



CFA

Aprende Inglés y Construye Futuro

Cursos **de inglés** en Colombia

BANCO DE PREGUNTAS CFA INTRO



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What do CFA INTRO students need?

The aim of every level of CFA is to get

students talking and AI is no exception. To achieve this, beginners need two things above all else: motivation and support.

AI learners' language level is low, but they need interesting topics and texts just as much as B1 or C1 students.



Speaking

Regular opportunities to use new language orally.

Topics that will arouse their interest and prompt them to describe their experiences and express their ideas.

Realistic and achievable tasks.



CFA motivates students to speak by providing varied and achievable tasks, and the language that they need in order to communicate with confidence. In addition to the Speaking stage, students are encouraged to speak all through each lesson, responding to texts and listenings, and practicing grammar and vocabulary orally.



Grammar

- Clear and memorable presentations of basic structures.
- Regular and varied practice in useful and natural contexts.
- Student-friendly reference material.

When explaining grammar rules to students, and sometimes when setting up complicated activities, teachers who know their students' mother tongue may wish to use it. Although you should try to keep it to a minimum, we believe that a very judicious use of students' Spanish can save time and help build good teacher-class rapport. Contrasting how English grammar works with the rules in students' Spanish can also help students to assimilate the rules more easily.





Listening

- A reason to listen.
- Exposure to as much aural English as possible.
- Confidence-boosting by listening to short accessible texts and conversations with achievable tasks.
- Get the gist of what is being said by focusing on the key words in an utterance.

The listenings in English File are based on a variety of entertaining and realistic situations. The tasks focus on helping students to get the gist on the first listen and then being able to understand more the second time.



Reading

- Engaging topics and stimulating texts.
- Manageable tasks that help students to read.
- Deal with unknown words in a text.

Many students need to read in English for their work or studies, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. All reading texts here are available with audio, which helps build reading fluency and confidence.





Writing

- Clear models
- The 'nuts and bolts' of writing on a word and sentence level

The growth of the internet and social media means that people worldwide are writing in English more than ever before both for business and personal communication.



Vocabulary

- A focus on high-frequency words and phrases.
- Opportunities to personalize new vocabulary.
- Accessible reference material.

Every lesson should focus on high-frequency vocabulary and common lexical areas, and keep the load realistic.

MAKE SURE STUDENTS CAN INTERPRET FROM SPANISH TO ENGLISH AND VICE VERSA





UNIT 1

VERB TO BE: INTERROGATIVE, AFFIRMATIVE AND NEGATIVE

In this first lesson, Students learn to introduce themselves and give basic greetings, and to use the forms of the verb to be in questions, positive and negative sentences and short answers.

PERSONAL PRONOUNS AND VERB TO BE (USE T.P.R.)

I - AM

YOU
WE
THEY

- ARE

HE
SHE
IT

- IS



Interrogative



Afirmative



Negative + Not



Interrogative

Am I Carlos?

Are you David

Are we persons?

Are they animals?

Is he a teacher?

Is she a nurse?

Is it an apple?

Affirmative

I am Jack

You are Tony

We are persons/people

They are students

He is Tony

She is a doctor

It is an apple

Negative

I am not Daniel

You are not a doctor

We are not in the house

They are not married

He is not Damian

She is not Valeria

It is not a cellphone

Word order in questions

I'm in class 2. *You're Tom.*

Am I in class 2? *Are you Tom?*

= positive form 1.4

full form	contraction
I am a student.	I'm a student.
You are my partner.	You're my partner.
He is Matt.	He's Matt.
She is Sally.	She's Sally.
It is a salsa class.	It's a salsa class.
We are students.	We're students.
You are partners.	You're partners.
They are teachers.	They're teachers.

- In contractions ' = a missing letter, e.g. 'm = am.
- We use contractions in conversation and in informal writing, e.g. an email to a friend.
- We always use a subject pronoun (you, he, etc.) with a verb. *It's a school. NOT is-a-school.*
They're teachers. NOT Are-teachers.
- We always use capital I. With other pronouns we only use a capital letter when it's the first word in a sentence. *He's Ben and I'm Sally. NOT i'm-Sally.*
- you = singular and plural.
- We use *he* for a man, *she* for a woman, and *it* for a thing.
- We use *they* for people and things.

Negative contractions

I am not = I'm not

You are not = You aren't OR You're not

<input type="checkbox"/> = question form	<input checked="" type="checkbox"/> = positive short answer	<input checked="" type="checkbox"/> = negative short answer
Am I	I am.	I'm not.
Are you	you are.	you aren't.
Is he / she / it	he / she / it is.	he / she / it isn't.
Are we	we are.	we aren't.
Are you	you are.	you aren't.
Are they	they are.	they aren't.

- In questions we put *am, are, is* before *I, you, he, etc.*
Are you Brazilian? NOT You-are-Brazilian?
Where are you from? NOT Where-you-are-from?
- We don't use contractions in positive short answers.
'Are you Turkish?' 'Yes, I am.' NOT 'Yes, I'm.'



Questions-Answers

Are you a teacher? – No, I'm not. I'm a student

Are we animals? – No, we're not. We're persons

Is it an apple? – Yes, it is an apple

- Make questions using all the personal pronouns

Answer-Questions

No, I'm not in my room, I'm in the kitchen

– Are you in your room?

Yes, It is a TV – Is it a TV?

No, We're not. We're friends – Are you family?

- Make answers out of questions using all the personal pronouns

Wh Questions

What's your first name?

second name?

last name?

second last name?

full name?

nickname?

nationality?

How old are you? – I'm XX years old

Where do you Live?

Work?

Study?



1,2

Numbers

0	zero /ˈzɪərəʊ/ (also 'oh' /oʊ/ in phone numbers)
1	one /wʌn/
2	two /tuː/
3	three /θriː/
4	four /fɔː/
5	five /faɪv/
6	six /sɪks/
7	seven /ˈsevn/
8	eight /eɪt/
9	nine /naɪn/
10	ten /ten/

 **Word stress**
zero = **Z**ero seven = **S**even

b Cover the words. Say the numbers.

ACTIVATION Count from 0–10 and from 10–0.

21	twenty-one /ˌtwenti 'wʌn/
22	twenty-two /ˌtwenti 'tuː/
30	thirty /θɜːti/
33	thirty-three /θɜːti 'θriː/
40	forty /'fɔːti/
44	forty-four /ˌfɔːti 'fɔː/
50	fifty /'fɪfti/
55	fifty-five /ˌfɪfti 'faɪv/
60	sixty /'sɪksti/
66	sixty-six /ˌsɪksti 'sɪks/
70	seventy /ˈsevnti/
77	seventy-seven /ˌsevnti 'sevn/
80	eighty /'eɪti/
88	eighty-eight /ˌeɪti 'eɪt/
90	ninety /'naɪnti/
99	ninety-nine /ˌnaɪnti 'naɪn/

- Make students learn the hundred and thousand scales





Countries and Nationalities

1 CONTINENTS



Match the words and continents 1–6.

Continent	Adjective
1 Africa /æfɹɪkə/	African /æfɹɪkən/
2 Asia /eɪʒə/	Asian /eɪʒn/
3 Australia /ə'streɪliə/	Australian /ə'streɪliən/
4 Europe /'juərəp/	European /'juərəpiən/
5 North America /nɔ:θ ə'merɪkə/	North American /nɔ:θ ə'merɪkən/
6 South America /sauθ ə'merɪkə/	South American /sauθ ə'merɪkən/

Cover the words and look at the map. Can you remember the continents and their adjectives?

Capital letters
Use CAPITAL letters for continents, countries, nationalities, and languages, e.g. *Spanish* **NOT** *spanish*.

The United Kingdom
The United Kingdom (the UK /ðə ju: 'keɪ/) = England, Scotland, Wales, and Northern Ireland. The nationality adjective is *British*.

2 COUNTRIES AND NATIONALITIES

Country	Nationality adjective
1  2  3  4  5  6 	English /'ɪŋɡlɪʃ/ Irish /aɪrɪʃ/ Polish /'pəʊlɪʃ/ Scottish /'skɒtɪʃ/ Spanish /'spæɪnɪʃ/ Turkish /'tɜ:kiʃ/
7  8  9 	German /dʒɜ:mən/ Mexican /'meksɪkən/ American ə'merɪkən/
10  11  12  13  14  15 	Argentinian /ə:dʒən'tɪniən/ Brazilian /brə'zɪliən/ Egyptian /i'dʒɪptɪn/ Hungarian /hʌŋ'ɡeəriən/ Italian /i'tæliən/ Russian /'rʌʃn/
16  17 	Chinese /tʃaɪ'nɪz/ Japanese /dʒæpə'nɪz/
18  19  20 	Czech /tʃek/ French /frentʃ/ Swiss /swɪs/

Cover the words and look at the flags. Can you remember the countries and nationalities?

ACTIVATION Choose six countries. Say the continent.

(Spain is in Europe.)





Days of the week

a Complete the days of the week with the letters.

W Fr S Th T M S

M__onday /'mʌndeɪ/ ___iday /'fraɪdeɪ/
 ___uesday /'tju:zdeɪ/ ___aturday /'sætədeɪ/
 ___ednesday /'wenzdeɪ/ ___unday /'sʌndeɪ/
 ___ursday /'θɜ:zdeɪ/

the **weekend** (= Saturday and Sunday)

a **weekday** (= Monday–Friday)

What day is it **today**? It's **Friday**.

Have a good **weekend**. You too.

See you **later**. See you **tomorrow**. See you on **Monday**.

ACTIVATION Cover the days. Say them in order.



Capital letters

Days of the week begin with a capital letter.

Tuesday **NOT** tuesday

Practical English: Checking into a hotel

Ro = Rob, R = receptionist

Ro Hello.

R Good afternoon.

Ro My name's Rob Walker. I have a reservation.

R Sorry, what's your surname?

Ro Walker.

R How do you spell it?

Ro W-A-L-K-E-R.

R Sorry?

Ro W-A-L-K-E-R.

R Thank you. OK, Mr Walker. You're in room three two one.

Ro Thanks.





Vocabulary

Nouns

The alphabet

See Exercise 4 on page 3.

Numbers

(1-10)

See Exercise 11 on
page 6.

Titles

Miss

Mr.

Mrs.

Ms.

Other

book

class

classmate

female

male

math

name

nickname

phone number

teacher

Pronouns

Subjects

I

you

he

she

it

Other

this

what

Adjectives

Possessives

my

your

his

her

our

Other

famous

first

last

married

popular

single

Article

the

Verbs

am

are

is

Adverbs

Responses

no

yes

Other

not

(over) there

too (= also)

Preposition

in (my class)

Conjunctions

and

or

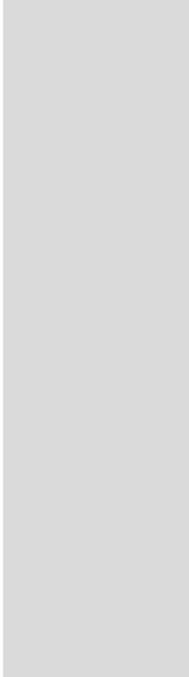




UNIT 2

PREPOSITIONS OF PLACE

In this lesson, students learn how to understand and give simple directions in the street. They begin by learning eight new prepositions of place and some very basic language, which is practiced through a classroom



IN
ON
OVER
UNDER
IN FRONT OF
BEHIND
NEXT TO
BETWEEN





Classroom Language

THINGS IN THE CLASSROOM

- 1 the board /bɔ:d/
- 2 the door /dɔ:/
- 3 a window /'wɪndəʊ/
- 4 a chair /tʃeə/
- 5 a coat /kəʊt/
- 6 a table /'teɪbl/
- 7 a laptop /'læptɒp/
- 8 a dictionary /'dɪkʃənri/
- 9 a piece of paper /'pi:z əv 'peɪpə/
- 10 a pen /pen/
- 11 a bag /bæg/

Cover the words. Look at the picture.
Say the things.

ACTIVATION In pairs, point to things in the classroom. Your partner says the word.

What is it? (It's the board.

How do you spell it? (B-O-A-R-D.



Where is the... ? / Where are the... ?

WHERE IS THE BOARD?
WHERE IS THE DOOR?
WHERE IS THE WINDOW?
WHERE IS THE BAG?
WHERE ARE THE CHAIRS

Questions-Answers

WHERE IS THE BOOK? – IT'S ON THE DESK
WHERE IS THE BOARD? – IT'S ON THE TABLE
WHERE ARE THE CHAIRS? – THEY ARE ON THE FLOOR
WHERE IS THE BAG? – IT IS UNDER THE BAG
WHERE IS THE WINDOW? – IT IS IN THE WALL

Answers-Questions

THE DESK IS ON THE FLOOR – WHERE IS THE DESK?
NO, IT ISN'T. THE BOARD IS ON THE WALL – IS THE BOARD IN THE BAG?
THE CHAIRS ARE ON THE FLOOR – WHERE ARE THE CHAIRS?
YES, THE COAT IS (HANGING) ON THE WALL





Wh questions with verb to be

Question word(s)	Verb	Subject	
Who	's	Tom?	He's a friend.
What	's	your email?	johng@gmail.com.
Where	are	you from?	I'm from Brighton in England.
When	's	the concert?	It's on Tuesday.
How	are	you?	I'm fine, thanks.
How old	is	she?	She's ten.

Word order

⊕ Subject, verb

They're American.

⊕ Verb, subject

Are they American?

⊕ Question, verb, subject

Where are they from?

Contractions with question words

We can contract *is* after question words.

What's her name? = *What is her name?*

Where's he from? = *Where is he from?*

How's Anna? = *How is Anna?*

How old's Jan? = *How old is Jan?*

Don't contract *is* in a question when the last word is a pronoun (*he, she, it, etc.*).

How old is she? **NOT** *How old's she?*

Where is he? **NOT** *Where's he?*



Read and listen to the conversation.
Then complete the information on the card.



Pia Who's he?
Lin He's Alex. He's in my class.
Pia Where's he from?
Lin He's from Mexico.
Pia How old is he?
Lin He's 22, I think.
Pia He's very good-looking!



Vocabulary

Nouns

Classroom objects

board
(English) book
book bag
cassette player
chair
clock
desk
dictionary
door
encyclopedia
eraser
map
notebook
pen
pencil
table
wall
wastebasket
window

Personal items

address book
bag
briefcase
camera
CD player
cell phone
chopsticks
DVD player
earring(s)
glasses
hairbrush
keys
newspaper
purse
stamp
sunglasses
(tele)phone
television
ticket
umbrella
wallet
watch

Other

address
box
café
car
exercise
pocket
sentence

Pronouns

this
that
these
they

Adjectives

gone
interesting
nice

Articles

a
an

Verbs

open
relax

Adverbs

now
very (+ adjective)
where

Prepositions

behind
in front of
next to
on
under





UNIT 3

VERB TO BE: INTERROGATIVE, AFFIRMATIVE AND NEGATIVE

This lesson is about things that people normally carry around with them, and how to form and use singular and plural nouns



Small things





a Listen and repeat the words.

- | | |
|--------------------------------|--|
| 1 a (mobile) phone /fəʊn/ | 9 a (phone) <u>charger</u> /tʃɑ:dʒə/ |
| 2 a watch /wɒtʃ/ | 10 an <u>ID</u> card /aɪ'di: kɑ:d/ |
| 3 a <u>tablet</u> /'tæblət/ | a <u>passport</u> /'pɑ:spɔ:t/ |
| 4 a <u>wallet</u> /'wɒlɪt/ | 11 an <u>umbrella</u> /ʌm'brelə/ |
| a <u>purse</u> /pɜ:s/ | 12 a <u>camera</u> /'kæməərə/ |
| 5 a <u>pencil</u> /'pensl/ | 13 a <u>credit card</u> /'kredit kɑ:d/ |
| 6 a <u>notebook</u> /'nəʊtbʊk/ | a <u>debit card</u> /'deɪbɪt kɑ:d/ |
| 7 <u>glasses</u> /'glɑ:zɪz/ | 14 a <u>key</u> /ki:/ |
| 8 a <u>photo</u> /'fəʊtəʊ/ | 15 a <u>newspaper</u> /'nju:zpeɪpə/ |

a / an
a bag, a key
an ID card, an umbrella
ph
ph = /f/, e.g. phone, photo

b Cover the words. Look at the photo. Say the things.



singular and plural nouns

a / an, plurals

singular nouns	plural nouns	2.2
It's a book.	They're books .	
It's a watch.	They're watches .	
It's a diary.	They're diaries .	
It's an umbrella.	They're umbrellas .	
It's an identity card.	They're identity cards .	

- We use *a / an* with singular nouns.
- We use *an* with a noun beginning with a vowel (a, e, i, o, u).
- We use *a* with nouns beginning with *u* or *eu* when the sound = /ju:/, e.g. *a university, a euro*.
- We don't use *a / an* with plural nouns.
They're books. NOT They're-a-books.

the

Look at **the** board.

Answer **the** questions.

- We use *the* when we know which board, questions, etc.
Look at **the** board. **NOT** ~~look-at-a-board~~.
- We use *the* with singular and plural nouns (the board, the questions).

regular plurals

singular	plural	spelling
a book a key	books keys	add -s
a watch a box	watches boxes	add -es after ch, sh, s, x
a country a dictionary	countries dictionaries	consonant + y = y -ies

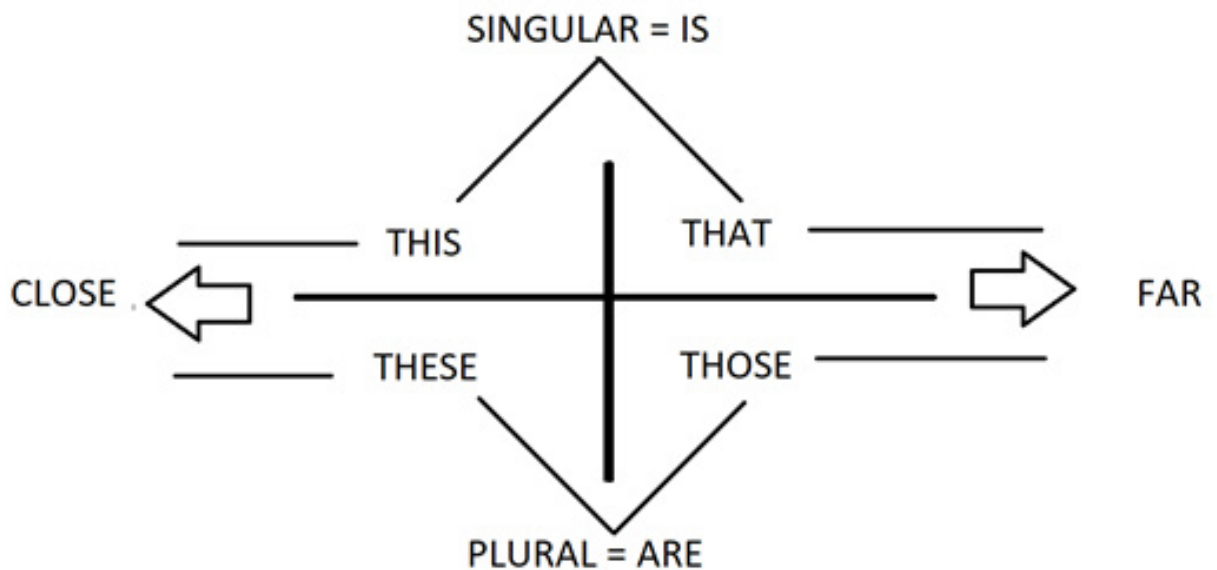
- We add -s (or -es or -ies) to make plural nouns.
It's a pen. They're pens.
- With two-word nouns, we add -s (or -es or -ies) to the second noun.
credit card, credit cards NOT credits-cards

irregular plurals

singular	plural
a man /mæn/	men /men/
a woman /'wʊmən/	women /'wɪmɪn/
a child /tʃaɪld/	children /'tʃɪldrən/
a person /'pɜ:sn/	people /'pi:pl/



Demonstrative Adjectives



THIS IS A CELLPHONE
THAT IS A CAR
THESE ARE SHOES
THOSE ARE KEYS

Questions-Answers

IS THAT A CELLPHONE?
IS THIS A GLASS?
ARE THESE BOOKS
ARE THOSE PENCILS?

Answers-Questions

YES, THEY ARE PENCILS – ARE THEY
PENCILS?
NO, IT ISN'T, THAT IS AN AIRPLANE –
IS THAT A BIRD?

Wh Questions

WHAT IS THIS?
WHAT IS THAT?
WHAT ARE THESE?
WHAT ARE THOSE?

Practical English: Understanding prices

M = man, W = woman

1

M *The New York Times*, please.

W Here you are.

M How much is it?

W It's two dollars fifty.

2

M An umbrella, please.

W For how much?

M Fifteen euros, please.

W Here you are.

M Thanks.

3

M1 A memory card, please.

M2 Two gigs or four?

M1 Two, please. How much is it?

M2 Nine dollars forty-nine.

M1 Is a credit card OK?

M2 Sure.

4

W A one-way ticket to Oxford, please.

M Thirty pounds twenty p, please.

W Here you are.

M Thank you.

HOW MUCH IS IT? IT'S \$5

HOW MUCH ARE THEY? THEY'RE \$15





Vocabulary

Nouns

Classroom objects

board
(English) book
book bag
cassette player
chair
clock
desk
dictionary
door
encyclopedia
eraser
map
notebook
pen
pencil
table
wall
wastebasket
window

Personal items

address book
bag
briefcase
camera
CD player
cell phone
chopsticks
DVD player
earring(s)
glasses
hairbrush
keys
newspaper
purse
stamp
sunglasses
(tele)phone
television
ticket
umbrella
wallet
watch

Other

address
box
café
car
exercise
pocket
sentence

Pronouns

this
that
these
they

Adjectives

gone
interesting
nice

Articles

a
an

Verbs

open
relax

Adverbs

now
very (+ adjective)
where

Prepositions

behind
in front of
next to
on
under





UNIT 4

Possessives ('s case, adjectives)

In this lesson, possessive adjectives and the possessive 's are presented

Things

a Match the words and photos.

- a bag /bæg/
- a **charger** /'tʃɑ:dʒə/
- a **coin** /kɔɪn/
- a **credit card** /'kredɪt kɑ:d/ (or debit card)
- a **diary** /'daɪəri/
- a **dictionary** /'dɪkʃənri/
- a **file** /faɪl/
- glasses** /'glɑ:sɪz/
- headphones** /'hedfəʊnz/
- an **identity card** /aɪ'dentətɪ kɑ:d/
- a **key** /ki:/
- a **lamp** /læmp/
- a **laptop** /'læptɒp/
- a **magazine** /'mægə'zɪn/
- a **newspaper** /'nju:zpeɪpə/
- a **notebook** /'nəʊtbʊk/
- a **pen** /pen/
- a **pencil** /'pensl/
- a (**mobile**) **phone** /fəʊn/
- a **photo** /'fəʊtəʊ/
- a piece of **paper** /pi: əv 'peɪpə/
- a **purse** /pɜ:s/
- scissors** /'sɪzəz/
- sunglasses** /'sʌŋglɑ:sɪz/
- a **tablet** /'tæblət/
- a **ticket** /'tɪkɪt/
- a **tissue** /'tɪʃu:/
- an **umbrella** /ʌm'brelə/
- a **wallet** /'wɒlɪt/
- a **watch** /wɒtʃ/

Plural nouns
Some words for things are always plural, e.g. *glasses, headphones, scissors*. Don't use *a / an* with plural nouns. **NOT** *a-glasses, a-headphones*.

ACTIVATION Cover the words and look at the photos. In pairs, ask and answer.

What is it? (It's a watch.)

What are they? (They're glasses.)



WHOSE?

WHOSE PENCIL IS IT? - IT IS DANIELA'S PENCIL
 WHOSE LAPTOP IS IT? - IT IS RICARDO'S LAPTOP
 WHOSE GLASSES ARE THEY? - THEY ARE MARIA'S GLASSES
 WHOSE SHOES ARE THEY? - THERE ARE ANGEL'S SHOES

Question-Answers

IS THIS DAVID'S CLOCK? - NO, IT ISN'T. IT IS ALEJANDRA'S CLOCK
 ARE THOSE GABRIEL'S BOOKS? YES, THEY ARE

Answer-Questions

THOSE ARE JOSHUA'S PENS
 WHOSE PENS ARE THEY?

possessive 's, Whose...?

- 1 He's Brad Pitt's brother. It's James's laptop. 4.2
- 2 It's my parents' car.
- 3 'Whose is this bag?' 'It's Maria's.'
- 4 The end of the film is fantastic. I live in the city centre.

- 1 We use a person + 's to talk about family and possessions.
He's Brad Pitt's brother. NOT He's the brother of Brad Pitt.
- 2 With regular plural nouns we put the ' after the s.
It's my parents' car. NOT It's my parent's car.
- With irregular plural nouns, e.g. *children, men*, we use 's, e.g. *the children's room, men's clothes.*

- 3 We use *Whose...?* to ask about possessions.
We can ask *Whose is this bag?* **OR** *Whose bag is this?*
We can answer *It's Maria's bag.* **OR** *It's Maria's.*
- 4 We don't usually use a thing + 's, e.g. *the end of the class*
NOT *the class's end, the city centre* **NOT** *the city's centre.*



's

Be careful with 's. It can be two things:
Maria's mother - 's = of Maria *Maria's Spanish* - 's = is

Whose / Who's

Who's = Who is, e.g. '**Who's** that girl?' '*She's* my sister.'
Whose = of who, e.g. '**Whose** is this bag?' '*It's* Jack's.'
Whose and *Who's* are pronounced the same /hu:z/.

possessive adjectives

I'm Italian.	My family are from Rome.
You're in Class 1.	This is your classroom.
He's the director.	His name is Michael.
She's your teacher.	Her name is Tina.
It's a language school.	Its name is English House.
We're an international school.	Our students are from Europe and Asia.
They're French students.	Their names are Luc and Marie.

- We use possessive adjectives for people and things.
My family are from Italy. My car is German.
- *his* = of a man, *her* = of a woman, *its* = of a thing.
- *their* = of people or things.
- Possessive adjectives don't change with plural nouns.
our students **NOT** *ours-students*



it's or its?

Be careful with *it's* and *its*.
it's = it is **It's** a school.

It's Spanish.

its = possessive **Its** name is English House.
Its flag is red and yellow.





Vocabulary

Nouns

Clothes
belt
blouse
boot(s)
cap
coat
dress
glove(s)
hat
(high) heels
jacket
jeans
pajamas
pants
raincoat
scarf
shirt
shoe(s)
shorts
skirt
sneakers
socks
suit
sweater
sweatshirt
swimsuit
tie
T-shirt

Seasons

spring
summer
fall
winter
Other
celebrity
disaster
home
leisure
problem
taxi
work
world

Adjectives

Colors
beige
black
(dark/light) blue
(dark/light) brown
(dark/light) gray
(dark/light) green
orange
pink
purple
red
white
yellow

Weather

cloudy
cold
cool
hot
humid
sunny
warm
windy

Possessives

my
your
his
her
our
their
Other
all
dry
favorite
new

Pronouns

Possessives
mine
yours
his
hers
ours
theirs
whose

Verbs

ask
rain
snow
wear

Adverbs

maybe
today

Prepositions

around (the world)
at (home)

Conjunctions

and
but



Adjectives

WHOSE?

Adjectives means = description (how something or someone is like)

(USE T.P.R)

TALL
MEDIUM-HEIGHT
SHORT

THIN
CHUBBY
FAT

LIGHT SKINNED
BROWN SKINNED
DARK SKINNED

What are you like? – I am...

What is he-she like? – He-She is...



BLUE EYES
GREEN EYES
BROWN EYES
DARK EYES

STRAIGHT HAIR
WAVY HAIR
CURLY HAIR

LONG HAIR
SHORT HAIR

(NO) BEARD

What are you like? – I have...

What is he-she like? – He-She has...



a Match the words and pictures.

- | | |
|--|--|
| <input type="checkbox"/> beautiful /'bjʊ:tɪfl/ | <input type="checkbox"/> ugly /'ʌɡli/ |
| <input type="checkbox"/> big /bɪɡ/ | <input type="checkbox"/> small /smɔ:l/ |
| <input type="checkbox"/> cheap /tʃi:p/ | <input type="checkbox"/> expensive /ɪk'spensɪv/ |
| <input type="checkbox"/> clean /kli:n/ | <input type="checkbox"/> dirty /'dɜ:ti/ |
| <input type="checkbox"/> easy /'i:zi/ | <input type="checkbox"/> difficult /'dɪfɪkəlt/ |
| <input type="checkbox"/> fast /fɑ:st/ | <input type="checkbox"/> slow /sləʊ/ |
| <input type="checkbox"/> full /fʊl/ | <input type="checkbox"/> empty /'empti/ |
| <input type="checkbox"/> good /ɡʊd/ | <input type="checkbox"/> bad /bæd/ |
| <input type="checkbox"/> high /haɪ/ | <input type="checkbox"/> low /ləʊ/ |
| <input type="checkbox"/> hot /hɒt/ | <input type="checkbox"/> cold /kəʊld/ |
| <input type="checkbox"/> light /laɪt/ | <input type="checkbox"/> dark /dɑ:k/ |
| <input type="checkbox"/> long /lɒŋ/ | <input type="checkbox"/> short /ʃɔ:t/ |
| <input type="checkbox"/> old /əʊld/ | <input type="checkbox"/> new /nju:/ |
| <input type="checkbox"/> old /əʊld/ | <input type="checkbox"/> young /jʌŋ/ |
| <input type="checkbox"/> rich /rɪtʃ/ | <input type="checkbox"/> poor /pɔ:/ |
| <input type="checkbox"/> right /raɪt/ | <input type="checkbox"/> left /left/ |
| <input type="checkbox"/> right /raɪt/ | <input type="checkbox"/> wrong /rɒŋ/ |
| <input type="checkbox"/> safe /seɪf/ | <input type="checkbox"/> dangerous /'deɪndʒərəs/ |
| <input type="checkbox"/> the same /seɪm/ | <input type="checkbox"/> different /'dɪfrənt/ |
| <input type="checkbox"/> strong /strɒŋ/ | <input type="checkbox"/> weak /wi:k/ |
| <input type="checkbox"/> tall /tɔ:l/ | <input type="checkbox"/> short /ʃɔ:t/ |



Modifiers: very / really, quite
We often use modifiers before adjectives.
A Ferrari is **very / really** fast.
It's **quite** cold today. (= It's cold, but not very cold.)

ACTIVATION Look at the things in the list. Say two adjectives for each one. Use modifiers.

a Ferrari Mount Everest Bill Gates
the Mona Lisa the Pyramids Africa
your town or city

a Ferrari *It's really fast and very expensive.*

Opinion adjectives
good: nice /naɪs/, great /ɡreɪt/, fantastic /fæn'tæstɪk/
bad: awful /'ɔ:fl/, terrible /'terəbl/





Vocabulary

Nouns

Countries, nationalities, and languages

See the appendix at the back of the Student's Book.

People

baby
brother
family
(best) friend
mother
parent(s)
partner
sister
student

Places

city (*plural: cities*)
country (*plural: countries*)
world

Other

game

Pronouns

Subjects

he
she
we

Other

that
who

Determiner

a little

Adjectives

Appearance

beautiful
cute
good-looking
handsome
heavy
pretty
short
tall
thin

Personality

friendly
funny
nice
quiet
serious
shy
smart
talkative

Numbers and ages

(11–30; 40, 50, etc.)

See Exercise 7 on page 17.

Other

early
false
large (largest)
late
new
old
true

Adverbs

only (+ age)
originally
really (+ adjective)
this week

Prepositions

from (Korea)
in (Mexico)
of (the family)

Conjunctions

but
so





UNIT 5

Present continuous

In this lesson, Students learn a new verb form, the present continuous, used to talk about actions happening now.



Grammar

Listen and repeat the examples. Then read the rules.

Present continuous and

<input type="checkbox"/>	<input type="checkbox"/>
I'm working.	I'm not working.
You're sitting in my chair.	You aren't sitting in my chair.
He's playing football.	He isn't playing football.
She's having a shower.	She isn't having a shower.
It's raining.	It isn't raining.
We're having dinner.	We aren't having dinner.
They're listening to the teacher.	They aren't listening to the teacher.

- We use *be + verb + -ing* to talk about things that are happening now / at the moment. *I can't talk now. I'm driving.* **NOT** *I-drive.*

Present continuous , and

Question	be	Subject	Verb + -ing	
	Are	you	working now?	Yes, I am. / No, I'm not.
	Is	she	having a shower?	Yes, she is. / No, she isn't.
	Are	they	listening to the teacher?	Yes, they are. / No, they aren't.
Where	are	you	going?	To a party.
What	's	he	doing?	He's watching TV at home.



Word order

Subject, *be*, verb + *-ing*:

You are working today.

be, subject, verb + *-ing*:

Are you working today?

Question, *be*, subject, verb + *-ing*:

Where are you working today?





Carol is in Switzerland on business. Her husband and family are at home in the UK. Listen to and read the conversation. Underline three things Tony says which are not true.

Carol Hello? Tony?
 Tony Oh, hi, darling. How's Zurich?
 Carol Fine, fine. **I'm staying** in a nice hotel – but **it's raining**. Can you hear it?
 Tony Yes, yes, I can.
 Carol How are the children?
 Tony Oh, they're fine.
 Carol Where are they? **What are they doing**?
 Tony Lily's in the living room. **She's doing** her homework.
 Carol And Matt and Josh?
 Tony They're in their bedroom. **They're reading**.
 Carol I think I can hear them. Are you sure they're reading?
 Tony Yes, yes. That noise is the TV. **Your mother's watching** a film.
 Carol What about you? Are you OK?
 Tony I'm fine. **I'm making** dinner – fish and vegetables.
 Carol Oh great! Very healthy. OK darling, I need to go now. See you on Tuesday.
 Tony Have a good day tomorrow. Bye.

Look at the **highlighted** verbs in the conversation. Then read the rule below and **circle** a or b.

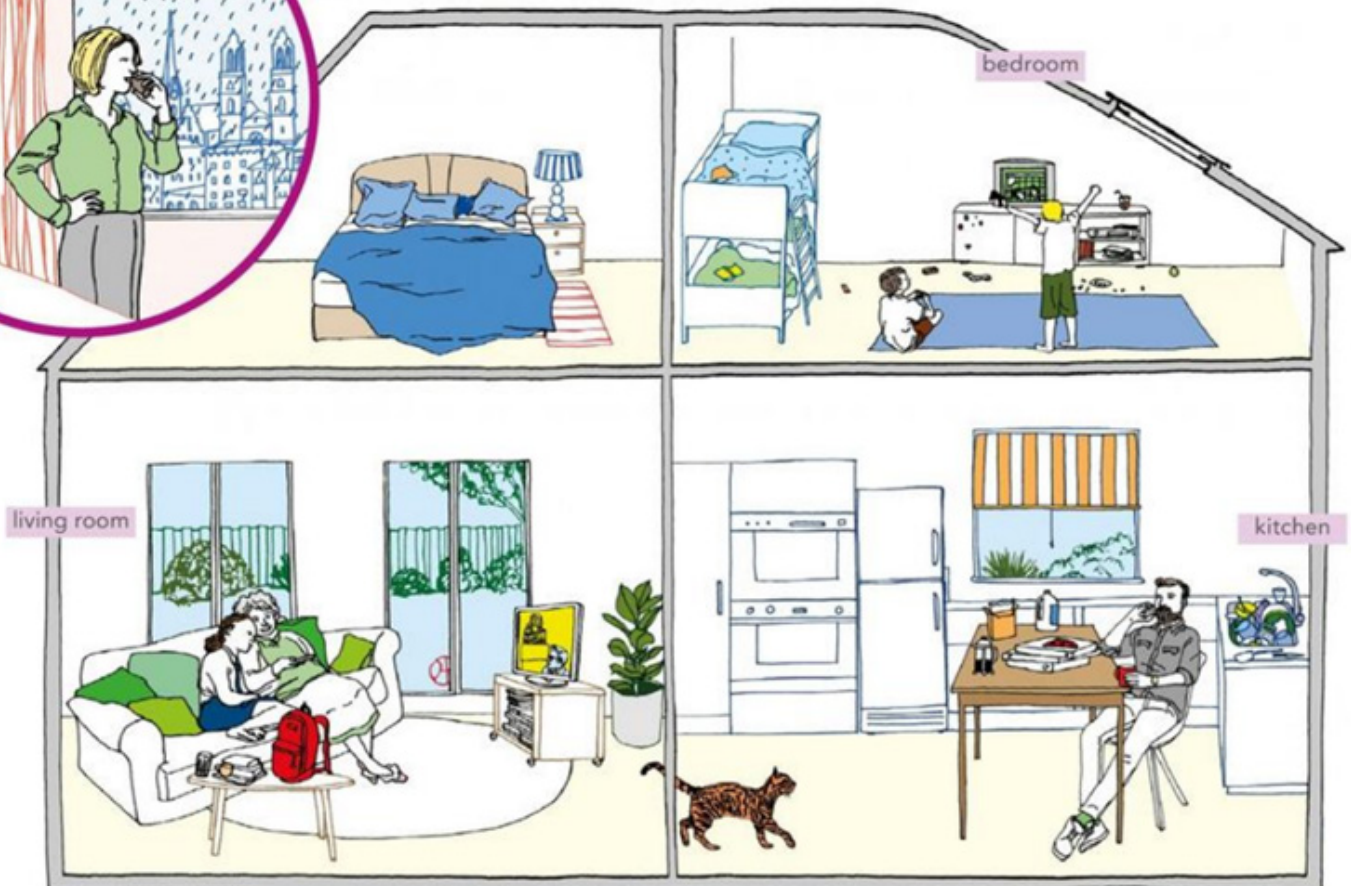
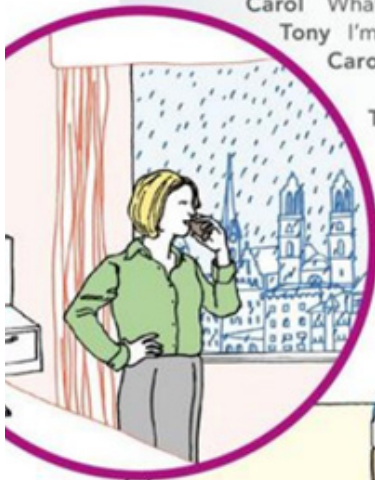
We use the present continuous (am / is / are + verb + -ing) to talk about **a** every day, **b** now.

4 Listen. What's Tony doing this evening?

1 He's reading a story.

Think about **your** home. Who do you think is there? Where are they? What are they doing?

I think my brother's in his bedroom. He's sleeping.



Common verb phrases

1 FREE TIME

Listen and repeat the verbs and verb phrases.



1 **go out** /gəʊ aʊt/
(at night)



2 **play computer games**
/pleɪ kəm'pjʊ:tə geɪmz/



3 **do sport** /du: spɔ:t/



4 **go to the beach** /gəʊ tə ðə bi:tʃ/ (the **cinema**, the **theatre**, etc.)



5 **stay at home**
/steɪ ət həʊm/



6 **play tennis**
/pleɪ 'tenɪs/



7 **walk** /wɔ:k/
(in the **mountains**)



8 **play the piano**
/pleɪ ðə pi'ænəʊ/



9 **swim** /swɪm/



10 **meet friends**
/mi:t frendz/



11 **relax** /rɪ'læks/



12 **travel** /'trævl/

meet



meet a person
for the first time



meet at the
station



meet friends
after work

b Cover the words. Look at the photos. Say the verbs or phrases.

ACTIVATION Work in pairs. Make true sentences with *sometimes* or *never*.

v I sometimes go to the cinema.) (I never play computer games.

2 TRAVELLING

Listen and repeat the verb phrases.



1 **book tickets**
/bʊk 'tɪkɪts/



2 **pack a suitcase**
/pæk ə 'su:tkeɪs/



3 **leave the house**
/li:v ðə haʊs/



4 **carry a suitcase**
/'kæri ə 'su:tkeɪs/



5 **wear sunglasses**
/weə 'sʌŋglɑ:sɪz/



6 **get a taxi** (a train, a bus) /get ə 'tæksi/



7 **wait for a flight**
/weɪt fɔ: ə flaɪt/



8 **rent a car** /rent ə kɑ:/



9 **arrive at a hotel** /ə'raɪv æt ə həʊ'tel/ (in a city)



10 **stay in a hotel** /steɪ ɪn ə həʊ'tel/



11 **phone home**
/fəʊn həʊm/



12 **buy presents**
/baɪ 'preznts/

ACTIVATION Cover the verb phrases. Look at the photos. Work in pairs. Ask *What's she doing? What's he doing? What are they doing?*



Write sentences in the present continuous for each picture. Use contractions.



He 's having a shower. (have)



I can't talk now. I 'm driving. (drive)



2 You 're doing the wrong exercise! (do)



She 's working at home today. (work)



4 He 's playing football. (play)



We 're studying for an exam. (study)



6 They 're swimming in the river. (swim)

b Complete the sentences with the verb in (brackets) in the present continuous (+, -, or ?). Use contractions where possible.

She 's eating pasta. (eat)

- 1 A Excuse me! You 're sitting in my seat. (sit)
B Sorry!
- 2 A Dad 's watching this programme. He 's sleeping. (not watch)
B OK. You can watch your programme then.
- 3 A Hello! What 're you doing here? (do)
B I 'm shopping. It's Jim's birthday tomorrow. (shop)
- 4 A I 'm going to the gym now. Do you want to come with me? (go)
B Great idea. I 'm not working today! (not work)
- 5 A 's Alice doing her homework? (do)
B No, she isn't. She 's playing computer games. (play)
- 6 A Do you want my newspaper? I 'm not reading it. (not read)
B No, thanks. I 'm watching a film on my laptop. (watch)
- 7 A Is that your brother?
B No, my brother's over there. He 's talking to his friend. (talk)
- 8 A 're you having a good time in Rio? (have)
B Yes, we are. We 're having a great time! (have)
- 9 A Hello, can I speak to Marisa?
B Sorry, she 's talking to her mother on Skype. Who is it? (talk)
A It's Yuko, from English class. I 'm phoning about tonight's homework. (phone)
- 10 A 're you getting up now? You're late for school. (get)
B Yes, I am. What time is it?





Vocabulary

Nouns

Meals

breakfast
lunch
dinner

Form of address

Mom

Other

bike
conference
city
movie
pizza
soccer
tennis
time zone

Adjectives

awake
hungry

Verbs

call
cook
dance
do
drive
eat
get (hungry)
get up
go (to work/to the movies)
have (breakfast/lunch/dinner)
make
play (soccer/tennis)
read
remember
ride (a bike)
run
shop

sleep
study
swim
take (a walk)
watch (television)
work

Adverbs

Times
at midnight/at noon
at night
in the afternoon
in the evening
in the morning
Clock times
6:00 A.M./6:00 P.M.
midnight
noon
a quarter after (six)
a quarter to (six)

Other
(right) now
there
why

Conjunction

so





Simple present or continuous?

present continuous or present simple?

Listen and repeat the examples. Then read the rules.

- 1 I **work** in an office. I usually **wear** a suit.
- 2 Today I'**m working** at home. I'**m wearing** jeans.

1 We use the present simple for things we usually do.

We often use the present simple with *always, usually, sometimes, never*, e.g. *I sometimes have lunch in my office. I never get up early on Saturday.*

2 We use the present continuous for things happening now / at the moment / today.

Jane's in the kitchen. She's cooking.

A *What are you doing here?* **B** *I'm waiting for a friend.*



a Circle the correct form.

James usually goes / *is going* to university in the morning, but today he *studies* / 's studying at home.

- 1 **A** Hi, Sue. Where are you? In the office?
B No. *I work* / *I'm working* at home today.
- 2 **A** *Do you do* / *Are you doing* your homework?
B I don't have any homework today. *I play* / *I'm playing* a video game.
- 3 My wife is a nurse. *She works* / *She's working* in a children's hospital.
- 4 We're on holiday in France. *We stay* / *We're staying* in a nice little hotel.
- 5 **A** Hi. Can you talk or *are you driving* / *do you drive*?
B *I don't drive* / *I'm not driving*, but I can't talk now. *I have* / *I'm having* lunch with my boss.
- 6 It always *rains* / *is raining* a lot here in the winter.
- 7 I usually *have* / *am having* toast for breakfast, but today *I have* / *I'm having* cereal.

b Complete the sentences with the verb in (brackets). Use the present simple or present continuous.

Do you usually *walk* to work? (walk)

- 1 Oh no! It _____ and I don't have my umbrella. (rain)
- 2 My father and I _____ dinner together every week. (have)
- 3 Louise and Carl are on holiday this week. They _____ in Switzerland. (ski)
- 4 **A** Hi, Sam. _____ you _____ the football match on TV? (watch)
B No, I _____ my French homework. (do)
- 5 I always _____ late, and I never _____ time for breakfast. (get up, have)
- 6 My sister _____ in Thailand at the moment. (travel)
- 7 **A** What time _____ you usually _____ to bed? (go)
B At about 11.30.
- 8 Look. That's my brother over there. Can you see him? He _____ a blue hat. (wear)
- 9 **A** Hello, Nick. Where _____ you _____? (go)
B To the gym. I always _____ on Tuesdays. (go)



Practical English 3: Telling the time

1 TELLING THE TIME

Watch or listen and match the conversations to photos A–C.



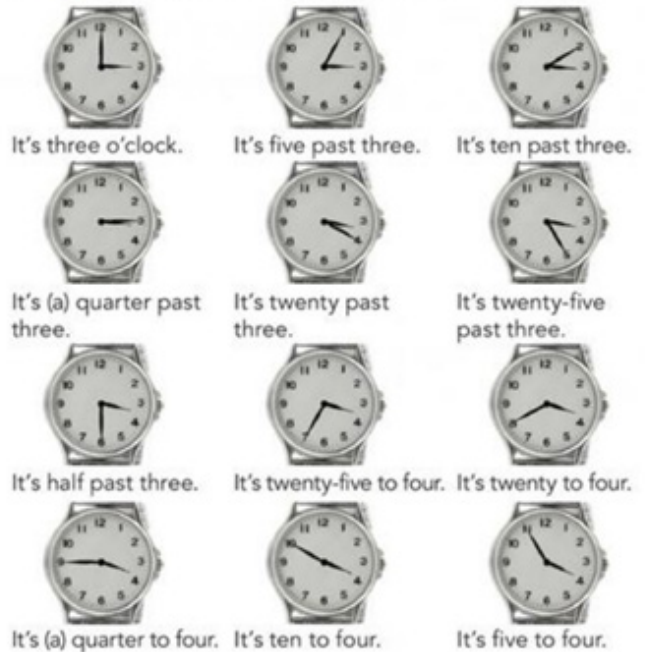
- | | | |
|---|-------|--|
| 1 | Rob | I'm tired. What time is it? |
| | Alan | It's eleven o'clock. |
| | Rob | I need to go. I have a meeting in Oxford tomorrow morning. |
| | Alan | One more drink? |
| | Rob | Oh, OK! |
| 2 | Rob | Excuse me. What time is it? |
| | Woman | It's a quarter to eight. What time's your train? |
| | Rob | At seven forty-seven. |
| | Woman | You need to hurry! You only have two minutes. |
| | Rob | Thanks! |
| 3 | Rob | Hello. I'm Rob Walker. I'm sorry I'm late. |
| | Man | You're an hour late. It's half past ten. |
| | Rob | I know. I'm really sorry. |

Watch or listen and repeat the conversations in a. Then practise them with a partner.

Cover the conversations and look at the clocks in photos A–C. What time is it?

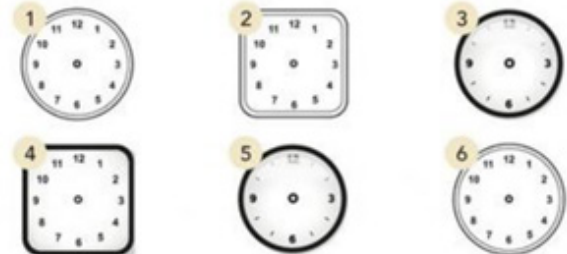
2 VOCABULARY the time

Listen and repeat the times.



Cover the times. Look at the clocks and say the times.

Listen and draw the times on the clocks.



The time

- You can also say the time with numbers, e.g. 7.15 = (a) *quarter past seven* OR *seven fifteen*.
- 60 minutes / mins = one hour / hour.





Vocabulary

Expressions

Talking about the time

What time is it?

It's ... o'clock (in the morning/ ...).

It's ... after

It's a quarter after

It's ... -thirty.

It's a quarter to

It's ... to

Talking about current activities

What are you doing?

I'm

Are you ... -ing?

Yes, I am.

No, I'm not. I'm ... -ing.

Talking on the phone

Hello?

Hi, This is

Checking information

Right?

Yes.

(Oh,) right.

Apologizing

I'm really sorry.

That's OK.

Giving a reason

..., so

Expressing enjoyment in food

Mmm.





UNIT 6

There is / There are

In this lesson, focus on the grammar in the conversations, and the use of there is and there are

there is / there are, some / any + plural nouns

singular	plural
<input type="checkbox"/> There's a garage.	There are some pictures on the wall.
<input type="checkbox"/> There isn't a swimming pool.	There aren't any plants in the room.
<input type="checkbox"/> Is there a bathroom downstairs?	Are there any neighbours with children?
<input checked="" type="checkbox"/> Yes, there is .	Yes, there are .
<input checked="" type="checkbox"/> No, there isn't .	No, there aren't .

there is / there are

- We use *there is / there are* to say that something exists or doesn't exist, e.g. *There's a bathroom upstairs. There isn't a bathroom downstairs.*
- We use *there is* + a singular noun and *there are* + plural nouns.
- There is* is often contracted to *There's*. *There are* is not usually contracted.
- When we talk about a list of things we use *there is* if the first word in the list is singular or *there are* if the first word in the list is plural.
*In my bedroom **there's** a bed, two chairs, and a desk.*
*In the living room **there are** two armchairs and a sofa.*

a / an, some, and any

- We often use *there is / isn't* with *a / an*, and *there are / aren't* with *some* and *any*.
- We use *some* and *any* with plural nouns. *Some* = not an exact number, e.g. *There are some eggs in the fridge.*
- We use *some* in sentences and *any* in and .

There is / There are or It is / They are?

Be careful. *There is* and *It is* are different.

There's a key on the table. **It's** the key to the kitchen.

There are three bedrooms in the flat. **They're** all quite small.

a Complete with or of *There's* or *There are*.

There's ___ a dishwasher in the kitchen.

Are there ___ any people in the room?

- ___ any books on the shelf?
- ___ a toilet downstairs?
- ___ some stairs over there.
- ___ a carpet on the floor.
- ___ some pictures on the wall.
- ___ a shower in the bathroom?
- ___ some chairs in the garden.
- ___ a lamp in the bedroom?
- ___ a motorbike in the garage.
- ___ any glasses in the cupboard?

b Write or sentences or with *there is / are* + *a / an, some, or any*.

trees / the garden

There are some trees in the garden.

- table / the kitchen.
- fireplace / the living room?
- plants / my flat.
- people / the garden?
- pictures / my bedroom.
- TV / the kitchen.
- computer / the study.
- cupboards / the dining room.
- bath / the bathroom?
- light / the garage.



Reading and listening



Eric Hello. Do you have a room for tonight?

Receptionist Let's see. Yes, **there's a room** on the second floor.

Louisa Great. Can we see it?

R Of course. Come with me.

E **Is there a lift?**

R I'm sorry, **no, there isn't**. But I can help you with your cases.

R This is the room.

L It's beautiful. I love it.

E Yes, and there's a great view of Loch Ness.

R The remote control for the TV is on the table.

E Is there wi-fi?

R Yes, there is. There's wi-fi in every room in the hotel. This is the bathroom. There's a bath and a shower.

E Is there a restaurant? We're very hungry.

R No, there isn't a restaurant, sir. But you can have a sandwich in the bar, or **there are some pubs** in the village.

L **Are there any shops near here?**

R No, madam, **there aren't any shops** near the hotel.

E OK, thanks. I have one more question.

R Yes, sir?

E Is there really a monster in Loch Ness?

R Well, some people say there is and some people say there isn't. Enjoy your stay. Breakfast is at 8.00.

Read and listen to the tourist information about Scotland and Loch Ness. Would you like to go to Scotland? What would you like to see and do there?



Scotland is one of the world's top tourist destinations, with 10,000 km of coast, 790 islands, more than 30,000 'lochs' (the word in Scotland for lakes), famous castles, and beautiful cities. There's something for visitors of all ages.

WHY LOCH NESS?

Loch Ness is 10 km south west of the city of Inverness – perfect for day trips.

You can take a boat trip on the loch and visit the Loch Ness Centre to find out all about 'Nessie', the monster.

One of the most beautiful castles in the world, Urquhart Castle, is on the banks of the loch.

There are wonderful places for walking and cycling very near.



ACCOMMODATION

Stay at the **Craigdarroch Inn**. It's the perfect place for a great view of the loch.



The Craigdarroch Inn

A friendly hotel in Scotland with fantastic views of Loch Ness.

Reservations:
(01456) 486400

Email:
info@thecraigdarrochinn.co.uk

b Look at the hotel bedroom. Match the words to 1–5.

a bed a chair a mirror a picture a window





Vocabulary

Nouns

*Parts of houses and
apartment buildings*
bathroom
bedroom
closet
dining room
elevator
(first/second) floor
garage
hall
kitchen
laundry room
living room
lobby
room
stairs
window
yard

Kinds of homes

cabin
houseboat
penthouse
villa
Furniture
armchair
bed
bookcase
curtain(s)
dresser
lamp
mirror
picture
rug
sofa

Appliances

microwave oven
refrigerator
stove
Other
computer
difference
drive
forest
store
view

Determiners

any
lots of
no
some

Adjectives

another
big
dream (home)
expensive
lucky
small

Verbs

love
think

Adverbs

just (one room)
next (weekend)





UNIT 7

How much / How many

In this lesson, focus on countable and uncountable nouns

countable / uncountable nouns, a / an, some / any

Countable



an apple



three apples

Uncountable



rice



meat

- English nouns can be **countable** and **uncountable**.
countable = things you can count, e.g. *apples*. Countable nouns can be singular (**an apple**) or plural (*apples*).
uncountable = things you can't count, e.g. *rice, meat*
NOT *two-rices, three-meats*.
Uncountable nouns are normally singular.
- Some nouns can be countable or uncountable, e.g. *ice cream*.



an ice cream (countable)



some ice cream (uncountable)

a / an, some / any

	countable	uncountable
⊕ We need	an apple. some apples.	some butter.
⊖ We don't need	a tomato. any tomatoes.	any rice.
⊙ Do we need	an orange? any oranges?	any sugar?

- We use *a / an* with singular countable nouns. *a / an* = one.
- We use *some* in ⊖ with plural countable nouns and with uncountable nouns.
- We use *any* in ⊖ and ⊙ with plural countable nouns and with uncountable nouns.



some in ⊙

We use *some* in ⊙ to ask for and offer things.

Can I have **some** sugar, please? Would you like **some** coffee?

quantifiers

uncountable (singular)	short answers	full answers
How much sugar do you eat?	A lot. Quite a lot. A little. Not much. None.	I eat a lot of sugar. I eat quite a lot of sugar. I eat a little sugar. I don't eat much sugar. I don't eat any sugar.
countable (plural)		
How many sweets do you eat?	A lot. Quite a lot. A few. Not many. None.	I eat a lot of sweets. I eat quite a lot of sweets. I eat a few sweets. I don't eat many sweets. I don't eat any sweets.



a lot of and lots of

A lot of and lots of mean the same thing, e.g. He eats a lot of cheese / lots of cheese.

- We use *How much...?* with uncountable nouns and *How many...?* with plural countable nouns.

- We use:

a lot (of) with countable and uncountable nouns for a **big quantity**.

quite a lot (of) for a **medium quantity**.

a little / not...much with uncountable nouns for a **small quantity**.

a few / not...many with countable plural nouns for a **small quantity**.

not...any (none in short answers) for **zero quantity**.

a lot of and much / many

- In ⊖ sentences we usually use *a lot of*.
- In ⊖ sentences and ⊙ we usually use *much* and *many*.
I don't drink much water. Do you drink much coffee?
- It is also possible to use *a lot of* in ⊖ and ⊙.
I don't eat a lot of vegetables. Do you drink a lot of coffee?





- a Look at the photos of food and drink. Number the photos 0, 1, 2, or 3 (0 = no sugar / salt – 3 = a lot of sugar / salt).



- b Ask and answer questions about the things in a.



How much sugar is there in dark chocolate?)

(I'm not sure. Quite a lot?





Fascinating facts about... sugar and salt

At different times in history, both sugar and salt were called 'white gold', because they were so expensive and difficult to get. But there are many more interesting facts about sugar and salt...

- 1 _____ is used to make glass, washing powder, and paper.
- 2 _____ really helps the medicine go down! It's an important ingredient of many modern medicines.
- Christopher Columbus introduced 3 _____ to the New World in 1493 on his second voyage.
- If you put 4 _____ into a vase of flowers, the flowers last longer.
- If you want to check if an egg is fresh, put it in a cup with water and 5 _____. If the egg floats, it isn't very fresh.
- In the UK, there's a club for people who collect the little packets of 6 _____ you get when you order tea or coffee in a café or restaurant.
- If your dog or cat has fleas, and they are now living in your carpets, put some 7 _____ on the carpets and leave it for 12 hours. This kills all the fleas.
- Only 6% of the 8 _____ used in the USA is used in food; another 17% is used for de-icing roads in the winter months.
- *Sure* and 9 _____ are the only two words in the English language that begin with 'su' and are pronounced 'sh'.
- Scientists use 10 _____ to make different kinds of plastic, e.g. for food packaging.
- 11 _____ removes red wine stains (though probably not from your new white carpet).
- If you eat too much 12 _____ (about one gram per kilogram of weight), you can die. This was a method of ritual suicide in ancient China.



Glossary

flea a very small insect that can jump and that lives on and bites animals and people

READING

- a Read the magazine article. With a partner, complete the facts with *sugar* or *salt*.
- b Listen and check.
- c Find these verbs in the article. What do they mean? How do you pronounce them?
- introduce float collect order de-ice
remove
- d How many of the facts did you know? Which ones?

SPEAKING

- a Read the questionnaire and complete the questions with *How much* or *How many*.
- b In pairs, interview your partner. Do you think he / she needs to eat less sugar and salt?

How much sugar and salt do YOU have a day?

Sugar

- 1 _____ spoons of sugar do you have in your tea or coffee?
a three or more b two c one d none
- 2 _____ bottles or cans of Coke (or other fizzy drinks) do you drink a day?
a three or more b two c one d none
- 3 _____ fruit or fruit juice do you have a day?
a a lot b quite a lot c not much d none
- 4 _____ sweets or biscuits do you eat a week?
a a lot b not many c very few d none

Salt

- 5 How often do you add salt to your food at the table?
a always b often c sometimes d never
- 6 _____ takeaway food do you eat?
a a lot b quite a lot c not much d none
- 7 _____ bread do you eat a day?
a a lot b quite a lot c a little d none
- 8 _____ packets of crisps do you eat a week?
a a lot b quite a lot c a few d none





Vocabulary

Vocabulary

Nouns

Meals

breakfast
lunch
dinner
snack

Dairy (foods)

cheese
milk
yogurt

Desserts

cake
cookie(s)
fruit salad
ice cream
pie

Drinks

coffee
(orange) juice
lemonade
(green) tea

Fat, oil, sugar

butter
candy
cream
mayonnaise
oil
potato chips

Grains

bread
cereal
cracker(s)
noodles
pasta
rice
toast
tortilla(s)

Fruit

apple(s)
banana(s)
mango(es)
orange(s)
strawberries (*singular:*
strawberry)

Meat and other protein

bacon
bean(s)
beef
chicken
egg(s)
fish
hamburger(s)
nuts

Vegetables

broccoli
carrot(s)
celery
lettuce
tomato(es)
onion(s)
potato(es)
Other foods
jam
jelly
pickle(s)
picnic
(potato) salad
sandwich(es)
soup

Other

habit

Determiner

very little

Adjectives

awful
bad
good
mealtime
other
sweet

Verbs

buy
come
drink
put
try
want

Adverbs

Adverbs of frequency

always
hardly ever
often
sometimes
usually
never

Other

(Japanese-) style

Prepositions

at (my desk)
for (breakfast/the picnic)



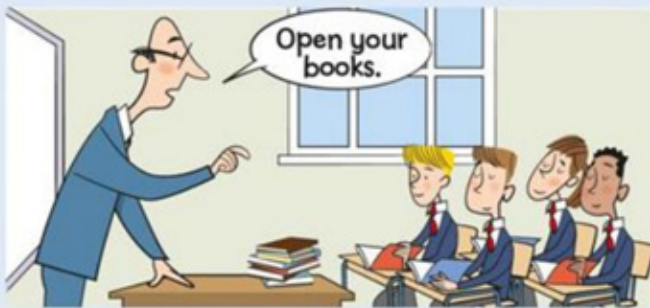
Imperatives

imperatives; object pronouns: *me, him, etc.*

Listen and repeat the examples. Then read the rules.

Imperatives
<input type="checkbox"/> Come here! Sit down. Open your books.
<input type="checkbox"/> Don't talk. Don't worry. Don't be late.

- We use imperatives to give orders or instructions.
- Imperatives are the same for singular and plural.



Listen and repeat the examples. Then read the rule.

Subject pronoun	Object pronoun
I'm your teacher.	Listen to me!
You're beautiful.	I love you.
He goes to my gym.	I see him every week.
She never listens.	Don't talk to her.
It's a nice coat!	I want it for Christmas.
We aren't friends.	They don't speak to us.
They're good books.	I want to read them.

- We use object pronouns (*me, him, etc.*) as the object of a verb or after prepositions.

a Complete the sentences with a or imperative of a verb from the list.

close eat go listen make play
open read sit speak worry

- Don't listen* to Jim. He always says stupid things.
- 1 It's very cold in here. _____ the window, please.
 - 2 _____ those eggs! I want to make an omelette.
 - 3 _____ the piano! The baby's in bed!
 - 4 _____ slowly, please. I don't understand you.
 - 5 You're very tired. _____ to bed.
 - 6 _____ pasta for lunch! I don't like it.
 - 7 _____ down and _____ your books at page 43.
 - 8 _____ my emails! They're private.
 - 9 _____! It isn't a big problem.

b Complete the sentences with an object pronoun.

She's a great singer. I really like *her*.

- 1 I have an old bike, but I don't use _____ very much.
- 2 Jim likes Sarah, but she doesn't like _____.
- 3 My children love music. I sing to _____ every night.
- 4 **A** Is Emma nice?
B I don't know _____ very well.
- 5 These are my new shoes. Do you like _____?
- 6 I'm hungry. Can you make _____ a sandwich, please?
- 7 Our children usually have lunch with _____ at the weekend.
- 8 I don't have my car today. Can I go to the concert with _____?



a Read and listen to a film director and some actors. Does Scarlett love Sam? Does she love Rupert?



Director OK. ¹ Be quiet, please. Scene one, take one. Lights, camera, ... action!

Scarlett Hello, Sam.

Sam Hello, Scarlett.

Scarlett ² _____ in. Sit down. We need to talk.

Sam Talk? What about?

Scarlett Us. You and me.

Sam ³ _____ to me, Scarlett. I love you! Do you love me?

Scarlett I don't know, Sam. I need time.

Sam And Rupert? Do you love him?

Scarlett Don't ⁴ _____ about Rupert. Yes, I like Rupert, but I don't love him. You don't understand.

Sam ⁵ _____ cry, Scarlett. Please don't cry.

Director Cut! Great! I like it.

Director OK, Scene two. This is a big scene. Scarlett, ⁶ _____ to the windows. ⁷ _____ them. Sam, go to Scarlett. ⁸ _____ next to her. Scarlett, ⁹ _____ at him. That's great. Don't move.

Sam What do I say to her? I don't remember.

Director Nothing. Don't ¹⁰ _____ anything. Kiss her.

Listen again and complete the conversation.

Cover the conversation. Complete the sentences with the words from the list.

him it me me them us you

- | | |
|--------------------------------------|--|
| 1 'We need to talk.' | 4 'I like Rupert, but I don't love _____.' |
| 'Talk? What about?' | 5 'Great! I like _____.' |
| 'Us.' | 6 'Go to the windows. Open _____.' |
| 2 'Listen to _____, Scarlett.' | |
| 3 'I love _____! Do you love _____?' | |

Listen and say the object pronoun.

1) I (me

Listen and change the sentence. Use *him*, *her*, *it*, or *them*.

1) I love Scarlett. (I love her.

In groups of three, act out the conversation in a.





Vocabulary

Nouns

lesson
library
mail
mall
meeting
museum
music
roommate
test
vacation
white-water rafting

Adjective

different

Verbs

clean
come home
go out
have fun
invite . . . over
open
speak
listen
stay home
stay out
take (classes/lessons)
travel
visit

Adverbs

Time expressions

yesterday
last night
last week
last weekend
last month
last summer
last year

Other

almost
anywhere
in line





UNIT 8

Can / Can't

Introduction to modal verbs

can / can't

Listen and repeat the examples. Then read the rules.

can / can't: permission and possibility

+	-	
I can park here.	I can't park there. (can't = cannot)	
You can sit here.	You can't sit there.	
He can help us.	He can't help us.	
We can have lunch outside.	We can't have lunch outside.	
They can come to dinner tonight.	They can't come to dinner tonight.	
?	✓	✗
Can I park here?	Yes, you can.	No, you can't.
Can he help us?	Yes, he can.	No, he can't.
Can they come to dinner tonight?	Yes, they can.	No, they can't.

- We use *can / can't* for permission or possibility.
- *can / can't* is the same for all persons *I, you, he, she*, etc.
- **?** = *Can I sit here?* **NOT** ~~*Do I can sit here?*~~

Can you drive?

We also use *can* to talk about things you know how to do, e.g. *Can you drive? I can't swim. I can play the guitar.*

you

You can be personal or impersonal.

Can you help me? = personal (singular or plural)

You can't park on a yellow line. (= people in general)



a Anna wants to learn to drive. Match her tweets to photos 1–3.



- A**  **Anna Jones** @annaj • Jul 19
Dad's a terrible teacher. I need some practical lessons with a GOOD driving instructor! Friends, can you help?
- B**  **Anna Jones** @annaj • Jul 18
A pass in the theory – fantastic! 😊 My first lesson with Dad – total disaster! 😡 Now Dad says I can't practise in his car 😞.
- C**  **Anna Jones** @annaj • Apr 23
The theory test is very difficult. I can practise online, but I can't answer the questions. 'Can you park on a yellow line?' I don't know!

b Listen and check.

c Listen to Anna phoning a driving instructor.
Complete the conversation with verbs from the list.

book come (x2) help meet start

Instructor Hello, can I ¹ _____ you?
 Anna Yes, can I ² _____ some driving lessons, please?
 Instructor Yes, of course.
 Anna When can I ³ _____?
 Instructor I'm free on Monday. We can ⁴ _____ at your house.
 Anna Can you ⁵ _____ at 8.30?
 Instructor No, sorry, I can't. I have a lesson at 8.00.
 Anna OK... Can you ⁶ _____ at 10.00?
 Instructor Yes, I can. The lessons are one hour, so 10.00 to 11.00, OK?
 Anna Great!
 Instructor What's your name and address?
 Anna It's Anna Jones...



VOCABULARY more verb phrases

What do these signs mean? Complete the sentences with *can / can't* and a verb from the list.

change drive have park pay play
swim take use (x2)



- 1 You can't swim here.
- 2 You _____ by credit card here.
- 3 You _____ your mobile phone here.
- 4 You _____ here.
- 5 You _____ a coffee here.
- 6 You _____ the internet here.
- 7 You _____ photos here.
- 8 You _____ football here.
- 9 You _____ money here.
- 10 You _____ fast here.



Vocabulary

Nouns

amusement park
art
comedy
concert
dance club
date
excuse
invitation
message
shower
tone
trip

Verbs

babysit
call (you) back
have to
help
need to
want to
would like to

Adverb

around (seven o'clock)

Prepositions

at the (beach/library/mall)
in (bed/class/Mexico)
in the (hospital/shower/yard)
on (her break/a trip/vacation)



Like – Love – Hate verb + ING

like / love / hate + verb + -ing

Listen and repeat the examples. Then read the rules.

What do you like doing at the weekend?

I love cooking.

I like going for a walk.

I don't like studying.

I hate getting up early.

- We use verb + -ing after like, love, hate.

Spelling rules for -ing form

Infinitive	Verb + -ing	Spelling
read	I like reading.	+ ing
fly	She doesn't like flying.	
cycle	He loves cycling.	e + ing
drive	I hate driving at night.	
swim	We like swimming.	one vowel + one consonant = double consonant + ing
shop	He doesn't like shopping.	



I hate getting up early.

a Write the -ing form of the verbs.

- swim swimming
- meet _____
 - stop _____
 - buy _____
 - go _____
 - cry _____
 - write _____
 - run _____
 - cycle _____
 - get _____
 - drive _____
 - sit _____
 - use _____
 - put _____
 - here _____
 - finish _____

b Write sentences or questions. Use the correct form of like or love, and the -ing form of the bold verb.

I / like / **go** / to bed late

I don't like going to bed late.

1 She / like / **cook**

2 you / like / **travel**

3 I / love / **shop** / for presents

4 They / like / **watch** / TV

5 your father / like / **play** / chess

6 George / like / **do** / exercise

7 My mother / love / **read** / detective novels

8 We / like / **fly**



Do you like what I like?



Isabella

- ♥ I love playing the piano.
- ✓ I like doing sport.
- ✗ I don't like travelling.



William

- ♥ I love running and cycling.
- ✓ I like classical music.
- ✗ ✗ I hate flying.



Angie

- ♥ I love buying clothes.
- ✓ I like the cinema.
- ✗ I don't like reading.



Daniel

- ♥ I love cooking.
- ✓ I like camping.
- ✗ I don't like watching TV.



Adriana

- ♥ I love walking in the mountains.
- ✓ I like good food.
- ✗ ✗ I hate shopping.



Luke

- ♥ I love shopping.
- ✓ I like watching films.
- ✗ I don't like sport.

a Read the profiles of six people from a dating website. In pairs, match the women and men. Say why.

- 1 Isabella and _____
- 2 Angie and _____
- 3 Adriana and _____

Isabella and... Because he loves...and she likes...

b Number the verbs 1–4, from very positive (1) to very negative (4).

don't like hate like love



READING & WRITING

- a Read the tweets and complete the missing activities.

What do you like doing alone? What do you like doing with friends?

Chris I like *cooking* alone. I don't like having other people in the kitchen. But I like ¹e_____ with friends, especially when I'm out. I don't like being alone in a restaurant. #aloneorwithfriends?

Sarah I don't like ²tr_____ alone – I prefer going on holiday with friends. But they need to be the right friends! #aloneorwithfriends?

Mike I like ³sh_____ with friends. When I go alone, I usually buy things that look horrible on me. I need a second opinion! #aloneorwithfriends?

Greta I love ⁴d_____ alone at home to really old music from the 70s, like Abba. But I never dance with other people at parties because I know I'm a terrible dancer. #aloneorwithfriends?

Veronica I like ⁵w_____ films with friends. When the film finishes, we can talk about it, and I like having someone with me so we can be happy or frightened together! #aloneorwithfriends?

Becca I like ⁶r_____ alone. It helps me to concentrate and it's very peaceful! But I prefer ⁷g_____ for walks with other people because I like walking and talking. #aloneorwithfriends?

Andy I like ⁸dr_____ alone. I love ⁹l_____ to my favourite music in the car and ¹⁰s_____ very loudly – but with the windows closed, of course! #aloneorwithfriends?

- b Listen and check. Tick (✓) two people you agree with.
- c Compare with a partner. Did you choose the same people?
- d Write your answer to the two questions and give it to your teacher. Play *Guess who?*



VIDEO LISTENING Singing in a choir

- a Watch the video once. Do you like the song?



- b Watch it again and complete the sentences with one word.

- 1 The choir's name is The _____ Gargoyles.
- 2 The choir has _____ members.
- 3 They are all _____ at Oxford University.
- 4 They all study music except _____.
- 5 They practise on _____ and _____.
- 6 They practise for _____ hours.
- 7 They give concerts once a _____.
- 8 They give concerts in _____, theatres, and churches.
- 9 Steph loves singing _____ and opera.
- 10 Freddie thinks everyone can sing because everyone can _____.
- 11 Steph likes singing because she feels _____ when she sings.
- 12 Tegan prefers singing in a _____.



Vocabulary

Talking about likes and dislikes

I like
I don't like
I don't want
I hate
That sounds awful!

Talking about things you need

Do we have any . . . ?
Yes, we do.
No, we don't. We need some.
Do you need any . . . ?
Yes, we need some
No, we don't need any

Talking about health

. . . is/are good for you.
. . . is/are bad for you.

Making a suggestion

How about . . . ?

Agreeing to do something

All right.

OK.

Sure!

Disagreeing with an opinion

I think

Are you sure? I think

Thinking before responding

Hmm.





UNIT 9

Simple present

Forms of verbs in the present simple.

PERSONAL PRONOUNS (USE T.P.R.)

I
YOU
WE
THEY

- DO



Interrogative



Negative + Not

HE
SHE
IT

- DOES



present simple ⊕ and ⊖

I **speak** English.
British people **like** gardens.
My mother **cooks** fantastic food.
I **don't drink** tea.
We **don't live** in a house with a garden.
He **doesn't play** the guitar.

- We use the present simple for things that are generally true or are habits.
- **Contractions:** *don't = do not, doesn't = does not.*
- To make negatives we use *don't / doesn't + verb (infinitive).*
He doesn't work. NOT He doesn't works.

spelling rules for he / she / it

I work / play / live.
I watch / finish / go / do.
I study.

He works / plays / lives.
She watches / finishes / goes / does.
She studies.

- The spelling rules for the *he / she / it* forms are the same as for regular plurals (see **Grammar Bank 2A** p.126).

Be careful with some he / she / it forms

I have he has /hæz/ NOT he-haves
I go he goes /gəʊz/
I do he does /dʌz/

⊕	⊖
I work.	I don't work.
You work.	You don't work.
He / She / It works.	He / She / It doesn't work.
We work.	We don't work.
You work.	You don't work.
They work.	They don't work.

present simple ?

'Do you live in New York?' 'No, we **don't.**'
'Does he work at night?' 'Yes, he **does.**'

- We use *do* (or *does* with *he, she, it*) + infinitive to make questions.
- The word order for present simple questions is **ASI = Auxiliary verb (do, does), Subject (I, you, he, she, etc.), Infinitive (work, live, etc.).**

?	✓	✗
Do I work?	I do.	I don't.
Do you work?	you do.	you don't.
Does he / she / it work?	he / she / it does.	he / she / it doesn't.
Do we work?	we do.	we don't.
Do you work?	you do.	you don't.
Do they work?	they do.	they don't.

do and does

do = /duː/, does = /dʌz/

do and does can be:

- 1 the auxiliary verb to make present simple questions.
Do you speak English? Does she live here?
- 2 a normal verb.
*I **do** my homework in the evening.*
*He **does** exercise every day.*



a Change the sentences.

- My mum drinks tea. I *drink tea*.
- I go to the cinema. She _____.
 - We live in a flat. He _____.
 - She has two children. They _____.
 - My dad doesn't like cold weather. I _____.
 - The shops close at 5.30. The supermarket _____.
 - We don't study French. My sister _____.
 - My husband does housework. I _____.
 - I want a guitar. My son _____.
 - I don't work on Saturdays. My friend _____.
 - The programme finishes at 5.00. Our lessons _____.

b Complete the sentences with a or a verb.

eat have listen play read speak
study wear work

- They *study* economics.
- Pedro _____ in an office.
 - Eva _____ books in English.
 - You _____ Arabic very well.
 - I _____ games on my phone.
 - Paolo _____ glasses.
 - We _____ to music in the car.
 - They _____ fast food.
 - Julia _____ three children.

a Complete the questions with *do* or *does*.

- Do* you work with a computer?
- _____ you have a dog?
 - _____ you speak a foreign language?
 - _____ she play the guitar?
 - _____ he work or study?
 - _____ school children in your country wear uniforms?
 - _____ Jamie study French?
 - _____ your husband cook?
 - _____ it rain a lot in your country?
 - _____ the students in this class speak good English?
 - _____ Angela like her job?

b Make questions using a pronoun and the bold verb.

- A** She **works** at night. **B** *Does she work* at the weekend?
A I don't **play** the guitar. **B** *Do you play the* piano?
- A** He **likes** sport. **B** _____ tennis?
 - A** She **speaks** foreign languages. **B** _____ German?
 - A** I don't **eat** fast food. **B** _____ pizzas?
 - A** They **cook** Italian food. **B** _____ lasagne?
 - A** Teresa doesn't **live** in a flat. **B** _____ in a house?
 - A** I **want** a new phone. **B** _____ an iPhone?
 - A** My dad **drives** a Ferrari. **B** _____ fast?
 - A** Sarah **drinks** a lot of tea. **B** _____ it with milk?
 - A** We **have** two children. **B** _____ boys or girls?
 - A** I don't **listen** to the radio. **B** _____ to music on your phone?



(S,SS,SH,CH,X,Z,O = ES)
E.g. Watch -> Watches

Listen to the sounds and sentences.
Then listen and repeat.

/s/ She speak**s** Arabic.
He drink**s** a lot of coffee.
She cook**s** every day.

/z/ It rain**s** a lot.
He ha**s** a cat.
She do**es** exercise.
He go**es** out on Friday night.

/ɪz/ He watch**es** American programmes.
The film finish**es** in a minute.
The bar clos**es** at eleven.





WH QUESTIONS

Questions with *be*

Question word / phrase	<i>be</i>	
	Is	she from Spain?
	Are	your friends here?
What	's	your dog's name?
Where	's	your office?
How many students	are	in the class?
How	are	you?
How old	is	she?

- Remember the word order in questions with *be*. We put *be* before the subject.

Questions with other verbs

Question word / phrase	Auxiliary	Subject	Infinitive
	Do	you	live near here?
	Does	your mother	know?
What	do	you	do?
Where	does	he	live?
How many children	do	you	have?
What kind of music	does	she	like?
How	do	you	spell your surname?

- The word order for present simple questions with *do* and *does* is **ASI** (Auxiliary, Subject, Infinitive), e.g. *Do you live near here?* or **QuASI** (Question, Auxiliary, Subject, Infinitive), e.g. *Where does he live?*
- We often use question phrases beginning with *What*, e.g. *What colour...?*, *What time...?*, etc.

Vocabulary

Nouns

Sports

baseball
basketball
bike riding
football
golf
gymnastics
hiking
hockey
ice-skating
skiing
volleyball

Other

ability
beach
chess
contest
free time
horse
joke
piano
show
song
talent
team
TV
violin
Web page

Determiner

all

Adjectives

artistic
athletic
hidden
mechanical
musical
technical

Verbs

act
bake
design
draw
enter

fix

paint
practice
sing
surf
tell

Adverb

about

Time expressions

once/twice a month
tomorrow





UNIT 10

Simple present

Practicing with simple present

- a Look at the photo of Jess and her husband Carl. What's his job? Find the answer in the interview with Jess.
- b Read the interview. Complete 1-5 with questions from the list.
- Do you have time together?
Does he have free weekends?
What do you do, Jess?
What does your husband do?
Do you work long hours?
- c Listen and check.
- d Cover the interview and look at the questions in b. How does Jess answer them?
- e Do you work or study at night? What problems do you have?
- f Look at the questions in b again. Which are...?
- 1 about Jess
 - 2 about her husband
 - 3 about Jess and her husband



He works at night,

but she works during the day...



Adapted from a website

SHOPPING		CARL OVERTIME						
coffee		Tuesday						
milk		Friday						
potatoes		Sunday						
dog food								
cookies!								
FEED DOGS		M	T	W	Th	F	S	S
am		✓	✓	✓	✓	✓	✓	✓
pm		✓	✓	✓	✓	✓	✓	✓

¹ *What do you do, Jess?*

I work in an office. I'm an administrator.

2

No, I don't. I work normal hours, from 9.00 to 5.00, Monday to Friday.

3

He's a police officer. He works at night, from 8.00 p.m. to 6.00 in the morning.

4

No, he doesn't. Well, he has two free days, but they're Wednesday and Thursday. He works Saturday and Sunday – they're busy nights for police officers.

5

Not really, except when we're on vacation. I'm in bed when he comes home; he's in bed when I leave home in the morning. We don't eat together. That's awful. Sometimes I don't cook, I just have cookies for dinner.

Can you think of any good things about your different hours?

Yes, we earn more money because Carl does a lot of overtime.

Do you have any suggestions for couples like you?

Have a whiteboard in your hall or your kitchen and write down all the housework. Then tick things when you do them. That way, the dogs don't eat twice!

Glossary overtime extra hours



- a Listen to Part 1 of a game show called *His job, her job*. Three people ask Alex and Sue about their jobs. Underline the questions they ask Alex.
- b Listen again. What are Alex's answers? Write ✓ (yes), X (no), or D (it depends).

Where?	Alex	Sue
/ work outside?		
/ work inside?		
<u>/ work in an office?</u>	X	
/ work at home?		
When?		
/ work in the evening?		
/ work at night?		
/ work at the weekend?		
How?		
/ work with the public?		
/ work in a team?		
/ work long hours?		
Other		
/ have special qualifications?		
/ have good holidays?		
/ speak foreign languages?		
/ travel?		
/ drive?		
/ make things?		
/ wear a uniform or special clothes?		
/ earn a lot of money?		
/ like your job?		

- c Now listen to Part 2 and do the same for Sue.
- d Look at their answers and make sentences about them. What do you think their jobs are?

(Alex doesn't work in an office. (He sometimes works in the evening.

- e Listen. What do Alex and Sue do?



Jobs

a Match the words and photos.

- an accountant /ə'kaʊntənt/
- an actor /'æktə/
- an administrator /əd'mɪnɪstreɪtə/
- 1 an architect /'ɑ:kɪtekt/
- a builder /'bɪldə/
- a chef /ʃef/ (or cook)
- a cleaner /'kli:nə/
- a dentist /'dentɪst/
- a doctor /'dɒktə/
- an engineer /'endʒɪ'nɪə/
- a factory worker /'fæktəri wɜ:kə/
- a flight attendant /'flaɪt ətəndənt /
- a footballer /'fʊtbɔ:lə/
- a guide /gaɪd/
- a hairdresser /'heədresə/
- a journalist /'dʒɜ:nəlɪst/
- a lawyer /'lɔ:jə/
- a (bank) manager /'mænɪdʒə/
- a model /'mɒdl/
- a musician /'mju:zɪjən/
- a nurse /nɜ:s/
- a pilot /'paɪlət/
- a police officer /pə'li:s ɒfɪsə/ (or policeman, policewoman)
- a receptionist /rɪ'sepʃənɪst/
- a shop assistant /'ʃɒp əsɪstənt/ (or sales assistant)
- a soldier /'səʊldɪə/
- a taxi driver /'tæksi draɪvə/
- a teacher /'ti:tʃə/
- a vet /vet/
- a waiter /'weɪtə/ / a waitress /'weɪtrəs/



a / an + jobs
We use a / an + job words.
She's a model. **NOT** She's-model.

- b Listen and check.**
- c Listen and repeat the sentences.**
What do you do?

ACTIVATION Cover the jobs and look at the photos. In pairs, say what the people do.

She's a journalist. (*He's an engineer.*)



Daily routine

a Match the verb phrases and pictures.

Busy Belinda

- have a shower
- have a coffee
- do the housework
- start work at 8.30
- finish work at 6.30
- get dressed
- 1** wake up at 7.00
- have lunch at work
- go shopping
- go to bed
- have pizza for dinner
- get home late
- go to work by bus
- put on make-up
- check emails
- get to work

Chilled Charlie

- go to Italian classes
- 17** get up at 8.00
- have breakfast
- have a shave
- go home early
- walk to work
- relax
- take the dog for a walk
- sleep for eight hours
- make dinner
- have a bath
- see friends

b Look at the pictures. Listen and check.

have

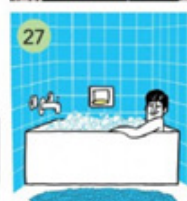
- 1 For family and possessions, e.g. *I have three children. He has a big house.*
- 2 For activities, e.g. *I have lunch at 1.30. She has a shower in the morning.*
- 3 For food and drink, e.g. *have a coffee, have a sandwich.*

ACTIVATION Cover the verb phrases. A describe Belinda's day. Then B describe Charlie's day.

Busy Belinda



Chilled Charlie



GRAMMAR word order in questions

- a Put the words in order to make the questions.
- Barry is old how
_____?
 - his name what's
_____?
 - like do it you
_____?
 - about feel do cats you how
_____?
- b Listen and check.

VOCABULARY question words

- a Complete the questions with a question word or phrase.
- How many What What kind of When
Where Which Who Why
- What _____ phone do you have?
I have a Samsung.
 - _____ brothers and sisters do you have?
I have two sisters.
 - _____ do you prefer, cats or dogs?
Cats, I think.
 - _____ do you work?
In a restaurant in the city centre.
 - _____ do you have language classes?
On Mondays and Wednesdays.
 - _____ music do you like?
I like pop and reggae.
 - _____ 's your favourite actor?
Benedict Cumberbatch.
 - _____ do you like him?
Because he's a fantastic actor.
- b Listen and check. Then answer the questions.
- How is *Wh-* pronounced in *Who*?
 - How is *Wh-* pronounced in the other question words?
 - What's the difference between *What...?* and *Which...?*

PRONUNCIATION sentence stress

- a Listen to the questions. Then listen and repeat. Copy the rhythm.
- Where do you **work**?
- What **phone** do you **have**?
- What kind of music do you **like**?
- Who's your **favourite actor**?
- b Work in pairs. **A** ask **B** the questions in 3a. **B** give your own answers. Then change roles.

SPEAKING

- a Look at the questions. What words are missing in each group?

Where	_____	live work / study	?
What kind of	films food	_____ like	?
What	sports magazines TV programmes languages car	_____ watch speak have	?
Who	_____ your favourite	singer actress TV programme restaurant	?

- b Work in pairs. Interview a partner with the questions in a. Then change roles.
- A** Ask **B** the first question.
B Answer the question. Give more information if you can.
A Show interest. Then ask the next question.
- A** *Where do you live?*
- B** *In the centre of town, near the station.*
- A** *Really? Me too.*

WRITING

Writing A personal profile Write a profile of yourself.





Vocabulary

Talking about sports

What sports do you like/play/watch?

I love/play/watch (soccer).

I don't like/play (golf).

I (really) love (tennis).

Who do you play/watch soccer with?

With some friends from work.

When does your team practice?

We practice on Sundays.

What time do you start practice?

We start practice at noon.

Where do you play?

We play in the park at the beach.

Talking about abilities and talents

What can I do?

Can you sing?

Yes, I can.

No, I can't.

Can they sing?

Yes, they can sing very well.

No, they can't sing at all.

Giving a compliment

You can . . . really well!

You're a really good . . . !

Thanks.

Introducing a topic

So,

Expressing interest

Really?

Oh, yeah?

Agreeing to do something

Sure. Why not?





UNIT 11

Simple past regular verbs

Students learn a new verbal tense (past)

PERSONAL PRONOUNS (USE T.P.R.)

I

YOU
WE
THEY

- DID

HE
SHE
IT



Interrogative



Negative + Not



past simple: regular verbs

Listen and repeat the examples. Then read the rules.

+	-	?	✓	✗
I arrived at the airport at 7.00. You finished the book. He wanted a coffee. She liked the film. It rained yesterday. We studied Spanish at school. They stopped at a café.	I didn't arrive at the airport at 7.00. You didn't finish the book. He didn't want a coffee. She didn't like the film. It didn't rain yesterday. We didn't study Spanish at school. They didn't stop at a café.	Did you watch TV yesterday? Did she walk to work? Did they play tennis?	Yes, I did . Yes, she did . Yes, they did .	No, I didn't . No, she didn't . No, they didn't .

- We use the past simple to talk about the past.
- The past simple is the same for all persons, e.g. *I arrived, he arrived, they arrived*, etc.
- We use *did* (not *do* / *does*) to make questions and negatives in the past simple.
- ☐ = *I didn't arrive at the airport.* **NOT** *I didn't arrived*
- ? = *Did you watch TV...?* **NOT** *Did you watched*

Spelling rules for regular verbs

work finish	worked finished	verb + ed
live change	lived changed	verb ending in e + d
cry study	cried studied	verbs with final consonant + y = y + ied
stop travel	stopped travelled	verbs that end consonant-vowel-consonant double final consonant + ed

a Write the sentences in the past simple.

- He watches a lot of TV. *He watched a lot of TV.*
- They work in a bank. _____
 - He finishes work late. _____
 - We live in Brazil. _____
 - I carry a big bag. _____
 - She walks to work. _____
 - The train stops in Barcelona. _____
 - We play tennis. _____
 - You talk a lot! _____
 - I relax at the weekend. _____
 - He waits for the bus. _____
 - They travel by train. _____
 - She needs a new coat. _____

b Complete the conversations with the verb in (brackets) in the past simple (+, -, or ?).

- (play) A *Did* you *play* golf last weekend?
B Yes, I *played* on Saturday.
- 1 (park) A Where _____ you _____ the car?
B I _____ it near the restaurant.
- 2 (finish) A _____ you _____ your homework?
B No, I _____ it. It was very difficult.
- 3 (study) A What _____ you _____ at university?
B I _____ economics.
- 4 (like) A _____ you _____ the concert?
B No, I _____ it very much. The singers were terrible.
- 5 (watch) A _____ you _____ TV last night?
B Yes, we _____ a very good programme.
- 6 (close) A _____ you _____ the door when you went out?
B Of course I _____ it!
- 7 (cry) A _____ you _____ at the end of the film?
B Yes, I _____ a lot!
- 8 (arrive) A What time _____ you _____ in Tokyo?
B We _____ very late, about 1.00 a.m.



a Read and listen to Dominic. Choose a or b.

- Dominic and his wife wanted to live _____.
a in another country b in another place in their country
- Duke University offered _____ a job in the USA.
a Dominic b Miriam
- In the beginning, they _____ sure if they wanted to go.
a were b weren't

b Listen and match the sentences to photos A–F.

- We **rented** a house near the university.
- We **booked** our flights. It was a long journey!
- We **invited** our friends to our local pub to say goodbye.
- We **packed** seven heavy suitcases.
- The children **didn't want** to sleep on the plane. Sacha played with Lego and Elena **looked** at books.
- When we **arrived** in North Carolina, we were very tired!

We followed our dream



My wife and I always wanted to live abroad. But Miriam and I both work in the UK – she's a doctor and I'm a designer – and we have two small children, Sacha and Elena. Then an American university, Duke, in Durham, North Carolina, asked Miriam to go and work there for a year. At first, we weren't sure what to do. There were so many questions. What about Sacha's school? What do we do with our house? But finally, we decided to go!



c Look at the **highlighted** verbs in sentences 1–6 and complete the chart. What letters do you add to the verb to make the positive \oplus past form? How do you make the negative \ominus ?

past simple: regular verbs	
present	past
we book	We _____ our flights.
we arrive	We _____ in North Carolina.
they don't want	They _____ want to sleep.

e In pairs, ask and answer questions with *Did...?* about the story in **a** and **b**. Answer *Yes, he / she / it / they did.* **OR** *No, he / she / it / they didn't.*

- / Dominic and Miriam want to live abroad?
- / Duke University offer Dominic a job?
- / they invite their friends to their house?
- / the children want to sleep on the plane?
- / Sacha play with Lego on the plane?
- / Elena play with Sacha?

Did Dominic and Miriam want to live abroad?

(Yes, they did.)



PRONUNCIATION regular past simple endings

- a Listen and repeat the sounds and sentences.

 dog	We arrived in North Carolina. Sacha played with Lego.
 tie	We booked our flights. Elena looked at books. We packed seven heavy suitcases.
/ɪd/	We rented a house near the university. We invited our friends to our local pub.

- b Listen and repeat the sentences
- c Cover the sentences. Look at photo A and say the sentence. Do the same for photos B-F.

SPEAKING

- a Work with a partner.
- A** Make or true sentences about you with the phrases below. Add more information.
- B** Tick (✓) the things your partner did and cross (X) the things he or she didn't do.

this morning	listen to the radio
	walk to work / school
	arrive late at work / school
last night	phone a friend
	watch TV
	study English
last weekend	play a sport or game
	cook lunch or dinner
	help in the house

(I listened to the radio this morning in the car.
(I didn't walk to work.

- b Change roles.
- c Work with a new partner. Ask and answer about his or her old partner.

Did Anna listen to the radio this morning?
(Yes, she did. She listened to it in the car.
Did she walk to work? (No, she didn't.

READING & LISTENING

- a Read and listen to part of Dominic's blog about their life in the USA. What did they like about the USA? What was a problem for them?

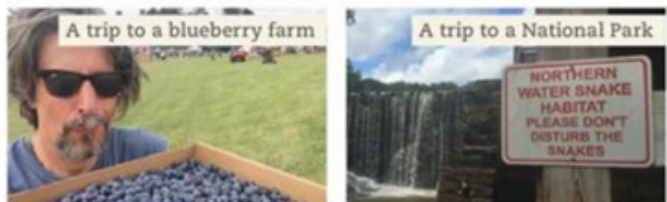


We want to go back to _____ !

At first living in the USA was quite difficult. We missed our friends and family and we didn't like the food. It was difficult to find organic fruit and vegetables. We also needed to rent a car. In London, we don't drive, but in Durham, not many people walk or use public transport!

But we soon started to enjoy it. Our house was nice, and near a lovely park. Sacha liked his school, especially his music teacher, who played the trumpet! He worked hard and his teachers were very happy with him.

- b Listen to the rest of the blog. Complete the title in a with *the UK* or *the USA*.



- c Listen again and correct the information.
- Miriam wasn't very happy at work.
 - Dominic worked in an office.
 - Life in the USA was very expensive.
 - The children learned to play tennis.
 - The people in Durham weren't very friendly.
 - The National Parks were similar to English parks.
 - At the blueberry farm they listened to classical music.
 - They stayed in Durham for two years.
 - They returned to England because they missed their life there.
- d Do you know anyone who lived or studied in another country? Where were they? Was it a good experience?





UNIT 12

Simple past irregular verbs

past simple irregular verbs: *get, go, have, do*

Listen and repeat the examples. Then read the rules.

+	-
I got up late yesterday.	I didn't get up late yesterday.
He went to work by car.	He didn't go to work by car.
She had eggs for breakfast.	She didn't have eggs for breakfast.
We did yoga yesterday.	We didn't do yoga yesterday.
They did their homework last night.	They didn't do their homework last night.

?	✓	✗	?	✓
Did you get up late yesterday?	Yes, I did .	No, I didn't .	What time did you get up ?	At eight o'clock.
Did he go to work by car yesterday?	Yes, he did .	No, he didn't .	Where did you go on Saturday?	We went to the beach.
Did they do their homework last night?	Yes, they did .	No, they didn't .	Where did you have lunch?	At school.
			What did you do last night?	We had dinner with friends.

- *get, go, and have, and do* are irregular verbs in the past tense.

- **Present to past**

+

I **get up** early. → I **got up** early.
 I **go** to school. → I **went** to school.
 I **have** breakfast. → I **had** breakfast.
 I **do** my homework. → I **did** my homework.

-

I **don't get up** early. → I **didn't get up** early.
 I **don't go** to school. → I **didn't go** to school.
NOT ~~I didn't get up early.~~ / ~~I didn't went to school.~~ etc.

?

Do you **have** breakfast? → **Did you have** breakfast?
 Do you **do** your homework? → **Did you do** your homework?
NOT ~~Did you had breakfast?~~ / ~~Did you did your homework?~~ etc.

- Remember word order in questions:

ASI (Auxiliary, Subject, Infinitive) *Did you get up early?*

QuASI (Question word, Auxiliary, Subject, Infinitive)

What time did you get up?

did / didn't

We use *did / didn't* to make questions and negatives in the past, e.g.

Did you go to class?

*I **didn't** have breakfast this morning.*

Here, *did / didn't* = an auxiliary verb.

But *did* can also be a normal verb, e.g. *I **did** my homework at the weekend.*





a Change from present to past. Use the time expression in (brackets).

I don't go to the gym.

I didn't go to the gym yesterday.

- 1 I have eggs for breakfast.
_____ this morning.
- 2 Does she go to Spanish classes?
_____ last year?
- 3 We don't have lunch at home.
_____ last week.
- 4 Mike doesn't go to work by car.
_____ yesterday.
- 5 They go to school by bus.
_____ yesterday.
- 6 What time do you get up?
_____ this morning?
- 7 Do you do sport or exercise?
_____ last weekend?
- 8 You don't do the housework.
_____ yesterday.
- 9 I don't get up early.
_____ this morning.

b Complete with the verb in (brackets) in the past simple , , or .

(go) **A** *Did* you *go* to bed early last night?

B Yes, I did. I *went* to bed at 9.30!

- 1 (have) **A** What _____ you _____ for lunch today?
B I _____ fish.
- 2 (do) **A** _____ you _____ the housework?
B No, but I _____ my English homework.
- 3 (go) **A** Where _____ you _____ last night?
B I _____ out. I stayed at home.
- 4 (get up) **A** What time _____ the children _____?
B They _____ very late. They were tired.
- 5 (have) **A** What _____ you _____ for breakfast?
B I _____ breakfast. I wasn't hungry. I just _____ a coffee.
- 6 (go) **A** _____ Pedro _____ to judo last week?
B He _____ on Monday, but he _____ on Wednesday because he wasn't very well.



VOCABULARY verb phrases with *get, go, have, do*

Complete the verb phrases.

to bed breakfast a coffee dinner a-flight home
homework housework lunch a nice day out
to school a shower sport a-taxi up-early yoga



Listen and check.

Test a partner. **A** (book open) say a phrase from the list. **B** (book closed) say the phrase with the correct verb.

a flight) (get a flight

LISTENING

Ben was in Paris for the day on business. He arrived home in London at 4.00 p.m. Listen to the conversation with his daughter, Linda. Tick (✓) the places where she says she was during the day.

- | | |
|---|--|
| <input type="checkbox"/> at home | <input type="checkbox"/> in a restaurant |
| <input type="checkbox"/> in a museum | <input type="checkbox"/> in a café |
| <input type="checkbox"/> in a shopping centre | <input type="checkbox"/> at school |

Listen again and read the conversation. Complete the missing words.

What do you think the noise is? Listen and check.

GRAMMAR past simple irregular verbs: *get, go, have, do*

Read the conversation in **2b** again. Complete the chart.

present simple	past simple
I get	I _____ an early flight.
We go	We _____ to the British Museum.
We have	We _____ lunch in the café.
I do	I _____ my homework.

Listen and check. Then repeat the past simple sentences.



- B Hi. I'm back. Linda! What are you doing at ¹h_____?
- L Hi, Dad. You're very early.
- B Yes, I got an early ²fl_____.
- L How was your day?
- B My day was fine. But what about your day? Why aren't you at school?
- L We didn't have ³cl_____ today. We went to the ⁴Br_____ Museum in the morning. It was great. And then we had ⁵l_____ in the café there.
- B Why didn't you go to school this afternoon?
- L We had a ⁶fr_____ afternoon. I stayed at home.
- B What did you do?
- L I did my ⁷h_____. I had a lot of work.
- B Good girl. When are your exams?
- L They're next ⁸w_____.
- B Where's your ⁹m_____?
- L She went out. I think she went ¹⁰sh_____.
- B What's that?
- L What?
- B That noise.





Past simple: To be

In this first lesson, Students learn to introduce themselves and give basic greetings, and to use the forms of the verb to be in questions, positive and negative sentences and short answers.

PERSONAL PRONOUNS AND VERB TO BE (USE T.P.R.)

I
HE
SHE
IT

- WAS

◀ Interrogative

YOU
WE
THEY

- WERE

▶ Affirmative

▶ Negative + Not





+	-	?	✓	✗
I was at home at 8.00.	I wasn't at home at 8.00. (wasn't = was not)	Were you late?	Yes, I was .	No, I wasn't .
You were in class yesterday.	You weren't in class yesterday. (weren't = were not)	Was she a singer?	Yes, she was .	No, she wasn't .
He was tired last night.	He wasn't tired last night.	Were they in Mexico last week?	Yes, they were .	No, they weren't .
It was hot last week.	It wasn't hot last week.			
We were in London last month.	We weren't in London last month.			
You were late this morning.	You weren't late this morning.			
They were famous in the 60s.	They weren't famous in the 60s.			

- We use **was / were** to talk about the past.
- Present to past:
am / is → was, are → were
He is at home today.
He was at home yesterday.
- The past of *there is* = *there was*, and the past of *there are* = *there were*.
There was a party at the school last night.

🔍 Past time expressions

You can use the past simple with these time expressions:
this morning, yesterday, last night, last week, last month, last year
He was late for work this morning.
She wasn't in class last week.



I was a teacher.

a Write sentences or questions with **was** and **were**.

- We
- We **weren't** at home last night.*
- you
 - _____ at school yesterday?
 - James
 - _____ very well yesterday.
 - We
 - _____ on the plane at 4.00.
 - they
 - _____ in class yesterday?
 - You
 - _____ very hungry this morning.
 - I
 - _____ in a meeting until 7.00 last night.
 - your sister
 - _____ in London last week?
 - It
 - _____ a terrible film.
 - I
 - _____ at home last weekend.
 - Sarah and Emma
 - _____ tired this morning.

b Complete the conversations with **was**, **wasn't**, **were**, or **weren't**.

- A Where were you last night?
B I _____ at work all evening.
A No, you _____. You _____ with Miriam!
B No, I _____!
- A _____ Freddie Mercury an actor?
B No, he _____. He _____ a singer with Queen.
- A _____ you in Milan yesterday?
B No, we _____. We _____ in Rome.
- A _____ the film good?
B No, it _____. It _____ very slow!



1 GRAMMAR past simple: be



- a Last night there was a robbery in a bank. Jason Brown is a suspect. Look at the photo. Which person is Jason, which person is a detective?

- b Listen to the interview. Complete the gaps.

D Where were you at ¹ _____ o'clock last night?
 J I was at ² _____.
 D You weren't at ³ _____. Your ⁴ _____ says you were out. She was at home alone.
 J Oh yes, I remember now. I was in a ⁵ _____.
 D Were you ⁶ _____?
 J No, I wasn't. I was with a ⁷ _____, Kevin Smith. You can ask him.

- c Complete the chart.

past simple: be	
present	past
I'm at home.	I ¹ _____ at home.
You aren't at home.	You ² _____ at home.
Are you alone?	³ _____ you alone?
No, I'm not.	No, I ⁴ _____.

- d

🎧 10.13 Listen and say the sentences in the past.

1) She's a teacher. (She was a teacher.)

2 LISTENING

- a Listen to the detective interviewing Jason's friend, Kevin. Complete the information.

Name: Kevin Smith
 Job: ¹ _____
 Address: ² _____ Market Street
 Kevin knows Jason because they were ³ _____ together.
 At 5.00 yesterday afternoon, he was in his ⁴ _____.
 At 7.00, he was in The ⁵ _____ pub in South ⁶ _____.
 He was with Jason. His ⁷ _____ and ⁸ _____ were there, too.

- b Listen again. Why does the detective think that Kevin's story isn't true?

3 VOCABULARY in, on, at

- a Look at Kevin and Jason's answers. What are the missing words?

- 1 Where were you yesterday afternoon at five o'clock?
 I was _____ my taxi.
 2 Where were you at seven o'clock last night?
 I was _____ home.

- b Complete the chart with *in, on, or at*.

Where were you yesterday at 7.00 p.m.?			
I was	¹ _____	² _____	³ _____
home	bed	a bus	
work	the kitchen	a train	
school	my car	a plane	
university	London		
	the park		
	the street		
	a restaurant		
	a pub		
	a museum		
	a shopping centre		
	a hotel		

- c Listen and check. Repeat the sentences.

- d Test a partner. **A** (book open) say a place. **B** (book closed) say the phrase. Then change.

the kitchen) (in the kitchen





Vocabulary

Nouns

Classes at school

drama
history
physical education
science

Places at school

classroom
gym
lunchroom
playground

Schools

elementary school
junior high school
high school
college

Jobs

actor
actress
designer
hairstylist
Other
capital
(first) grade
major
place of birth
time line
year of birth

Adjectives

same
scary
young

Verbs

be born
grow up
spend (time)

Adverbs

least
most
on time
right away

Preposition

for (. . . years)

Conjunction

because





RULES

Throw a dice. When you land on a square, answer the question.

Green and **pink** squares are 'group' questions. Answer them together.

You can't make the same sentence that another player has made before.

The first person who answers question 30 is the winner.



5

In which verb(s) is the -ed ending pronounced /ɪd/?

hated liked loved wanted

Make two sentences about when you were a child with two different verbs.

6

What did you have for breakfast this morning? Where did you have it?

7

What's the last big city you visited?

8

When was the last time you bought a souvenir? What was it?

11

What did you do last Saturday?

10

In which verb(s) is the -ed ending pronounced /ɪd/?

decided needed opened watched

Make two sentences about last night with two different verbs.

9

Complete the verb in each phrase. Make a or sentence about yesterday with each verb.

d _____ housework
g _____ up in the morning
h _____ a nice evening
w _____ for a bus

20

Match a verb from 1 to one with the same vowel sound in 2.

1 changed answered relaxed
2 travelled parked played

Choose one pair of verbs. Make two sentences.

21

Did you get a bus or a train last week? Where to?

22

How many hours of TV did you watch yesterday? What programmes?

23

How did you come to class today? Were you late?

26

Where did you have lunch last Sunday? Who with?

25

Which verb has a different vowel sound?

did liked listened lived

Make a sentence with each verb.

24

Which verb can't you use with the **bold** noun?

cook / drink / have **dinner**
eat / have / want **a coffee**
buy / travel / want **new shoes**

Make positive or negative sentences about last week with three of the phrases.





Vocabulary

Talking about past activities

Did you . . . this weekend?

Yes, I did. I

No, I didn't. I

What did you do?

I

I didn't

Did you do anything else?

Giving opinions about past experiences

Did you like . . . ?

Yes, I did. I liked it a lot.

Did you have fun?

Yes, we did. We had a great time.

Asking for more information

What else . . . ?





UNIT 13

Countable / Uncountable

Quantifiers

Countable and uncountable nouns

How much sugar?

According to the American Heart Association, a woman should have **no more than 24g** (grams) of sugar a day (= 6 teaspoons) and a man **no more than 36g** (= 9 teaspoons).

- a can of Coke has approximately 35g of sugar
- an apple has approximately 23g of sugar
- a small (40g) bar of dark chocolate has approximately 10g of sugar
- an egg doesn't have any sugar

How much salt?

According to UK Government studies, an adult should eat **no more than 6g** of salt a day.

- a large packet of crisps has approximately 3g of salt
- a slice of white bread has approximately 0.5g of salt
- a bottle of mineral water has approximately 0.0023g of salt
- a bottle of olive oil doesn't have any salt



VOCABULARY & PRONUNCIATION

food containers; linking

- a Match the words and photos. Listen and check.

- a bottle
- a box
- a can
- a carton
- a jar
- a packet
- a tin



- b Listen to five people asking for things in shops. Write the things they want to buy.

- c Make phrases with the containers in a and the words below.

biscuits cereal Coke crisps jam milk salt sugar tuna

a packet of biscuits

quantifiers

- a Look at the photos of food and drink. Number the photos 0, 1, 2, or 3 (0 = no sugar / salt – 3 = a lot of sugar / salt).



- b Ask and answer questions about the things in a.



How much sugar is there in dark chocolate?

(I'm not sure. Quite a lot?)

Complete the sentences with a food or drink from a.

- There isn't any salt in _____.
- There's a little sugar in _____.
- There's quite a lot of salt in _____.
- There's a lot of sugar in _____.


Work in pairs. A say how much you eat of the first thing in the list below. Give more information if you can. Then ask *How about you?* B do the same for the second thing, etc.

fish meat potatoes vegetables
chocolate fast food eggs pasta
olive oil butter cheese

I eat a lot of fish. I eat it maybe three or four times a week. How about you?

PRONUNCIATION /ʃ/ and /s/

- a Listen to the words and sounds. Then listen and repeat.

	shower	sugar fish
	snake	salt sweets

- b Put the words in the correct row. Listen and check.

centre cereal cinema crisps delicious
fresh information reception rice salad
science shopping special sure

- c Listen and repeat the conversation. Then practise it with a partner.

A Are you sure this is salt? I think it's sugar.
B No, I'm sure it's salt. I put some in the rice salad.
A Let's taste the salad. Aargh. It was sugar. I told you.
B Sorry!



Food and drink

a Match the words and photos.



Breakfast

/'brekfəst/

- bread /bred/
- butter /'bʌtə/
- cereal /'siəriəl/
- 1 cheese /tʃi:z/
- coffee /'kɒfi/
- eggs /egz/
- jam /dʒæm/
- (orange) juice /dʒu:s/
- milk /milk/
- sugar /'ʃʊgə/
- tea /ti:/
- toast /təʊst/

Lunch /lʌntʃ/ or dinner

/'dɪnə/

- fish /fɪʃ/ e.g. salmon, tuna
- herbs /hɜ:bz/
- meat /mi:t/ e.g. chicken, sausages, steak, ham
- (olive) oil /ɔɪl/
- pasta /'pæstə/
- rice /raɪs/
- salad /'sæləd/
- seafood /'si:fu:d/
- spices /'spai:sɪz/

Vegetables

/'vedʒtəblz/

- carrots /'kærəts/
- chips /tʃɪps/ (or French fries)
- a lettuce /'letɪs/
- mushrooms /'mʌʃrʊmz/
- onions /'ʌnjənz/
- peas /pi:z/
- peppers /'pepəz/
- potatoes /pə'teɪtəʊz/
- tomatoes /tə'mɑ:təʊz/

Fruit /fru:t/

- apples /'æplz/
- bananas /bə'nɑ:nəz/
- oranges /'ɒrɪndʒɪz/
- a pineapple /'paɪnæpl/
- strawberries /'strɔ:bərɪz/

Desserts

/'dɪzɜ:ts/

- cake /keɪk/
- fruit salad /fru:t 'sæləd/
- ice cream /aɪs 'kri:m/

Snacks

/'snæks/

- biscuits /'bɪskɪts/
- chocolate /'tʃɒklət/
- crisps /krɪps/
- nuts /nʌts/
- a sandwich /'sænwɪdʒ/
- sweets /swi:ts/

b Listen and check.

ACTIVATION Cover the words and look at the photos. Test yourself or a partner.



Practical English: Ordering a meal Part 1

1 AN INVITATION TO DINNER



- a Watch or listen. Mark the sentences **T** (true) or **F** (false).
- Jenny and Rob worked last night.
 - Jenny wants to read Rob's article.
 - It's Eddie's birthday today.
 - Rob and Daniel invite Jenny to dinner.
 - Jenny says yes to Rob.
- b Watch or listen again. Say why the **F** sentences are false.
- c Read the information box. Watch or listen and repeat **B**'s phrases.

Responding to what somebody says

- A It's my birthday today.
B **Happy Birthday!**
- A We won the cup!
B **Congratulations!**
- A I have my driving test tomorrow.
B **Good luck!**
- A I got all my English homework right.
B **Well done!**
- A I didn't pass my exam.
B **Oh dear! Never mind.**

- d Watch or listen and respond with phrases from the box.

1) *I got two goals this afternoon.* (*Well done!*)

2 VOCABULARY understanding a menu

- a Complete the menu with **Main courses**, **Desserts**, or **Starters**.



Luigi's

2 courses £15.00 3 courses £22.50

1 _____

Onion soup ●●

Mozzarella and tomato salad ●●

2 _____

Grilled chicken breast
with vegetables

Mushroom ravioli ●

Seafood risotto ●

3 _____

Home-made vanilla ice cream
with hot chocolate **sauce** ●●

Fresh fruit salad ●●

Tiramisu ●

● Vegetarian ● Gluten-free If you have any other dietary requirements, please let us know and we will try our best to accommodate your needs.
Tables of 8 or more are subject to a discretionary service charge of 12.5%.

- b _____ What do the **highlighted** words mean? How do you pronounce them? Watch or listen and check.

- c Cover the menu. In pairs, try to remember what's on it.



Practical English: Ordering a meal Part 2

3 ORDERING A MEAL



a Watch or listen to Jenny and Daniel having dinner. Tick the things they order on the menu.

b Watch or listen again. Complete the **You hear** phrases.

You hear	You say
Good evening. Do you have a ¹ _____?	Yes, a table for two. My name's Daniel O'Connor.
Come this ² _____, please.	
Are you ready to ³ _____?	Yes. The soup and the mushroom ravioli, please. I'd like the mozzarella salad and then the chicken, please.
What would you ⁴ _____ to drink?	Just water for me. A bottle of mineral water, please.
⁵ _____ or sparkling?	Is sparkling OK? Yes, sparkling.
Thank you, sir.	Thank you.

c Watch or listen again and repeat the **You say** phrases. Copy the **rhythm**.

d In threes, practise the conversation.

e  Role-play the conversation in groups of three. Then change roles.

- A You are the waiter.
- B and C go to Luigi's.
- A begin *Good evening. Do you have a reservation?*

4 THE END OF THE MEAL

a Watch or listen and answer the questions.

- 1 How does Jenny normally celebrate her birthday?
- 2 Do they order dessert or coffee?
- 3 What does Daniel say to Jenny after the meal?
- 4 How does Jenny answer?
- 5 Does Barbara give Jenny good news or bad news?
- 6 Where does Jenny want to go after the meal?




b Look at the **Social English** phrases. Who says them: Jenny, Daniel, the waiter, or Barbara?

Social English

- 1 Nothing special.
- 2 Would you like a dessert?
- 3 Not for me, thanks.
- 4 A decaf espresso.
- 5 The same for me, please.
- 6 Go ahead.
- 7 Good news?
- 8 Could I have the bill, please?



c  9.28 Watch or listen and check. Then watch or listen and repeat the phrases.

d Complete conversations A–G with **Social English** phrases 1–8. Practise with a partner.

A	<input type="checkbox"/>	Yes, fantastic. I have a new job!
B	Two soups, one chicken, and one fish. <input type="checkbox"/>	Just coffee.
C	Excuse me. <input type="checkbox"/>	Yes, of course, sir.
D	What do you usually do on New Year's Eve? <input type="checkbox"/>	We don't really celebrate it.
E	What coffee would you like? <input type="checkbox"/>	
F	I'd like the ravioli. <input type="checkbox"/>	I love pasta!
G	Sorry, I need to answer this call. <input type="checkbox"/>	

CAN YOU...?

- use common phrases, e.g. *Good luck, Congratulations, etc.*
- understand a menu
- order a meal



Vocabulary

Nouns

Meals

breakfast
lunch
dinner
snack

Dairy (foods)

cheese
milk
yogurt

Desserts

cake
cookie(s)
fruit salad
ice cream
pie

Drinks

coffee
(orange) juice
lemonade
(green) tea

Fat, oil, sugar

butter
candy
cream
mayonnaise
oil
potato chips

Grains

bread
cereal
cracker(s)
noodles
pasta
rice
toast
tortilla(s)

Fruit

apple(s)
banana(s)
mango(es)
orange(s)
strawberries (*singular:*
strawberry)

Meat and other protein

bacon
bean(s)
beef
chicken
egg(s)
fish
hamburger(s)
nuts

Vegetables

broccoli
carrot(s)
celery
lettuce
tomato(es)
onion(s)
potato(es)
Other foods
jam
jelly
pickle(s)
picnic
(potato) salad
sandwich(es)
soup
Other
habit

Determiner

very little

Adjectives

awful
bad
good
mealtime
other
sweet

Verbs

buy
come
drink
put
try
want

Adverbs

Adverbs of frequency

always
hardly ever
often
sometimes
usually
never

Other

(Japanese-) style

Prepositions

at (my desk)
for (breakfast/the picnic)





UNIT 14

FUTURE SIMPLE

Will – Going to
Predictions
Decisions until the last moment
Planned activities

PERSONAL PRONOUNS (USE T.P.R.)

I		
YOU		Interrogative
WE		Afirmative
THEY	- WILL	Negative + Not
HE		
SHE		
IT		



will / won't (predictions)

- 1 **A** I'm seeing Jessica at six. **B** She'll be late.
The film's in French. We **won't understand** anything.
- 2 It's a great book. I'm sure you'll like it.
I don't think it'll **rain** tomorrow.

+	-
I / You / He / She / It / We / They 'll be late.	I / You / He / She / It / We / They won't be late.

Contractions: 'll = will; won't = will not

?	✓	✗
Will I / you / he / she / it / we / they be late?	Yes, I / you / he / she / it / we / they will.	No, I / you / he / she / it / we / they won't.

- 1 We often use *will / won't + infinitive* for future predictions, i.e. to say things we think, guess or know about the future.
- 2 We often use *I think / I don't think / I'm sure + will*.
I think he'll fail the exam. *I don't think he'll pass* the exam. **NOT** ~~*I think he won't pass.*~~

be going to for predictions

We can also use *be going to* for predictions when we know or can see something is going to happen (see **3A** p.130), e.g.

Look at the clouds.

It's going to rain.

They're playing very well.

They're going to win.

will / won't / shall (other uses)

decisions

I **won't stay** for dinner. I think I'll **go** home early.

offers

I'll **help** you with your homework. **Shall I open** the window?

promises

I'll always **love** you. I **won't tell** anybody.

- We use *will / won't + infinitive* for making instant decisions, offers, and promises. We don't use the present tense.
I'll help you with those bags.
NOT ~~*I help you with those bags.*~~
- When an offer is a question, we use *Shall I...?* or *Shall we...?*
Shall I pay? **Shall we** do the washing-up?



a Complete the sentences with the correct form of *be going to* and the verb in brackets.

She doesn't have a car. She's *going to go* by train. (go)

- We need a holiday. We _____ a hotel near the beach. (book)
- Tomorrow is Saturday. I _____ in bed until 10.00! (stay)
- My sister _____ medicine. She wants to be a doctor. (study)
- Laura and David _____ married soon. (get)
- Jack's office is very busy at the moment. He _____ late tonight. (work)
- My son _____ to university – he wants to get a job. (not go)
- We _____ any museums, because the children think they're boring. (not visit)

b Complete the sentences with *be going to* + a verb.

_____ not buy call not come get
have live sleep watch

I'm at a friend's house. I'm *going to sleep* on her sofa.

- I need to talk to my mum. I _____ her tonight.
- What _____ we _____ for dinner this evening?
- My mother isn't feeling very well, so she _____ to the concert with us.
- There's a lot of snow! How _____ you _____ to work?
- They love their old car. They _____ a new one.
- The Force Awakens* is on TV tonight. _____ you _____ it?

a Write predictions for the pictures.

_____ be get have make play send



He's going to play tennis.

- _____ dinner.
- _____ a nice day.
- _____ the bus.
- _____ an omelette.
- _____ an email.

b Complete the predictions with *be going to* and a verb.

_____ be buy not finish forget have (x2) not like
not pass sleep snow win

It's very cold. Do you think it's *going to snow* ?

- You're driving very fast! We _____ an accident!
- She isn't a very good student. She _____ the exam.
- Their new album is great! A lot of people _____ it!
- I have a lot of homework. I _____ it tonight.
- They're playing very well. I think they _____ the match.
- Look at the time. We _____ late.
- Oh no, it's a horror film. I'm sure I _____ it.
- He didn't write down her address. He _____ it.
- The baby's very tired. She _____ well tonight.
- Venice is a wonderful city. You _____ a great time there.

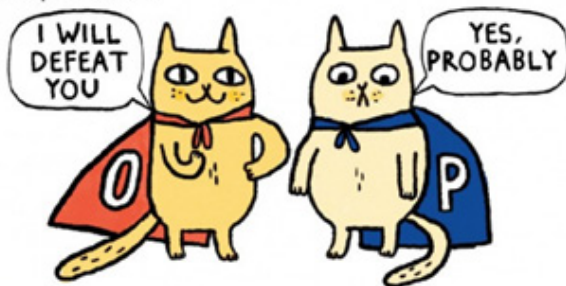


1 VOCABULARY opposite verbs

- a Listen to five sentences and questions. Write down the main verb in each sentence. What are the opposite verbs?

2 GRAMMAR will / won't (predictions)

- a Read the conversations. Label the responses **O** for optimist or **P** for pessimist.



	Your friend says	You say
1	This check-in queue is really slow!	a <input type="checkbox"/> Don't worry. It'll start moving soon. b <input type="checkbox"/> I know. We'll miss the flight.
2	Let's drive to the restaurant.	a <input type="checkbox"/> We'll never find anywhere to park. b <input type="checkbox"/> Yes, it'll be quicker.
3	I've lent my brother some money.	a <input type="checkbox"/> I'm sure he'll pay you back. b <input type="checkbox"/> You won't see it again.
4	I'm taking my driving test tomorrow.	a <input type="checkbox"/> It'll go well, you'll see. b <input type="checkbox"/> You won't pass.
5	I'm selling my old laptop on eBay.	a <input type="checkbox"/> You'll sell it easily. b <input type="checkbox"/> Nobody will buy it.
6	Hooray! We're in the final!	a <input type="checkbox"/> Yes. But we'll lose. b <input type="checkbox"/> Yes! I'm sure we'll win!
7	I'm having Japanese classes next week.	a <input type="checkbox"/> That'll be interesting! b <input type="checkbox"/> You'll never learn it.
8	We're going to see the film in English.	a <input type="checkbox"/> You won't understand a word. b <input type="checkbox"/> You'll love it. And it'll be good practice.

- b Listen and check.
- c Which response would you probably say in each situation? Are you an optimist or a pessimist?
- d Look at the **You say** responses again. Are they about the present or the future?

3 PRONUNCIATION 'll, won't

- a Listen and repeat the words and phrases. Copy the rhythm.

I'll	I'll be late	I'll be late for work.
You'll	You'll never	You'll never learn.
He'll	He'll pay	He'll pay you back.
It'll	It'll go	It'll go well.
We'll	We'll miss	We'll miss the flight.

- b Listen and write six sentences. What sound do the pink letters have in *won't* and *want*?
- c Practise in pairs. **A** read the first line of each conversation in **2a**. **B** say the optimist's responses. Then swap roles. **A** says the pessimist's responses.

4 LISTENING

- a Listen to the introduction to a radio programme. Why is positive thinking good for you?
- b Try to guess the missing words in these callers' tips.
- Caller 1** Live in the pr_____, not in the p_____.
- Caller 2** Think p_____ thoughts, not n_____ ones.
- Caller 3** Don't spend a lot of time following the n_____ online or on TV.
- Caller 4** Every week, make a list of all the g_____ th_____ that happened to you.
- Caller 5** Try to use positive l_____ when you speak to other people.
- c Listen to the rest of the programme and check.
- d Listen again. Write down any extra information you hear for each tip. Which tips do you think are the most useful? Do you have any tips of your own?



5 READING

- a Look at the cartoon in the article of a girl who has an exam the next day. Do you think she is an optimist or a pessimist?
- b Read the article and check. What is 'defensive pessimism'?

Why negative thinking can be positive

Everybody thinks that it's better to be an optimist than a pessimist (even pessimists think it, of course). People always say 'Cheer up. Don't worry, be happy. Smile.' But in fact there's a kind of pessimism – called 'defensive pessimism' – that can lead to very positive results, according to Julie K. Norem, a professor of psychology at Wellesley College, Massachusetts.

'Defensive pessimism is a strategy used in specific situations to manage anxiety, fear, and worry,' says Norem. Studies show that 30 to 35 per cent of Americans use it to help them in their lives, and they're often very successful people.

Defensive pessimists think about future situations and prepare for them by imagining all the things that can go wrong. For example, if a defensive pessimist has an important exam, they think this:



- 15 Then they look at each possible problem and plan how to avoid it. So for the exam situation, they go to bed early and have a good night's sleep; they find out in advance exactly where the exam is; they eat a good breakfast, and take lots of pens and pencils, and a bottle of water; and they leave home early.
- 20 That puts them in control, and it means that the exam will be better than for an optimist, who just thinks 'Oh, everything will be fine!' Because sometimes everything goes wrong, and it's good to be prepared.

- c Complete these sentences from the article with the same word.

- I'll go to the _____ place.
- Sometimes everything goes _____.

- d What do these sentences mean?

- There's something **wrong** with the printer.
- I'm sorry, you've got the **wrong** number.
- Our journey was fine, nothing **went wrong**.

- e Read the article again. Then look at the things a defensive pessimist thinks about catching a flight. What can he do to avoid these problems?



- f Do you think defensive pessimism is a good idea? Can you think of any situations where you behave in this way?

6 SPEAKING

With a partner, ask and answer the questions. Use a phrase from the box and say why. Which of you is more optimistic?

Are you a positive or negative thinker?

Do you think...?

- you'll have a nice weekend
- you'll pass your next English exam
- you'll get a good (or better) job in the future
- you'll make some new friends on your next holiday
- you'll live to be 100
- you'll get to the end of this book
- you'll find the love of your life

Responding to predictions

I hope so. / I hope not.

I think so. / I don't think so.

Maybe. / Perhaps.

I doubt it.

Probably (not).

Definitely (not).

Do you think you'll have a nice weekend?

(*I hope so. I think the weather will be good and...*)



GOING TO

PERSONAL PRONOUNS (USE T.P.R.)

I - AM

YOU - ARE + GOING TO
WE
THEY

HE - IS
SHE
IT

◀◀ Interrogative

▶▶ Afirmative

▶▶ Negative + Not



be going to (plans), future time expressions

I'm **going to have** a holiday next month.
I'm **not going to study** English.
Are you going to fly to Paris?

- We use *be going to* + verb (infinitive) to talk about future plans.
- We often use future time expressions with *going to*, e.g. *tomorrow, next week, next month, next year, etc.*

+			
full form	contraction		
I am	I'm	going to	have a holiday next summer. study English tonight.
You are	You're		
He / She / It is	He / She / It's		
We are	We're		
They are	They're		

-			
full form	contraction		
I am not	I'm not	going to	have a holiday next summer. study English tonight.
You are not	You aren't		
He / She / It is not	He / She / It isn't		
We are not	We aren't		
They are not	They aren't		

?		✓	✗
Am I	going to	have a holiday next summer?	I am. you are.
Are you		study English tonight?	he / she / it is. we are. they are.
Is he / she / it		Yes,	No,
Are we			
Are they			I'm not. you aren't. he / she / it isn't. we aren't. they aren't.

be going to (predictions)

- We can use *be going to* + verb (infinitive) to make predictions (= to say what you think or can see is going to happen in the future).

I think it's **going to rain**.
You're **going to be** very happy.
I'm sure they're **going to win**.





GRAMMAR *be going to* (plans)

- a Look at the map. Where are the cities? Say the country and continent for each city.

(Caracas is in Venezuela, South America.)

- b _____ Gunnar Garfors and Adrian Butterworth are planning to break a world record by visiting five continents in one day. Listen and draw their route on the map.
- c Listen again and complete the gaps with a verb from the list.

arrive be celebrate fly get go out start visit

Look at the **highlighted** sentence in the interview. Then answer the questions.

- 1 What form is the verb after *going to*?
- 2 Do we use *going to* to talk about the past, the present, or the future?

Do you think Gunnar and Adrian succeeded? Listen to Gunnar and find out.

What do you think about Gunnar and Adrian's trip? Do you think it was a) a waste of money, b) bad for the environment, or c) an exciting thing to do?

Adrian Butterworth

Gunnar Garfors

PARIS

ISTANBUL

CASABLANCA

PUNTA CANA

CARACAS

Interviewer Gunnar, Adrian, tell us your plan. How can you visit five continents in one day?

Gunnar We're going to ¹ _____ in Istanbul. Part of Istanbul is in Asia, which is our first continent. At 1.10 in the morning we're going to ² _____ to Casablanca, which is in Morocco, in North Africa. Continent number two.

Interviewer Are you going to ³ _____ another flight immediately?

Adrian No, first we're going to ⁴ _____ the famous mosque – it's the largest mosque in Morocco. Then our next flight is to Paris, at 7.35 in the morning.

Interviewer So Europe is your third continent. How long are you going to ⁵ _____ in Paris?

Gunnar Five minutes, maybe? We're just going to ⁶ _____ of the airport – that's one of the rules of our challenge – and then go back in. We only have one hour 55 minutes before our next flight, to Punta Cana in the Dominican Republic.

Interviewer So North America is your fourth continent?

Gunnar Yes, that's right. And from there the final flight is to Caracas in Venezuela, South America – our last continent. We're going to ⁷ _____ at 22.05. And then we're going to ⁸ _____!



IT'S WRITTEN IN THE CARDS



Part 1

'Come in,' said a voice. Jane Ross opened the door and went into a small room. There was a man sitting behind a table.

'Good afternoon,' said Jane. 'I want to see Madame Yolanda, the fortune teller.'

'Madame Yolanda is not here today,' said the man. 'But don't worry. I'm going to tell you about your future. What questions do you want to ask?'

Jane looked at the fortune teller. She couldn't see him very well because the room was very dark.



Part 3

He turned over the second card.

'Mm, a house. A new house. You're going to move, very soon, to another country.'

'But my boyfriend works here. He can't move to another country.'

'Let's look at the next card,' said the fortune teller. He turned over the third card.

'A heart. You're going to fall in love.'

'Who with?' asked Jane.

'Let me concentrate. I can see a tall dark man. He's very attractive.'

'Oh, that's Jim,' said Jane.

'Who's Jim? Your boyfriend?'

'No. Jim is a man I met at a party last month. He's an actor, from New York. He says he's in love with me. It was his idea for me to come to Madame Yolanda.'



'Well, the card says that you're going to fall in love with him.'

'Are you sure?' asked Jane. 'But what about my boyfriend?'

'Let's look at the fourth card,' said the fortune teller.



VIDEO LISTENING

- a  Watch or listen to Parts 1–4 of *It's written in the cards* again. What do you think is going to happen?
- b  Now watch or listen to Part 5 of the story. In pairs, answer the questions.
- Who was the fortune teller?
 - Why did he pay Madame Yolanda £100?
 - What's the fifth card? What does Madame Yolanda think is going to happen?

GRAMMAR *be going to* (predictions)

- a Look at the two sentences. Which one is a *plan*? Which one is a *prediction*?
- She's going to be very lucky.
 - She's going to go on holiday next week.



- c Write four predictions, about the weather, sport, your town / country, and you. Use *I think... going to...*
- I think it's going to snow tonight.*
- d Compare your predictions with a partner. Do you agree?

SPEAKING

Role-play fortune telling.

A Look at the ten cards in 1. Secretly, number the cards in a different order (1–10).

B Choose five numbers from 1–10.

A Predict **B**'s future using those cards.

B Ask for more information. Then change roles.

A *I'm going to tell you about your future. Your first card is a star. You're going to become famous. You're going to be on TV.*

B Great! What programme?



Vocabulary

Nouns

Months

January
February
March
April
May
June
July
August
September
October
November
December

Holidays, festivals, and special occasions

anniversary
birthday

Christmas
Father's Day
graduation
Halloween
Independence Day
Mother's Day
New Year's Day
Thanksgiving
Valentine's Day
wedding
Other
card
dance
girlfriend
parade
party
pictures
present

Pronoun

anything

Adjectives

Dates

(1st–31st)

See Exercise 1 on page 62.

Other

embarrassing
special

Verbs

ask
celebrate
end
get married
invite
order

send
stay home
take (me) out
take pictures

Adverbs

Time expressions

next month
next summer
next week
this weekend
tomorrow
tomorrow night
tonight
Other
so (= very)





UNIT 15

PRESENT, PAST AND FUTURE

Consolidation of the verb forms studied in the CFA INTRO

review of verb forms: present, past, and future

tense	example	use
present simple	I live in the city centre. She doesn't smoke .	things that always or usually happen
present continuous	He's looking for a new job. I'm leaving tomorrow.	things that are happening now or around now things that we have arranged for the future
past simple	We saw a good film last night. We didn't do anything yesterday.	finished actions that happened once or more than once in the past
past continuous	He was working in Paris. What were you doing at 7.00?	actions that were in progress at a past time
be going to + infinitive	I'm going to see Tom tonight. Look! It's going to snow .	future plans predictions when we know / can see what's going to happen
will / won't + infinitive	You'll love New York. I'll phone her later. I'll help you. I'll pay you back tomorrow.	predictions instant decisions offers promises
present perfect	I've finished the book. Have you ever been to Iran?	recently finished actions (we don't say when) past experiences

a Complete the questions with one word.

I didn't see you last week. Were you ill?

- _____ you often remember your dreams?
- _____ you watch the match last night?
- Who do you think _____ win the election next year?
- _____ you been to the supermarket?
- _____ your brother like rock music?
- What _____ you going to watch on TV tonight?
- _____ it snowing when you left?
- _____ you at the party last night?
- _____ the film finished yet?

b Read the conversation. Put the verb in the correct form.

A What are we doing tonight? (do)

B We ¹ _____ dinner with Jack and Mary. (have)

A But we ² _____ dinner with them last week! (have)

B Yes, but they ³ _____ to tell us some good news. (want)

A Oh, OK then. ⁴ _____ I _____ some champagne? (buy)
...

B It's eight o'clock! Where ⁵ _____ you _____? (be)

A I'm sorry. When I ⁶ _____ home I ⁷ _____ to buy the champagne. And then I ⁸ _____ Mark in the shop... (walk, decide, see)

B Well, hurry up. We ⁹ _____ late! (be)

A It's OK. I ¹⁰ _____ a taxi and I ¹¹ _____ ready in five minutes. (already book, be)



1 LISTENING

a In pairs, ask and answer the questions.

- Do you often remember your dreams?
- Have you ever had the same dream more than once?
- Have you ever dreamed about something that then happened?
- Do you think dreams can tell us anything about the future?

b Listen to a psychoanalyst talking to a patient about his dreams. Number the pictures 1–6 in the correct order.

c Listen again and complete the gaps with a verb in the correct form.

Dr Melloni So, tell me, what did you dream about?
 Patient I was at a party. The room was full of people.
 Dr What were they ¹ _____?
 P They were drinking and ² _____.
 Dr Were you drinking?
 P Yes, I was ³ _____ champagne.
 Dr And then what happened?
 P Then, suddenly I was in a garden. There ⁴ _____ a lot of flowers.
 Dr Flowers, yes...what kind of flowers?
 P I ⁵ _____ see – it was a bit dark. And I could hear music – somebody was ⁶ _____ the violin.
 Dr The violin? Go on.
 P And then I ⁷ _____ an owl, a really big owl in a tree...
 Dr How did you ⁸ _____? Were you frightened of it?
 P No, not frightened really, no, but I ⁹ _____ I felt incredibly cold. Especially my feet – they were freezing. And then I ¹⁰ _____.
 Dr Your feet? Mmm, very interesting, very interesting. Were you ¹¹ _____ any shoes?
 P No, no, I wasn't.
 Dr Tell me. Have you ever ¹² _____ this dream before?
 P No, never. So what does it ¹³ _____, Doctor?



d What do you think the patient's dream means? Match five of the things in his dream to interpretations 1–5. Compare with a partner.

You dream...	This means...
<input type="checkbox"/> that you are at a party.	1 you're feeling positive about the future.
<input type="checkbox"/> that you are drinking champagne.	2 you are going to be very busy.
<input type="checkbox"/> about flowers.	3 you want some romance in your life.
<input type="checkbox"/> that somebody is playing the violin.	4 you need to ask an older person for help.
<input type="checkbox"/> about an owl.	5 you'll be successful in the future.



e Listen to Dr Melloni interpreting the patient's dream. Check your answers to d.

f Dr Melloni is now going to explain what picture 6 means. What do you think the meaning could be? Listen and find out.



2 GRAMMAR review of verb forms

- a Look at the sentences below. Which one is the present perfect? Mark it **PP**. Then look at the other sentences. What time do they refer to? Mark them **P** (the past), **PR** (the present), or **F** (the future).

- 1 I was drinking champagne.
- 2 I saw an owl.
- 3 Have you ever had this dream before?
- 4 You're going to meet a lot of people.
- 5 You work in an office.
- 6 Maybe you'll have a meeting with your boss.
- 7 You are feeling positive.
- 8 I'm meeting her tonight.

3 SPEAKING

Revision questionnaire

4 VOCABULARY modifiers

- a Complete the chart with the words from the list.

a bit incredibly not-very quite really very

The room was  _____ dark.

very _____

not very _____

a bit

We use *a bit* before **negative** adjectives and adverbs, e.g. **a bit dark**, **a bit slowly**, and before comparatives, e.g. **a bit better**, **a bit faster**.

- b Listen and check.
- c Complete the sentences with a noun or a verb + *-ing* and *is* or *are*. Compare with a partner.

I think...

_____ a bit boring.

_____ incredibly stressful.

_____ really interesting.

_____ very expensive.

_____ quite difficult.

(I think watching football on TV is a bit boring. And you?)

5 PRONUNCIATION the letters ea

- a How are *ea* and *ear* pronounced in these words? Put them in the correct column.

dream mean really already beach break
breakfast clean clear dear earn easy great
hear idea jeans learn meat near speak
sweater theatre wear weather

 tree	 egg	 train	 chair	 ear	 bird

- b Listen and check. What's the most common pronunciation of a) *ea* and b) *ear*?
- c Listen and write four sentences. Practise saying them.

6 VIDEO LISTENING

- a Watch the film *What do our dreams really mean?* Which of the eight dreams have a good meaning?

- b Watch again. Complete the meaning of each dream.

Dream 1 Something is worrying you, for example a difficult _____ or a difficult situation with a _____ or a colleague.

Dream 2 You're worried about something stressful, like going on a long _____ or giving a _____ in public.

Dream 3 If you aren't doing exams, this could mean that you don't have enough _____ in your _____ to do something.

Dream 4 If you feel in control, it means your life is _____. If you're falling, this means that you're worried about the _____.

Dream 5 If you're feeling happy, it could mean you have very _____ feelings for someone. You're probably in _____.

Dream 6 If you lose control of your car, it means your _____ is out of control. If someone else is driving, they need your _____.

Dream 7 You're having an _____ time in your life and are discovering new _____.

Dream 8 You're worried about taking a different _____ in your life, or you don't have enough _____ to do something.

- c Do you ever have dreams like the ones in the film? Do you think the meanings are true?





UNIT 16

MAKE OR DO?

Verbs often confusing

- a Read the headlines. The same word is missing in each one. What do you think it is?

1 Doing _____ is as good as going to the gym

Adapted from the British press

Doing exercise for 30 minutes a day is good for your health, a new Canadian study has found. The study looked at 130,000 people in 17 countries. Only 3% of the people did 30 minutes of sport a day, like running or swimming. But the researchers found that you don't need to do sport or go to the gym – any form of physical activity is good for you, including housework. Activities like doing the cleaning are really good exercise, so you can stay healthy and have a clean house at the same time.

Adapted from the British press

2 **NEW SPANISH LAW: children must help their parents with _____**

Is it a battle to get your kids to help with housework? Think about moving to live in Spain, where the government has decided that children under the age of 18, both boys and girls, have an obligation to 'participate in family life' – and that includes doing housework. However, they don't say what happens to children who say no when their parents ask them to do something.

Your comments

- 1** **A** Maybe housework is good exercise, but sport is more fun.
- B** My children all do housework – I don't need the government's help.
- C** Great idea. More countries need to do this.
- D** This can't be true. 30 minutes of cleaning and 30 minutes of running are not the same thing.
- E** Nice idea, but impossible in real life.
- F** I hate exercise, but I also hate housework. What can I do?

- b Read the articles and check. Then read the online comments and match A–F to articles 1 or 2. Which comments do you agree with?
- c Look at article 1 again. Which verb goes before *housework*, *sport*, and *the cleaning*?



Housework, *make* or *do*?

1 HOUSEWORK

a Match the verb phrases to the photos.



- clean the floor
- do the ironing /'aɪəniŋ/
- do the shopping
- do the vacuuming /'vækju:miŋ/ (or *hoovering*)
- do the washing
- do the washing-up
- dust the furniture
- 1 lay the table (opposite *clear*)
- load the dishwasher (opposite *unload*)
- make lunch (or dinner)
- make the bed
- pick up dirty clothes (from the floor)
- put away your clothes
- take out the rubbish
- tidy your room

b Listen and check.

c Cover the phrases and look at the photos. Say the phrases.

2 MAKE OR DO?

a Write *make* or *do* next to the photos.

do _____ a course

_____ a mistake

_____ an exam
(an exercise, homework)

_____ a noise

_____ a phone call

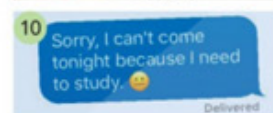
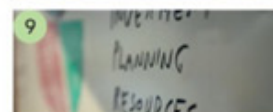
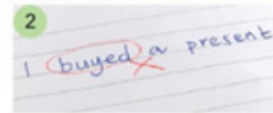
_____ housework

_____ friends

_____ sport (or
exercise)

_____ plans

_____ an excuse
/ɪk'skju:z/



b Listen and check.

c Cover the phrases and look at the photos. Say the phrases.

ACTIVATION Test a partner. **A** say a noun from this page. **B** say the correct verb.



Regular and irregular verbs

COMMON REGULAR VERBS

answer /ˈɑːnsə/	answered /ˈɑːnsəd/
arrive /əˈraɪv/	arrived /əˈraɪvd/
ask /ɑːsk/	asked /ɑːskt/
book /bʊk/	booked /bʊkt/
carry /ˈkæri/	carried /ˈkærid/
change /tʃeɪndʒ/	changed /tʃeɪndʒd/
check in /tʃek ˈɪn/	checked in /tʃekt ˈɪn/
clean /kliːn/	cleaned /kliːnd/
close /kləʊz/	closed /kləʊzd/
cook /kʊk/	cooked /kʊkt/
cry /kraɪ/	cried /kraɪd/
decide /dɪˈsaɪd/	decided /dɪˈsaɪdɪd/
finish /ˈfɪnɪʃ/	finished /ˈfɪnɪʃt/
hate /heɪt/	hated /heɪtɪd/
help /help/	helped /helpɪd/
invite /ɪnˈvaɪt/	invited /ɪnˈvaɪtɪd/
learn /lɜːn/	learned /lɜːnd/
like /laɪk/	liked /laɪkt/
listen /lɪsn/	listened /lɪsnd/
live /lɪv/	lived /lɪvd/
look /lʊk/	looked /lʊkt/
love /lʌv/	loved /lʌvd/
miss /mɪs/	missed /mɪst/
move /muːv/	moved /muːvd/
need /niːd/	needed /ˈniːdɪd/
offer /ˈɒfə/	offered /ˈɒfəd/
open /ˈɒpən/	opened /ˈɒpənd/
pack /pæk/	packed /pækt/
paint /peɪnt/	painted /ˈpeɪntɪd/
park /pɑːk/	parked /pɑːkt/
pass /pɑːs/	passed /pɑːst/
phone /fəʊn/	phoned /fəʊnd/
play /pleɪ/	played /pleɪd/
rain /reɪn/	rained /reɪnd/
relax /rɪˈlæks/	relaxed /rɪˈlækst/
rent /rent/	rented /ˈrentɪd/

snow /snoʊ/	snowed /snoʊd/
start /stɑːt/	started /ˈstɑːtɪd/
stay /steɪ/	stayed /steɪd/
stop /stɒp/	stopped /stɒpt/
study /ˈstʌdi/	studied /ˈstʌdɪd/
talk /tɔːk/	talked /tɔːkt/
travel /ˈtrævl/	travelled /ˈtrævlɪd/
turn /tɜːn/	turned /tɜːnd/
use /juːz/	used /juːzd/
wait /weɪt/	waited /ˈweɪtɪd/
walk /wɔːk/	walked /wɔːkt/
want /wɒnt/	wanted /ˈwɒntɪd/
wash /wɒʃ/	washed /wɒʃd/
watch /wɒtʃ/	watched /wɒtʃt/
work /wɜːk/	worked /wɜːkt/

COMMON IRREGULAR VERBS

be /biː/	was /wɒz/
am /æm/ / is /ɪz/	were /wɜː/
are /ɑː/	bought /bɔːt/
buy /baɪ/	did /dɪd/
do /duː/	got /gɒt/
get /get/	went /went/
go /gəʊ/	had /həd/
have /hæv/	left /left/
leave /liːv/	said /seɪd/
say /seɪ/	saw /sɔː/
see /siː/	sent /sent/
send /send/	sat /sæt/
sit /sɪt/	told /tɔːld/
tell /tel/	wrote /rəʊt/
write /raɪt/	

