

Part 1

Vocabulary

Colours

Reading

Wall paintings

Grammar

Describing nouns

Listening & Speaking

Two paintings

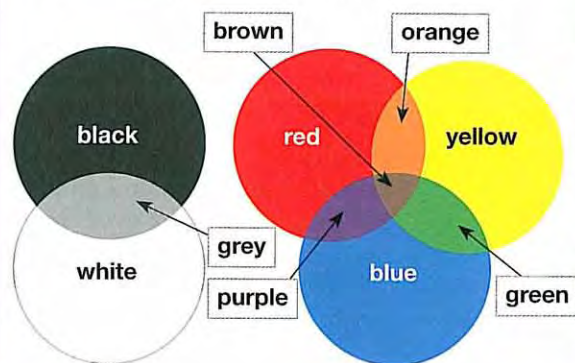
Functional language

Agreeing and disagreeing

Vocabulary

1 **3.45** Look at the colour chart. Complete the sentences with the correct colours. Listen and check.

- 1 _____ and _____ make grey.
- 2 _____ and _____ make orange.
- 3 _____ and _____ make green.
- 4 _____ and _____ make purple.
- 5 _____ and _____ make brown.



2 **3.46** Listen and repeat the colours.

3 Work in pairs. Ask and answer the questions.

- What's your favourite colour?
- What colour don't you like?
- What colours do you like wearing?

Reading

1 **3.47** Listen and read about different wall paintings around the world. Is this sentence true or false?

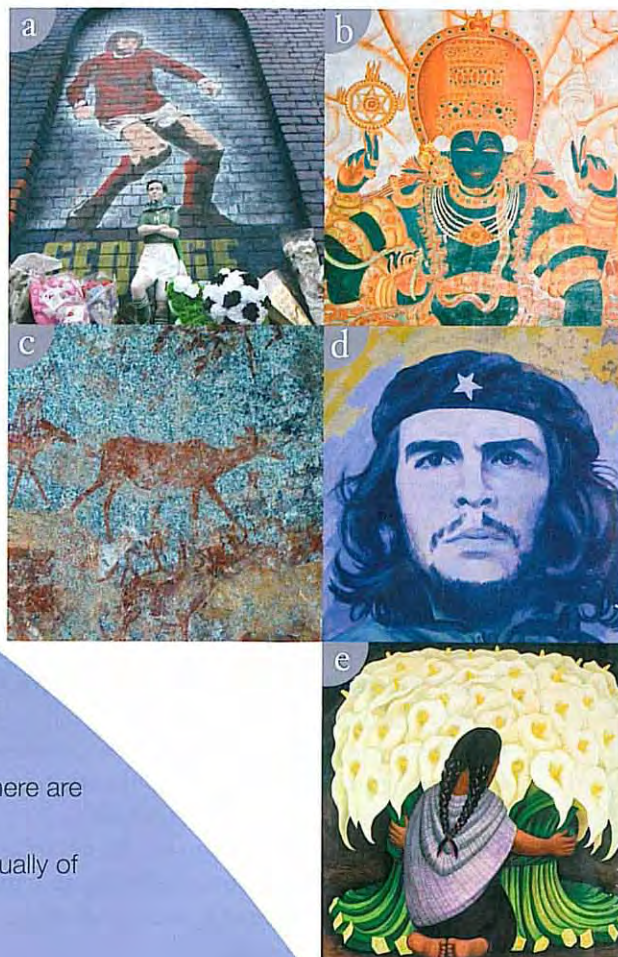
There are very old and very modern wall paintings.

2 Match the pictures of wall paintings to paragraphs 1–5 below.

3 Which colours from Vocabulary exercise 1 are not in the text?

4 Work in pairs. Ask and answer the questions.

- Do you have wall paintings in your country?
- Are they inside buildings, on street walls or on cave walls?
- Do you like them?



Paintings on the wall

1 Diego Rivera was a Mexican painter. In the 1930s he painted the walls of the Ministry of Public Education in Mexico City. This wall painting is green, brown and yellow and has a woman working on a flower farm.

2 Many of the streets in Cuba have wall paintings. This one is blue.

3 Northern Ireland in the UK has many wall paintings. Most of the paintings are political but this wall has a popular footballer. He's wearing red.

4 The Mattancherry Palace is in Kerala, India. It's from the 16th century. Inside there are wall paintings of Hindu gods in yellow, orange and green.

5 Thousands of years ago people painted on cave walls. The paintings were usually of animals, in brown or red. These animals are from a cave in Zimbabwe, Africa.

Grammar

a **blue** painting

There are many **wall** paintings
interesting wall paintings

- we can use adjectives (eg *popular*, *blue*) to describe nouns
- we can also use other nouns (eg *wall*) to describe nouns
- use adjectives and nouns **before** the main noun
- when we use an adjective and a noun before the noun, the adjective comes first

1 Read the text about a wall painting in London. Are the underlined words adjectives or nouns?

In London there are many wall paintings in the street. My favourite painting is by a British artist called Banksy. The picture is of two young children. They're playing with a red street sign that says No ball games!



2 Write the adjective or noun in the correct place.

- I like the blue wall _____ painting in Cuba. (blue)
- He was a _____ popular _____ painter. (wall)
- He's wearing a _____ red _____ shirt. (football)
- Matancherry is a/an _____ Indian _____ palace. (old)
- I want to see the _____ cave _____ paintings. (African)
- Cuba has lots of _____ interesting _____ art. (street)

3 3.48 Listen and check.

G Grammar focus – explanation & more practice of describing nouns on page 118

Listening and Speaking

1 3.49 Listen to two people talking about a painting. Which of these paintings are they talking



about?

2 Match the beginnings and endings of the sentences from the conversation.

- | | |
|----------------------|----------------------------------|
| 1 I like it because | a café. |
| 2 The painting is of | b there's a lot of yellow in it. |
| 3 There's a | c chairs and tables. |
| 4 There are some | d a street. |

3 Listen again and check.

4 Work in pairs. A: turn to page 99. B: turn to page 103. Describe a painting to your partner.

Functional language

1 Listen again to the conversation from the Listening and Speaking section. Tick (✓) the phrases you hear.

Agreeing

I agree.
Me too.
Yes, I think so.

Disagreeing

I don't agree.
Really?
No, I don't think so.

2 Work in pairs. Choose a picture you like from the unit. Describe the picture to your partner and say why you like it. Listen to your partner and say if you agree or disagree.

Unit 14 Arts & Technology

Part 2

Speaking

What we have

Vocabulary

Technology

Listening

One laptop per child

Grammar

Can/can't

Pronunciation

Can/can't

Writing

Linking words

Speaking

1 Complete the sentences so they are true for you.

- I *have / don't have* a computer in my *bedroom / living room / office*.
- I *use / don't use* a computer at *school / home / work*.
- I *like / don't like* using a computer to *work / study English / watch films*.

2 Work in pairs and compare your sentences. Are they true for your partner?

A: I have a computer in my office.

Vocabulary

3.50 Look at the pictures of computer vocabulary. Listen and repeat the words.



a webcam



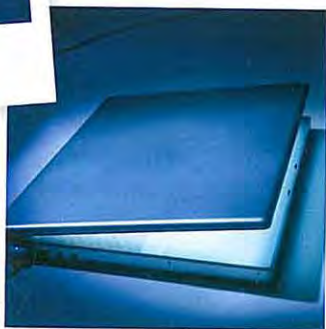
a DVD drive



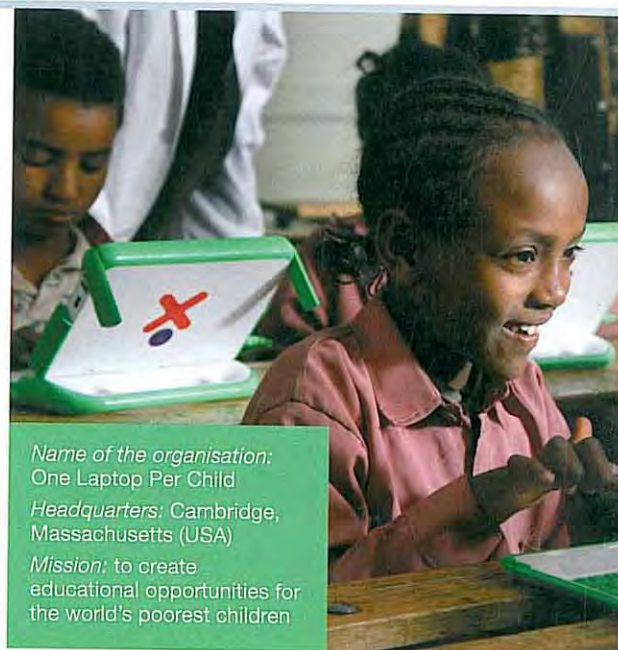
a screen



a keyboard



a laptop



Name of the organisation:

One Laptop Per Child

Headquarters: Cambridge, Massachusetts (USA)

Mission: to create educational opportunities for the world's poorest children

Listening

1 Work with a partner. Look at the picture and the fact box about an organisation and answer the questions.

- 1 Who does the organisation help?
- 2 What does the organisation do?

2 3.51 Listen to the start of a talk about the organisation and check your ideas.

3 3.52 Look at the questions. Listen to the complete talk and underline the correct answers. Sometimes more than one answer is correct.

- 1 The One Laptop Per Child organisation started in ...
a 2002. b 2005. c 2008.
- 2 Children are using the computers in ...
a Peru. b Ethiopia. c Canada.
d South Africa. e Afghanistan.
- 3 The XO computer costs about...
a \$130. b \$180. c \$230.
- 4 With the computers the children ...
a read. b use the internet.
c take photos. d use CDs and DVDs.
- 5 There are problems with ...
a governments. b teachers.
c computer companies.

Grammar

The children **can** take photos.
You **can't** use CDs.
Can it play DVDs? No, it **can't**.

- use **can** to talk about ability
- use **can** **before** the main verb in the infinitive form without **to**
- for he / she / it use **can**, not **can's**
- form the negative of **can** with **not** / **n't**
- start questions with **Can**

1 Change the sentences to make positive (+), negative (-) sentences or questions (?) with **can**.

He can speak French (?) **Can he speak French?**

- 1 You can speak Chinese. (-)
- 2 I can't drive. (+)
- 3 I can swim. (-)
- 4 Her phone can take photos. (?)
- 5 Can he play table tennis? (+)
- 6 They can play basketball. (?)

2 Look at the picture and read the text.

3 Complete the text with the positive (+), negative (-) or question (?) form of **can** and the verb in brackets.

Modern technology is great, but you _____ (1) (find -) electricity for computers and mobile phones in a desert, or at the top of a mountain. Or can you? Now you

can with a pull-cord generator. Pull the cord for one minute and you _____ (2) (make +) electricity to listen to a radio for one hour or you _____ (3) (talk +) on a mobile phone for 20 minutes. But _____ (4) (use / you?) it at the top of a mountain? No problem – you can use it anywhere!



Glossary

generator (noun) – a machine to make electricity

Pronunciation

1 **3.53** Listen to these sentences. How do we pronounce **can** and **can't**?

You can talk on a mobile phone.
You can't find electricity in the desert.

2 Listen again and repeat the sentences.

3 **3.54** Listen to the question and short answers. How do we pronounce **can** and **can't**?

Can you speak Chinese?
Yes, I can.
No, I can't.

4 Write questions with **Can you** and the words in the box.

buy a ticket in English drive play table tennis
speak French download music

5 Work in pairs. Ask your partner your questions.

Writing

1 **3.55** Read and listen to the text about an mp3 player. Then match the linking words with the use.

I really like my mp3 player because it can do a lot of things. I use it when I'm travelling to work. I can listen to music and I can watch videos. It has a microphone and it can record short conversations but I don't usually use this. I have lots of photos on it and I can download language exercises to study on the train.



- | | |
|-----------|--------------------------|
| 1 because | a gives more information |
| 2 and | b gives a contrast |
| 3 but | c says why |

2 Think of a machine you have, for example a mobile phone, a laptop etc. Write a similar description. Say ...

- why you like it.
- what you can or can't do with it.

Connect your ideas with **and**, **but** and **because**.



Grammar focus –
explanation & more practice
of **can** on page 118


a
_ a _ e _ a

b
_ _ 3 pl _ y _ r

c
w _ tch

d
f _ _ d pr _ ce _ _ or _ o _ i _ e _ _ o _ e

e
_ o _ i _ e _ _ o _ e

Warm up

1 Write the missing letters to complete the names of these gadgets. Use a dictionary to help you.

2 Work in pairs. Which of the gadgets in exercise 1 do you think your partner has?

A: I don't think you have an mp3 player.

B: You're wrong! / You're right!

Listening

1 3.56–3.59 Listen to four people answering the question *What's your favourite gadget?* Write the gadgets next to the names.

- 1 Nicole, Switzerland _____
- 2 Dorothy, Scotland _____
- 3 Abdul, Saudi Arabia _____
- 4 Marc, France _____

2 3.60–3.63 Listen to the same people answering the question *What can you do with your mobile phone?* and tick (✓) the correct parts of the table.

	Nicole	Dorothy	Abdul	Marc
take photos / pictures	✓			
make telephone calls / call other people				
listen to music	✓			
send text messages				
send email				

Language focus

Language note: when you have one favourite, use the phrase *My favourite ...* with a singular noun.

My favourite gadget is my mobile phone because I can listen to music.

When you have several favourites, use the phrases *One of my favourite ...* with a plural noun.

One of my favourite gadgets is my MP3 player.

Complete the sentences with a word from the box in the singular or the plural form.

city drink gadget sport

- 1 My favourite _____ is my laptop because I can work on the train.
- 2 One of my favourite _____ is swimming – I love all water sports.
- 3 One of my favourite _____ is Bangkok because I love Thai food.
- 4 My favourite _____ is coffee – I drink it all day!

Speaking

Work in pairs. Ask and answer questions.

What's your favourite gadget / sport / city / ... ?

A: What's your favourite gadget?

B: One of my favourite gadgets is my food processor.

A: Oh really, why?

B: Because I love cooking.



Nicole, Switzerland



Dorothy, Scotland



Abdul, Saudi Arabia



Marc, France

Global review

Vocabulary

Look at this painting by Gauguin. Write the names of eight colours in the picture.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

Speaking

Work in pairs. Describe the picture in the Vocabulary section and say why you like/don't like it. Say if you agree or disagree with your partner. Look at the phrases on page 85 to help you.

Grammar

1 Are the underlined words adjectives or nouns? There are three adjectives and three nouns.

- 1 Graham lives near a flower farm.
- 2 I'm always talking on my mobile phone.
- 3 My dad is in the living room watching TV.
- 4 Does your computer have a DVD drive?
- 5 Sarah works for a computer company.
- 6 What's your favourite musical instrument?

2 Put the underlined words in the correct order.

I really hate these lessons boring science.

I really hate these boring science lessons.

- 1 That's a wall painting beautiful.
- 2 I bought a laptop from that shop computer new.
- 3 Bilbao has a great art modern museum.
- 4 Why do you want that video expensive camera?
- 5 We have breakfast at our large table kitchen.

3 Underline the correct word.

- 1 My computer can / can't play CDs, **but** it can / can't play DVDs.
- 2 I like my DVD player **because** I can / can't record films from the TV.
- 3 My mobile phone is cool – I can take photos **and** I can / can't use the internet.
- 4 This is a great camera **but** you can / can't use it underwater.

4 Look at the words in **bold** in exercise 3. Complete the sentences about the Nano with *because*, *and* or *but*.

- 1 The Nano is a great car! It's very small _____ you can buy one for €1700!
- 2 Many people buy it _____ it's so cheap.
- 3 I don't usually like small cars _____ the Nano is fun to drive.
- 4 You can buy one in yellow _____ in many other colours too.



Listen again

1 Look at the phrases from the listening about an mp3 player on page 87. Number them in the correct order to make sentences.

- 1 a lot of things 3
because it can do 2
I really like my mp3 player 1
- 2 I use it when _____
to work. _____
I'm travelling _____
- 3 music and I can _____
I can listen to _____
watch videos. _____
- 4 I don't usually use this. _____
It has a microphone and it can
record short conversations but _____
- 5 to study on the train. _____
I can download language exercises _____
I have lots of photos on it and _____

2  3.64 Listen and check your answers.

Unit 15 Language & Learning

Part 1

Vocabulary

Ways of saying numbers

Listening

Jersey

Grammar

Be going to (future)

Speaking

Disappearing languages

Writing

A Papua New Guinea language

Vocabulary

1 Match the words to the numbers.

- | | |
|--|-----------------|
| 1 twelve per cent | a 2009 |
| 2 a half | b 212 |
| 3 two thousand and nine | c $\frac{1}{4}$ |
| 4 a quarter | d 2,112 |
| 5 two hundred and twelve | e 12% |
| 6 two thousand, one hundred and twelve | f $\frac{1}{2}$ |

2 3.65 Listen and repeat.

3 How do you say these sums? Are they all correct?

- $\frac{1}{2} + \frac{1}{4}$ is $\frac{3}{4}$
- 50% of 90 is 45
- 84 is double 42
- 47 is half of 94

4 3.66 Listen and check.



Listening

1 Look at the map and the picture of Jersey, one of the Channel Islands.

- Which two countries is Jersey near?
- What languages do you think they speak there?

2 Do you think these words are English?

Bouônjour! À bétôt.

3 3.67 Gemma's family comes from Jersey. Listen to Gemma talk about the languages people speak on the island. Is this sentence true or false?



Jèrriais was a local language but nobody speaks it now.

4 Listen again and answer the questions.

- Tick (✓) the languages that people speak in Jersey.

English	French	German
Jèrriais	Portuguese	Polish
- What's the population of Jersey?
- What percentage of the population can understand Jèrriais?
- Can Gemma speak Jèrriais now?

Extend your vocabulary

Local

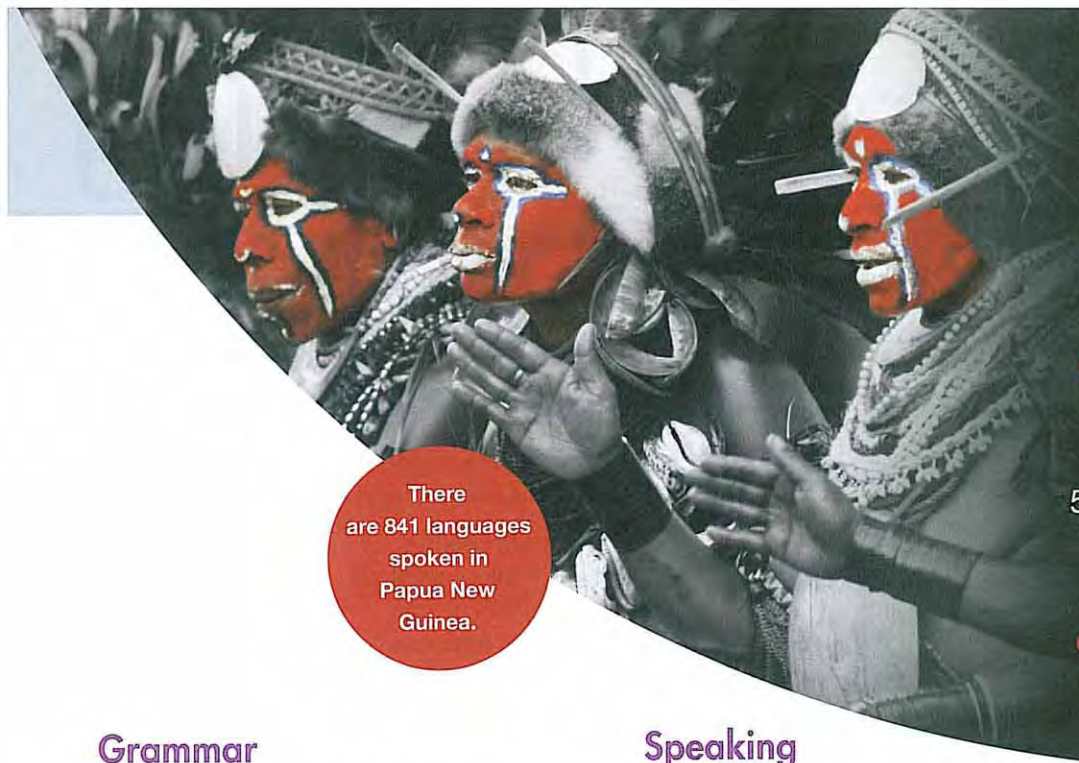
Local (adjective) = connected to the place where you are or live.

Complete the sentences with the words in the box.

radio currency time calls
language market

- Jèrriais is a local _____ in Jersey.
- We arrived in New York at 3 o'clock local _____.
- 103 FM is the local _____ station.
- I like fresh food so I shop at the local _____.
- Using the phone is cheap because local _____ are free.
- The local _____ is dinars but you can use dollars too.





There are 841 languages spoken in Papua New Guinea.

In Papua New Guinea **the national language is** Tok Pisin **but** people speak other languages too. In Mandi, **for example**, some people speak Wiarumus. **There are** about 500 people living in Mandi and 32% speak Wiarumus. **The danger level of the language disappearing is** medium.

Grammar

I think Jërriais is going to be here for some time.

I'm going to start classes next year.

- use *be going to* to make predictions about the future and to talk about future plans
- use the verb *be* in the correct form (*am, is, are* etc)
- use the main verb in the infinitive form

1 **3.68** Match the sentences 1–4 and a–d. Then listen and check your answers.

- They didn't do their homework.
- Arabic is a difficult language.
- Jane and Tom are moving to Tokyo.
- You didn't work very hard.
- a You're going to fail the exam.
- b They're going to learn Japanese.
- c The teacher's going to be angry.
- d I'm going to have problems learning it.

2 Complete the sentences with the correct form of *be going to*.

- She's a great Spanish teacher. I _____ learn quickly.
- It's quarter past five. You _____ be late for your English class.
- It's very cold in this room. We _____ study in the library.
- Helen has a new job in Jersey and she _____ learn Jërriais.

Grammar focus – explanation & more practice of *be going to* on page 118

Speaking

Work in pairs. A: turn to page 99. B: turn to page 103.

Read about disappearing languages.

Writing

1 Read the text above about a language from Papua New Guinea. Is the language going to disappear soon?

2 Look at the facts box below and write a paragraph about a language from the north Caucasus mountains. Look at the phrases in **red** in the Papua New Guinea text to help you.

In Russia ...

country:
Russia

national language:
Russian

region / town:
the north Caucasus mountains

name of local language:
Balkar

population:
87,000

percentage who speak the language:
97%

danger of the language disappearing:
low

There are 129 languages spoken in Russia, Georgia and Azerbaijan.



Part 2

Speaking & Listening

Language learning
around the world

Reading

The United Kingdom of
language learners

Grammar

Language review

Speaking

Giving a presentation



Speaking and Listening

1 Work in pairs. Guess the answers to the questions.

- How many languages are there in the world?
a 700 b 2500 c 7000
- Which language has the most native speakers in the world?
a Chinese b English c Spanish
- How many people are learning Mandarin Chinese?
a 15 million b 30 million c 50 million
- What percentage of Japanese five year olds go to English conversation classes?
a 6% b 10% c 21%
- What percentage of European schoolchildren are learning English?
a 50% b 75% c 90%
- What percentage of people in Britain can count to 20 in a foreign language?
a 5% b 25% c 50%

2 3.69 Listen and check.

Reading

1 Read the introduction to *The United Kingdom of language learners* on page 93. What is the text about? Choose the correct sentence.

- The types of English people speak in different parts of the UK.
- The population in different parts of the UK.
- The different languages that people speak in the UK.

2 3.70 Read and listen to *The United Kingdom of language learners* and complete the table.

Language	How many speakers are there?	Where do they speak it?	Other information
Gaelic			
Manx			
British Sign Language		all over Britain	
Welsh			

3 Match the questions to the answers.

- Who is learning Gaelic?
 - Who is learning Manx?
 - Who is learning BSL?
 - Who is learning Welsh?
- a Deaf people.
b All school children.
c Scottish people.
d Many adults and children.

Grammar

1 Look at the text again and find two examples of these verb forms.

- present simple *be* (British Sign Language)
a _____ b _____
- present simple (Gaelic)
a _____ b _____
- present continuous (Welsh)
a _____ b _____
- past simple (Manx)
a _____ b _____

2 Complete the text below with the correct verb forms.

Punjabi:

a local language in the UK?

New languages (1) _____ (start / past simple) to arrive in Britain because of immigration. Many people (2) _____ (come / past simple) to Britain from India and Pakistan and today about 1.3 million people in the UK (3) _____ (speak / present simple) Punjabi. It (4) _____ (be / present simple) now Britain's second language. Some teachers in Britain (5) _____ (start / present continuous) to say that it is very important for children in some parts of the country to learn Punjabi.



The United Kingdom of language learners

There are about 375 million native speakers of English in the world and English is the official language in 53 countries. But what about Britain's *other* languages? The United Kingdom has a total of 16 languages. 12 are living languages that people are learning now. Two have no native speakers and two are extinct.



Gaelic

About 60,000 people speak Gàidhlig or Scottish Gaelic, mainly in the north and west of Scotland. The word 'whisky' comes from the Gaelic word for water *uisge*. The BBC has a website for people who are learning Gaelic.

Manx

The Isle of Man is an island between England and Ireland. Officially the last Manx speaker died in 1974 and some people said the language was extinct but now many adults and children are learning Manx as a second language.

BSL

40,000 British people are first language users of British Sign Language for the deaf. BSL grammar and vocabulary is different from English. You can learn BSL online or at evening classes.

Welsh

About 750,000 people speak Welsh, the national language of Wales. The number of Welsh speakers is increasing. All school children study Welsh as a first or second language and there are Welsh radio & TV stations. Now lots of adults are learning Welsh too.

Speaking

Choose **one** of the tasks below.

A

1 Prepare a short presentation about a language you know. Try to include some of the following information.

- where people speak/spoke the language
- number of speakers
- similar to/different from other languages
- radio/TV/signs/schools
- your predictions about the future of the language

2 Give your presentation to the class.

Glossary

deaf (adjective) – a deaf person can't hear



Useful phrases

- I'm going to talk about ...
- People speak/spoke ... in ...
- It's similar to .../It's very different from ...
- There are signs/newspapers/TV programmes ... in ...
- I think this language is going to disappear/grow in the future.

B

1 Prepare a short presentation about language learning in your country. Try to include some of the following information.

- the languages people study now in school
- the language people studied in the past
- how adults study (in language schools, using the internet, etc)
- if people think learning languages is important



2 Give your presentation to the class.

Useful phrases

- I'm going to talk about ...
- Today, children study ... but in the past ...
- People study ...
- People in my country think ...

1 Look at the dictionary entry for *deaf*. Complete the other entries with words from the box. All the words are from this unit. Write the words in the orange boxes.

extinct native speaker evening class population
island local per cent immigration

word	pronunciation	word class (noun, verb etc)	definition
deaf / def/	adjective	a deaf person can't hear: <i>Beethoven went deaf before he died.</i>	example

island /'aɪlənd/ noun a piece of land with sea all around: *We visited an island near the west coast of Canada.*

local /ləʊk(ə)l/ _____ in or related to the area where you live: *Visit your library.*

per cent /pə'sent/ _____ one part of every 100: *85% of people have mobile phones.*

evening class /'iːvniŋ klɑ:s/ _____ a class that adults go to in the evenings: *My mother is studying Spanish at an on Mondays.*

extinct /ɪk'stɪŋkt/ _____ if an animal or plant is , there are no living examples: *Many animals are now*

immigration /ˌɪmɪ'ɡreɪʃ(ə)n/ _____ the process in which people move to live in a country permanently: *The number of Spanish speakers in the USA is increasing because of*

native speaker /'neɪtɪv 'spi:kə/ _____ a person who speaks a language as their first language: *There are 125 million s of Russian.*

population /ˌpɒpjʊ'leɪʃ(ə)n/ _____ the number of people who live in an area: *Los Angeles has a of over 3 million.*

2 Write the word class of the words on the line. There are 2 adjectives, the rest are nouns.

3 Look at the three ways of recording vocabulary and find an example of ...

- 1 using pictures.
- 2 writing a true example.
- 3 translation.

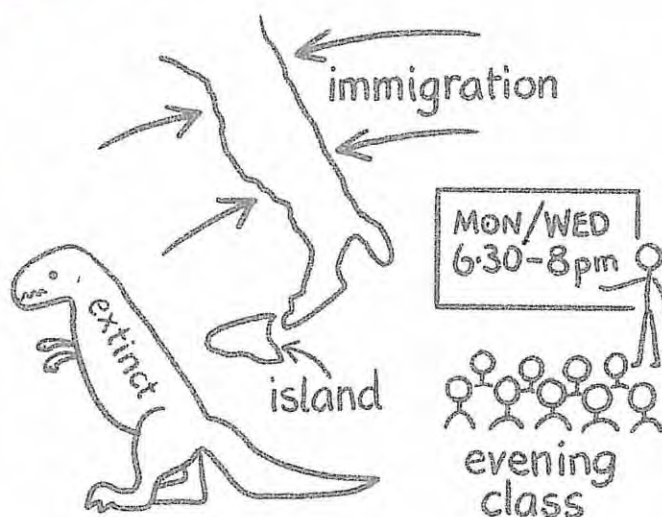
A

Dinosaurs are extinct.
I study English at an evening class.
In my country there's a lot of immigration from Africa.
Sicily is an island.

B

(be) extinct	estar extinto
evening class	clase de adultos (de tarde)
immigration	inmigración
island	isla

C



4 Work in pairs. Which example is your favourite? Why? Tell your partner.

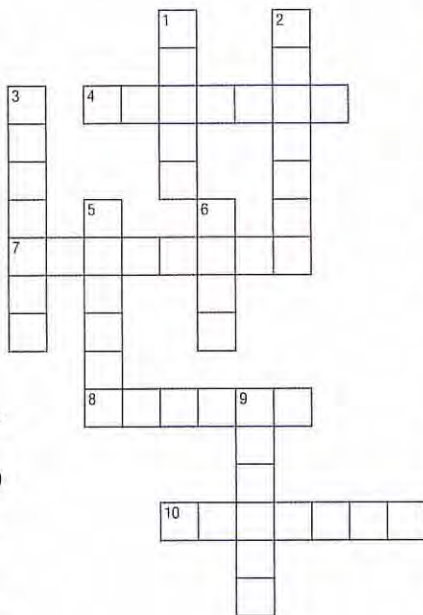
I like ... because ...

5 Look at the other words in exercise 1. Prepare a vocabulary record. Use one of the examples from exercise 3 to help you, or your own idea.

Global review

Vocabulary

1 Write the words in the crossword puzzle.



Across

- 4 %
7 1,000
8 80
10 1,000,000

Down

- 1 40
2 100
3 $\frac{1}{4}$
5 x2
6 $\frac{1}{2}$
9 12

2 Read the poem. How quickly can you say it?

**One-One was a race horse
Two-Two was one too
One-One won one race
Two-Two won one too!**

3 Read the number joke. Why is it funny?

Why is number 6 unhappy? Because number 7 8 9!

Grammar

Complete the sentences with the correct form of *be going to*.

- 1 Next year I _____ learn Japanese.
- 2 My brother _____ live in Australia.
- 3 We _____ have dinner in a restaurant tonight.
- 4 Some languages _____ disappear soon.
- 5 You _____ be late!

Listen again

1 Read the interview about Jèrriais from page 90. Then complete the interview with the correct form of the verbs in brackets.

- A: Gemma, you _____ (come: present simple) from Jersey which is a small island. I know it's near France – do people speak both English and French?
B: No, English is the main language, everyone _____ (speak: present simple) English. However, there are groups of Portuguese, Polish, French and Kenyans who _____ (speak: present simple) their native languages.

A: Right.

B: There is another language called Jèrriais. It's a local language that people _____ (speak: past simple) in the past.

A: So do many people speak that today?

B: No, not really. There _____ (be: present simple) about 90,000 people in Jersey and less than 4% speak Jèrriais – and it's mainly older people. Perhaps about 15% can understand some of it.

A: Now I know many people _____ (learn: present continuous) Jèrriais. Why is that?

B: Well, for two reasons. The first is to keep the language and the culture of Jersey, and the second is for fun.

A: What about the young people – _____ (be: present simple) they interested?

B: A little, there are classes at some schools now. The government _____ (try: present continuous) to make more young people learn it.

A: A language _____ (disappear: present simple) every two weeks – is Jèrriais going to disappear?

B: I hope not. No, I think it _____ (be: going to) here for some time.

A: And what about you – do you speak Jèrriais?

B: No, I don't. But I _____ (start: going to) classes next year.

2  3.71 Listen and check your answers.

Communication activities: Student A

Unit 1, Speaking (page 7)

1 Spell the words to your partner.

1 Moscow 2 book 3 bank 4 passport 5 Mumbai

2 Listen to your partner and write the words.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Unit 1, Reading and Listening (page 9)

1 Ask your partner *What's the postcode?* and complete the table.

Number one. *What's the postcode?*

Number three. *What's the postcode?*

1		5	
2	45906	6	G7 9BX
3		7	
4	98454	8	PA6 7NT

2 Answer your partner and read the postcodes.

Unit 1, Writing and Speaking (page 9)

1 Answer your partner's questions with this information.

You are Chris Hamilton

2 Station Street

Birmingham

B4 8GS

0121 344 6756

2 Ask your partner questions and complete the form on page 9.

Unit 2, Pronunciation and Speaking (page 13)

1 Write three questions to ask your partner. Use the words to help you.

from China / Italy / India ...? Are ...?

a student / doctor / teacher ...? Are ...?

married / single? Are ...?

2 Ask your partner your questions.

3 Read the information. Answer your partner's questions with the information.

Your name's Paula. You're a doctor from France. You're not married, you're divorced.

Unit 3, Speaking (page 18)

1 Read the description to your partner.

This is my family. This is my father. This is my sister, she's eight. This is my sister, she's twelve.

2 Listen to your partner. Tick (✓) the correct family picture.



Unit 4, Pronunciation and Speaking (page 25)

1 Complete the questions in the table with *Is there* or *Are there*.

2 Look at the information about shopping mall A. Answer your partner's questions.

B: Is there a car park?

A: Yes, there's one car park.

Questions		shopping mall A	shopping mall B
Is there	a car park?	1	
	many shops?	80	
	a cinema?	2	
	many restaurants?	15	
	many people?	yes, every day	

3 Ask your partner the questions about shopping mall B. Write the answers in the table.



Unit 5, Reading and Speaking (page 33)

1 Read the information about another race.



The Great Wall Marathon is an annual race in May. It's a full marathon of 42km running on the Great Wall of China.

2 Answer the questions in exercise 2 on page 33 about your race.

3 Tell your partner about the race.

Unit 6, Functional language (page 39)

1 Ask your partner the questions in the table. Tick (✓) the adjectives. Do you agree?

	fantastic/ great +++	good ++	ok +	bad x	terrible xx
What do you think of 24-hour shopping?					
What do you think of working at 6 o'clock in the morning?					

Useful phrases

- Yes, me too.
- Really? I think it's ...

2 Listen to your partner and answer the questions.

I think it's ...

Unit 7, Grammar and Speaking (page 43)

1 Look at the questions in the table. Ask your partner about their World Heritage site. Write the answers in the table. Do you think it's an interesting place to visit?

	Your site	Your partner's site
What's the name?	Fraser Island	
Where is it?	15km east of Australia.	
How much is it?	It's free.	
When is it open?	All day, every day.	
What are the main attractions?	There are lakes, forests and beautiful beaches. You can go walking and swimming.	

2 Look at the information in the table. Answer your partner's questions about your World Heritage site.

Unit 8, Reading and Speaking (page 49)

1 Read the information about eating at home in Italy to your partner.

Eating in Italy

Italians like eating at home with family and friends. A family lunch or dinner is usually long, with lots of food. People often have pasta or rice for the main course. After that they have fruit or ice cream. Many people drink coffee after lunch or dinner.



2 Listen to your partner. Tick (✓) the correct food and drink in the table about eating in Peru.

	Main	Dessert	drinks
What do people usually eat in Peru?	fish chicken pasta meat rice	cheese fruit ice cream cakes	coffee tea juice

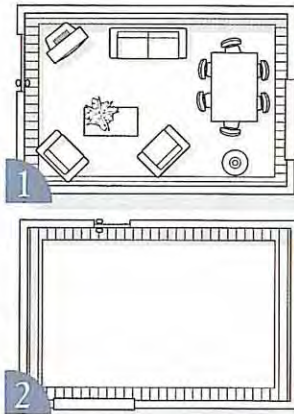
Communication activities: Student A

Unit 9, Grammar (page 55)

1 Look at the floor plan of a living room. Describe the room to your partner.

There's a television in the corner next to the door.

2 Listen to your partner and draw the furniture in living room 2.



Useful language

- armchairs
- a TV
- a small table
- a large table
- a sofa
- a lamp
- a plant
- chairs

Unit 10, Grammar (page 63)

1 Look at the questions in the table. Ask your partner the questions and complete the table with notes about their trip.

	Your partner's trip	Your trip
Where were you?		Bangkok, Thailand
When were you there?		In October
Was the weather good?		No - very, very hot!
Was the food good?		Yes - delicious and cheap
Were the people friendly?		Yes - very friendly
Was the traffic bad?		Yes, awful

2 Look at the notes about your trip. Answer your partner's questions with full sentences.

B: Where were you?

A: I was in Bangkok.

3 Compare your trip with your partner's. What was the same? What was different?



Unit 11, Grammar (page 67)

1 Look at the notes about Marie Curie. Tell your partner when the events happened. Use the past simple form of the verb.

Marie Curie was born in 1867 in Warsaw.

Marie Curie	year
born in Warsaw (be)	1867
physics in Paris (study)	1891
married to Pierre Curie, another scientist (get)	1895
first daughter (have)	1897
the Nobel Prize for physics (win)	1903
she (die)	1934



2 Look at the information about Jane Goodall. Listen to your partner talk about her and check they use the correct form of the verb. Complete the table with the correct years.

Jane Goodall	year
She was born in London.	
She went to Tanzania to study chimpanzees.	
She studied at Cambridge, England.	
She got married to her first husband.	
She opened the Jane Goodall Institute for chimpanzee research.	
She won a Lifetime Achievement award.	



Unit 12, Grammar (page 73)

1 Put the words in the correct order to make questions about the Pyrenean Ibex. Check your answers with another student A.

1 country from Which it come? did
2 big it? was How <i>How big was it?</i>
3 it Where live? did
4 eat? What it did
5 did How live? it
6 it When disappear? did

2 Ask student B questions about the Pyrenean Ibex. Listen and underline the correct answer.

The Pyrenean Ibex

It came from Spain and France / Portugal.	
An adult male was about 148cm / 158cm cm long.	
It lived in the mountains / forest.	
It ate plants / small trees.	
In the summer it lived at the top / bottom of the mountains and in the winter it lived at the top / bottom.	
The last ibex died on 16 / 6 January 2000 / 2002.	

3 Now listen to student B's questions about the Baiji Dolphin. Use these notes to give full answers.

- China *It came from China.*
- about 2.5m long
- lived only in fresh water / the Yangtze River / China
- fish
- lived / groups of 3 or 4 animals
- stayed / bottom of the river / came up / eat
- 2004

4 What do you think? Why did the Pyrenean Ibex and Baiji Dolphin disappear?

Unit 13, Reading and Speaking (page 80)

1 Look at the table about Moscow and complete the questions.

Population	How many people _____?	___ million
Hotels	How many _____?	_____
Typical winter temperature	_____ the typical winter temperature?	_____ °C

2 Ask your partner the questions. Listen and complete the answers.

3 Read the information below about Moscow. Answer your partner's questions.

- Moscow has five airports.
- The typical summer temperature in Moscow is about 23°C (23 degrees centigrade).
- About 4 million foreign tourists visit Moscow every year.

4 Do you want to visit Moscow? Why? Tell your partner.



Unit 14, Listening and Speaking (page 85)

1 Look at this picture and describe it to student B.

Useful phrases

- This is a painting of ...
- There are some ...
- There's a ...
- I like it / don't like it because ...

2 Now listen to student B talking about another picture. Which one are they talking about?



Unit 15, Speaking (page 91)

1 Take it in turns to read and write the words. You start. There are about 6,800 languages in the world.

_____ 250 languages have _____ million speakers. _____ popular languages are _____ and Spanish.

_____ a language dies. _____ have less than _____. There are 357 languages _____ 50 speakers. _____ are going to _____? Is that a _____?

2 Now answer the last question with your partner.

Communication activities: Student B

Unit 1, Speaking (page 7)

1 Listen to your partner and write the words.

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

2 Spell the words to your partner.

1 bus 2 Paris 3 coffee 4 hotel 5 Rome

Unit 1, Reading and Listening (page 9)

1 Answer your partner and read the postcodes.

1	22476	5	W1A 4TT
2		6	
3	37001	7	HA1 2LB
4		8	

2 Ask your partner *What's the postcode?* and complete the table.

Number two. What's the postcode?

Number four. What's the postcode?

Unit 1, Writing and Speaking (page 9)

1 Ask your partner questions and complete the form on page 9.

2 Answer your partner's questions with this information.

You are Lindsay Marsh

4 Market Street

York

YO1 7DU

01904 551 536

Unit 2, Pronunciation and Speaking (page 13)

1 Write three questions to ask your partner. Use the words to help you.

from China / Italy / India? Are _____?

a student / doctor / teacher? Are _____?

married / single? Are _____?

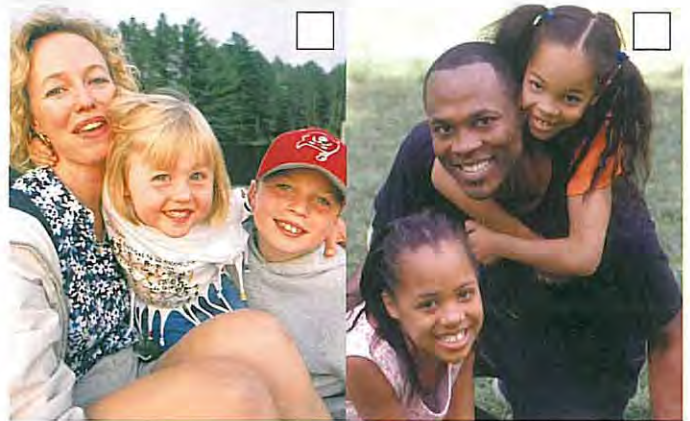
2 Read the information. Answer your partner's questions with the information.

Your name's Steve. You're a student from the US. You're single.

3 Ask your partner your questions.

Unit 3, Speaking (page 18)

1 Listen to your partner. Tick (✓) the correct family picture.



2 Read the description to your partner.

This is my family. This is my mother and my father. This is my sister. She's four.

Unit 4, Pronunciation and Speaking (page 25)

1 Complete the questions in the table with *Is there* or *Are there*.

2 Ask your partner the questions about shopping mall A. Write the answers in the table.

Questions	Shopping mall A	Shopping mall B
Is there a car park?		2
many shops?		75
a cinema?		4
many restaurants?		12
many people?		yes, at the weekend

3 Look at the information about shopping mall B. Answer your partner's questions.

A: Is there a car park?

B: Yes, there are two car parks.



Unit 5, Reading and Speaking (page 33)

1 Read the information about another race.



The Flora Women's Mini Marathon is a 10km race. It takes place in Dublin, Ireland in June. Only women run this race.

2 Answer the questions in exercise 2 on page 33 about your race.

3 Tell your partner about the race.

Unit 6, Functional language (page 39)

1 Listen to your partner and answer the questions.

I think it's ...

2 Ask your partner the questions in the table. Tick (✓) the adjectives. Do you agree?

	fantastic/ great +++	good ++	ok +	bad x	terrible xx
What do you think of working at night?					
What do you think of having a 9 to 5 job?					

Useful phrases

- Yes, me too.
- Really? I think it's ...

Unit 7, Grammar and Speaking (page 43)

1 Look at the information in the table. Answer your partner's questions about your World Heritage site.

	Your site	Your partner's site
What's the name?	Lake Turkana	
Where is it?	North Kenya, Africa.	
How much is it?	\$15	
When is it open?	6am to 6pm.	
What are the main attractions?	You can go on safari to see lots of birds and African animals.	

2 Look at the questions in the table. Ask your partner about their World Heritage site. Write the answers in the table. Do you think it's an interesting place to visit?

Unit 8, Reading and Speaking (page 49)

1 Listen to your partner. Tick (✓) the correct food and drink in the table about eating in Italy.

	Main	Dessert	drinks
What do people usually eat in Italy?	fish chicken pasta meat rice	cheese fruit ice cream cakes	coffee tea juice

2 Read the information about eating at home in Peru to your partner.

Eating in Peru

In Peru families usually eat dinner at home with their families. They eat a lot of fish, chicken, rice and potatoes. For dessert, people eat lots of fruit and they drink lots of fruit juice – there are many different types of fruit in Peru!



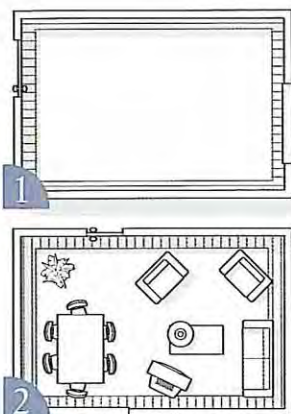
Communication activities: Student B

Unit 9, Grammar (page 55)

1 Listen to your partner and draw the furniture in living room 1.

2 Now describe living room 2 to your partner.

There's a plant in the corner next to the door.



Useful language

- armchairs
- a small table
- a sofa
- a plant
- a TV
- a large table
- a lamp
- chairs

Unit 10, Grammar (page 63)

1 Look at the notes about your trip. Answer your partner's questions with full sentences.

A: Where were you?

B: I was in London.

	Your trip	Your partner's trip
Where were you?	London	
When were you there?	In February	
Was the weather good?	No – cold!	
Was the food good?	Yes – good but expensive	
Were the people friendly?	Yes – very nice	
Was the traffic bad?	It was ok	

2 Ask your partner the questions and complete the table with notes about their trip.

3 Compare your trip with your partner's. What was the same? What was different?



Unit 11, Grammar (page 67)

1 Look at the information about Marie Curie. Listen to your partner talk about her and check they use the correct form of the verb. Complete the table with the correct years.

Marie Curie	year
She was born in Warsaw.	
She studied physics in Paris.	
She got married to Pierre Curie, another scientist.	
She had her first daughter.	
She won the Nobel Prize for physics.	
She died.	



2 Look at the notes about Jane Goodall. Tell your partner when the events happened. Use the past simple form of the verb.

Jane Goodall was born in London in 1934

Jane Goodall	year
born in London (be)	1934
to Tanzania to study chimpanzees (go)	1960
at Cambridge, England (study)	1964
married to her first husband (get)	1967
the Jane Goodall Institute for chimpanzee research (open)	1977
Lifetime Achievement award (win)	2005



Unit 12, Grammar (page 73)

1 Put the words in the correct order to make questions about the Baiji dolphin. Check your answers with another student B.

1 country from Which it come? did

2 big it? was How *How big was it?*

3 it Where live? did

4 eat? What it did

5 did How live? it

6 it When disappear? did

2 Listen to student A's questions about the Pyrenean Ibex. Use these notes to give full answers.

- Spain and France *It came from Spain and France.*
- adult male about 148cm long
- mountains
- plants
- summer / the top of the mountains
- winter / bottom /
- 6 January 2000

3 Now ask student A questions about the Baiji Dolphin. Listen and underline the correct answer.

The Baiji Dolphin

It came from <i>Japan / China</i>
It was about <i>2.4m / 2.5m</i> long.
It lived in the fresh water of the <i>Yangtze Lake / River in China / Japan.</i>
It ate different kinds of <i>fish / water plants.</i>
It lived in small groups of <i>3 or 4 / 4 or 5</i> animals. It stayed at the bottom of the river and came up to <i>eat / sleep.</i>
The last one disappeared in <i>2004 / 2007.</i>



4 What do you think? Why did the Pyrenean Ibex and Baiji Dolphin disappear?

Unit 13, Reading and Speaking (page 80)

1 Look at the table about Moscow and complete the questions.

Airports?	How many _____?	_____
Typical summer temperature?	_____ the typical summer temperature?	_____ °C
Foreign tourists?	How _____ visit every year?	_____ million

2 Read the information below about Moscow. Answer your partner's questions.

- Moscow has a population of 9 million.
- There are 200 hotels in Moscow.
- The typical winter temperature in Moscow is about -18°C (minus 18 degrees centigrade).

3 Ask your partner the questions. Listen and complete the answers.

4 Do you want to visit Moscow? Why? Tell your partner.

Unit 14, Listening and Speaking (page 85)

1 Listen to student A talking about a picture. Which one are they talking about?



2 Now look at this picture and describe it to student A.



Useful phrases

- This is a painting of ...
- There's a ...
- There are some ...
- I like it / don't like it because ...

Unit 15, Speaking (page 91)

1 Take it in turns to read and write the words.

There are about 6,800 languages _____. Between 200 and _____ more than a _____. The three most _____ Chinese Mandarin, English _____.

However, every 14 days _____. 90% of languages _____ 100,000 speakers. _____ with less than _____. Which two languages _____ die this month? _____ a bad thing?

2 Now answer the last question with your partner.

Additional material

Jobs

Match the pictures with the jobs.

- 1 dentist
- 2 doctor
- 3 farm worker
- 4 mechanic
- 5 musician
- 6 nurse
- 7 office worker
- 8 sales assistant
- 9 teacher
- 10 taxi driver



Clothes



Phonetic symbols

Single vowels

/ɪ/	fish	/fɪʃ/	(build , E ngland, women)
/i:/	bean	/bi:n/	(he , key , niece , people)
/ʊ/	foot	/fʊt/	(could , put , woman)
/u:/	shoe	/ʃu:/	(fruit , rule , two)
/e/	egg	/eg/	(break fast, friend , many , said)
/ə/	mother	/ˈmʌðə/	(colour , husband , police)
/ɜ:/	word	/wɜ:d/	(learn , skirt , birth day)
/ɔ:/	talk	/tɔ:k/	(four , thought , water)
/æ/	back	/bæk/	(fat , cat , bag)
/ʌ/	bus	/bʌs/	(does , onion)
/ɑ:/	arm	/ɑ:m/	(aunt , laugh , past)
/ɒ/	top	/tɒp/	(what , stop , hot)

Diphthongs

/ɪə/	ear	/ɪə/	(beer , here , Italian)
/eɪ/	face	/feɪs/	(eight , say , they)
/ʊə/	tourist	/ˈtuəɪst/	(plural, sure)
/ɔɪ/	boy	/bɔɪ/	(noise , toy)
/əʊ/	nose	/nəʊz/	(know , no)
/eə/	hair	/heə/	(their , where)
/aɪ/	eye	/aɪ/	(five , buy , die , my)
/aʊ/	mouth	/maʊθ/	(town)

Consonants

/p/	pen	/pen/	(happy)
/b/	bag	/bæg/	(rab bit)
/t/	tea	/ti:/	(ate , fatter , work ed)
/d/	dog	/dɒg/	(add ress, play ed)
/tʃ/	chip	/tʃɪp/	(watch , natural)
/dʒ/	jazz	/dʒæz/	(age , bridge , generous)
/k/	cake	/keɪk/	(chem istry, kitchen , cake)
/g/	girl	/gɜ:l/	(foggy , dog)
/f/	film	/fɪlm/	(different , laugh , photograph)
/v/	verb	/vɜ:b/	(of , very)
/θ/	thing	/θɪŋ/	(think , thin)
/ð/	these	/ði:z/	(that , mother)
/s/	snake	/sneɪk/	(city , race)
/z/	zoo	/zu:/	(has)
/ʃ/	shop	/ʃɒp/	(descrip tion, mach ine, sugar)
/ʒ/	television	/teləˈvɪʒən/	(usual)
/m/	map	/mæp/	(summer)
/n/	name	/neɪm/	(sunny , knife)
/ŋ/	ring	/rɪŋ/	(sing , tongue)
/h/	house	/haʊs/	(who)
/l/	leg	/leg/	(hill , possible)
/r/	road	/rəʊd/	(carry , write)
/w/	wine	/waɪn/	(one , why)
/j/	yes	/jes/	(used)

Letters of the alphabet



/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
Aa	Bb	Ff	Ii	Oo	Qq	Rr
Hh	Cc	Ll	Yy		Uu	
Jj	Dd	Mm			Ww	
Kk	Ee	Nn				
	Gg	Ss				
	Pp	Xx				
	Tt	Zz				
	Vv					

Grammar focus

Units 1 & 2

Nouns

- Form regular plural nouns like this:

most nouns	add -s	a book → books
nouns ending in -ch, -s, -sh, -x	add -es	a bus → buses
nouns ending in consonant + y	change to -ies	a country → countries

a/an

- Before nouns starting with a consonant sound use **a**.
- Before nouns starting with a vowel sound use **an**:
an address

What's

- Use **What's...?** to ask about things.

be (1)

- Form positive and negative sentences like this:

	Positive (+)		Negative (-)	
I	I'm	(I am)	I'm not	(I am not)
you	You're	(You are)	You aren't	(You are not)
he/she/it	He's/She's/It's Italian.	(He is/She is/It is)	He/She/It isn't Indian.	(He/She/It is not)
we	We're	(We are)	We aren't	(We are not)
they	They're	(They are)	They aren't	(They are not)

- To make questions, put the verb first:
You are married. **Are you married?**
- We normally use short answers:
Yes, we are married. **Yes, we are.**

Subject pronouns and possessive adjectives (1)

- Look at the table. After subject pronouns, use a verb; after possessive adjectives, use a noun:

Subject pronoun	Possessive adjective	
I	My	I'm from Spain. My name's Miguel.
You*	Your*	You're in class A1. Your teacher is Lucy.
We	Our	We're students. This is our class.

*use **you** and **your** for both singular and plural

Units 1 & 2 Exercises

Nouns

1 Write the plural.

book *books*

- 1 passport
- 2 phone
- 3 address
- 4 coffee
- 5 bus
- 6 class
- 7 city
- 8 camera

What's

2 Put the questions in order to complete the conversation.

Q: name? / What's / your *What's your name?*

A: Jill Potter.

Q: number? / your / phone / What's

A: 01202 976 422

Q: your / What's / address?

A: 19 Station Road, Poole

Q: postcode? / And / your / what's

A: BH15 7LL

be (1)

3 Match the subject and verb. Then write the contraction.

- | | | |
|--------|-------|--------------|
| 1 I | a are | _____ |
| 2 we | b is | _____ |
| 3 he | c is | <i>She's</i> |
| 4 they | d am | _____ |
| 5 you | e are | _____ |
| 6 she | f is | _____ |
| 7 it | g are | _____ |

4 Change the sentence according to the symbol.

- | | | | | |
|-------------------------|---|-------|---|-----------------------|
| He isn't a doctor. | - | _____ | + | <i>He's a doctor.</i> |
| 1 You're French. | + | _____ | ? | |
| 2 Are they doctors? | ? | _____ | - | |
| 3 They aren't teachers. | - | _____ | + | |
| 4 She isn't a student. | - | _____ | + | |
| 5 I'm from Russian. | + | _____ | - | |
| 6 You're in a café. | + | _____ | ? | |

Subject pronouns and possessive adjectives (1)

5 Choose the correct word.

Teacher: Hi. *I / My* am Lucy. *I / My* am the teacher. What's *you / your* name?

Student 1: *I / My* am Andrea.

Teacher: OK. This is *you / your* book. Sit here.

Student 2: Hi Andrea. *I / My* name's Oliver and this is Susanne. *We / Our* are from Germany.

Student 3: Are *you / your* from Spain?

Student 1: No, *I / my* am from Venezuela.

6 Now write the conversation again with contractions.

Teacher: Hi. *I'm* Lucy ...

Units 3 & 4

Subject pronouns and possessive adjectives (2)

- Look at the table:

Subject pronoun	Possessive adjective	
he	his	He's my cousin. His name is Patrick.
she	her	She's my aunt. Her name is Rita.
it	its	It's my dog. Its name is Rex.
they	their	They're my grandparents. Their names are Frank and Doris.

- Notice the pronunciation: It's = /ɪts/ = Its
They're = /ðeə/ = Their

Possessive 's

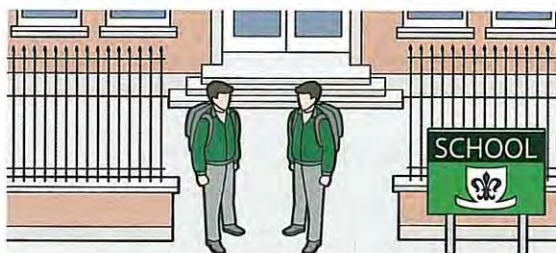
- Use 's to show possession:

It's my brother's car.



- Use s' for the plural:

It's my brothers' school.



be (2)

	Negative			Question		
he	He isn't	in London	(He is not)	Is he	in New York?	Yes , he/she/it is .
she	She isn't		(She is not)	Is she		No , he/she/it isn't .
it	It isn't		(It is not)	Is it		Yes , they are .
they	They aren't		(They are not)	Are they		No , they aren't .

There is/are

- Form the positive with *There is* (+ singular noun) and *There are* (+ plural noun):
There's a cinema in the mall.
There are 3 restaurants.
- To form the question, put the verb first:
Is there a book shop?
Are there any banks?

Units 3 & 4 Exercises

Subject pronouns and possessive adjectives (2)

1 Choose the correct form.

She / Her is my mother.

1 *He / His is my brother.*

2 *They are / Their from Mexico.*

3 *Its / It's a photo of my family.*

4 *She / Her father's name is Jonas.*

5 This is my aunt and uncle and this is *they / their* daughter.

6 My cousin is American. *She / Her* is from Hawaii.

7 Is this *he / his* wife?

Possessive 's

2 Decide if an apostrophe (') is necessary. Write it in the correct position.

I have two brothers and a sister. ✓

This is my brothers wife. ✗ *This is my brother's wife.*

1 My cousins are from Manchester.

2 She's my mothers sister.

3 My daughters names are Rhona and Maya.

4 My sisters husband is Australian.

5 My sons are students.

6 This is a photo of my fathers birthday party.

7 My brothers name is Lester.

8 My sisters husbands are teachers.

be (2)

3 Correct the sentences.

1 They are your sisters?

2 It not is my car.

3 Is she your cousin? Yes, she is my cousin.

4 They are'nt my brothers.

5 Is they your photos?

6 Is he your brother? No, isn't.

There is/are

4 Write positive sentences.

two banks *There are two banks.*

1 a car park

5 many cafés

2 3 cinemas

6 8 restaurants

3 a big hotel

7 a bank

4 a shopping mall

8 many bookshops

5 Write questions & answers about things in your classroom.

CD player *Is there a CD player? Yes, there is.*

1 DVD player

2 dictionaries

3 lots of students

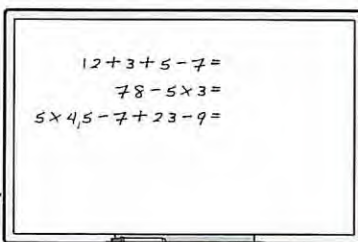
4 computer

5 books

6 television

7 board

8 windows



6 Complete the telephone conversation with *there is / there are / Is there? / Are there?*

A: Hi. It's me. I'm at the hotel in London.

B: Is it a big hotel?

A: Yes, _____ lots of rooms. _____ two restaurants and a café and _____ a big car park.

B: What about your room? _____ windows?

A: Yes, _____ three windows.

B: _____ a telephone?

A: Yes. And _____ a television too.

Units 5, 6 & 7

There isn't/aren't

- Form the negative with **there isn't** (+ singular noun) and **there aren't** (any + plural noun):
There isn't a car park at the office.
There aren't any volunteers in the hospital.

like

- Form positive sentences with:
I / you / we / they + **like** tennis.
He / she / it + **likes** football.
- Form the question and short answers with auxiliary **do**:
Do you like sport? *Yes, I do / No, I don't.*

Present simple

- Use the present simple to describe regular, daily activities.
- In positive sentences, the verb changes after he/she/it:

Most verbs	-s	I/you/we/they work	he/she/it works
Verbs finishing -ch, -sh, -s, -x	-es	I/you/we/they finish	he/she/it finishes
Verbs finishing consonant + y	-ies	I/you/we/they study	he/she/it studies
Irregular verbs: do, go, have		I/you/we/they do/go/have	he/she/it does/goes/has

- Form the negative with auxiliary **do/does**.

Positive		Negative	
I/you	work	I/you	don't work
he/she/it	works	he/she/it	doesn't work
we/they	work	we/they	don't work

Question words

- Question words go at the start of the sentence. We write a question mark (?) at the end of the sentence.

What...? Where...? When...? Who...? How much...?	to ask about	things places time people prices
--	--------------	--

Questions with be

- With **be** the order is: Question word + verb + subject?
What's your name?
How much is it?

Questions with other verbs

- Use auxiliary **do/does**.
- For Yes/No questions the order is: **Do/Does** + subject + verb (+ object)?
Do you like football?
Does she work in an office?
- For Wh- questions the order is: Question word + **do/does** + subject + verb?
Where do they live?
When does it open?

Units 5, 6 & 7 Exercises

There isn't/aren't

1 Choose the correct word.

There isn't / aren't a clock in the office.

- 1 There *isn't* / *aren't* any students in the school.
- 2 There *isn't* / *aren't* any retired people in our class.
- 3 There *isn't* / *aren't* a computer in the office.
- 4 There *isn't* / *aren't* any students in the basketball team.
- 5 There *isn't* / *aren't* an important race in my city.
- 6 There *isn't* / *aren't* a football in the office.

like

2 Correct the mistakes.

I ~~likes~~ football. I *like* football.

- 1 My brother like cricket.
- 2 A: Like you running?
B: No, I don't.
- 3 I likes table tennis.
- 4 A: Do you like swimming?
B: Yes, I like.
- 5 We likes American football.
- 6 My mother and father likes golf.
- 7 A: Do you like sport?
B: Yes, I do like.
- 8 My cousin like tennis very much.

Present simple

3 Correct the positive verb forms.

She ~~start~~ work at 8.00. *starts*

- 1 In class we listens to the CD.
- 2 He haves breakfast at 7.15.
- 3 They likes football.
- 4 She watch television in the evening.
- 5 He gos to work at 8.30.
- 6 We starts class at 9.00.
- 7 He do sport at the weekend.
- 8 I works in a school.

4 Change positive to negative and negative to positive.

He likes football. *He doesn't like football.*

I don't work in a hospital. *I work in a hospital.*

- 1 I have a shower in the evening.
- 2 We don't live in the capital city.
- 3 He doesn't like basketball.
- 4 They go to school in the morning.
- 5 She doesn't have time to watch television.
- 6 I work in an office.
- 7 He doesn't study at home.
- 8 You have lunch in a restaurant.

5 Read the description and put the verbs in the correct forms.

My brother has (have) a shower at 7.00. He _____ (not/have) breakfast. He _____ (start) work at 8.30. He _____ (stop) for lunch at 12.30. He _____ (finish) work at 5.00 but he _____ (not/go) straight home; he _____ (go) to the gym. After that he _____ (go) home. In the evening he _____ (watch) television. He _____ (go) to bed at about 11.00.

Question words

6 Complete with the correct question words.

Where are you from?

- 1 _____'s the name of the lake?
- 2 _____ is a ticket for the national park?
- 3 _____ is the Sahara Desert?
- 4 _____ does the park open?
- 5 _____ is the park office?
- 6 _____ do people do in the mountains in summer?

7 Order the questions. Then answer them.

name / what's / your ? *What's your name? My name's (Susana)*

- 1 you / do / work ?
- 2 English / study / when / you / do ?
- 3 neighbour's / what's / name / your ?
- 4 your / like / do / boss / you ?
- 5 fishing / do / like / you ?
- 6 of / what / colleagues / are / names / your / the ?
- 7 park / near / do / live / you / a ?

8 Write questions for the answers

What's his name? His name's Marco.

- 1 _____ He lives in Florence.
- 2 _____ He's a bank manager.
- 3 _____ He starts work at 8.00.
- 4 _____ He lives with his wife.
- 5 _____ Yes, they have a son and a daughter.
- 6 _____ His son's name is Julio and his daughter's name is Paola.

Units 8 & 9

Adverbs of frequency

- We use adverbs to say how often we do something and to talk about frequency:
100% always
75% usually
30-50% sometimes
0% never
- With the verb *be*, the adverb comes after the verb: *He's **never** late for class.*
- With other verbs, the adverb comes between the subject and the verb:
*They **never** eat pasta.*

Prepositions of place

- Use prepositions of place to say where something is.
*The cat is **in** the bed.*
*The cat is **on** the bed.*
*The cat is **under** the bed.*
*The cat is **next to** the bed.*

Imperatives

- Use the imperative to give instructions and recommendations.
- The imperative has the same form as the infinitive of the verb. It doesn't change.
*To see - **See** the city.*
*To go - **Go** shopping.*
*To buy - **Buy** some bread.*
- We form the negative with *don't*:
***Don't** swim after eating.*

Units 8 & 9 Exercises

Adverbs of frequency

1 Correct the sentences.

Always I have coffee for breakfast. *I always have coffee for breakfast.*

- 1 We have always breakfast at home.
- 2 My son always is late for breakfast.
- 3 We have usually fruit for breakfast.
- 4 I have a sandwich sometimes for lunch.
- 5 We invite friends for dinner never.
- 6 We have always a pizza on Friday night.
- 7 It usually is a four-cheese pizza.
- 8 My husband cooks sometimes dinner at the weekend.

3 Add an adverb so the sentence is true for you.

I drink wine. *I sometimes drink wine.*

- | | |
|----------------------------------|--|
| 1 I eat Indian food. | 5 I have a sandwich for lunch. |
| 2 I have fruit for breakfast. | 6 I eat at a restaurant at the weekend. |
| 3 I drink coffee in the morning. | 7 I cook dinner. |
| 4 I eat at my mother's house. | 8 We invite friends to eat at our house. |

2 Re-write the sentences using adverbs so the meaning is the same.

We don't drink coffee. *We never drink coffee.*

I have pizza about 3 or 4 times a month. *I sometimes have pizza.*

- 1 We eat in a restaurant 3 times a month.
- 2 We don't eat Japanese food.
- 3 On Sundays we eat at my mother's house.
- 4 We have pasta 5 or 6 days a week.
- 5 We don't drink wine.
- 6 We invite friends to eat 2 or 3 times a month.

Imperatives

4 Make some recommendations about what to do in Sydney, Australia. Match a verb with an ending.

- | | |
|-------------|-------------------------------------|
| <i>Walk</i> | a a show at the Sydney Opera House. |
| 1 Watch | b the Sydney Olympic Park. |
| 2 Swim | c with a coffee at a river café. |
| 3 Have | d some paintings. |
| 4 Relax | e across the bridge. |
| 5 Buy | f in the sea. |
| 6 Visit | g some wonderful seafood. |

5 Do you think these are good or bad things to do? Make recommendations. Choose the correct imperative.

Don't take a taxi.

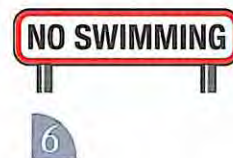
Take the bus. It's cheap.

- 1 *Buy / Don't buy* things at the hotel shop. It's expensive.
- 2 *Walk / Don't walk* in the park at night.
- 3 *Take / Don't take* photographs at the market. It's exciting.
- 4 *Go / Don't go* in December. It's sunny.
- 5 *Swim / Don't swim* in the river. It's very cold.
- 6 *Ask / Don't ask* the police for help. They're friendly.
- 7 *Go / Don't go* to the shopping malls. There are many interesting shops.
- 8 *Have / Don't have* dinner at the hotel. The restaurant's terrible.

6 Match an instruction with a picture.

Don't drive fast. Don't go. ~~Don't run.~~ Don't smoke.
Don't swim. Don't talk. Don't walk.

Don't run.



Units 10 & 11

Past simple (1) was/were

- Form positive sentences in the past like this:

	Positive
I	I was
you	You were
he/she/it	He/She/It was
we	We were
you	You were
they	They were

- There was** + singular :
There was a teacher in the classroom.
- There were** + plural:
There were 10 students in the classroom.

- Form the negative with **not**:

	Negative
I	I wasn't
you	You weren't
he/she/it	He/She/It wasn't .
we	We weren't
you	You weren't
they	They weren't

- To make questions, put the verb first:
You were on holiday. — *Were you on holiday?*
- We normally use short answers:
No, I wasn't on holiday. — *No, I wasn't.*

Past simple (2)

- Use the past simple to talk about finished past actions and events.
- We usually say when something happened: *I started university last year. I didn't meet my friends at the weekend.*
- In positive sentences the verb doesn't change. Form the negative with the auxiliary **didn't**:

Positive		Negative	
I	started met	I	didn't start didn't meet
you		you	
he/she/it		he/she/it	
we		we	
they		they	

Regular verbs

To form the past simple of regular verbs:

- Most verbs, add **-ed**: start - **started**; finish - **finished**
- Verbs ending in **-e**, add **-d**: die - **died**
- Verbs ending in **-y**, change **-y** to **-ied**: study - **studied**

Irregular verbs

Many common verbs are irregular.

Infinitive	Past simple
be born	was born
come	came
get	got
go	went
have	had
know	knew
make	made
meet	met
read /ri:d/	read /red/
speak	spoke
win	won
write	wrote

For a complete list of irregular verbs, see page 126.

Units 10 & 11 Exercises

Past simple (1) was/were

1 Choose the correct form.

I was / were in the temple yesterday.

- 1 My grandfather *was* / *were* a doctor.
- 2 Vegetables *was* / *were* very important for the Mayans.
- 3 The typical food for the Khmer *was* / *were* rice.
- 4 There *was* / *were* fantastic architects in Egypt.
- 5 We *was* / *were* at the Pyramids last week.
- 6 There *was* / *were* good weather.
- 7 My sister *was* / *were* on a horse.
- 8 I *was* / *were* on a camel.

2 Complete the questions with *was* or *were*.

On your holiday, was the food good?

- 1 _____ the people friendly?
- 2 _____ the traffic bad?
- 3 _____ the restaurants cheap?
- 4 _____ your sister with you?
- 5 _____ you in a good hotel?
- 6 _____ you happy to come home?

3 Complete the answers to the questions above with *was* / *were* / *wasn't* or *weren't*

Yes, it was.

- 1 Yes, they _____
- 2 No, it _____
- 3 No, they _____
- 4 Yes, she _____
- 5 Yes, we _____
- 6 No, I _____

Past simple (2)

4 Put the verbs in the correct forms.

On Monday I did (do) my homework.

- 1 In March I _____ (start) university.
- 2 I _____ (study) French and German.
- 3 There were many students and we _____ (work) very hard.
- 4 I _____ (meet) some interesting people.
- 5 One student was from Australia. She _____ (like) me very much.
- 6 I _____ (begin) to see her everyday.
- 7 We _____ (go) to restaurants and the cinema together.
- 8 We _____ (get married) in November.

5 Decide if the underlined verbs are right or wrong. Correct the wrong verbs.

He studied languages at university. ✗ *studied*

- 1 She moved to Canada in 2009.
- 2 They invented a good way to do less work.
- 3 My grandparents deid in 1998.
- 4 Well done! You winned the election!
- 5 My father stoped work last month.
- 6 We becomed the first students to study in space.
- 7 It's good that you decided to leave your job.
- 8 I continued my job but I'm unhappy.

6 Change positive to negative and negative to positive.

She liked the teacher. She didn't like the teacher.

We didn't come first. We came first.

- 1 My parents got married in 1965.
- 2 I didn't pass my exam.
- 3 He wanted to be a politician.
- 4 They went to a football match.
- 5 We didn't have a good time.
- 6 My grandmother spoke French.

Units 12 & 13

Past-simple (3) questions

- Form the question with question word + **did** + subject + infinitive:

What	did	I	eat?
When		you	
Where		he/she/it	
How		we	
Which (food)		you	
Why		they	

- For Yes / No questions don't use the question word:

Did	I	eat?
	you	
	he/she/it	
	we	
	you	
	they	

Present continuous

- We use the present continuous to talk about things now.
- Form the present continuous with **be** and verb + **-ing**

	Positive
I	I'm reading
you	You're writing
he/she/it	He's/She's/It's eating
we	We're watching TV
you	You're having breakfast
they	They're playing football

- Form the negative with **not**:

	Negative
I	I'm not reading
you	You're not writing
he/she/it	He's/She's/It's not eating
we	We're not watching TV
you	You're not having breakfast
they	They're not playing football

- To make questions, put the verb **be** first:
She's listening to the radio — *Is she listening to the radio?*
- We normally use short answers:
Yes, she's listening to the radio. — *Yes, she is.*

Units 12 & 13 Exercises

Past simple (3) Questions

1 Match the question with an answer.

Where did you go at the weekend?

- 1 How did you get to the park?
- 2 Who did you go with?
- 3 What did you do there?
- 4 Which animals did you see?
- 5 Why did you go there?

- a I went with my family.
- b Because the park is lovely in the spring.
- c Some deer and a fox.
- d I went to a national park.
- e We walked a lot and saw some animals.
- f We went by car.

2 Order the questions.

you / Which / visit? / did / countries *Which countries did you visit?*

- 1 go? / When / he / did
- 2 you / Did / see / on / the / TV? / weather
- 3 did / animals / the / disappear? / Why
- 4 people / Where / the / live? / did
- 5 TV / Did / like / they / programme? / the
- 6 How / we / did / long / stay?
- 7 yesterday? / eat / What / she / did /
- 8 good / everyone / Did / time? / a / have

3 Underline the wrong word in each line, then correct it.

Where did you went last night? *go*

- 1 Did you have a pet when you were little? Yes, I had.
- 2 What did you had? A cat.
- 3 Why name did you give it? Snowy.
- 4 What had it look like? It was white.
- 5 Does it eat fish? Yes, it did. It liked fish a lot.
- 6 What did it sleep? On my bed.
- 7 Did it die of old age? Yes, it died.

Present continuous

4 Make full sentences.

I / read / book *I'm reading a book.*

- 1 You / have / breakfast
- 2 They / visit / Jordan
- 3 She / take / photographs
- 4 We / buy / ticket
- 5 I / sit on / train
- 6 The train / leave / platform
- 7 She / talk / phone.
- 8 They / write / report

5 Complete the sentences with the best verb from the box and make it negative.

He is not watching the football.

visit feel watch stay look study take sit wear

- 1 You _____ Russian.
- 2 We _____ the museum today.
- 3 She _____ a coat.
- 4 They _____ in a hotel.
- 5 I _____ cold.
- 6 He _____ on the bus.
- 7 We _____ a boat trip.
- 8 They _____ at the map.

6 Match a question with an answer.

Are you working at the weekend?

- 1 Are you learning English?
 - 2 Is he visiting the palace?
 - 3 Are they meeting in Brussels?
 - 4 Are we paying for this trip?
 - 5 Is she travelling by plane?
 - 6 Is the train going to Moscow?
- a No, he isn't.
 - b No, they aren't.
 - c Yes, we are.
 - d Yes, it is.
 - e No, I'm not.
 - f Yes, I am.
 - g No, she isn't.

Units 14 & 15

Describing nouns

- Both adjectives and nouns can describe nouns. They both go before the main noun: adjective / noun + main noun
blue painting
street art
- If there is both an adjective and a noun the adjective comes first:
lovely chocolate cake

can

- We use **can** to talk about ability.
- Form the positive sentences with subject pronoun + **can** + verb:
- Form the negative with **not**:

Positive		
I	I can	speak French play tennis
you	You can	
he/she/it	He/She/It can	
we	We can	
you	You can	
they	They can	

Negative		
I	I can't	speak French play tennis
you	You can't	
he/she/it	He/She/It can't	
we	We can't	
you	You can't	
they	They can't	

- To make questions, put **can** first:
They can speak French. *Can they speak French?*
- We usually use short answers:
Yes, they can speak French. *Yes, they can.*

be going to (future)

- be going to** is used for making predictions about the future.
- Form the positive with subject pronoun + **be** + **going to** + verb:
- Form the negative with **not**:

Positive			
I	I'm	going to	pass the exam.
you	You're		
he/she/it	He's/She's/It's		
we	We're		
you	You're		
they	They're		

Negative			
I	I'm not	going to	pass the exam
you	You're not		
he/she/it	He's/She's/It's not		
we	We're not		
you	You're not		
they	They're not		

- To make questions, put the verb **be** first:
You're going to be late. *Are you going to be late?*
- We usually use short answers:
Yes, I'm going to be late. *Yes, I am.*

Units 14 & 15 Exercises

Describing nouns

1 Put the underlined words in the correct order (adjective + noun + main noun).

I don't like that street painting large. *I don't like that large street painting.*

1 He lives in a country small house.

2 She has a blue bike mountain.

3 That's a table big kitchen.

4 This is a station new bus.

5 What a match football boring.

6 She works at the local farm flower.

can

2 Write positive (+) or negative (-) sentences.

He / play the guitar (-) *He can't play the guitar*

1 We / swim (+)

2 She / ride a horse (-)

3 You / generate electricity with this gadget (+)

4 I / speak Arabic (-)

5 They / drive (-)

6 My computer / download music (+)

3 Complete the questions with the best verb from the box.
Complete the short answers.

cook paint record speak take understand use

you / Russian? Can you speak Russian? Yes, I can

1 you / Italian food? Yes, _____

2 they / a computer? No, _____

3 your mp3 player / conversations? Yes, _____

4 your mobile phone / pictures? No, _____

5 he / science? No, _____

6 she / pictures? Yes, _____

be going to (future)

4 Change the sentences as shown.

He's going to get a new job. (+ — ?)

Is he going to get a new job?

1 It's going to be a nice day. (+ — -)

2 They aren't going to be happy. (- — +)

3 We're going to make a lot of money. (+ — -)

4 She's going to fail the exam. (+ — ?)

5 Are Liverpool going to win this year? (? — +)

6 She's going to marry Peter. (+ — ?)

5 Look at the table about the top 10 languages used on the Internet. Match the beginnings and endings of the sentences.

In the future I think ...

there are going to be more Japanese sites

1 English language sites

2 Chinese sites

3 there are going to be more Arabic sites

4 there aren't going to be

5 the top ten languages

6 there are going to be

a are always going to be second.

b any Swedish sites in the top ten.

c more and more people using the Internet.

d are always going to be number one.

e than Spanish ones.

f than French or German ones.

g are always going to be the same.

2009 (users in millions)		2008 (users in millions)	
English 478.4	German 64.5	English 430.8	Arabic 59.9
Chinese 383.6	Arabic 50.4	Chinese 276.2	Portuguese 58.2
Spanish 136.5	Russian 45.2	Spanish 124.7	Korean 34.8
Japanese 96	Korean 37.4	Japanese 94.0	Italian 34.7
French 79	Other languages 289.6	French 68.2	Other languages 220.9
Portuguese 73	Total million users: 1734	German 61.2	Total million users: 1463.6

Unit 1

Track 1.01

- A: Hello. I'm Tom.
B: Hi. I'm Liz.
C: Hello. I'm Atul.
D: Hi. I'm Steve.
E: Hi. I'm Sasha.
F: Hello. I'm Pam.

Track 1.02

- A: Hello. I'm Tom. I'm from London.
B: Hi. I'm Liz. I'm from Sydney.
C: Hello. I'm Atul. I'm from Mumbai.
D: Hi. I'm Steve. I'm from Cape Town.
E: Hi. I'm Sasha. I'm from New York.
F: Hello. I'm Pam. I'm from Toronto.

Track 1.04

- A: Hi. I'm Lesley.
B: Lesley? Can you spell that?
A: L-E-S-L-E-Y
B: L-E-S-L-E-Y
A: That's right. I'm from Torquay.
B: Can you spell that?
A: T-O-R-Q-U-A-Y
B: T-O-R-Q-U-A-Y
A: That's right.
B: I'm Pedro.

Track 1.07

- 1 A: Name?
B: Brown. B-R-O-W-N.
2 A: Name?
B: Ball. B-A-L-L.
3 A: Can you spell that?
B: C-L-A-R-K.
4 A: Can you spell your name?
B: Barker. B-A-R-K-E-R.
5 A: Can you spell that, please?
B: J-A-N-E-S. Janes.

Track 1.12

- a one, two, three, five
b four, five, six, eight
c two, three, four, six
d six, seven, nine, ten
e nine, eight, seven, five
f five, three, two, one

Track 1.13

- 1 Manchester United 3, Liverpool 2
2 Yeah! Six! One, two, three, four, five, six!
3 A: Good morning.
B: 2-1-3 please.
A: 213. Here you are.
4 eight... three... four... one... nine...
That's it ... Oh no!
5 Four, five, two ... six, nine, eight, eight.

Track 1.14

- 1 520751
2 C31XQ
3 L5R 3F6
4 GA31302
5 115-123

Unit 2

Track 1.20

- 1 A: Hello. I'm Lucian.
B: Are you from France?
A: No, I'm not. I'm English.
2 A: Hi. My name's Maria.
B: Are you Italian?
A: No, I'm not. I'm Spanish.
3 A: We're Olga and Tatiana.
B: Are you German?
A: No, we're not. We're Russian.

Track 1.21

- 1 A: Are you from Europe?
B: No, I'm not.
A: Are you married?
B: Yes, I am.
A: Are you a student?
B: No, I'm not.

Track 1.22

- 2 A: Are you from Europe?
B: Yes, I am.
A: Are you married?
B: Yes, I am.
A: Are you a student?
B: No, I'm not.

Track 1.23

- 3 A: Are you from Europe?
B: No, I'm not.
A: Are you married?
B: No, I'm not.
A: Are you a student?
B: Yes, I am.

Track 1.28

- 1 A: Bye
B: Bye
A: Oh...
C: Come over here. What are these?
A: Oh, they're my keys!
C: OK.

Track 1.29

- 2 A: Passport! What's your name?
B: Smith, Jean Smith.
A: Where are you from?
B: I'm Canadian. I'm from Vancouver.
A: OK.
B: Thank you.

Track 1.30

- 3 A: Is this your car?
B: Er... Yes, it is.
A: What's the number?
B: Um... JGK 869D
A: Where are you from?
B: I'm Polish. I'm from Warsaw.
A: What's your address?
B: The Royal Hotel.
A: OK, thank you.
B: Thank you!

Track 1.31

- 4 A: Open, please! Are these your bags?
B: Yes, yes they are.
A: Where are you from?
B: We're French. We're from Lyon.
A: What's that?
B: It's our dog.
A: OK, thank you.
B: Thank you!

Track 1.34

- eleven
twelve
thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty

Track 1.35

- 1 A: What's your address?
B: 18 Oxford Road.
A: What's your postcode?
B: L13 3PQ.

Track 1.36

- 2 A: What's your address?
B: 20 King Street.
A: What's your postcode?
B: BS17 5TW.

Track 1.37

- 3 A: What's your address?
B: 14b London Road.
A: What's your postcode?
B: M16 1A.

Track 1.38

- 4 A: What's your address?
B: 15 Park Street.
A: What's your postcode?
B: NW11 4PT.

Track 1.40

- 1 My name is Pilar, I am from Spain. Uh, from Madrid.

Track 1.41

- 2 My name is Al-Mutasem Billa and my surname is Alam. I come from Saudi and I'm from a city, it's called Jeddah.

Track 1.42

- 3 So, my name is Marc, I come from France. More specifically, from a city called Lyon.

Track 1.43

- 4 My name's Dorothy Robertson. I'm from Alloa, Scotland.

Track 1.44

- 5 My name's Mireille Yanow. I'm from Diamond Bar, California, in the United States.

Track 1.47

Hi. My name's Tina. This is my English class. This is Gloria. She's from Argentina. The other students are from Spain. This is Pedro. He's from Granada. And Carmen and Luis are from Madrid. Our teacher's name is Max and he's from Manchester.

Unit 3

Track 1.51

- 1 Louise, Australia
A: How many people are in your family?
B: Four.

Track 1.52

- 2 Sulayman, Gambia
A: Sulayman, how many people are in your family?
B: In my family? Nine.

Track 1.53

- 3 Torsten, Germany
A: Torsten – what about your family? Is it big?
B: No, only two – me and my wife.

Track 1.54

- 4 Noriko, Japan
A: How many people are in your family?
B: Three.

Track 1.55

- 5 Hasna, Morocco
A: So Hasna, how many people are in your family?
B: Six. My mother and father, my sister and her husband. My niece – that's my sister's daughter, and me.

Unit 4

Track 1.64

- A: My house number is 42.
B: I'm 27 years old.
C: There are 18 people in the class.
D: My grandmother is 64 years old.

Track 1.66

In this mall there are 6 floors for shopping and a big car park with 4 floors for cars. There are many interesting shops and there's a big supermarket. But it's not just for shopping; there are 48 restaurants and a cinema with 11 screens.

Track 1.69

- 1 A: How much is this?
B: £24.
2 A: How much is the camera?
B: \$99.
3 A: Excuse me.
B: Yes.
A: How much is this pen?
B: That's €1.30 please.
4 A: Hello.
B: Hi.
A: How much is this book please?
B: Let's see – er, £6.49.
A: Thanks.

Track 1.76

- 1 How many restaurants are there in the picture?
2 Is there a hotel?
3 How many banks are there?
4 How much is the CD player?
5 How much is milk?
6 Is there a car park?
7 Is there a music shop?

Unit 5

Track 2.02

Jim
I work in a shop. It's a small shop. It's open every day. It's OK, but it's a bit boring.

Track 2.03

David
I work outdoors on a farm. It's a good job, but it's a difficult job too.

Track 2.04

Ingrid
I work for VSO, I'm a volunteer and I work in China. I'm a teacher. I work in a school. There are 12 teachers in the school. There isn't a lot of money but it's a very interesting job.

Track 2.05

Maria
I work in a restaurant. It's a cheap restaurant and it's very popular! There are a lot of people every day so it's very busy!

Track 2.06

Richard
I work for a big company in the centre of town. There are 150 people in the company. I work in an office. There are 19 people in the office with me. They're very friendly.

Track 2.07

Julie
I'm a volunteer for VSO. I work in a hospital. It's a good job, but it's very busy.

Track 2.08

swimming
running
table tennis
cricket
basketball
American football
football

Track 2.09

- 1 In most of South America, Africa & Europe, football is the national sport.
2 In India, Pakistan and Australia, cricket is the most popular sport.
3 In the United States the national sport is football – American football.
4 In China, table tennis is very popular.

Track 2.12

capoeira
ski-jumping
dancing
judo
motorbike racing

Track 2.13

1 Mireille, US
I love sports. Well, some sports I like. I like watching football and I like swimming.

Track 2.14

2 Christina, Germany
Yes, I do. My favourite sport is capoeira. It's a kind of Brazilian dance.

Track 2.15

3 Francesco, Italy
Well, I mean yes, quite a bit. Not too much, but yes. I like motorbikes, so I like racing.

Track 2.16

4 Jolanta, Poland
Not football. I like ski-jumping the most.

Track 2.17

5 Eva, Switzerland
I do like sport, but not too much, not everything. I'm not a very sporty person in general. But what I do like doing is dancing.

Unit 6

Track 2.20

1 It's 6 o'clock. This is David Barnes with the news on Radio Cardiff.

Track 2.21

2 The train on Platform 4 is the 10.20 for London. 10.20 for London on Platform 4.

Track 2.22

3 At the third stroke it will be nine fifty-five precisely.

Track 2.23

4 A: Excuse me. What's the time?
B: Let's see – it's two thirty.
A: Sorry?
B: Two thirty.
A: OK. Thank you.

Track 2.25

I have a shower at 7.00 and then I have breakfast at about 7.30. I go to work at 8.15. I have lunch at 1.00. When I finish work I go to the gym – that's at about 6.15. After that I go home – at about 7.30. We have dinner at 8.00 and go to bed at 11.00.

Track 2.28

1 I phone my bank's call centre at night. I don't have time to phone in the day and at night it isn't so expensive.

Track 2.29

2 I like my job because it's just me and my car. And I like working nights. There's no traffic. My wife doesn't like it because I work all night and come home in the morning.

Track 2.30

3 I don't work normal hours, I work nights in a hospital. I like my job, but we don't have time to see other people. All my friends are nurses too!

Track 2.31

4 My supermarket doesn't close at night. 24-hour shopping? I think it's great. You don't spend hours in the shop. There's no one there – it's very quiet.

Unit 7

Track 2.41

A: What's the name of the site?
B: Great Smoky Mountains National Park.
A: Where is it?
B: It's in the south of the US – Tennessee and North Carolina.
A: How much is it?
B: Nothing! The park is free.
A: Wow, and when is it open?
B: It's open all day, every day.
A: What are the main attractions?
B: The park is great for walking. There are over 500 km of walks. The mountains are very popular and the fishing is good too!
A: When is a good time to visit?
B: Well, it's very busy in the summer. Spring and fall are good seasons to visit. And the trees are beautiful in the fall.
A: Great. Thanks!

Unit 8

Track 2.53

Katerina, Italy
I always, always every day have breakfast at 8 o'clock in the morning with my family, coffee is very important to wake us up and also some biscuits and some croissant with marmalade.

Track 2.54

Abdul, Saudi Arabia
I eat dinner sometimes, but the main meal for me is lunch which is rice with lamb or chicken.

Track 2.55

Ryusuke, Japan
I usually have er... dinner – for example I eat pasta and pizza and also Japanese traditional food such as sushi, Japanese omelettes and so on.

Track 2.56

Omar, Saudi Arabia
Usually I like to eat rice. We eat it for lunch time. It's simple – rice and chicken, lamb and some vegetable with it.

Track 2.57

Francesco, Italy
Well, we're Italian so usually we eat pasta – that's the best thing we can find in Italy.

Unit 9

Track 2.61

Part 1
G'day! I live in Coober Pedy. This is a town in South Australia. It's in the desert and it's very hot in the summer! I live in an underground house. An underground house is great because it's never very hot or very cold. Come on in!

Track 2.62

Part 2
This is the kitchen. We have a fridge and a cooker of course. We eat in here so there's a table and chairs too. The living room is next to the kitchen, with a sofa, more chairs ... There are lots of lamps because there are no windows.
And this is the bathroom. We have a shower but no bath. It's fun living in an underground house!

Track 2.63

And this is the bedroom. We have a bed of course, and a small table next to the bed. There aren't any windows but there's a lamp on the table. Oh and our cat is under the bed!

Unit 10

Track 2.70

Ancient Egypt was very important from 3150 to 35 BC. The ancient Egyptians were fantastic architects and there were many wonderful pyramids and temples. Agriculture was very important and the typical food for normal Egyptians was bread and vegetables.

We have examples today of Egyptian writing and numbers. There were symbols for numbers one and ten, but no symbols for numbers two to nine.

Animals were very important to Egyptian families and many families had a pet. Cats were very popular.

Track 2.71

A: So Jackie, you were in Cairo last month. What was that like?
B: Fantastic, Mike! Here, have a look at my photos.
A: OK, oh so was this your hotel?
B: Yes, it was. It was the first modern hotel in Cairo. It was great! The hotel was next to the Egyptian museum, the one with King Tutankhamen inside. That was wonderful!
A: Was the food good?
B: Yes it was. It was delicious. This was my first meal in Cairo. There was rice, meat, vegetables and bread in lots of different bowls.

A: Wow, the Pyramids!

B: Yes, they were fantastic of course. Look at me on the horse! It was very old and slow! There weren't any other tourists because I was there very early in the morning – and it was cold! It wasn't hot in January in the morning! OK, so this was Ali, my guide.

A: Ali right. So, were the people nice?

B: Well, Ali was very nice – all the Egyptians were very friendly.

A: Cairo's a very big city. Was the traffic bad?

B: Oh yes, that was terrible. There were so many cars, and buses and taxis. The taxis were awful – they weren't expensive but they were very hot and very slow. It was really noisy too. But at night the river Nile was really beautiful.

A: So, a good trip?

B: Oh yes!

Track 2.75

Part 1: Remember Unit 10

- 1 What was the religion of the Khmer?
- 2 What was the typical food for the Khmer?
- 3 How many days were in the Mayan month?
- 4 What was the important food for the Mayans?
- 5 What film was made in Tikal?

Part 2: Odd one out

- 1 wonderful, fantastic, awful, delicious
- 2 fridge, cooker, table, shower
- 3 terrible, friendly, noisy, awful
- 4 Monday, Friday, weekend, Thursday
- 5 rent, was, go, see

Part 3: Where was ...

- 1 Where was Jackie in January?
- 2 Where was the film Tomb Raider made?
- 3 Where was Merv's underground house?
- 4 Where was Stanley Park?

Unit 11

Track 3.08

A: Is Christmas Day on the 24th of December?

B: No, it isn't. It's on the 25th of December.

Track 3.09

A: In China New Year's Day is in January or February.

B: Oh really? For me it's always the 1st of January.

Track 3.10

A: Is Valentine's Day in March?

B: No, it's in February. It's on the 14th of February.

Track 3.11

A: Australia Day? When's that?

B: It's on the 26th of January.

Track 3.12

A: I think Europe Day is on the 8th of May.

B: No, it isn't. It's on the 9th of May.

Track 3.15

Bea, England

A memorable year was 1998 because I went travelling round the world.

Track 3.16

Pilar, Spain

My important year is this year because I am living in London and I think that is very difficult for me because I am from Spain and the weather and the food is very different.

Track 3.17

Carmen, Spain

I think probably the most important year of my life was er... 2001 because it was the year before I started the university and it was a very hard year for me.

Track 3.18

Mireille, US

I think probably 2002 because that's the year I moved to the United Kingdom.

Track 3.19

Maria, Spain

I think a memorable year would be 2007 and that's because my son was born and so, life is very different now ... since then.

Unit 12

Track 3.22

A: Which country did it come from?

B: It came from Australia.

A: How big was it?

B: Well, it was very small. It was 3cm long.

A: Where did it live?

B: It lived in the mountains next to small rivers.

A: Right, and what did it eat?

B: It ate insects.

A: How did it live?

B: The frog was very busy in the day. It looked for food and went into the water a lot. It also sat in the sun. At night it went under rocks to sleep.

A: So why did it disappear?

B: Well, we don't know. Some people think there was a problem with the frog's habitat.

A: And when did it disappear?

B: There were a lot of frogs in the early 1970s but it disappeared in 1979.

Track 3.23

A: When I was little our family had a donkey.

B: Did it have a name?

A: Yes, it was Ronaldo.

B: What did it eat?

A: It ate carrots and grass.

B: Where did it live?

A: It lived in the garden.

B: Did you like it?

A: Yes, I did.

Track 3.26

A: Did you see that TV series about that man ... oh what's his name ... Bruce Parry?

B: Bruce Parry? Who's he?

A: He's a TV presenter. He made this incredible series called *Tribes*.

B: What did he do?

A: He lived with tribes ...

B: Tribes? Where? Where did he go?

A: He went to lots of different countries – Malaysia, Brazil, Russia, Tanzania ...

B: Are there tribes in all those places?

A: Yeah, it was fascinating.

B: Who did he go with?

A: Obviously he went with a TV production team.

B: Yeah OK. Where did he stay?

A: This is the interesting thing. He stayed with a family in the tribe.

B: All the time?

A: Yes, day and night – and he did everything they did.

B: Wow. How long did he stay? Two or three days?

A: No he stayed for a month.

B: A month? Wow. What food did he eat?

A: That was incredible. He had exactly the same food as the tribe – you saw him eat lots of strange food – insects, rats ...

B: Rats? That's horrible. But did he like it, did he have a good time?

A: I think so – the people were really friendly to him, but I think it was also quite difficult for him. Life in the tribe was quite hard.

B: It sounds really interesting ...

Unit 13

Track 3.33

If you want to go from London St Pancras to Paris, the Eurostar takes just 135 minutes. And if Brussels is your destination, then you can be there in 113 minutes. The train has a top speed of 300km per hour. The total number of passengers is 766 with 206 in first class and 560 in standard class. But what about tickets and prices? If you want to travel first class, your ticket will cost £260 but if that's too expensive you can buy a standard ticket for just £39.

Track 3.34

A: How was the meeting, Anne?
B: Fine, John, it went very well.
A: So, where are you now?
B: I'm at the train station and I'm just checking the timetable. I think the train leaves at 16.30 ... Let me see, yes it does. OK I'm at the ticket office now, speak later!

Track 3.35

B: Hi John, I have the ticket.
A: No problems, then?
B: No, none at all. I'm on the platform just waiting for the train now.
A: What time does the train arrive in Brussels?
B: About seven thirty this evening. John – the train's arriving now...

Track 3.36

B: Hi John. I'm just arriving in Belgium.
A: How's the Eurostar?
B: Great – the seats are very comfortable! I'm glad I took the train.
A: I hope you aren't working now.
B: Oh no, I'm reading a book.
A: OK, call me tonight from the hotel ...

Track 3.37

A: Mr Peeters? Hello, this is Anne, Anne Ross.
B: Good evening Anne. Welcome to Brussels!
A: Thank you, but I have a problem. I understand that someone from the office is meeting me at the station.
B: Yes, that's right.
A: Well, I'm waiting but there's no-one here.
B: Don't worry, I'm coming to meet you now.
A: Great, I'm waiting next to platform six. See you soon.

Track 3.41

A: Hello. Is this the tour bus?
B: Yes, this is the Moscow City Bus Tour.
A: OK, great, one adult please.
B: That's 800 roubles please ...
 Good morning ladies and gentlemen and welcome to Moscow City Bus Tours. My name's Katya and I'm your guide this morning. This morning we're visiting the most important sights in Moscow including the Bolshoi Theatre and Red Square, so have your cameras ready! Please ask me ...
 OK ladies and gentlemen. The building you're looking at is the Tretyakov Gallery, one of the most important art galleries in Moscow. If you only visit one museum in Moscow, visit this gallery ...
A: Oh hi love. I'm fine. I'm seeing the city on one of those, er tourist buses ... Cold? No, it's not cold. I'm not wearing my coat anyway. How about you? What are you doing? Yeah? Oh, OK, I have to go – we're arriving at the Kremlin palace. OK, see you later, bye ...

Unit 14

Track 3.49

A: I really like this painting.
B: Me too.
A: I like it because there's a lot of yellow in it.
B: Really? My favourite colour is blue.
A: The painting is of a street, er ... in France.
B: Yes, I think so.
A: There's a café and there are some chairs and tables in the street. There are some people in the café. It's in the evening.
B: Really? I don't agree – I think it's at night.

Track 3.52

The One Laptop Per Child organisation started in 2005. It helps children in developing countries. It gives the children special computers to help their education. Children in several countries, including Peru, Uruguay, Cambodia, Ethiopia and Afghanistan are using the special XO computers.
 The XO computer has a special design. It can operate with only 2 watts of electricity and you can read the screen in the sun. It only costs about \$180.
 The children can read, write and play games. They can also connect to the internet. The computer has a camera and microphone so the children can take photos and have a video conference. Are there any problems? Well, the

computers are slow to start and you can't use CDs or DVDs. But the main problem is politics; some governments don't want to spend money on the project and some computer companies aren't happy about the cheap price of the XO computer.

Track 3.56

Nicole, Switzerland
 So my favourite gadget is the mobile phone.

Track 3.57

Dorothy, Scotland
 My favourite gadget is a food processor because I enjoy cooking.

Track 3.58

Abdul, Saudi Arabia
 My favourite is my mobile phone.

Track 3.59

Marc, France
 One of my favourite gadgets, erm ... My watch would be a gadget and it's my favourite one because it's useful to have a watch with you.

Track 3.60

Nicole, Switzerland
 I can listen to music with my mobile phone and I can also take pictures when I have forgotten my camera.

Track 3.61

Dorothy, Scotland
 I only have a very old mobile phone. I can make telephone calls and I can send text messages.

Track 3.62

Abdul, Saudi Arabia
 I can send email and take photos.

Track 3.63

Marc, France
 So what can I do with my mobile phone? Well, basically to contact other people. That's what I do with my mobile phone.

Unit 15

Track 3.66

- 1 A half plus a quarter is three quarters.
- 2 Fifty percent of ninety is forty-five.
- 3 Eighty-four is double forty-two.
- 4 Forty-seven is half of ninety-four.

Track 3.67

A: Gemma, you come from Jersey which is a small island. I know it's near France – do people speak both English and French?
B: No, English is the main language, everyone speaks English. However,

there are groups of Portuguese, Polish, French and Kenyans who speak their native languages.

A: Right.

B: There is another language called Jèrriais. It's a local language that people spoke in the past.

A: So do many people speak that today?

B: No, not really. There are about 90,000 people in Jersey and less than 4% speak Jèrriais – and it's mainly older people. Perhaps about 15% can understand some of it.

A: Now I know many people are learning Jèrriais. Why is that?

B: Well, for two reasons. The first is to keep the language and the culture of Jersey, and the second is for fun.

A: What about the young people – are they interested?

B: A little, there are classes at some schools now. The government is trying to make more young people learn it.

A: A language disappears every two weeks – is Jèrriais going to disappear?

B: I hope not. No, I think it's going to be here for some time.

A: And what about you – do you speak Jèrriais?

B: No, I don't. But I'm going to start classes next year.

Track 3.68

1 They didn't do their homework. The teacher's going to be angry.

2 Arabic is a difficult language. I'm going to have problems learning it.

3 Jane and Tom are moving to Tokyo. They're going to learn Japanese.

4 You didn't work very hard. You're going to fail the exam.

Track 3.69

There are about 7000 languages in the world and the language with the most native speakers is Chinese. Mandarin Chinese is also becoming a very popular foreign language with about 30 million students round the world.

For many parents, English is a very important language and some children start learning it very young. In Japan, about 21% of five-year-olds are already going to English conversation classes and 90% of European schoolchildren study English.

English is very important in other countries but what about British people? Are they good language learners? No, they're not. Only 5% of British adults can count to 20 in another language.

Irregular verbs

Infinitive	Past simple	Past participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn	burnt/burned	burnt/burned
burst	burst	burst
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
can	could /kʊd/	(been able)
catch	caught /kɔ:t/	caught /kɔ:t/
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal /di:l/	dealt /delt/	dealt /delt/
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt/dreamed	dreamt/dreamed
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought /fɔ:t/	fought /fɔ:t/
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
hang	hung/hanged	hung/hanged
have	had	had
hear	heard /hɜ:d/	heard /hɜ:d/
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep	kept	kept
kneel	knelt/kneeled	knelt/kneeled
know	knew /nju:/	known
lay	laid	laid
lead	led	led
learn /lɜ:n/	learnt/learned	learnt/learned
leave	left	left
lend	lent	lent
let	let	let

Infinitive	Past simple	Past participle
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant /ment/	meant /ment/
meet	met	met
must	had to	(had to)
pay	paid	paid
put	put	put
read	read /red/	read /red/
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said /sed/	said /sed/
see	saw /sɔ:/	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelt/smelled	smelt/smelled
speak	spoke	spoken
spell	spelt/spelled	spelt/spelled
spend	spent	spent
spill	spilt/spilled	spilt/spilled
split	split	split
spoil	spoilt/spoiled	spoilt/spoiled
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear	swore	sworn
swell	swelled	swollen/swelled
swim	swam	swum
take	took /tuk/	taken
teach	taught /tɔ:t/	taught /tɔ:t/
tear	tore	torn
tell	told	told
think	thought /θɔ:t/	thought /θɔ:t/
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore /wɔ:/	worn
win	won /wʌn/	won /wʌn/
write	wrote	written

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10	9	8	7	6
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