- C** Work with other students. Read out your tips. The other students guess the topic.

GRAMMAR

- 1 A** Read the text and look at the phrases in bold. Write questions.

I often have dinner ¹**with my best friend** Paul ²**at a restaurant** on Saturday evening. We meet at ³**7 p.m.** ⁴**at a café** and then we go to the restaurant. We eat ⁵**pizza** ⁶**because it's our favourite type of food.** I know him ⁷**from school**, so we often talk about ⁸**our school days** and we go home very late, at ⁹**12 midnight!**

- 1** Who do you have dinner with on Saturday evening?
- B** Work in pairs. Student A: Tell Student B about a time you often have dinner or coffee with a friend. Student B: Ask questions. Use the questions from Ex 1A to help you.
- 2 A** Complete the questions with *was*, *were*, *is* or *are*.
- Who your best friend at school?
 - you good students?
 - you always together?
 - Where he or she now?
 - you friends now?
 - When you last together?
- B** Work in pairs. Ask and answer the questions in Ex 2A.

VOCABULARY

- 3 A** Put the verbs in bold in the correct sentence.

- I **cook** my room every day. **clean**
- I **wash** something special for my friends.
- I sometimes **clean** the birds in the park.
- I **do** a shower every evening.
- I never **feed** time alone.
- I **have** a museum every Sunday.
- I never **spend** my car.
- I **visit** the shopping on Saturday.

- B** Work in pairs. Which sentences in Ex 3A are true for you? Change the other sentences so they are true.

- 4 A** Complete the adjectives. Add the vowels (*a, e, i, o, u*).

- He/She isn't p__r, he/she's r_ch.
- She/He isn't w__k, he's str_ng.
- It isn't sl_w, it's f_st.
- They aren't f_m__s, but they're _m_z_ng.

- B** Work in pairs. Think of people or things for each sentence in Ex 4A.

A: My sister isn't poor, she's rich.

- 5 A** Find fourteen parts of the body.

A	F	A	C	E	E	Y	E	H
N	O	S	E	M	O	U	T	H
U	E	F	O	O	T	R	O	E
H	A	N	D	B	T	H	O	A
W	R	T	O	E	A	A	T	D
L	E	G	V	C	R	I	H	R
E	N	E	C	K	M	R	M	M

- B** Work in pairs. Say a health problem for each part of the body in Ex 5A.

A: My eyes hurt.

B: I've got a ...

- 6 A** Work in pairs and take turns. Say the words. How do you say the underlined sounds?

back visit when right leave headache late

- B** Learn and practise. Go to Sounds and Spelling.

▶ page 157 **SOUNDS AND SPELLING** consonants: /b/, /v/, /w/, /l/ and /r/; silent e (2): /æ/ to /ei/

- 7 A** Choose the correct option (A–C) to complete the text.

Do's and don'ts for studying English

- ¹ your homework.
- Learn ten new words every day.
- ² English-learning apps on your phone.
- ³ an English-language newspaper every day and ⁴ in a dictionary for every new word.
- ⁵ TV and videos in English.
- ⁶ speak your language in practice exercises.
- ⁷ for people to practise speaking with.

And finally, ⁸ happy about your mistakes – you can learn from them!



- | | | |
|---------------|--------------|---------------|
| 1 A Never do | B Do always | C Always do |
| 2 A Use | B Always | C Call |
| 3 A You read | B Reading | C Read |
| 4 A looking | B don't look | C always find |
| 5 A See | B Listen | C Watch |
| 6 A Don't | B Always | C You |
| 7 A Where | B Find | C Look |
| 8 A always be | B never be | C be always |

- B** **R7.01** | Listen and check.

- C** Work in pairs. Which ideas in Ex 7A are good? Can you think of other ideas?



time out 8



B B C

VLOGS

Q: How was your last holiday?

1 Read the question.

2  Watch the video. How many speakers talk about the weather?



Global
Scale of
English

LEARNING OBJECTIVES

8A LISTENING | Listen to someone talking about a weekend break: common verbs (2)

Talk about past actions: past simple: regular verbs

Pronunciation: *-ed* endings

8B READING | Read about people's weekends: free-time activities; time phrases

Talk about past activities: past simple: irregular verbs

Pronunciation: silent letters: *didn't*

Write a group chat; linkers: *and, but, then*

8C HOW TO ... | buy a travel ticket: transport and tickets

Pronunciation: word stress in prices

8D BBC PROGRAMME | Understand a show about two people trying Kodo drumming

Talk about something you want to try: *want, would like*

Complete a questionnaire

8A Weekend break

GRAMMAR | past simple: regular verbs

VOCABULARY | common verbs (2)

PRONUNCIATION | -ed endings



VOCABULARY

common verbs (2)

1 A Read the adverts (1–3). Then work in pairs and discuss the questions.

- 1 Which weekend away do you like best? Why?
- 2 Do you sometimes go away at the weekend? Where do you go?

B Work in pairs. Complete the sentences with the words in the box. Use the words in bold in the adverts to help you.

arrive **book** change
plan relax stay travel
try walk want

- 1 I usually **book** my room online, not by phone.
- 2 I every minute of my holidays, and I never my plans.
- 3 I in a small hotel.
- 4 I don't wifi in my room. I can best with no internet.
- 5 I leave home early so I can
- 6 On holiday, I never drive. I always
- 7 I never eat the same food twice. I always different types of food.
- 8 I alone. I like it because I can meet new people.

C Work in pairs. Which sentences in Ex 1B are true for you?

Weekend away!

1 Glamping on a lake!

Try a different kind of weekend break! **Arrive** on Friday and **stay** in a beautiful tent in Northumberland. Cook and eat outside, but sleep in a bed! A perfect home from home.

♥ 11 💬 15 ➦



2 Village break

Do you **want** a break from city life? **Book** a hotel room for our Village Break weekend. **Walk** to the shops and restaurants, talk with friendly local people or just **relax** and do nothing!

♥ 12 💬 10 ➦



3 Just you and the sea

Travel to the sea and stay in this beautiful house. It is next to the beach and has a perfect view of the sea, the sky, and nothing else. Don't **plan** anything – just swim in the sea and walk on the beach!

♥ 14 💬 13 ➦



*You can **change** the date of your booking 48 hours before your visit.



LISTENING

2A **8.01** | Listen to a description of a weekend away. Match the description with the correct advert in Ex 1A (1–3). What was the problem?

B Are the statements True (T) or False (F)?

- 1 The beach house was three hours by car.
- 2 The area was beautiful.
- 3 The owner of the house wasn't there at the beginning.
- 4 The code for the door was wrong.
- 5 There was a problem with the house.
- 6 House number one was the correct house.

C **8.01** | Listen again and check.

D Work in pairs and discuss the questions.

- 1 Do you sometimes book a holiday home or apartment?
- 2 Are there sometimes problems? Think of three.

GRAMMAR

past simple: regular verbs

3A Work in pairs. Look at the verbs in bold in the sentences (1–3) and complete the rules (a–d).

- 1 We **wanted** a nice weekend by the sea.
 - 2 An email **arrived** on Friday with the address.
 - 3 I **tried** to phone the owner, but he **didn't** answer.
- a Most verbs: add
- b Verbs ending: -e, add
- c Verbs ending with consonant + -y, change the -y to and add
- d We make the negative with + infinitive.

B Learn and practise. Go to the Grammar Bank.

page 120 **GRAMMAR BANK**

PRONUNCIATION

4A **8.02** | **-ed endings** | Listen to the -ed verb endings. Write them next to the correct sound.

/t/ **walked** /d/ **arrived** /ɪd/ **wanted**

B **8.02** | Listen again and repeat.

C **8.03** | Listen and repeat.

D Work in pairs. Look at the phrases (1–6). Can you remember the verbs? Say the sentences.

- 1 ... my hair
 - 2 ... to class
 - 3 ... at nine
 - 4 ... late
 - 5 ... a lot of questions
 - 6 ... our questions
- 1 This morning I washed my hair.

SPEAKING

5A Use the prompts to write five past sentences about yourself. Write three positive sentences and two negative sentences.

Yesterday morning/afternoon/evening,
Last summer/weekend/year,

I	call	talk	alone. at home. in/to/at ... with ...
	cook	travel	
	play	walk	
	relax	wash	
	stay	watch	

Yesterday evening, I cooked dinner at home.

Last summer, I didn't travel to Spain.

B Work in pairs and compare your answers.

C Work in pairs. Change two sentences so that they are false.

Yesterday evening, I didn't cook dinner at home.

D Work in groups with new students.

Student A: Read one of your sentences. Other students: Say if it's true or false.

A: Yesterday evening, I didn't cook dinner at home.

B: False. I think you cooked dinner at home.

A: That's right!

8B Going out, staying in

GRAMMAR | past simple: irregular verbs

VOCABULARY | free-time activities; time phrases

PRONUNCIATION | silent letters: *didn't*

A



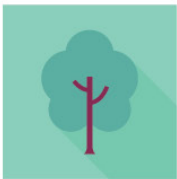
VOCABULARY

free-time activities

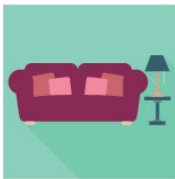
1 A Work in pairs. At the weekend do you usually go out or stay at home? What activities do you do?

B Work in pairs and discuss the question.

Which free-time activities (1–8) do people usually do:



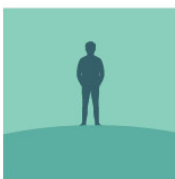
outdoors?



indoors/at home?



online?



alone?

- 1 **have** a barbecue
- 2 **go to** a party
- 3 **play** a game
- 4 **see** a film
- 5 **meet** a friend
- 6 **buy** clothes
- 7 **watch** television
- 8 **do** a sport

C Work in pairs. Think of two other words that go with each verb in bold in Ex 1B.

have a party, have a bath

READING

2 A Read the group chat. Match the photos (A and B) with the correct writers.

B Read the group chat again. Answer the questions.

- 1 Which writer's weekend was different from their typical/usual weekend?
- 2 Who was with other people?
- 3 Who wasn't very active?

It's the weekend! Do you go out or stay in?

Tell us about your last weekend.



Heather829
2 days ago

I don't often go out at the weekend. I'm a nurse and on Saturday I'm really tired. Last weekend? Well, I stayed in on Saturday and I **did** nothing. On Sunday I **went** to the shops and **bought** some food, but I didn't go out after that. I went online and bought some clothes. On Sunday evening I played a video game online with some friends from different countries. It was a really good weekend.

Like Reply



Sentry607
3 weeks ago

I usually go out. Last Saturday I **met** some friends and in the afternoon we went to the cinema and **saw** a film. It wasn't very good. In the evening we went to a restaurant and I **got** home late. On Sunday I got up early (so I didn't sleep very much!), played tennis and then we had a family barbecue in the park with my son and my brother and sisters. That was a typical weekend for me. It was great.

Like Reply



Alexa950
2 months ago

We don't usually stay in, but last weekend we didn't go out. On Friday evening, I worked for two hours and my husband Pete watched TV. On Saturday morning two of our friends visited and Pete **made** lunch for all of us. The weather was bad, so we didn't want to go out. We **had** a small party in the evening with some other friends. Then yesterday morning, that was Sunday morning, we didn't get up early. We had a late breakfast and cleaned the house all afternoon!

Like Reply



GRAMMAR

past simple: irregular verbs

3A Complete the table with verbs in bold in the text.

infinitive	past simple
buy	bought
do	
get	
go	
have	
make	
meet	
see	

B Look at the verbs in bold in the sentences. Complete the rule.

- I **didn't sleep** very much.
- We **didn't go out**.
- We **didn't get up** early.

We make the negative of irregular verbs with + infinitive.

C Learn and practise. Go to the Grammar Bank.

▶ page 121 **GRAMMAR BANK**

PRONUNCIATION

4A **8.04** | **silent letters: didn't** | Listen to the sentences in Ex 3B. Can you hear the *t* in *didn't*?

B **8.04** | Listen again and repeat.

C Write three activities that you did last weekend, and three activities that you didn't do.

D Work in pairs. Student A: Choose an activity from Ex 4C. Student B: Say if you did the activity or not.

A: You went to the cinema.

B: No, I didn't go to the cinema.

WRITING

write a group chat; linkers: *and, but, then*

5A Read part of an answer to the group chat question in Ex 2A. Choose the correct verb.

jovi2047K 1 hour ago

At the weekend I usually **go out** / **stay in**, but first I relax at home. For example, last Saturday I got up at half past nine. I made a perfect coffee and I had a late breakfast. At eleven o'clock I ...

B Write about your weekend. Go to the Writing Bank.

▶ page 91 **WRITING BANK**

SPEAKING

6A Underline four time phrases in the sentences.

- On Sunday evening I played a video game.
- Last Saturday I met some friends.
- Yesterday morning we didn't get up early.
- Alexa950 (2 months ago)

B Work in pairs. What other words can you use with *on, last, yesterday and ago*?

C Check your ideas in the Vocabulary Bank.

▶ page 138 **VOCABULARY BANK** time phrases

7A Work in pairs. Ask and answer the questions. Use a time phrase in your answers.

When was the last time you ...

- went to a really good party?
- met someone new?
- got up after 11 a.m.?
- had your favourite meal?
- did nothing all day?

A: When was the last time you went to a really good party?

B: Last year. I went to a friend's birthday party. It was really good.

B Read the Future Skills box. Then talk to other students. Ask each student a different question from Ex 7A.

FUTURE SKILLS

Communication

It's OK to speak slowly, but don't just be silent. Use short phrases, e.g. *Erm ... Wait a second, I can't remember, Let me think, Good question, to give yourself time.*



8C A ticket to ... ?

HOW TO ... | buy a travel ticket

VOCABULARY | transport and tickets

PRONUNCIATION | word stress in prices

A

VOCABULARY

transport and tickets

1 A Work in pairs and discuss the questions.

- 1 What's your favourite type of transport for a short distance (five kilometres) and for a long distance (200 kilometres)? Is it car, bus, train or plane?
- 2 When was the last time you travelled by bus, train or plane? How was it?

B Work in pairs. What other types of transport do you know? Check your ideas in the Vocabulary Bank.

▶ page 139 **VOCABULARY BANK** transport

2 A Work in pairs. Look at the photos (A–D). Which things in the box are in the photos?

gate monthly pass passenger platform
return single ticket machine ticket office

B Complete the sentences with the words in the box.

- 1 On a train or bus you're a passenger.
- 2 In a station a train leaves from a
- 3 A bus and a plane leave from a
- 4 You buy a ticket to travel one way to a place.
- 5 You buy a ticket to travel to a place and come back.
- 6 You travel every day for a month, so you buy a
- 7 You can buy a ticket from a person at a
- 8 You can also buy a ticket from a

C Work in pairs and answer the questions.

- 1 Do you usually buy travel tickets online, from a ticket machine or from a ticket office?
- 2 Is there a train station or a bus station near you? How many platforms or gates does it have?
- 3 Do you usually buy monthly, weekly or daily tickets?



How to ... buy a travel ticket

3A 8.05 | Listen to three conversations. Choose the correct alternative.

Conversation 1

- 1 The man wants a train ticket to Manchester **Airport** / Piccadilly.
- 2 He wants a **single** / return.
- 3 He pays **£9.60** / £19.60.

Conversation 2

- 1 The train leaves at **11.45** / 12.15.
- 2 It leaves from platform **six** / seven.

Conversation 3

- 1 The woman wants a bus ticket to **Oxford** / Cambridge.
- 2 She wants a **single** / return.
- 3 The buses go from gate **six** / twenty-six.

B Complete the conversations.

B: Do you ¹ a single or a return?
A: A single.

A: When's the ² train to Cambridge?

B: Let me check. ³ 's one at quarter past twelve.

A: Oh, and when does it ⁴ in Cambridge?

B: It ⁵ at half past one.

A: Thanks.

A: ⁶ I have a return ticket to Oxford, please?

B: For ⁷ ?

A: That's right.

A: What gate is it?

B: Oxford buses leave ⁸ gate twenty-six.

A: Thanks.

C 8.06 | Listen and check.

D Learn and practise. Go to the Grammar Bank.

» page 122 **GRAMMAR BANK**

PRONUNCIATION

4A 8.07 | word stress in prices | Listen and write the prices.

A: How much is it?

B: That's forty-two pounds

A: Sorry? Forty-two pounds ?

B: No, Is that all?

B 8.07 | Listen again. Underline the stressed syllable in each number.

fifteen fifty

C 8.07 | Work in pairs. Listen again and say the conversation with the speakers.

5A Work in pairs. Look at the prices. Take turns to say each pair of prices. Pay attention to the word stress.

£38.15 / £38.50

€10.40 / €10.14

\$17.15 / \$70.50

€36.60 / €36.16

\$15.90 / \$50.19

B Practise the conversation in Ex 4A. Use the prices in Ex 5A.

A: How much is it?

B: That's ...

A: Sorry? ...

B: No ...

SPEAKING

6 Work in pairs. Practise asking for travel information. Student A: Go to page 141. Student B: Go to page 142.

7 Choose a nice place to visit in your country. Find travel information about the place: how to travel, the price of tickets and when to go. Tell the class in your next lesson.



8D **BBC** Entertainment

Kodo drummers

GRAMMAR | *want, would like*

SPEAKING | talk about something you want to try

WRITING | complete a questionnaire

PREVIEW

- 1 A** Work in pairs and look at the photo above. Where do you think it is?
- B** Read the BBC programme information and choose the correct alternatives.
- 1 Nish and Joel are **Kodo drummers** / **BBC presenters**.
 - 2 They want to **be teachers** / **learn drumming**.
 - 3 They **have** / **don't have** a lot of time.

VIEW

- 2 A** ▶ Watch the BBC video clip. Are Nish and Joel good drummers in the end?
- B** Work in pairs. Look at the list. Number the actions (a–g) in the correct order.

Learn taiko drumming

- a go home
- b make drumsticks
- c exercise clean the floor run 10 km
- d drum in front of seven Kodo teachers (the BIG performance!)
- e arrive at the Kodo school 1
- f watch the drummers try the drums (first time!) practise
- g practise drumming get special clothes

- C** ▶ Watch again and check.

GRAMMAR

want, would like

- 3 A** Work in pairs. Complete the sentences.

- 1 They'd like learn taiko drumming from the Kodo teachers.
- 2 They want play the drums with all of the group, but they're not ready.

- B** Learn and practise. Go to the Grammar Bank.

▶▶ page 123 **GRAMMAR BANK****BBC**

Kodo drummers

Sado Island, Japan, is the home of the world-famous Kodo drummers. BBC presenters Nish Kumar and Joel Dommett visit the Kodo drummers' school. They want to learn taiko drumming from the Kodo teachers and play with the group. Kodo drummers usually have years of training. Nish and Joel have just days to learn. Can they do it?



SPEAKING

talk about something you want to try

4A Think about something new that you want to try. Answer the questions. Make notes.

- 1 What is the activity?
- 2 Why do you want to try it?
- 3 How and where can you try it?
- 4 When would you like to try it?

B Work in pairs. Ask and answer the questions in Ex 4A.

C **8.08** | Listen to a woman talk about trying something new. Answer the questions in Ex 4A.

D **8.08** | Listen again and choose the phrases you hear.

KEY PHRASES

I'd like to learn to ¹play the piano / dance the tango.

I want to learn because ²I love music / my husband wants me to learn.

I'm ³not very good / really bad / a disaster!

There are some classes ⁴near us / in town.

They ⁵start next month / are every week.

5A Work in a different pair. Talk about the thing you want to try. Use the Key phrases to help you.

B Work with other students. Ask and answer the questions in Ex 4A.

WRITING

complete a questionnaire

6A Read the questionnaire about a holiday park. Work in pairs and discuss the questions.

Have-a-Go Holiday Park for all ages

Try something new!

We have something for everyone in the family. Answer the questionnaire and we can find something for you.

1 What would you like to do every day?

go for a run swim go to the gym
relax go for a bike ride

2 Do you want to learn something new? Choose two classes and tell us why.

cook sing dance play tennis
play golf paint

Other information

3 People: Do you want to come alone, with family or with friends? Please give information about the other people.

4 Room: What kind of room do you want to stay in? There are rooms with one bed, two beds and four beds.

5 Food: Would you like to cook for yourself or eat in our restaurant?

6 Internet: Would you like to stay in the no-wifi zone?

B Read the questionnaire again and write your answers to the questions.

I'd like to swim every morning and go for a bike ride or a run in the evening.

C Swap answers with other students. Who wants to do the same things as you?

GRAMMAR

1A Use the prompts to make sentences. Use the past simple form of the verbs.

Yesterday ...

- 1 I get up / at 6 a.m. **I got up at 6 a.m.**
- 2 I write / an email
- 3 I relax / in the evening
- 4 I read / an English newspaper
- 5 I not / sleep / well
- 6 I try / a new kind of food
- 7 I meet / a friend
- 8 I not / do the shopping

B Make the sentences true for you. Add information.

Yesterday I didn't get up at 6 a.m., I got up at 7.30.

C Work in pairs. Student A: Say one of your sentences. Student B: Is your sentence the same?

A: Yesterday I didn't get up at 6 a.m., I got up at 7.30.

B: Really? I got up at 6 a.m.

VOCABULARY

2A Complete the phrases. Use the pictures to help you.



1 go to a



2 play a



3 see a



4 buy



5 watch



6 do

B Work in pairs and answer the questions.

- 1 Which activities in Ex 2A do you often do?
- 2 Which activities do you never do? Why?

3A Today is 9th May. Match the time phrases (1–6) with the dates (a–f).

- | | |
|-----------------------|----------------------|
| 1 yesterday morning | a 6th May |
| 2 three days ago | b 8th May at 11 a.m. |
| 3 last month | c 9th March |
| 4 two months ago | d 8th May at 3 p.m. |
| 5 last night | e 8th May at 9 p.m. |
| 6 yesterday afternoon | f April |

B Work in pairs. Student A: Say today's date and a time phrase (1–6) from Ex 3A. Student B: Say the date (and a time).

A: Today is the 20th of August. Yesterday morning.

B: The 19th of August at 10 a.m.

4A Correct the transport words. Add the vowels (a, e, i, o, u).

- | | |
|------------------------------|---------------|
| 1 ndrgrnd underground | 7 sbwy |
| 2 trm | 8 pln |
| 3 mtrbk | 9 tckt mchn |
| 4 bt | 10 mnthly pss |
| 5 trn | 11 pssngr |
| 6 bcycl | 12 snl |

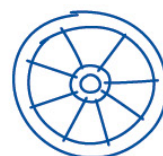
B Work in groups. Student A: Draw, mime or describe a word in Ex 4A. Other students: Guess the word.

A: It has two wheels.

It doesn't have a motor.

B: A bicycle?

A: Yes!



wheel

5A Work in pairs and take turns. Say the words. How do you say the underlined sounds?

planned car passenger worked got walked

B Learn and practise. Go to Sounds and Spelling.

▶ page 158 **SOUNDS AND SPELLING**
 short and long sounds (2): /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/
 and /ɜ:/; silent e (3): /ɒ/ to /əʊ/

6A Complete the text with the past simple form of the verbs in brackets.

My best holiday

All my life, my holidays were always the same. I ¹ **booked** (book) the same hotel next to the sea in the same town and I ² (stay) for one week, the first week of August. Every morning I ³ (walk) from my hotel to the beach, arrived back at the hotel at 5 p.m. and then had dinner. I never ⁴ (change) the date of my holiday or my daily routine.

Then last year, I ⁵ (try) something different: I ⁶ (not plan) my holiday. I simply went to a new place, a small village by the sea, and I looked for a hotel room.

Well, there ⁷ (be) no hotels and no restaurants. No problem, I ⁸ (want) to do something new and different! So I ⁹ (sleep) on the beach. I didn't sleep well, but it was beautiful. In the morning, I ¹⁰ (meet) a fisherman. He had a lot of fish, so we ¹¹ (have) a barbecue. The perfect breakfast.

I left the village that day and ¹² (go) home. It was a short holiday, but really, it was the best holiday of my life. I'd like to do it again.

B R8.01 | Listen and check.

SPEAKOUT GAME

A Work in groups and take turns. Student A: roll the dice and move your counter to the correct square. Follow the instructions on the square.

B Follow the instructions (1–3). Use the sentences in the box to help you.

Is it my turn? It's your turn. I don't understand.
What does mean? Let's ask the teacher. Can you repeat that?

- 1 You completed the task → go to the next square.
- 2 You didn't complete the task → go to the square above your square.
- 3 You rolled a number 1 → after you complete the task you can have another turn!



Instructions

Talk for thirty seconds about this topic.

Say and spell three words from this topic.

Put the words in the correct order. Then ask the question.

Say three phrases for this situation.

	1 a favourite thing	2 jobs	3 you / Where / from? / are	4 meeting someone	5 a good friend
11 family	10 surname? / spell / you / do / How / your	9 a conversation with a friend	8 a favourite shop	7 things on a desk	6 bag? / What / in / is / your
12 shopping for clothes	13 things you do every day	14 clothes	15 friends? / you / Do / American / have	16 in a café	17 where you live
23 food and drink	22 restaurants? / like / fast food / you / Do	21 at work	20 things you can do	19 rooms and furniture	18 at / eat / you / breakfast / Do / usually / home?
24 on a plane	25 a favourite famous person	26 places in town	27 guitar? / the / you / piano / play / Can / or / the	28 giving directions in the street	29 a good colleague
35 parts of the body	34 here? / café / there / near / Is / good / a	33 checking into a hotel	32 last weekend	31 colours	30 birthday? / is / your / When
36 feeling ill	37 your last holiday	38 countries	39 flat? / live / you / or / house / a / a / Do / in	40 buying a travel ticket	FINISH!

1A write a chat message to introduce yourself



berna2001

Hi, I'm **Berna** Sadik. I'm **Turkish**.



Cgarcia2002

Hi, Berna, I'm Carmen.
Are you in Turkey now?



berna2001

No, I'm not. I'm in **London**.
Where are you from?



Cgarcia2002

I'm from Madrid in **Spain**.

1A Read the chat. Match the rules (1–6) with the words in bold.

We use capital letters for:

- 1 the first word in a sentence.
- 2 I.
- 3 the name of a person.
- 4 a city.
- 5 a country.
- 6 a nationality.

B Choose the correct words to complete the rules.

- 1 We use a full stop (.) **at the end / in the middle** of a sentence.
- 2 We use a question mark (?) **at the end of a sentence / question**.

C Correct eleven mistakes in the chat with capital letters and five mistakes with full stops or question marks.



hi, i'm martín



where are you from



i'm from mexico



are you american



yes, but i'm in australia now

2A Work in pairs. Write a chat message to your partner.

Hi, I'm ...

B Swap messages. Reply to the message.

2B write a description of a photo; use *and*



Mei and Ken in the park

Mei and Ken are friends from Kobe, Japan. Mei is my friend from university. She's a teacher and her husband Ken is a businessman. They have two children, a daughter and a son, aged one and three. Their names are Sora and Aya. They're a lovely family and we often have video calls with them.

1A Look at the photo and read the description. What are the people's names?

B Correct the sentences. Add *and*. Then check your answers in the text in Ex 1A.

and

- 1 Mei ~~Ken~~ are friends from Kobe, Japan.
- 2 She's a teacher her husband Ken is a businessman.
- 3 They have two children, a daughter a son ...

C Read the text in Ex 1A again. Find four more examples of *and*.

2A Look at the photo of your friends. Complete the notes.

Names
Where are they in the photo?
Nationalities
Jobs or studies
Family relationships (*son, daughter, etc.*)



B Write a description of the photo. Use your notes in Ex 2A. Add more information. Use *and* three or four times.

C Swap descriptions with other students. Are they different from your description?

3 Write descriptions of three more photos. Bring them to the next lesson.

3A write about favourite things; use *and*, *but*

1 A Read the rule. Then match 1–3 with a–c to make sentences. Use *and* or *but*.

+ ... + or - ... - use *and*
+ ... - or - ... + use *but*

- 1 She has a new watch now,
2 My bike is green
3 It's old and my room is cold,

and
but

- a my bed is my favourite place.
b I love her old watch.
c it's very important to me.

B Choose the correct option (a or b) to complete the sentences.

- 1 My favourite chair isn't beautiful, but
a I love it. b it's in my bedroom.
- 2 My favourite colour is red and
a my bike is blue. b my favourite day is Monday.
- 3 We have five dogs and
a three cats. b we don't have a garden.
- 4 I'm from Mexico, but
a now I'm in Colombia. b my parents are in Mexico City.
- 5 English is great, but
a it's difficult. b it's easy.

C Complete the sentences with your own ideas.

- 1 My is very old, but ...
- 2 My is new and ...
- 3 I have a beautiful and ...
- 4 My has, but ...

My guitar is very old, but it's very good.

D Work in groups. One student: Read one of your sentences from Ex 1C. Other students: Ask questions.

How old is it?
What colour is it?
Where is it from?

2 A Read the description and answer the questions in Ex 1D.

One of my favourite things is my rug. It's from Morocco and it's very old, about 100 years old. It's orange, blue and red. It has a hole in it, but it's really beautiful and I love it.

B Choose one favourite thing and write about it. Use the text in Ex 2A to help you.

4A write an email to a friend

Hi Jade,

How are you? We're all well and we have lots of news. Pete has a new job in the city. Susie has a new apartment!

We're really happy about your visit next weekend. I have two questions about food. 1. What do you like for breakfast? 2. Do you eat meat and fish?

See you soon,
Stacy x

1 A Read the email from Stacy again. Then look at the sentences (a–h) from Jade's reply. Put them in the correct order.

- a It's great news about Pete and Susie.
- b You ask about breakfast.
- c See you on Saturday, Jade xxx
- d And yes, I eat meat, but I don't like fish.
- e Hello Stacy, I'm very well, thanks.
- f I don't often eat a big breakfast, but cereal or toast is good and I love coffee.
- g What's Pete's new job, and where's Susie's new apartment?

B Read sentences a–g again and find Jade's answers to Stacy's questions.

C Look at your answers to Ex 1A. Put the topics (a–c) in the correct order.

- a Answer the questions about the visit.
- b Answer the question *How are you?*
- c Say something about the person's news.

D Complete the table with the phrases in the box.

Hi Jeff See you soon Love
Hey Paola Speak soon Hello Ed

starting an
email

finishing
an email

2 Write a reply to Stacy's email. Use your answers from Ex 1C to help you.

5A write about a good friend; use pronouns

1 A Read the text about a good friend. Complete the sentences (1–4).

- 1 His name is and he's a friend from
- 2 At the weekend he
- 3 On my birthday he
- 4 I have a problem with my work and he

My friend Dwayne

Dwayne is a friend from school. I don't often see Dwayne on weekdays because Dwayne works a lot – Dwayne's job is very difficult – but Dwayne and I often send messages on WhatsApp. Dwayne and I do things together. For example, every Saturday Dwayne and I play football and have lunch in a restaurant. Sometimes I have a problem with my work and I phone Dwayne. Dwayne always listens to me, asks questions and helps me. Dwayne never forgets my birthday and Dwayne always gives me a big present. Of course, I never forget Dwayne's birthday!

But Dwayne isn't perfect. Dwayne's often tired because Dwayne goes to bed after 2 a.m. and gets up at 6 for work. It's not a big problem for me, but I think it's not good for Dwayne. This is a small thing. I really like Dwayne. Dwayne's a great friend.

B Read the text. How is it different from the text in Ex 1A?

Dwayne is a friend from school. I don't often see him on weekdays because he works a lot – his job is very difficult – but we often send messages on WhatsApp.

2 Replace the words in bold with pronouns.

¹**Dwayne and I** We do things together. For example, every Saturday ²**Dwayne and I** play football and have lunch in a restaurant. Sometimes I have a problem with my work and I phone ³**Dwayne**.

⁴**Dwayne** always listens to me, asks questions and helps me. ⁵**Dwayne** never forgets my birthday and ⁶**Dwayne** always gives me a big present. Of course, I never forget ⁷**Dwayne's** birthday!

3 A Write a description of your friend. Use your ideas from Ex 7A on page 49 and the text in Ex 1A to help you. Pay attention to pronouns.

B Work in pairs and swap descriptions. Check your partner's use of pronouns.

C Read other students' descriptions. What things are the same about their friends and your friend?

6B write a post about your area; use commas

1 A Read the post. Can you find answers to your two questions about Ealing?

B Match the paragraphs in the post (1–4) with the topics in the box. There are two extra topics.

cafés people places to buy food
schools sport/exercise transport

A great place to live

I live in Ealing, in west London. It's a great place to live because it has everything. It's a village in a city!

¹There are many food shops with food from other countries. We have shops from Bulgaria, Japan, Korea, Poland and Iran. There's also a farmer's market on Saturday. There are some small cafés in the centre. We also have a bookshop and a library.

²There's a good swimming pool, and you can walk or run in the park.

³The people are really friendly and I know a lot of people's names. I have two or three friends in my street. We meet every weekend and go for a walk or go to one of the cafés.

⁴There are buses and trains from here to the city centre. I don't go very much because I like my village in a city. It's great!

2 A Read the pairs of sentences. How are they different? Which one is correct, a or b?

- 1 a We have shops from Bulgaria Japan Korea Poland and Iran.
b We have shops from Bulgaria, Japan, Korea, Poland and Iran.
- 2 a It's a great place to live because it has everything.
b It's a great place to live, because it has everything.

B Choose the correct words to complete the rules.

- 1 We **use / don't use** commas in a list.
- 2 Usually, in a list we **use / don't use** a comma before *and*.
- 3 Usually, we **use / don't use** a comma before *because*.

3 A Choose three topics from Ex 1B. Prepare to write about your area now or your home town.

B Write your post. Start like this.

I live in , in It's a great place to live because ...

C Work in pairs and swap posts. Ask questions about your partner's area.

7A write an online post; punctuation

1 Read the online post. Check your answers to Ex 6A.

The little things

What little things do you do to stay both happy AND healthy? Write and tell us about three things.

Beni76

This is a difficult question, but I think I'm healthy and I'm happy. What little things do I do? Well, for me, the past is important. I go to antique shops and look at old things (and sometimes I buy something!). My friends and I listen to our favourite music from our university days. I look at old photos, for example photos of my childhood, photos of old buildings and photos of actors from old films. I'm in a film club and we watch old films together. My favourite is *Casablanca*.

2A Match the words (1–6) with the punctuation marks (a–f).

- | | |
|--------------------|-------|
| 1 capital letter | a ? |
| 2 comma | b , |
| 3 exclamation mark | c ! |
| 4 full stop | d H |
| 5 brackets | e () |
| 6 question mark | f . |

B Find an example of each punctuation mark in the text in Ex 1.

C Complete the text with punctuation marks. Change three letters to capital letters.

so, what things do I do ¹ well ² I'm very busy on weekdays, but I can find five minutes for a simple exercise ³ I call it my 'five-minute break' (the name isn't my idea ⁴ I sit at my desk ⁵ close my eyes and count to 100 ⁶ I do this three times a day. it's really great ⁷

3A Write your reply to the question in the online discussion.

B Work in groups. Read other students' posts. Find at least one new idea to try.

C Tell the class about your favourite new ideas.

8B write a group chat; linkers: and, but, then

Do you go out or stay in?

Tell us about your last weekend.

1A Read the text. What activity did jovi2047K do outdoors?



jovi2047K
(1 hour ago)

At the weekend I usually go out, ¹ first I relax at home. For example, last Saturday I got up at half past nine. I made a perfect coffee ² I had a late breakfast. At eleven o'clock I went out ³ played football with my friends. Then at half past two I went home. I called my grandfather, ⁴ he was very tired and we didn't talk for long. Then at five o'clock I went out again to a friend's house ⁵ we watched some YouTube videos with a pizza. A typical Saturday for me.

Like Reply

B Complete the text with *and* or *but*.

C Work in pairs. Complete the sentence. Then check your answer in the text in Ex 1A.

At eleven o'clock I went out and played football with my friends. at half past two I went home.

D Complete the sentences with *and*, *but* or *then*.

- I went home made dinner. I went to my brother's house, he wasn't home.
- I usually study English in the morning. I have time in the evening, I'm tired, so the morning is best. I usually study for an hour. I have breakfast go to work.
- My friend Miguel went to university in London, he didn't stay there. He went to New York lived there for five years. he moved back to Portugal.

2 Write your answer to the group chat question. Use *and*, *but* and *then*.

3 Go to the Speaking task on page 81 to complete the lesson.

1A present simple *be*: I, you

REFERENCE

◀ page 8

Use *be* in the present simple to say your name, your country and your age.

I'm Nadia. I'm from Argentina. I'm seven.

We use *be* with a subject pronoun.

I'm from Canada. NOT ~~Am from Canada.~~

Positive (+)

subject	be	phrase
I	'm am	Ottavia. nine.
You	're are	a student. from the UK.

We use ' for a missing letter.

~~I am~~ → **I'm** ~~You are~~ → **You're**

We use contractions (*I'm, you're*) in speaking and in emails and messages to friends.

I'm Tracy. You're a teacher.

Negative (-)

subject	be + not	phrase
I	'm not am not	John. in Paris.
You	aren't are not	from Spain. American.

We use a contraction (*aren't*) in speaking and in emails and messages to friends. **You aren't in Italy.**

We can also say *You're not*. **You're not American.**

Yes/No questions

You are a student.

↕
Are you a student?

be	subject	phrase
Am	I	in class A1?
Are	you	OK?

Short answers

Yes/No	subject	be
Yes,	I	am.
No,		'm not.
Yes,	you	are.
No,		aren't.

We don't use contractions with short answers with yes.

Yes, I am. NOT ~~Yes, I'm.~~ **Yes, you are.** NOT ~~Yes, you're.~~

We can also say **No, you're not.**

Wh- questions with *Where*

Where	be	subject
Where	am	I?
	are	you from?

PRACTICE

1 Complete the conversation with the words in the box.

am are (x2) I (x2) 'm not you

A: Hello, I ¹ 'm Sue.

B: Hi, ² 'm Tony.

A: ³ you from the USA?

B: No, I'm ⁴

A: Where ⁵ you from?

B: I'm from Canada. And you? Are ⁶ from Australia?

A: Yes, I ⁷

B: Where in Australia?

A: ⁸ 'm from Brisbane.

B: Nice to meet you.

A: And you.

2 Change five verbs (*am, are*) to contractions (*'m, 're*) in each conversation.

1 A: Hi Gavin, how are you?

B: Hey Leah. ~~I am~~ ^{I'm} well, thanks. Where are you?

A: I am in South Africa.

B: Really! You are in South Africa! Where in South Africa?

A: I am in Cape Town today and in Johannesburg tomorrow. Are you well?

B: Yes, I am. And you?

A: I am very well, thank you.

2 A: Hello. Are you a teacher?

B: No, I am not.

A: OK, you are a student.

B: Yes, I am. I am Elif Buruk.

A: Where are you from, Elif?

B: I am from Turkey.

A: OK. You are in class A1.



1B present simple *be: he, she, it*

REFERENCE

◀ page 11

We use *be* in the present simple with jobs, nationalities and prices.

He's a teacher. She's Colombian. It's four dollars.

We use *be* with a subject pronoun.

It's six euros. NOT ~~Is six euros.~~

Positive (+)

subject	<i>be</i>	phrase
He	's	British.
She		a doctor.
It	is	ten pounds.

We use ' for a missing letter.

He ~~is~~ → He's She ~~is~~ → She's It ~~is~~ → It's

We use contractions (*he's, she's, it's*) in speaking and in emails and messages to friends.

He's Indian. She's in Tokyo.

Negative (-)

subject	<i>be + not</i>	phrase
He	isn't	in class.
She	is not	a nurse.
It		from Brazil.

We use contractions (*he/she/it isn't*) in speaking and in emails and messages to friends. **He isn't in London. Sylvia isn't American.**

We can also say *He's not, She's not, It's not*. **He's not from China.**

Yes/No questions

It is hot.  **Is it hot?**

<i>be</i>	subject	phrase
Is	Mike	OK?
	Greta	from Germany?

Short answers

Yes/No	subject	<i>be (+ not)</i>
Yes,	he	is.
No,	she	isn't.

We don't use contractions with short answers with *yes*.

Yes, he is. NOT ~~Yes, he's.~~

We can also say *No, she's not*.

Wh- questions

Wh- question word	<i>be</i>	subject
Where	's	the airport?
What	is	'olá' in English?

PRACTICE

1 Choose the correct alternative.

- 1 He / She 's a businesswoman.
- 2 It's / She's a city in Mexico.
- 3 Is / He's French.
- 4 Montaz isn't / no is from Brazil.
- 5 Imani is / Is Imani Vietnamese?
- 6 What's / What your name?
- 7 Is my class A1? Yes, it's / it is.
- 8 A: Is Benita a police officer?
B: No, she's not / she not.
- 9 Rashid no is / isn't in Istanbul.
- 10 What's / Where's Jordan from?

2 Use the prompts to make answers.

- 1 Where's Madrid?
It / Spain. **It's in Spain.**
- 2 Where's Ho Chi Minh City?
It / Vietnam.
- 3 Where's Ariana Grande from?
She / the USA.
- 4 Where's Son Heung-min from?
He / South Korea.
- 5 Is Agnieszka Holland from Poland?
Yes / she.
- 6 Is Naomi Osaka from South Africa?
No / she.
- 7 Is Nicole Kidman from the UK?
No / she. She / Australian.
- 8 Is Bogotá in Brazil?
No / it. It / Colombia.
- 9 Is John Boyega American?
No / he. / He / the UK.

3 Complete the questions.

- 1 Where's Emma?
She's in London.
- 2 Venice Spain?
No, it isn't. It's in Italy.
- 3 Oti doctor?
No, she isn't. She's a nurse.
- 4 Nevada?
It's in the USA.
- 5 your phone from China?
Yes, it is.
- 6 your name ?
It's Nick.
- 7 Jan ?
He's from Poland.
- 8 'obrigada' in English?
It's 'thank you'.
- 9 your hotel in Valetta?
No, it isn't. It's in Sliema.

1C How to ... ask and answer simple questions

REFERENCE

◀ page 13

We use these questions to ask for basic information.

What's your	name?
	first name?
	surname?
	address?
	phone number?

We use these questions to ask about spelling.

How do you spell your	first name?
	surname?

We use these phrases for:

saying something is correct

That's right.

Perfect.

Great.

saying something is not correct

No, that's not right.

No, that's wrong.

saying 'please wait'

Just a moment.

Just a minute.

saying 'thank you'

Thank you.

Thanks.

We use these phrases to check an answer.

Sorry,	can you repeat that, please?
	is it D-O-Y-L-E?
	five or nine?

We use these titles for people.

person	we write	we say
a man	Mr	Mister
a woman	Ms	Mz /mæz/
a married woman	Mrs	Missis
a single woman	Miss	Miss
a doctor	Dr	Doctor

PRACTICE

1 Put the words in the correct order to make a conversation.

A: ¹a / Hello, / student. / I'm / new

Hello, I'm a new student.

B: Hello. ²name? / your / What's

A: It's Denise Stratford.

B: ³surname? / your / spell / you / do / How

A: S-T-R-A-T-F-O-R-D

B: Sorry, S-T-R-A-D ... ?

A: ⁴that's / right. / No, / not / It's S-T-R-A-T ...

B: OK. ⁵your / address? / What's

A: 5 Park Road, London N12.

B: Sorry. ⁶repeat / Can / please? / you / that,

A: 5 Park Road, London N12.

B: Thanks. ⁷minute. / a / Just / Here's your card.

A: Thank you.

B: ⁸Goodbye. / problem. / No

2 Correct the mistakes in the conversation.

A: What ^{'s}are your surname?

B: It's García.

A: What's you're first name?

B: Tomás.

A: Tomás García. Just a moment ... Here it is. What's your phone numbers?

B: It's 322 6237.

A: Sorry, is he 322 6237?

B: That's right.

A: What your address?

B: 7 Monroe Street, Washington.

A: How do you sing the street name?

B: M-O-N-R-O-E.

A: OK, great, thanks you. Here's your key card. You're in room 931.

B: Thank you.

3 Use the prompts to make a conversation.

A: morning. / What / name?

Good morning. What's your name?

B: Hello. / name / be / Kumar. / Nadia Kumar.

A: How / spell / Nadia?

B: N-A-D-I-A.

A: you / repeat / surname, / please?

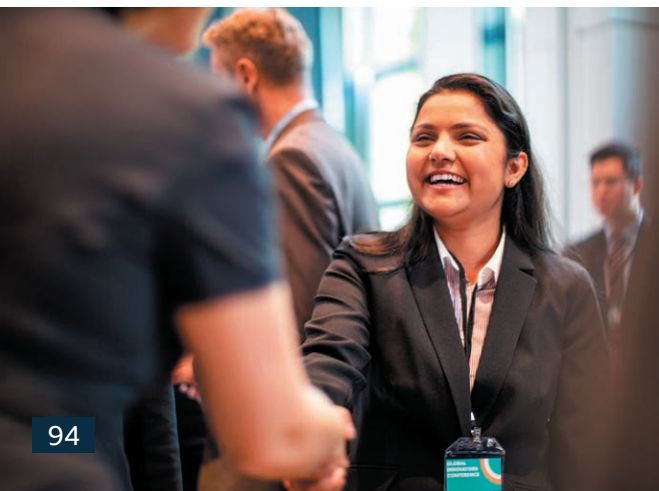
B: Kumar.

A: Be / K-U-M-E-R?

B: No / that / not right. / It / be / K-U-M-A-R.

A: Just / minute. / Here's your card, Ms Kumar.

B: Perfect. / Thank



1D singular and plural nouns; *a, an; have, has***REFERENCE**

◀ page 14

Singular nouns

We use *a* and *an* with:

- singular nouns.
a pen, an email
- adjectives and singular nouns.
a big supermarket
an Italian café

We use *a* + a word beginning with a consonant sound.

a phone, a Turkish restaurant, a hotel

We use *an* + a word beginning with a vowel sound.

an actor, an office worker, an Australian bank

Plural nouns

We use *-s*, *-es* and *-ies* to make nouns plural.

tickets, boxes, countries

Spelling of regular plurals**most nouns**

add **-s**

passports**s**
key**s**

nouns ending -ch, -s, -ss, -sh, -x

add **-es**

watches**s**
buses**s**
glasses**s**
dishes**s**
boxes**s**

nouns ending consonant + -y, e.g. university, country

change to **-ies**

universities**s**
countries**s**

Notice that we say:

a university, a UK passport

NOT ~~an university, an UK passport~~

office workers, big problems

NOT ~~office~~s~~ workers; big~~s~~ problems~~

We use *the* when we have only one thing in a place.

the teacher, look at the board, close the door

have / has

We use *have* for possession.

I	have	a passport.
You		
He		
She	has	an English name.
It		

PRACTICE**1** Write *a* or *an* before the nouns.

- | | |
|----------------------|------------------------|
| 1 photo | 6 address |
| 2 restaurant | 7 shop assistant |
| 3 Indian name | 8 American city |
| 4 nationality | 9 taxi driver |
| 5 phone number | 10 sandwich |

2 Write the plural form of the words in Ex 1.

- | | |
|-----------------|----------|
| 1 <u>photos</u> | 6 |
| 2 | 7 |
| 3 | 8 |
| 4 | 9 |
| 5 | 10 |

3 Look at the pictures and complete the sentences. Use *a* or *an* or the correct number.

I have ...



1 two bags



2



3



4

My city has ...



5



6



7



8

2A present simple *be*: *we, you, they*

REFERENCE

◀ page 19

We use *you* for one person or for two, three, four, etc., people.

Positive (+)

subject	<i>be</i>	phrase
We	're	Spanish.
You	are	actors.
They		married.

We use ' for a missing letter.

We ~~are~~ → We're **You ~~are~~ → You're** **They ~~are~~ → They're**

We use contractions (*we're, you're, they're*) in speaking and in emails and messages to friends.

We're waiters. **You're** happy. **They're** from Italy.

Negative (-)

subject	<i>be + not</i>	phrase
We	aren't	from the UK.
You	are not	students.
They		old.

We use a contraction (*they aren't*) in speaking and in emails and messages to friends. **They aren't** Polish.

We can also say *We're not, You're not, They're not*.

We're not tired. **You're not** young. **They're not** new.

Yes/No questions

They are actors.



Are they actors?

<i>be</i>	subject	phrase
Are	we	in Paris?
	you	from Colombia?
	they	office workers?

Short answers

<i>Yes/No</i>	subject	<i>be</i>
Yes,	we	are.
No,	you	
	they	aren't.

We don't use contractions with short answers with *yes*.

Yes, we are. NOT **Yes, we're.**

We can also say *No, we're not*.

Wh- questions

Wh- question word	<i>be</i>	subject
Who		we?
Where	are	they from?

PRACTICE

1 Choose the correct alternative.

A: This is a photo of Ruby and Max.

B: Are ¹**you** / **we** friends?

A: Yes, ²**we** / **we're** friends from university.

B: ³Are **you** / **they** married?

A: Yes, ⁴**they are** / **they're**.

B: ⁵**Are they** / **Are** British?

A: No, ⁶**aren't** / **they aren't**.

B: Where ⁷**they are** / **are they** from?

A: ⁸**They** / **They're** from Australia.

2 Change the phrases in bold to *we, they or you*. Write the complete sentence.

1 Harry and Tony are singers.

They're singers.

2 Julie and I are shop assistants.

3 Are **Camille and Sara** from Scotland?

4 **My teachers** are Mr Vega and Ms Fox.

5 Where are **you and Paola**?

6 **The nurses** aren't here.

7 **Len and I** are at university.

8 Are **your phone numbers** here?

3 Complete the conversation with the words in the box.

are (x2) 's I it's 'm n't 're
what where we we're you

A: Hi. My name ¹ 's Alex.

B: ² What's your name?

C: ³ I'm Bridget. I ⁴ 'm married to Alex.

B: ⁵ Where are you from?

A: ⁶ I'm from Switzerland.

B: Where are ⁷ you today?

C: Today we ⁸ 're in Argentina.

B: ⁹ Are you in Buenos Aires?

A: No, we are ¹⁰ not. ¹¹ We're in Puerto Iguazú.

C: Yes, ¹² it's beautiful here.

A: And the people ¹³ are really friendly.

B: Have a good day!

A/C: Thanks.

2B possessive adjectives

REFERENCE

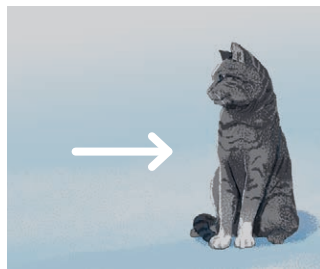
◀ page 21



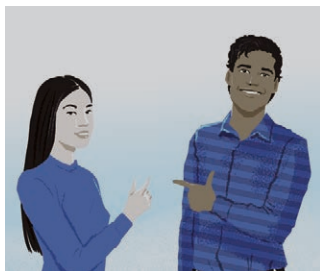
His name's Andy.



Her name's Diana.



Its name's Boots.



Our surname's Lucas.



Their names are Suzie and Phil.

subject pronoun	possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

We use possessive adjectives before nouns.

Where's my book?

What are their names?

Our lesson is in room 23.

We say *your books*, *their names*, *our lessons*.

NOT *yours books*, *theirs names*, *ours lessons*

We use *its* for things and animals.

Notice the spelling.

It's = *It is*. **It's a cat.**

Its = possessive. **Its name is Boots.**

They're = They are. **They're my parents.**

Their = possessive. **Their names are Zhang Wei and Li Na.**

You're = You are. **You're in room 52.**

Your = possessive. **What's your surname?**

PRACTICE

1 Choose the correct alternative.

A: Hi, is today ¹**your / you** first day at school?

B: Yes. Are you ²**your / my** teacher?

A: No, I'm a student. ³**Our / We** teacher isn't here.

B: What's ⁴**our / her** name?

A: ⁵**Our / Her** teacher is a man. ⁶**His / Her** name is Mr Santo.

B: Where is ⁷**he / she**?

A: ⁸**He's / His** in the office, with the other teachers.

B: Where is ⁹**they're / their** office?

A: ¹⁰**It's / Its** in room 515.

2 Correct the conversations. Add two words from the box.

my his her its our your (x2) their

1 A: Hello, ^{my}name's Thalia.

B: Hi, Thalia.

A: What are names?

B: I'm Adam and this is Janine.

2 A: This is a photo of children.

B: What are names?

A: Maya and Penny.

B: Oh, they're beautiful!

3 A: Is Lorraine married?

B: Yes, husband's a businessman with a big company.

A: What's name?

B: Samsung.

A: Samsung's a very big company!

4 A: Hi Liz, I'm at the airport, but brother isn't here.

B: Oh, no. Just a moment. I have phone number.

A: Thanks.

B: It's 035927 4832725.

2C How to ... have short conversations

REFERENCE

◀ page 23

We use *How* questions to start conversations.

How's How is	work? school? your new phone? your sister?
How are	you? your children? your classes? things?

We use these phrases to answer.

It's I'm He's She's We're They're	good/great! OK/not bad.
	Not very good. Fine.

We use these phrases to start conversations.

starting a conversation	responding
Hi, Kate! Are you OK? It's a beautiful day.	Hi. Yes, I'm well. Yes, it is.

We use these phrases to end conversations.

ending a conversation	responding
Look at the time! Thanks for the coffee. See you later.	No problem. See you./Bye.

Other useful phrases:

A:	B:
Coffee?	No, thanks. Yes, please. Black, please. White, no sugar.
I'm tired.	Me too.

PRACTICE

1 Match the question (1–8) with the answers (a–h).

- | | |
|----------------------------|--|
| 1 How's your job? f | a He's OK. |
| 2 How's university? | b It's great. It's small but it's in the city. |
| 3 How's your apartment? | c It's beautiful. Its name is Mitzy. |
| 4 How's your brother? | d Not bad but I'm very tired. My brother's not OK and my apartment is very small. |
| 5 How's your mother? | e They're fine, thank you. My mother's fifty now. |
| 6 How are things? | f It's great, thanks. The people in the office are very friendly. |
| 7 How are your parents? | g I'm very happy with it. My classes are difficult, but they're good. |
| 8 How's your new cat? | h She's great, thank you. |

2 Choose TWO correct answers for each conversation.

- A: Are you OK?
B: **Yes, I'm well.** / No, thanks. / **I'm fine, thanks.**
- A: See you later.
B: **No problem.** / Bye. / See you.
- A: How's your sister?
B: **She's OK.** / It's not very good. / She's fine.
- A: Coffee?
B: **White, no sugar.** / Black, please. / It's great!
- A: It's a beautiful day.
B: **Yes, I'm well.** / Yes, it is. / Yes.
- A: How's your new phone?
B: **I'm very happy with it.** / It's not bad. / They're good.

3 Put the words in the correct order to make a conversation.

Maria: ¹nice / Kemi, / see / Hi, / to / you.

Hi, Kemi, nice to see you.

Kemi: ²things? / are / Maria. / Hi, / How

Maria: ³thanks. / Good, / Coffee?

Kemi: ⁴please. / Yes, / sugar. / Black, / no

Maria: ⁵are / children? / your / How

Kemi: ⁶well. / 're / very / They

Maria: ⁷the / Thanks / for / coffee.

Kemi: ⁸problem. / No

4 Complete the conversation.

Oskar: Hi Yusuf, good ¹ **to** see you.

Yusuf: Hi Oskar, how ² you?

Oskar: I ³ fine, thanks. You?

Yusuf: Me ⁴ . How ⁵ your mother?

Oskar: ⁶ 's OK, thank you. How's ⁷ new apartment?

Yusuf: ⁸ 's great. We're ⁹ happy with it.

Oskar: Good. Look at the ¹⁰ ! Thanks ¹¹ the chat.

Yusuf: ¹² you later.

Oskar: Bye.



2D wh- questions + be

REFERENCE

◀ page 25



What?



Who?



Where?



When?



How?



How old?

We use *wh-* question words and *be* to ask questions about:

- a thing. **A: What's in your bag?** **B: My laptop.**
- a person. **A: Who are your teachers?** **B: Stuart and Emma.**
- a place. **A: Where is Tennessee?** **B: In the USA.**
- a time. **A: When's our class?** **B: At ten o'clock.**
- manner. **A: How are your parents?** **B: They're well.**
- age. **A: How old is Stefan?** **B: He's fifteen.**

wh- question word	be	subject or phrase
What	's	Gideon's job?
	are	their names?
Who	's	your friend?
	are	you?
Where	am	I?
	's	Leyla from?
When	are	my pens?
	's	her birthday?
How	are	their classes?
	's	Gianna?
How old	are	you today?
	's	his car?
	are	his children?

We use contractions (*What's*, *Who's*, *Where's*, *When's*, *How's*) in speaking, in emails and in messages to friends.

What's her name? Where's she from?

We also often use the full form.

What is her name? Where is she from?

PRACTICE

1 Complete the questions with the words in the box.

How's How are **What's** What are When
When's Who's Who are Where's Where are

- What's** your email address?
It's domway34@hetmail.ac.com.
- Verona?
It's in Italy.
- your parents?
They're Michael and Sheila.
- your new car?
It's great! I'm very happy with it.
- the answers to Exercise 3A?
Number 1 is 'a', number 2 is 'an' and number 3 is 'a'.
- our English class?
It's on Wednesday.
- Kiera?
She's my wife.
- your children?
They're at school.
- your classes?
They're difficult, but they're great!
- is the weekend in your country?
It's on Friday and Saturday.

2 Correct the mistake in each question.

- A: ~~What~~ are Diana and Kayla?
Who are Diana and Kayla?
B: They're my sisters.
A: When are they?
B: They're very young, two and five.
- A: How's 'fútbol' in English?
B: It's 'football'.
A: What's your favourite football player?
B: Cristiano Ronaldo.
- A: How old has Tom?
B: He's twenty-two.
A: Who's he now?
B: He's at university in Toronto, Canada.
- A: When are the children?
B: They're in the park.
A: What are they with?
B: They're with Rosa.

3A possessive 's

REFERENCE

◀ page 29



Suzanne's car



Joe's guitar

We use 's with a person.

Mrs Taylor's book
my brother's job

We use 's to talk about possessions.

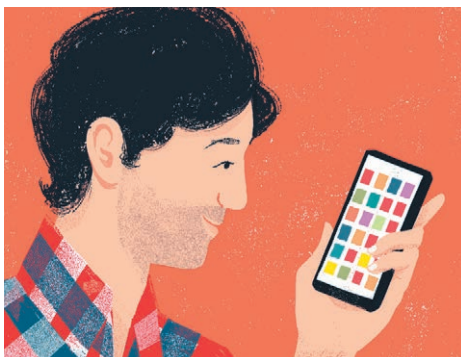
Harry's watch is very old.
NOT ~~The watch of Harry is very old.~~

We use 's to talk about family.

He is Maria's son.
Jason's sister is an artist.

Notice that we also use 's with contractions.

Suzanne's from France = Suzanne is from France.
Joe's a businessman = Joe is a businessman.



possessive 's

↑
Pat's new phone's very good.

↓
contraction 's = is

PRACTICE

1 Correct the sentences. Add the possessive 's.

- 1 This is Tom key.
This is Tom's key.
- 2 Anna favourite thing is her phone.
- 3 Saanvi is Kiara mother.
- 4 Our teacher name is Mr Kaminski.
- 5 Katie taxi is here.
- 6 Where are Luis glasses?
- 7 Will Brown book is very good.
- 8 Is this Jess magazine?
- 9 Are you Ms McKee students?
- 10 What is Michele address?

2 Correct the conversations. Add apostrophes (').

- 1 A: ¹Whats your friends name?
What's your friend's name?
B: ²Its Alfonso.
A: ³Is Alfonsos wifes name Gianna?
B: ⁴No, her names Bella. Giannas their new baby.
- 2 A: ⁵Your bags very big. Whats in it?
B: ⁶I have my husbands laptop and my sons schoolbooks. His name is Rob. And I have a football!
A: ⁷Is it Robs football?
B: ⁸No, its my daughters football!
- 3 A: ⁹Wheres Kirsties boyfriend from?
B: ¹⁰Mikes from Dublin.
A: ¹¹How olds Mike?
B: ¹²I don't know. Twenty-eight? Jan, whens Mikes birthday?

3 Look at Ex 2 again. Is each 's possessive 's (P) or a contraction of is (C)?

- 1 **What's C, friend's P**
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

3B present simple *have* + *yes/no* questions (*I, you, we, they*)

REFERENCE

◀ page 31

We use *have* in the present simple to talk about possessions (things), friends and family.

I have a new bike. We have two friends in Rome.
Sam and Mina **have** three children.

Positive

subject	have	object or phrase
I	have	a new phone.
You		an Italian father.
We		three sisters.
They		some photos.

With the positive *have* we use:

- a/an* + singular nouns.
They have a daughter.
You have an email from Nicola.
- numbers + singular or plural nouns.
I have one brother and three sisters.
- some* + plural nouns.
I have some keys.



three keys



some keys

Negative

subject	auxiliary (do)	have	object
I	don't do not	have	a big TV.
You			an English book.
We			two classes today.
They			any brothers.

We use the contraction *don't* (= *do not*) in speaking and in emails and messages to friends. **I don't have a car.**

With the negative *don't have* we use:

- a, an*, numbers.
I don't have a job. We don't have an office. They don't have two cars.
- any* + plural nouns.
Mel and Tim don't have any brothers. (= no brothers)

Yes/No questions

auxiliary verb (do)	subject	have	object
Do	you they	have	a car? any British friends?

With *yes/no* questions we use:

- a, an* + singular nouns. **Do you have a pen?**
Do you have an American passport?
- any* + plural nouns. **Do you have any tissues?**

Short answers

Yes/No	subject	auxiliary verb (do)
Yes,	I	do.
No,	we	don't.

No, they don't. NOT ~~No, they don't have.~~

PRACTICE

1 Complete the sentences with *a, an, some* or *any*.

- I have a Spanish passport and English passport.
- Do you have menu?
- We have Chinese students in the class.
- Do they have friends in the UK?
- I have old phone.
- You don't have bags with you.
- We have scissors, but where are they?
- Do they have sandwiches in the café?

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

- a / you / bike? / Do / have **Do you have a bike?**
- children? / Pat and Viv / Do / have / any
- at / you / Nasir, / desk / a / do / have / home?
- cups? / we / any / do / have / Carolina,
- have / Craig? / any / you / Do / sisters,
- Davies, / have / any / Mrs / do / books? / the students

3 Complete the short answers to the questions (1–6) in Ex 2.

- No, I don't.
- Yes,
- Yes,
- No,
- Yes,
- No,

4 Correct one mistake in each line of the conversations.

- A: Do you have ^aany laptop at home?
B: No, I do, but I have a tablet.
A: And do you a phone?
B: Yes, I don't, but it's not here.
- A: Do you have some children?
B: Yes, we do have. We have two boys.
A: Do they have any photos?
B: Yes, here on my phone. They have six and eight.

3C How to ... shop for clothes

REFERENCE

◀ page 33

We use *How much* to ask about prices.

How much	is the coat?
	is this jumper?
	are the shoes?

We use these answers.

It's	five euros (€5).
They're	eighteen dollars (\$18).
	twenty-five pounds (£25).

We use these phrases when buying clothes.

customer	shop assistant
Excuse me?	Can I help you?
Can I try this jacket on? Can I try it on?	Yes, of course.
Do you have a small size?	Yes, we do. No, we don't. Yes. Here you are.
Where's the changing room?	It's over there.

We use these phrases to talk about size.

Extra small/XS

Small/S

Medium/M

Large/L

Extra large/XL

Size ten/10

I'm (a) size sixteen.

PRACTICE

1 Choose the correct alternative.

A: Excuse ¹I / me?

B: Yes, ²I can / Can I help you?

A: Yes, how much ³is / are this coat?

B: ⁴It's / Its €37.

A: Do you have a medium ⁵colour / size?

B: Yes, here ⁶you're / you are.

A: Can I ⁷have / try it on?

B: Yes, ⁸course / of course.

A: And how much ⁹is / are the shoes?

B: ¹⁰They / They're €43. What size are ¹¹you / they?

A: ¹²I'm / My size 40.

2 Complete the conversation.

A: This top is nice. How ¹much is it?

B: I don't know. ²me?

C: Yes? Can I ³you?

B: ⁴much is this top?

C: It ⁵£12.99.

A: That's good. Can I try it ⁶?

C: Yes, of ⁷.

A: Do you ⁸a small size?

C: Yes, ⁹you are.

A: Thanks. Where's the ¹⁰room?

C: It's over there.

3 Use the prompts to make a conversation.

Assistant: Can / help / you?

Can I help you?

Customer: Yes, / much / be / the trousers?

Assistant: They / be / \$55.

Customer: you / have / an / extra large / size?

Assistant: I / be / sorry, / we / not.

Customer: How / be / this / T-shirt?

Assistant: It / be / \$5.

Customer: I / try / on?

Assistant: Yes. / size / be / you?

Customer: I / be / size / fourteen.



3D likes, dislikes and opinions

REFERENCE

◀ page 34



I **love** old cars.



I **like** old cars.



I **don't like** old cars.



I **hate** old cars.

We use *love, like, don't like, hate* with:

- plural nouns.

I love shoes. They hate big shops.

- the names of people and places.

I like Fatima. We love Spain.

- nouns that don't have a plural.*

I love football. My children don't like homework.

* Some other nouns that don't have a plural are: *music, money, rain, water, work, tennis, golf, information, the internet.*

We use *really* before *like, love, don't like, hate*.

I really like food shops. I really don't like clothes shops.

We use *a lot* after *like* + object. **I like Pat a lot.**

We use *think* for opinions.



I love it. I **think** it's beautiful.



I don't like it. I **think** it's really bad.

Yes/No questions

auxiliary (do)	subject	infinitive	object or phrase
Do	I	like	children?
	you we they	think	this app is good?

Short answers

Yes/No	subject	auxiliary (do)
Yes,	I	do.
No,	they	don't.

No, I don't. NOT **No, I don't like.**

PRACTICE

1 Choose the correct alternative.

- 1 I **love** / **hate** coffee. It's my favourite thing in the morning.
- 2 Do you **love** / **like** Pete's girlfriend? I think she's nice.
- 3 Our parents like everything new. They **really** / **don't** like old things.
- 4 I **hate** / **not like** my job! It's really difficult.
- 5 I **like** / **think** this photo of you is beautiful.
- 6 Stuart and I **very** / **really** like Turkey.
- 7 I have an orange phone, an orange car and an orange laptop. I **love** / **like a lot** orange!
- 8 My children like their new teacher a **much** / **lot**.
- 9 Do you **think** / **like** this book is good?
- 10 Mimi and Alessio **no** / **don't** like cities.

2 Put the words in the correct order to make conversations.

- 1 A: week? / your / day / favourite / the / of / What's
What's your favourite day of the week?
B: I / Fridays. / like / really
A: too. / Me
B: hate / Mondays. / And / I / really
- 2 A: coat? / like / my / Sonia, / new / you / do
B: do. / Yes, / I / it's / beautiful. / think / I
A: new / your / How's / apartment?
B: happy / We're / with / it. / really / We / lot. / like / a / it

3 Correct the mistake in each sentence. Two sentences are correct.

- 1 I love clothes shop.
I love clothes shops.
- 2 We like really bookshops.
- 3 Young people no like black and white films.
- 4 We hate big city.
- 5 Mark and Sheila like Mexico a lot.
- 6 Think you the new supermarket is good?
- 7 I not think Julia's ring is old.
- 8 A: Do you like babies? B: Yes, I like.
- 9 We don't like football, but we love tennis.
- 10 I like your coat lot.
- 11 Like Tom and Kate Italian restaurants?
- 12 We like a lot our new apartment.

4A adverbs of frequency

REFERENCE

We use the present simple to talk about:

- possessions, likes, dislikes and opinions.

We have six apples.

My children really like pizzas.

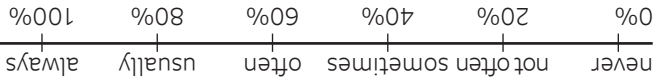
I think Sofia is a great restaurant.

- habits and routines.

I have breakfast at seven.

Do you eat fish every day?

We use adverbs of frequency to talk about habits and routines.



Positive

subject	adverb of frequency	verb	object or phrase
I You We They	always never	drink eat	coffee at breakfast. fish at lunch.

Adverbs of frequency go before a verb.

I always have an egg for breakfast.

NOT I have always an egg for breakfast.

have = eat or drink

I often have a sandwich and a fruit juice for lunch.

Negative

subject	auxiliary (do)	adverb of frequency	verb	object or phrase
I You We They	don't	usually often	drink have	tea with milk. fish for breakfast.

We use a positive (+) verb with *never*.

We never eat in restaurants.

NOT We don't never eat in restaurants.

Yes/No questions and adverbs of frequency

auxiliary (do)	subject	adverb of frequency	verb	object or phrase
Do	you they	usually often	eat	red meat?

We use normal short answers.

Yes, I do.

No, we don't.



PRACTICE

1 Put the adverbs of frequency in brackets in the correct place.

1 I drink tea with milk. (never)

I never drink tea with milk.

2 We have breakfast at eight. (usually)

3 My parents eat dinner at nine. (always)

4 I have an umbrella in my bag. (not often)

5 My children listen to the radio. (never)

6 I choose green apples. (often)

7 Do you write in a notebook? (always)

8 I look at our old family photos. (sometimes)

9 I read newspapers. (not usually)

10 Do Barry and Olivia speak Spanish? (often)

2 Look at the table. Complete the conversation with the correct adverbs of frequency.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
meat or fish		✓				✓	✓
vegetables	✓		✓				✓
fruit	✓	✓	✓	✓	✓	✓	✓
tea	✓					✓	✓
coffee							✓
chocolate							

A: Do you eat healthy food?

B: Yes, good food is very important to me.

I **always** have fruit for breakfast.

A: Do you drink tea or coffee?

B: I ¹ drink tea, but I ² coffee.

A: Do you like vegetables?

B: I like vegetables and I ³ eat green vegetables or tomatoes and pasta for lunch.

A: Do you eat meat?

B: I ⁴ eat meat or fish and I ⁵ eat meat or fish at the weekend.

A: And do you always eat healthy food?

B: Well, I love chocolate, but I don't ⁶ eat it. I ⁷ have it at the weekend, but not always.

4B present simple: regular verbs (*he, she, it*)

REFERENCE

◀ page 41

Positive

subject	infinitive (+ -s, -es)	object or phrase
He	starts	at nine.
She	finishes	at six.
It		

Spelling

most verbs	add -s	read s make s
verbs ending -ch, -sh, -ss, -x	add -es	finish es watch es
do and go	add -es	do es go es
verbs ending consonant + -y e.g. study, try	change to -ies	stud ies tr ies
have	irregular	has

Negative

subject	auxiliary verb (do)	infinitive	object or phrase
He		eat	meat.
She	doesn't	have	breakfast.
It			

She **likes** football. She **doesn't** like football.

We use the contraction *doesn't* (= *does not*) for negatives in speaking and in informal writing.

Diana **doesn't** work on Mondays.

Notice that we use adverbs of frequency before a verb.

Nick **sometimes** gets up at half past five.

Dylan **never** has breakfast.

Jayne **doesn't** often watch TV.



PRACTICE

1 Write the correct present simple form of the verbs in bold.

gets up

MP's weekends are different. She usually ¹**get up** at 10, and she ²**have** a big breakfast. She always ³**check** her emails. She ⁴**answer** important emails and then she ⁵**do** something outside. For example, she ⁶**work** in the garden. On Saturday, MP often ⁷**make** dinner for her family. 'After dinner, MP's brother ⁸**choose** a film and he ⁹**watch** it with MP. She ¹⁰**go** to bed early – at 10 or 10.30. She sometimes ¹¹**read** in bed, but she never ¹²**look at** her emails and messages at night.

2 Complete the sentences with the correct form of the verbs in brackets.

- My brother Tom **doesn't drink** (not drink) coffee, but he (love) fruit juice.
- My father (make) breakfast for everyone at seven and he (go) to work at eight.
- My sister Lorna (not like) the colour red, but she (have) one red T-shirt.
- My friend Tess (understand) English, but she (not speak) it.
- My mother (not eat) breakfast. She (read) her emails and messages and has a cup of black coffee.
- My friend Leo never (work) in the evening, but he sometimes (study) Spanish.
- Mrs White (not know) my name, but she always (say) hello.
- My doctor (ask) a lot of questions and he always (listen) to my answers.

3 Correct the mistake in each sentence. Two sentences are correct.

- Marko live in Vienna.
Marko lives in Vienna.
- Dr Lund doesn't likes it.
- Rachel studys in the evening.
- My sister doesn't often have lunch.
- My brother no hates cats.
- Ms Rodriguez starts work always at eight o'clock.
- Sam never doesn't write emails.
- Tessa doesn't usually leave home at nine.
- Mr Hart think phones are bad in class.
- My son gos to bed at nine o'clock.

4C How to ... order in a café

REFERENCE

◀ page 43

We use this language to order food and drink in a café.

Can I have	a tea,	
Can we have	a pastry,	please?
	two coffees,	

We use *How much* to ask about price.

How much is	this pastry?
	it?
	that?

We often use *that* to ask about the price of all the food and drink.

Can we have three coffees and an apple pastry, please?
How much is **that**?

We use these phrases to answer about price.

It's two euros.

That's ten dollars.

The waiter says:

Can I help you?

Anything else?

Here you are.

Here you go.

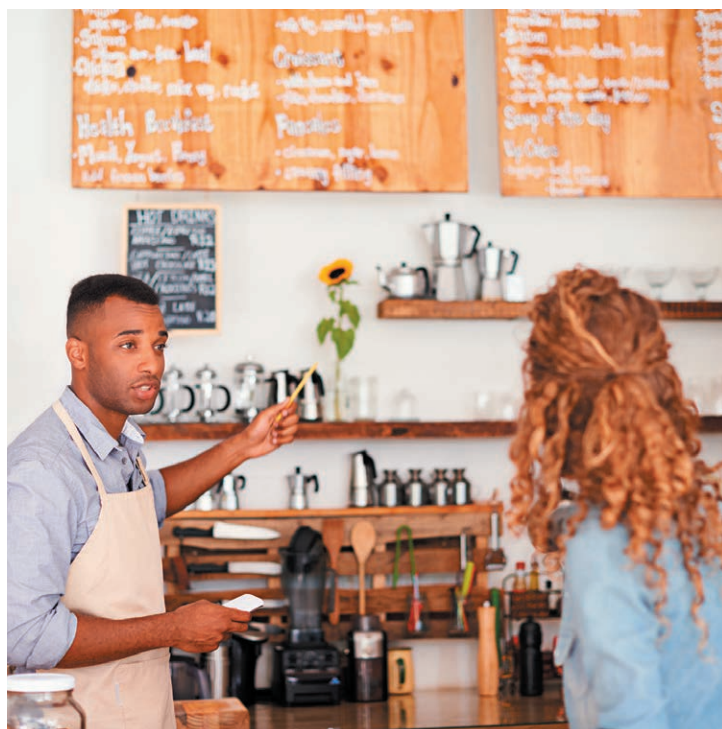
Just a moment.

Just a minute.

Let me check.

We ask about alternatives with *or*.

question			answer
Still	or	sparkling?	Still, please.
Tea		coffee?	Tea, please.



PRACTICE

1 Put the words in the correct order to make sentences.

1 have / I / a / Can / coffee, / please?

Can I have a coffee, please?

2 is / much / it? / How

3 one / fifty. / It's / pound

4 moment. / Just / a

5 you / go. / Here

6 Can / pastries, / four / we / please? / have

7 check. / me / Let

8 you / Here / are.

2 Complete the conversation with the words in the box. There are two extra words.

a can cold else help much
or please no that that's we

A: Can I ¹..... you?

B: Yes, ²..... we have two egg sandwiches, ³.....?

A: White ⁴..... brown bread?

B: Brown, please.

A: Anything ⁵.....?

B: Yes, can ⁶..... have two Americanos, with milk?

A: Hot or ⁷..... milk?

B: Hot, please. How much is ⁸.....?

A: Just ⁹..... minute ... ¹⁰..... nine pounds fifty.

3 Complete the conversations.

1 A: Can I ¹help..... you?

B: Yes, can I have a ²k..... and ³f....., please?

A: ⁴J..... a moment. Here you go.

B: Thank you.

A: I'm sorry about that.

B: No problem. Can we have two ⁵m..... waters, please?

A: Still or ⁶s.....?

B: Still, please.

2 A: Excuse ⁷m.....? Can I have a napkin, please?

B: Of course. ⁸H..... you are.

A: Thank you. How ⁹m..... are the pastries?

B: They're three ¹⁰e......

A: Can I have two, please?

B: Apple ¹¹o..... chocolate?

A: An apple ¹²p....., please.

4D present simple: *yes/no* questions (*he, she, it*)**REFERENCE**

◀ page 45

Yes/No questions

She ~~eats~~ meat. Does she eat meat?

auxiliary verb (<i>does</i>)	subject	infinitive	object or phrase
Does	he	live	in Brazil?
	she	like	animals?
	it	start	at nine?

Does he live here?

NOT ~~Does he lives here?~~**Short answers to *yes/no* questions.**

Yes/No	subject	auxiliary verb (<i>do</i>)
Yes,	he	does.
No,	it	doesn't.

No, it doesn't.

NOT ~~No, it doesn't start.~~**PRACTICE****1** Put the words in the correct order to make questions.

- job? / son / like / your / his / Does
Does your son like his job?
- pastries? / Megan / like / Does
- Mrs Wood / Italian? / Does / speak
- Julia / Does / write / often / you? / to
- children? / any / Mr Baker / Does / have
- have / your / good / Matt, / a / phone / does / camera?
- Liz, / you? / mother / does / live / your / with
- at / lesson / start / does / the / Tessa, / nine?

2 Match the questions (1–8) in Ex 1 with the answers (a–h).

- ✓ **Yes, he does** He has a son and a daughter. **5**
- ✓ She writes every week.
- ✗ It starts at ten.
- ✓ He thinks his job's great.
- ✗ But she speaks Spanish.
- ✓ It's really good.
- ✗ She has an apartment in town.
- ✓ She really loves pastries.

3 Write the short answers in Ex 2.**4** Complete the questions with *Does, Do, Is* or *Are*.

- Does** Himari drink milk?
- your children like fish?
- Jerry's wallet black?
- the class finish at eight o'clock?
- Henning and Mia understand English?
- your shoes from Germany?
- Kasia's surname start with a 'W' or a 'V'?
- it half past nine now?

5 Use the prompts to make conversations.

- A: Be / your brother / teacher?
Is your brother a teacher?
B: No / he / be / not. / He / be / businessman.
A: he / like / his job?
B: No, / he / not.
A: he / work / in the city?
B: Yes, / he
A: Be / he / married?
B: No / he / not.
- A: Be / your Chinese classes good?
B: Yes, / they / be.
A: your teacher / speak / English?
B: Yes, / she / but she / never / speak / English in class.
A: Be / Chinese easy?
B: No / it / be / not, / but I love it!
A: you / understand / everything in class?
B: Yes, / I / but I / not understand / films in Chinese.



5A object pronouns

REFERENCE

page 49

We use subject pronouns before verbs.

She's a digital designer.

He lives in Rome.

We use object pronouns:

- after verbs.

The children love her.

I call him every week.

- after prepositions.

My father doesn't listen to me.

I usually get coffee for them.

subject pronouns		object pronouns	
I	you	me	you
he	he	him	you
it	it	it	him
she	she	her	us
we	we	us	you
you	you	you	them
they	they	them	

PRACTICE

1 Match each question (1–5) with two answers (a–j). Use the pronouns in bold

to help you.

1 Do you like Ed Sheeran? **b, f**

2 Do you like Emma Stone?

3 Is this T-shirt a good colour for me?

4 Does your daughter often speak to you?

5 Where are my sandwiches?

a Yes, **she's** great.

b **He's** very good.

c Yes, **we** speak every day.

d Yes, it is. I really like **it**.

e You have **them**.

f Yes, I like **him** a lot.

g I don't know **her**.

h Yes, she calls **us** every Saturday.

i **It's** very nice.

j **They're** in your bag.

2

Change the words in bold to subject or object pronouns.

1 **Leyla** is a student in my class. I often work in pairs with **Leyla**.

She's a student in my class. I often work in pairs with **her**.

2 **Kevin and Neil** are brothers. I like **Kevin and Neil** a lot.

3 How's your new apartment? Are you happy with **your new apartment**?

4 **Alice and I** are sisters. Ms Dexter teaches **Alice and me**.

5 Hello, Nisha and Dmitry. Can I help **Nisha and Dmitry**?

6 Do you know **Mr Baros**? **Mr Baros** is from Greece.

7 **My mother** is a teacher. The students like **my mother**.

8 **Red** is my favourite colour. I like **red** a lot.

3

Correct the mistake in each sentence. Use an object pronoun.

Two sentences are correct.

1 You never listen to **me**.

2 Sarah's a friend from school. She's great and I like him a lot.

3 My colleague's name is Mr Seong. I have lunch with he every Friday.

4 We live in Madrid and my sister lives with we.

5 Does your son often help you?

6 I don't drink milk because I don't like them.

7 My children go to bed at seven and I read to they for half an hour.

8 My English friend sometimes calls me at 3 a.m!

9 Who is Harry? I don't know it.

10 We help Jennifer a lot but she never thanks them.

4

Correct the mistake in B's part of each conversation.

Add an object pronoun.

1 A: Where are my keys?

B: I don't have **them** Are they in your bag?

2 A: Mr Young speaks very good English.

B: Yes, but I don't always understand.

3 A: Is your pizza good?

B: I don't like very much.

4 A: Your computer is fine now.

B: Thank for your help.

5 A: Does your mother live with you?

B: No, she doesn't, but I speak to every day.

6 A: This pen is for you.

B: For? Oh, it's beautiful. Thanks!

7 A: I really like our new teacher.

B: Me too, she always helps with our problems.

8 A: Do you like my jeans?

B: I love. I think they're great.

5B *can* for ability**REFERENCE**

◀ page 50

We use *can* and *can't* for ability.

Tom **can** read Chinese.

I **can't** remember names.

Positive and negative

subject	<i>can/can't</i>	infinitive	object
I You He She It We They	<i>can</i> <i>can't</i>	remember	names.
		dance	salsa.
		swim.	

We use the contraction *can't* in speaking and writing in everyday English. We use *cannot* in very formal English.

Yes/No questions

You **can** read a map.

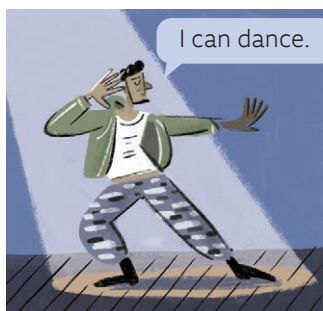
↻
Can you read a map?

<i>Can</i>	subject	infinitive	object
Can	I, you he, she, it we, they	spell	'guitar'?
		understand	English?

Short answers

<i>Yes/No</i>	subject	<i>can</i>
Yes,	I, you he, she, it we, they	<i>can</i> .
No,		<i>can't</i> .

We also use *can* with *not very well*.



I can dance. ✓✓



I can't dance. ✗



I can dance but not very well. ✓

PRACTICE**1** Complete the conversation with *can* or *can't*.

A: What's the problem?

B: I ¹ sleep.

A: Why not?

B: Listen! ² you hear a dog?

A: No, I ³

B: Well, I ⁴

A: OK, ⁵ you read your book?

B: No, I ⁶ I don't have my glasses.

A: ⁷ you listen to music?

B: Yes, I ⁸, on my headphones. Good idea.

A: Great.

B: Oh no! I ⁹ see my headphones.

A: Sorry, I ¹⁰ help you. Good night!

2 Correct the mistake in each sentence.

1 Emma can ~~understands~~ German.

Emma **can understand** German.

2 Hans, do you can sleep in the daytime? I can't!

3 I'm sorry. I no can remember your name.

4 Susan understands French, but she doesn't can speak it.

5 Mary cans dance very well – she's good!

6 Can make Isabella a good pizza?

7 Zhen and Mei Hui can write in English but no very well.

8 Can Chloe says 'hello' in Japanese?

3 Complete the sentences with *can* or *can't* and the verbs in the box.

give help play read remember
sleep spell use

1 What's Juan's surname? I **can't remember** it.

2 I the piano, but not very well.

3 you a newspaper in Arabic?

4 I'm sorry. I you. I'm not from here.

5 you in the afternoon? I can't.

6 I can remember words in English, but I them.

7 you chopsticks?

8 Sorry, I you any money. I only have a credit card.

5C How to ... make requests and offers

REFERENCE

◀ page 53

Making requests

	infinitive	phrase
Can I	have	a spoon, please?
Could I	use	your phone for a minute?
Can you	get	some eggs?
Could you	do	it for me?
	help	me?

Can and *could* are polite, but *could* is a little more polite.

In requests, we often use *a/an* with singular nouns and *some* with plural nouns. We don't use *any*.

Could I have **an** apple, please?

Could you get **some** tomatoes, please?

NOT ~~Could you get any tomatoes?~~

We use these phrases to say *yes* or *no*.

+	-
Of course.	I'm sorry, I can't at the moment.
Sure.	I'm sorry, I'm busy.
OK.	OK, but not now.
All right.	
No problem.	

Making offers

	infinitive	phrase
	help	you?
Can I	do	it for you?
	get	you a drink?

We use these phrases to say *yes* or *no*.

+	-
Yes, please.	No thanks, I'm fine.
Thanks.	I'm OK, thanks.
Thank you.	
Thank you so much.	

PRACTICE

1 Put the words in the correct order to make requests.

- I / scissors? / use / your / Can
Can I use your scissors?
- on? / jacket / try / Can / I / this /
- you / can / help / Megan, / me?
- you / for / Juan / thank / Can / me?
- have / I / Could / fork, / another / please?
- call / can / your / Angela, / sister? / you
- you / make / can / lunch / Lorenzo, / today?
- can / the / us / you / drive / Karen, / to / supermarket?
- I / Could / have / espresso, / an / please?
- leave / I / tomorrow, / Could / early / work / Mrs Barton?

2 Complete the conversations with the words in the box.

all ~~can~~ could get I of
sure thanks try you

- Teacher: Ursula, ¹ can I help you with something?
Ursula: No thank you, Mrs Rose. I'm finished.
Teacher: Finished? Can ² look at your book?
Ursula: Yes, ³ course.
Teacher: Number four is wrong. Can ⁴ check your answer with Roland?
Ursula: Roland, ⁵ you help me? What do you have for number four?
- Customer: I like this T-shirt. Can I ⁶ it on?
Shop assistant: ⁷ How is it?
Customer: It's very small. Could you ⁸ me a size fourteen?
Shop assistant: ⁹ right. Just a minute. Here you go.
Customer: ¹⁰

3 Complete the conversations with *I, me* and *you*.

- A: I'm late.
B: Can call a taxi for?
- A: don't understand. Could repeat that, please?
B: OK.
- A: It's four o'clock. Can make a tea for?
B: OK.
- A: can't do this. Could do it for me?
B: I'm sorry, not now.
- A: I can't read this! I don't have my glasses.
B: Can read it for?
- A: This is wrong. Can tell me the right answer?
B: I'm sorry, can't.
- A: It's time for lunch.
B: Can make a sandwich for?
A: Sure.
- A: We have a lot of work. Could work on Saturday?
B: Sorry, 'm busy.



5D ordinal numbers; dates

REFERENCE

◀ page 55

We use ordinal numbers:

- in dates.
2nd March 1996 = the **second** of March nineteen ninety-six
5th July 2020 = the **fifth** of July twenty twenty
- in buildings.
My office is on the **fourth** floor.
- to talk about the position of something.
F is the **sixth** letter of the alphabet.
Vladimir is **first** in English.
Vanessa is a great tennis player. She always comes **first** or **second**.

We usually add *-th* to the number.

fourth, sixteenth, twenty-seventh

We sometimes change the spelling.

nine – ninth, five – fifth, twelve – twelfth

eight – eighth, twenty – twentieth

Some numbers are irregular.

one – first, two – second, three – third

1st – first	9th – ninth
2nd – second	10th – tenth
3rd – third	11th – eleventh
4th – fourth	12th – twelfth
5th – fifth	13th – thirteenth
6th – sixth	14th – fourteenth
7th – seventh	20th – twentieth
8th – eighth	30th – thirtieth

Dates

We write and say dates in different ways.

	day	month	year
we write	10th	May	2015
we say	'The tenth	of May	twenty fifteen.'

	month	day	year
we write	January	1st	1997
we say	'January	the first	nineteen ninety-seven.'

Years

1854 – eighteen fifty-four

1982 – nineteen eighty-two

1999 – nineteen ninety-nine

2001 – two thousand and one

2009 – two thousand and nine

2010 – twenty ten

2016 – twenty sixteen

2025 – twenty twenty-five

PRACTICE

- Complete the sentences with the correct ordinal numbers. Use the information in brackets.
 - Tomorrow is Vicky's **twenty-first** birthday. (21)
 - I live on the floor. (7)
 - December is the month of the year. (12)
 - How old is your child? (3)
 - It's my day in my new job. (2)
 - What's your name? (1)
 - My watch is a birthday present. (30)
 - Avenue is in New York. (5)
 - This is our time in London. (6)
 - Bruno starts university on his birthday. (19)
- Write the next ordinal number.
 - first **second**
 - fifteenth
 - nineteenth
 - twenty-first
 - thirteenth
 - twenty-fifth
 - seventeenth
 - ninth
- How do you say the dates? Write the dates in words.
 - 9 Apr 2016
The ninth of April twenty sixteen
 - 24 Oct 1983
 - 2 June 2012
 - 11 Aug 2006
 - 31 Jan 2027
 - 8 March 1899
 - Feb 28 2023
February the twenty-eighth twenty twenty-three
 - Nov 2 1994
 - Dec 25 2019
 - Sep 5 2000
 - May 23 2006
 - July 4 1974



6A prepositions of place

REFERENCE

◀ page 59

We use prepositions of place to say where something is.



A in



B on



C under



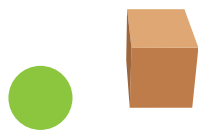
D behind



E in front of



F between



G near



H next to

We also use *on* and *in* in these useful phrases:

- **on** a floor, a wall, a page.

Our classroom is **on the first floor**.

We have pictures **on our wall**.

Please do exercise 5B **on page 32**.

- **in** a city or a town, a country, a photo or a picture.

I live **in Moscow**.

I'm **in Argentina**.

You can see my apartment **in this photo**.

Notice that we use prepositions and object pronouns.

This is Calum and our daughter Vicky is **behind him**.

NOT **behind he**

Sahira lives **next to us**.

NOT **next to we**.

PRACTICE

1 Choose the correct alternative.

- 1 Can you see Pete? He's **in** / **between** Greg and Paolo.
- 2 Francesca works **in** / **on** an office.
- 3 Please don't stand **in front of** / **behind** me. I can't see!
- 4 Our apartment is **next to** / **near** Deniz's school. It's ten minutes by car.
- 5 My headphones are **on** / **in** the shelf.
- 6 A medium size T-shirt is **in front of** / **between** a small size and a large size.
- 7 I'm not cold! I have two T-shirts and a jumper **under** / **between** my jacket.
- 8 Could you sit **near** / **next to** me and check my answers to Exercise 5?
- 9 My eight-year-old daughter often stands **behind** / **in front of** me and reads my emails.
- 10 I have twenty euros **on** / **in** my wallet.

2 Complete the conversations with the words in the box. There is one extra word in each box.

between in (x2) near on

A: Hi, Connie.

B: I'm ¹ **in** a taxi and we're ² the hotel. See you in fifteen minutes.

A: OK. See you soon.

B: What's our room number?

A: We're ³ room 502 ⁴ the fifth floor.

behind front next on under

A: Nice room! Where's my bed?

B: Here, ⁵ to the window.

A: And we have a TV ⁶ the wall! Where's the TV remote?

B: It's ⁷ the table.

A: I can't see it.

B: Oh, sorry, it's here, ⁸ my book.

behind between front in on

A: Where are my glasses?

B: They're ⁹ the table ¹⁰ the two beds.

A: I don't like the restaurant menu. Can we go out?

B: Yes. I know a good Italian restaurant ¹¹ the town centre.

A: I don't know it. Where is it?

B: It's in ¹² of the big sports centre.



6B *there is, there are*

REFERENCE

◀ page 61

We use *there is* and *there are* to say something exists.

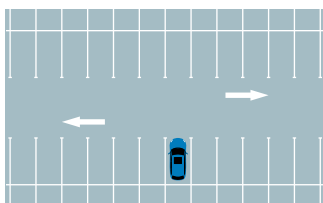
Positive and negative

There	's	a	post office in town.
	is	an	old cinema.
	isn't	a	supermarket.
		an	airport.
	are	some	good schools near us.
	aren't	any	shops.

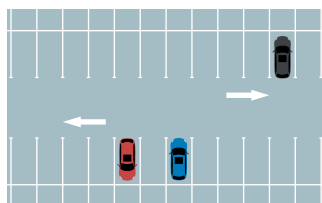
We use the contraction *There's* (= *There is*) in speaking and in informal writing.

We don't use a contraction with *there are* in writing:
NOT *There're*

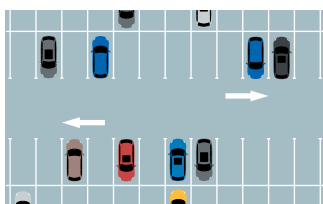
In the positive we use *a/an*, numbers, *some*, *a lot of*.



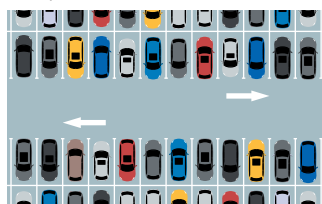
There's a car in the car park.



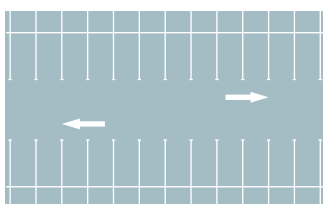
There are three cars in the car park.



There are some cars in the car park.



There are a lot of cars in the car park.



In the negative we use *any*.
There aren't any cars in the car park.

Yes/No questions

There's a hotel.

Is there a hotel?

In questions we use *a/an* or *any*.

Is	there	a	hotel?
		an	airport?
Are		any	cafés?

Short answers

Yes,	there	is.
		are.
No,		isn't aren't.

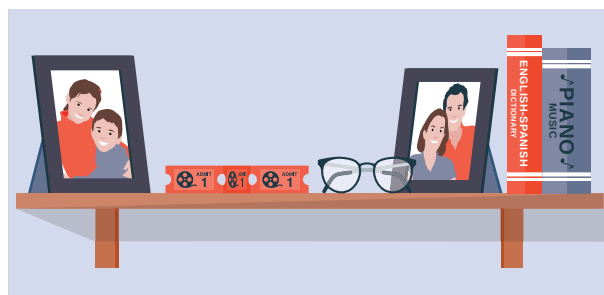
Is there a hospital? Yes, **there is**. NOT *Yes, there's*.

PRACTICE

1 Complete the conversations with the words in the box.

there's (x2) there isn't is there (x3)
there are there aren't are there is

- 1 A: Jodie, ¹ a book on my desk?
B: No, ²
A: Can you look on my bed?
B: Oh yes, ³ a book under your clothes.
Is it *Animal Farm*?
A: Yes, that's right. Thanks.
- 2 A: Hey Chris, ⁴ any eggs in the fridge?
Can you look?
B: No, ⁵
A: And ⁶ a bottle of water?
B: Yes, ⁷ three bottles.
- 3 A: Excuse me?
B: Yes sir, ⁸ a problem?
A: Yes, I don't have a knife.
B: I think ⁹ a knife under your napkin.
A: Oh yes, you're right. Yes, there ¹⁰
Thank you.

2 Look at Ana's shelf and read the sentences. Write sentences with *There's*, *There are*, *There isn't* or *There aren't*.

- 1 Maybe she likes movies.
There are some cinema tickets.
- 2 I think she's married.
.....
- 3 She has children.
.....
- 4 She doesn't have good eyes.
.....
- 5 Maybe her keys are in her bag.
.....
- 6 She plays the piano.
.....
- 7 She speaks Spanish.
.....
- 8 Maybe she has her phone with her now.
.....

6C How to ... ask where a place is

REFERENCE

◀ page 62

We use these phrases to ask for directions.

Excuse me.

Is there a supermarket near here?

Are there any shops near here?

Where's the lift?

Where are the stairs?

How do I get to the park?

We can also ask:

How near is it?

How far is it?

We can answer with:

It's five minutes from here.

It's two kilometres from here.

We use these phrases to talk about a location/where something is.

There's a supermarket

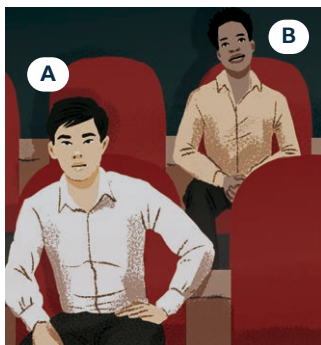
It's

next to the park.

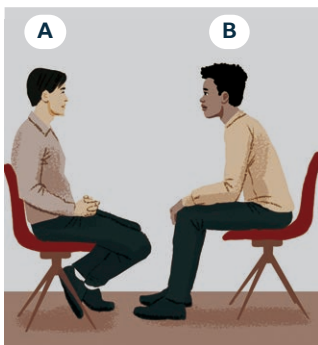
opposite the bank.

to the left of the car park.

on the right.



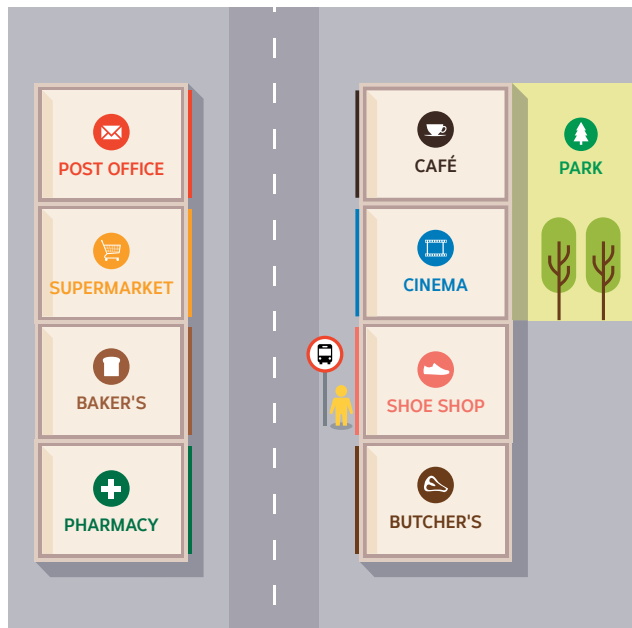
A is **in front of** B.



A is **opposite** B.

PRACTICE

1 Look at the map. Choose the correct alternative.



- 1 There's a café on the **right** / **left**.
- 2 There's a post office on the **right** / **left**.
- 3 The man is **near** / **next to** the bus stop.
- 4 There's a baker's **in front of** / **opposite** the shoe shop.
- 5 The café is **in front of** / **opposite** the park.
- 6 There's a bus stop **near** / **next to** the cinema.
- 7 The café is **in front of** / **opposite** the post office.
- 8 There's a pharmacy **near** / **next to** the shoe shop.
- 9 The baker's is to the **right** / **left** of the pharmacy.
- 10 There's a bus stop **in front of** / **opposite** the shoe shop.
- 11 The man is **near** / **next to** the butcher's.
- 12 The supermarket is to the **left** / **right** of the post office.

2 Correct four mistakes in each conversation.

Is there

- 1 A: Excuse me. ~~There is~~ a post office near here?
B: Yes, there is.
A: How far is?
B: It's five minutes from here.
A: Thanks.
B: It's next the bank and it's opposite to the cinema.
- 2 A: Excuse me. Are any there toilets in the shopping centre?
B: Yes. There near the lift.
A: How I get to the lift?
B: It's near the big bookshop, or you can take the stairs.
A: Where the stairs?
B: They're to the left of the shoe shop.



6D **the**

REFERENCE

◀ page 64

We use *the* + noun.

Where's **the** exit?

We use *the* when there is only **one** thing:

- in the world.
the Colosseum
the Great Wall of China
the President of Colombia.
- in a place.
the entrance
the way out
the door
the sofa
the cinema
the post office
the city centre



We use *the* with:

- dates.
the first of June
the second of August
- times of day.
in the morning
in the afternoon
in the evening
- some countries.
the UK **the** USA
- prepositions.
It's **on the** left.
It's **to the** right of the cinema.

PRACTICE

1 Complete the sentences with *a*, *an* or *the*.

- Where's my phone?
It's in **the** kitchen.
- What's Juan's job?
He's **a** actor.
- What's the time in Sydney?
It's three o'clock in **the** afternoon.
- Where is **the** Eiffel Tower?
It's in Paris, in France.
- What's this in English?
It's **a** apple.
- When's your birthday?
It's on **the** tenth of December.
- Where can I change my money?
There's **a** bank near here.
- Where's she from?
She's from **a** UK.
- Do you have **a** brother?
No, but I have two sisters.
- What's **the** name of your street?
It's College Street.

2 Correct the conversations. Add *a*, *an* or *the* three times in each conversation.

1 A: Where do you work?

B: I work **a** supermarket in Annapolis.

A: Where's Annapolis?

B: It's old town in Maryland in USA.

2 A: Can we meet on fifth of June?

B: Yes, I'm free. I start work at 8.00 in morning and finish at 6.00 in evening.

3 A: Is there bookshop near here?

B: Yes it's to left of exit.

4 A: I can't find my phone.

B: Is it in kitchen?

A: No, it isn't.

B: Look in living room.

A: Ah, it's here, in front of television.

7A present simple: *wh*- questions

REFERENCE

◀ page 69



We use *wh*- questions and the present simple to ask about:

- a thing.
What does Paolo have for lunch?
- a person.
Who do you live with?
- a place.
Where do Matt and Keiko study?
- a time.
When does the film finish?
What time do your children go to bed?
- a reason.
Why does Tina get up at five o'clock?
- manner.
How do you say 'perfect' in Spanish?

Word order

<i>wh</i> - question word	auxiliary verb (<i>do</i>)	subject	infinitive	object or phrase
What	do	you	do?	
Why	do	they	work	at the weekend?
Where	does	Joshua	live?	
When	does	she	have	lunch?

We can use adverbs of frequency in the questions.

- Where** do you **usually** have lunch?
Why does Elena **sometimes** leave work early?

We often ask questions with *Who ... with?* and *Who ... for?*

- A: I usually go to the cinema on Thursdays.
 B: **Who** do you go **with**?
 A: With some friends.
 A: **Who** do you work **for**?
 B: I work for a big computer company.

We use *What* + noun to ask questions about specific types of things.

- What films** do you like?
What car does Tamsin drive?

PRACTICE

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

- parents / live? / Where / your / do
Where do your parents live?
- does / Saturday? / do / Ali / What / on
- does / start? / lesson / our / time / What
- Carina / Why / birds? / the / does / feed
- children / their / When / grandparents? / the / do / visit
- you / do / play / Who / with? / football
- pronounce / How / 'international' / you / English? / do / in
- speak? / do / languages / What / you
- does / Philippa / buy / jeans? / Where / her
- you / How / names? / do / remember / people's

2 Read the answers and look at the words in bold. Then use the words in the box to write questions.

How What (x2) ~~What time~~ When (x2)
 Where Who (x2) Why

- What time** do you start work?
I start work **at nine**.
- My brother works at the airport.**
- For breakfast I have **an egg and toast and a cup of coffee**.
- You spell it **B-U-I-L-D-I-N-G**.
- We finish work **at five o'clock**.
- Sofía lives with **her parents**.
- I always walk to work **because it's good for me**.
- I like **jazz** music.
- In class, I know **Himari and Yuma**.
- I usually make **lunch on Sunday**.



7B was, were

REFERENCE

◀ page 71

We use *am*, *is* and *are* to talk about the present.

I'm twenty-five.

It's hot today.

The headphones **are** twenty-five euros.

We use *was* and *were* to talk about the past.

I was twenty-five.

It was hot yesterday.

The headphones **were** twenty-five euros.

We use *was/were* with *born* and dates.

Josef **was born** in 2015.

Positive and negative

subject	be	phrase
I	was	right.
He	wasn't	a teacher.
She	(was not)	born in 1995.
		late.
We	were	happy.
They	weren't	in class yesterday.
You	(were not)	friendly.

We use contractions *wasn't* and *weren't* in speaking and in emails and texts to friends.

Wanda wasn't at home.

The vegetables **weren't** good.

Yes/No questions

He was late.



Was he late?

be	subject	phrase
Was	the supermarket	open?
Were	your friends	OK?

Short answers

Yes/No	subject	be
Yes,	it	was.
	they	were.
No,	it	wasn't.
	they	weren't.

Wh- questions

wh- question word	be	subject	phrase
When	was	Megan's	birthday?
Where	were	you	yesterday?

PRACTICE

1 Choose the correct alternative.

- Zhang-wei **isn't** / **wasn't** in class now, but he **is** / **was** in class yesterday.
- It **isn't** / **wasn't** cold on Monday, but it **is** / **was** very cold today.
- I'm / I **was** tired yesterday, but today I'm / I **was** fine.
- We **aren't** / **weren't** in Rome on Friday, but **we're** / **were** in Rome now.
- Rosa and Josefina **are** / **were** happy today, but they **aren't** / **weren't** happy on Sunday.
- The supermarket **isn't** / **wasn't** open today and it **isn't** / **wasn't** open yesterday.
- It's OK. You **are** / **were** late to class yesterday, but you **aren't** / **weren't** late today.
- Andi **is** / **was** in Peru in November, but she **is** / **was** in Argentina this month.

2 Use the prompts to make questions about the past.

- your lunch / good?
Was your lunch good?
- your sandwiches / nice?
- your jacket / expensive?
- you / at home / yesterday?
- your parents / born / the USA?
- Mrs Green / at school / yesterday?
- your phone / in the car?
- the shops / closed / yesterday?

3 Write the short answers to the questions (1–8) in Ex 2.

- | | |
|-------------------------|-----|
| 1 ✓ Yes, it was. | 5 ✗ |
| 2 ✓ | 6 ✗ |
| 3 ✗ | 7 ✓ |
| 4 ✓ | 8 ✗ |

4 Read the answers and look at the words in bold. Then use the words in the box to write questions. There is one extra word.

How Where (x2) What Why Who When

- Where were you born?**
I was born in **Kyiv**.
- I was born in 2002.**
- My family home was near Kyiv.**
- My favourite person was my aunt.**
- She was my favourite person because she was happy and very friendly.**
- The names of my best friends were Yakiv and Taras.**

7C How to ... say you're not well

REFERENCE

◀ page 73

We use questions to ask about people's health.

What's wrong?

What's the problem?

Are you OK?

We use these phrases to say we're not well.

I've got		
a headache.	toothache.	a stomachache.
backache.	earache.	a cold.
My		
leg	hurts.	
arm		
eyes	hurt.	
I don't feel		
well.		

I've got (I have got) = *I have*

He's got (he has got) = *he has*

She's got (she has got) = *she has*

He's got a stomachache = He has a stomachache.

We can also say *a toothache*, *an earache*.

He's got a toothache.

I've got an earache.

We can also say *stomachache*.

She's got stomachache.

We always say *a headache* and *a cold*.

NOT **I've got headache. She's got cold.**

For all parts of the body we can say *My ... hurts*.

My neck hurts.

My back hurts.

We use these phrases to answer.

Poor you.

I'm so sorry.

Get well soon.

Notice the difference:



He's cold.



He's got a cold.

PRACTICE

1 Choose the correct alternative.

A: What's ¹**problem** / **wrong**?

B: I'm ²**cold** / **a cold** and I'm tired.

A: How are you?

B: I ³**don't feel** / **'m not feel** well.

A: Oh ⁴**poor** / **the poor** you.

A: ⁵**Is** / **Are** your baby OK?

B: She ⁶**got** / **'s got** bad earache.

A: What's ⁷**wrong** / **the wrong** with Ji-ho?

B: His ⁸**foot** / **feet** hurt.

A: What's ⁹**a problem** / **the problem**?

B: I've got ¹⁰**bad headache** / **a bad headache**.

2 Complete the sentences with the words in the box.

arms backache feel tooth get
earache ~~OK~~ problem wrong you

1 Are you **OK**?

2 well soon.

3 He's got

4 I don't well.

5 I've got an

6 My hurt.

7 My hurts.

8 What's the?

9 What's?

10 Poor

3 Correct six mistakes in the conversation.

A: Hello, Kris.

B: Hi, Julia. I'm really sorry, but I can't come to dinner.

A: What does the problem?

B: I not feel well.

A: What's wrong?

B: I'm got really bad stomachache.

A: I'm so so.

B: I'm really sorry about dinner.

A: Not problem. You stay at home and sleep.

B: Thanks.

A: Get good soon.

B: Thanks.

A: Bye.

7D imperatives

REFERENCE

◀ page 74



Come here!



Check your answers.

We use imperatives:

- to give orders.
Come here!
Be quiet!
- to give instructions.
Do Exercise 4.
Check your answers.

In the positive we use the infinitive.

Remember dad's birthday!

In the negative we use *Don't* + infinitive.

Don't forget dad's birthday!

We can use an exclamation mark after an imperative to show a strong feeling.

Stop him! Help!

We can also use *always* and *never* with imperatives. *Always* and *Never* go at the start of the sentence.

Always eat a good breakfast.

Never phone me after 11 p.m.

Remember, we use *never* + positive verb.

We can use the imperative + *please* to be polite.

Please open your books.

Open your books, please.

Please don't run.

Don't run, please.

For requests, we usually use *could* or *can*.

Could you do Exercise 5? Can you check your answers?



PRACTICE

1 Complete the imperatives with the words in the box.

call come ~~do~~ not feed never leave
never play not speak not swim throw use

- Please do Exercise 5B for homework.
- Use a black pen.
- Speak Italian in the English lesson, please.
- Swim in the sea.
- Throw the ball to me.
- Please feed the birds.
- Play football in the car park.
- Call the police!
- Please sit in and have a seat.
- Use your keys in your car.

2 Correct five mistakes in each text.

Things that parents say to their children

- Wash ~~you~~ hands before meals.
Wash your hands before meals.
- Don't say please and thank you.
- Never don't look at your phone at dinner time.
- Be always nice to your sister.
- Don't be late for dinner.
- Always go to your room! Now!

On the plane

- Don't remember your passport.
- Take a small bag.
- Always to drink a lot of water.
- Not eat a lot.
- Change you your watch on the plane.
- Never running to the toilet.

Test instructions

- Write please your first name.
- Never read the instructions.
- Answer you all the questions.
- Check always your answers.
- Don't to speak in the test.
- Please start now.

8A past simple: regular verbs

REFERENCE

◀ page 79

We use the past simple to talk about the past.

Last summer we **booked** a room in a small hotel near the beach.

We usually make the positive with the infinitive + *-ed*.

In 2015 we **stayed** in an apartment near the city centre.

The past simple is the same for *I, you, he, she, it, we, they*.

I lived in flat 1A, **Juan lived** in flat 1B and **Mr and Mrs Esteban lived** in flat 1C.

Positive

infinitive	past simple	spelling rule
ask	asked	add <i>-ed</i>
start	started	
stay	stayed	
arrive	arrived	verbs ending <i>-e</i> , add <i>-d</i>
try	tried	verbs ending consonant + <i>-y</i> , change the <i>-y</i> to <i>-i</i> , add <i>-ed</i>
stop	stopped	verbs ending consonant + vowel + consonant, double the final consonant, add <i>-ed</i>

Negative

We use *didn't* (the past of *don't*) + the infinitive to make negatives.

This is similar to the present simple.

I don't remember her name.

I didn't remember her name.

subject	auxiliary verb (<i>did</i>)	infinitive	object or phrase
I	didn't (did not)	travel arrive	yesterday. at five.
You			
He			
She			
It			
We			
They			

When we speak, and in informal messages and emails, we use the contraction *didn't*.

Rob didn't stay with us.

Notice that the second verb is always in the infinitive (without *to*).

I didn't like our hotel.

NOT ~~I didn't liked~~ our hotel.

We use the past simple with these phrases:

yesterday, yesterday morning, yesterday afternoon, yesterday evening, last summer, last weekend, last year

PRACTICE

1 Complete the sentences with the past simple form of the verbs in brackets.

- Yesterday the bank **opened** (open) at 9 a.m. and (close) at 3 p.m.
- Last weekend I (clean) the house and (cook) a big lunch.
- Last Wednesday Jordan and Mike (start) work at 7 a.m. and they (finish) at 8 p.m.
- Yesterday evening I (change) my clothes, but I (not wash) my hair.
- Caroline (like) her old apartment and she (love) the big kitchen. Her new apartment is nice, too.
- My father (study) English at school, but he (not like) it.
- I (ask) the doctor a question about my stomachache, but she (not answer).
- Anita (call) yesterday evening and (thank) us for her birthday present.
- We (play) football last Saturday, but we (stop) early because the weather was bad.
- I (paint) my room on Tuesday. My brother was there, but he (not help) me.

2 Complete the text with the past simple form of the verbs in the box.

be book look at not be not want
~~plan~~ stay travel try walk

On my last birthday, my sister and I ¹**planned** a weekend break in Quito. We ²..... a hotel in the centre of Quito. We ³..... to the city by bus. Our hotel was nice. Our rooms ⁴..... big, but they were OK. In the evening we ⁵..... to the Old Town. It was near the hotel. We ⁶..... the old buildings and we ⁷..... some typical food in a small restaurant. We ⁸..... in Quito for two days. The city ⁹..... amazing and we ¹⁰..... to leave!

3 Use the prompts to make a conversation about the past.

A: How / be / your day?

B: It / be / busy! / I / start / work / ten and I / work / all day.

I / finish / six o'clock / and / cook / dinner.

I / not stop / all day!

How / be / your day?

A: It / be not / bad.

In / morning / I / check / children's / homework and I / listen / them read.

In / afternoon / we / study / spelling and / we / walk / the park.

8B past simple: irregular verbs

REFERENCE

◀ page 81

Many common verbs have irregular past simple forms.

infinitive	past simple
buy	bought
come	came
do	did
drink	drank
eat	ate
get	got
give	gave
go	went
have	had
know	knew
leave	left
make	made
meet	met
read	read*
see	saw
sleep	slept
take	took
write	wrote

*the pronunciation of the infinitive and the past is different:

- infinitive: read /ri:d/
- past: read /red/

The past simple is the same for *I, you, he, she, it, we, they*.

I went to the park with Matteus.

We went to a café for lunch.

Negative

Negatives are the same as for regular verbs.

subject	auxiliary verb (<i>did</i>)	infinitive	object or phrase
I	didn't	go	home.
She	did not	have	breakfast.

Notice that the second verb is always in the infinitive (without *to*).

- **I didn't go to the supermarket.**
NOT ~~I didn't went to the supermarket.~~
- *be* is different.
Ryan wasn't well.
We weren't happy.

PRACTICE

1 Complete the sentences with the past simple form of the verbs in the box. There are two extra verbs.

come do drink eat give go know take

- We drank four cups of coffee yesterday evening.
- I my mother some flowers on her birthday last week.
- The students a lot of homework last month.
- Sam some good photos of the apartment on Thursday.
- We a lot of people at the party.
- Last weekend we a big meal in an amazing Chinese restaurant.

2 Complete the sentences. Use *but* and the words in brackets.

- I usually get up at seven o'clock, (yesterday / get up / nine o'clock) but yesterday I got up at nine o'clock.
- We usually buy our food in the supermarket, (last week / buy / our food online)
- My wife always leaves home at eight o'clock, (on Thursday morning / leave home / ten)
- I usually have lunch in the office, (yesterday / have lunch / a restaurant)
- I always meet friends in the evening, (last Wednesday / meet / some friends / the afternoon)
- I often write emails in the evening, (yesterday / not write / any emails)
- We don't often go out in the evening, (go / cinema / yesterday evening)
- Rachel never goes to bed early, (yesterday / go / half past nine)
- I don't usually sleep a lot, (last Sunday / sleep / for ten hours)
- Freddie usually does his school homework, (yesterday / not do / his homework)

3 Change the positive verbs to negative verbs.

- We got home at seven. **We didn't get home at seven.**
- I read a newspaper last Sunday.
- Stefan knew me.
- Wasim went to work on Monday.
- We came to this city in 1998.

4 Change the negative verbs to positive verbs.

- Our daughter didn't make a really nice meal for us.
Our daughter made a really nice meal for us.
- Kim didn't leave university in 2004.
- I didn't write messages to all my friends.
- I didn't see a good film last week.
- I didn't have two showers yesterday.

8C How to ... buy a travel ticket

REFERENCE

◀ page 83

Use these phrases to buy a ticket.

A single	to Dublin, please.
Can I have a return	to Brussels for tomorrow, please?
Could I buy a monthly pass	for the city, please?

Use these phrases to ask for information.

When	's the next train?
What time	's the first train?
	's the last bus tonight?
	does it arrive in Amsterdam?
What platform	
What gate	is it?

Use these phrases to give information.

The next train is	at half past eleven.
The last train is	
There's a bus	
There's one	
It leaves from	platform five. gate eleven.
It's	on platform five. at gate eleven.

PRACTICE

1 Correct three mistakes in each conversation.

- 1 A: Could I a return to Istanbul, please?
Could I have a return to Istanbul, please?
 B: For today?
 A: Yes. What platform is?
 B: It platform seven.
- 2 A: Can I buy monthly pass for the city, please?
 B: Here you are.
 A: Thanks. How much is?
 B: Is fifty euros.
- 3 A: What gates is the bus to Lima?
 B: Gate fourteen.
 A: Where's the next bus?
 B: It's at ten o'clock.
 A: And what time arrives in Lima?
 B: At half past two.

2 Complete the conversation with the words in the box.

does first good much platform
 single tomorrow you

- A: A ¹ **single** to Liverpool, please.
 B: For today?
 A: No, for ²
 B: For what time?
 A: What time's the ³ train?
 B: Let me check. It leaves at 5.37 in the morning.
 A: And when ⁴ it arrive?
 B: It arrives at 8.05.
 A: OK. That's ⁵ One ticket, please.
 B: Just a minute. That's one single to Liverpool tomorrow morning.
 A: How ⁶ is it?
 B: It's £15.20.
 A: Thank you. What ⁷ does it leave from?
 B: The Liverpool trains usually leave from platform 19, but check tomorrow.
 A: Thank ⁸

3 Use the prompts to make a conversation.

- A: Hi. / have / return / Lisbon, please?
Hi. Could I have a return to Lisbon, please?
 B: today?
 A: Yes. / much?
 B: It / two euros.
 A: When / next / bus?
 B: There / one / half past two.
 A: When / arrive / Lisbon?
 B: At quarter / four.
 A: Thanks. / What gate / it?
 B: Gate 22.



8D **want, would like**

REFERENCE

◀ page 84

want

We use *want* to talk about our wishes.

We use *want* with a noun.

I want a new phone.

Zayba wants a cat for her birthday.

We can also use *want* with a verb. We use the infinitive with *to*.

I want to travel to India. Marcus wanted to be an actor.

The negative is regular.

I don't want an umbrella.

Bianca doesn't want to see a film.

We didn't want to leave.

The question is regular.

Do you want a coffee?

Does Sandra want to come with us?

What did Neil want?

would like

We also use *would like* to talk about our wishes.

When we make requests, *Would like* is polite and not as strong as *want*.



I want an ice cream.



I would like an ice cream, please.

We often use the contraction *'d like* in speaking and informal writing. We usually use it with subject pronouns: *I, you, he, she, it, we, they*.

We'd like to stay in a small hotel.

We use *would like* with a noun.

I'd like a mineral water, please.

He'd like a new car.

We can also use *would like* with a verb. We use the infinitive with *to*.

I'd like to change my room, please.

Rashid would like to meet you for lunch.

The negative is regular. We usually use the negative to talk about the future.

I wouldn't like a really big house.

I wouldn't like to be famous.

We make questions with:

- would* + subject + noun.

Would you like a glass of water?

- would* + subject + infinitive with *to*.

Would you like to speak to Ms Hill?

Notice

- we use *like* to talk about things that are always true.

I like apples. Do you like football?

- we use *would like* to talk about someone's wishes now.

I'd like an apple. Would you like to watch the football game on TV?

PRACTICE

1 Put the words in the correct order to make a conversation.

A: you? / are / How

B: like / I / holiday. / 'd / a

A: you / Where / go? / to / like / would

B: South Africa. / to / like / I / go / 'd / to

A: go / there? / to / Why / want / you / do

B: It / beautiful. / very / 's

A: is. / it / Yes,

B: animals. / see / want / to / I / the / And

A: Go!

2 Choose the correct alternative.

1 I like / 'd like cats but I don't like / wouldn't like dogs.

2 I 'd like / like a new car.

3 Would you like / Do you like a new phone for your birthday?

4 I don't want / don't like to go to the party.

5 Does Stefan like / Would Stefan like his classmates?

6 I no want / don't want an orange.

7 Would you like go / to go to Greece?

8 Do / Would you want to see a photo of our hotel?

3 Complete the conversations with the words in the box.

'd do help like want would

1 A: Good morning. What ¹..... you like to drink?

B: I'd ²..... a cup of coffee, please.

A: Do you ³..... milk or sugar?

B: No thanks.

2 A: Can I ⁴..... you?

B: Yes. I ⁵..... like to try on this jumper.

A: Of course. ⁶..... you want to use the changing room?

B: Yes, please.

LEAD-IN

international words

◀ page 6

1 A Match the words (1–10) with the photos (A–J).

- | | |
|--------------------|-----------------------|
| 1 a bank | 6 a passport |
| 2 a camera | 7 a phone |
| 3 a computer | 8 a supermarket |
| 4 a menu | 9 a taxi |
| 5 a hotel | 10 a university |



B **VB.L.01** | Look at the photos again. Listen and repeat.

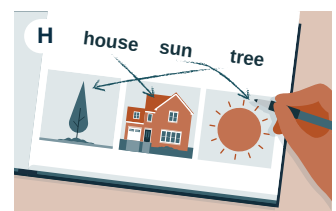
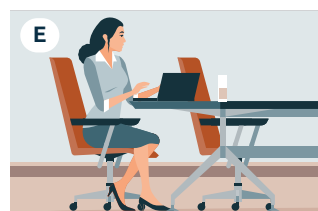
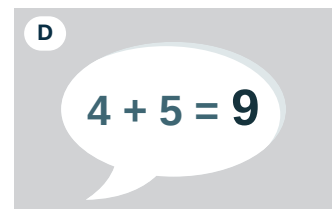
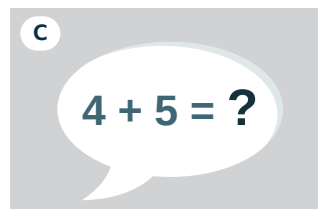
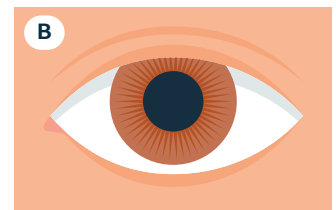
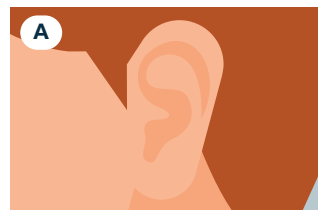
C Work in pairs. Student A: Point to a photo. Student B: Say the word.

classroom language

◀ page 6

1 A Match the verbs and phrases (1–10) with the pictures (A–L).

- | | |
|----------------------------|------------------------|
| 1 answer | 7 match |
| 2 ask | 8 read |
| 3 check your answers | 9 write |
| 4 choose | 10 say 'hello' |
| 5 listen | 11 work alone |
| 6 look at | 12 work in pairs |



B **VB.L.02** | Look at the pictures again. Listen and repeat.

C Work in groups. Student A: Say a classroom instruction. Other students: Do the action.

1A countries and nationalities

◀ page 9

1 A Complete the table (1–14) with the correct nationalities.

B **VB1.01** | Listen and underline the stressed syllable in each country or nationality.

C **VB1.01** | Listen again and repeat.

D Work in pairs. Student A: Say a country
Student B: Say the nationality.

A: Italy.

B: Italian.

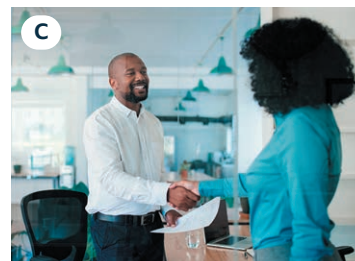
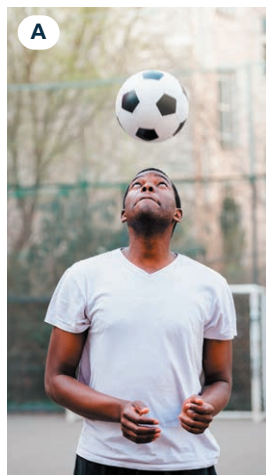
country	nationality	country	nationality
	-an/-ian		-ish
Argentina	Argentinian	Poland	Polish
Australia	1	Spain	10
Brazil	2	Turkey	11
Colombia	3	the UK	12
India	4		-ese
Italy	5	China	Chinese
Mexico	6	Vietnam	13
the US/the USA	7	Japan	14
South Africa	8		other
South Korea	9	France	French
		Germany	German
		Switzerland	Swiss

1B jobs

◀ page 10

1 A Match the jobs (1–10) with the photos (A–J).

- bus driver
- actor
- nurse
- police officer
- shop assistant
- office worker
- businessman, businesswoman
- digital designer
- football player
- artist



B **VB1.02** | Look at the photos again. Listen and repeat.

2 A Look at the sentences. Choose the correct word to complete the rules.

I'm **a** bus driver. I'm **an** actor.

- We use **a(n)** / **nothing** + jobs.
- We use **a** / **an** + jobs beginning with a consonant sound (b, c, d, f ...).
- We use **a** / **an** + jobs beginning with a vowel sound (a, e, o ...).

B Add **a** or **an** to the jobs in Ex 1A.

1 **a** bus driver 2 **an** actor

C **VB1.03** | Listen and underline the stressed syllable(s) in each job.

a bus driver



3 A Work in pairs. Student A: Mime a job in Ex 1A. Student B: Guess the job.

B Complete the sentence with your job.

I'm a/an

1D common objects

◀ page 14

1 A Match the words (1–13) with the photos (A–M).

- 1 bag
- 2 banana
- 3 book
- 4 bottle of water
- 5 key
- 6 laptop
- 7 make-up
- 8 mobile phone
- 9 notebook
- 10 purse
- 11 sandwich
- 12 umbrella
- 13 wallet

B  **VB1.04** | Listen and check.

C Work in pairs. Student A: Point to a photo. Student B: Say the word.

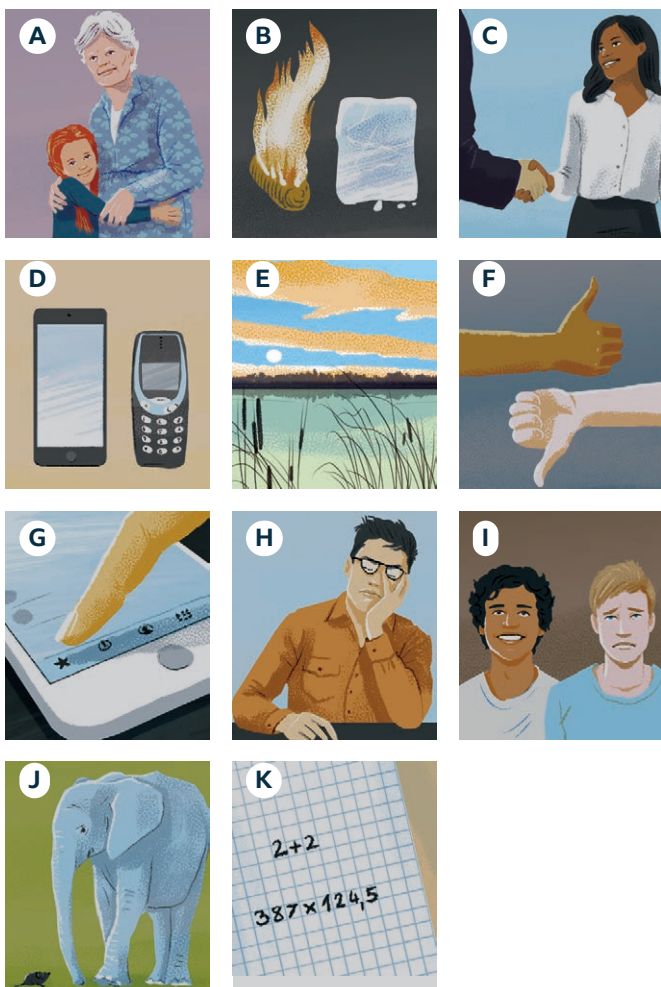


2A common adjectives (1)

◀ page 19

1 A Match the adjectives (1–11) with the pictures (A–K).

- | | |
|----------------------------|------------------------|
| 1 beautiful | 7 happy and sad |
| 2 big and small | 8 hot and cold |
| 3 easy and difficult | 9 new and old |
| 4 favourite | 10 tired |
| 5 friendly | 11 young and old |
| 6 good and bad | |



B **VB2.01** | Look at the pictures again. Listen and repeat.

C Work in pairs and test each other. Then swap roles.

- Student A: Point to a picture in Ex 1A. Student B: Say the word or words.
- Student A: Say one word in a word pair. Student B: Say the other word.

D Work in pairs. Student A: Choose an adjective from Ex 1A and say a noun that goes with it. Student B: Guess the adjective and say the phrase.

A: a coffee

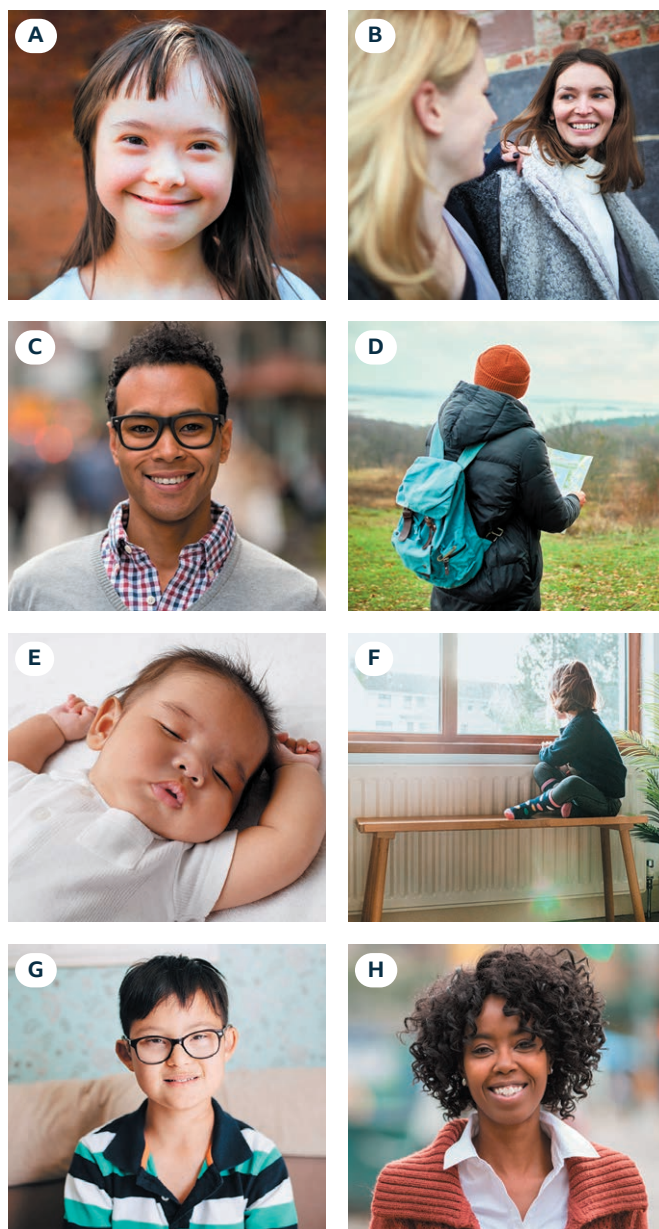
B: a hot coffee

2B people

◀ page 21

1 A Match the people (1–8) with the photos (A–H).

- | | |
|---------------|----------------|
| 1 man | 5 girl |
| 2 woman | 6 boy |
| 3 child | 7 friend |
| 4 baby | 8 person |



B **VB2.02** | Look at the photos again. Listen and repeat.

2 A Write the singular form.

- people person
- men
- women
- children

B **VB2.03** | Listen and repeat.

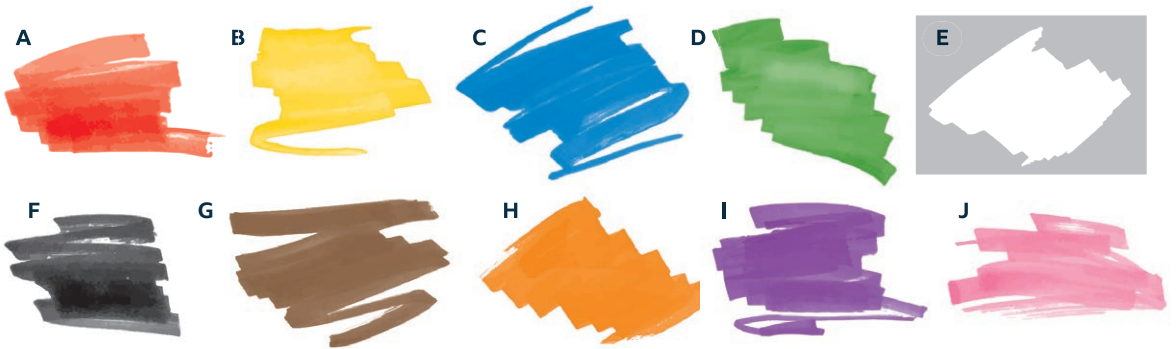
3 Work in pairs and test each other. Student A: Point to a photo in Ex 1A. Student B: Say the word.

3A colours

◀ page 28

1 A Match the colours (1–10) with the pictures (A–J).

- 1 black
- 2 blue
- 3 brown
- 4 green
- 5 orange
- 6 pink
- 7 purple
- 8 red
- 9 white
- 10 yellow



B VB3.01 | Look at the pictures again. Listen and repeat.

C Match the colours (1–2) with the pictures (A–B).

- 1 light green
- 2 dark green



D VB3.02 | Listen and match the phrases (1–4) with the photos (A–D).



2 A Work in pairs. Student A: Point to a colour in Ex 1A. Student B: Say the colour.

B Work in pairs and take turns. Student A: Choose an object in the classroom. Say the colour. Student B: Guess the object.

A: yellow

B: Is it Maria's bag?

3C clothes

◀ page 32

1 A Match the clothes (1–12) with the photos (A–L).

- 1 coat
- 2 dress
- 3 jacket
- 4 jeans
- 5 jumper
- 6 shirt
- 7 skirt
- 8 suit
- 9 top
- 10 trousers
- 11 T-shirt
- 12 shoes

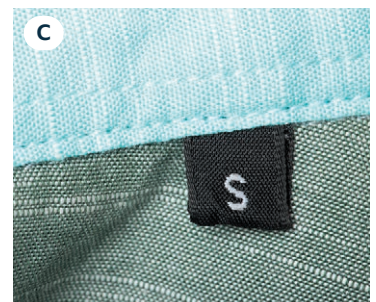
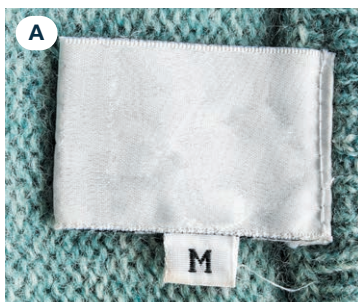


B **VB3.03** | Look at the photos again. Listen and repeat.

C Work in pairs. Close your books and look at the class. Write the clothes you see. Then compare your answers with other students.

D Match the sizes (1–3) with the photos (A–C).

- 1 small
- 2 medium
- 3 large

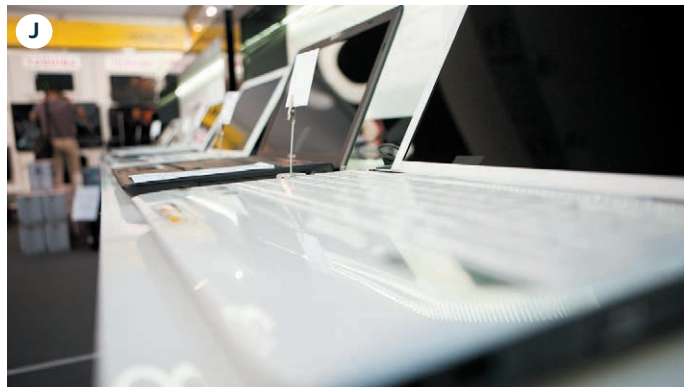
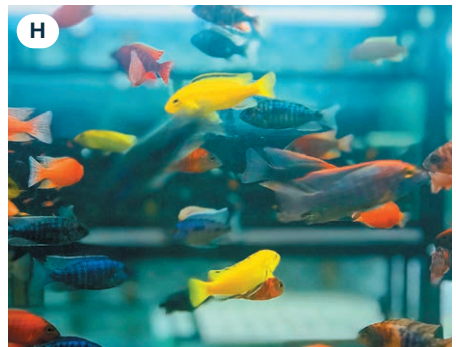


3D shops

◀ page 34

1 A Match the words (1–10) with the photos (A–J).

- | | | | | |
|------------------|----------------------|-----------------------|---------------------|--------------------------|
| 1 baker's | 3 butcher's | 5 computer shop | 7 shoe shop | 9 supermarket |
| 2 bookshop | 4 clothes shop | 6 pet shop | 8 sports shop | 10 video game shop |



B VB3.04 | Listen and check.

C Work in pairs. Student A: Point to a photo in Ex 1A. Student B: Say the word.

4A food and drink

◀ page 38

1 A Match the food and drink (1–20) with the photos (A–T).

Fruit

- 1 apple
- 2 banana
- 3 orange

Vegetables

- 4 carrot
- 5 mushroom
- 6 potato
- 7 tomato

Meat

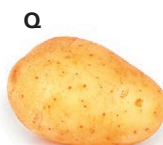
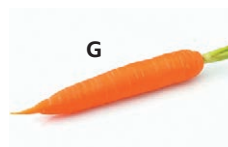
- 8 steak
- 9 beef
- 10 chicken

Drinks

- 11 milk
- 12 fruit juice

Other

- 13 pasta
- 14 fish
- 15 bread
- 16 cereal
- 17 rice
- 18 cheese
- 19 egg
- 20 sandwich



B VB4.01 | Listen and repeat.

C Write the plural form of the words for 1–8 and 19–20 in Ex 1A.

NOTICE Food and drink words (9–18) don't have plural forms, e.g. *beef, pasta, fish, rice* NOT *beefs, pastas, rices*.

D Work in pairs. Choose the wrong item in each group.

- | | | | |
|----------|-------------|-------------|----------|
| 1 apple | orange | <u>fish</u> | banana |
| 2 carrot | mushroom | banana | potato |
| 3 milk | sandwich | fruit juice | water |
| 4 pasta | fruit juice | rice | potatoes |
| 5 steak | chicken | orange | beef |
| 6 banana | milk | potato | tomato |

Fish isn't a fruit.

2 A Cross out the alternative that is **wrong**.

- 1 I **have** / **eat** / **drink** fruit juice for breakfast.
- 2 I **have** / **eat** / **drink** eggs for breakfast.

B Work in pairs. What you eat and drink for breakfast?

A: I eat an egg and I drink tea. What do you have?

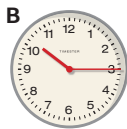
4B telling the time

◀ page 40

1 A **VB4.02** | Listen to the times. Then listen and repeat.



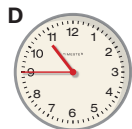
ten o'clock



quarter past ten



half past ten

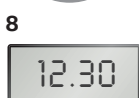
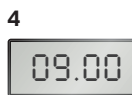
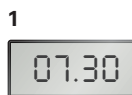


quarter to eleven



eleven o'clock.

B Work in pairs. Ask and say the time for the pictures.



A: What 's the time in number one?

B: It's half past seven. What's the time in ... ?

2 A Choose the correct alternative.

1 a.m. / p.m. = in the morning from 12 midnight to 12 midday

2 a.m. / p.m. = in the afternoon and in the evening from 12 midday to 12 midnight

B Write six times. Use *a.m.* or *p.m.*

2 p.m., 4.30 a.m., 7.45 p.m.

C Work in pairs. Ask and answer about the times in Ex 2B. Write the times that your partner says.

A: What's the time?

B: It's 2 p.m.

D Work in pairs. Ask and answer the questions.

- 1 What time is it now?
- 2 What time is the English lesson?
- 3 When do people have dinner in your country?
- 4 When are the shops open in your town or city?

4C café words

◀ page 42

1 A Match the words (1–12) with the items in the photos (A–L).

- | | |
|--------------------|-----------------|
| 1 knife | 7 plate |
| 2 fork | 8 bowl |
| 3 spoon | 9 pepper |
| 4 chopsticks | 10 salt |
| 5 cup | 11 sugar |
| 6 glass | 12 napkin |



B **VB4.03** | Look at the photos again. Listen and repeat.

C Work in pairs. Cover the words in Ex 1B and discuss the questions.

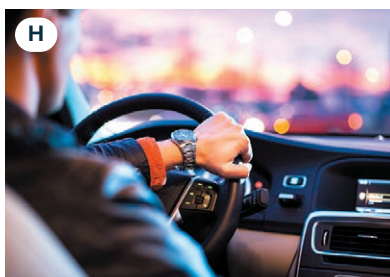
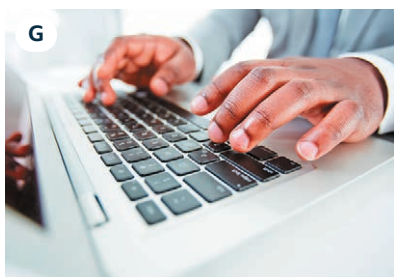
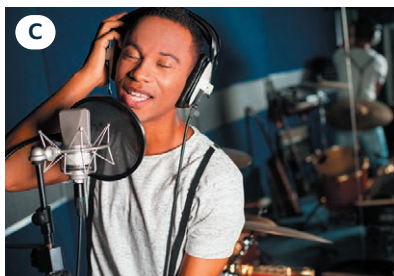
- 1 What things in the photos are always on your table at breakfast?
- 2 What things do you have, but not on your table at home?
- 3 What things do you NOT have at home?

5B verbs of ability

◀ page 51

1 A Match the verbs (1–8) with the photos (A–H).

- | | |
|---------------|---------------|
| 1 catch | 5 sing |
| 2 drive | 6 swim |
| 3 paint | 7 throw |
| 4 run | 8 type |



B VB5.01 | Look at the photos again. Listen and repeat.

2 A Work in pairs. Write a list of eight things each of you can or can't do. Don't write your names.

- 1 I can swim.
- 2 I can't paint.

B Swap sentences with another pair. Read their sentences. Guess which student the sentences are about.

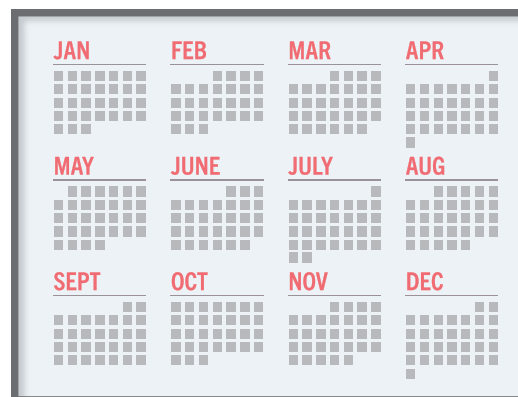
I think sentence 1 is about Omar. I think he can swim.

C Check your ideas.

- A: Omar, we think you can swim.
B: You're wrong. I can't swim.

5D months

◀ page 54



1 A Number the months in the correct order.

- September
- March
- 1..... January
- May
- June
- December
- July
- November
- February
- October
- August
- April

B VB5.02 | Listen and check. Then listen and repeat.

C Work in pairs. Student A: Say a month. Student B: Say the next month.

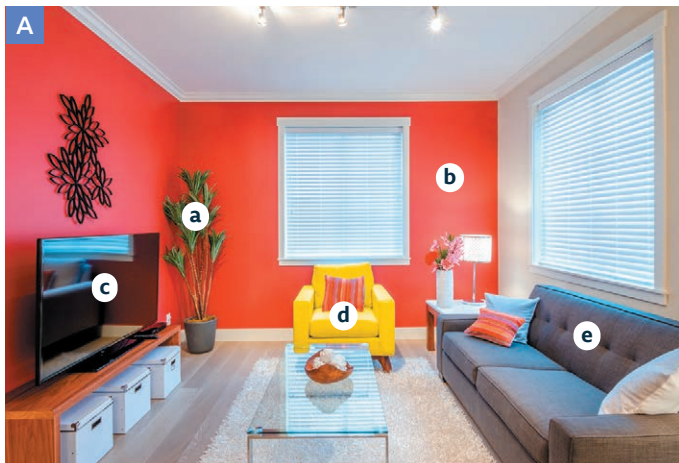
- A: February.
B: March.

6A rooms and furniture

◀ page 58

1 A Match the rooms and places (1–5) with the photos (A–E).

1 bathroom 2 bedroom 3 garden 4 kitchen 5 living room



B Match the furniture and parts of rooms (1–18) with the objects in the photos (a–r).

- | | |
|------------------|---------------------|
| 1 armchair | 10 plant |
| 2 bath | 11 shelf |
| 3 bed | 12 shower |
| 4 chair | 13 sofa |
| 5 cooker | 14 table |
| 6 door | 15 television |
| 7 floor | 16 toilet |
| 8 fridge | 17 wall |
| 9 lamp | 18 window |



C **VB6.01** | Look at the photos again. Listen and repeat.

D **VB6.02** | Listen to the furniture and say the correct room.

2 A Work in pairs. Student A: Say a colour. Student B: Look at the photos in Ex 1A.

Find furniture and other things in that colour.

A: Green. B: A plant in the living room.

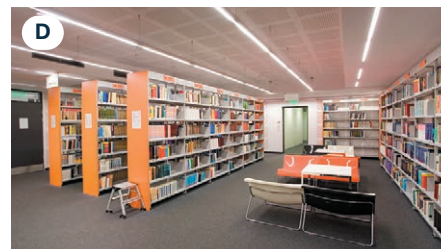
B Work in pairs. Student A: Choose a room in your home. Say the furniture in the room.
Student B: Guess the room.

6B places in town (1)

◀ page 60

1 A Match the places (1–14) with the photos (A–N.)

- 1 airport
- 2 bus station
- 3 cinema
- 4 hospital
- 5 hotel
- 6 library
- 7 museum
- 8 post office
- 9 school
- 10 shopping centre
- 11 sports centre
- 12 supermarket
- 13 swimming pool
- 14 train station



B **VB6.03** | Look at the photos again. Listen and repeat.

C Match the words in Ex 1A with the stress patterns (1–6).

- 1 O school 2 Oo airport 3 oO 4 Ooo 5 oOo 6 Oooo

D **VB6.04** | Listen and check.

2 A Work in pairs.

Student A: Point to a photo in Ex 1A.

Student B: Say the place, then point to two photos.

Student A: Say the two places, then point to three places, etc.

B Work in pairs. Which five places do you often go to? Which places do you never go to?

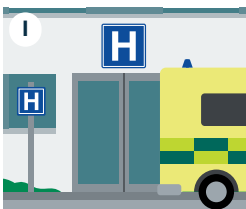
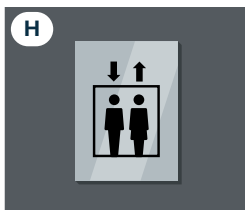
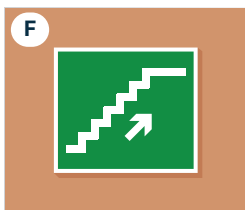
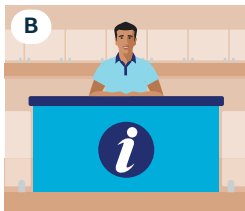
6C signs in buildings

◀ page 62

1 A Work in pairs and look at the signs (A–J). What do they mean?

B Match the words and phrases (1–10) with the signs.

- | | |
|--------------------------|--------------------------|
| 1 entrance | 6 lift |
| 2 exit/way out | 7 parking area |
| 3 fire exit | 8 school |
| 4 hospital | 9 stairs |
| 5 information desk | 10 the first floor |



C **VB6.05** | Look at the signs again. Listen and repeat.

D Work in pairs and answer the question.

Which signs can you see:

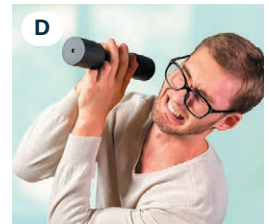
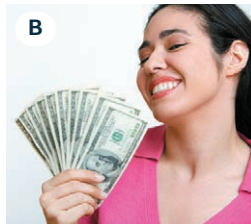
- outside?
- in an apartment building?
- in an office building?
- in a shopping centre?

7B common adjectives (3)

◀ page 70

1 A Match the adjectives (1–10) with the photos (A–J).

- | | |
|--------------------|------------------|
| 1 amazing | 6 positive |
| 2 (the) best | 7 rich |
| 3 famous | 8 slow |
| 4 fast | 9 strong |
| 5 poor | 10 weak |



B **VB7.01** | Look at the photos again. Listen and repeat.

C Work in pairs. Find three pairs of opposite adjectives in Ex 1A.
fast – slow

2 Work in pairs. Which adjectives in Ex 1A can describe these things?

- | | |
|-----------------|-------------|
| • a song | • an animal |
| • a car | • coffee |
| • a country | • an actor |
| • a wifi signal | |

3A Think of an example of each thing.

- the best restaurant or café in town
- a fast song and a slow song
- a strong and a weak password
- a famous rich person
- an amazing place
- a famous singer
- a positive friend

B Work in pairs and compare your ideas.

A: The Coffee Club is the best café in town.

B: Really? I think Café Louis is the best.

A: I don't know it. Where is it?

7C parts of the body

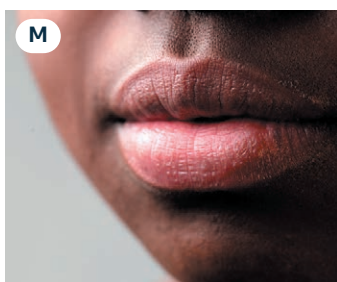
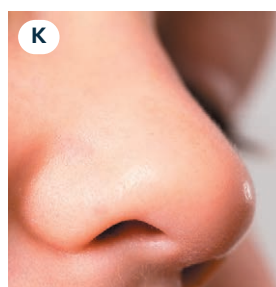
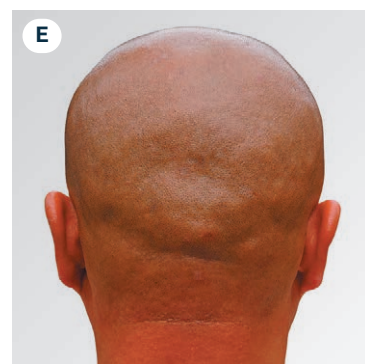
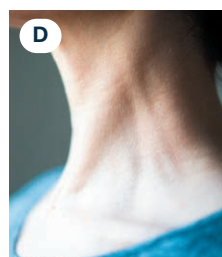
◀ page 72

1 A Match the parts of the body (1–15) with the photos (A–O).

- 1 arm
- 2 back
- 3 ear
- 4 eye
- 5 face
- 6 foot*
- 7 hand
- 8 head
- 9 hair
- 10 leg
- 11 neck
- 12 nose
- 13 mouth
- 14 stomach
- 15 tooth**

*plural feet

**plural teeth



B **VB7.02** | Look at the photos again. Listen and repeat.

C Work in pairs. Student A: Point to a photo. Student B: Say the word.

7D sports and exercise

◀ page 74

1 A Match the activities (1–8) with the photos (A–H).

- 1 do yoga
- 2 go to the gym
- 3 play basketball
- 4 play cricket
- 5 play football
- 6 play tennis
- 7 run/go for a run
- 8 go for a walk



B VB7.03 | Listen and check.

C Work in pairs. Ask and answer questions about the activities in Ex 1A.

A: Do you play football?

B: Yes, I do. Do you?

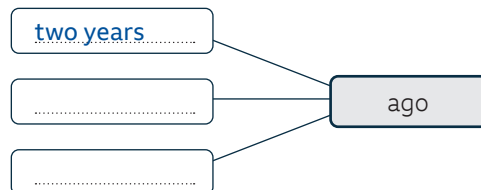
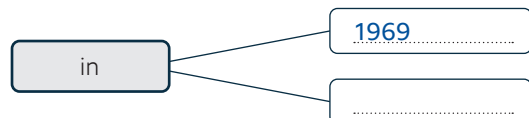
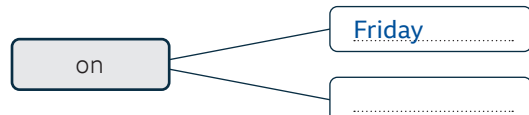
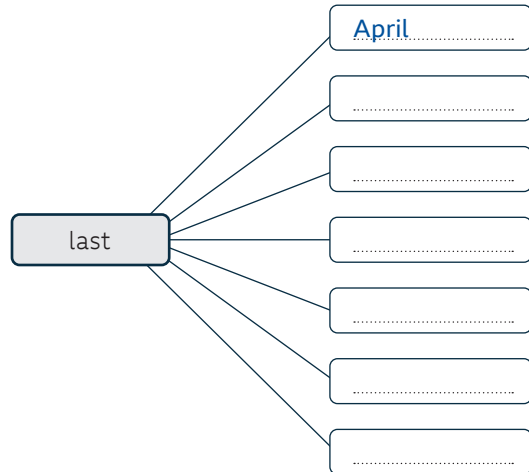
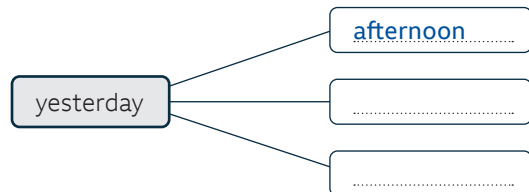
A: No, I don't.

8B time phrases

◀ page 81

1 A Complete the word webs with the words in the box.

afternoon April evening morning
two-years- Friday (x2) month 1969
night a week Saturday (x2) weekend
year three days 2020



B Work in pairs. Student A: Say two time phrases from Ex 1A. Student B: Which phrase comes first in time?

A: Yesterday evening, two years ago.

B: Two years ago comes first.

8C transport

◀ page 82

1 A Match the types of transport (1–10) with the photos (A–J).

1 bike (bicycle)

2 bus

3 motorbike

4 taxi

5 tram

6 boat

7 car

8 plane

9 train

10 underground/subway



B **VB8.01** | Look at the photos again. Listen and repeat.

C Work in pairs. Student A: Point to a photo. Student B: Say the word.

D Work in pairs and discuss the questions.

- 1 What types of transport do you use a lot? Why?
- 2 What types of transport do you never use? Why not?

1

PRONUNCIATION FOCUS 1 | syllables, stress and /ə/
PRONUNCIATION FOCUS 2 | /s/, /z/, /ɪz/ in plurals

PRONUNCIATION FOCUS 1

syllables, stress and /ə/

- 1 A** Work in pairs. Read the tip. Then complete the table with the words in the box.

PRONUNCIATION TIP

Words have parts called syllables. A syllable has one vowel sound. *Bus* has one syllable, *doctor* has two syllables, *computer* has three syllables.

afternoon digital four internet night
 number pizza sandwich singer Spain

one syllable	two syllables	three syllables
bus	doctor	computer afternoon

- B** **S1.01** | Listen and check. Then listen again and repeat.

- 2** **S1.02** | Read the tip. Then listen to words from Ex 1A. Underline the stressed syllable.

PRONUNCIATION TIP

One syllable in the word is stressed.

It is l o n g, LOUD and ^{high}.
doctor, computer

- 3** **S1.03** | Read the tip. Then listen and repeat the sound and the words.

PRONUNCIATION TIP

The schwa /ə/ sound is weak and is in unstressed syllables.

teacher, doctor, America
 /ə/ /ə/ /ə/ /ə/

- 1** teacherer, computer
2 doctor, information
3 America, shop assistant
4 listen, student

- 4 A** Work in pairs. Look at the words in Ex 3 again and complete the tip.

SPELLING TIP

In words we often spell /ə/:

- 1** er.....
2
3
4

- B** Work in pairs. Complete the words.

- 1** He's a waiter.....
2 She's sev.....n.
3 It's in Pol.....nd.
4 Good aft.....noon.
5 Answ..... the question.
6 Just.....mom.....nt.
7 It's from Br.....zil.
8 I'm a sing......
9 No probl.....m.
10 He'sn act......
11 It's in Chin......
12 I don't und.....stand.

- C** **S1.04** | Listen and repeat.

PRONUNCIATION FOCUS 2

/s/, /z/, /ɪz/ in plurals

- 5 A** Work in pairs. What are the plural forms of the words in the circles?

A / /
 name
 email
 key

B / /
 book
 passport
 shop

C / /
 box
 bus
 sandwich

- B** **S1.05** | Listen and match the plural endings (A–C) in Ex 5A with the sounds: /s/, /z/ and /ɪz/.

- C** **S1.05** | Listen again and repeat.

2

PRONUNCIATION FOCUS 1 | short and long sounds (1): /ɪ/, /i:/, /ʊ/, /u:/
PRONUNCIATION FOCUS 2 | /w/ and /h/ in question words
SPELLING | special spellings /ɪ/, /i:/, /ʊ/ and /u:/

PRONUNCIATION FOCUS 1

short and long sounds (1): /ɪ/, /i:/, /ʊ/, /u:/

1 A **S2.01** | Read the tip. Then listen and repeat the sounds and the words.

PRONUNCIATION TIP

English vowel sounds are short or **l o n g**.
 /ɪ/ and /ʊ/ are short; /i:/ and /u:/ are long.

/ɪ/ it, six, children, English, eleven
 /i:/ eighteen, nineteen, easy, teacher, email
 /ʊ/ good, book, football, look, difficult
 /u:/ afternoon, choose, UK, university, true

B Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

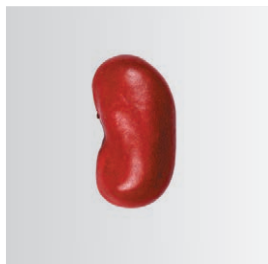
In words we often spell:

/ɪ/ 1 i _____ 2 _____
 /i:/ 1 _____ 2 _____ 3 _____
 /ʊ/ 1 _____ 2 _____ 3 _____
 /u:/ 1 _____ 2 _____ 3 _____

C **S2.02** | Listen and match what you hear with the correct word (a–d).



a bin 1,



b bean



c foot



d food

D Work in pairs. Student A: Say a word from Ex 1C. Student B: Point to the correct photo.

SPECIAL SPELLINGS

2 A Work in pairs and complete the words.

- | | |
|-----------------------------|-------------------|
| 1 a business man /ɪ/ | 6 t__ sisters |
| 2 three p__ple | 7 a w__man |
| 3 just a min_te | 8 six w__m_n |
| 4 How are y__? | 9 a n__ car |
| 5 a pol_ce officer | 10 It's b__tiful. |

B Work in pairs. Match the spellings (1–10) in Ex 2A with the sounds: /ɪ/, /i:/, /ʊ/ and /u:/.

C **S2.03** | Listen and check. Then listen again and repeat.

3 Read the tip. Then choose five words in bold from Ex 2A and write the correct sound under each difficult spelling.

PRONUNCIATION TIP

Some English spellings are difficult to pronounce. Write the sound under a difficult spelling, to help you remember the pronunciation.

businessman
 /ɪ/

4 **S2.04** | Listen and find two examples of each sound in the sentences.

1 I'm Kim. I'm twenty-three. I'm a police officer.

/ɪ/ **Kim** _____

/i:/ _____

2 I'm forty-two. I'm a bus driver in the UK. It's a difficult job, but it's good.

/ʊ/ _____

/u:/ _____

PRONUNCIATION FOCUS 2

/w/ and /h/ in question words

5 A Complete the question words.

- | | |
|-------------------------------|--------------------------------|
| 1 __at's your name? | 4 __o's your teacher? |
| 2 __ere are you from? | 5 __ow do you spell your name? |
| 3 __en is your English class? | |

B Complete the table with the question words in Ex 5A.

/w/	/h/
What _____	_____

C **S2.05** | Listen and check. Then listen again and repeat.

D Work in pairs. Ask and answer the questions in Ex 5A.

3

PRONUNCIATION FOCUS 1 | voiced and unvoiced consonants (1): /p/ and /b/, /k/ and /g/, /t/ and /d/
PRONUNCIATION FOCUS 2 | sounds at the end of words

PRONUNCIATION FOCUS 1

voiced and unvoiced consonants (1):
 /p/ and /b/, /k/ and /g/, /t/ and /d/

1 A  **S3.01** | Read the tip. Then listen and repeat the sounds and the words.

PRONUNCIATION TIP

We use our voice for some consonants, e.g. /b/, /g/ and /d/.

We don't use our voice for other consonants, e.g. /p/, /k/ and /t/.

/p/ pen, people, happy, cup, shop
 /b/ bank, bed, baby, website, job
 /k/ camera, coffee, jacket, black, think
 /g/ girl, goodbye, guitar, big, bag
 /t/ T-shirt, waiter, letter, suit, what
 /d/ doctor, dark, address, red, bad

B Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

In words we spell:

/p/ 1 p 2
 /b/ 1
 /k/ 1 2 3
 /g/ 1 2
 /t/ 1 2
 /d/ 1 2

We pronounce a double letter (pp, dd) the same as a single letter (p, d).

2 A  **S3.02** | Listen and match with the correct word or phrase (a–f).



a It's a pea. 1,



b It's a bee. 2, 3



c It's cold.



d It's gold.



e town



f down

B Work in pairs. Student A: Say a word or phrase from Ex 2A. Student B: Point to the correct photo.

PRONUNCIATION FOCUS 2

sounds at the end of words

3 A  **S3.03** | Read the tip. Then listen and repeat the phrases and sentences (1–8).

PRONUNCIATION TIP

We link a word ending with a consonant sound (cup, what) to a word beginning with a vowel sound (of, are). It's important to pronounce the final consonant: cup of, what are.

1 cup	cup of	a cup of coffee
2 job	job in	a job in town
3 think	think it's	I think it's great.
4 bag	bag of	a bag of bananas
5 what	What are	What are your names?
6 good	good answer	a good answer
7 love	love it	I love it.
8 like	like it	I don't like it.

B Work in pairs. Practise saying the phrases and sentences.

SOUNDS AND SPELLING

4

PRONUNCIATION FOCUS 1 | short vowels: /e/, /æ/, /ʌ/

PRONUNCIATION FOCUS 2 | *does*: /dʌz/ or /dəz/?

SPELLING | special spellings /ʌ/ and /e/

PRONUNCIATION FOCUS 1

short vowels: /e/, /æ/, /ʌ/

1 A **S4.01** | Listen to the short vowels /e/, /æ/ and /ʌ/. Then listen again and repeat.

/e/ egg, pepper, get, never, twelve

/æ/ apple, carrot, napkin, hat, Africa

/ʌ/ mushroom, lunch, sometimes, love, mother

B Work in pairs. Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

In words we usually spell:

/e/ 1 e

/æ/ 1

/ʌ/ 1 2

2 A **S4.02** | Look at the photos and listen to the words. Then listen again and repeat.



1 cap /æ/



cup /ʌ/



2 hat /æ/



hut /ʌ/



3 man /æ/



men /e/

B **S4.03** | Listen and find the words. Go up (↑) or down (↓), left (←) or right (→).

START		
cap	cap	cup
cup	hat	men
hut	cup	man
hat	men	cap
man	hut	hut
men	hat	hat
FINISH		

C Work in pairs. Student A: Say a word from Ex 2A. Student B: Point to the correct word.

SPECIAL SPELLINGS

3 A Complete the words.

1 We have br_ _kfast at seven.

2 Nate is very y_ _ng, only two years old.

3 Where are my h_ _dphones?

4 That's my fr_ _nd Amy.

5 It's _n_ o'clock.

6 Do you have _ny eggs?

7 Can you say it ag_ _n, please?

8 In my c_ _ntry, we speak Spanish.

B **S4.04** | Listen to the words and sentences in Ex 3A. Then listen again and repeat.

C Write the words in bold in Ex 3A and the correct sound under each difficult spelling.

breakfast

/e/

PRONUNCIATION FOCUS 2

does: /dʌz/ or /dəz/?

4 A Underline the stressed words in the conversation.

A: Does your classroom have a computer?

B: Yes, it does.

A: Does it have a blackboard?

B: No, it doesn't. It has a whiteboard.

B **S4.05** | Work in pairs. Match *does* in Ex 4A with the correct sound: /dʌz/ or /dəz/. Then listen and check.

C Work in pairs. Choose the correct words to complete the tip.

PRONUNCIATION TIP

When we **stress** / **don't stress** *does*, it's /dəz/.

When we **stress** / **don't stress** *does*, it's /dʌz/.

Doesn't is always /dʌzənt/.

5 A Write two colours, two types of clothes and two types of food or drink.

B Work in pairs and take turns. Ask the questions (1–3) about spelling. Guess your partner's words.

1 Does it start with ... ?

2 Does it finish with ... ?

3 Does it have ... letters?

A: It's a colour.

B: Does it start with Y?

A: No, it doesn't.

5

PRONUNCIATION FOCUS 1 | voiced and unvoiced consonants (2): /f/ and /v/, /θ/ and /ð/
PRONUNCIATION FOCUS 2 | silent e (1): /ɪ/ to /aɪ/

PRONUNCIATION FOCUS 1**voiced and unvoiced consonants (2):****/f/ and /v/, /θ/ and /ð/**

- 1A** **S5.01** | Read the tip. Then listen and repeat the sounds and the words.

PRONUNCIATION TIP

The consonants /v/ and /ð/ are voiced.
 The consonants /f/ and /θ/ are unvoiced.

/f/ first, February, office, photo, phone
 /v/ very, seventh, never, expensive, leave
 /θ/ third, think, birthday, fourth, tenth
 /ð/ they, them, father, brother, with

- B** Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

In words, we spell:

/f/ 1 f 2 3
 /v/ 1
 /θ/ 1
 /ð/ 1

- 2** Read the tip. Then say the dates (1–3).

PRONUNCIATION TIP

In dates, we usually pronounce *of* as /əv/.
 the seventh of June
 /ðə sevənθəv/

- 1 the first of April
 2 the second of July
 3 the third of August

- 3A** Work in pairs. Read the conversation. Find four examples of each sound.

A: Fiona, what's the date today?
 B: It's Thursday, the fourth of November.
 A: Thanks.
 B: It's my mother's birthday.
 A: Do you have a photo?
 B: Yes, I do. This is her on my phone.
 A: She looks very nice.

/f/ Fiona
 /v/ of
 /θ/
 /ð/

- B** **S5.02** | Listen and check. Then listen again and repeat.

PRONUNCIATION FOCUS 2**silent e (1): /ɪ/ to /aɪ/**

- 4A** Read the tip. Then spell the words (1–4).

PRONUNCIATION TIP

We often spell words with a silent e. This sometimes changes the pronunciation.

Tim = /tɪm/
 time = /taɪm/

1 /baɪk/ 2 /naɪs/ 3 /saɪz/ 4 /praɪs/

- B** Work in pairs. Complete the words. They all have the sound /aɪ/.

verbs	like, dr__e, w__te
numbers	f__e, n__e
a colour	wh__e
a type of food	r__e
a person in a family	w__e
an adjective	f__e

- C** **S5.03** | Listen and check. Then listen again and repeat.

- 5A** **S5.04** | Listen and write the questions.

- B** Work in pairs. Ask and answer the questions in Ex 5A.

6

PRONUNCIATION FOCUS 1 | voiced and unvoiced consonants (3): /s/ and /z/, /ʃ/ and /ʒ/
PRONUNCIATION FOCUS 2 | /tʃ/ and /dʒ/
SPELLING | special spellings /s/, /z/ and /ʃ/

PRONUNCIATION FOCUS 1

voiced and unvoiced consonants (3):
/s/ and /z/, /ʃ/ and /ʒ/

1 A **S6.01** | Read the tip. Then listen and repeat the sounds and the words.

PRONUNCIATION TIP

The sounds /s/ and /ʃ/ are unvoiced.
The sounds /z/ and /ʒ/ are voiced.

/s/ sofa, school, pharmacy, address, parks
/z/ Brazil, museum, closed, opposite, stairs
/ʃ/ shelf, shower, station, information, fish
/ʒ/ usually, television

B Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

In words we often spell:

/s/ 1 s 2 3
/z/ 1 2
/ʃ/ 1 2
/ʒ/ 1 2

2 A **S6.02** | Listen and write the questions.

B Find two examples of each sound in the questions in Ex 2A.

1 /s/ What's?

C Work in pairs. Ask and answer the questions in Ex 2A.

SPECIAL SPELLINGS

3 A Complete the words.

- What **si**_e are you?
- Do you have _**ugar** in your tea?
- What's the **an**_er to question 1?
- Is there a cash **ma**_ine near here?
- You never **li**_en to me!

B Write the words in bold in Ex 3A and the correct sound under each difficult spelling.

s i z e
/s//z/

PRONUNCIATION FOCUS 2

/tʃ/ and /dʒ/

4 A Read the tip and answer the question.

PRONUNCIATION TIP

We sometimes make a sound from two sounds.
Say /t/ and /ʃ/ together. Say /d/ and /ʒ/ together. What sounds do you make?

B **S6.03** | Listen and repeat the unvoiced and voiced sounds and words.

/tʃ/ chair, kitchen, catch, March, lunch
/dʒ/ January, June, July, orange, page

C Look at the words in Ex 4B again and complete the tip.

SPELLING TIP

In words we often spell:

/tʃ/ 1 2
/dʒ/ 1 2

5 A Complete the table with the words in the lists. Match the person with the sounds in bold.

- nationalities: **C**hinese, **G**erman, **S**wiss, **T**urkish, Vietnamese
- jobs: **b**usinesswoman, **d**igital designer, **p**olice officer, **s**hop assistant, **t**eacher
- favourite clothes: **F**rench clothes, **j**ackets, **s**hirts, **s**uits, **t**rousers

	nationality	job	favourite clothes
S am /s/			<u>suits</u>
Z ena /z/			
S haun /ʃ/	<u>Turkish</u>		
J enny /dʒ/			
C harlie /tʃ/		<u>teacher</u>	

B **S6.04** | Listen and check. Then listen again and repeat.

C Work in pairs. For each person in Ex 5B, think of two examples of things in the box with the same sound.

clothes food furniture months
objects places

Sam likes supermarkets and sofas. Zena loves ...

D Work in a different pair. Student A: Talk about a person from Ex 5B. Student B: Guess the person.

A: This person likes supermarkets and sofas.
B: Is it Sam?

7

PRONUNCIATION FOCUS 1 | consonants: /b/, /v/, /w/, /l/ and /r/
PRONUNCIATION FOCUS 2 | silent e (2): /æ/ to /eɪ/

PRONUNCIATION FOCUS 1

consonants: /b/, /v/, /w/, /l/ and /r/

1 A **S7.01** | Listen and repeat the sounds and the words.

/b/ back, bath, building, baby, library
 /v/ visit, evening, university, positive, leave
 /w/ wash, were, why, homework, between
 /l/ lunch, leg, television, online, well
 /r/ rich, remember, right, wrong, married

B Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

In words we usually spell:

/b/ 1 b
 /v/ 1
 /w/ 1 2
 /l/ 1 2
 /r/ 1 2 3

2 A Work in pairs and say the examples. Then answer the questions.

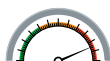
- How are /b/ and /v/ different? **be, V**
- How are /v/ and /w/ different? **V, we**
- How are /l/ and /r/ different? **long, wrong**

B Which sounds in Ex 2A are difficult for you? Why?

3 A **S7.02** | Listen and choose the word you hear.



berry



very

- berry / very
- berry / very
- berry / very
- berry / very
- berry / very
- berry / very

B **S7.03** | Listen and choose the word you hear.



vest



west

- vest / west
- vest / west
- vest / west
- vest / west
- vest / west
- vest / west

C **S7.04** | Listen and choose the word you hear.



light



right

- light / right
- light / right
- light / right
- light / right
- light / right
- light / right

D Work in pairs. Student A: Say a word from Exs 3A, 3B or 3C. Student B: Point to the correct word.

4 A Work in pairs. Choose a sentence (1–3). Practise saying it.

- October in my village is very beautiful.
- The world wide web, videos and DVDs were great ideas.
- Can you clean the bedroom really well, please?

B **S7.05** | Listen and check. Then listen again and say the sentence with the speaker.

C Work in pairs and write a sentence with the sounds /b/, /v/, /w/, /l/ and /r/.

D Swap sentences with a different pair. Practise saying the sentence.

PRONUNCIATION FOCUS 2

silent e (2): /æ/ to /eɪ/

5 A Read the tip and answer the question.

PRONUNCIATION TIP

Look at the words. How does a silent e change the pronunciation?

hat = /hæt/

hate = /heɪt/

B Work in pairs. Complete the words. They all have the sound /eɪ/.

¹ N _ _ _ :	Justin Cotter
² D _ _ _ of birth:	27.4.2005
³ A _ _ _ :	22
Health problems:	⁴ head _ _ _ , ⁵ stomach _ _ _ , ⁶ back _ _ _

6 A **S7.06** | Listen and write the questions.

B Underline the words with the sound /eɪ/.

C Work in pairs. Ask and answer the questions in Ex 6A.

SOUNDS AND SPELLING

8

PRONUNCIATION FOCUS 1 | short and long sounds (2): /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/ and /ɜ:/
PRONUNCIATION FOCUS 2 | silent e (3): /ɒ/ to /əʊ/
SPELLING | special spellings /ə/, /ɜ:/ and /ɔ:/

PRONUNCIATION FOCUS 1

short and long sounds (2): /æ/, /ɑ:/, /ɒ/, /ɔ:/, /ə/ and /ɜ:/

1 A **S8.01** | Listen and repeat the sounds and the words.

- /æ/ plan, tram, taxi, travel, hand
 /ɑ:/ party, barbecue, apartment, afternoon, last
 /ɒ/ office, online, watch, want, salt
 /ɔ:/ airport, platform, poor, four, August
 /ə/ ago, machine, passenger, motorbike
 /ɜ:/ return, person, T-shirt, thirty, early

B Look at the words in Ex 1A again and complete the tip.

SPELLING TIP

In words, we usually spell:

- /æ/ 1 a
 /ɑ:/ 1 2
 /ɒ/ 1 2
 /ɔ:/ 1 2 3 4
 /ə/* 1 2 3 4
 /ɜ:/ 1 2 3 4

*Remember, the schwa /ə/ is always unstressed.

C **S8.02** | Listen and write the sentences.

D Work in pairs. Make the sentences in Ex 1C true for you.

SPECIAL SPELLINGS

2 A Complete the words.

- I wo rk best with other people.
- Last week I b _ _ _ t some new jeans.
- I often w _ _ k and t _ _ k on my phone at the same time.
- I usually buy sing _ _ tickets for buses.
- My home is near the town cent _ _ .
- Last month I s _ _ two good films.

B Write the words in bold in Ex 2A and the correct sound under each difficult spelling.

work
/ɜ:/

C **S8.03** | Listen and check.

D Work in pairs. Make the sentences in Ex 2A true for you.

3 A Read the poems. Match the final syllable in each line with the sounds: /æ/, /ɑ:/, /ə/, /ɜ:/, /ɒ/ and /ɔ:/.

In April I plan. /æ/
 In May I'm in Japan!
 In June I'm a writer.
 In July, a firefighter.
 In August I'm hot.
 In December I'm not.

On Monday I walk.
 On Tuesday I talk.
 On Wednesday I'm fast.
 On Thursday I'm last.
 On Friday it's skirts.
 On Saturday, old shirts.

B **S8.04** | Listen and check. Then listen again and say the poems with the speakers.

PRONUNCIATION FOCUS 2

silent e (3): /ɒ/ to /əʊ/

4 A Read the tip and answer the question.

PRONUNCIATION TIP

Look at the words. How does a silent e change the pronunciation?

not = /nɒt/

note = /nəʊt/

B Work in pairs and complete the words. They all have a silent e.

- What time do you get home _ _ ?
- Are the shops open or cl _ _ _ now?
- Where do you buy shirts and other cl _ _ _ ?
- Where's your ph _ _ _ ?
- Do you live al _ _ _ ?

C Work in pairs. Ask and answer the questions in Ex 4B.

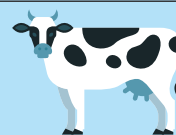
PRONUNCIATION SOUND CHART

VOWEL SOUNDS

 = short vowels

 = long vowels

 = diphthongs

ə doctor /'dɒktə/ 	ɜ: shirt /ʃɜ:t/ 	ɪ fish /fɪʃ/ 	i: bee /bi:/ 
ʊ book /bʊk/ 	u: shoe /ʃu:/ 	æ match /mætʃ/ 	ɑ: car /kɑ:/ 
ɒ clock /klɒk/ 	ɔ: horse /hɔ:s/ 	e egg /eg/ 	ʌ cup /kʌp/ 
aɪ bike /baɪk/ 	eɪ cake /keɪk/ 	əʊ coat /kəʊt/ 	eə chair /tʃeə/ 
ɪə earring /'ɪərɪŋ/ 	ɔɪ boy /bɔɪ/ 	aʊ cow /kaʊ/ 	ʊə tourist /'tuəɪst/ 

CONSONANT SOUNDS

 = unvoiced

 = voiced

p pen /pen/ 	b book /bʊk/ 	t tea /ti:/ 	d dog /dɒg/ 
k cat /kæt/ 	g girl /gɜ:l/ 	s sun /sʌn/ 	z zebra /'zebrə/ 
θ earth /ɜ:θ/ 	ð mother /'mʌðə/ 	ʃ sheep /ʃi:p/ 	ʒ television /'telɪvɪʒən/ 
f flower /'flaʊə/ 	v van /væn/ 	tʃ cheese /tʃi:z/ 	dʒ jeans /dʒi:nz/ 
m man /mæn/ 	n nut /nʌt/ 	ŋ king /kɪŋ/ 	h hat /hæt/ 
l lamp /læmp/ 	r ring /rɪŋ/ 	w woman /'wʊmən/ 	j yacht /jɒt/ 



REGULAR VERBS

infinitive	<i>he/she/it</i>	past simple
answer	answers	answered
arrive	arrives	arrived
ask	asks	asked
book	books	booked
call	calls	called
change	changes	changed
check	checks	checked
clean	cleans	cleaned
close	closes	closed
dance	dances	danced
finish	finishes	finished
help	helps	helped
like	likes	liked
listen	listens	listened
live	lives	lived
look	looks	looked
love	loves	loved
match	matches	matched
meet	meets	met
open	opens	opened
plan	plans	planned
play	plays	played
relax	relaxes	relaxed
remember	remembers	remembered
say	says	said
see	sees	saw
send	sends	sent
sleep	sleeps	slept
spend	spends	spent
start	starts	started
stay	stays	stayed
take	takes	took
thank	thanks	thanked
travel	travels	travelled
try	tries	tried
use	uses	used
visit	visits	visited
walk	walks	walked
want	wants	wanted
wash	washes	washed
watch	watches	watched
work	works	worked

IRREGULAR VERBS

infinitive	<i>he/she/it</i>	past simple
be	is	was
buy	buys	bought
choose	chooses	chose
come	comes	came
do	does	did
feed	feeds	fed
get	gets	got
give	gives	gave
go	goes	went
have	has	had
know	knows	knew
leave	leaves	left
make	makes	made
say	says	said
send	sends	sent
understand	understands	understood
write	writes	wrote

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