

# 8

## A date to remember

Past Simple 2 – negatives – ago • Spelling and silent letters • Special occasions

### STARTER



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

eat drink drive fly listen to make ride take watch wear

### FAMOUS INVENTIONS

Past Simple negatives – ago

- 1 Match the verbs from the Starter with the photos.
- 2 Work in groups. What year was it a hundred years ago? Ask and answer questions about the things in the photos. What did people do? What didn't they do?

Did people drive cars a hundred years ago?

Yes, I think they did.

I'm not so sure.

No, they didn't.

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

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

### Getting information

- 4 When were the things in the photos invented? Ask and answer with a partner.

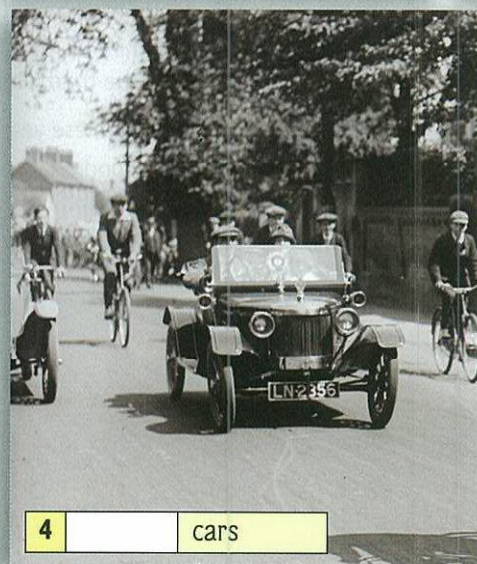
Student A Go to p149.

Student B Go to p150.

A When were cars invented?

B In ...

A That's ... years ago.

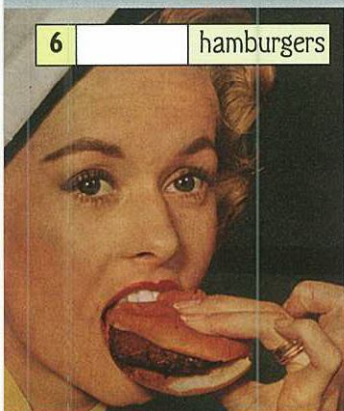




5 records



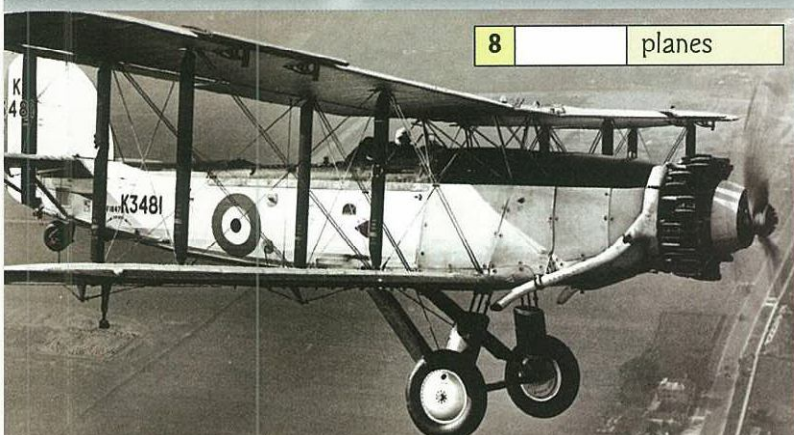
6 hamburgers



7 photographs



8 planes



9 bikes



BLUE BELL WRANGLERS  
are a family affair!



10 jeans

## GRAMMAR SPOT

1 Write the Past Simple forms.

Present Simple	Past Simple
I live in London.	I <b>lived</b> in London.
He lives in London.	
Do you live in London?	
Does she live in London?	
I don't live in London.	
He doesn't live in London.	

2 Complete these sentences.

The year 2000 was \_\_\_\_\_ years ago.

The year 1984 was \_\_\_\_\_ years ago.

▶▶ Grammar Reference 8.1 and 8.2 p142

## PRACTICE

### Time expressions

1 Make correct time expressions.

in

_____ seven o'clock	_____ the morning
_____ Saturday	_____ Sunday evening
_____ night	_____ September
_____ 2002	_____ weekends
_____ summer	_____ the nineteenth century

on

at

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

When did you get up?

At **seven o'clock**, **three hours** ago.

When did this term start?

In **September**, **two months** ago.

When did ... ?

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

3 Tell the class about your day so far. Begin like this.

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



## PRACTICE

### Three inventions

- 1 Look at the texts. What are the three inventions?
- 2 **T 8.1** The dates in the texts are *all* incorrect. Read and listen, and correct the dates.

Daguerre **didn't** start his experiments in the **19** 20s. He started them in the **18** 20s.

- 3 Make these sentences negative. Then give the correct answers.

1 Daguerre invented the bicycle.  
He **didn't** invent the **bicycle**.  
He invented the **photograph**.

- 2 Daguerre gave his idea to the French government.
- 3 Mary Anderson lived in New York City.
- 4 All cars had windscreen wipers by 1916.
- 5 Leonardo da Vinci made the first bicycle.
- 6 Kirkpatrick Macmillan came from France.

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

- 4 Work with a partner. Make more incorrect sentences about the texts. Give them to a partner to correct.

### Did you know that?

- 5 **T 8.3** Read and listen to the conversations. Then listen and repeat.

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

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

- 6 Work with a partner.

**Student A** Go to p149.

**Student B** Go to p151.

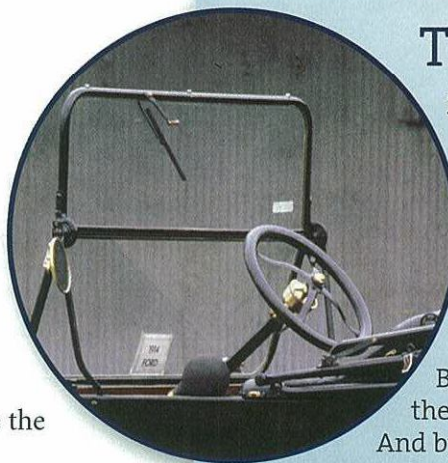
Make similar conversations.



## The photograph

**LOUIS DAGUERRE FROM FRANCE**

Louis Daguerre was a painter for the French opera. But he wanted to make a new type of picture. He started his experiments in the 1820s. Twelve years later he invented the photograph. He sold his idea to the French government in 1835 and the government gave it to the world. Daguerre called the first photographs 'daguerreotypes'. They became popular very fast. By 1840, there were 70 daguerreotype studios in New York City.



## The windscreen wiper

**MARY ANDERSON FROM THE USA**

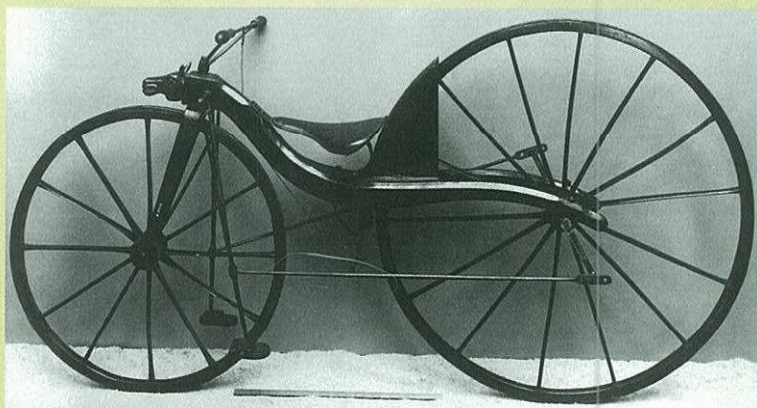
Mary Anderson often visited New York City by car. In winter she noticed that when it rained or snowed, drivers got out of their cars all the time to clean their windows. In 1893 she began designing something to clean the windows from inside the car.

People, especially men, laughed at her idea. But they didn't laugh for long. She invented the windscreen wiper in 1905. And by 1910 all American cars had them.

## The bicycle

**KIRKPATRICK MACMILLAN FROM SCOTLAND**

Long ago in 1490, Leonardo da Vinci drew a design for the modern bicycle. But the first person to make a bicycle was Kirkpatrick Macmillan in 1789. He lived in Scotland, so people didn't hear about his invention for a long time. Twenty years later, another bicycle came from France. In 1825 the bike became cheap and everyone could have one. Now people, especially women, could travel to the next town. It helped them find someone to marry!





## LISTENING AND SPEAKING

### How did you two meet?

- 1 Put the sentences in the correct order. There is more than one answer!

- ☐ They got married.
- ☐ They went out for a year.
- ☐ They fell in love.
- ☐ They had two children.
- ☒ Jack and Jill met at a party.
- ☐ They got engaged.
- ☐ They got divorced.

- 2 Look at the photos of two couples and read the introductions to their stories. What do you think happened next?
- 3 **T 8.4** Listen to them talking. Were your ideas correct?
- 4 Answer the questions about Carly and Ned, and Eric and Lori.
- 1 When did both couples meet?
  - 2 What did Carly think of Ned?
  - 3 What did Ned's girlfriend think of Carly? Why?
  - 4 Where did Eric and Lori's mothers meet?
  - 5 Why didn't Eric and Lori want to meet?
  - 6 What did Eric and Lori think when they met?
  - 7 Do both couples have children?
- 5 Who said these sentences? What was it about? Write **C**, **N**, **E**, or **L** in the boxes.
- a ☐ I cried and cried.
  - b ☐ Our story is easy. We didn't do anything.
  - c ☒ It was a big mistake.
  - d ☐ I just thought, 'No way.'
  - e ☐ ... all the old feelings came back.
  - f ☐ I took my sister with me.
  - g ☐ That was three years ago. Now I'm twenty-four, we're married ...
  - h ☐ ... our wedding is in the fall\*.

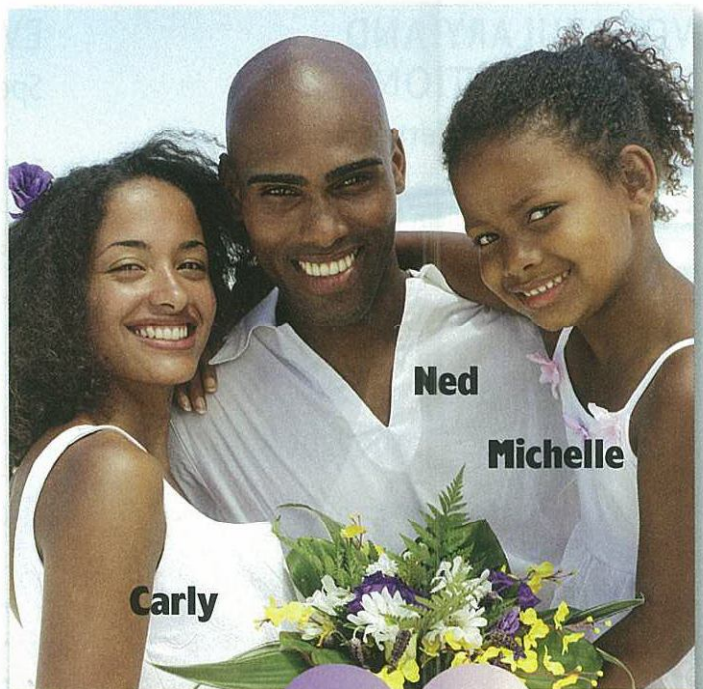
\* **fall** (American English) = autumn (British English)

### Speaking

- 6 Imagine you are one of the people. Tell the story of how you met your husband/wife.
- 7 Look at these questions. Tell a partner about you and your family.
- 1 Are you married or do you have a girlfriend/boyfriend? How did you meet?
  - 2 When did your parents or grandparents meet? Where? How?

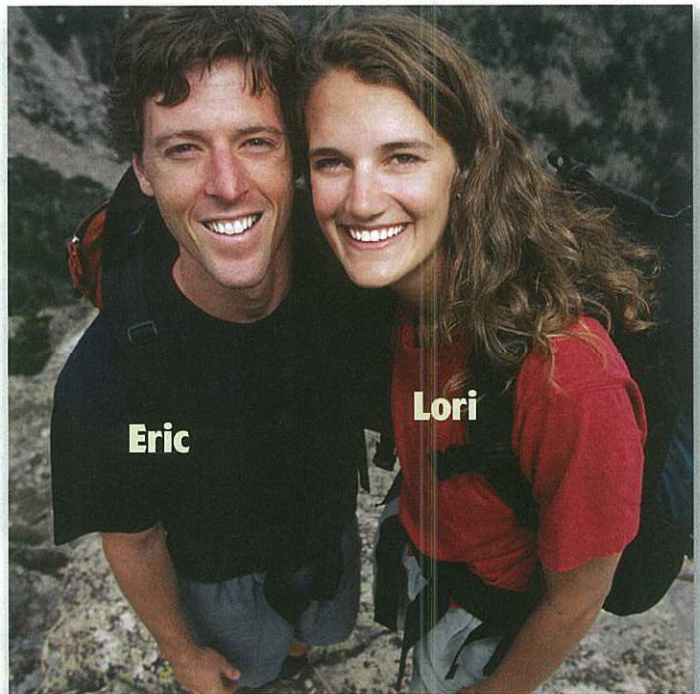
►► **SONG** *I just called to say I love you*  
Teacher's Book **p144**

►► **WRITING** About a friend **p119**



### My very first love

Many people never forget the first person they fall in love with. Carly was 10 years old when she fell in love with sixteen-year-old Ned, but ...



### Do mothers know best?

Parents usually want their children to meet a nice person and get married. Eric's mom wanted to help him meet someone, so ...



## VOCABULARY AND PRONUNCIATION

### Spelling and silent letters

- 1 There are many silent letters in English words. Practise saying these words.

know /nəʊ/

talk /tɔ:k/

girl /gɜ:l/

thought /θɔ:t/

Cross out the silent letters in these words.

- |          |             |
|----------|-------------|
| 1 walk   | 7 work      |
| 2 listen | 8 hour      |
| 3 autumn | 9 flight    |
| 4 write  | 10 could    |
| 5 eight  | 11 wrong    |
| 6 island | 12 daughter |

**T 8.5** Listen and check. Practise saying the words.

- 2 Look at the phonetic spelling of these words from exercise 1. Write the words.

- |             |             |
|-------------|-------------|
| 1 /wɜ:k/    | <u>work</u> |
| 2 /kʊd/     | _____       |
| 3 /'lɪsən/  | _____       |
| 4 /'ɔ:təm/  | _____       |
| 5 /raɪt/    | _____       |
| 6 /'aɪlənd/ | _____       |

- 3 Write the words. They all have silent letters.

- |              |       |
|--------------|-------|
| 1 /bɔ:n/     | _____ |
| 2 /bɔ:t/     | _____ |
| 3 /wɜ:ld/    | _____ |
| 4 /'ɑ:nsə/   | _____ |
| 5 /'kʌbəd/   | _____ |
| 6 /'krɪsməs/ | _____ |

**T 8.6** Listen and practise saying the words.

- 4 Read these sentences aloud.

- He bought his daughter eight white horses for Christmas.
- I know you know the answer.
- They walked and talked for hours and hours on the island.
- Listen and answer the questions.
- The girl took the wrong flight.
- The world is lovely in autumn.

**T 8.7** Listen and check.

►► **Phonetic symbols p159**

## EVERYDAY ENGLISH

### Special occasions

- 1 Look at the list of days. Which are special? Match the special days with the pictures.

birthday

yesterday

Easter Day

Mother's Day

Hallowe'en

New Year's Eve

today

Monday

Valentine's Day

weekend

Thanksgiving

Friday

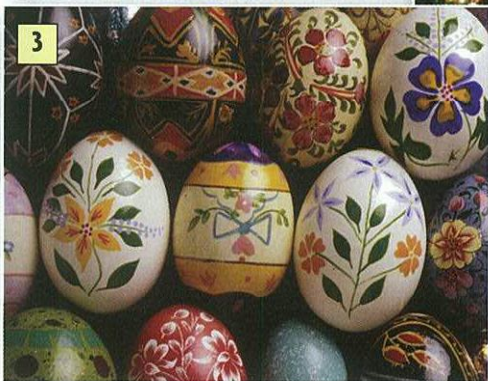
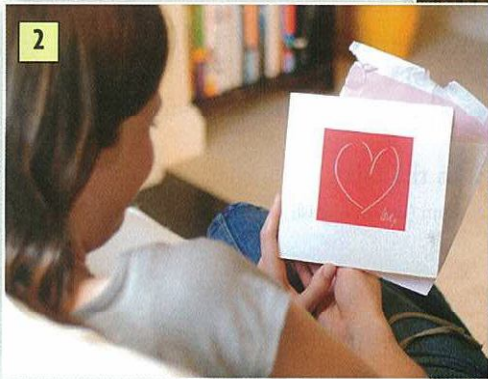
wedding day

tomorrow

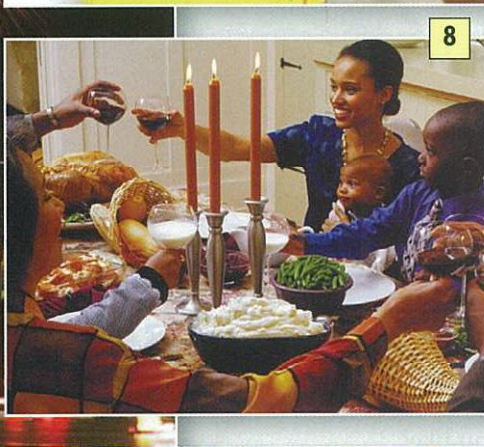
Christmas Day

- 2 Which days do you celebrate in your country? What do you do?

- |                           |                              |
|---------------------------|------------------------------|
| • make a cake             | • wear special clothes       |
| • give cards and presents | • watch fireworks            |
| • have a meal             | • have a party               |
| • go out with friends     | • give flowers or chocolates |







3 Complete the conversations. What are the occasions?

1 Happy \_\_\_\_\_ to you.  
Happy \_\_\_\_\_ to you.  
Happy \_\_\_\_\_, dear Grandma,  
Happy \_\_\_\_\_ to you.

2 A Did you get any \_\_\_\_\_ cards?  
B Yes, I did. Listen to this.  
*Roses are red. Violets are blue.*  
*You are my \_\_\_\_\_*  
*And I love you.*  
A Wow! Do you know who it's from?  
B No idea!

3 A Wake up, Mummy! Happy \_\_\_\_\_!  
B Thank you, darling. Oh, what beautiful flowers, and a cup of tea!  
A And I made you a card! Look!  
B It's lovely. What a clever boy!

4 A Congratulations!  
B Thank you very much!  
A When's the big day?  
B Pardon?  
A When's your \_\_\_\_\_ day?  
B The 26<sup>th</sup> June. Didn't you get your invitation?

5 A It's midnight! Happy \_\_\_\_\_ everybody!  
B Happy \_\_\_\_\_!  
C Happy \_\_\_\_\_!

6 A Thank goodness! It's Friday!  
B Yeah. Have a nice \_\_\_\_\_!  
A Same to you.

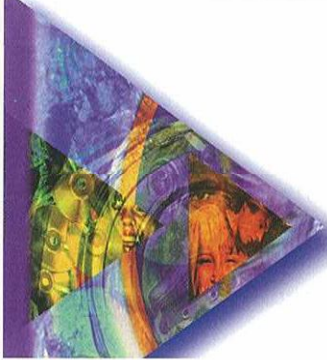
7 A Ugh! Work again. I hate Monday mornings!  
B Me too. Did you have a good \_\_\_\_\_?  
A Yes, I did. It was great.

**T 8.8** Listen and check.

### Music of English

Work with a partner. Choose a conversation from exercise 3. Learn it by heart. Pay attention to stress and intonation. Act it to the class.





# 9 Food you like!

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

## STARTER



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

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

## FOOD AND DRINK

Count and uncount nouns

- 1 Match the food and drink with the photos.  
Which list has plural nouns, A or B?

A			
<input checked="" type="checkbox"/> p	apple juice	<input type="checkbox"/> pizza	
<input type="checkbox"/>	tea	<input type="checkbox"/> pasta	
<input type="checkbox"/>	coffee	<input type="checkbox"/> cheese	
<input type="checkbox"/>	milk	<input type="checkbox"/> fish	
<input type="checkbox"/>	beer	<input type="checkbox"/> chocolate	

B			
<input type="checkbox"/>	apples	<input type="checkbox"/>	peas
<input type="checkbox"/>	oranges	<input type="checkbox"/>	tomatoes
<input type="checkbox"/>	bananas	<input type="checkbox"/>	hamburgers
<input type="checkbox"/>	strawberries	<input type="checkbox"/>	chips
<input type="checkbox"/>	carrots	<input type="checkbox"/>	biscuits

- 2 **T 9.1** Listen to Daisy and Piers talking about what they like and don't like. Tick (✓) the food and drink that Daisy likes. What doesn't Piers like?

- 3 Who says these things? Write D or P.

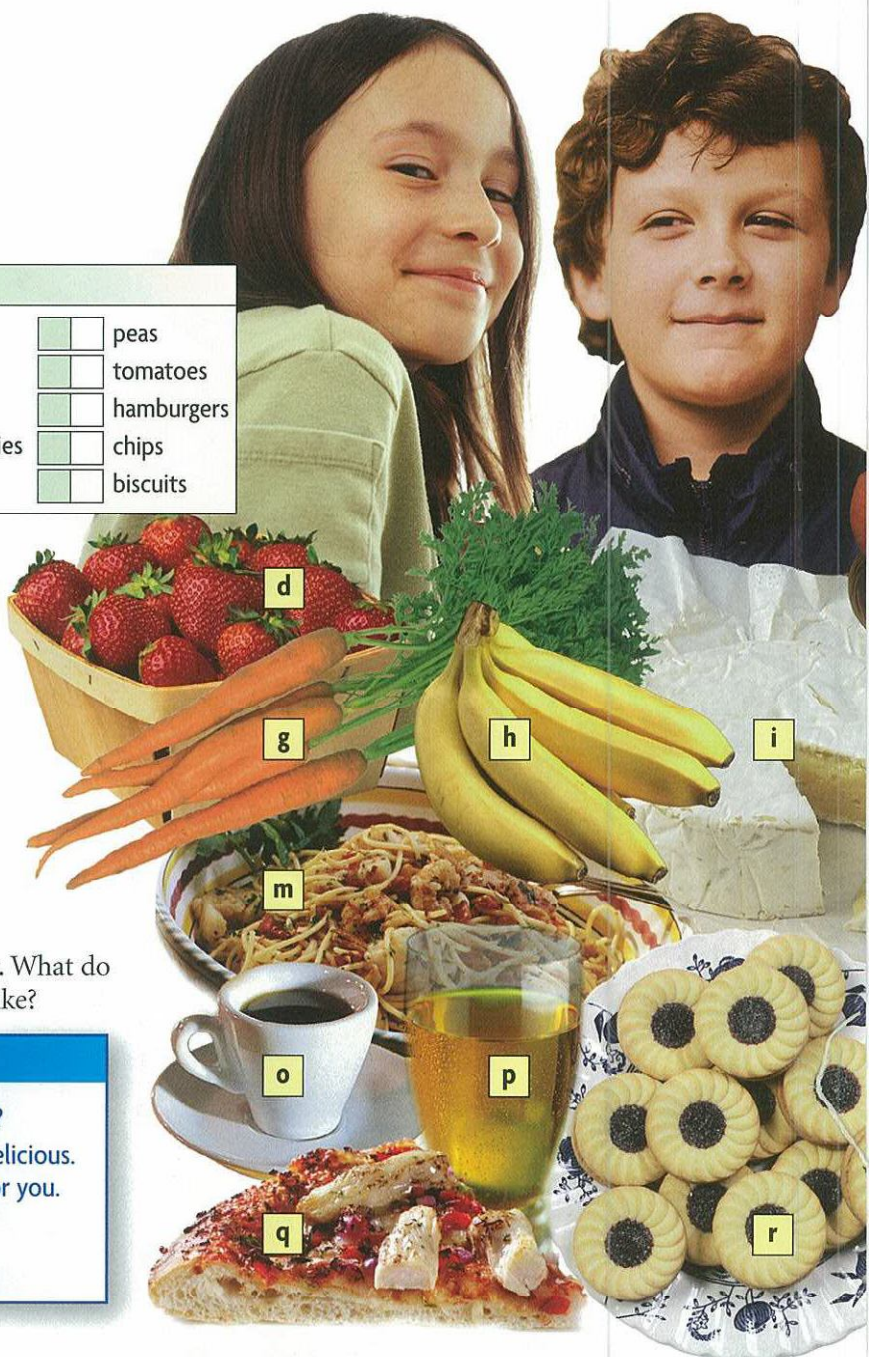
- ☐ I **don't like** coffee **at all**.
- ☐ I **like** orange juice but I **don't like** oranges.
- ☐ I **don't like** fruit **very much at all**.
- ☐ I **quite like** bananas.
- ☐ I **like** all fruit.
- ☐ I **like** vegetables, **especially** carrots and **peas**.

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

### GRAMMAR SPOT

- 1 Look at the pairs of sentences. What is the difference?
- |                                     |                                    |
|-------------------------------------|------------------------------------|
| Chocolate <b>is</b> delicious.      | Strawberries <b>are</b> delicious. |
| Apple juice <b>is</b> good for you. | Apples <b>are</b> good for you.    |
- 2 Can we count apple juice? Can we count apples?

▶▶ Grammar Reference 9.1 p143





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

- 1 **T 9.2** Read and listen to the conversation between Piers and Daisy's mum.

M Hello, Piers. Would you like some tea or coffee?

P I'd like a cold drink, if that's OK.

M Of course. Would you like some orange juice?

P Yes, please. I'd love some.

M And would you like a chocolate biscuit?

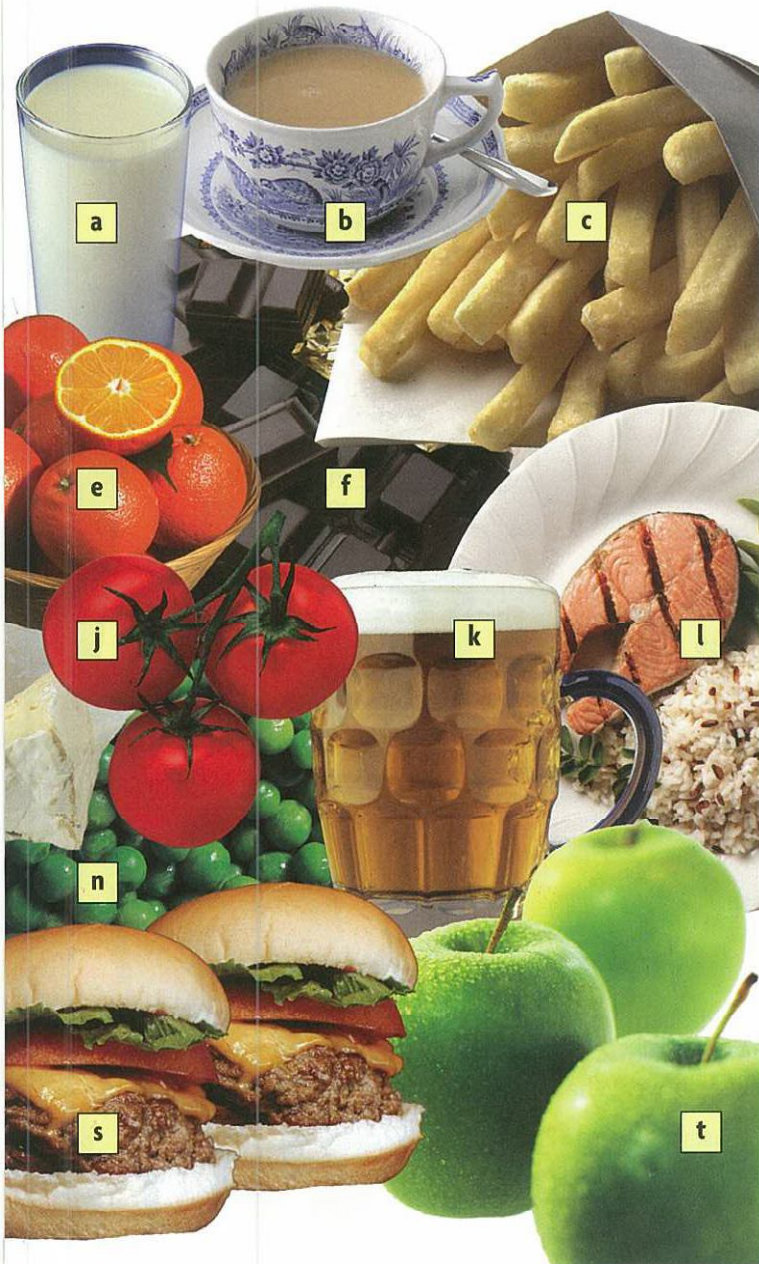
P Oh, yes, please! Thank you very much.

M You're welcome.

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

Would you like some tea?

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



## GRAMMAR SPOT

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

Do you like tea?

I like biscuits.

Would you like some tea?

I'd like a biscuit. (I'd = I would)

Which sentences mean *Do you want/I want ...*?

- 2 Look at these sentences.

I'd like some bananas. (plural noun)

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

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

- 3 Look at these questions.

Would you like some chips?

Can I have some tea?

But

Are there any chips?

Is there any tea?

We use *some* not *any* when we request and offer things.

We use *any* not *some* in other questions and negatives.

▶▶ Grammar Reference 9.2 and 9.3 p143

## PRACTICE

### Questions and answers

- 1 Choose *Would/Do you like ... ?* or *I/I'd like ...*.

1 *Would/Do you like a ham sandwich?*

No, thanks. I'm not hungry.

2 *Do/Would you like Ella?*

Yes. She's very nice.

3 *Do/Would you like a cold drink?*

Yes, cola, please.

4 Can I help you?

Yes. *I/I'd like some stamps, please.*

5 What sports do you do?

Well, *I'd/I like swimming very much.*

6 Excuse me, are you ready to order?

Yes. *I/I'd like a steak, please.*

**T 9.3** Listen and check. Practise with a partner.

- 2 **T 9.4** Listen and choose the correct answers.

1 ☐ I like all sorts of fruit.

☐ Yes. I'd like some fruit, please.

2 ☐ I'd like a book by John Grisham.

☐ I like books by John Grisham.

3 ☐ I'd like a new bike.

☐ I like riding my bike.

4 ☐ I'd like a cat but not a dog.

☐ I like cats, but I don't like dogs.

5 ☐ I like Italian wine, especially red wine.

☐ We'd like a bottle of Italian red wine.

6 ☐ No, thanks. I don't like ice-cream.

☐ I'd like some ice-cream, please.

**T 9.5** Listen and check. Practise with a partner.



## a or some?

3 Write *a*, *an*, or *some*.

- 1 a strawberry
- 2 some fruit
- 3 \_\_\_\_\_ banana
- 4 \_\_\_\_\_ bread
- 5 \_\_\_\_\_ milk
- 6 \_\_\_\_\_ meat
- 7 \_\_\_\_\_ apple
- 8 \_\_\_\_\_ toast
- 9 \_\_\_\_\_ money
- 10 \_\_\_\_\_ dollar
- 11 \_\_\_\_\_ notebook
- 12 \_\_\_\_\_ homework

4 Write *a*, *an*, or *some*.



1 \_\_\_\_\_ egg



2 \_\_\_\_\_ eggs



3 \_\_\_\_\_ biscuit



4 \_\_\_\_\_ biscuits



5 \_\_\_\_\_ (cup of)  
coffee



6 \_\_\_\_\_ coffee



7 \_\_\_\_\_ ice-cream



8 \_\_\_\_\_ ice-cream

## AT THE MARKET

*some/any, much/many*

1 What can you see at the market? Talk about the photo.  
Use *some/any* and *not much/not many*.

There's *some* cheese.

There aren't *many* cakes.

There isn't *much* bread.

There aren't *any* potatoes.

### GRAMMAR SPOT

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

►► Grammar Reference 9.4 p143

2 Read the shopping list. Ask and answer questions about what there is in the market.

### Things to buy

bread  
eggs  
milk  
butter  
apples  
biscuits  
potatoes  
carrots  
strawberries  
tomatoes  
apple juice  
cakes  
cheddar cheese  
tea

Is there any bread?

Yes, there *is* some.

How much is there?

There *isn't* much.

Is there any milk?

No, there *isn't*.

Are there any apples?

Yes, there *are*.

How many are there?

A lot.

3 **T 9.6** Piers and his mum are at the market. Listen and tick (✓) the things they buy from the list above. What don't they buy?

4 Look at the tapescript on p132. Work in groups of three. Practise the conversation.





## PRACTICE

### much or many?

- Complete the questions using *much* or *many*.
  - How \_\_\_\_\_ people are there in the room?
  - How \_\_\_\_\_ petrol is there in the car?
  - How \_\_\_\_\_ money do you have in your pocket?
  - How \_\_\_\_\_ eggs are there in the cupboard?
  - How \_\_\_\_\_ milk is there in the fridge?
  - How \_\_\_\_\_ apples do you want?

- Choose an answer for each question in exercise 1.
  - A kilo, please.
  - There are two bottles.
  - There are only two left in the box.
  - Just five euros.
  - Twenty. Nine men and eleven women.
  - It's full.

- Practise the questions and answers with a partner.

### Check it

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

### Roleplay

- Work with a partner. Make a shopping list each. Buy the things you need in the market. Take turns to be the seller.

Can I help you?

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

Here you are. Anything else?

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

How much is that?

That's ... , please.



## READING AND SPEAKING

### Food around the world

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

Where does our food come from?

What do we eat?

How do we eat?

Find lines in the text that match the photos.

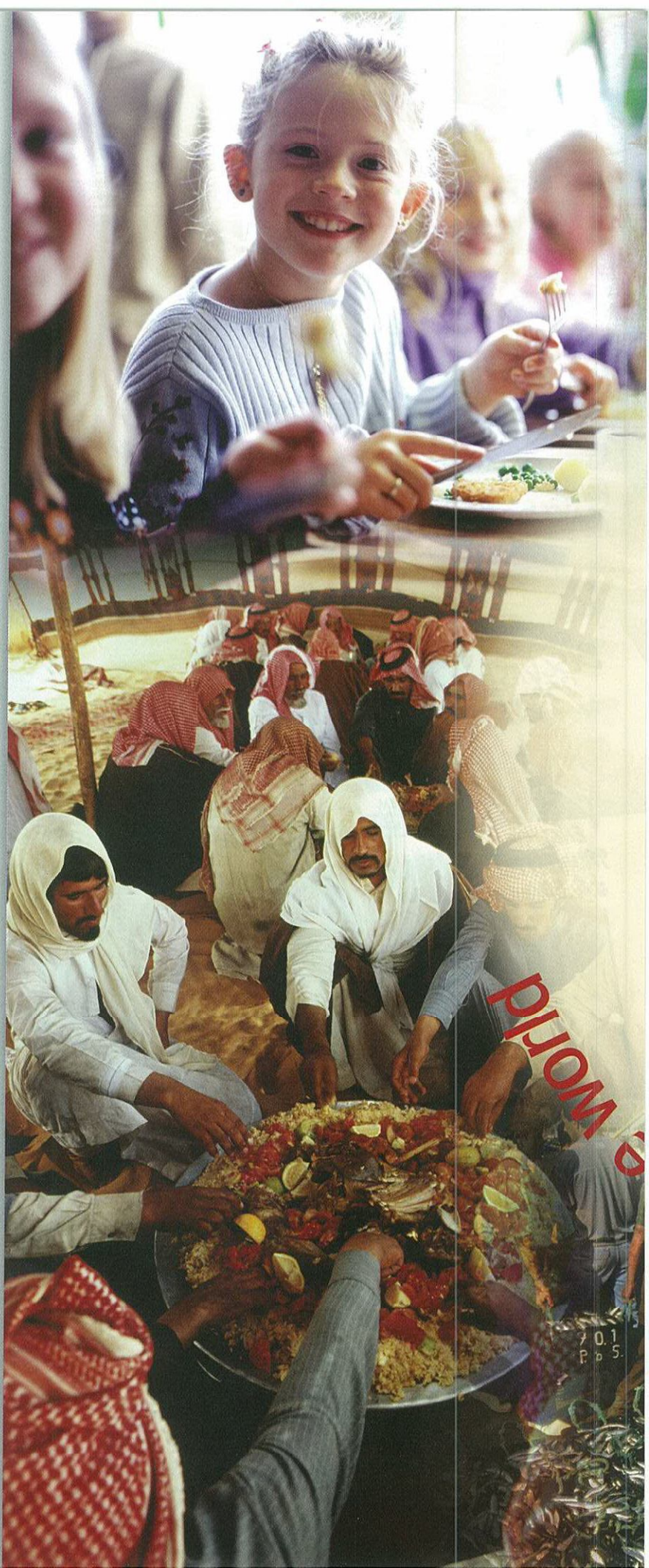
- 4 Answer the questions.
  - 1 When did human history start? Was it about 10,000 years ago or was it about 1 million years ago?
  - 2 Do they eat much rice in the north of China?
  - 3 Why do the Scandinavians and the Portuguese eat a lot of fish?
  - 4 Where don't people eat much fish?
  - 5 Which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

#### What do you think?

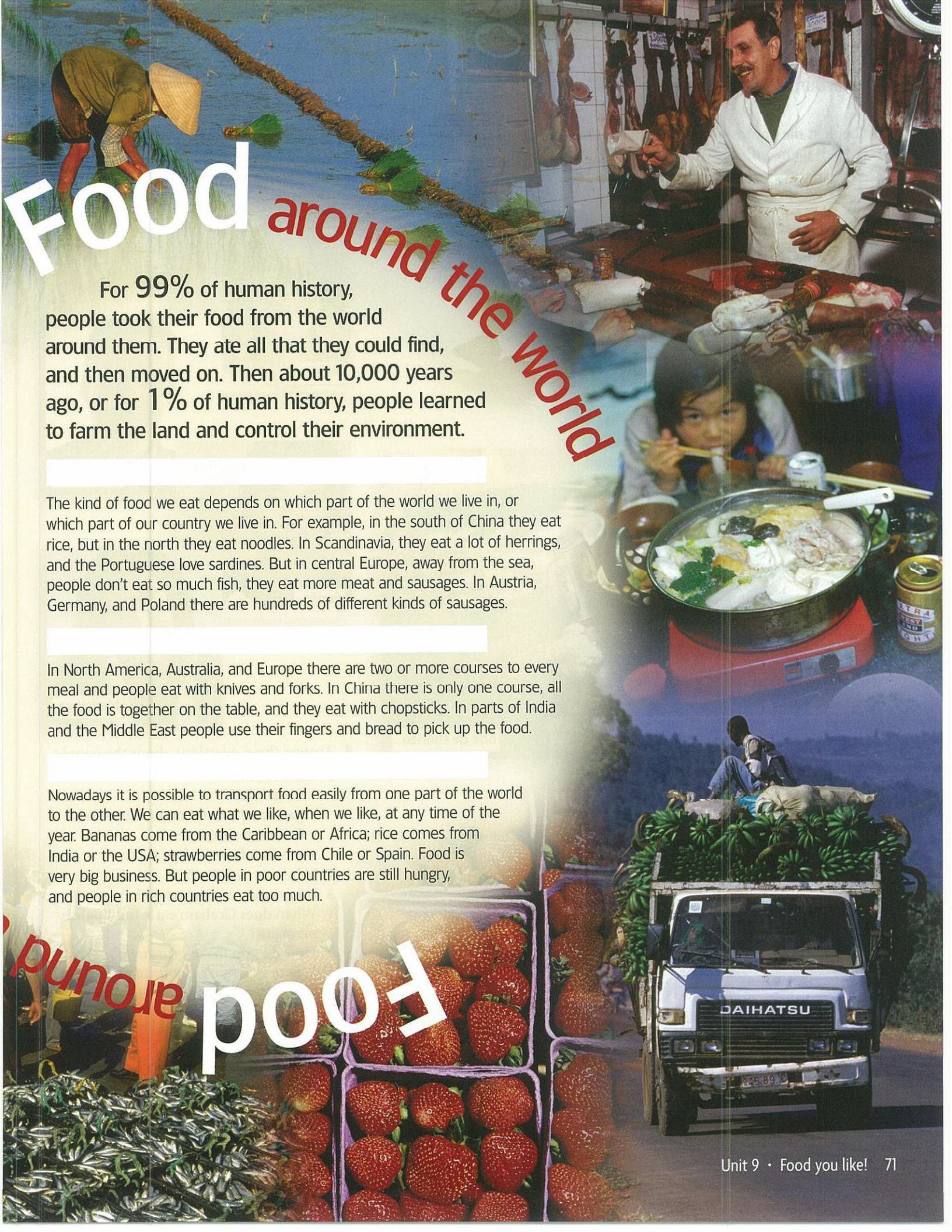
- 5 Work in small groups and discuss these questions about your country.
  - 1 What is a typical breakfast?
  - 2 What does your family have for breakfast?
  - 3 Is lunch or dinner the main meal of the day?
  - 4 What is a typical main meal?

#### Writing

- 6 Write a paragraph about meals in your country. Use your ideas from exercise 5.







# Food around the world

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

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

In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks. In China there is only one course, all the food is together on the table, and they eat with chopsticks. In parts of India and the Middle East people use their fingers and bread to pick up the food.

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

# Food around



# LISTENING AND SPEAKING

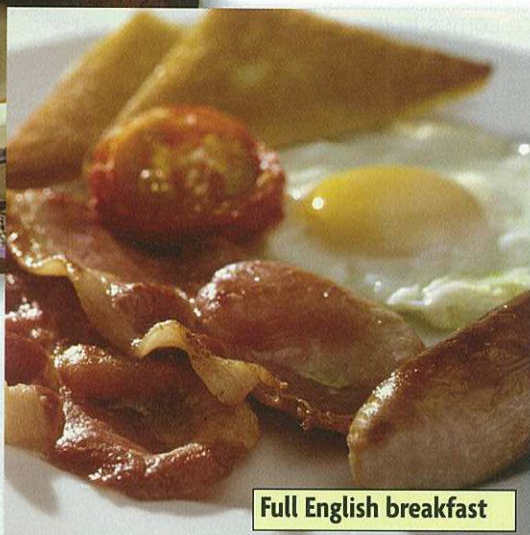
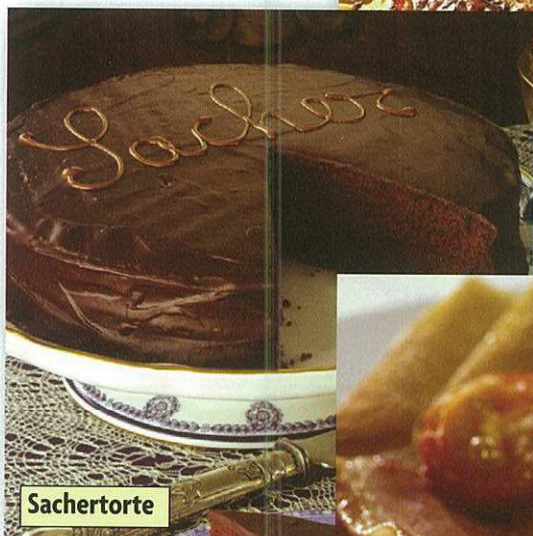
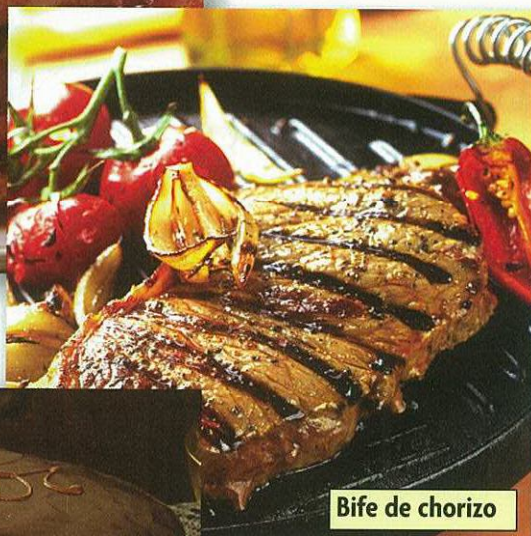
## My favourite national food

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

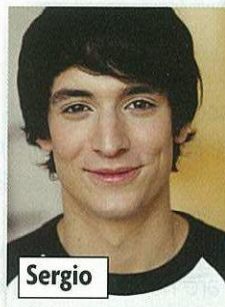
Italy Argentina England Austria

- 2 Find these things in the photos.

toast tomatoes chilli onions egg bacon chocolate beef sausage



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



- 4 Answer these questions about the people.

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

### What do you think?

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



# EVERYDAY ENGLISH

## Polite requests



1 What can you see in the photograph?

2 Match the questions and responses.

- 1 Would you like some more rice?
- 2 Could you pass the salt, please?
- 3 Could I have a glass of water, please?
- 4 Does anybody want more wine?
- 5 How would you like your coffee?
- 6 This is delicious! Can you give me the recipe?
- 7 Do you want help with the washing-up?

Black, no sugar, please.  
 Yes, of course. I'm glad you like it.  
 Do you want sparkling or still?  
 Yes, please. It's delicious.  
 Yes, of course. Here you are.  
 Yes, please. I'd love some.  
 No, of course not. We have a dishwasher.

**!** We use *Can/Could I ... ?* to ask for things.  
 Can I have a glass of water?  
 Could I have a glass of water?  
 We use *Can/Could you ... ?* to ask other people to do things for us.  
 Can you give me the recipe?  
 Could you pass the salt?

**T 9.8** Listen and check.

### Music of English

**T 9.9** Listen. Notice how the voice goes up at the end of a polite request. Practise the polite intonation.

Could you pass the salt, please?

Could I have a glass of water, please?

Can you give me the recipe?

Can I see the menu, please?

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

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

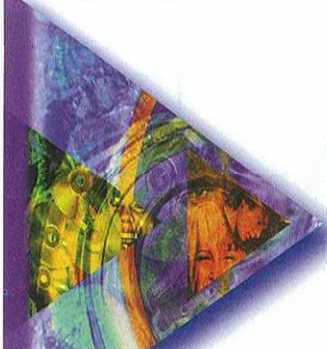
4 Practise the requests with a partner. Give an answer for each request.

Can I have a cheese sandwich, please?

Yes, of course. That's £1.75.

**T 9.10** Listen and compare your answers.





# 10 Bigger and better!

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

## STARTER



- 1 Do you prefer city life or country life? Why? Tell the class.
- 2 As a class, decide which is the most popular place to live.

*I prefer city life because it's exciting.*

*I don't. I prefer country life. It's quiet and relaxing.*

## CITY LIFE

### Comparative adjectives

- 1 Match an adjective with its opposite. Which adjectives describe city life? Which describe country life?
- 2 **T 10.1** Listen to Joel and Andy comparing city and country life. Do you agree?
- 3 **T 10.2** Listen and repeat. Be careful with the sound /ə/.

The country is slower and safer than the city.

- 4 What do you think? Make sentences comparing city and country life.

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

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

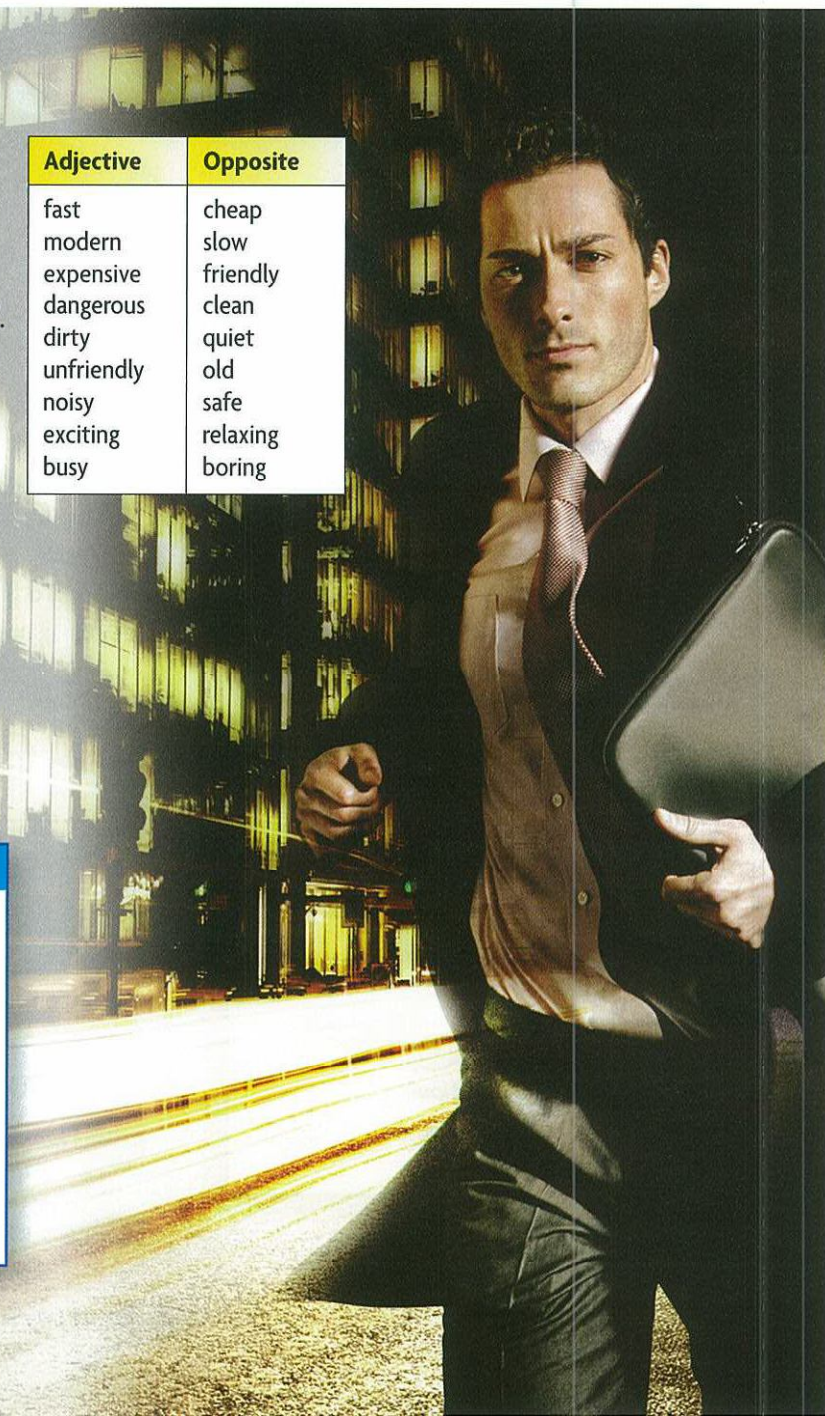
- 5 Tell the class.

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

## GRAMMAR SPOT

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

►► Grammar Reference 10.1 p144





## PRACTICE

### Much more than . . .

1 Write the correct form of the adjectives.

- 1 A Life in the country is slower than city life. (slow)  
B Yes, the city's much faster. (fast)
- 2 A New York is \_\_\_\_\_ Los Angeles. (safe)  
B No, it isn't. New York is much \_\_\_\_\_. (dangerous)
- 3 A Seoul is \_\_\_\_\_ Beijing. (big)  
B No, it isn't! It's much \_\_\_\_\_. (small)
- 4 A Madrid is \_\_\_\_\_ Rome. (expensive)  
B No, it isn't. Madrid is much \_\_\_\_\_. (cheap)
- 5 A The buildings in Rome are \_\_\_\_\_ the buildings in Prague. (modern)  
B No, they aren't. They're much \_\_\_\_\_. (old)
- 6 A Cafés in London are \_\_\_\_\_ cafés in Paris. (good)  
B No! Cafés in London are much \_\_\_\_\_. (bad)

**T 10.3** Listen and check. Practise with a partner.

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

## COUNTRY LIFE

*have got*

1 **T 10.4** Close your books. Listen to Andy and Joel's conversation. Who moved to the village of Appleton? Who stayed in London?

2 Complete the conversation with the correct adjectives.

- J So, Andy, tell me, why did you leave London? You had a \_\_\_\_\_ job.
- A Yes, but I've got a \_\_\_\_\_ job here.
- J And you had a \_\_\_\_\_ flat in London.
- A Well, I've got a \_\_\_\_\_ place here. It's a cottage!
- J Really? How many bedrooms has it got?
- A Three. And it's got a garden. It's \_\_\_\_\_ than my flat in London and it's \_\_\_\_\_.
- J But you haven't got any friends!
- A I've got a lot of new friends here. People are much \_\_\_\_\_ than in London.
- J But the country's so \_\_\_\_\_.
- A No, it isn't. I've got a surfboard now and I go surfing at weekends. Appleton has got a cinema, restaurants, pubs, and a nightclub. And the air is \_\_\_\_\_ and the streets are \_\_\_\_\_.
- J OK. OK. Everything is \_\_\_\_\_! Can I come next weekend?
- A Of course you can!

3 Practise the conversation with a partner.

### GRAMMAR SPOT

1 *Have* and *have got* both express possession. We often use *have got* in spoken British English.

I **have** a dog. I've **got** a dog. (I've = I have)  
He **has** a car. He's **got** a car. (He's = He has)

**Do** you **have** a dog? **Have** you **got** a dog?  
**Does** she **have** a car? **Has** she **got** a car?  
They **don't have** a flat. They **haven't got** a flat.  
It **doesn't have** a garden. It **hasn't got** a garden.

2 The past of both *have* and *have got* is *had*.

3 Find examples of *have got* and *had* in the conversation.

▶▶ Grammar Reference 10.2 p144



## PRACTICE

### have/have got

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

### I've got more than you!

- Work with a partner. You are both famous film stars. Ask and answer questions to find out who is richer!

**Student A**

Go to p149.

**Student B**

Go to p151.

I've got five boats.  
How many have you got?

Twelve. I've got this one, four in the Mediterranean, two in the South Pacific, two in the Caribbean, and three in Asia.

Well, I've got thirty cars!

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



## PARADISE ISLANDS

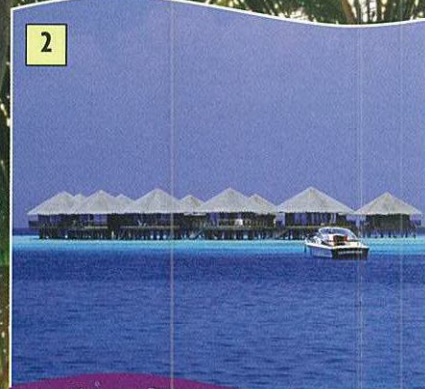
### Superlative adjectives



### Coral Club Resort

Barbados, Caribbean Sea

- Built in 1952
- 85 rooms
- \$420 to \$710 a night
- one bar and restaurant, swimming pool
- 40-minute taxi ride from airport



### Palm Hotel Resort

Maldives, Indian Ocean

- Built in 1998
- 98 rooms
- \$200 to \$600 a night
- two bars and two restaurants
- 50-minute boat ride from airport



- Here are some of the world's most relaxing holiday resorts. Which one do you like best?

- Correct the false sentences. How many correct sentences (✓) are there? What is the same about them?

- The Coral Club is cheaper than the Palm Hotel.
- Bati Island is the most expensive resort.
- The Coral Club is newer than the Palm Hotel.
- The Palm Hotel is the newest resort.
- The Coral Club is bigger than the Palm Hotel.
- The Palm Hotel is the biggest resort.
- Bati Island is the smallest resort.
- The Coral Club has got two restaurants.
- Bati Island is nearer to the airport than the Palm Hotel.
- The Coral Club is the nearest to the airport.
- Bati Island is the furthest from the airport.
- The Palm Hotel has got a swimming pool.

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



## PRACTICE

### The biggest and best!

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

- 1 That house is very big.  
Yes, it's the biggest house in the village.
- 2 The Ritz is a very expensive hotel.  
Yes, \_\_\_\_\_ in London.
- 3 Appleton is a very pretty village.  
Yes, \_\_\_\_\_ in England.
- 4 New York is a very cosmopolitan city.  
Yes, \_\_\_\_\_ in the world.
- 5 Brad Pitt is a very popular film star.  
Yes, \_\_\_\_\_ in America.
- 6 Miss Smith is a very funny teacher.  
Yes, \_\_\_\_\_ in our school.
- 7 Anna is a very intelligent student.  
Yes, \_\_\_\_\_ in the class.
- 8 This is a very easy exercise.  
Yes, \_\_\_\_\_ in the book.

**T 10.5** Listen and check.

2 **T 10.6** Close your books. Listen to the first lines in exercise 1 and give the answers.

### Talking about your class

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

tall small old young intelligent funny

I think Ivan is the tallest in the class. He's taller than Karl.

Sofia's the youngest.

I'm the most intelligent!

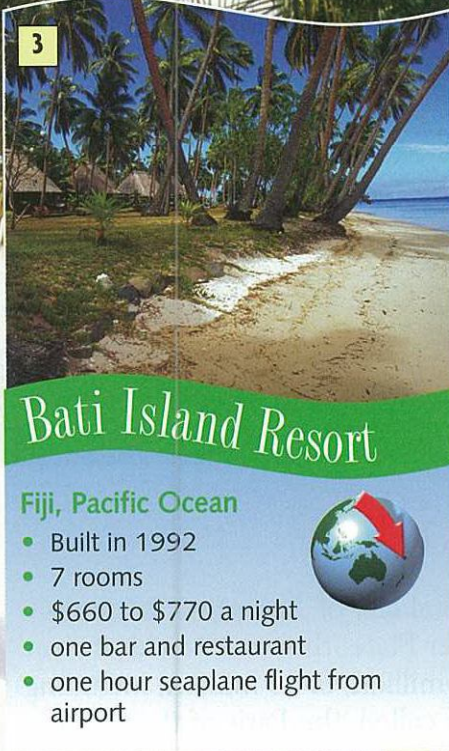
4 Write the name of your favourite film star. Read it to the class. Compare the people. Which film star is the most popular in your class?

### Check it

5 Correct the sentences.

- 1 Yesterday was more hot than today.
- 2 She's taller that her brother.
- 3 I'm the most young in the class.
- 4 Last week was busyer than this week.
- 5 He doesn't got any sisters.
- 6 Do you got any bread?
- 7 My homework is the worse in the class.
- 8 This exercise is most difficult in the book.


3



**Bati Island Resort**

Fiji, Pacific Ocean

- Built in 1992
- 7 rooms
- \$660 to \$770 a night
- one bar and restaurant
- one hour seaplane flight from airport



### GRAMMAR SPOT

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

The Palm Hotel is the \_\_\_\_\_ (cheap).

Bati Island is the \_\_\_\_\_ (expensive).

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

**good** /gʊd/ adj. (**better, best**)

Complete these irregular forms:

**bad** /bæd/ adj. (\_\_\_\_\_, \_\_\_\_\_)

**far** /fɑː/ adj. (\_\_\_\_\_, \_\_\_\_\_)

▶▶ Grammar Reference 10.1 p144



## READING AND SPEAKING

### Viva la danza!

- 1 **T 10.7** Do you know any Latin dances? Listen to three types of Latin dance music – flamenco, tango, and salsa. Which music goes with which city?

**Buenos Aires**    **Havana**    **Seville**

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

- 1 ☒ **BA** It is called 'the Paris of the South'.
- 2 ☐ It became independent from Spain in 1816.
- 3 ☐ It is the capital city of Andalucía.
- 4 ☐ In 1960 Fidel Castro led a socialist revolution.
- 5 ☐ The Arabs ruled the city from 711 to 1248.
- 6 ☐ It is one of Europe's largest historical centres.
- 7 ☐ African slaves came to work in the sugar and tobacco fields.
- 8 ☐ It was Spain's most important port in Latin America.
- 9 ☐ More than 4 million European immigrants came to work there.

- 3 Work in three groups.

**Group 1** Read about **Buenos Aires**.

**Group 2** Read about **Havana**.

**Group 3** Read about **Seville**.

Which sentences in exercise 2 are about your city?

- 4 Answer the questions about your city.

- 1 How many people live there?
- 2 Does it have a river? If yes, what is its name?
- 3 Why is it a tourist centre?
- 4 What are some important dates in its history?
- 5 Which famous people lived there?
- 6 What kind of music and dance is it famous for?
- 7 What or who were the influences on its music?
- 8 Which of these things can you do in the city you read about?
  - buy things in its beautiful shops
  - visit Ernest Hemingway's house
  - see a famous fiesta
  - learn to dance in a club
  - hear music by Piazzolla in his home country
  - visit the Alcazar Palace

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

# Viva la danza!



## Buenos Aires

Buenos Aires is the capital city of Argentina. It stands on the banks of the River Plate, the world's widest river. It has a population of 3 million, or 10 million, including Gran Buenos Aires. It is called 'the Paris of the South' because of its lovely European buildings. It is also a big commercial centre and visitors love its beautiful shops.

### Its history

For a long time, Buenos Aires was a small port in the furthest corner of the Spanish Empire. It became independent from Spain in 1816. Then the British arrived to build railways across Argentina. More than 4 million European immigrants came between 1840 and 1940 to work on the railways. They were mostly young men. The city quickly grew and became very rich.

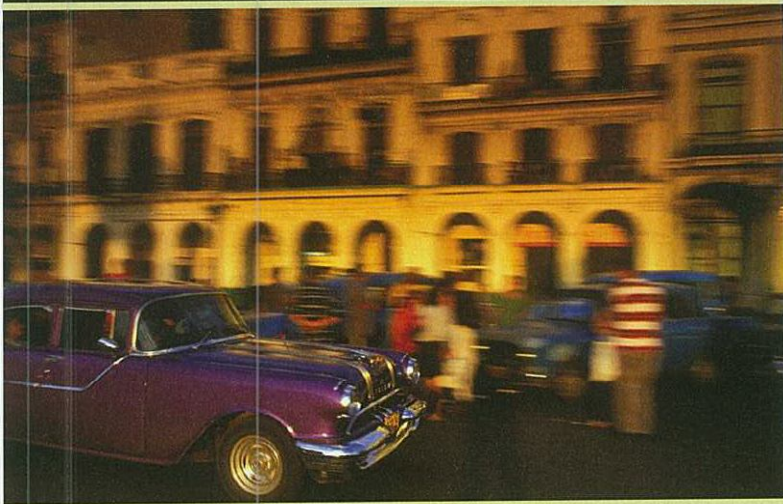
### Its music and dance

Tango began in San Telmo, the poor immigrant area of the city, in the 19th century. Its biggest influence was flamenco guitar. It was a workers' dance. There weren't many women in Buenos Aires then, so men practised together in the streets, before they tried dancing with a woman. There are still many tango bars, which tourists always visit. Astor Piazzolla, the famous composer of modern tango, lived there before he died in 1992.





# Viva la danza! Viva la danza!



## Havana

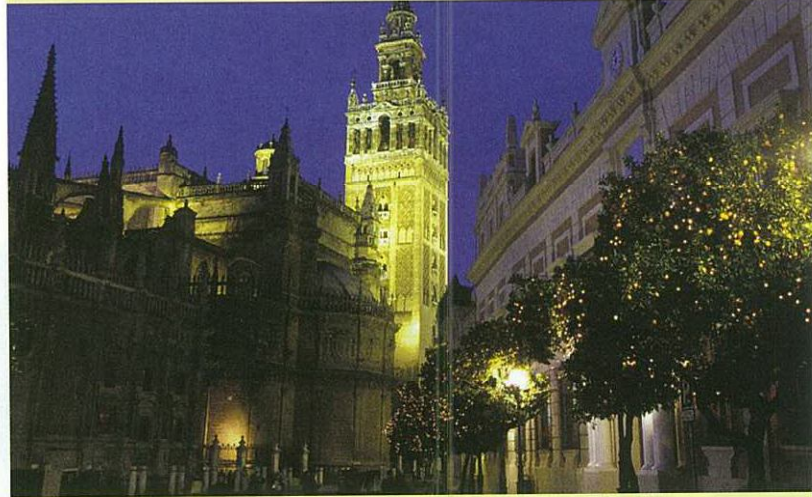
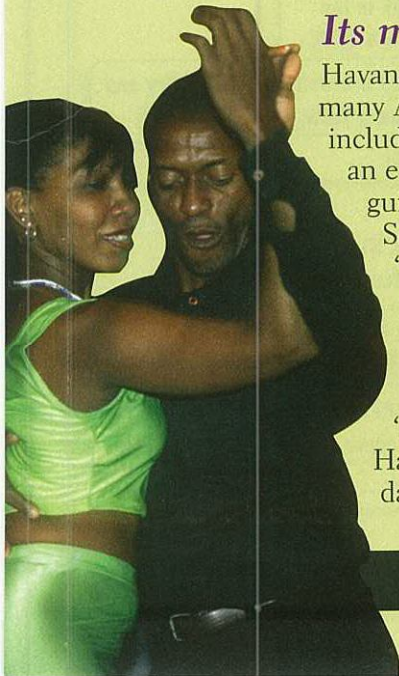
Havana is the capital of Cuba, the largest island in the Caribbean. It has a population of 2.2 million. It is one of the oldest cities in Latin America. It is a very cultural city and has lots of beautiful old Spanish buildings. In the 1990s Cuba became the second most popular tourist attraction in the Caribbean .

### *Its history*

In the 16th century, Havana was Spain's most important port and city in Latin America. Later, African slaves came here to work in the country's sugar and tobacco fields. At the beginning of the 19th century, it was one of the richest cities in the West. Ernest Hemingway, the famous US writer, lived there from 1940. In 1960 Fidel Castro led a socialist revolution and became president.

### *Its music and dance*

Havana was the birthplace of many Afro-Cuban dance styles, including salsa. The music was an exciting mixture of Spanish guitar and African drums. Salsa's original name was 'Casino' because of the clubs (casinos) that people danced in. Later, Latin Americans in New York gave it the name 'salsa', meaning 'spice'. Today tourists go to Havana to learn to salsa and to dance in the famous clubs.



## Seville

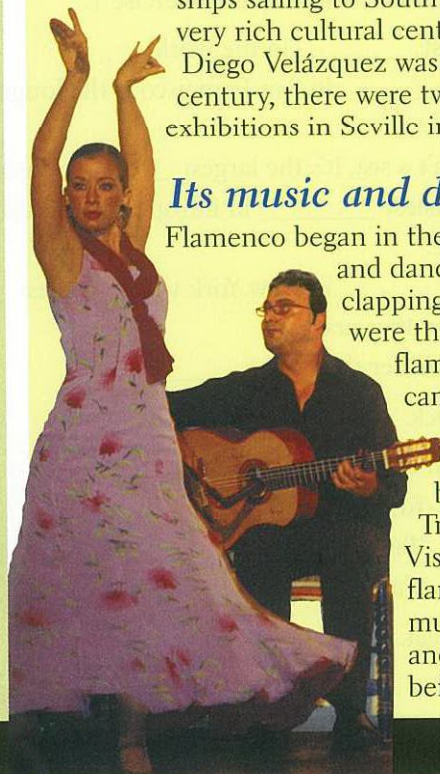
Seville is the capital of Andalucía, and the largest city of Southern Spain, with a population of 750,000. It stands on the banks of the Guadalquivir river. It is one of Europe's largest historical centres with many beautiful old buildings. Tourists also come for its famous fiesta in April.

### *Its history*

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

### *Its music and dance*

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



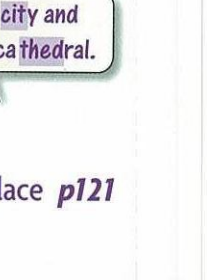
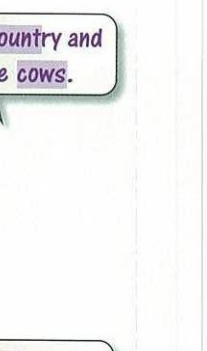
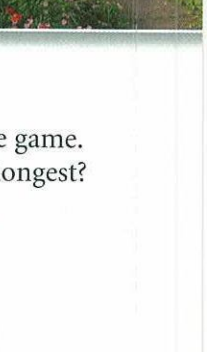
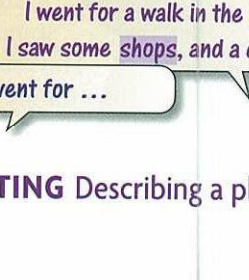
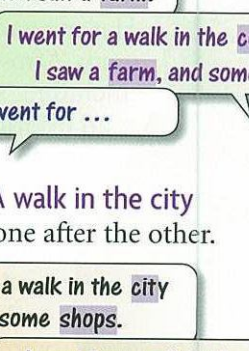
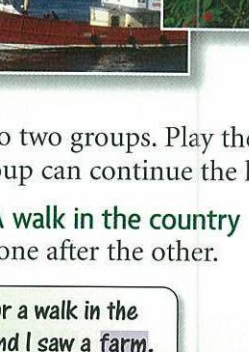
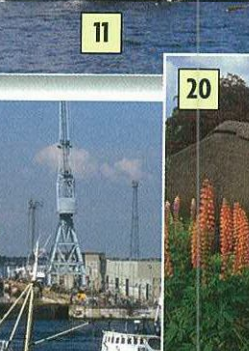
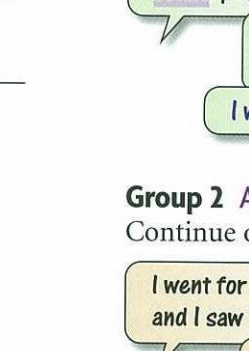
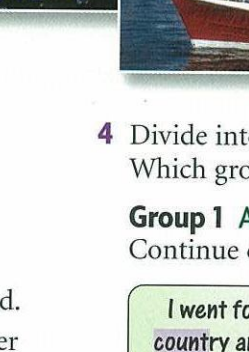
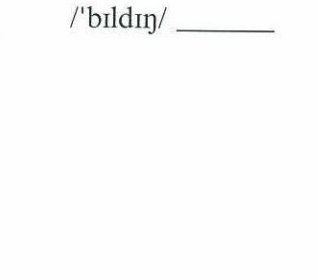
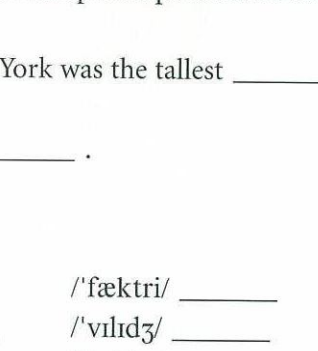
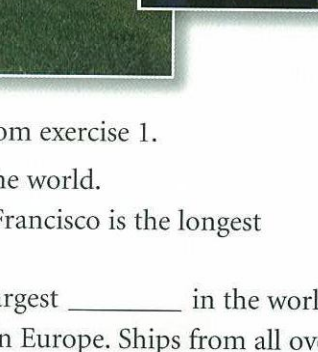
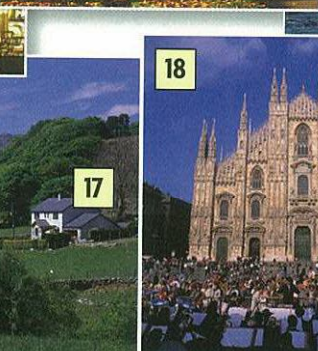
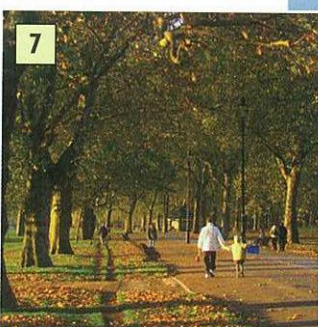
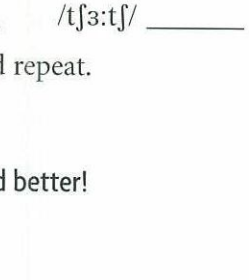
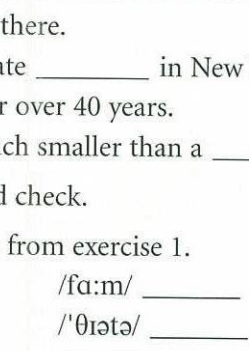
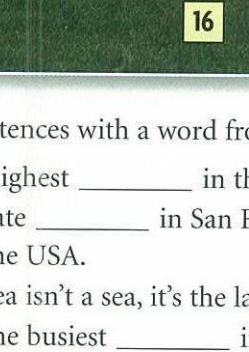
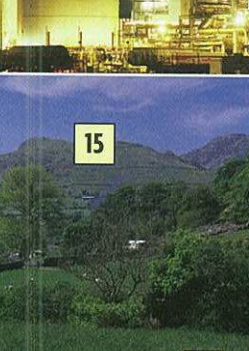
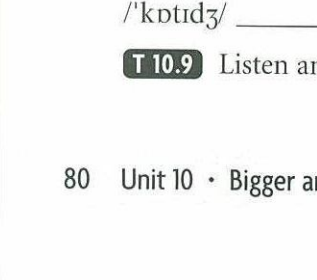
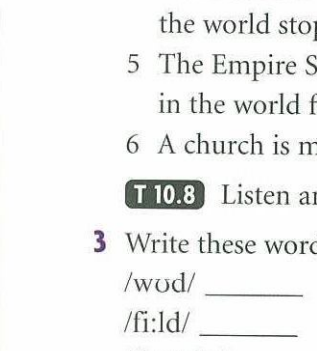
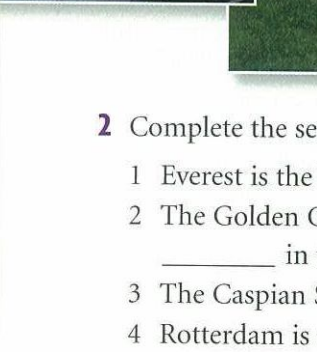
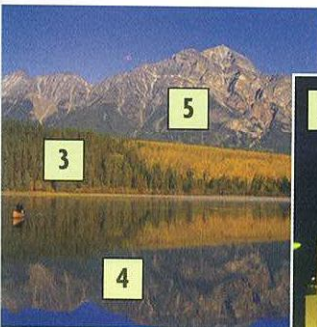
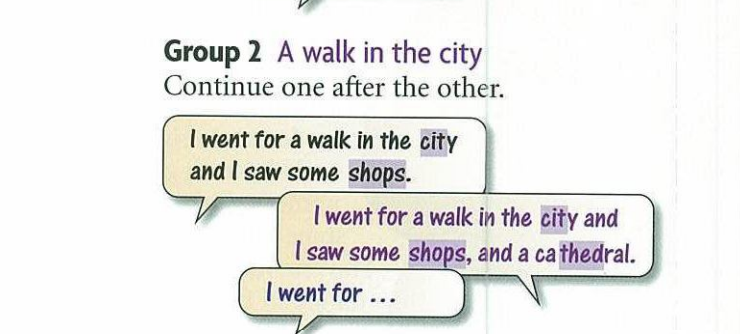
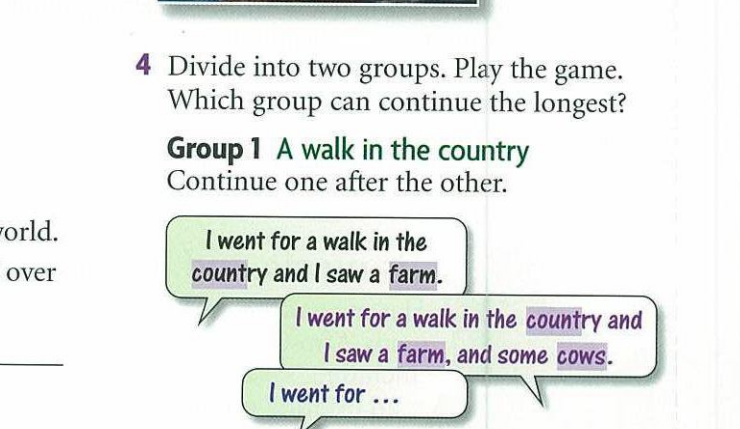
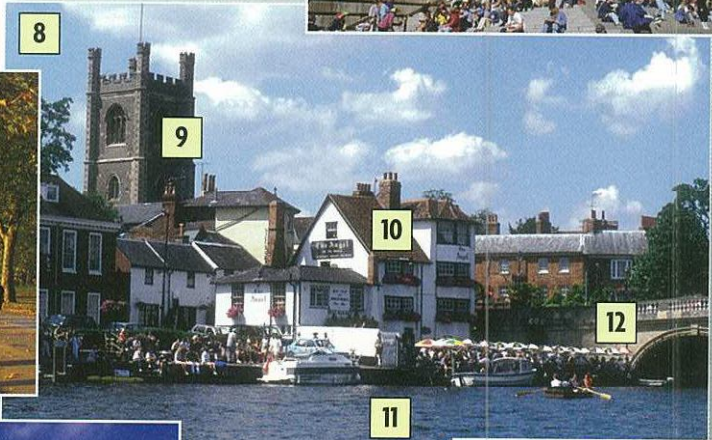
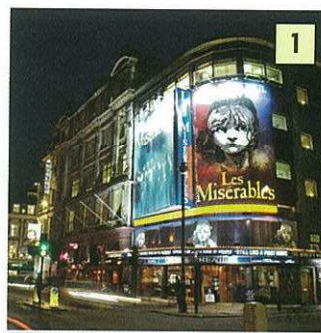


# VOCABULARY AND PRONUNCIATION

## City and country words

- 1 Match these words with the pictures. Which things do you usually find only in the country?

wood park museum church cathedral farm bridge  
car park port factory pub field theatre lake village  
hill mountain cottage building river



- 2 Complete the sentences with a word from exercise 1.

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

**T 10.8** Listen and check.

- 3 Write these words from exercise 1.

/wɒd/ \_\_\_\_\_ /fɑ:m/ \_\_\_\_\_ /'fæktri/ \_\_\_\_\_  
/fi:ld/ \_\_\_\_\_ /'θiətə/ \_\_\_\_\_ /'vɪlɪdʒ/ \_\_\_\_\_  
/'kɒtɪdʒ/ \_\_\_\_\_ /tʃɜ:tʃ/ \_\_\_\_\_ /'bɪldɪŋ/ \_\_\_\_\_

**T 10.9** Listen and repeat.

- 4 Divide into two groups. Play the game. Which group can continue the longest?

**Group 1 A walk in the country**  
Continue one after the other.

I went for a walk in the country and I saw a farm.

I went for a walk in the country and I saw a farm, and some cows.

I went for ...

**Group 2 A walk in the city**  
Continue one after the other.

I went for a walk in the city and I saw some shops.

I went for a walk in the city and I saw some shops, and a cathedral.

I went for ...

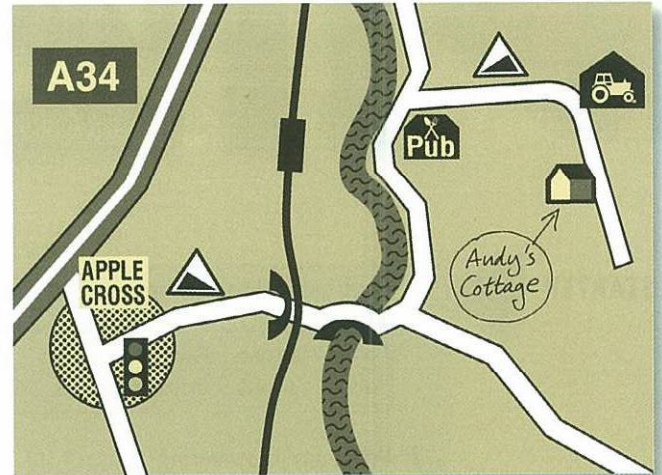


# EVERYDAY ENGLISH

## Directions 2

- 1 **T 10.10** Listen to Andy's directions to his cottage. Mark the route on the map. Then complete the directions.

Leave the A34 at Apple Cross. \_\_\_\_\_ left at the traffic lights. Then go \_\_\_\_\_ the hill, and \_\_\_\_\_ the first bridge. OK? Then go \_\_\_\_\_ the second bridge, and \_\_\_\_\_ the road by the river. Go \_\_\_\_\_ the pub, and \_\_\_\_\_ right \_\_\_\_\_ the hill. Go \_\_\_\_\_ the corner past the farm, and my cottage is \_\_\_\_\_ right. It's easy!

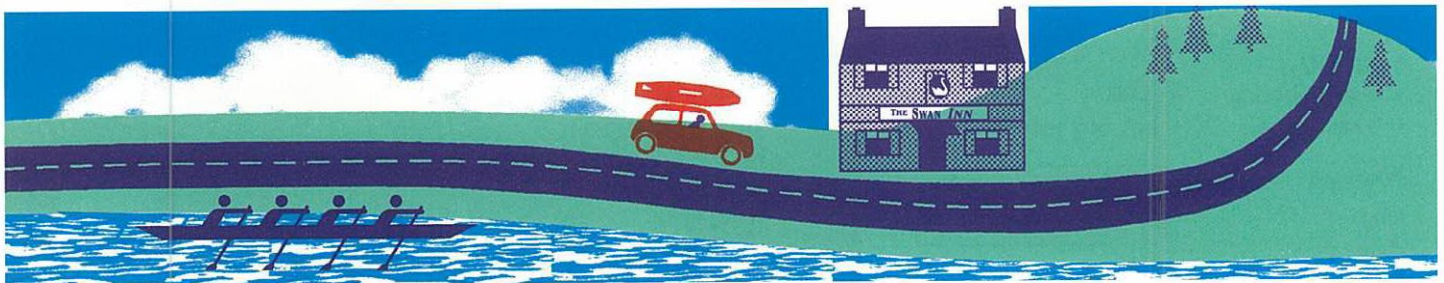


- 2 **T 10.11** Complete the text with the prepositions. Listen to Joel and Andy's conversation. Check your answers.

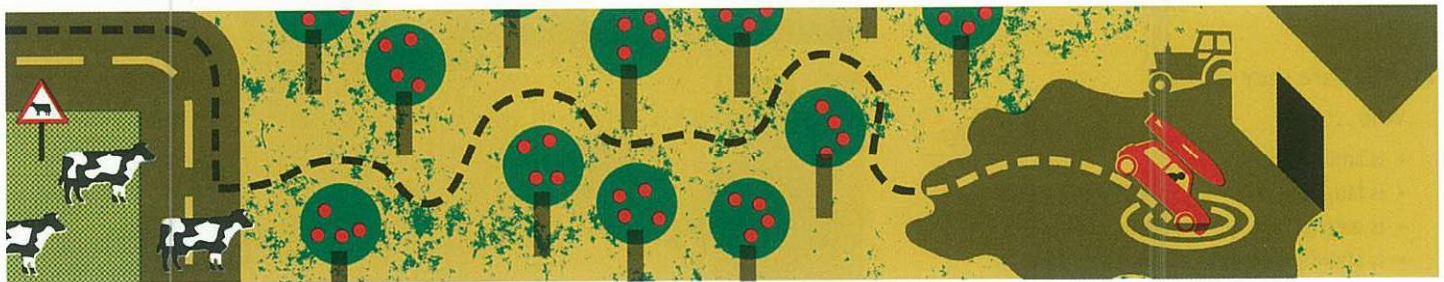
along down into round over past through under up



Joel drove \_\_\_\_\_ the hill, \_\_\_\_\_ the first bridge, and \_\_\_\_\_ the second bridge.



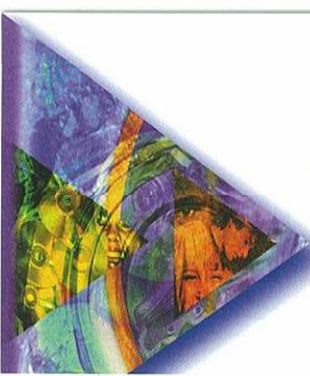
Then he drove \_\_\_\_\_ the road by the river, \_\_\_\_\_ the pub, and \_\_\_\_\_ the hill.



Next he drove \_\_\_\_\_ the corner, off the road, \_\_\_\_\_ some apple trees, and \_\_\_\_\_ a lot of mud!

- 3 Cover the text. Look at the pictures and tell Joel's story.
- 4 Work with a partner.
- Student A** Think of a place near your school. Give your partner directions, but do not say what the place is.
- Student B** Listen to the directions. Where are you?





# 11

## Looking good!

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

### STARTER



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

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

2 What are you wearing?  
What is your teacher wearing?  
Tell the class.

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

*You're wearing a dress.*

## DESCRIBING PEOPLE

### Present Continuous

1 Look at the photos. Describe the people.

Who ... ?

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

Who's got ... ?

long

short

fair

dark

grey

hair

blue

brown

eyes

*Poppy's pretty.*

*Sofia's got dark hair  
and brown eyes.*

2 What are they doing?

Who ... ?

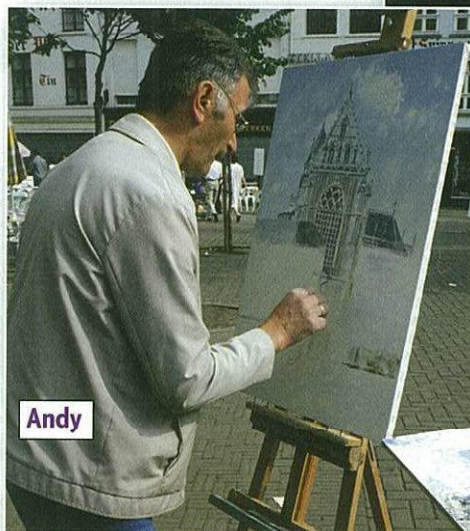
- is smiling
- is laughing
- is eating
- is standing up
- is drawing
- is reading
- is playing the guitar
- is sitting down
- is using a computer
- is painting
- is walking

*Ella's smiling.*

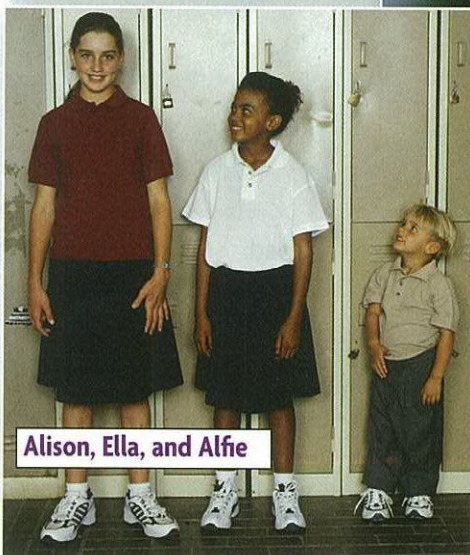
3 What are they wearing?

*Andy's wearing glasses.*

*Simon's wearing a black jacket.*



Andy



Alison, Ella, and Alfie



Poppy



## GRAMMAR SPOT

- 1 *Am/is/are* + adjective describes people and things.

She **is** young/tall/pretty.

- 2 *Am/is/are* + verb + *-ing* describes activities happening **now**. Complete the table.

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

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

- 3 What is the difference between these sentences?

He **speaks** Spanish.  
He's **speaking** Spanish.

► Grammar Reference 11.1 and 11.2 p145

## PRACTICE

### Talking about you

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

- |                               |  |
|-------------------------------|--|
| 1 I/wearing a jacket          | I'm <b>not</b> wearing a jacket, I'm wearing a jumper. |
| 2 I/wearing jeans             |  |
| 3 I/standing up               | 6 teacher/writing                                      |
| 4 I/looking out of the window | 7 we/working hard                                      |
| 5 it/raining                  | 8 I/chewing gum  |

Tell a partner about yourself.

- 2 Work with a partner.

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

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

Is it a girl?

Yes, it **is**.

Is she sitting near the window?

No, she **isn't**.

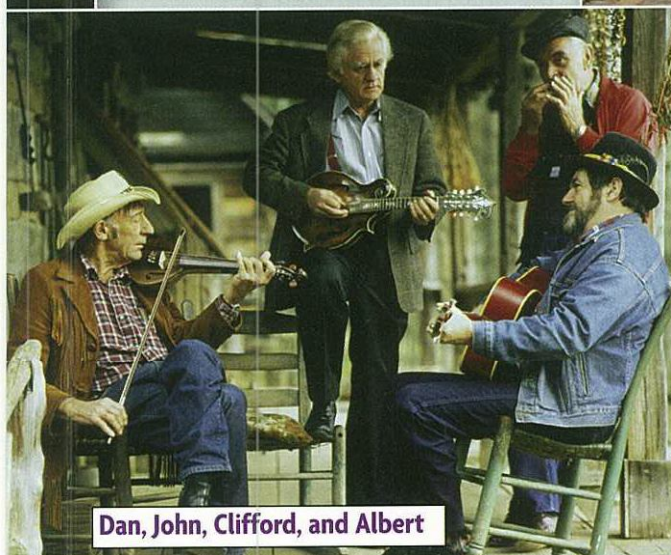
Has she got fair hair?

No, she **hasn't**.

- 3 Look out of the window. What can you see? Buildings? Hills? Fields? Can you see any people? What are they doing? Describe the scene.



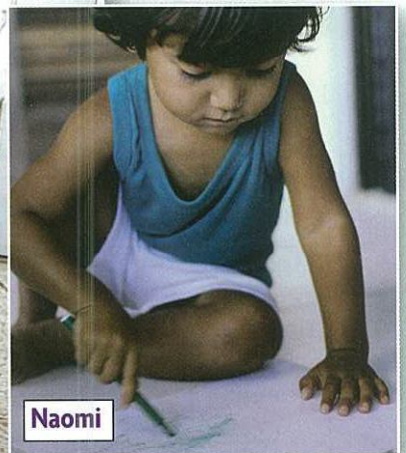
Kate and Sofia



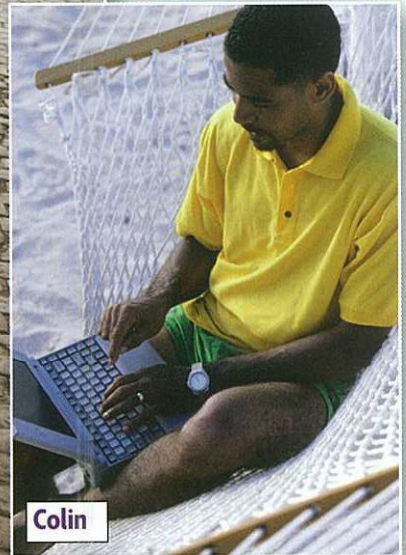
Dan, John, Clifford, and Albert



Simon



Naomi



Colin



## Who's at the party?

- 4 **T 11.1** Oliver is at the party, but he doesn't know anyone. Monica is telling him about the other guests. Listen and write the people's names on the picture.



- 5 Listen again and complete the table.

	Present Continuous	Present Simple
Harry	He's sitting down and he's talking to Mandy.	He works in LA.
Mandy		
Fiona		
George		
Roz and Sam		

## Getting information

- 6 Work with a partner.

**Student A** Look at the picture of a party on p149.

**Student B** Look at the picture of a party on p151.

Don't show your picture! There are *ten* differences. Talk about the pictures to find them.

In my picture three people are dancing.

In my picture four people are dancing.

There's a girl with fair hair.

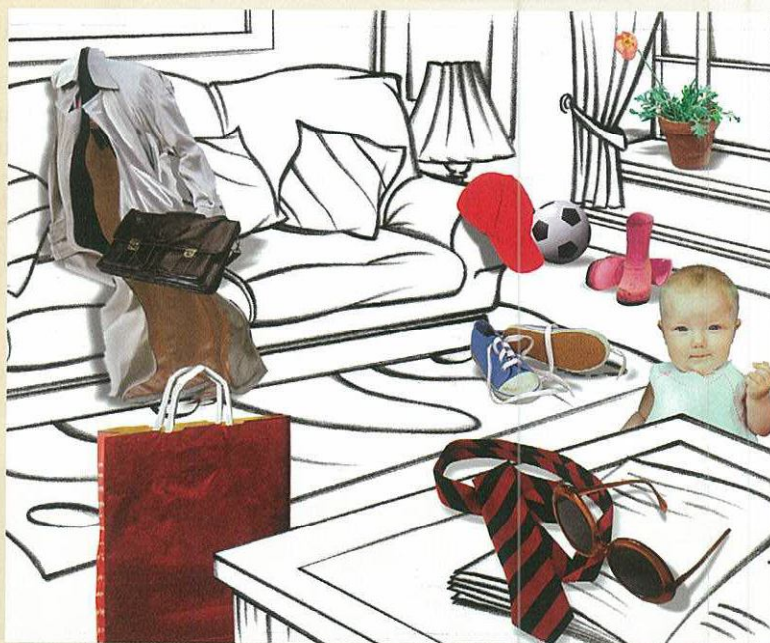
Is she wearing a black dress?

## THE HOUSE IS A MESS!

Whose is it?

- 1 Find these things in the room. Then find them on the people on p85.

a baseball cap boots a baby a plant trainers  
a coat sunglasses a tie a bag a football a briefcase



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

1 Whose is the baseball cap? It's \_\_\_\_\_.

2 Whose are the boots? They're \_\_\_\_\_.

3 Whose is the baby? It's \_\_\_\_\_.

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

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

mine yours his hers ours theirs

Whose jacket is this?

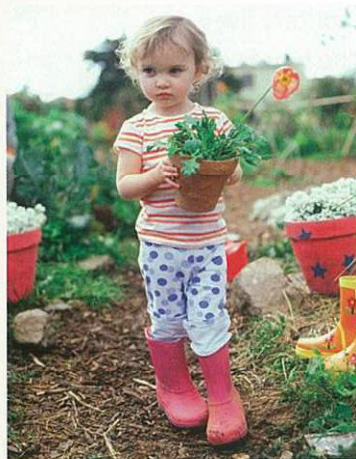
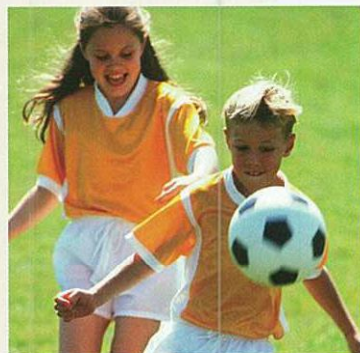
It's Anya's.

It's hers.

Is it yours, Anya?

Yes, it's mine.





## PRACTICE

### who's or whose?

1 Choose the correct word. Compare your answers with a partner.

- I like *your/yours* house.
- Ours/Our* house is smaller than *their / theirs*.
- And *their/theirs* garden is bigger than *our/ours*, too.
- My/Mine* children are older than *her/hers*.
- Whose/Who's* talking to *your/yours* sister?
- This book isn't *my/mine*. Is it *your/yours*?
- '*Whose/Who's* dictionary is this?' 'It's *his/him*.'
- '*Whose/Who's* going to the party tonight?' 'I'm not.'
- '*Whose/Who's* dog is running round *our/ours* garden?'

2 **T 11.3** Listen to the sentences. If the word is **Whose?** shout 1! If the word is **Who's?** shout 2!

*Who's on the phone?*

2

*Whose is it?*

1

### What a mess!

3 **T 11.4** Complete the conversation. Listen and check.

A \_\_\_\_\_ is this tennis racket?

B It's \_\_\_\_\_.

A What's it doing here?

B I'm \_\_\_\_\_ tennis this afternoon.



The Present Continuous can also describe activities happening in the near future.

**I'm playing** tennis this afternoon.

**We're having** pizza for dinner tonight.

4 Make more conversations with a partner.

- these football boots? / John's / playing football later
- these ballet shoes? / Mary's / going dancing tonight
- this suitcase? / mine / going on holiday tomorrow
- this coat? / Jane's / going for a walk soon
- this plane ticket? / Jo's / flying to Rome this afternoon
- all these glasses? / ours / having a party tonight

**T 11.5** Listen and check.

### Check it

5 Correct the sentences.

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

## GRAMMAR SPOT

1 Complete the table.

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

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

**Whose** hat is this?

**Whose** is this hat?

**Whose** is it?

It's my hat. = It's mine.

3 Careful!

**Who's** your teacher?

**Who's** = Who is



**Grammar Reference 11.3 p145**



## LISTENING AND SPEAKING

### Looking for that something

- 1 What makes you happy? Think of five things that make you happy. Write them down. Compare them with a partner.
- 2 What makes you happiest? Choose one thing only. Compare with the class.
- 3 **T 11.6** Close your books and listen to the song.
- 4 Read the song by an Irish band called *Westlife*.



Can you match these words from the song and their meanings?

joy	to love
to cherish	happiness
to deny	when the sun comes up
solitary	to say no to something
the sunrise	alone, lonely

- 5 **T 11.6** Look at the words on the right. Choose the correct word to complete the lines. Listen again and check.

#### What do you think?

- In the song, what does 'flying without wings' mean?
- Did you find any of the things on your list in the song?



Everybody's \_\_\_\_\_ for that something  
One thing that makes it all complete  
You find it in the strangest \_\_\_\_\_  
Places you never knew it could be

Some find it in the faces of their \_\_\_\_\_  
Some find it in their lover's \_\_\_\_\_  
Who can deny the joy it brings  
When you find that \_\_\_\_\_ thing  
**You're flying without wings**

Some find it sharing every \_\_\_\_\_  
Some in their solitary lives  
You find it in the words of others  
A simple line can make you \_\_\_\_\_ or cry

You find it in the deepest \_\_\_\_\_  
The kind you cherish all your life  
And when you know how \_\_\_\_\_ that means  
You've found that special thing  
**You're flying without wings**

So impossible as it may seem  
You've got to \_\_\_\_\_ for every dream  
'Cause who's to \_\_\_\_\_ which one you let go  
Would have made you complete

Well, for me it's waking up beside \_\_\_\_\_  
To watch the sunrise on your face  
To know that I can say I \_\_\_\_\_ you  
At any given time or place

It's little things that only I know  
Those are the things that make you \_\_\_\_\_  
And it's like flying without wings  
'Cause you're my special \_\_\_\_\_  
**I'm flying without wings**

You're the place my life \_\_\_\_\_  
And you'll be where it ends  
I'm flying without wings  
And that's the joy you \_\_\_\_\_  
**I'm flying without wings**

looking / finding

places / houses

parents / children  
hair / eyes

special / interesting

breakfast / morning

dance / laugh

friendship / water

many / much

fight / sleep  
say / know

her / you

like / love

mine / theirs

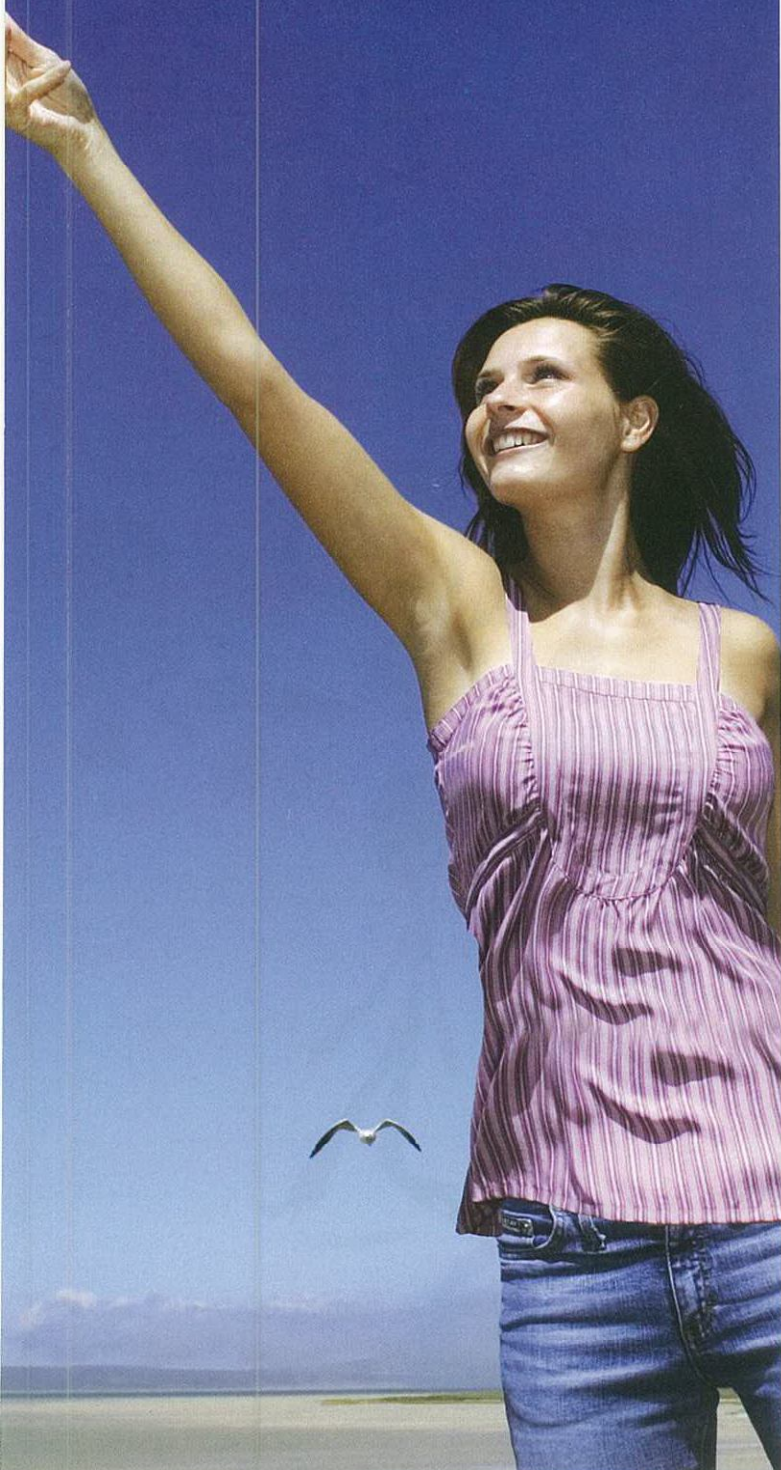
person / thing

begins / stops

take / bring



# Flying without wings



## Speaking

- 6 Read the questionnaire and answer the questions. Stand up. Ask students in the class the questions. Find people with the same answers as yours.

## My favourite things

- 1 What's your favourite **food**?  
\_\_\_\_\_
- 2 What's your favourite **drink**?  
\_\_\_\_\_
- 3 What's your favourite **colour**?  
\_\_\_\_\_
- 4 What are your favourite **clothes**?  
\_\_\_\_\_
- 5 What are your favourite **shoes**?  
\_\_\_\_\_
- 6 Who's your favourite **singer or band**?  
\_\_\_\_\_
- 7 What are your favourite **things to do at weekends**?  
\_\_\_\_\_
- 8 Who's your favourite **person**?  
\_\_\_\_\_
- 9 Where's your favourite **place**?  
\_\_\_\_\_
- 10 Who's your favourite **film star or actor**?  
\_\_\_\_\_

- 7 Tell the class which people like the same things as you.

Johann and I both like blue.

Stella and I both like trainers.

## ► WRITING Describing people p122



# VOCABULARY AND PRONUNCIATION

## Words that rhyme

1 Read these lines. Which words rhyme?

- A Who **knows** whose **roses** those **are**?  
 B Those **flowers** are **ours**, **thank** you.

**T 11.7** Listen and check. Practise saying the lines.

2 Match the words that rhyme.

red	kissed
green	dark
hat	mean
short	shoes
park	said
list	that
whose	bought

eyes	beer
those	pay
ours	wear
hair	knows
near	size
grey	flowers

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

### Vowels

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

### Diphthongs

- 1 /aɪ/ eyes \_\_\_\_\_  
 2 /ɪə/ \_\_\_\_\_  
 3 /eɪ/ \_\_\_\_\_  
 4 /eə/ \_\_\_\_\_  
 5 /əʊ/ \_\_\_\_\_  
 6 /aʊ/ \_\_\_\_\_

**T 11.8** Listen and check.

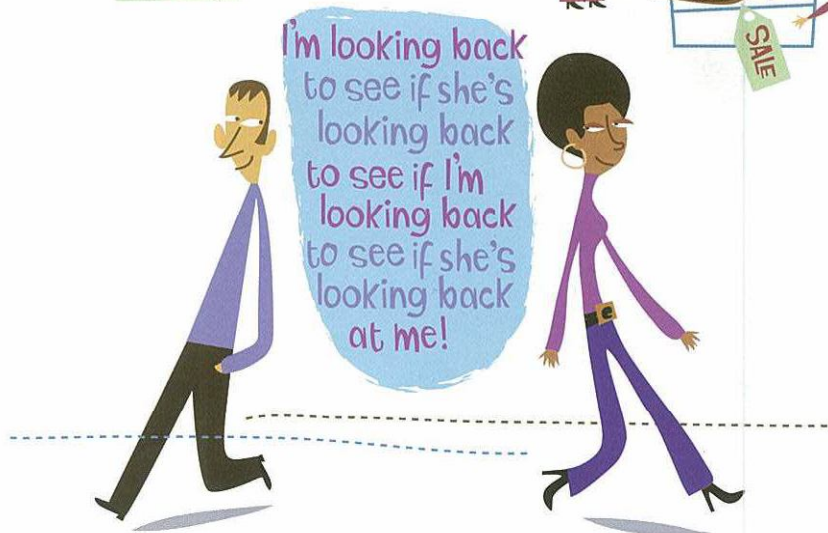
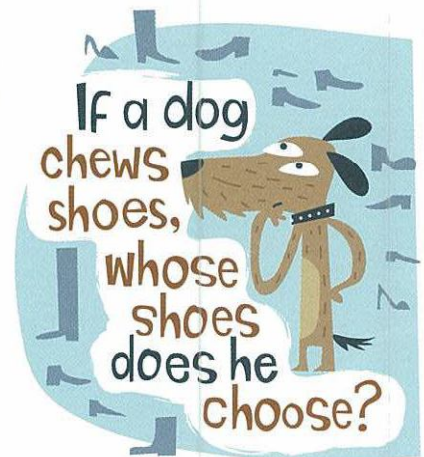
4 Can you add any more words to the lists? Practise saying them.

red said bed head ...

hat that cat ...

## Tongue twisters

5 **T 11.9** Tongue twisters are sentences that are difficult to say. They are good pronunciation practice. Listen, then try saying these quickly to a partner.



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

► **Phonetic symbols p159**

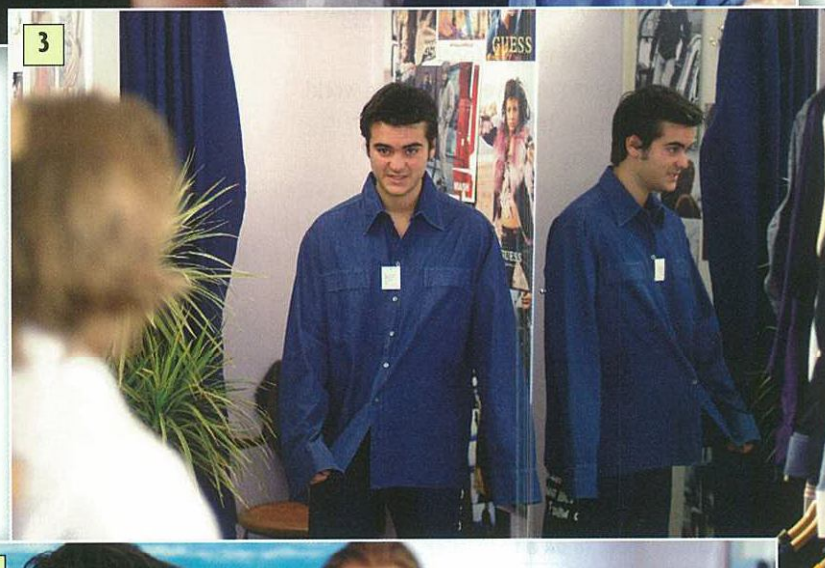
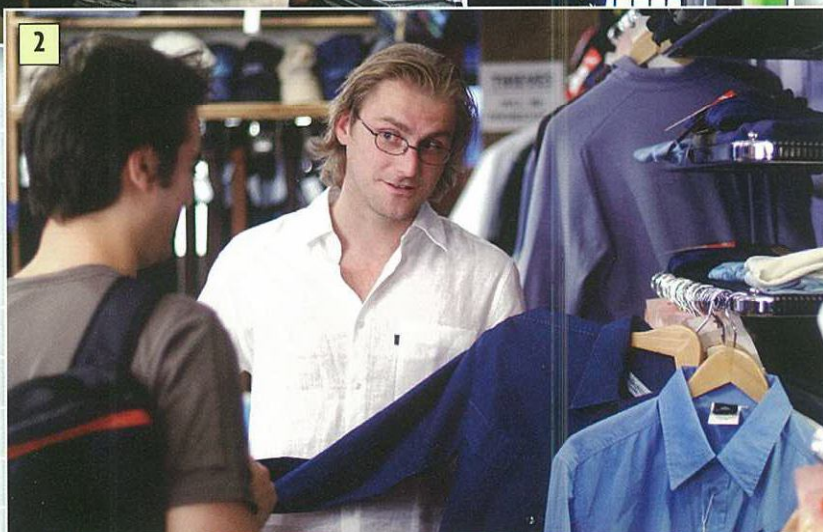


## EVERYDAY ENGLISH

### In a clothes shop

- 1 Read the lines of a conversation in a clothes shop. Who says them, the customer or the shop assistant? Write SA or C.

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



- 2 Can you match any lines with the photos?

Photo 1 SA Can I help you?

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

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

**T 11.10** Listen and check.

#### Music of English

Practise the conversation with your partner.  
Pay attention to stress and intonation.

- 4 Make more conversations in a clothes shop. Buy some different clothes.

► **SONG** Wonderful tonight  
Teacher's Book p149





# 12 Life's an adventure!

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

## STARTER



- 1 How many sentences can you make?
- 2 Make similar true sentences about you. Tell the class.

I'm going to Brazil  
I went to Brazil

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

## FUTURE PLANS

going to

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

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

**T 12.1** Listen and check. Were you correct?

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

Jack's going to be a footballer.

He's going to ...

He isn't going to ...

Which two plans are the same for both of them?

They're both going to ...

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

Is he going to be a footballer?

Yes, he is.

What's he going to do?

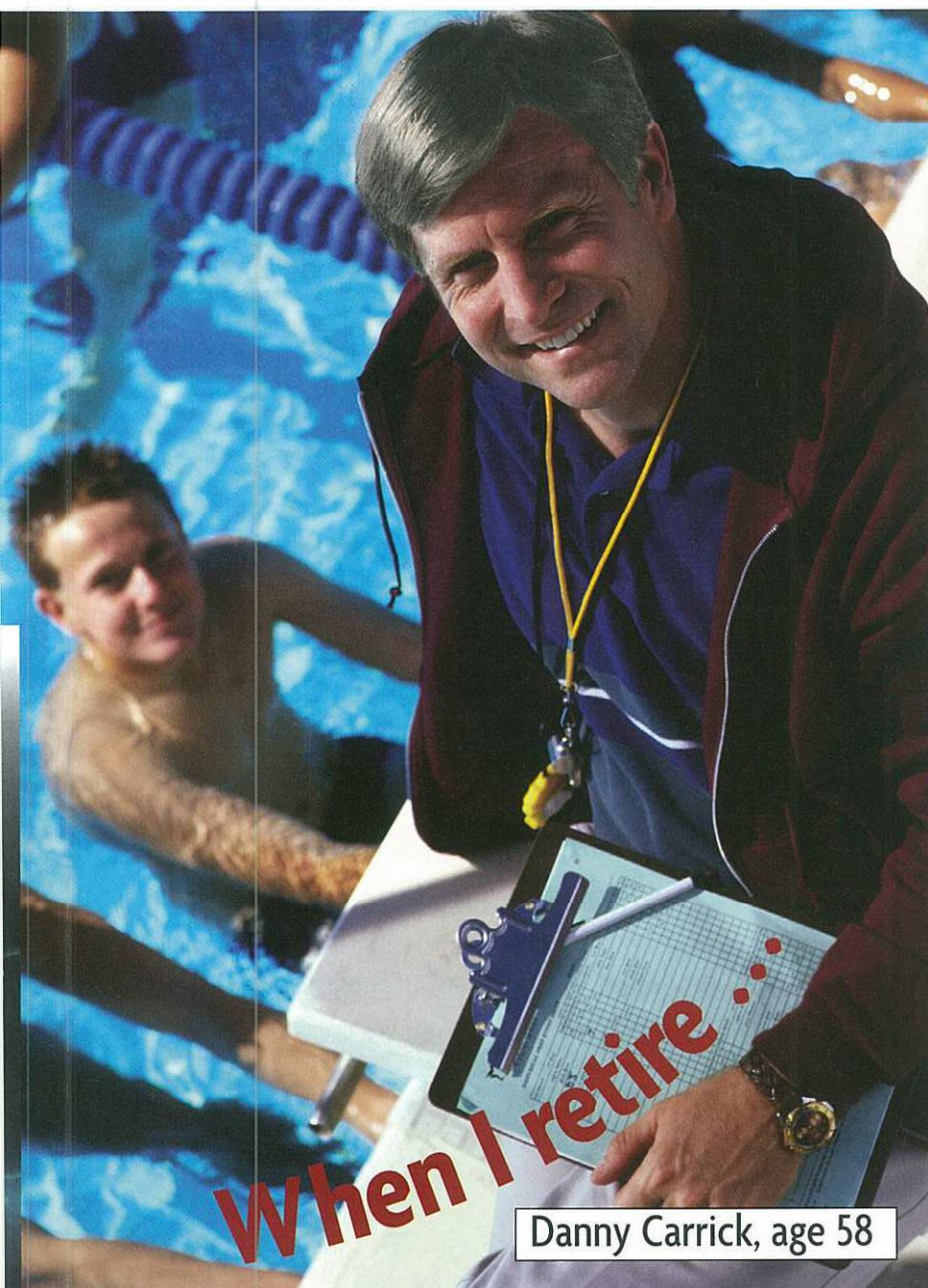
Train very hard.

When I grow up ...

Jack, age 11







Danny Carrick, age 58

## GRAMMAR SPOT

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

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

What are the questions and the negatives?

- 2 Is there much difference between these two sentences?  
I'm **leaving** tomorrow. I'm **going to** leave tomorrow.

►► Grammar Reference 12.1 p146

## PRACTICE

### Questions about Jack

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

#### Questions

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

#### Answers

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

- 2 **T 12.3** Listen and check. Practise the questions and answers with your partner.

### Questions about you

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

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

Are you going to watch TV?

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

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

We're both going to have coffee.

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



## I'm going to sneeze!



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

5 What is going to happen? Use these verbs.

have sneeze win jump be late kiss rain fall



1 It \_\_\_\_\_



2 I \_\_\_\_\_



3 She \_\_\_\_\_



4 He \_\_\_\_\_



5 You \_\_\_\_\_



6 They \_\_\_\_\_



7 They \_\_\_\_\_ a baby.



8 He \_\_\_\_\_

6 Put a sentence from exercise 5 into each gap.

- 1 Take an umbrella. \_\_\_\_\_.
- 2 Look at the time! \_\_\_\_\_ for the meeting.
- 3 Anna's running very fast. \_\_\_\_\_ the race.
- 4 Look! Jack's on the wall! \_\_\_\_\_.
- 5 Look at that man! \_\_\_\_\_.
- 6 \_\_\_\_\_. It's due next month.
- 7 There's my sister and her boyfriend! \_\_\_\_\_.
- 8 'Oh dear. \_\_\_\_\_. Aaattishooo!' 'Bless you!'

**T 12.4** Listen and check.

## I WANT TO SEE THE WORLD!

### Infinitive of purpose

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

Nepal  
Brazil  
The Great Barrier Reef  
China  
Hawaii  
Alaska  
the USA  
Kenya

fly over the Grand Canyon  
climb Mount Everest  
take photographs of the lions  
walk along the Great Wall  
go scuba-diving  
visit the rainforest  
watch whales  
go surfing

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

Danny First I'm going to Nepal.

Harold Why?

Danny To climb Mount Everest!

Harold Oh my goodness! Where are you going after that?

Danny Well, then I'm going to Kenya to ...

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

3 Would you like to try any of these activities?

a



b



c





## GRAMMAR SPOT

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

I'm **going** to Nepal tomorrow.

X I'm ~~going to go~~ to Nepal soon.

She's **coming** this evening.

X She's ~~going to come~~ this evening.

- 2 Do these sentences mean the same?

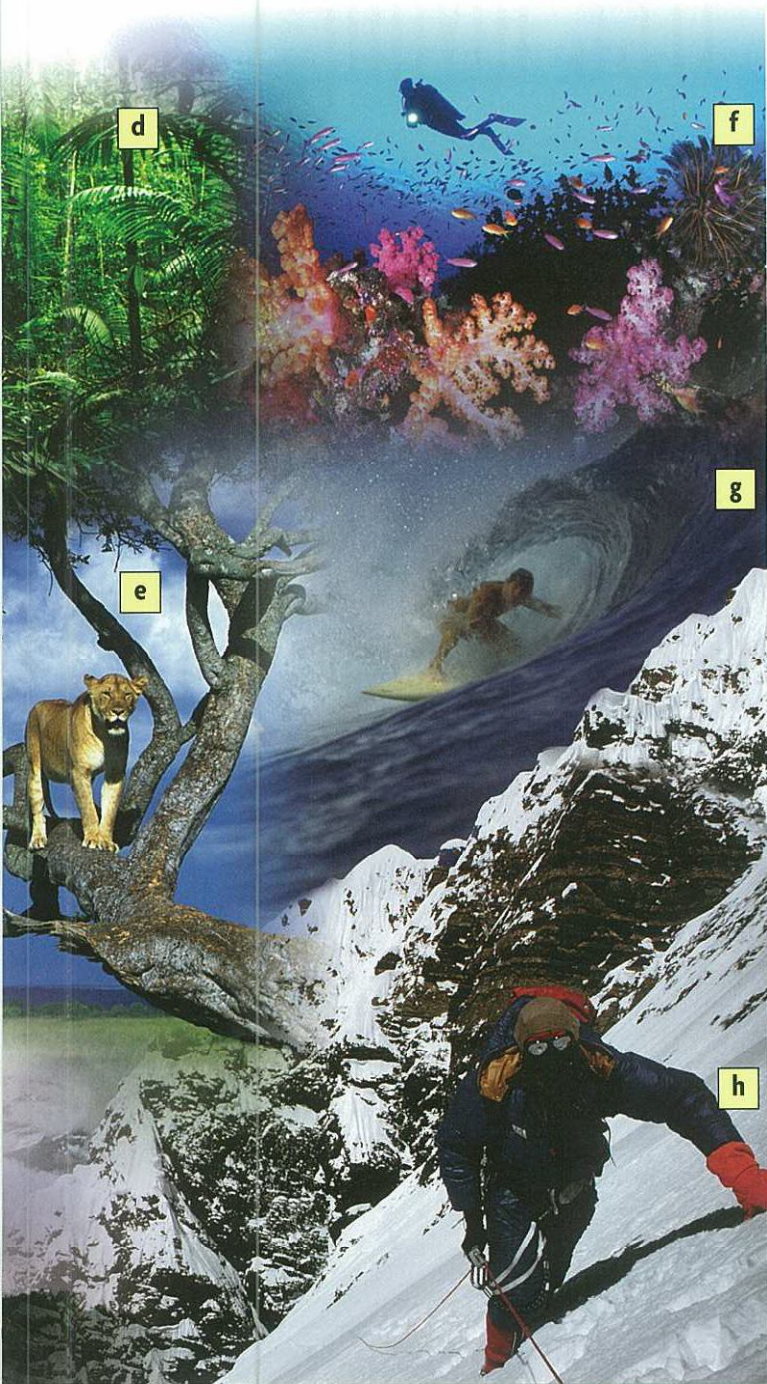
I'm going to Nepal **to climb Mount Everest**.

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

The infinitive can tell us *why* something happens.

I'm going to America **to learn English**.

▶▶ Grammar Reference 12.2 p146



## PRACTICE

### Roleplay

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

**Harold** Why are you going to Nepal?

**Danny** To climb Mount Everest!

**Harold** Oh my goodness!

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

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

Then he's ...

### Why ... ? and When ... ?

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

Why did you go to England?

To learn English.

When did you go?

Two years ago.

Why did you go to Switzerland?

To visit my cousins.

When did you go?

Last year.

Tell the class about your partner.

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

Why are you going to Paris?

To go shopping.

When are you going?

In two weeks' time.

### Check it

- 5 Tick (✓) the correct sentence.

1 ☐ Is going to rain.

☐ It's going to rain.

2 ☐ Do you wash your hair this evening?

☐ Are you going to wash your hair this evening?

3 ☐ She's going to have a baby.

☐ She's going to has a baby.

4 ☐ I'm going to the post office to buy some stamps.

☐ I'm going to the post office for buy some stamps.

5 ☐ I'm going home early this evening.

☐ I'm go home early this evening.

6 ☐ I opened the window to get some fresh air.

☐ I opened the window for to get some fresh air.



## READING AND SPEAKING

### Born free

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

- |                                      |                                   |  |
|--------------------------------------|-----------------------------------|--|
| <input type="checkbox"/> skiing      | <input type="checkbox"/> football | <input type="checkbox"/> mountain-climbing |
| <input type="checkbox"/> windsurfing | <input type="checkbox"/> golf     | <input type="checkbox"/> scuba-diving      |

- 2 Match a verb with a noun or phrase.

jump	a medal
join	over a wall
win	underwater
swim	a record
break	oxygen
breathe	a class

- 3 Look at the photos of Tanya Streeter and David Belle. Do you know what the sport is? Work in two groups.

**Group A** Read about Tanya.

**Group B** Read about David.

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

- Where did he/she grow up?
  - What did he/she like doing as a child?
  - How did he/she become interested in the sport?
  - How does he/she feel when he/she does the sport?
  - How dangerous is the sport?
  - Does he/she teach the sport?
  - What did he/she do last year?
  - What are his/her future plans?
- 4 Work with a partner from the other group.  
Compare Tanya and David, using your answers.

### Speaking

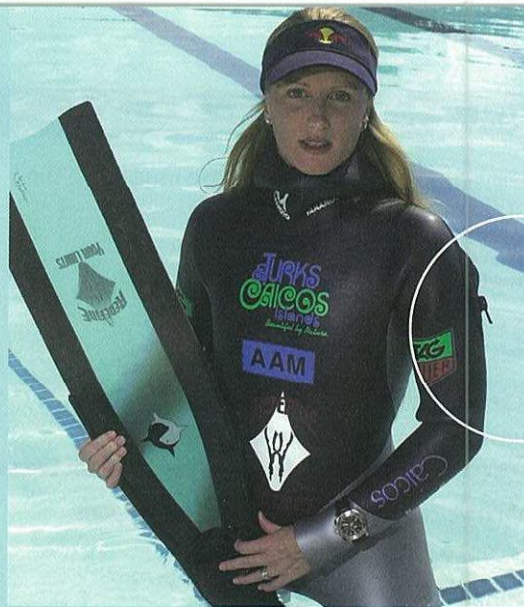
- 5 **Group A** Make questions to ask David.

- Why/like the countryside?
- What/like doing at school?
- What sport/invent?
- What/do in Lisses?
- What/do next?

**Group B** Make questions to ask Tanya.

- What/like doing as a child?
- When/join a diving class?
- How long/can/swim underwater?
- What record/break?
- What/do next?

- 6 Work with a partner from the other group.  
Interview each other.



## Free-diving

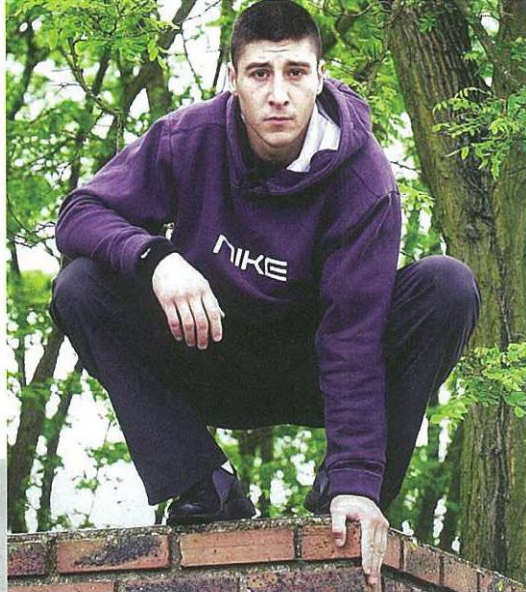
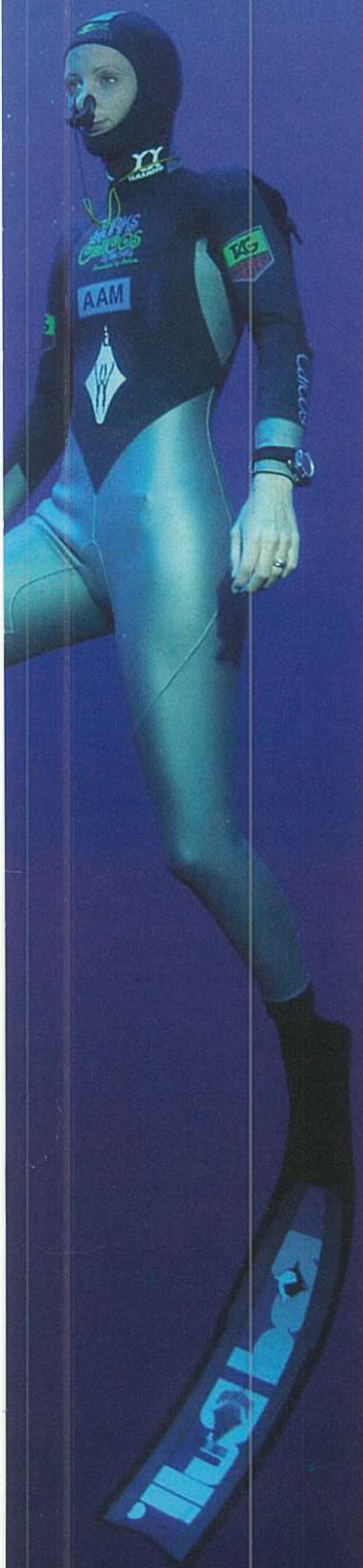
As a child, Tanya Streeter always loved swimming in the sea – she grew up in the Cayman Islands in the Caribbean. She could always dive the deepest for seashells. But she didn't know then that she could dive deeper than anyone else in the world.

Tanya discovered her diving abilities in 1997, when she joined a class in free-diving. Free-diving is a new sport. It's very dangerous, because you dive with no oxygen. There were only men in the class and no-one wanted to dive with her because she was a girl. But her class was surprised when they saw how long she could swim underwater. Her teachers immediately wanted to train her. A few months later, Tanya started breaking records. She can swim underwater for nearly six minutes with just one breath! Last year she broke the world free-diving record. She dived 121 metres with one breath.

She says: 'At the bottom of the sea I'm calm. I love the peace and quiet down there. Coming up again is very difficult. You can't think about the pain!'

I'm not planning to break any more records for a while. I'm going to wait and see if anyone breaks my last record! In the future I'm going to teach free-diving and work for sea-life conservation.'



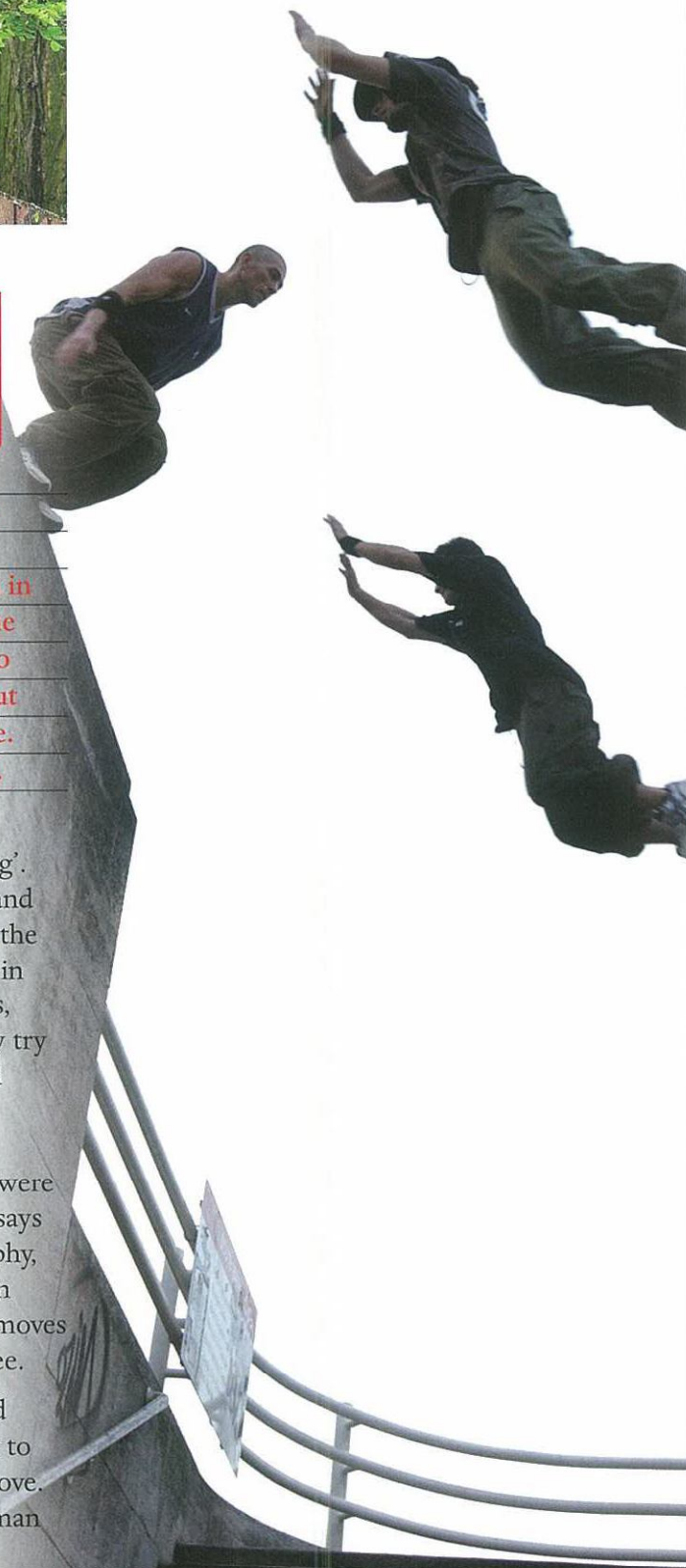


# Free-running

David Belle grew up in the countryside, and he always loved the feeling of freedom there. He liked running, jumping, and climbing trees in the woods when he was a child. At the age of nine, he and his family went to live in Lisses, a town outside Paris. But he continued to jump and climb there. He loved doing gymnastics at school.

As a teenager in 1989, David invented the sport of *Le Parkour* or 'free-running'. The idea of *Le Parkour* is to find new and often dangerous ways to travel across the town. The runners or 'traceurs' work in groups. They run and jump over walls, roofs and buildings – everything! They try to move like cats. David and his friend Sebastian spent ten years in Lisses practising their moves and jumps and teaching other people. Last year they were on television for the first time. David says that *Le Parkour* is an art and a philosophy, not a sport. They are not trying to win medals. They just want to learn new moves and do them well. They like to feel free.

David says: 'We do it because we need to move. We are going to take our art to the world and show people how to move. And we are going to go where no human ever went before.'





# VOCABULARY AND SPEAKING

## The weather

1 Match the words and symbols.

sunny rainy windy snowy cloudy foggy



Which symbols can the following adjectives go with?

hot warm cold cool wet dry

2 **T 12.6** Listen and complete the answers.

A What's the weather like today?

B It's \_\_\_\_\_ and it's very \_\_\_\_\_.

A What was it like yesterday?

B Oh, it was \_\_\_\_\_ and \_\_\_\_\_.

A What's it going to be like tomorrow?

B I think it's going to be \_\_\_\_\_.

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

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

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

**Student A** Look at the information on this page.

**Student B** Go to p151.

Ask and answer questions to complete the information.

### WORLD WEATHER

#### NOON YESTERDAY

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

What was the weather like in Athens?

It was sunny and warm. 18 degrees.

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



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



# EVERYDAY ENGLISH

## Making suggestions

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

Good weather 	Bad weather 
go to the beach	watch TV

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

1 A It's a lovely day! What shall we do?  
B Let's \_\_\_\_\_!

2 A It's raining again! What shall we do?  
B Let's \_\_\_\_\_ and \_\_\_\_\_.

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

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

- ☐ Well, let's go swimming.
- ☐ OK. Which film do you want to see?
- ☒ a Oh no! It's too hot to play tennis.
- ☐ Oh no! We watched a DVD last night.
- ☐ OK. I'll get my swimming costume.
- ☐ Well, let's go to the cinema.

**T 12.8** Listen and check.

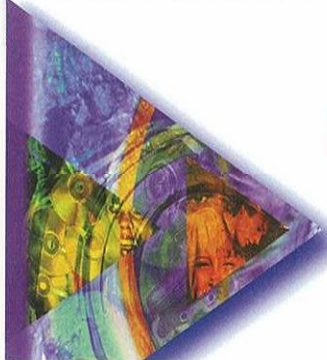
### Music of English

Practise the two conversations with your partner. Pay attention to stress and intonation.

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

 **WRITING** Writing a postcard **p123**





# 13 Storytime

Question forms • Adjectives and adverbs • Describing feelings • At the chemist's

## STARTER



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

When ... ?	Six.
Where ... ?	1991.
What ... ?	Paris.
Who ... ?	Because I love him.
Why ... ?	John.
Which ... ?	Some roses.
How ... ?	€50.
How much ... ?	The red ones.
How many ... ?	By plane.

## A QUIZ

### Question words

- 1 Look at the pictures. Which stories do you know?
- 2 Work in groups and answer the questions in the quiz.
- 3 **T 13.1** Listen and check your answers. Listen carefully to the intonation of the questions.
- 4 In groups, answer these questions.
  - 1 Which of the stories in the quiz do you like best?
  - 2 When you were a child, did you read a lot? Did your parents tell you stories? Which stories did you like best?
  - 3 Are there any famous stories from your country or culture?

## STORYTIME

- 1 **When did Shakespeare die? In the ...**  
a 15th century b 17th century c 19th century
- 2 **What happens at the end of *Romeo and Juliet*?**
- 3 **How many dwarfs are there in *Snow White*?**  
a 4 b 7 c 11
- 4 **How much money do Hansel and Gretel's parents have?**  
a a lot b not much c none
- 5 **How long does *Sleeping Beauty* sleep?**
- 6 **Who does *Cinderella* marry?**  
a the handsome Prince  
b the King  
c Aladdin
- 7 **Who created Mickey Mouse?**





## GRAMMAR SPOT

- 1 Underline all the question words in the quiz. When

### Pronunciation

- 2 **T 13.2** Listen to the two questions. Notice the difference in intonation. Practise saying them.

'Where do you live?' 'In London.'  
'Do you live in London?' 'Yes, I do.'

- 3 Make two similar questions for each of these statements. What are the short answers?

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

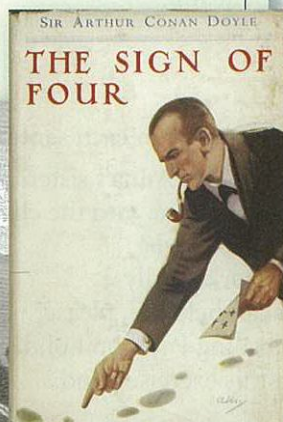
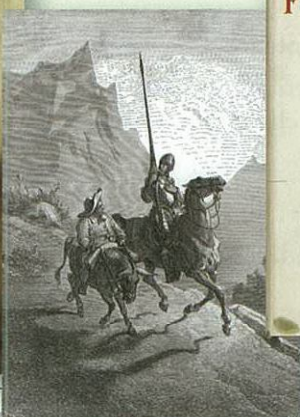
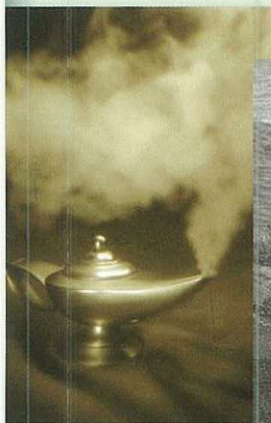
- 4 **T 13.3** Listen and check.

▶▶ Grammar Reference 13.1 p146



## QUIZ

- 8 Where did Hans Christian Andersen come from?  
a Russia b Denmark c Poland
- 9 What nationality are Don Quixote and Sancho Panza?
- 10 Whose lamp is magic?  
a Aladdin's b Dracula's c Harry Potter's
- 11 Why does Pinocchio's nose grow long?
- 12 What kind of animal is Walt Disney's Dumbo?  
a an elephant b a dog c a horse
- 13 Which city does Sherlock Holmes live in?  
a New York b London c Paris
- 14 How old is Harry Potter in the first story *Harry Potter and the Philosopher's Stone*?  
a 8 b 11 c 17



## PRACTICE

### Questions and answers

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

A	B	C
Where When Who How Whose car Why What How many Which one How much	did you buy? did you go? did you go with? did you go in? did you pay?	To the shops. This morning. A friend from work. We drove. Joe's. To buy some new clothes. A new jacket. Only one. The black leather one. £180.99.

- T 13.4** Listen and check.

### Listening and pronunciation

- 2 **T 13.5** Tick (✓) the sentence you hear.

- 1 ☐ Where do you want to go?  
☐ Why do you want to go?
- 2 ☐ How is she?  
☐ Who is she?
- 3 ☐ Where's he staying?  
☐ Where's she staying?
- 4 ☐ Why did they come?  
☐ Why didn't they come?
- 5 ☐ How old was she?  
☐ How old is she?
- 6 ☐ Does he play the guitar?  
☐ Did he play the guitar?
- 7 ☐ Where did you go at the weekend?  
☐ Where do you go at the weekend?

### Asking about you

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

- 1 like learning do English you?
- 2 do you night what did last?
- 3 languages mother many does how your speak?
- 4 last go you shopping did when?
- 5 football which you do team support?
- 6 come car today school by you to did?
- 7 much do homework have you how?
- 8 usually who sit you do next class in to?
- 9 English want learn to you do why?

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



## DO IT CAREFULLY!

### Adjectives and adverbs

- Are the words in *italics* adjectives or adverbs?
  - Smoking is a *bad* habit.  
The team played *badly* and lost the match.
  - Please listen *carefully*.  
Jane's a *careful* driver.
  - The homework was *easy*.  
Peter's very good at tennis. He won the game *easily*.
  - I know the Prime Minister *well*.  
My husband's a *good* cook.
  - It's a *hard* life.  
Teachers work *hard* and don't earn much money.

#### GRAMMAR SPOT

- Look at these sentences.  
Lunch is a **quick** meal for many people.  
(*quick* = adjective. It describes a noun.)  
I ate my lunch **quickly**.  
(*quickly* = adverb. It describes a verb.)
- How do we make regular adverbs? What happens when the adjective ends in -y?
- There are two irregular adverbs in exercise 1. Find them.

▶▶ Grammar Reference 13.2 p146

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

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

## PRACTICE

### Order of adjectives/adverbs


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

### Telling a story

- Complete these sentences in a suitable way.
  - It started to rain. **Fortunately** ...
  - Ali invited me to his party. **Unfortunately** ...
  - I was fast asleep when **suddenly** ...
  - I saw a man with a gun outside the bank. **Immediately** ...
- T 13.6** Listen to a man describing what happened to him in the middle of the night. Number the adverbs in the order you hear them.

## Noises in the night

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



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

### Check it

- Correct the mistake in each sentence.
  - Where does live Anna's sister?
  - The children came into the classroom noisily.
  - What means *comb*?
  - I always work hardly.
  - Do you can help me, please?
  - When is going Peter on holiday?
  - You did this exercise good.

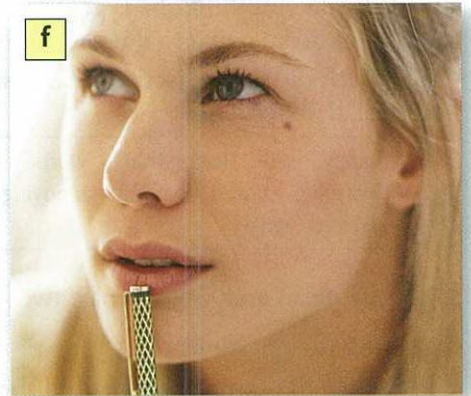
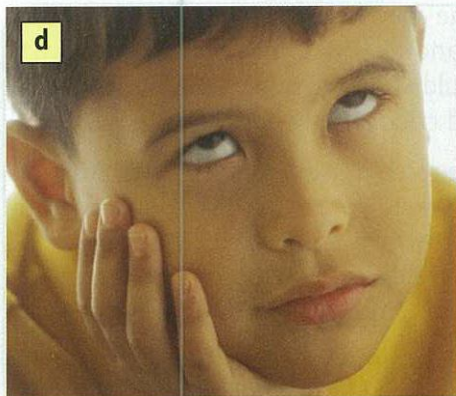
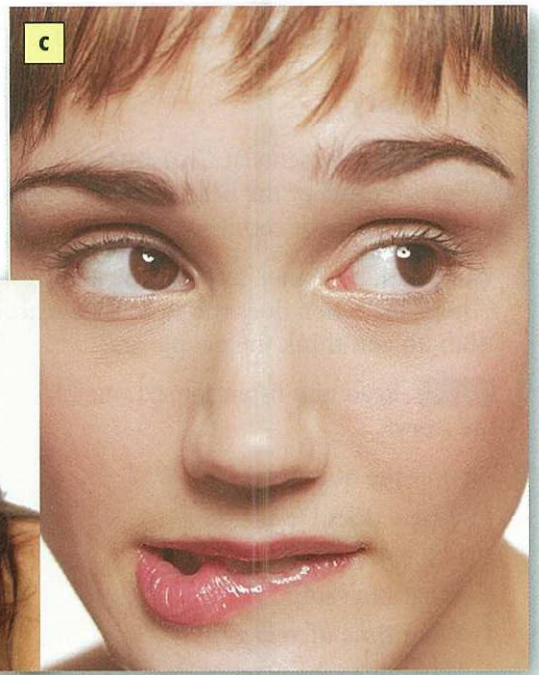
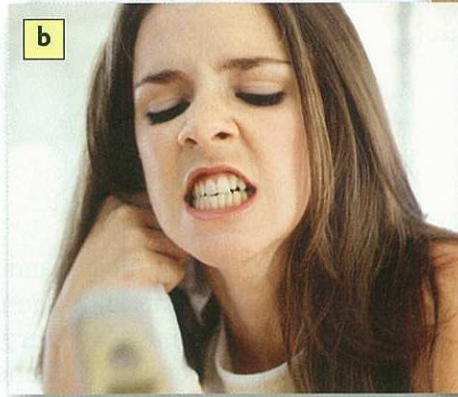


# VOCABULARY

## Describing feelings

1 Match the feelings to the pictures.

bored tired worried excited annoyed interested



2 Match the feelings and reasons to make sentences.

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

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

3 Complete each sentence with the correct adjective.

- excited  
exciting

Life in New York is very ...  
The football fans were very ...
- tired  
tiring

The marathon runners were very ...  
That game of tennis was very ...
- annoyed  
annoying

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

The news is very ...  
Everybody was very ... when they heard the news.

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

Did you like doing exercise 2?

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

How did you feel?

Very bored!



## READING AND LISTENING

### A short story

- 1 Do you give presents at Christmas?  
What are some of the best/worst presents you have given or received?
- 2 Work with a partner. Look at the pictures.  
Where and when does the story take place?  
Who do you think the people are?
- 3 **T 13.7** Read and listen to **part one** of the story.
- 4 Answer the questions.
  - 1 Where does Della live?
  - 2 Is she married?
  - 3 What's her job?
  - 4 What time of year is it?
  - 5 What does she want to do for Jim?
  - 6 Why do you think she is going into town?  
What is she going to do?
  - 7 Which of these adjectives best describe Della? Why?

happy sad tired tiring worried  
worrying bored careful annoying  
excited angry

- 5 **T 13.8** Read and listen to **part two**.
- 6 Answer the questions.
  - 1 Where did Della go? What did she do?  
Did you guess correctly?
  - 2 How much money does she have for Jim's present?
  - 3 What does she buy for him? Why?
  - 4 What does she think of her hair now?
  - 5 What does Jim think of her hair? What do you think the problem is?
  - 6 What adjectives best describe Della in part two of the story? Why?

happy sad tired tiring worried  
worrying bored careful annoying  
excited angry surprised

- 7 How do you think the story is going to end?  
Discuss your ideas with the class.

Read **part three** on p104 and check your ideas.

# The Christmas Presents

## Part One

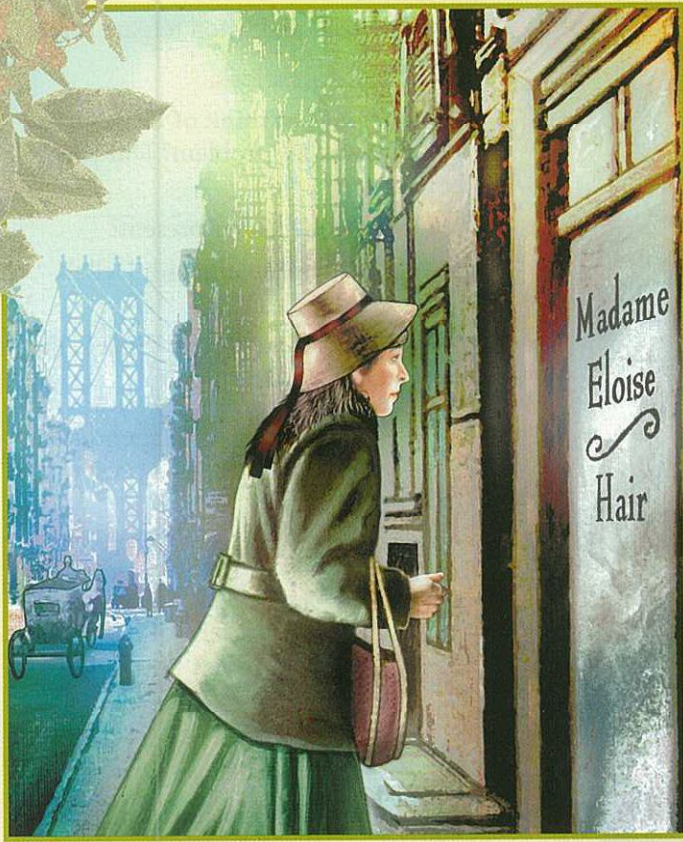
One dollar and eighty-seven cents. That was all. Della carefully counted the money again. There was no mistake. Every day, when she went to the shops, she didn't spend much money. She bought the cheapest meat and the cheapest vegetables. It was very tiring – she walked for hours around the shops to find the cheapest food. She saved every cent possible. Only one dollar and eighty-seven cents. The next day was Christmas, and she couldn't do anything about it. So she sat there in her little room and cried quietly.

Della lived in this poor little room in New York with her husband, James Dillingham Young. James (Jim to his friends) was lucky because he had a job, but it wasn't a good job. Times were bad and there was no work for Della. But when Jim came home, she immediately put her arms around him. And that was good.

Della wanted to buy Jim a Christmas present – something really good to show how much she loved him. Suddenly she ran to the mirror and looked at her beautiful long hair. Then she put on her old brown hat and coat and quickly went into town.







## Part Two

She stopped when she came to a door with 'Madame Eloise - Hair' on it. Inside was a small fat woman. 'Do you buy hair?' Della asked.

'I buy hair,' Madame answered. 'Take your hat off, then, and show me your hair.'

Madame slowly touched the hair with her hand. 'Twenty dollars,' she said.

'Quick! Cut it off! Give me the money!' Della said.

The next two hours went quickly. Della was happy, because she was at the shops with money for a present for Jim. At last she found him the perfect present. Jim had one special thing. He had a beautiful gold watch that once belonged to his father, and before that to his grandfather. Jim loved his watch, but it had no chain. When Della saw the gold watch chain, she knew immediately that it was right for Jim. It cost twenty-one dollars.

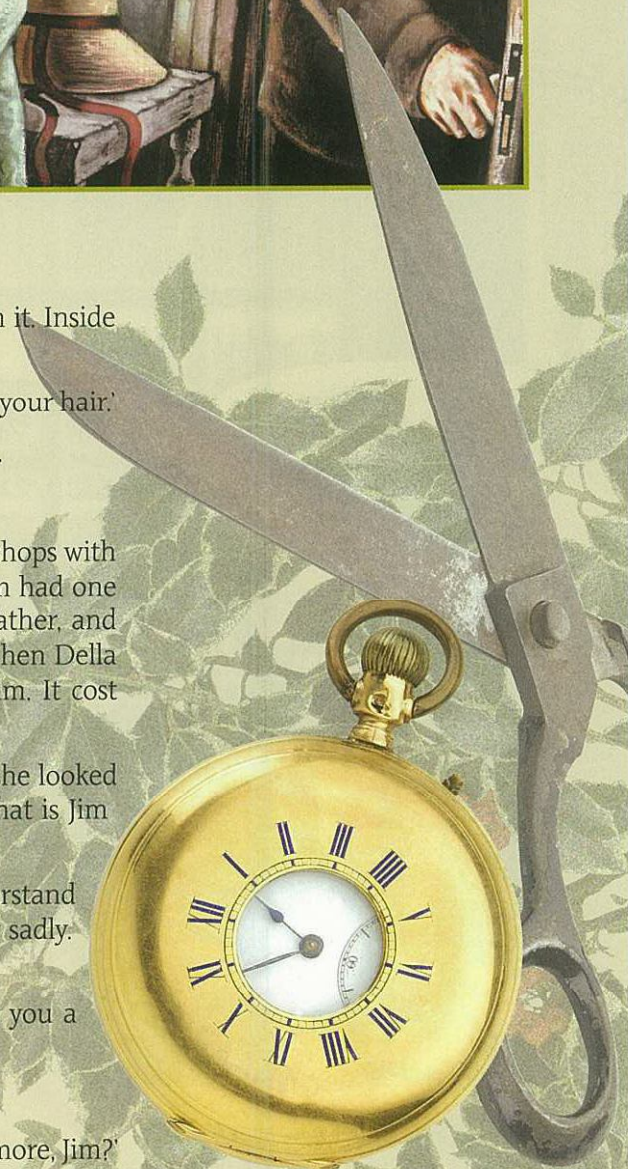
Della ran home excitedly with the eighty-seven cents. When she arrived, she looked at her very short hair in the mirror. 'Oh dear. I look like a schoolboy! What is Jim going to say when he sees me?'

At seven o'clock Jim came in. His eyes were on Della. She could not understand the look on his face. He was not angry or surprised. He just looked at her sadly. Della ran to him.

'Jim, don't look at me like that! I sold my hair because I wanted to give you a present.'

'You sold your hair?' he said quietly.

'Yes. I told you. But don't worry. It grows so fast. But don't you love me any more, Jim?'





## Part Three

Suddenly Jim put his arms around Della. 'I love you, Della. It doesn't matter if your hair is long or short. But open this. Then you can see why I was unhappy at first.'

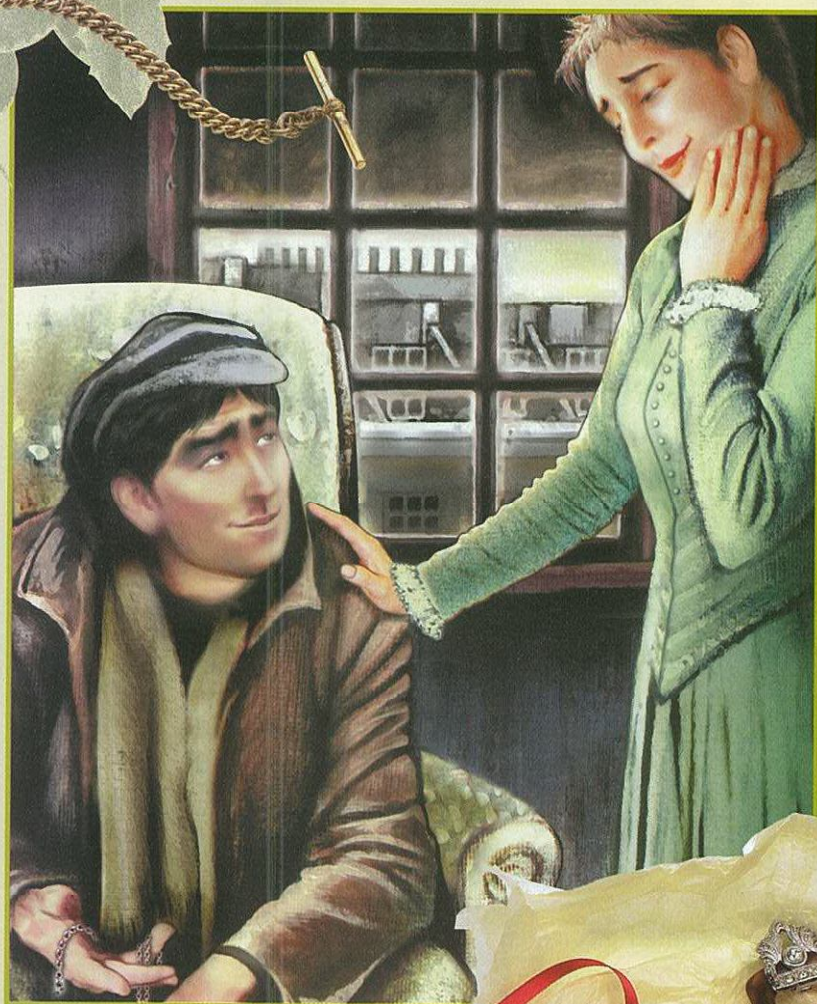
Della opened the present excitedly. Then she gave a little scream of happiness. But a second later there was a cry of unhappiness. There were the combs – for her beautiful hair. When she first saw these lovely, expensive combs in the shop window, she wanted them. And now they were hers. But she no longer had her hair! Della held them in her hand and her eyes were full of love.

Then Della remembered. She ran to get Jim's present. 'Isn't it lovely, Jim? Give me your beautiful watch, and let's see it with its new chain!'

But Jim sat down and smiled.

'Della, you see, I sold the watch to buy your combs.'

*And this was the story of two young people who were very much in love.*



Adapted from a short story by O. Henry

8 **T 13.9** Read and listen to **part three**.

9 Answer the questions.

- 1 What did Jim think of Della's hair? What was his problem? Did you guess correctly?
- 2 Does Della like her present?
- 3 What's the problem with Della's present for Jim?
- 4 Which of these do you think is the moral of the story?

*You* don't need to spend a lot of money on a nice present.

*Thinking* carefully about a present is important.

*The* best present of all is love.

### Language work

- 10 Put some adjectives and adverbs from the story into the correct box.

Adjectives	Adverbs

- 11 Write questions about the story using these question words. Ask and answer the questions across the class.

~~when~~ how much what  
why where how

**When** did the story take place?

A long time ago, at Christmas.

► **WRITING** Writing a story **p124**



## EVERYDAY ENGLISH

### At the chemist's

- 1 Match a word in the box with a picture. Write the words in the correct column.

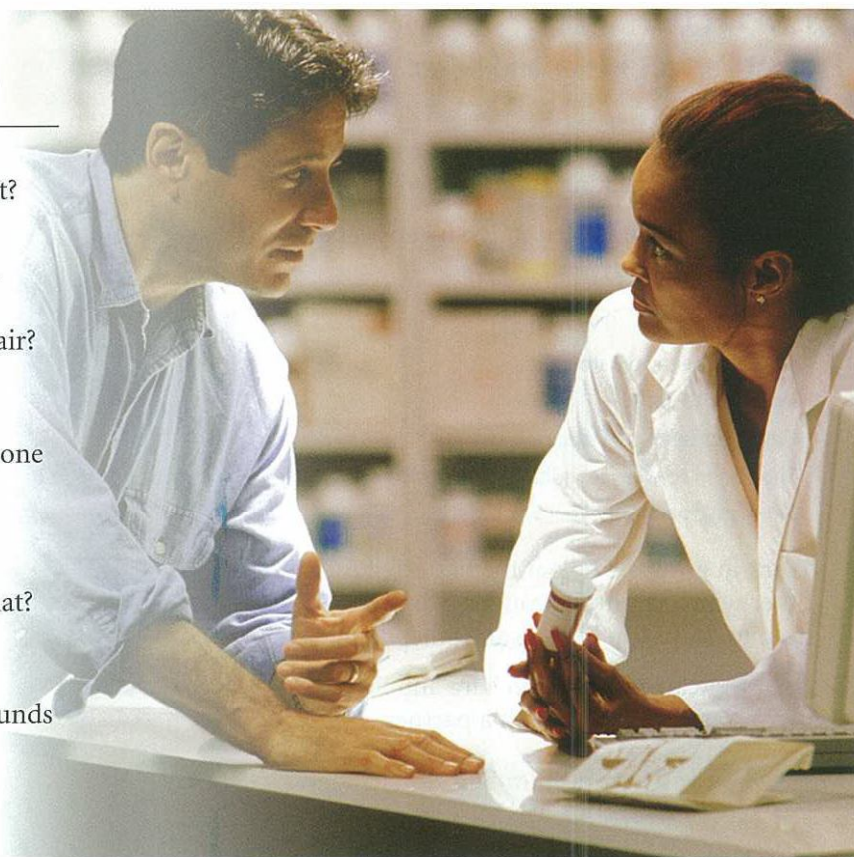
a comb   suncream   aspirin   shampoo  
deodorant   plasters   a toothbrush  
conditioner   soap   toothpaste

Things for your hair	Things for your teeth	Things for your skin	Things for your health



- 2 **T 13.10** Listen and complete the conversation at the chemist's.

A Hello. Can I help you?  
B Yes, please. I'm not (1) \_\_\_\_\_ very well.  
I'm (2) \_\_\_\_\_ for some aspirin. (3) \_\_\_\_\_  
can I find them?  
A Right here. What (4) \_\_\_\_\_ do you want?  
Small or (5) \_\_\_\_\_ ?  
B Large, please. And I (6) \_\_\_\_\_  
some shampoo, as well.  
A What (7) \_\_\_\_\_ of shampoo? For dry hair?  
Normal hair?  
B Um ... for dry hair, please.  
A There's Sunsilk or Palmolive. (8) \_\_\_\_\_ one  
do you want?  
B Sunsilk's fine, thanks.  
A (9) \_\_\_\_\_ else?  
B No, that's all. (10) \_\_\_\_\_ is that?  
A Four pounds twenty.  
B (11) \_\_\_\_\_ you are.  
A Ten pounds. Thank you. And here's five pounds  
eighty (12) \_\_\_\_\_ .  
B Thanks. Bye.  
A Bye-bye. Thank you very much.

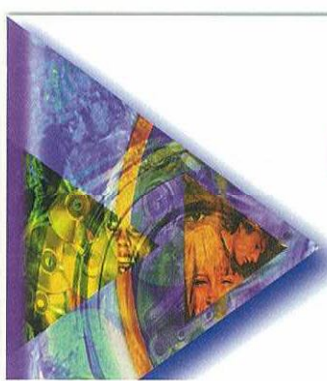


### Music of English

**T 13.10** Listen again. Practise the conversation with a partner, paying particular attention to stress and intonation.

- 3 With your partner, make more conversations in the chemist's. Use the words in exercise 1.





# 14 Have you ever?

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

## STARTER



1 Match the countries and flags.

Australia Brazil France  
Germany Great Britain  
Italy Japan Canada  
Spain the USA



1



2



3



4



5



6



7



8



9



10

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

## IN MY LIFE

Present Perfect + *ever* and *never*

- 1 **T 14.1** Listen to Steve and Ryan's conversation. What are they talking about? Who's Tara?
- 2 **T 14.2** Read and listen to Ryan's answers. Then listen and repeat.

I've been to **Paris**. (I've = I have)

I **haven't** been to **Barcelona**.

I've been to **Italy**.

I've **never** been to **Venice**.

She's been to **Mexico**. (She's = She has)

She **hasn't** been **anywhere** in **Europe**!

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

- 3 **T 14.3** Read and listen to Tara and Steve's conversation. Practise with a partner.

T Have you ever been to **Barcelona**?

S **No**, I **haven't**.

T Have you ever been to **Paris**?

S **Yes**, I **have**.

T **When** did you go?

S **Two years ago**.

T Did you **like** it?

S **Yes**, it was **beautiful**.





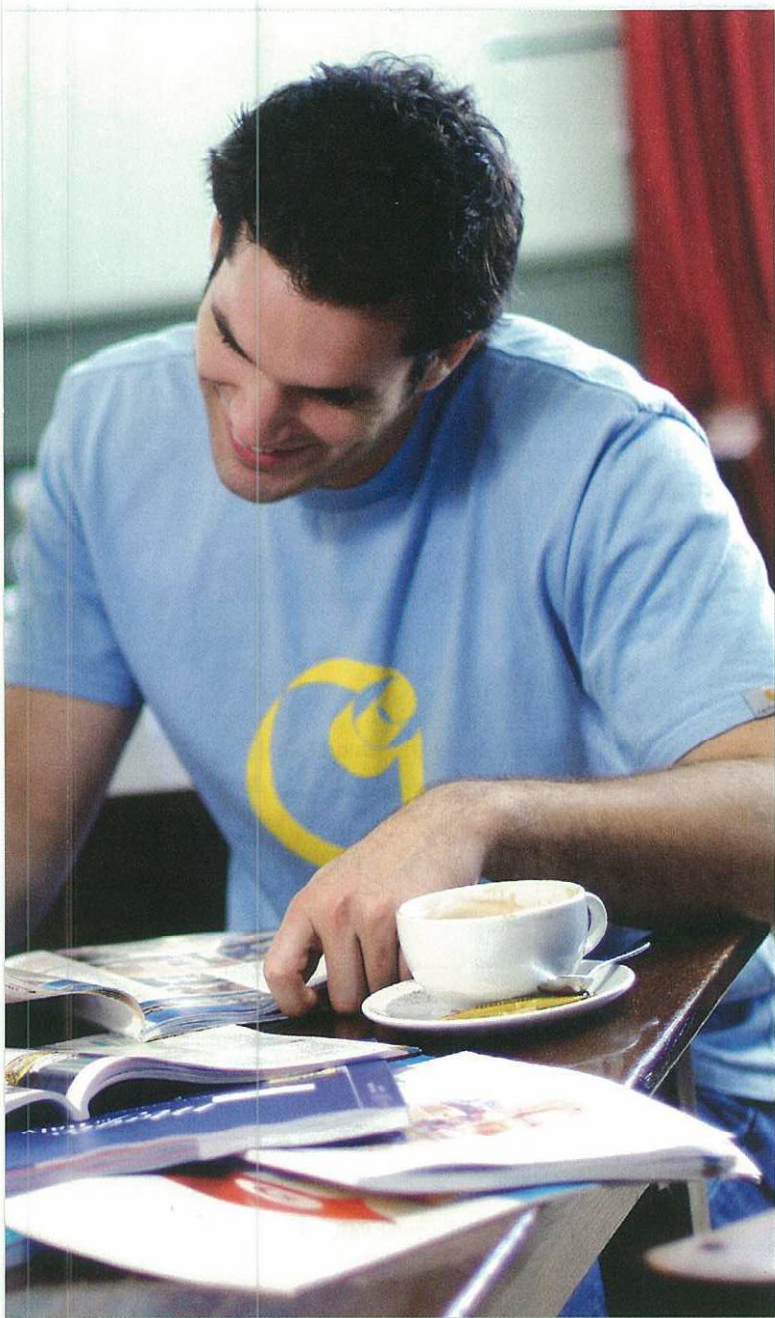
- 4 Write down the names of four cities in your country or another country that you have been to. Have similar conversations with your partner.
- 5 Tell the class about your partner.

Maria's been to Berlin. (Maria's = Maria has)

She went there two years ago.

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

(She's = She has)



## GRAMMAR SPOT

- 1 We use the Present Perfect to talk about experiences at some time in our lives.

**Have you ever** (at any time in your life) **been** to Paris?

- 2 We use the Past Simple to say exactly *when* something happened.

**When** did you go to Paris?

I **went** there | two years ago.  
| in 1998.

- 3 We make the Present Perfect tense with *has/have* + the past participle. Complete the table.

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

- 4 Write *ever* and *never* in the right place in these sentences.

Has he \_\_\_\_\_ been to Barcelona?

He's \_\_\_\_\_ been to Barcelona.

►► Grammar Reference 14.1 p147

## PRACTICE

### Past participles

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

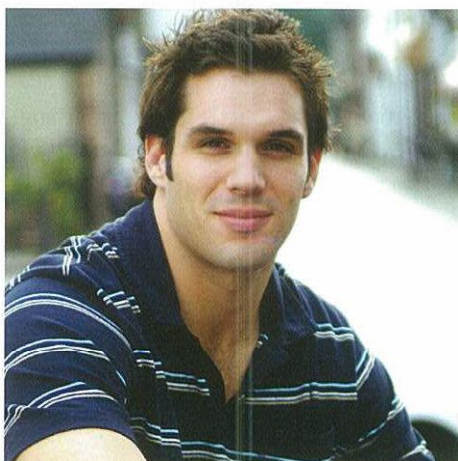
eaten	<u>eat</u>	made	_____	given	_____
seen	_____	taken	_____	won	_____
met	_____	ridden	_____	had	_____
drunk	_____	cooked	_____	stayed	_____
flown	_____	bought	_____	done	_____

- 2 Which are the two regular verbs?
- 3 What are the Past Simple forms of the verbs?
- 4 Look at the list of irregular verbs on p158 and check your answers.



## What has Ryan done?

- 1 **T 14.4** Listen to Ryan talking about his life and tick (✓) the things he has done.



- ☐ lived in a foreign country
- ☐ worked for a big company
- ☐ stayed in an expensive hotel
- ☐ flown in a jumbo jet
- ☐ cooked a meal for a lot of people
- ☐ met a famous person
- ☐ seen a play by Shakespeare
- ☐ ridden a motorbike
- ☐ been to hospital
- ☐ won a competition

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

He's lived in a foreign country.

Which country did he live in?

Japan.

How long did he live there?

One year.

- 3 Ask your teacher the questions from exercise 1.

Have you ever lived in a foreign country?

Which country did you live in?

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

## A HONEYMOON IN VENICE

### Present Perfect + yet and just

- 1 Ryan and Tara are on honeymoon in Venice. Before they went, they made a list of things they wanted to do there. Read the list below.

#### VENICE

Things to do ...

- have a coffee in St Mark's Square
- climb up the Bell Tower
- see the paintings in the Doge's Palace
- go on a gondola
- have a boat ride along the Grand Canal
- walk across the Rialto Bridge
- visit the glass factories on Murano Island
- go to the beach at the Lido

- 2 **T 14.5** Tara is phoning her sister Amy back home in the USA. Listen to their conversation. Tick (✓) the things in the list she and Ryan have done.

#### GRAMMAR SPOT

- 1 Complete the sentences.

- 1 Have you \_\_\_\_\_ on a gondola **yet**?
- 2 We \_\_\_\_\_ climbed up the Bell Tower **yet**.
- 3 We've **just** \_\_\_\_\_ a boat ride along the Grand Canal.

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

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

- ☐ Positive sentences
- ☐ Questions
- ☐ Negative sentences

▶ Grammar Reference 14.2 p147

- 3 With a partner, talk about what Ryan and Tara have done and haven't done yet.

They've had a coffee in St Mark's Square.

They haven't climbed up the Bell Tower yet.

- T 14.5** Listen again and check.





## PRACTICE

### I've just done it

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

Have you done the washing-up yet?

Yes, I've just done it.

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

### Check it

- 2 Tick (✓) the correct sentence.

- 1 ☐ I saw Ryan yesterday.  
☐ I've seen Ryan yesterday.
- 2 ☐ Did you ever eat Chinese food?  
☐ Have you ever eaten Chinese food?
- 3 ☐ Tara won £5,000 last month.  
☐ Tara has won £5,000 last month.
- 4 ☐ I've never drunk champagne.  
☐ I've never drunk champagne.
- 5 ☐ Steve has ever been to America.  
☐ Steve has never been to America.
- 6 ☐ Has your sister yet had the baby?  
☐ Has your sister had the baby yet?
- 7 ☐ I haven't done my homework yet.  
☐ I've done my homework yet.
- 8 ☐ Did she just bought a new car?  
☐ Has she just bought a new car?



## READING AND SPEAKING

### We've never learnt to drive!

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

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

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

a gun   a hearse   a locust   a tornado

- 3 Look at the pictures and read the introductions. What have Tudor Bowen-Jones and Josie Dew *never* learnt to do? How do they travel?

- 4 Work in two groups.

**Group A** Read about Tudor.

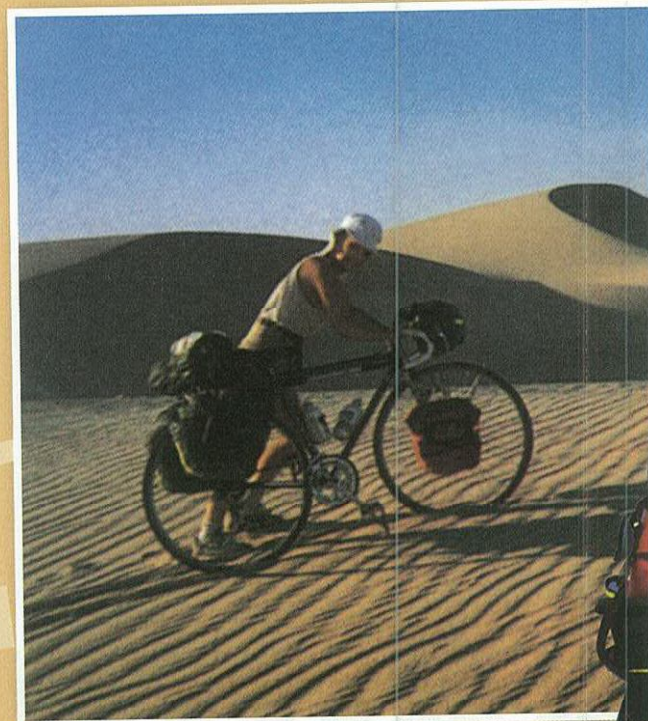
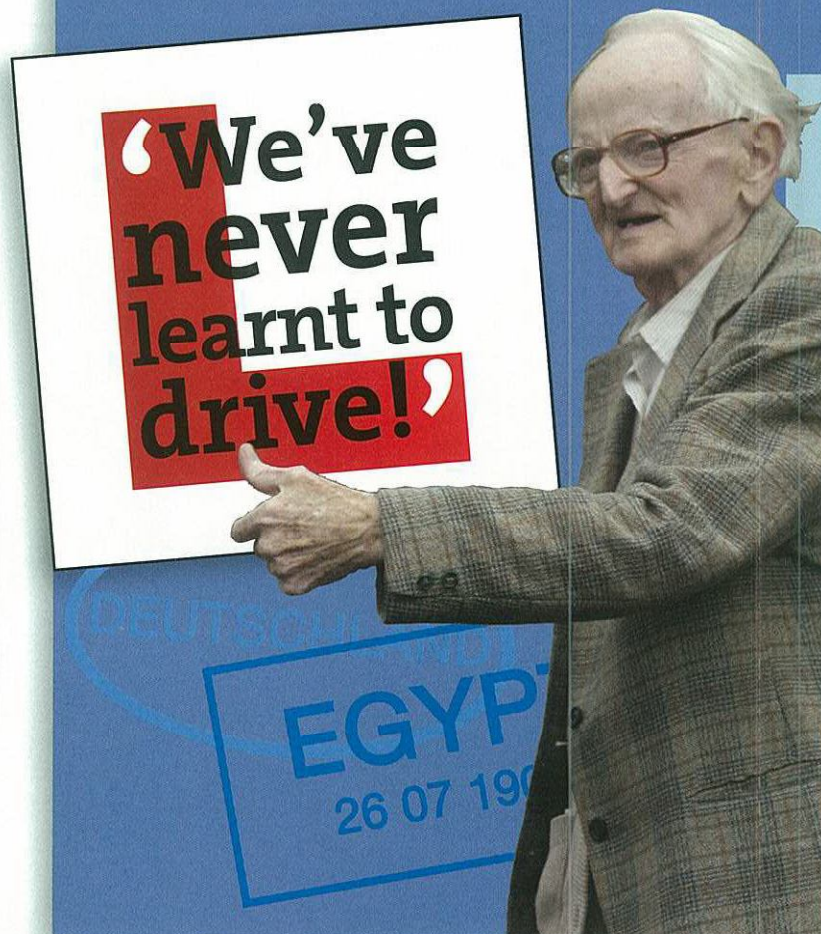
**Group B** Read about Josie.

- 5 Answer the questions.

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

### What do you think?

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





## **Tudor Bowen-Jones** is going to spend his 90th birthday doing what he loves best – hitch-hiking.

**T**udor, a retired teacher from South Wales, has spent 60 years hitch-hiking all over the world. He is now on his seventh passport, and wants to be in Vienna for his birthday. Tudor's first journey abroad was to France and Belgium in 1947. Now he likes to make two or three journeys a year. But he has never learnt to drive.

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

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

He has been to the Pyramids in Egypt, where the driver took out a gun. Tudor was frightened, but the driver cleaned the gun and put it back again! Tudor says that hitch-hiking is not dangerous, if you are careful.

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



## When **Josie Dew** was young, she fell out of a car, so she has never learnt to drive.

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

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

Josie has been to 40 countries and has had all kinds of interesting experiences. She has cycled through the Himalayan mountains in Nepal, then down into India. She has cycled through millions of locusts in the Moroccan desert. She has travelled through tornados in the USA. She was in Romania on Christmas Day in 1989 when President Ceaușescu was executed by the Government. And she hasn't been to Egypt yet, because when she was in Turkey, a war started nearby. So she went to Greece instead.

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

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





## LISTENING AND VOCABULARY

### All around the world

- 1 **T 14.6** Close your books and listen to a song by Lisa Stansfield. What is the song about? Who is her 'baby'? What does *gonna* mean?



- 2 Match the words in **bold** with their meanings. Use a dictionary, if necessary.

We had a **quarrel**.  
He **gave a reason**.  
He was **so mad**.  
I **lied** to him.  
I **wasted time**.

He was really angry.  
We disagreed/fought.  
He explained it.  
I did nothing with my time.  
I didn't tell him the truth.

- 3 **T 14.6** Read the words of the song. Can you complete any of the lines? Listen to the song again and write the words you hear.

### What do you think?

- Make a list of your favourite English songs.
- Compare your list with a partner.

# All around the world

## Chorus

I've \_\_\_\_\_ around the world and I  
I can't \_\_\_\_\_ my baby  
I don't know when, I don't know \_\_\_\_\_  
Why he's \_\_\_\_\_ away  
And I don't know \_\_\_\_\_ he can be, my baby  
But I'm gonna find \_\_\_\_\_

We had a quarrel and I let myself go  
I said so \_\_\_\_\_ things, things he didn't know  
And I was oh so \_\_\_\_\_  
And I don't think he's \_\_\_\_\_ back

He gave the reason, the reasons he should \_\_\_\_\_  
And he said so many things he's never said \_\_\_\_\_  
And he was oh so mad  
And I don't \_\_\_\_\_ he's coming, coming back  
I did too much lying, wasted too \_\_\_\_\_ time  
Now I'm \_\_\_\_\_ crying.

## Chorus

So open-hearted, he never did me \_\_\_\_\_  
I was the one, the weakest one of \_\_\_\_\_  
And now I'm oh so \_\_\_\_\_  
And I don't \_\_\_\_\_ he's coming back, coming back  
I did too much lying, wasted too much time  
Now I'm \_\_\_\_\_ crying.

## Chorus

I've \_\_\_\_\_ around the world \_\_\_\_\_ for my baby  
\_\_\_\_\_ around the world and I'm gonna  
I'm gonna find \_\_\_\_\_



# EVERYDAY ENGLISH

## At the airport

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

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

2 **T 14.7** Listen to the airport announcements and complete the chart.

Departures			
Flight	Destination	Gate	Remark
BA 516	GENEVA	4	LAST CALL
SK			DELAYED
AF			NOW BOARDING
LH			NOW BOARDING
VS			WAIT IN LOUNGE

3 **T 14.8** Listen to the conversations. Who are the people? What are they doing?

- meeting people • checking in luggage • waiting in the departure lounge • saying goodbye

4 Complete each conversation with the correct question.

When can we see each other again?  
Did you have a good honeymoon?

Did the announcement say gate 4 or 14?  
Have you got much hand luggage?

- 1 **A** Listen! ... BA 516 to Geneva. That's our flight.  
**B** \_\_\_\_\_?  
**A** I couldn't hear. I think it said 4.  
**B** Look! There it is on the departure board. It is gate 4.  
**A** OK. Come on! Let's go.

- 2 **A** Can I have your ticket, please?  
**B** Yes, of course.  
**A** Thank you. How many suitcases have you got?  
**B** Just one.  
**A** And \_\_\_\_\_?  
**B** Just this bag.  
**A** That's fine.  
**B** Oh ... can I have a seat next to the window?  
**A** Yes, that's OK. Here's your boarding pass. Have a nice flight!

- 3 **A** Ryan! Tara! Over here!  
**B** Hi! Amy! Great to see you!  
**A** It's great to see you too. You look terrific!  
\_\_\_\_\_  
**B** Fantastic. Everything was fantastic.  
**A** Well, you haven't missed anything here. Nothing much has happened at all!

- 4 **A** There's my flight. It's time to go.  
**B** Oh no! It's been a wonderful two weeks. I can't believe it's over.  
**A** I know.  
\_\_\_\_\_  
**B** Soon, I hope. I'll email every day.  
**A** I'll phone too. Goodbye, my darling. Give my love to your family.  
**B** Goodbye, Lukas.

**T 14.8** Listen again and check.

### Music of English

Work with a partner. Choose a conversation from exercise 4. Learn it by heart. Pay attention to stress and intonation. Act it to the class.

► **WRITING** Writing an email –  
Saying thank you **p125**

► **SONG** Summertime  
Teacher's Book **p153**



# Writing



## UNIT 3 NATURAL WRITING Using pronouns

- 1 Underline the pronouns and possessive adjectives in these sentences.

- 1 She likes my brother and he likes her.
- 2 Our mother works hard. Her job is interesting.
- 3 We listen to our teachers. They help us.

- 2 Complete the table.

Subject pronouns	Object pronouns	Possessive adjectives
I	me	my
	you	
he	him	his
	her	
it	it	its
we	us	
	them	their

- 3 Complete the sentences with the correct pronoun.

- 1 My sister has a new car, but she doesn't drive it.
- 2 Luc has two sons. \_\_\_\_\_ plays football with \_\_\_\_\_ in his free time.
- 3 That's my dictionary. Can I have \_\_\_\_\_ back, please?
- 4 Irma's new teacher is Mr Banks. \_\_\_\_\_ likes \_\_\_\_\_ a lot.
- 5 Rosa and I are good students. \_\_\_\_\_ like our teacher Estella and she likes \_\_\_\_\_.
- 6 Our teacher gives \_\_\_\_\_ a lot of homework.
- 7 Kate knows Joanna, but Maria doesn't know \_\_\_\_\_ at all.
- 8 Mike buys a newspaper every day. \_\_\_\_\_ reads \_\_\_\_\_ on the train.
- 9 Look! This is a photo of \_\_\_\_\_ with my family.
- 10 Sally lives near Paul and Sue. \_\_\_\_\_ goes to work with \_\_\_\_\_ every day in their car.



Subject pronouns come *before* the verb.

He knows them. I love him. **She** wants it.

Object pronouns come *after* the verb.

He knows **them**. I love **him**. She wants **it**.

- 4 Read about István's family.

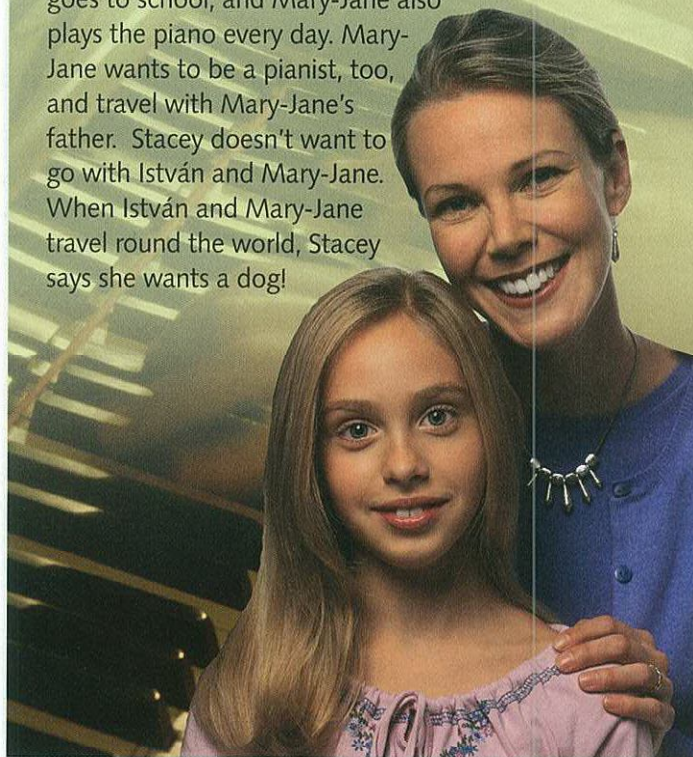
Who is István? Who is in the photo?

- 5 The text is not very natural. Which nouns can you replace with pronouns or possessive adjectives? Underline them.

### István's family

István Kis is Hungarian, but István lives in the USA because István is married to an American. István is a music professor. István likes his job because his job is interesting, and István loves playing in concerts. István travels around the world to play, but István's wife, Stacey, doesn't go with István because Stacey doesn't like travelling.

István and Stacey have a nine-year-old daughter. István and Stacey's daughter's name is Mary-Jane. Mary-Jane goes to school, and Mary-Jane also plays the piano every day. Mary-Jane wants to be a pianist, too, and travel with Mary-Jane's father. Stacey doesn't want to go with István and Mary-Jane. When István and Mary-Jane travel round the world, Stacey says she wants a dog!



- 6 Work with a partner and rewrite the text to make it more natural. Begin like this.

István Kis is Hungarian, but he lives in the USA ...





## UNIT 4 INFORMAL LETTERS To a penfriend

- 1 Do you have friends from different countries? Who? Where from? Talk to a partner.
- 2 Read Becky's letter to her penfriend, Tiago.
  - Where is she? • Where is he? • What does Becky write about?

We begin all letters with *Dear* ...

*Dear Tiago,*

*Thank you for your address in Brazil! My name's Becky and I'm nineteen years old. I'm a language student at Brighton University. I live in a house near the centre of Brighton with my mother and father, my brother James, and my Polish friend Danka.*

*I speak French, Spanish and a little German, but I don't speak Portuguese. Sorry! My favourite subject at university is Spanish, but I don't like German.*

*I like listening to music and swimming. At weekends I go out with my friends. Sometimes we go to the cinema and sometimes we go to a café or a nightclub.*

*What about you? What do you do in Brazil? Please write to me.*

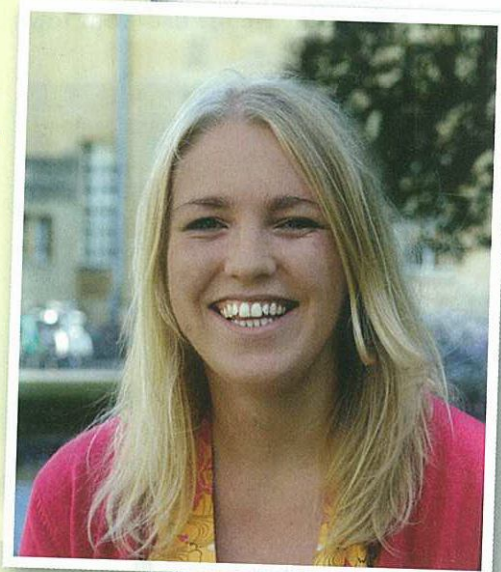
*Best wishes,*

*Becky*

We end letters to a friend with *Best wishes*. We use *Love* if we know the person very well.

*20 Holland Street,  
Brighton BN2 2WB*

*5 April*



- 3 Read the letter again.
  - How does it begin and end?
  - What is the date?
  - What is Becky's address?
  - What is the postcode?
  - Do you write addresses in the same way?
- 4 Write a similar letter to a penfriend about you.

*Tiago Costa  
Rua Bellavista 118  
Fortaleza  
Brazil*





## UNIT 5 DESCRIBING WHERE YOU LIVE Linking words – *and, so, but, because*

1 Join A, B and C to make sentences.

A	B	C
I like New York	and so but because	I don't like Los Angeles. it's an exciting city. I go there a lot. I like Chicago.

2 Write similar sentences about where you live.  
Start *I like/don't like* (your town)...

3 Complete the sentences with *and, so, but, or because*.

- In my bedroom there's a television and a DVD player.
- We live on the top floor, \_\_\_\_\_ we don't have a garden.
- I like living here \_\_\_\_\_ it's near the shops.
- I like Mexican food, \_\_\_\_\_ my husband doesn't like it.
- We both like sailing, \_\_\_\_\_ we live near the sea.
- London is expensive, \_\_\_\_\_ I like it.

4 Read about Suzie's new flat. Complete the text with one of the linking words in exercise 1.



### Where I live



I live in a new flat near the centre of Oxford. It's very small (1) \_\_\_\_\_ it's lovely!

There's a sunny living room, a kitchen, a bedroom (2) \_\_\_\_\_ a bathroom.

The living room has a big window (3) \_\_\_\_\_ a nice comfortable sofa in front of

it. There isn't a very big garden, (4) \_\_\_\_\_ there is a park at the end of the road, (5) \_\_\_\_\_ in summer I often go there to read or sunbathe.

I live alone with my cat, Marmalade, (6) \_\_\_\_\_ I never feel lonely (7) \_\_\_\_\_ I have a lot of visitors. My friends come to see me a lot, (8) \_\_\_\_\_ we sometimes watch a film or cook a meal.

I love my flat for many reasons: the sunny living room, the good times with friends, (9) \_\_\_\_\_ best of all (10) \_\_\_\_\_ it is my first home.

5 Make notes about where you live. Use these questions.

- Where is it?
- How many rooms are there?
- What is near your home?
- Is it old or new?
- Who do you live with?
- Do you like it? What do you like best of all?

Talk to a partner about your notes.

6 Write a description of your home.





## UNIT 6 FORMAL LETTERS Applying for a job

- 1 Read the advertisement for a job. What is the job? Where is it?

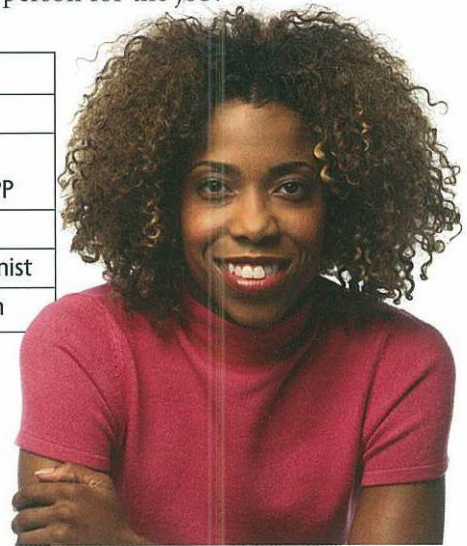
### THE OXFORD INTERNATIONAL SCHOOL wants a receptionist

- Do you like working with people?
- Can you speak two foreign languages?
- Can you use a computer?
- Do you know Oxford well?

Please write to: Anne Watson, Director  
The Oxford International School  
16 College Street, Oxford OX2 7PT  
or email: awatson@oxfordint.co.uk

- 2 Carol is interested in the job. Read the information about her. Do you think she is the right person for the job?

<b>Name</b>	Carol Barnes
<b>Age</b>	28
<b>Address</b>	4 Hope Road, Oxford OX6 5PP
<b>Present job</b>	Tourist guide
<b>Last job</b>	Hotel receptionist
<b>Languages</b>	French, Spanish



- 3 Look at Carol's letter and complete it with the information from her chart.

The name and address of the person you are writing to goes here.

Anne Watson, Director  
The Oxford International School  
16 College (2) \_\_\_\_\_  
Oxford OX2 7PT

4 Hope (1) \_\_\_\_\_  
Oxford OX6 5PP

The date goes here.

19 August

We use *Ms*, *Miss*, or *Mrs* for a woman.  
We use *Mr* for a man.

Dear Ms Watson,

I am interested in the job of (3) \_\_\_\_\_ in your school.

**Paragraph 1**  
Introduction

I (4) \_\_\_\_\_ years old and I (5) \_\_\_\_\_ in Oxford. At the moment I (6) \_\_\_\_\_ guide, but last year I (7) \_\_\_\_\_ a hotel receptionist. I (8) \_\_\_\_\_ working with people very much and I (9) \_\_\_\_\_ speak two (10) \_\_\_\_\_, French and a little Spanish. I can also (11) \_\_\_\_\_ a computer. I (12) \_\_\_\_\_ born in Oxford, so I know it very well.

**Paragraph 2**  
The main part of the letter

We end formal letters with *Yours sincerely*.

I look forward to hearing from you.

**Paragraph 3**  
Ending

Sign the letter and print your name.

Yours sincerely,

*Carol Barnes*

Carol Barnes

- 4 Read this advertisement for another job. What is the job? Answer the questions about you. Now write a similar letter to Carol's.



### Happy Holidays want **TOURIST GUIDES**

- Are you over 18?
- Can you speak English?
- Do you like talking to people?
- Are you free from July to September?
- Do you know your town well?

Please write to: Peter Mann, Happy Holidays, Central Office, 89 Brook Street, LONDON W1 5PW





## UNIT 7 DESCRIBING A HOLIDAY

- 1 Read the information about Robert and Daniella. Make notes about your last holiday.

Questions	Robert	Daniella	Me
Where/go?	Wales	Japan	
When/go?	last June	last October	
How long/stay?	a week	three weeks	
How/travel?	train	plane	
Where/stay?	a bed and breakfast	with friends	
What/do?	went walking in the countryside	visited Tokyo and Kyoto	
What/see?	some beautiful mountains and rivers; <i>not</i> any people!	some beautiful temples; <i>not</i> Mount Fuji	
Enjoy the holiday?	Yes	Yes	



- 2 Ask and answer the questions about Robert with a partner.

Where did he go?

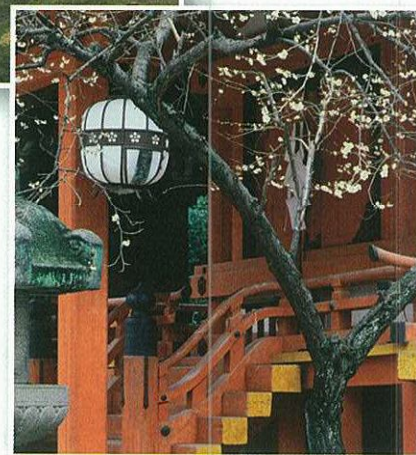
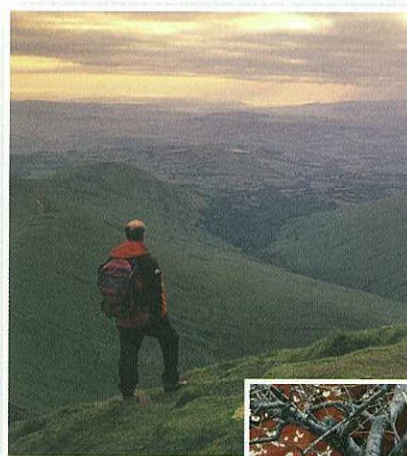
To Wales.

How long did he stay?

For a week.

- 3 Complete the questions about Daniella and write short answers.

- Where did she go? To Japan.
- When \_\_\_\_\_?
- How long \_\_\_\_\_?
- How \_\_\_\_\_?
- Where \_\_\_\_\_?
- What \_\_\_\_\_?
- What \_\_\_\_\_?
- Did \_\_\_\_\_? Yes, she did.



- 4 Read about Daniella's holiday. Put the verbs in the Past Simple.

### My exciting holiday

Last October I (1) \_\_\_\_\_ (have) a very exciting holiday.

I (2) \_\_\_\_\_ (go) to Japan for three weeks to stay with friends.

I (3) \_\_\_\_\_ (travel) by plane. It (4) \_\_\_\_\_ (be) a long journey but fortunately my friends (5) \_\_\_\_\_ (meet) me at the airport and (6) \_\_\_\_\_ (drive) me straight to their house near Tokyo.

I (7) \_\_\_\_\_ (stay) with my friends for the first week. In the second week I (8) \_\_\_\_\_ (visit) Tokyo and then in the third week I (9) \_\_\_\_\_ (take) the train to Kyoto where I (10) \_\_\_\_\_ (see) some beautiful temples and gardens. I (11) \_\_\_\_\_ (enjoy) the holiday very much indeed but I (12) \_\_\_\_\_ (not see) Mount Fuji. Next time I want to climb it with my friends.

- 5 Talk to a partner about your last holiday. Then write about it.





## UNIT 8 WRITING ABOUT A FRIEND

### Linking words – *because, when, until*

1 Make sentences with a line in A, a word in B, and a line in C.

A	B	C
1 I left the party early	because when until	a she was thirty.
2 Peter couldn't speak		b they came for dinner.
3 Tim didn't see the Colosseum		c I was at school.
4 Eva didn't start learning English		d she couldn't afford them.
5 I didn't enjoy maths lessons		e after midnight.
6 Sally didn't buy the red shoes		f he was nearly four.
7 They didn't go to bed		g I didn't feel well.
8 We met Ken's wife last Saturday		h he was in Rome.

2 Write notes about an old friend. Use these questions to help.

- What is his/her name?
- How often do you meet now?
- Where did you meet?
- What do you do when you meet?
- What did you do together?

Talk to a partner about your notes.

3 Read the text about 'My oldest friend.' Complete the text with words from the box.

and but because so when until

## My oldest friend

My oldest friend is called Sandy. We met thirty years ago (1) \_\_\_\_\_ we were both five years old. It was my first day at school (2) \_\_\_\_\_ I was very unhappy (3) \_\_\_\_\_ I wanted my mother. Sandy gave me a sweet (4) \_\_\_\_\_ we became friends immediately. We were together nearly every day (5) \_\_\_\_\_ we left school twelve years later.

Then I went to university, (6) \_\_\_\_\_ Sandy didn't. She married (7) \_\_\_\_\_ she was just eighteen (8) \_\_\_\_\_ had three children. I studied for eight years (9) \_\_\_\_\_ I wanted to be an accountant. I had a lot of new friends, (10) \_\_\_\_\_ I didn't see Sandy very often. Sometimes we didn't meet for months, (11) \_\_\_\_\_ we often talked on the telephone.

Now I'm married, too. I live near Sandy (12) \_\_\_\_\_ we meet every week. She's a student now, (13) \_\_\_\_\_ I have a baby, (14) \_\_\_\_\_ we can give each other a lot of advice!



4 Write about your friend. Use your notes to help.





## UNIT 9 FILLING IN FORMS Booking a hotel

1 Read the email.

- Who is it from?
- Who is it to?
- What is it about?
- How does it begin and end?

2 These lines are from the email. Where do they go?

- a Could you tell me what time the restaurant closes?
- b I look forward to hearing from you.
- c Could I possibly have a quiet room at the back of the hotel?



**From:** p.west@uktel.com  
**To:** bookings@liverpoolarms.co.uk  
**Date:** 17 March  
**Subject:** Booking a room

Dear Sir or Madam,

I would like to book a single room at your hotel for the nights of 12, 13, and 14 April.  
(1) \_\_\_\_\_

I understand you have a restaurant.  
(2) \_\_\_\_\_

My details are: 15 Monarch Road, London, NW1 2TS.  
Tel: (0207) 566 4945. Please let me know if you need a deposit or a credit card number.

Thank you very much.  
(3) \_\_\_\_\_

Yours faithfully,  
Peter West

3 Look at the hotel's online booking form. Complete the form with information about Peter West in exercise 1.

**LIVERPOOL • ARMS • HOTEL**

**ONLINE BOOKING**

Please complete this form. All rooms have bath and shower en suite. Room prices include breakfast.

<b>Name</b>	<input type="text"/>	<b>Number of guests</b>	<input type="checkbox"/> Adults	<input type="checkbox"/> Children		
<b>Email</b>	<input type="text"/>	<b>Number of rooms</b>	<input type="checkbox"/> Single	<input type="checkbox"/> Twin	<input type="checkbox"/> Double	<input type="checkbox"/> Family
<b>Tel/Fax</b>	<input type="text"/>	<b>Check-in</b>	<input type="text"/>	dd/mm/yy		
<b>Address</b>	<input type="text"/>	<b>Check-out</b>	<input type="text"/>	dd/mm/yy		
<b>Country</b>	<input type="text"/>					

**Additional information**

**Reset**  
**Send**

4 Write an email to book a room at the hotel.

- Book a double room for four nights next month.
- Ask for a room with a view of the sea.
- Ask about Internet and other facilities (phone, television, room service, car parking etc.).
- Give your personal details.



**!** We can use *which* and *where* to join sentences.

We use *which* for things:

This is the book. **It** has the information.

This is the book **which** has the information.

We use *where* for places:

There's the house. John and Mary live **in it**.

There's the house **where** John and Mary live.

**1** Join the sentences with *which* or *where*.

1 Jack wrote the letter. It arrived this morning.  
\_\_\_\_\_

2 There's the park. We play football in it.  
\_\_\_\_\_

3 This is the hotel. I always stay here.  
\_\_\_\_\_

4 Barbara's got a car. It's faster than yours.  
\_\_\_\_\_

**2** What is your capital city? What do you know about it? Talk to a partner.

**3** Read about London and complete the text using the words in the box.

- a where the Queen lives
- b which is the biggest
- c which are much bigger
- d where the Romans landed
- e where you can buy anything
- f where you can see

**4** Write four paragraphs about your capital city. Begin each paragraph with the same words as in the text about London. Write 100–150 words.

**Paragraph 1** How big is it? Where is it?

**Paragraph 2** What is it famous for?

**Paragraph 3** Does it have any problems?

**Paragraph 4** What do you like best about it?

## MY CAPITAL CITY

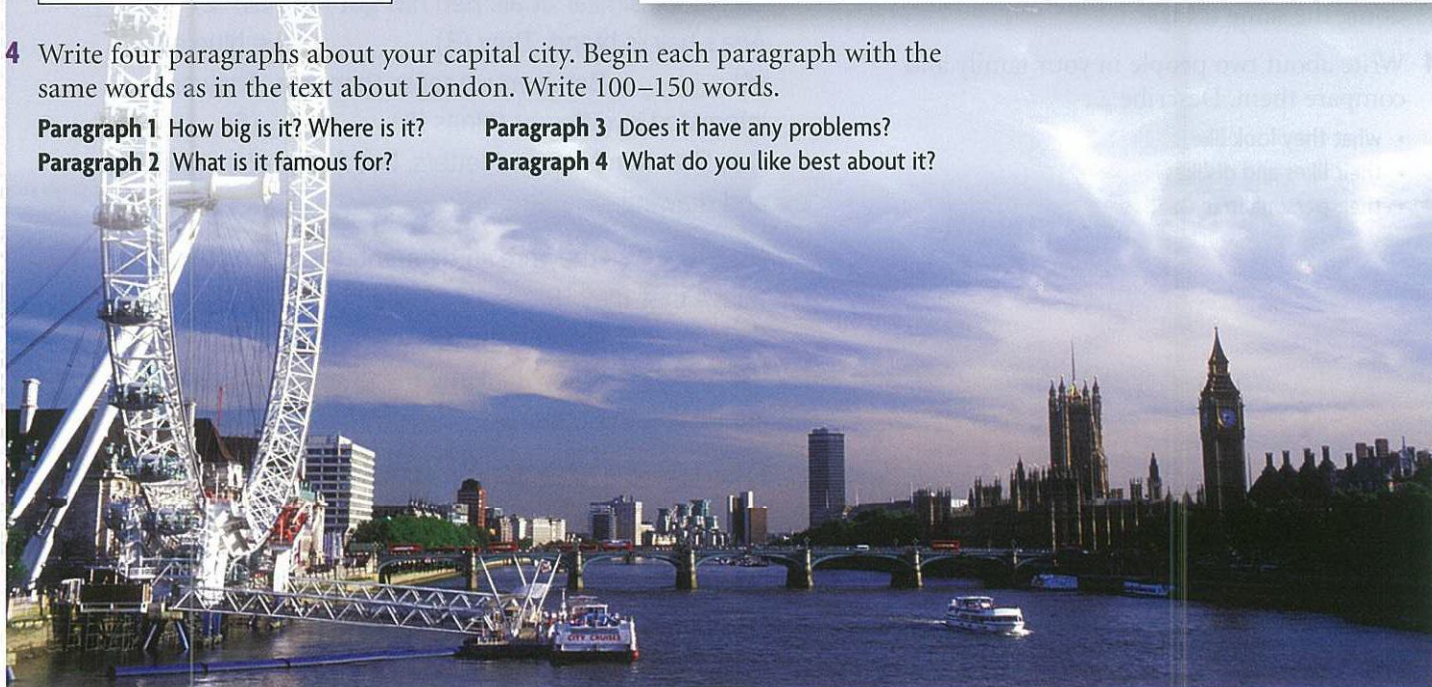
**London** has a population of about 7,000,000.

It lies on the River Thames, (1)\_\_\_\_\_ nearly 2,000 years ago. From about 1800 until World War II, London was the biggest city in the world, but now there are many cities (2)\_\_\_\_\_.

**London is famous for** many things. Tourists come from all over the world to visit its historic buildings, such as Buckingham Palace, (3)\_\_\_\_\_, and the Houses of Parliament, (4)\_\_\_\_\_ and hear the famous clock, Big Ben. They also come to visit its theatres, its museums, and its many shops, such as Harrods, (5)\_\_\_\_\_. And, of course, they want to ride on the big wheel next to the river!

**Like many big cities, London has problems** with traffic and pollution. Over 1,000,000 people a day use the London Underground, but there are still too many cars on the streets. The air isn't clean, but it is cleaner than it was 100 years ago.

**For me, the best thing about London is** the parks. There are five in the city centre. But my children's favourite place is Hamleys, (6)\_\_\_\_\_ toy shop in the world!







## UNIT 11 DESCRIBING PEOPLE Linking words – *although, but*



These two sentences have the same meaning. How are they different? Which is more formal?

I like him a lot, **but** I don't love him.

**Although** I like him a lot, I don't love him.

- 1 Complete the sentences with a word from the box.

although because but  
too both for example

- 1 My father loves skiing, \_\_\_\_\_ my mother hates it.
  - 2 We stopped playing tennis \_\_\_\_\_ it started to rain.
  - 3 \_\_\_\_\_ it was cold and wet, we still played tennis.
  - 4 My two sisters are very similar. They \_\_\_\_\_ love dancing and skiing.
  - 5 Rosa loves dancing and Hannah loves it \_\_\_\_\_.
  - 6 There's so much to do at the weekend. \_\_\_\_\_ you can go skiing or swimming.
- 2 Complete the text with the correct linking word from exercise 1.
- 3 Work with a partner. Talk about your brothers, sisters, parents, or children. Are you/they similar? Do you/they like doing the same things?
- 4 Write about two people in your family and compare them. Describe ...
- what they look like
  - their likes and dislikes
  - their personalities



### My brother and sister

I have a brother Ben, and a sister Ana. They are a lot younger than me, and (1) although they are twins they don't look similar at all. Ben has got red hair, (2) \_\_\_\_\_ Ana's hair is blond. They (3) \_\_\_\_\_ have blue eyes, (4) \_\_\_\_\_ Ben is much taller than Ana. They are interested in different things (5) \_\_\_\_\_. (6) \_\_\_\_\_, Ben likes numbers and letters, but Ana prefers painting and drawing.

(7) \_\_\_\_\_ they are so different, there are still some things that they (8) \_\_\_\_\_ like doing. (9) \_\_\_\_\_, they love coming into my room and playing with my things, (10) \_\_\_\_\_ they think my things are much more interesting than theirs!

(11) \_\_\_\_\_ they are sometimes really noisy and annoying, I love them very much (12) \_\_\_\_\_ they are so funny.





## UNIT 12 WRITING A POSTCARD

1 Discuss these questions with a partner.

- Do you often receive postcards? Who from? Where from? Give examples.
- What was the last postcard you sent? Who to? Where from?

2 Read the postcard. Find words for good weather and bad weather.

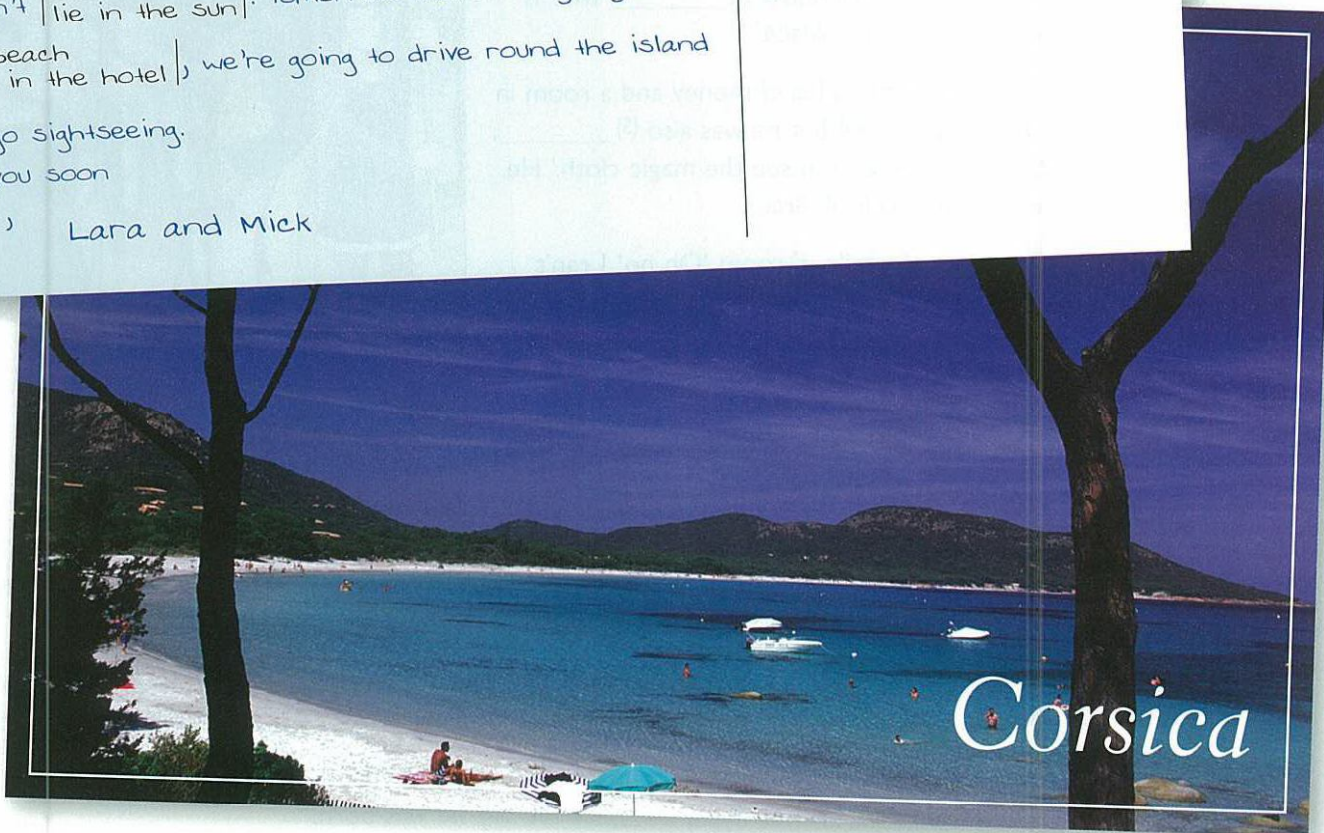
3 Underline the descriptions for a good holiday *or* a bad holiday. Read your postcard to your partner.

Friday, April 14th

Dear Mum and Dad,

We're having | a wonderful | time here in Corsica,  
 | quite a good |  
 | and fortunately | the weather is | glorious |. They say  
 | but unfortunately | | not very good |.  
 that the weather here in April is often quite changeable  
 so we're | just unlucky |. It is | warm and sunny | nearly  
 | very lucky | | cold and cloudy |  
 every day so most of the time we | stay in the hotel | and  
 | go to the beach |  
 | play cards |. Yesterday it was so | hot | that we  
 | swim and sunbathe | | foggy |  
 couldn't | see the sea |. Tomorrow we're not going to  
 | lie in the sun |  
 | the beach | we're going to drive round the island  
 | stay in the hotel |  
 and go sightseeing.  
 See you soon  
 Love, Lara and Mick

Mr and Mrs Binchey  
 20 Model Farm Road  
 Cork City  
 Ireland



4 Write a postcard to a friend. Write about ...

- where you are on holiday
- the weather
- something you did yesterday
- something you are going to do tomorrow
- something you do often





## UNIT 13 WRITING A STORY Using adjectives and adverbs

- 1 Do you know the story of *The Emperor's New Clothes*? Discuss what you know.
- 2 Read the story and complete it with the adjectives and adverbs from the box. Use each word once only.
- 3 What stories do you know that begin *Once upon a time ...*? Which is your favourite? Discuss as a class.
- 4 Write your favourite story. Use adjectives and adverbs.  
Begin: *Once upon a time ...* End: *... and they lived happily ever after.*

Adjectives	Adverbs
expensive	angrily
beautiful	immediately
embarrassed	loudly
naked	naturally
new	quickly
pleased	suddenly
wonderful	unfortunately
worried	unhappily

# The Emperor's New Clothes

**O**nce upon a time there was an Emperor who loved to spend his money on (1) expensive clothes. One day, two tailors arrived at his palace. They said they could make him the most (2) \_\_\_\_\_ suit, with magic cloth that only clever people could see. 'What a (3) \_\_\_\_\_ suit to have,' thought the Emperor. 'I'll know (4) \_\_\_\_\_ who is clever and who is stupid in my palace.'

The Emperor gave the tailors a lot of money and a room in the palace. He was very excited, but he was also (5) \_\_\_\_\_. 'Oh dear' he thought, 'I hope I can see the magic cloth.' He sent one of his ministers to look first.

The minister went into the tailors' room. 'Oh no! I can't see anything,' he thought (6) \_\_\_\_\_. 'What can I say to the Emperor?'

'Well?' said one tailor. 'Do you like the suit?'

'Oh, it is excellent!' he said.

'We're very (7) \_\_\_\_\_ to hear that,' said the tailors.

The minister told the Emperor and the Emperor was delighted. He went to the tailors' room with his minister.

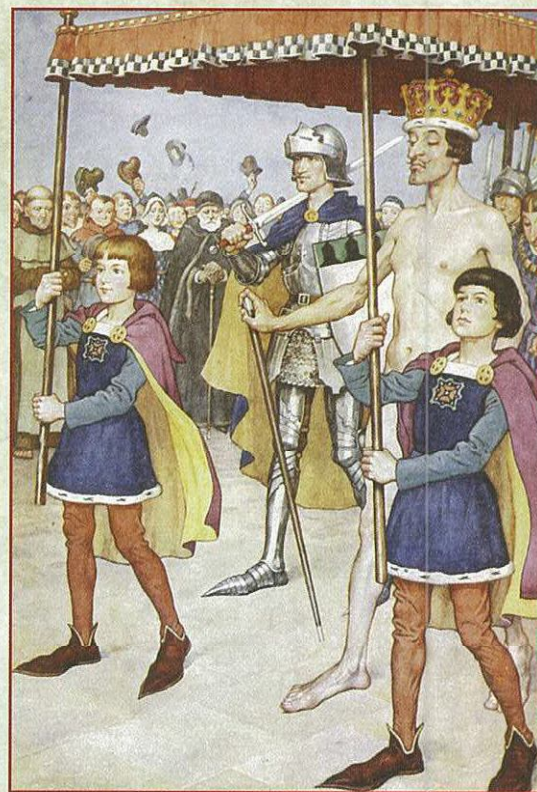
'Look,' said the minister. 'Aren't the colours lovely?' (8) \_\_\_\_\_ the poor Emperor couldn't see anything at all, but he said 'Oh yes, the suit is wonderful. Thank you.'

(9) \_\_\_\_\_ everybody wanted to see the suit, so the Emperor put on his (10) \_\_\_\_\_ clothes and went into the city with his ministers. All the people clapped and cheered (11) \_\_\_\_\_. The Emperor felt better.

Then (12) \_\_\_\_\_ a little boy ran out. 'The Emperor isn't wearing any clothes!' he shouted.

'Oh, it's true!' the people said. 'He's as (13) \_\_\_\_\_ as the day he was born!'

The Emperor was so (14) \_\_\_\_\_. He ran (15) \_\_\_\_\_ back to the palace and called (16) \_\_\_\_\_ for the tailors but they were gone.







## UNIT 14 WRITING AN EMAIL    Saying thank you

1 Have you ever been to another country to study the language? Where did you go? How long for? What language did you study? Did you have a good time?

2 Do you remember Danka who went to study English in Brighton? Look quickly at the email.

- Where is Danka now?
- Where are they?
- Who is Jacek?
- Who is she writing to?
- Why is she writing?

3 Read the email again and complete it with the words from the box. Check with a partner.

lot	going x2	couldn't
visit	just	has
quickly	much	but
had	like	

From: Danka.2006@star.com  
To: Becky@Brighton.ac.uk  
Date: 23rd October  
Subject: Hi!

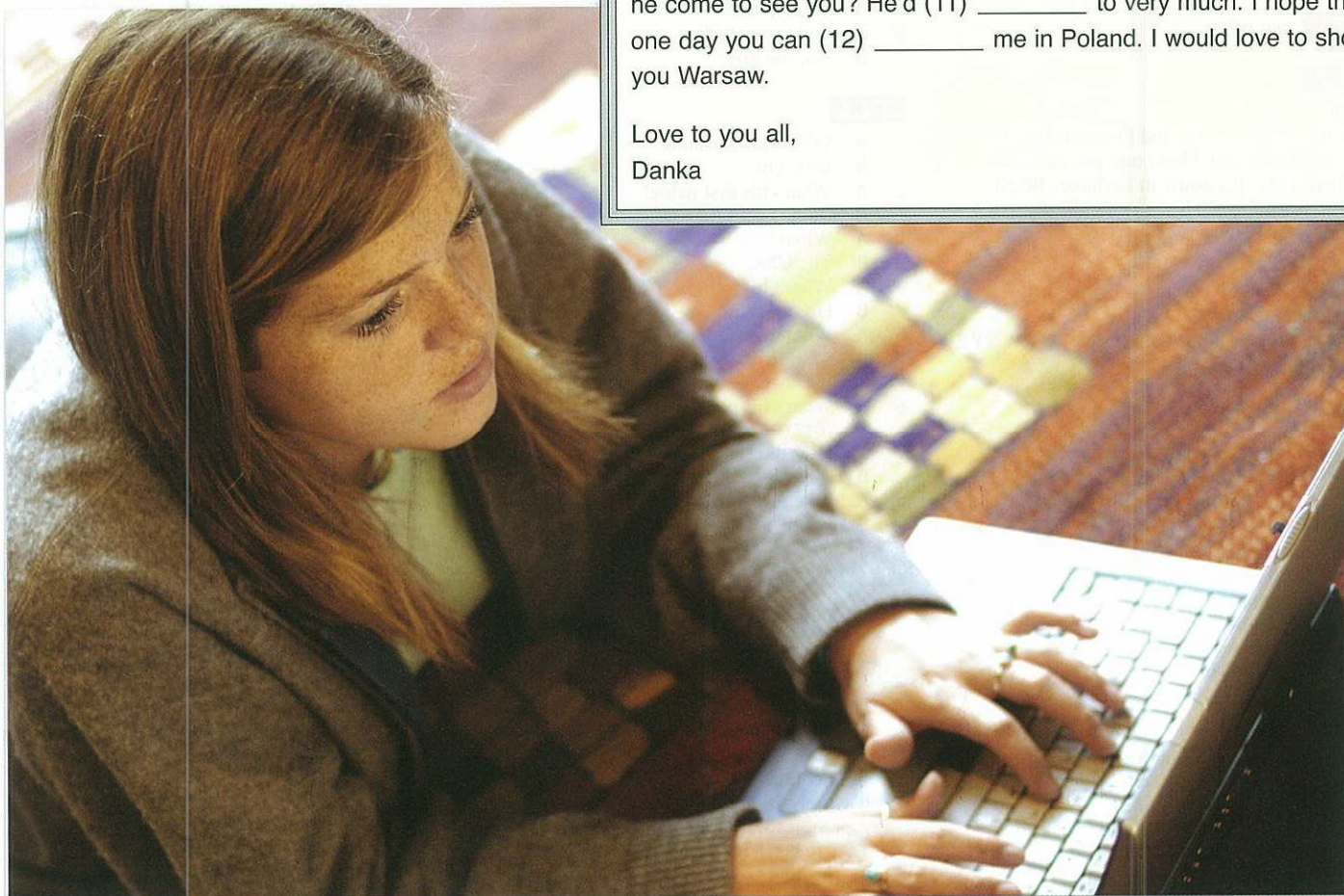
Dear Becky and family,

I have (1) \_\_\_\_\_ arrived back in Poland. It's lovely to see my family again (2) \_\_\_\_\_. I miss you and all my friends in Brighton. I (3) \_\_\_\_\_ a wonderful time with you and your family. I enjoyed myself very (4) \_\_\_\_\_ indeed. Also, it was very kind of you to show me so much of England. I loved (5) \_\_\_\_\_ to London, and I'll never forget visiting Buckingham Palace and Big Ben.

I think that my English (6) \_\_\_\_\_ improved quite a (7) \_\_\_\_\_. At first I was so worried because I (8) \_\_\_\_\_ understand a word. You all spoke so (9) \_\_\_\_\_, but soon I began to understand more and more.

My brother, Jacek, is (10) \_\_\_\_\_ to England next month. Can he come to see you? He'd (11) \_\_\_\_\_ to very much. I hope that one day you can (12) \_\_\_\_\_ me in Poland. I would love to show you Warsaw.

Love to you all,  
Danka



4 Write a similar email to someone who you have stayed with.