global

BEGINNER
coursebook

Kate Pickering & Jackie McAvoy

series author Lindsay Clandfield

MACMILLAN
About Global

Kate Pickering is the director of the Adults' Department at International House, Madrid. There she combines running a large department with her work as a teacher trainer and assessor on Cambridge CELTA and DELTA as well as IH's in-service training programmes. She continues to teach regularly and particularly enjoys working with low level students such as the senior learners she taught while writing Global Beginner and Elementary.

Jackie McAvoy is a teacher, teacher-trainer and educational materials writer. She also produces podcasting material for learners and teachers of English. Jackie has worked in many different countries including Spain, Vietnam and Jordan. Her first published book was Essential Reading for Macmillan Education.

Six things we wanted for global

real lives
international voices
intellectual curiosity
cultural knowledge
a global outlook
a different book

Global Beginner by numbers:

15 units 128 pages 37 texts about people and places from around the world
32 vocabulary sections 27 explanations of English grammar
11 functional language lessons 21 accents from around the world in Global Voices
229 audio clips
30 video clips 150 interactive activities
100s of curious and interesting facts
1. **Name & Address**
   - Introducing yourself
   - Postcode
   - Common English words

2. **Me & You**
   - Countries and nationalities
   - Four women from around the world
   - Interview with Luis Ruiz

3. **Them & Us**
   - 1000 families
   - Family numbers
   - A family photograph

4. **Big & Small**
   - Shopping in numbers
   - A small shop near my house

5. **Work & Play**
   - VSO Describing jobs
   - Sports The Human Race

6. **Day & Night**
   - A day in my life
   - 24/7 services

7. **Places & People**
   - UNESCO World Heritage sites
   - Great Smokey Mountains National Park
   - On safari

8. **In & Out**
   - Eating in, Cuban style
   - Going out in London

9. **Here & There**
   - Living underground
   - 48 hours in Vancouver

10. **Ancient & Modern**
    - Ancient civilizations ...
    - the Khmer & the Maya
    - Cairo

11. **Life & Times**
    - DNA man ... the biography of Francis Crick
    - Around the world in 2004

12. **Question & Answer**
    - The Southern Day frog Tribes
    - The TV series: Tribes

13. **Business & Pleasure**
    - EuroStar in numbers
    - A business trip
    - Moscow A bus tour of Moscow

14. **Arts & Technology**
    - Wall paintings Two paintings
    - One laptop per child

15. **Language & Learning**
    - Jersey A Papua New Guinea language
## Contents

<table>
<thead>
<tr>
<th>Unit</th>
<th>Grammar</th>
<th>Reading and Listening texts</th>
<th>Vocabulary</th>
<th>Speaking, Pronunciation and Functional Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Name</td>
<td>Regular plural nouns (p.17)</td>
<td>Introducing yourself (p.9)</td>
<td>Common English words (p.7)</td>
</tr>
<tr>
<td></td>
<td>Address</td>
<td>What's (p.9)</td>
<td>Numbers 1-10 (p.8)</td>
<td>Numbers 1-10 (p.9)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passicodes (p.9)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Me</td>
<td>Subject pronouns (p.12)</td>
<td>Countries and nationalities (p.12)</td>
<td>Countries and nationalities (p.12)</td>
</tr>
<tr>
<td></td>
<td>You</td>
<td>be (p.13)</td>
<td>Four women from around the world (p.13)</td>
<td>Four women from around the world (p.13)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes / no questions (p.13)</td>
<td>Interview with Luis Ruiz (p.14)</td>
<td>Interview with Luis Ruiz (p.14)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possessive adjectives (1) (p.18)</td>
<td>Asking questions (p.14)</td>
<td>Asking questions (p.14)</td>
</tr>
<tr>
<td>3</td>
<td>Them</td>
<td>Possessive adjectives (2) (p.19)</td>
<td>Families (p.18)</td>
<td>Families (p.19)</td>
</tr>
<tr>
<td></td>
<td>Us</td>
<td>Describing a family (p.19)</td>
<td>Family numbers (p.20)</td>
<td>Family numbers (p.20)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Possession (p.20)</td>
<td>A family photograph (p.21)</td>
<td>A family photograph (p.21)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Questions with be (p.21)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Big</td>
<td>There is / there are (p.25)</td>
<td>Shopping in numbers (p.24)</td>
<td>Shopping in numbers (p.24)</td>
</tr>
<tr>
<td></td>
<td>Small</td>
<td></td>
<td>Describing a hotel (p.25)</td>
<td>Describing a hotel (p.25)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A small shop near my house; adjectives (p.27)</td>
<td>A small shop near my house; adjectives (p.27)</td>
</tr>
<tr>
<td>5</td>
<td>Work</td>
<td>There isn't / there aren't (p.30)</td>
<td>VSO (p.30)</td>
<td>VSO (p.30)</td>
</tr>
<tr>
<td></td>
<td>Play</td>
<td>I/me (p.33)</td>
<td>Talking about sports (p.32)</td>
<td>Talking about sports (p.32)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>The Human Race (p.33)</td>
<td>The Human Race (p.33)</td>
</tr>
<tr>
<td>6</td>
<td>Day</td>
<td>Present simple (p.37)</td>
<td>Daily routine / have and go (p.38)</td>
<td>Daily routine / have and go (p.38)</td>
</tr>
<tr>
<td></td>
<td>Night</td>
<td>Present simple negatives (p.38)</td>
<td>A day in my life (p.37)</td>
<td>A day in my life (p.37)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Service 24/7 (p.39)</td>
<td>Service 24/7 (p.39)</td>
</tr>
<tr>
<td>7</td>
<td>Places</td>
<td>Question words (p.43)</td>
<td>UNESCO World Heritage sites (p.42)</td>
<td>UNESCO World Heritage sites (p.42)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A place you know (p.43)</td>
<td>Great Smoky Mountains National Park (p.43)</td>
<td>Great Smoky Mountains National Park (p.43)</td>
</tr>
<tr>
<td></td>
<td>People</td>
<td>Present simple questions (p.45)</td>
<td>On saiton (p.44)</td>
<td>On saiton (p.44)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>People you know (p.44)</td>
<td>People you know (p.44)</td>
</tr>
<tr>
<td>8</td>
<td>In</td>
<td></td>
<td>Eating in, Cuban style (p.49)</td>
<td>Eating in, Cuban style (p.49)</td>
</tr>
<tr>
<td></td>
<td>Out</td>
<td>Addverb of frequency (p.51)</td>
<td>Time Out (p.50)</td>
<td>Time Out (p.50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Eating out (p.51)</td>
<td>tv classes (p.50)</td>
<td>tv classes (p.50)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Ext = Extend your vocabulary
- Pr = Pronunciation
- Wr = Writing
- Fl = Functional language
<table>
<thead>
<tr>
<th>UNIT 9</th>
<th>UNIT 10</th>
<th>UNIT 11</th>
<th>UNIT 12</th>
<th>UNIT 13</th>
<th>UNIT 14</th>
<th>UNIT 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar</strong></td>
<td><strong>Reading and Listening texts</strong></td>
<td><strong>Vocabulary</strong></td>
<td><strong>Speaking, Pronunciation and Functional language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Here page 54</td>
<td>Prepositions of place (p59)</td>
<td>Living underground (p59)</td>
<td>Giving opinions (p55)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There page 56</td>
<td>Imperatives (p57)</td>
<td>48 hours in Vancouver (p56)</td>
<td>Types of transport (p56)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global reading</strong></td>
<td>&amp;p58</td>
<td>&amp;p58</td>
<td>Sentence stress (p57)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ancient page 60</td>
<td>Was / were (p51)</td>
<td>Ancient civilisations (p60)</td>
<td>Making recommendations (p57)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modern page 62</td>
<td>Was / were negative and questions (p58)</td>
<td>Life in the past (p61)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global guest</strong></td>
<td>&amp;p64</td>
<td>Adjectives (p62)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life</strong> page 66</td>
<td>Past simple (p60)</td>
<td>DNA: fact or fiction? (p66)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Times</strong> page 68</td>
<td>Past simple negative (p60)</td>
<td>Biography of Francis Crick (p65)</td>
<td>Types of transport (p66)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Question</strong> page 72</td>
<td>Past simple questions (p73)</td>
<td>A biography / autobiography (p67)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Answer</strong> Page 74</td>
<td>The Bull Tiger (p73)</td>
<td>&amp;p70</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global reading</strong></td>
<td>&amp;p70</td>
<td>Tribes (p74)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Business</strong> page 78</td>
<td>Present continuous (p70)</td>
<td>The TV series Tribes (p75)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasure page 80</td>
<td>Present continuous and questions (p71)</td>
<td>Moscow (p80)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global guest</strong></td>
<td>&amp;p76</td>
<td>A bus tour of Moscow (p81)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Arts</strong> page 84</td>
<td>Describing nouns (p85)</td>
<td>Global reading</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Technology</strong> Page 86</td>
<td>Can / can’t (p87)</td>
<td>Wild paintings (p88)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong> Page 90</td>
<td>Be going to (future) (p91)</td>
<td>Two paintings (p88)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Learning</strong> page 92</td>
<td>Language review (p92)</td>
<td>Two paintings (p88)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Global reading</strong></td>
<td>&amp;p94</td>
<td>Two paintings (p88)</td>
<td>&amp;p57</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Communication Activities:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student A: (p96)</td>
<td>Additional Material: (p104)</td>
<td>Grammar focus: (p106)</td>
<td>Audioscript: (p120)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student B: (p100)</td>
<td>Phonetic symbols and alphabet: (p105)</td>
<td></td>
<td>Irregular verbs: (p126)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contents 5
**Listening and Speaking**

1. **1.01** Look at the pictures. Listen and underline *Hi* or *Hello*.

2. **1.02** Listen and complete the sentences with cities from the box.
   - Cape Town
   - London
   - Mumbai
   - New York
   - Sydney
   - Toronto

3. **1.03** Listen and underline the letters.
   - a b c d e f g
   - h i j k l m n
   - o p q r s t u
   - v w x y z

4. **1.04** Listen and underline the correct words.
   - Hi, I’m Leslie / Lesley...
   - I’m from Torquay / Tokyo.

5. **1.05** Talk to four students. Write the names and cities of the students.
   - A: Hi, I’m Jan.
   - B: Can you spell that?
   - A: J-A-N.
   - B: I’m from Krakow
   - B: Can you spell that?

6. **1.06** Work in pairs. Read the sentences to your partner.
   - 1 Hi / Hello. I’m Tom. I’m from ...
   - 2 Hi / Hello. I’m Liz. I’m from ...
   - 3 Hi / Hello. I’m Steve.
   - 4 Hi / Hello. I’m Sasha. I’m from ...
   - 5 Hi / Hello. I’m Pam. I’m from ...
   - 6 Hi / Hello. I’m Atul. I’m from ...
Vocabulary and Listening

1. 1.05 Look at the pictures. Listen and repeat the words.

2. 1.06 Read and listen.

A: camera
B: Can you spell that?
A: C-A-M-E-R-A

3. Work in pairs. Spell three words to your partner.

B: turn to page 100. Practise spelling words.

5. 1.07 Listen to the names. Underline the incorrect letters.

Brown
Bull
Clerk

Pronunciation

1 1.08 Listen and tick (✓) the correct column.

<p>| | | |</p>
<table>
<thead>
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<th></th>
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<td>bus</td>
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<tr>
<td>passport</td>
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</table>

Grammar

- a book 10 books
- a bus 2 buses
- a city 5 cities

- to form a regular plural noun add -s, -es or -ies.

Write the plural forms.

a passport 2 passports
1 a coffee 2 ______
2 a phone 2 ______
3 a taxi 2 ______
4 a camera 2 ______

Grammar focus – explanation & more practice of nouns on page 106

Functional language

1 1.09 Listen and put the sentences in the correct order.

1. Hello Tom. I’m Liz. ______
   Nice to meet you, Liz. ______
   Hi. I’m Tom. ______

2. Nice to meet you, Atul. ______
   Hello. I’m Sasha. ______
   Hi Sasha. I’m Atul. ______

2. Say hello to other students in the class.

Useful phrases

- Hello/Hi.
- I’m ...
- Nice to meet you.
Part 2

Functional Language

How are you?

Vocabulary & Listening

Numbers 1-10

Reading & Listening

Postcodes

Grammar

What’s

Writing & Speaking

Filling in a form

Functional Language

1 1.10 Listen and match the conversations to the pictures.
   1 A: How are you?
      B: Fine, thanks. And you?
      A: Great!
   2 A: How are you?
      B: OK. And you?
      A: Not bad.

2 Listen again and repeat.

3 Ask other students in the class How are you?

Useful phrases

- How are you?
- Fine / Great / OK / Not bad.
- And you?

Vocabulary and Listening

1 1.11 Listen and repeat the numbers.

2 Match the numbers with the words.
   a 1 two
   b 2 four
   c 3 one
   d 4 five
   e 5 three
   f 6 eight
   g 7 six
   h 8 ten
   i 9 seven
   j 10 nine

3 1.12 Listen and write the numbers. What’s the missing number? Write the word.
   a 1 2 3 5 four
   b             
   c             
   d             
   e             
   f             

4 Work in pairs. Say five numbers. Your partner writes the numbers.

5 1.13 Listen and match 1-5 to the pictures.

6 Listen again and write the numbers.
Reading and Listening
1. Look at the addresses. Circle the postcodes.

2. 1.14 Listen and correct the postcodes.

3. Read the text about postcodes. Are the sentences true (T) or false (F)?
   1. In Britain the word is *zip* code. ___
   2. In Russia the postcode is a number. ___
   3. S2 67X is an Australian postcode. ___
   4. B6 7TT is a Manchester postcode. ___

Language note: use *an* before a vowel sound: *an address; an Australian postcode*


   B: turn to page 100. Practise saying postcodes.

Grammar

What’s the postcode?
What’s your name?

- use *what’s* (what is) to ask about things

1. Complete the questions with the words in the box.

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<th>address</th>
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<tbody>
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</tbody>
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1. A: What’s your _______?
   B: Paul Jackson.
2. A: What’s your _______?
   B: 01202 67 1150
3. A: What’s your _______?
   B: 2 London Street, Manchester.
4. A: What’s your _______?
   B: M3 6ST

2. 1.15 Listen and check.

Grammar focus - explanation
& more practice of what’s on page 106

Writing and Speaking

Work in pairs. Ask your partner questions to complete the form. Choose A or B.

A: talk about yourself, or

B: Student A: turn to page 96.
   Student B: turn to page 100.

<table>
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<tr>
<th>Name</th>
<th>Address</th>
<th>Postcode</th>
<th>Phone number</th>
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</table>

Useful phrases

- What’s your name / address / postcode / phone number?
- Can you spell that?
- Can you repeat that?
Vocabulary

1 Write the numbers as words in the crossword puzzle.

Across
2 6
3 7
7 2
8 3
9 1
Down
1 9
4 8
5 4
6 5
8 10

2 Find nine words. Use the pictures to help you.

Pronunciation

Tick (✔) the correct column.

<table>
<thead>
<tr>
<th>taxi</th>
<th>phone</th>
<th>café</th>
<th>bank</th>
<th>camera</th>
</tr>
</thead>
</table>

Grammar

1 Match the questions with the answers.

2. Can you spell that? b. 0151 7613 4069
3. What's your postcode? c. Maya Cox
4. What's your address? d. L6 4BY
5. What's your telephone number? e. 5 Hill Road, Liverpool

2 Write your answers to the questions.

What's your name?
What's your address?
What's your postcode?
What's your telephone number?

Listen again

1 Put the words in the correct order.

Tokyo. from I'm I'm from Tokyo.

1. Tom. I'm Hi,
2. Liz. Tom, I'm Hello
3. you, to Liz. meet Nice

2 1.16 Listen and check your answers.

3 1.17 Listen and write the numbers.

1
2
3
4
5
6
7
8
Vocabulary and Listening

1. Complete the key on the map with the words in the box.
   - Spanish
   - Russian
   - Chinese
   - English

2. Complete the sentences.
   Hiroko's from Japan. She's Japanese.
   Lucian is from England. He's ______.
   Maria's from Spain. She's ______.
   Olga and Tatiana are They're ______ from Russia.

3. Complete the table with the nationalities.

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<th>Nationality</th>
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<tr>
<td>Italy</td>
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4. Complete the table with the nationalities.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Italy</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>Brazil</td>
<td>Brazilian</td>
</tr>
<tr>
<td>Egypt</td>
<td>Egyptian</td>
</tr>
<tr>
<td>China</td>
<td>Chinese</td>
</tr>
<tr>
<td>Japan</td>
<td>Japanese</td>
</tr>
<tr>
<td>Portugal</td>
<td>Portuguese</td>
</tr>
<tr>
<td>Britain</td>
<td>British</td>
</tr>
<tr>
<td>Spain</td>
<td>Spanish</td>
</tr>
<tr>
<td>Poland</td>
<td>Polish</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
</tbody>
</table>

5. Complete the sentences with the positive form of "be". Use contractions.

   1. I am Russian.
   2. We are French.
   3. He is Spanish.
   4. You are German.
   5. She is from Egypt.
   6. They are from Tokyo.

6. Complete the sentences.
   She's Japanese.
   Lucian is from England.
   Maria's from Spain.
   Olga and Tatiana are from Russia.

7. Complete the sentences about you.
   I'm from ______. I'm ______.

Grammar

I am / I'm Polish
You are / You're German
She, He, It is / She's / He's Spanish
We are / We're Japanese
They are / They're Russian

I am not / I'm not Russian
She, He, It is not / She isn't Polish
They are not / They aren't Spanish

- am / are / is etc is the verb "be"
- I / you / he etc are subject pronouns
- use subject pronouns before the verb (am, are, is etc)
- use not / n't for the negative
- use contractions (I'm, you're, he's etc) in conversation
Reading and Listening

1. Look at the pictures and read about four language students in London.

2. Three of the women answer these questions. Listen and complete the table with Yes (Y) or No (N).

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you from Europe?</td>
<td>N</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you married?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you a student?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Read the text again. Write the names of women 1, 2 and 3.

Grammar

Are you married? Yes, I am.
Are you students? No, we aren’t.

- Start yes/no questions with the verb be.
- Do not use contractions for positive short answers (Yes, I’m / Yes, we’re).

1. Complete the interview with Elisaveta.
   Interviewer: Are ______ from Europe?
   Elisaveta: Yes, ______ am.
   Interviewer: ______ married?
   Elisaveta: No, ______.
   Interviewer: ______ a student?
   Elisaveta: ______ am.

2. Listen again and check your answers.

Pronunciation and Speaking

1. Listen and repeat.
   ‘Are you married?’ ‘Yes, I am.’
   ‘Are you from Spain?’ ‘No, we aren’t.’


Functional language

1. Put the conversation in the correct order.
   B: You too. Where are you from Cem?
   A: Hi. I’m Cem. ___
   B: Hi Cem, I’m Andrea. ___
   A: I’m Turkish. I’m from Istanbul. And you?
   B: I’m French. I’m from Paris. ___
   B: Hi Cem, I’m Andrea. ___

2. Listen and check.

3. Work in pairs. Write a similar conversation about you.
   A: Hi. I’m ______.
   B: ______.
   A: ______?
   B: ______.
   A: ______ ______?
   B: ______.

4. Close your books. Practise the conversation with your partner.
Part 2

Reading

Interview with Luis Ruiz

Listening

Asking questions

Grammar

Possessive adjectives (1)

Vocabulary

Numbers 11-20

Writing & Speaking

Personal details

Reading

1 Read Interview with Luis Ruiz. Complete the text with the answers from the box.

Yes, it is. This is Rex.
No, I’m not. I’m American.
Yes, I am.
I’m from Miami.

2 1.27 Listen and check.

Listening

1 1.28-1.31 Listen to the conversations 1-4 and match them to the pictures a–d.

2 Listen again and match the sentences to the conversations.

It’s our dog. __________
Oh, they’re my keys! __________
I’m Canadian. __________
Is this your car? __________

Interview with Luis Ruiz

Are you English, Luis?

Where are you from?

Are you a police officer?

Is this your dog?
Grammar

I'm Canadian. They're my keys. Where are you from? What's your name? We're from Lyon. It's our dog.

- I / you / we are subject pronouns
- use subject pronouns before the verb
- my / your / our are possessive adjectives
- use possessive adjectives before a noun

1 Change the subject pronouns to possessive adjectives.

This is (i) ___ my ___ car.
1 A: 'What's (you) ___ postcard?'
   B: 'I don't know.'
2 This is (I) ___ address: 14 Wood Road.
3 We're on holiday. This is (we) ___ hotel.
4 A: 'Is this (you) ___ passport?'
   B: 'Yes, it is.'

2 Complete the sentences with possessive adjectives.

1 'What's ___ phone number, Mr Smith?' 'It's 329901.'
2 We're from Italy. ___ names are Lola and Silvio.
3 I'm Ronald. This is ___ car. It's a French car.
4 'We're the police. What's ___ nationality?' 'I'm French.'

3 ___ 1.32-1.33 Listen and check your answers to exercises 1 and 2.

Grammar focus – explanation & more practice of possessive adjectives on page 106

Vocabulary

1 Complete the words with the letters a e i o u.

11 eleven 16 s_xt_n
12 twelve 17 s_v_nt_n
13 thirteen 18 _ght_n
14 f_rteen 19 n_n_t_n
15 f_fteen 20 twenty

2 ___ 1.34 Listen and repeat.

3 ___ 1.35-1.38 Listen and write the numbers you hear.

What's your address? What's your postcode?
1 ___ Oxford Road. L___ 3PQ
2 ___ King Street. BS___ 5TW
3 ___ b London Road. M___ 1A
4 ___ Park Street. NW___ 4PT

Writing and Speaking

1 Look at picture a on page 14. Put the words in the correct order.

your is car? this number? the What's name? your What's address?
from? are Where you you. OK, thank

2 ___ 1.39 Listen and check.

3 Look at the picture again. Imagine you are in the car. Invent answers to the questions in exercise 1.

4 Work in pairs. Practise the conversation. Then swap roles and repeat.
Warm up

Write the countries in the box next to the correct nationalities.

<table>
<thead>
<tr>
<th>France</th>
<th>Saudi Arabia</th>
<th>Scotland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>United States</td>
<td></td>
</tr>
</tbody>
</table>

American  
Scottish  
French  
Saudi Arabian  
Spanish  

Language focus: question words

Language note:
use what to ask about things
What’s your address?
use where to ask about places
Where are you from?

Complete the questions.
1 ______’s your name?
2 ______ are you from?
3 ______’s your phone number?

Speaking

Ask four students the questions from the Language focus section and complete the table.

<table>
<thead>
<tr>
<th>name?</th>
<th>from?</th>
<th>phone number?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listen again and underline the correct place.

1 Pilar  France  
2 Al-Mutasem  United States  
3 Marc  Scotland  
4 Dorothy  Spain  
5 Mireille  Saudi Arabia  

2 Pilar  Barcelona / Sevilla / Madrid  
2 Al-Mutasem  Riyadh / Jeddah / Dammam  
3 Marc  Lyon / Paris / Marseille  
4 Dorothy  Edinburgh / Glasgow / Alloa  
5 Mireille  Los Angeles / Diamond Bar / San Diego
Vocabulary

1 Complete the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brazil</td>
<td>British</td>
</tr>
<tr>
<td>China</td>
<td>French</td>
</tr>
<tr>
<td>Japan</td>
<td>Polish</td>
</tr>
<tr>
<td>Portugal</td>
<td>Russian</td>
</tr>
<tr>
<td>Spain</td>
<td>American</td>
</tr>
</tbody>
</table>

2 Work with a partner. Look at the stamps. Where are they from?

Grammar

1 Circle the subject pronouns and underline the possessive adjectives.

<table>
<thead>
<tr>
<th>he</th>
<th>I</th>
<th>it</th>
<th>my</th>
<th>our</th>
<th>she</th>
<th>they</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>you</td>
<td>your</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Complete the description with the words in the box.

are are is he's He's his my Our She's

Hi. __My__ (1) name's Tina. This is ____(2) English class. This is Gloria. ___(3) from Argentina. The other students ___(4) from Spain. This is Pedro. ___(5) from Granada. And Carmen and Luis ___(6) from Madrid. ___(7) teacher's name ___(8) Max and ___(9) from Manchester.

3 1.47 Listen and check.

4 Write a description of your class.

Listen again

1 1.48 Listen again to the conversation from page 14. Cross out the words you do not hear.

A: Passport! Hello. What's your name, please?
B: My name's Smith, Jean Smith.
A: And where are you from Ms Smith?
B: I'm Canadian. I'm from Vancouver, British Columbia.
A: OK, thanks.
B: Thank you. Goodbye.

2 Match the words with the same meanings.

1 Hello a Thank you
2 Thanks b Bye
3 Goodbye c Hi

3 1.46 Write nine numbers from 11-20 in the table. Listen and cross out (X) the numbers. When you have nine crosses, say Bingo!

<table>
<thead>
<tr>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Write the missing numbers as words.

1 twelve, ___, fourteen
2 eighteen, ___, twenty
3 fourteen, ___, sixteen
4 seventeen, ___, nineteen
UNIT 3 Them & Us

Part 1
Reading & Vocabulary
1000 Families
Pronunciation
Linking words
Describing a family
Grammar
Possessive adjectives
Writing
Describing a family

Reading and Vocabulary
1 Look at the pictures and read about three families from around the world. Underline the family words.

2 Are these family words male (M) or female (F)? Use the pictures to help you.
   brother M, sister F
   mother F, father M
   husband M, wife F
   daughter F, son M

3 ☞ 1.49 Listen and repeat the words.

4 Read about the families again. Then read sentences 1–5. Which sentence is false?
   1 Tahid and Hama are husband and wife.
   2 Venus and Svetlana are children.
   3 Svetlana and Olga are sisters.
   4 Hama is a father.
   5 Alla and Yakov are parents.

5 Work in pairs. What family words describe you? Tell your partner.
   A: I’m a mother, wife and sister.

Pronunciation
☐ 1.50 Listen and repeat.
   mother and father
   son and daughter
   husband and wife
   brothers and sisters
   parents and children

Language note: some plural nouns are irregular.
   One child, two children
   One person, two people
   One man, two men
   One woman, two women

Speaking
Work in pairs. A: turn to page 96. B: turn to page 100. Describe a family.

These people are from 1000 families by Uwe Ommer. This book has pictures of families from all over the world.

Hi, I’m Svetlana. This is me and my family. This is Alla and Yakov. They’re my mother and father. This is my sister, her name’s Olga.

Hello, I’m Tahid and this is my family. This is my wife, her name’s Hama. This is my daughter, she’s nine. Her name’s Venus. This is my mother.

Hello, my name’s Hong Suk. This is my husband, his name’s Palani. He’s from Malaysia. This is my baby son.

1000 families
Grammar

He's from Malaysia. His name's Palani.  
She's nine. Her name's Venus.  
They're my mother and father. Their names are Alla and Yakov.

• be / she / they are subject pronouns  
• use subject pronouns before the verb  
• his / her / their are possessive adjectives  
• use possessive adjectives before a noun

1 Change the subject pronouns to possessive adjectives.
   1. This is my brother and (he) _______ wife.
   2. This is my sister and her husband, and (they) _______ children.
   3. This is my mother and (she) _______ friend.

2 Complete the sentences with possessive adjectives.
   1. My parents are from Iran. _______ names are Tahid and Hama.
   2. Palani is from Malaysia and _______ wife is from Korea.
   3. Svetlana is Russian. _______ family are from Gorodice.

3 Look at Flore and her family from France. Read the description and underline the correct words.

Writing

1 Work in pairs. Look at Dao and her family from Thailand. Match the names to the family words.

Sawat: brother  
Arthit: father  
Lek: mother  
Bichai: sister

Useful phrases

• I think Lek is her sister.  
• Me too.  
• Really? I think ...

2 Write sentences about Dao and her family. Use the sentences about Flore to help you.

This is Dao, she's 12.

This is Flore, her / she's 11. Her / She's from France. This is his / her family. This is his / her father, he / his name's Thomas. This is his / her mother. This is her brother Didier, his / he's 6.
Part 2
Listening & Speaking
Family numbers
Vocabulary
Family
Grammar
Possession; Questions with be
Speaking
Your family
Reading and Listening
A family photograph
Functional language
Introducing people

Listening and Speaking

1. Read the information about families around the world.

A typical family unit in South Africa is four people. In Sweden it's two. In Gambia a typical family has eight people.

2. 1.51-1.55 Listen to five people. Write the numbers of people in their family.

1. Louise from Australia
2. Sulayman from Gambia
3. Torsten from Germany
4. Noriko from Japan
5. Hasna from Morocco

Language note: use How many to ask about numbers.

How many people are in your family?

3. Ask other students in the class about the number of people in their family.

A: How many people are in your family?
B: Six. And you?

Vocabulary

1. 1.56 Listen again to Hasna. Circle the words you hear.

brother daughter father husband mother niece sister son wife

2. 1.57 Listen and repeat the words in the family tree.

my grandmother  —  my grandfather

my aunt  —  my uncle  —  my mother  —  my father

my brother-in-law  —  my sister

me

my niece  —  my nephew

Grammar

my sister's daughter
my husband's family

Use 's to talk about possession

1. Match the descriptions to the family words.

my mother's mother
my aunt
my brother-in-law
my cousin
my grandmother
my nephew

my sister's husband
my sister
my sister's son
my aunt's daughter

2. Write a definition (or definitions) for these family words.

my niece = my brother's daughter / my sister's daughter

my sister-in-law
my grandfather
my uncle
my mother-in-law
my nephew

Grammar focus - explanation & more practice of possession on page 108

Speaking

Write the names of four people in your family. Work in pairs. Ask questions about your partner's names.

A: Who's Jochen?
B: He's my grandfather.
A: Who's Christine?
B: She's my brother's wife.
Reading and Listening

1 Read and listen to a conversation about the picture. Write the names James (J) and Lucy (L) next to the people in the photo.

2 Are the sentences true (T) or false (F)?
   1 James is in Sydney. __
   2 James is married. __
   3 Christopher is in London. __
   4 Christopher is James's brother __
   5 Lucy is Christopher's wife. __

Grammar

Is he married? Yes, he is.
Are they married? No, they aren't

- start yes/no questions with the verb be
- do not use contractions for positive short answers (Yes, she's / Yes, they're)

1 Put the words in the correct order to make questions.

Christopher / is / in Sydney?
Is Christopher in Sydney?
   1 at a party? / the family / is
   2 James / in London? / is
   3 in Sydney? / James and Lucy / are
   4 Lucy / married? / are / Christopher / and

2 Write short answers to the questions in exercise 1.

Is Christopher in Sydney? No, he isn't.

3 Read the conversation about this photograph. Underline the correct words.

A: OK. So who's this?
B: That's my sister Clare and her husband Jed.
A: Jed is / Is Jed English?
B: No, he isn't / he not. He's Irish.
A: And are this / is this their daughter?
B: No, that's our cousin Danielle.
A: Are / Are they here in Manchester?
B: No, they aren't / isn't. They're in Dublin.

4 Listen and check.

Grammar focus - explanation & more practice of questions with be on page 108

Functional language

1 Complete the conversations with the words in the box.

brother from Hi is you

1 A: Juliet, this _____ Nigel. He's _____ Canada.
   B: Hello Nigel. Nice to meet _____.
2 A: Naomi, this is my _____ Lee.
   B: _____ Lee.
3 Work in pairs. Practise the conversations.
4 Introduce your partner to other students in the class.
1 Look at this information about Isabella Cerase. Where is it from?
   a A newspaper   b A magazine
   c A website     d A book

Isabella Cerase

About me
Hi! My name’s Isabella.
I’m 24. I’m Italian, I’m from Rome. Now I’m in London with my brothers and a friend.

Isabella’s friends

<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Location/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Fernandez</td>
<td>Spain</td>
<td>Maria is with her family.</td>
</tr>
<tr>
<td>Maciej Królak</td>
<td>Poland</td>
<td>Maciej is 19 today!</td>
</tr>
<tr>
<td>Eva Emillina</td>
<td>Italy</td>
<td>Eva is in Milan.</td>
</tr>
<tr>
<td>Luigi Cerase</td>
<td>Italy</td>
<td>Luigi is in Oxford Street, London.</td>
</tr>
<tr>
<td>Brigitte Bouzain</td>
<td>France</td>
<td>Brigitte is at a birthday party.</td>
</tr>
<tr>
<td>Paolo Cerase</td>
<td>Italy</td>
<td>Paulo is with Isabella in England.</td>
</tr>
<tr>
<td>Ana Perez</td>
<td>Spain</td>
<td>Ana is in a café.</td>
</tr>
<tr>
<td>Sandra Brown</td>
<td>UK</td>
<td>Sandra is with Isabella!</td>
</tr>
<tr>
<td>Gianpiero Todaro</td>
<td>Italy</td>
<td>Gianpiero is with his uncle.</td>
</tr>
</tbody>
</table>

2 Read the information. Are the sentences true (T) or false (F)?
1 Isabella is from Italy.  
2 She’s from Milan.  
3 Her brothers’ names are Luigi and Gianpiero.  
4 She’s in Rome.  
5 Maciej is Polish.  
6 Sandra is in London with three people.  
7 Four friends are with family members.  

3 Look at the About me paragraph. Write a true paragraph about you.
Hi! My name’s...
Global review

Vocabulary

1 Write three more words in each group.

<table>
<thead>
<tr>
<th>female family members</th>
<th>male family members</th>
<th>grand</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>son</td>
<td>grandmother</td>
</tr>
<tr>
<td>aunt</td>
<td>husband</td>
<td>grandchildren</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Work in pairs. What is the answer to this question? ‘This person is my father's son but he's not my brother. Who is it?’

a my uncle  b my sister  c me

Grammar

1 Underline the correct word.
1 I / My am married.
2 I / My sister's name is Jill.
3 She / Her husband's name is Andy.
4 He / His is from Jamaica.
5 They / Their children are ten and six.

2 Write five sentences about your family. Write four true sentences and one false sentence. Work in pairs. Read your sentences to your partner. Your partner guesses which sentence is false.

Listen again

1 Read and listen to the conversation from page 21. Who do the words in bold refer to?
1 he = James
A: This is my family at my sister's birthday party in London. This is me and this is my brother James.
B: OK - is (1) he married?
A: Yes, he is. (2) His wife isn't in the photo. She's in Australia.
B: Oh right. Is she Australian?
A: No she isn't. She's English. (3) She's a student in Sydney.
B: And who's this?
A: Oh, that's Christopher, my other brother. And that's Lucy.
B: Are (4) they married?
A: No, they aren't. Christopher's single and Lucy's our cousin.

2 Read the second conversation from page 21. Replace the words in bold with be, our, they or their.
A: OK. So who's this?
B: That's my sister Clare and her husband Jed.
A: Is Jed English?
B: No, Jed isn't Jed's Irish.
A: And is this Jed and Clare's daughter?
B: No, that's my and Clare's cousin Danielle.
A: Are Jed, Clare and Danielle here in Manchester?
B: No, they aren't. They're in Dublin.

3 Listen and check.
**Vocabulary**

1. Write the words in the box with the numbers.

   sixty  forty  ninety  seventy
   eighty  thirty  twenty  fifty  hundred

   20  twenty  70
   30  80
   40  90
   50  100
   60

2. 1.68 Listen, check and repeat.

3. Write the words for the numbers.

   50  fifty  7  seven  \(\rightarrow\) 57  fifty-seven
   30  9  \(\rightarrow\) 39
   60  1  \(\rightarrow\) 61
   24
   82
   33

4. Match the numbers with the words.

   23  forty-six
   46  ninety-eight
   89  sixty-four
   32  eighty-nine
   64  thirty-two
   98  twenty-three

5. 1.64 Listen and write the numbers you hear as words.

   1  forty-two
   3
   2
   4

---

**Vocabulary and Reading**

1. 1.65 Look at the pictures of places in a town. Listen and repeat the words.

2. Is there a big shopping mall in your town?

3. Read about a shopping mall on page 25. Complete the text with the numbers.

   Language note:
   - one
   - two
   - many

4. 1.66 Listen and check.
Shopping in Numbers

There are shopping malls everywhere from Algeria to Zambia but they’re not just for shopping.

48 restaurants

4 cinemas

11 shops

6 floors

11 screens

“In this mall there are ______ floors for shopping and a big car park with ______ floors for cars. There are many interesting shops and there’s a big supermarket. But it’s not just for shopping: there are ______ restaurants and a cinema with ______ screens.”

1 Read the sentences about a shopping mall. Decide which four sentences are incorrect. Then correct them.

There’s four restaurants. ✗
There are four restaurants. ✓
1 There’s two floors.
2 There are one cinema.
3 There’s six floors for shopping.
4 There is a big car park for eighty cars.
5 There are two supermarkets.
6 There’s many people.

2 Underline the correct words.
1 Is there / Are there any restaurants?
2 Is there / Are there a bank?
3 Is there / Are there a supermarket?
4 Is there / Are there a car park?
5 Is there / Are there any cinemas?

Grammar focus – explanation & more practice of there is and there are on page 108

Pronunciation and Speaking

1 Listen to how the underlined sound is pronounced. Repeat the sentences.
1 There’s a cinema.
2 Is there a bank?
3 It’s busy on Saturday.

2 Work in pairs. A: turn to page 96. B: turn to page 100. Talk about two other shopping malls.

Writing

1 Look at this information about the Allstar Hotel. Write some sentences. Use the text about the shopping mall to help you.

- 20 floors
- 4 restaurants
- 2 cafés
- 25 shops
- one bank
- one big car park for 60 cars

In the Allstar Hotel there are twenty floors …
Part 2

Vocabulary & Speaking
Prices
Functional language
In a shop
Reading & Vocabulary
A small shop near my house: adjectives
Writing & Speaking
A shop near your house

Vocabulary and Speaking

1. Listen and repeat the prices.
$4.50 £3.90 €10.99 £75.42 $25

Language note: $ = dollar, £ = pound, € = euro

2. Listen to the conversations and circle the price you hear.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>£24</td>
<td>£42</td>
<td>£25</td>
</tr>
<tr>
<td>2</td>
<td>$19</td>
<td>$90</td>
<td>$99</td>
</tr>
<tr>
<td>3</td>
<td>€13.30</td>
<td>€3.30</td>
<td>€1.30</td>
</tr>
<tr>
<td>4</td>
<td>$7.49</td>
<td>$6.49</td>
<td>$6.90</td>
</tr>
</tbody>
</table>

3. Write four prices. Work in pairs. Say the prices to your partner. Your partner writes the prices. Then swap roles and repeat.


A: How much is the cola?
B: It’s $1.

5. Compare the prices with your country. Are they cheap, expensive or the same?

A: The magazine is $3.00. In my country that’s about 39 pesos. That’s expensive!
B: Oh, for me it’s cheap.

Functional language

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

             Thank you  Bye  How much is  Hello

Shop Assistant: ________
Customer: Hi, ________ the magazine?
Shop Assistant: $3.00, please.
Customer: Here you are. Thanks.
Shop Assistant: ________ Goodbye.
Customer: ________

2. Listen and check.

3. Work in pairs. Practise the conversation.

4. Work in pairs. Look at the pictures and prices again. Make a similar conversation.

Useful phrases:

• How much is ...?
• Here you are.
• Thank you.
Reading and Vocabulary
1 1.71-1.74 Read and listen to four people talking about a shop near their house. Match 1-4 to the pictures a-d.

2 Look at the pairs of opposite adjectives. Complete the words with the adjectives in bold from the text.

3 1.75 Listen, check and repeat.

4 Underline the adjectives you can use to describe the nouns.

city: big closed old
1 student: good friendly expensive
2 café: open small unfriendly
3 book: boring closed new
4 holiday: boring cheap closed
5 grandfather: old expensive interesting

Writing and Speaking
1 Think about a small shop near your house. Make some notes.
name of the shop: 
adjectives to describe the shop:

2 Write a short description about the shop. Use the descriptions about the four shops to help you.

3 Work in small groups. Tell the other students about your shop.
1 Work in pairs. Look at the picture and say what you can see. How many sentences can you say?
There is a cinema.
The camera is £89.

2 1.76 Work in pairs. Listen and answer the questions.
Vocabulary
1 Write the name of the places under the pictures.

2 Write eight more numbers in the table. Work in pairs and read the numbers to your partner.

| 63 |
|----|----|----|
| 63 |

3 Listen and write your partner's numbers here.

| 63 |
|----|----|----|
| 63 |

4 Work in pairs. Say a number from 11 to 99. Your partner says the opposite.
A: 23   B: 32
A: 45   B: 54

5 Put the tiles in the correct order to make adjectives.

L  AL  SM

| L |
|----|----|----|
| L |

AL  SM

| AL |
|----|----|----|
| AL |

SM

| SM |
|----|----|----|
| SM |

OS  ED  CL

| OS |
|----|----|----|
| OS |

EA  P  CH

| EA |
|----|----|----|
| EA |

PE  IV  NS  E  EX

| PE |
|----|----|----|----|----|
| PE |

IE  LY  FR  ND

| IE |
|----|----|----|----|----|
| IE |

TE  ING  IN  RE  ST

| TE |
|----|----|----|----|----|
| TE |

Grammar
Tick (✓) the correct sentence or question.

a There's a shopping mall. ✓

b There a shopping mall.

1 a There are 85 shops in the mall.  
   b There's 85 shops in the mall.

2 a There's many people shopping on Saturdays.  
   b There are many people shopping on Saturdays.

3 a Is there two or three bookshops?  
   b Are there two or three bookshops?

4 a Is there a car park?  
   b Are there a car park?

Listen again
1 Listen to the speakers from page 27. Complete the sentences with the adjectives in the box.
expensive  friendly  good  interesting  open  small

1 There's a bakery near my house. The bread is very ______ and the people are ______.

2 The shop near my house is very small but there are lots of things to buy. It's ______ 17 hours a day from 6:00am to 11:00pm.

3 Bob's News is a ______ shop in my street. There are lots of newspapers and magazines. There are other things too – Coke*, milk and chocolate.

4 There's a small bookshop near my house. There are many ______ old books in the shop. It isn't an ______ shop; the books are cheap.

2 Listen again and check.

3 Look at A small shop near my house again on page 27. Choose one of the speakers and practice reading what they say.
Reading

1 Read the introduction to the text about VSO in the information box on page 31. Then look at the pictures of VSO volunteers and complete the sentences with the words in the box.

- school
- farm
- hospital

2 2.01 Listen and read more about VSO. Choose the best title for the text.
- VSO – an International Organisation
- Working for VSO
- The History of VSO

3 Are the following sentences true (T) or false (F)?
1 VSO is an American organisation. ___
2 Many volunteers work in Africa and Asia. ___
3 There are volunteers in North Africa. ___
4 Guyana is a South Asian country. ___
5 There isn’t a lot of time for fun. ___

4 Do you think working for VSO is interesting? Why?
Yes, because ...
No, because ...

Useful language

- boring
- busy
- difficult
- easy
- friendly
- fun

Grammar

There isn’t a lot of money for volunteers.
There aren’t any volunteers in North Africa.

- use there isn’t with singular nouns
- use there aren’t with plural nouns
- use any after there aren’t

1 Underline the correct words.
1 There isn’t / aren’t any volunteers in Brazil.
2 There isn’t / aren’t a VSO office in Egypt.
3 There isn’t / aren’t any volunteers who are seventeen years old.
4 There isn’t / aren’t any volunteers on farms.

2 Complete the sentences with There isn’t or There aren’t.
1 ________ any volunteers in my country.
2 ________ a teacher in the classroom.
3 ________ any friendly students here.
4 ________ a school café for the students.

3 Are the sentences in exercise 2 true or false for you?

Grammar focus – explanation & more practice of there isn’t and there aren’t on page 110

Listening

1 2.02–2.07 Listen to six people talking about their jobs. How many people work for VSO?

2 Listen again and match the names to the sentences.

Jim — I work outdoors, it’s easy / difficult.
David — I work in a hospital, it’s quiet / busy.
Ingrid — I work in a shop, it’s boring / interesting.
Maria — I work in an office, the people are friendly / unfriendly.
Richard — I work in a restaurant, it’s quiet / busy.
Julie — I work in a school, it’s boring / interesting.

3 Listen again and underline the correct words.

Language note: use I work... to talk about your job.
I work in a restaurant / outdoors.
Vocabulary and Speaking

1 Turn to page 104 and match the jobs to the pictures.

2 Look at the table. Choose one of the tasks below.

A Tick (✔) the sentence which is true for you.

B Choose a job from page 104. This is your job. Tick (✔) the true sentence.

<table>
<thead>
<tr>
<th>I work …</th>
<th>you</th>
</tr>
</thead>
<tbody>
<tr>
<td>in a school</td>
<td></td>
</tr>
<tr>
<td>in an office</td>
<td></td>
</tr>
<tr>
<td>in a shop</td>
<td></td>
</tr>
<tr>
<td>in a restaurant</td>
<td></td>
</tr>
<tr>
<td>outdoors</td>
<td></td>
</tr>
<tr>
<td>at home</td>
<td></td>
</tr>
<tr>
<td>...</td>
<td></td>
</tr>
</tbody>
</table>

I’m a student
I’m unemployed
I’m retired

Language note: someone who is unemployed does not have a job. Someone who is retired does not have a job because they are over 60 or 65 years old.

3 Speak to five other people in the class and make a note of their answers.
A: I work in a shop. And you?
B: I’m a student.

4 Are these sentences true (T) or false (F)?
In my group …
- three people work in an office. __________
- two people are unemployed. __________
- one person is a student. __________
- nobody is retired. __________
Vocabulary and Speaking

1. Write the missing vowels (a, e, i, o, u) to complete the names of the sports.

2. **2.08** Listen and repeat the sports.

   A: I think number one is swimming. What do you think?
   B: I think it's basketball.

4. **2.09** Listen and check.

5. Work in pairs. Ask and answer the questions.
   - Which sports are popular in your country?
   - Which sports are not popular?
   - Is there a national sport?

National sports of the world

Listening

1. Do you like the sports in Vocabulary and Speaking exercise 1? Write +++ (I love it), ++ (I like it), + (it's OK) or x (I don't like it) in the boxes.

2. **2.10** Listen to two people talking about some sports. Tick (✓) the table.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Man</th>
<th>Woman</th>
<th>++ (I love it)</th>
<th>+ (it's OK)</th>
<th>x (I don't like it)</th>
</tr>
</thead>
<tbody>
<tr>
<td>football</td>
<td></td>
<td><strong>✓</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Man</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Woman</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Listen again and put the conversation in the correct order.

No, I don't. _

Really? I love it. _

Do you like football? _

Well, it's OK. _

What about swimming, Steve? Do you like swimming? _

Yes, I do. And you? _
Grammar and Pronunciation

Do you like football?
Yes, I do. / No, I don't.

- start questions with the auxiliary verb do
- use do for short answers, not the main verb (Yes, I like)

1 Underline the correct words.
A: Do you like / like basketball?
B: Yes, I do / don't. It's a very popular sport in my country. In Argentina we love all ball sports – football, tennis, basketball.
Like you / Do you like basketball?
A: No, I don't / I don't like. It's boring. I do like / I like running.

2 Write words to complete the questions.
Do you like tennis, (a sport)?
1 Do you like ______ (a sport)?
2 Do you like ______ (a sportsman or sportswoman)?
3 Do you like ______ (a nationality) restaurants?
4 Do you like ______ (an actor)?

3 Write your answers to the questions.
Do you like tennis? No, I don't

4 \*2.11 Read and listen to these sentences from the Listening on page 32. Notice how the words connect.
Do you like football?
Yes, I do.
Do you like swimming?
No, I don't.

5 Listen again and repeat.

6 Work in pairs. Ask and answer questions 1–4 from exercise 2. Remember to connect the words. Use short answers.
A: Do you like tennis?
B: Yes, I do.

Grammar focus – explanation & more practice of like on page 110

Reading and Speaking

1 Work in pairs. Do you like running? Ask your partner.

2 Look at the picture of a race and read the information. Then answer the questions.
1 What's the name of the race?
2 Where is it?
3 How many kilometres is the race?
4 What's special about this race?


4 Work in pairs. Are there any important races in your town or country? Tell your partner.
Warm up

1 2.12 Listen and repeat the names of the sports in the pictures.

2 Look at the sports in the box.

basketball capoeira dancing football golf
judo motorbike racing running ski-jumping
swimming tennis

Find sports you ...
• play with a ball.
• normally do indoors.
• normally do with one other person.
• do alone.

Language focus: questions

Language note: for questions starting with do we normally give yes / no answers. For Wh questions (Where, What etc) we give information in the answer.

Do you like sport? Yes, I do.
What’s your favourite sport? My favourite sport is golf.

Underline the correct answer for each question.

1 A: Do you like sport?
   B: My favourite? Cricket. / Yes, it’s OK.

2 A: What’s your favourite type of music?
   B: I love it. / Opera – I love opera.

3 A: Do you like the cinema?
   B: Well, yes, but not too much. / I like Titanic.

4 A: What’s your favourite food?
   B: No, I don’t. / Chinese food.

5 A: Do you like Italian restaurants?
   B: Yes, I do, they’re great. / My favourite is pizza.

Listening

1 2.13–2.17 Listen to five people answer the questions Do you like sport? and What’s your favourite sport? Write the speaker’s number next to the phrases.
   a Not football. —
   b Well, I mean, yes, quite a bit, not too much, but yes. —
   c I do like sport, but not too much. —
   d Yes, I do. —
   e I love sports. —

2 Listen again and write the speakers’ favourite sports from the list in Warm up exercise 2.
   1 Mireille, US —
   2 Christina, Germany —
   3 Francesco, Italy —
   4 Jolanta, Poland —
   5 Eva, Switzerland —

Speaking

Work in pairs. Ask and answer the questions from the Language focus section.
Vocabulary

1 Write six places where people work in the crossword puzzle. Use the pictures to help you.

2 Complete the words.
A person over 65 who doesn’t work is an _________.
A person who doesn’t have a job is a _________.

3 Put the letters in the correct order to spell six sports.
1 laebshblk  4 tekrece
2 snetin           5 nsimgiwrm
3 folatobl       6 nungimn

Grammar

1 Read a teacher’s description of her school. Complete the sentences with there’s, there are, there isn’t or there aren’t.

‘I work in a school, it’s a small school. ________ one head teacher and ________ 5 teachers. It’s a school for girls. ________ 80 girls in the school. The girls are from 5 to 11 years old. ________ any boys. I like my job, ________ a boring day – every day is busy and interesting!’

2 Look at the table. Write five more sentences.

<table>
<thead>
<tr>
<th>Sport</th>
<th>++ I love it</th>
<th>++ I like it</th>
<th>+ It’s OK</th>
<th>* I don’t like it</th>
</tr>
</thead>
<tbody>
<tr>
<td>tennis</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>swimming</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cricket</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>football</td>
<td>Y</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1 I love tennis. 5 You like tennis.
2 I think swimming is OK. 6 You ________.
3 ________ cricket. 7 ________.
4 ________.

3 Underline the correct answer.
1 Do you like tennis? Yes, I like / do.
2 Do you like cricket? Yes, I love it / I do like.
3 Do you like swimming? Is OK / It’s OK.
4 Do you like football? No, I don’t / not like.

Writing

1 Complete the sentences with information about yourself.

Hello, my name’s ________, I’m from ________.
I work ________. I’m ________.
In my country the national sport is ________.
I like ________ but I don’t like ________.

Listen again

1 2.18 Read and listen to these sentences from the Listening on page 30. Notice how the words link together.
I work in a shop, it’s a small shop.
It’s open every day.
It’s OK, but it’s a bit boring.

2 Repeat the sentences. Remember to link the words.

3 Read these phrases from the listening and decide which words link together.
I work outdoors on a farm.
It’s a good job, but it’s a difficult job too.

4 2.19 Listen and check. Repeat the sentences.
Functional language

1 Match the times to the clocks.
   1 six twenty  [11:30]  
   2 five thirty-five  [07:05]  
   3 eleven thirty  [05:35]  
   4 three o'clock  [04:45]  
   5 seven oh-five  [03:00]  
   6 four forty-five  [06:20]  

2 2.20-2.23 Listen and write the times you hear.
   1  
   2  
   3  
   4  

3 2.24 Listen again to number 4. Put the lines in the correct order.
   B: Let's see – it's two thirty. —
   A: OK. Thank you. —
   A: Excuse me. What's the time? —
   A: Sorry? —
   B: Two thirty. —

4 Work in pairs. Practise similar conversations.

Listening and Vocabulary

1 2.25 Look at the pictures and times. Listen and tick (√) the correct times.

2 Listen again and correct the incorrect times.

3 Listen again and complete the expressions with have or go.
   1 ______ a shower  5 ______ to the gym
   2 ______ breakfast  6 ______ home
   3 ______ to work  7 ______ dinner
   4 ______ lunch  8 ______ to bed

Language note: use at to talk about time. Use at about when a time is not exact.
I go to work at 7.
I go to work at about 7. (6.50-7.10)

4 What time do you do the things in exercise 3? Write some sentences.
I have a shower at 7.30

5 2.26 Listen and repeat the conversation.
   A: What time do you have breakfast?
   B: At about 8.00.

6 Work in pairs. Ask your partner What time do you have a shower? Write your partner's answers.
   A: What time do you have a shower?
   B: At 7.30.
   shower – 7.30
A day in my life

Nelson is an engineer in Malawi. Linda is an office worker in England. Read about a typical day in their lives.

Nelson is an engineer. He works in an office in Lilongwe, the capital of Malawi. His day starts early – he has breakfast at about five thirty. He goes to work at seven o’clock and starts work at seven thirty. He has lunch at twelve thirty and goes home at five o’clock. After that he has dinner – at about six o’clock. He watches television and goes to bed at ten o’clock.

Linda works in an office in Leeds, England. She has breakfast with her husband and children at seven thirty and goes to work at eight fifteen. She starts work at nine o’clock. She has lunch at twelve thirty. She finishes work at three thirty and then she goes to her children’s school. After that they go home – at about four fifteen. They have dinner at six o’clock. Linda and her husband go to bed at eleven thirty.

Reading
1 Work in pairs. Read the introduction to A day in my life. Student A, read about Nelson. Student B, read about Linda. Then complete the times in the table for Nelson or Linda.

<table>
<thead>
<tr>
<th>He/she ...</th>
<th>Nelson</th>
<th>Linda</th>
</tr>
</thead>
<tbody>
<tr>
<td>has / goes breakfast at</td>
<td>5.30</td>
<td></td>
</tr>
<tr>
<td>has / goes to work at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has / goes lunch at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has / goes home at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has / goes dinner at</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has / goes to bed at</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Underline the correct word has or goes for each phrase in the table.

3 Work in pairs. Tell your partner about Nelson or Linda. Listen to your partner and complete the table. What’s the same? What’s different?
A: Nelson has breakfast at 5.30 – and Linda?
B: Linda has breakfast at 7.30. That’s different.

Grammar

I have a shower at 7.00.
He watches television.
She starts work at 9.00.

• we use the present simple to say what we do every day
• after I / you / we / they the verb form is usually the same as the infinitive
• after be / she / it the verb usually ends in -s or -es

1 Write the correct form of the verb.
She goes (go) to work at 8.30.
1 I ______ (have) a shower at 8.00.
2 He ______ (work) in a hospital.
3 You ______ (start) work at 9.30.
4 She ______ (have) a coffee at work.
5 We ______ (finish) lunch at 1.30.
6 The class ______ (start) at 7.30.
7 They ______ (go) home at 5.45.

Writing
1 Look at the words in bold in the texts about Nelson and Linda.

Language note: use and to connect two ideas. Use then or after that to say what happens next.
He goes to work at 7.00 and starts at 7.30. She finishes work and then she goes to her children’s school.

2 Think of a friend or someone in your family. Write about a typical day in their life. Use and, then and after that.

3 Work in pairs. Compare your description with your partner’s. Is it the same or different?
**Vocabulary and Pronunciation**

1. Look at the diagram showing another way of telling the time. Then tick (✓) the correct times below.

   1. half past two ✓
   2. a quarter past six
   3. five to eight
   4. four o'clock
   5. a quarter to nine
   6. two o'clock
   7. ten past ten
   8. ten to eleven

2. Correct the incorrect times in exercise 1.

   2. a quarter to seven

3. 2.27 Listen and repeat the correct times in exercise 1. Listen for the stress.

   1. half past two


   A: It's a quarter past two.
   B: It's two fifteen.

---

**Speaking and Vocabulary**

1. Look at the pictures. What times are morning, afternoon, evening and night for you? Work in pairs. Compare your ideas with your partner.

   For me morning is 4.00am to 12.00pm. Really? For me morning is...

   Language note: am means in the morning, pm means in the afternoon or evening.

   I get up at 7.00am. I go to bed at 11.00pm

2. Work in groups. What's your favourite time of day? Tell your group.

   My favourite time of the day is the morning, at about six o'clock.

---

**Extend your Vocabulary**

good + time of day

Use good morning / afternoon / evening to say hello to someone politely.

Use goodnight to say goodbye to someone before you go to bed.

Complete the sentences with good morning, good afternoon, good evening or goodnight.

1. _______. It's 3.00pm and this is the BBC news.
2. I'm very tired, it's time for bed. _______.
3. _______. Tea or coffee for breakfast?
4. _______. sir – here's your table for dinner.
Reading and Listening
1. Complete the sentence with the words in the box.
   day days hours week
   24/7 means 24 ____ a ____, 7 ____ a _____.

2. Read the text about 24/7 services.
   Find ...
   • three jobs.
   • three places where people work.
   • three expressions that mean 24/7.

3. Look at the pictures and listen to four people talking about 24/7 services. Number the pictures in the order you hear them.

Grammar

A taxi driver doesn't have a nine to five job. People don't have time to shop. I don't have time to phone in the day.

- use don't or doesn't before the verb to make the present simple negative
- use don't (do not) after I / you / we / they
- use doesn't (does not) after he / she
- use the infinitive form of the main verb (have, work, etc)

1. Complete the sentences from the Reading and Listening with the negative form of the verb.
   I don't have (have) time to phone in the day and at night it isn't so expensive.
   1. My wife ____ (like) it because I work all night.
   2. I ____ (work) normal hours.
   3. I like my job, but we ____ (have) time to see other people.
   4. My supermarket ____ (close) at night.
   5. You ____ (spend) hours in the shop.

2. Listen and check.

3. Write some sentences about you. Use positive and negative forms of the verb.

Functional language

1. Listen again to speaker 4 from Reading and Listening exercise 3. Write the missing word.
   24 hour shopping? I think it's _____.

2. Look at more words we use to give an opinion. Match them to the symbols.
   bad fantastic good great
   OK terrible

   I think it's ...
   +++ great ______
   ++ ______
   + ______
   x ______
   x x ______

1. Look at this page from a website. Choose the best way to complete each sentence.
   a. People use this website...
      - to write to friends
      - to get answers to a question
   b. The people who answer are...
      - normal people
      - experts

2. Read Jan's question and the answers. Who has a good answer? Complete the answer ratings. Use one to five stars (⭐).

3. Work in pairs. Compare your answer ratings with your partner. Do you agree?
   A: What do you think about Mr X's answer?
   B: I have 2 stars.
   A: Me too. I really? I have...

4. Here are Jan's comments on each answer. They aren't in the correct order. Write her comments under the correct answers.
   - Well that's a very good thing. Thanks!
   - No problem Roger! That's OK.
   - Hi! Lots of information here. Thank you.
   - Me too! I love my bed.
   - That's very interesting, Pete. Now I understand about the different countries.
   - I know. That's a problem for me too.

---

Ask Global.com

Jan 25 Oct 10.15am
Q: The clocks go back one hour tonight in my country. Which other countries do this, and why?

Roger 25 Oct 10.25am
A: People in Europe, North America and parts of South America and Australia change their clocks. They don't change their clocks in tropical countries.

Answer rating: ⭐⭐⭐⭐⭐

Jan:
Thanks Roger. That's interesting. Do you know why?

Mr X 25 Oct 10.27am
A: I love it! We have an extra hour in bed.

Answer rating: 

Jan:

Roger 25 Oct 10.42am
A: Sorry Jan, I don't know!

Answer rating: 

Jan:

Ruth 25 Oct 10.56am
A: I hate it. I don't know how to program my DVD.

Answer rating: 

Jan:

Pete 25 Oct 11.19am
A: In tropical countries next to the Equator, day and night are 12 hours all year. In Britain, day and night change at different times of year. When we change our clocks we have more hours of light in the day.

Answer rating: 

Jan:

Maxie 25 Oct 12.10pm
A: Hi Jan!
   Where? Lots of countries.
   Who? Benjamin Franklin.

Answer rating: 

Jan:

Lily from London 25 Oct 2.46pm
A: Fantastic answers from Roger and Maxie. Another interesting thing: when we change the clocks the number of traffic accidents goes down because there's more light.

Answer rating: 

Jan:
Vocabulary

1. Draw the times on the clocks.

three o'clock
1. a quarter to twelve
2. half past ten
3. nine forty-five
4. a quarter past seven
5. six fifteen
6. twelve o'clock

2. Match the times.
1. half past two
2. a quarter past eleven
3. ten to four
4. twenty-five past six
5. twenty-five to seven
6. a quarter to ten
7. 6.25
8. 6.35
9. 11.15
10. 2.30
11. 9.45
12. 3.50

3. Write the words and phrases in the box next to the correct verb.

a shower home lunch to bed
to the gym breakfast to work dinner

go to have

Grammar

1. Read the notes about a farmer's typical day. Then complete the texts with the correct verbs.

- start early - have a coffee and start work - 6.00
- have breakfast with Bev - 7.30
- start work again - 8.15
- have lunch outdoors - 1.00
- go home - 6.00
- have dinner with Bev - 7.00
- go to bed - 10.30

Jamie is a farmer in New Zealand. He works on a sheep farm and his day starts very early. He ______ a coffee and ______ work at 6 o'clock. He then ______ breakfast at about 7.30. He ______ work again at 8.15.

I don't ______ lunch with Bev, we ______ lunch outdoors at 1 o'clock. I ______ home at 6.00. After that, I ______ dinner with Bev - at about 7.00. We ______ to bed at 10.30.

2. Underline the correct words.
1. Jamie, do you like your job? Yes, I like / do.
2. Does Bev have breakfast with you? Yes, she does / have.
3. Does she have lunch with you? No, she don't / doesn't.
4. Do you go to bed after 11 pm? No, I not go / don't.

Listen again

1. 2.34–2.37 Listen again to the speakers on page 39. Number the lines in the correct order to make sentences.

1. phone in the day and at ______
   night it isn't so expensive. ______
   I don't have time to ______
2. because it's just ______
   I like my job ______
   me and my car ______
3. to see other people ______
   we don't have time ______
   I like my job, but ______
4. I think it's great. You ______
   in the shop ______
   don't spend hours ______