ELEMENTARY coursebook

Lindsay Clandfield & Kate Pickering

with additional material by Amanda Jeffries

LEARN ENGLISH, LEARN THROUGH ENGLISH, LEARN ABOUT ENGLISH

global

MACMILLAN

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About Global

Lindsay Clandfield is a teacher, teacher educator and lead author of Global. He was born in England, grew up in Canada, taught at a university in Mexico, lives in Spain and has trained teachers from around the world. He is also the creator of the popular blog **Six Things** (www.sixthings.net), a collection of lists about ELT.

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

Six things we wanted for global

real lives

international voices

intellectual curiosity

cultural knowledge

a global outlook

a different book

Global Elementary by numbers:

10 units   160 pages   37 texts about people & places   49 vocabulary sections   34 explanations of English grammar   10 functional English lessons   27 accents from around the world in Global Voices   260 audio clips   30 video clips   150 interactive activities   100s of curious and interesting facts

Content highlights

Global English
by **David Crystal**

Contents

EV - Extend your vocabulary   (P) - Pronunciation

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Facts & Figures

Reading

1 What do you know about the English language? Work in pairs. Guess the answers.

1   English is the official language in …
   a   20 countries.
   b   50 countries.
   c   more than 50 countries.
2   English is a first (1st) or second (2nd) language for more than …
   a   5 billion people.
   b   50 million people.
   c   500 million people.
3   Many English words are not new for beginner English students because …
   a   they are similar in other languages.
   b   they are from the world of business, travel, fashion and music.
   c   both of the above (a and b).

2 🔊 1.01 Read and listen to *Global English Facts* and check your guesses.

Global
English facts

English is the first or second language for more than 500 million people in the world.

English is an official language in more than 50 countries.

Many English words are not new to beginner English students. There are three reasons for this:

- There are many international words in English. These words are the same in many different languages. *Doctor* and *radio* are international words.

- Many English words are similar in other languages. *Policia* (Spanish), *polizei* (German), *police* (French), *polizia* (Italian) and *police* (English) are all similar.

- People know a lot of English because it is connected to the world of music, travel, business, fashion or computers. For example, *email, hotel*.

Vocabulary

1 Look at the *A to Z of global English*. Match the words to the categories in the box below.

A to Z of global English

A airport	**N** no
B buses	**O** OK
C chocolate	**P** pop
D doctor	**Q** question
E email	**R** radio
F family	**S** sandwich
G golf	**T** taxi
H hospital	**U** universities
I internet	**V** virus
J juice	**W** Windows
K kilometres	**X** X-ray
L love	**Y** yes
M menu	**Z** zoo

computers   expressions
food and drink   jobs   music   places
sports   transport   other

2 1.02 Listen and check your answers.

3 Work in pairs. Think of other words for these categories. Then compare with other pairs.

Grammar

an airport, airports
a doctor, doctors
a family, families
a sandwich, sandwiches

- use *a / an* with singular nouns
- use *a* with a consonant sound and use *an* with a vowel sound
- plural nouns are formed with *s / es / ies*

1 Look at the alphabet again and find examples of …

1   *an* + noun.   2   *a* + noun.   3   plural nouns.

2 Write *a* or *an*.

___ alphabet   ___ director   ___ hotel
___ bus   ___ email   ___ pizza
___ computer   ___ football   ___ telephone

3 Add any new words from exercise 2 to the categories in vocabulary exercise 1.

Ⓖ **Grammar focus** – explanation & more practice of articles on page 136

Pronunciation

1 1.03 Listen and repeat the letters and words in the alphabet.

2 1.04 Listen to how English letters are pronounced.

/eɪ/	/iː/	/e/	/aɪ/	/əʊ/	/uː/	/ɑː/
A	B	F	I	O	Q	R
H	C	L			W	
J	D	N				
	G	X				
	P	Z				
	V					

3 Complete the table with these letters.
E   K   M   S   T   U   Y

4 1.05 Listen and check your answers. Then repeat the letters.

5 Work in pairs. A: spell a word from the *A to Z of global English*. B: point to the word. Then swap roles.

Facts & Figures

Part 2

Vocabulary & Speaking
Numbers 1–10

Listening
Number plates from around the world

Grammar
Be

Speaking
Conversations about cars

Vocabulary and Speaking

1 Put the letters in the correct order to spell the numbers.

0	eozr	3	reeht	6	xis	9	einn
1	noe	4	rouf	7	vesne	10	net
2	wot	5	evif	8	theig		

2 Work in pairs. Turn to page 130. Practise saying letters and numbers.

Listening

1 Work in pairs. Look at the number plates. Can you guess where they come from? Use the countries in the box below to help you.

Afghanistan	Austria	Canada
Ghana	Korea	Ireland	Italy
Mexico	Russia	US

Useful phrases

- What about this one?
- Is it from Ireland?
- Yes.
- No. It's from Italy.

2 🔊 1.06–1.07 Listen to two conversations. Match the number plate to the conversation.

3 Do you have a car? What is the number plate? Tell a partner.

The number plate is …
I don't have a car.

Number plates from around the world

ONTARIO
ACHT ⚜ 713
YOURS TO DISCOVER

RT3963P GH

ش ٦١٢ کابل
KBL **232** SH

729-PLA
DISTRITO FEDERAL

A **NT ✠ 83 JO**

I **CF 796FW**

TEXAS
259-HFY

京H **L7987**

GAILLIMH
IRL **18-G-03215**

H142BT 88 RUS
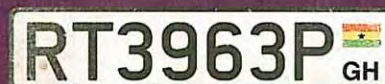
Grammar

I'm Mr Forbes.
*It **isn't** my car.*
*Is it the red car? No, it **isn't**.*

- we use contractions in speaking and informal writing
- we don't use contractions in formal writing

1 Circle the correct form of the verb in the two conversations. Then listen again and check your answers.

Conversation 1

A: Hi. I'm Mr Forbes – *I'm / I is* here for my car.

B: Mr John Forbes?

A: Yes, that's right.

B: *Is / are* your car the BMW?

A: Yes.

B: *Is it / It's* over here.

A: But this isn't my car.

B: Sorry?

A: *It not / It isn't* my car. My car license plate *is / am* 259 HFY.

B: Oh ...

Conversation 2

A: Hello, we *is / are* here for the car.

B: Your names please?

A: John and Lisa Thomson.

B: Ah yes, the Ford Focus.

A: That's right.

B: *Is the car / The car is* in the car park. Number plate ACHT 713.

A: Is it the red car?

B: No it isn't. *It's / They're* the blue Focus over there. Here's the key.

A: OK. Thanks.

2 Complete the world number plate facts with *is* or *are*.

> **Language note:** a *number plate* is called a *license plate* in American English.

World number plate facts

Number plates _____ a combination of numbers and letters.

In the USA, the number plate _____ different in each state.

In Russia, taxi number plates _____ yellow and black.

In Pakistan, all number plates _____ in the Latin alphabet.

Number plates _____ on the front and back of a car.

A personalised number plate _____ a special plate with words or a phrase.

In Britain, number plates _____ different colours at the front and back. They _____ white on the front and yellow at the back.

G **Grammar focus –** explanation & more practice of the verb *be* on page 136

Speaking

Work in pairs. Choose **one** of the tasks below.

A Practise saying the number plates. A: say a number. B: point to the correct number plate.

B Choose one of the conversations from Grammar exercise 1. Read the conversation together. Then close your books and practise the conversation again.

C Choose one of the conversations from Grammar exercise 1, but change the information (name, car, number plate, etc). Try to memorise as much as you can. Then practise the conversation.

Vocabulary

1 Put these numbers in the correct order.

- eleven
- fifteen
- twenty
- eighteen
- twelve
- fourteen
- seventeen
- nineteen
- thirteen
- sixteen

2 🔊 **1.08** Listen and check your answers.

3 Write the numbers for the words.

1 twenty-one
2 thirty
3 forty-six
4 fifty-five
5 sixty-nine
6 seventy-seven
7 eighty
8 ninety-three

4 🔊 **1.09** Listen and circle the correct number.

1 13   30
2 15   50
3 17   70
4 19   90
5 14   40
6 16   60
7 18   80

Reading

1 You are going to read a text about numbers. Check you understand these words.

| common | lucky | sequence | unlucky |

2 🔊 **1.10** Read and listen to *The power of numbers* on page 11 and find an example of …

1 a common number in religion.
2 a lucky number.
3 an unlucky number.
4 a number in a sequence.

3 Work in pairs. Ask each other these questions.

- Are there special numbers in your culture? What are they?
- Do you have a lucky / unlucky number? What is it?

Listening and Vocabulary

1 🔊 **1.11** Read and listen to these ordinal numbers.

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth

Language note: use ordinal numbers to say the order or sequence of things or to say the date.
the first, the second, the third, etc
9th February

2 🔊 **1.12** Read and listen to *One, two, three, five, eight…* on page 11. What are the sixth, seventh and eighth numbers in the sequence?

Listening and Speaking

1 🔊 **1.13** Listen and write the numbers.

2 🔊 **1.14** Work in pairs. What are the next two numbers in each sequence? Listen and check your answers.

Useful phrases

- The next number is …
- I think it's …
- Maybe it's …

3 Create another sequence and tell your partner. Can they guess the next two numbers in the sequence?

The power of numbers

Eight

In China, the number eight is lucky. The word for eight is similar to the word for rich.

Three

Three is a very common number in mathematics, science, religion, education and politics.

Thirteen

For many people in America and Western Europe, 13 is an unlucky number. In many hotels there is no room 13. On Continental Airlines, Air France, KLM and Iberia there is no row 13.

SEPTEMBER
FRIDAY
13

Boss: the man who is early when you are late, and late when you are early.

One, two, three, five, eight...

This is a sequence of numbers, called Fibonacci numbers.

The first number in the sequence is 1.
The second number is 2.   **1, 2**

The third number is the first number plus the second number.   **1, 2, 3**

The fourth number is the second number plus the third number.   **1, 2, 3, 5**

Fibonacci numbers are common in nature.

Facts & Figures

Reading

1 1.15 Read and listen to *Telecommunication facts and figures*. Are the sentences true (T) or false (F)?

1 The words for portable phone in Britain and the US are different.
2 Britain has more fixed phones per 100 people than the US.
3 The emergency number in Britain and the US starts with the number nine.
4 The freephone numbers are the same.
5 The information number in Britain and the US is the same.

2 What important telephone numbers do you know in your country?

Extend your vocabulary – *about*

Use *about* before a number when it is not exact.
In the US it is about 85 per 100 people.
This mobile phone is €59.99.

Look at the sentences and add *about* if it is possible.
1 Our teacher is 35.
2 The station is ten minutes from the school.
3 In China, eight is a lucky number.
4 The number before 12 is 11.

Vocabulary

1 1.16 Listen and repeat these email and website addresses.

jenny@britmail.co.uk
baxter21@phonemail.net
www.bbc.co.uk
www.independent.co.uk/sport

2 How do we pronounce these symbols?

1 @
2 .
3 www
4 /

3 Work in pairs. A: turn to page 126. B: turn to page 128. Practise saying some email and website addresses.

A: turn to page 126. B: turn to page 128.

The UK and US ... telecommunication facts and figures

A portable phone is called different things. In the UK it is called a *mobile phone* and in the US it is called a *cell phone*.

The number of fixed telephone lines per 100 people in the UK is 55 out of 100. In the US it is 53 out of 100.

In the UK, the number of mobile phones is about 118 per 100 people. In the US it is about 85 per 100 people.

The emergency number for the police, ambulance and fire department is 999 in the UK. In the US it is 911.

The international phone code for the UK is 44. For the US it is 1.

In the UK, freephone numbers begin with 080. In the US they begin with 1-800 or 1-888.

The information number (the number to find other numbers) is 118 in the UK. In the US it is 411.

Listening

1 🔊 1.17–1.18 Listen to two conversations. Match a picture a–c to the correct conversation. There is one picture you do not need.

2 Listen again and complete the information.

Name: Mr & Mrs Steinbeck
Nights:
Telephone:
Email:
Room:

Name:
Contact telephone:
Address:

Grammar

My name's Steinbeck.
*What's **your** telephone number?*
*Here's **their** key.*

- use possessive adjectives such as **my** and **your** before a noun
- use **your** for both singular and plural

1 Rewrite the sentences so they mean the same.

I'm Lucy.   *My name's Lucy.*
1 You're Keyi.
2 His name's Paolo.
3 She's Brigitte.
4 Our names are Bernard and Julie.
5 They're Pablo and Luis.

a

b

c

2 🔊 1.19 Read a dialogue between a student and a receptionist at a language school. Underline the correct option. Then listen and check your answers.

S = Student   **R** = Receptionist

S: Good morning. *I'm / My* Sergei Andropov and this is *I / my* wife Katya.

R: Hello – welcome to International English. *I / My* name's Antonia. *You / Your* teacher is Don Miller. *He's / His* from Australia. *You're / Your* in classroom 6.

S: Thank you.

Ⓖ **Grammar focus** – explanation & more practice of possessive adjectives on page 136

Speaking

Work in pairs. Ask each other questions to find out your partner's …

- name.
- address.
- phone number.
- email.

Function globally meeting people

| a In a café | b At an airport | c In a hospital | d At a taxi rank |
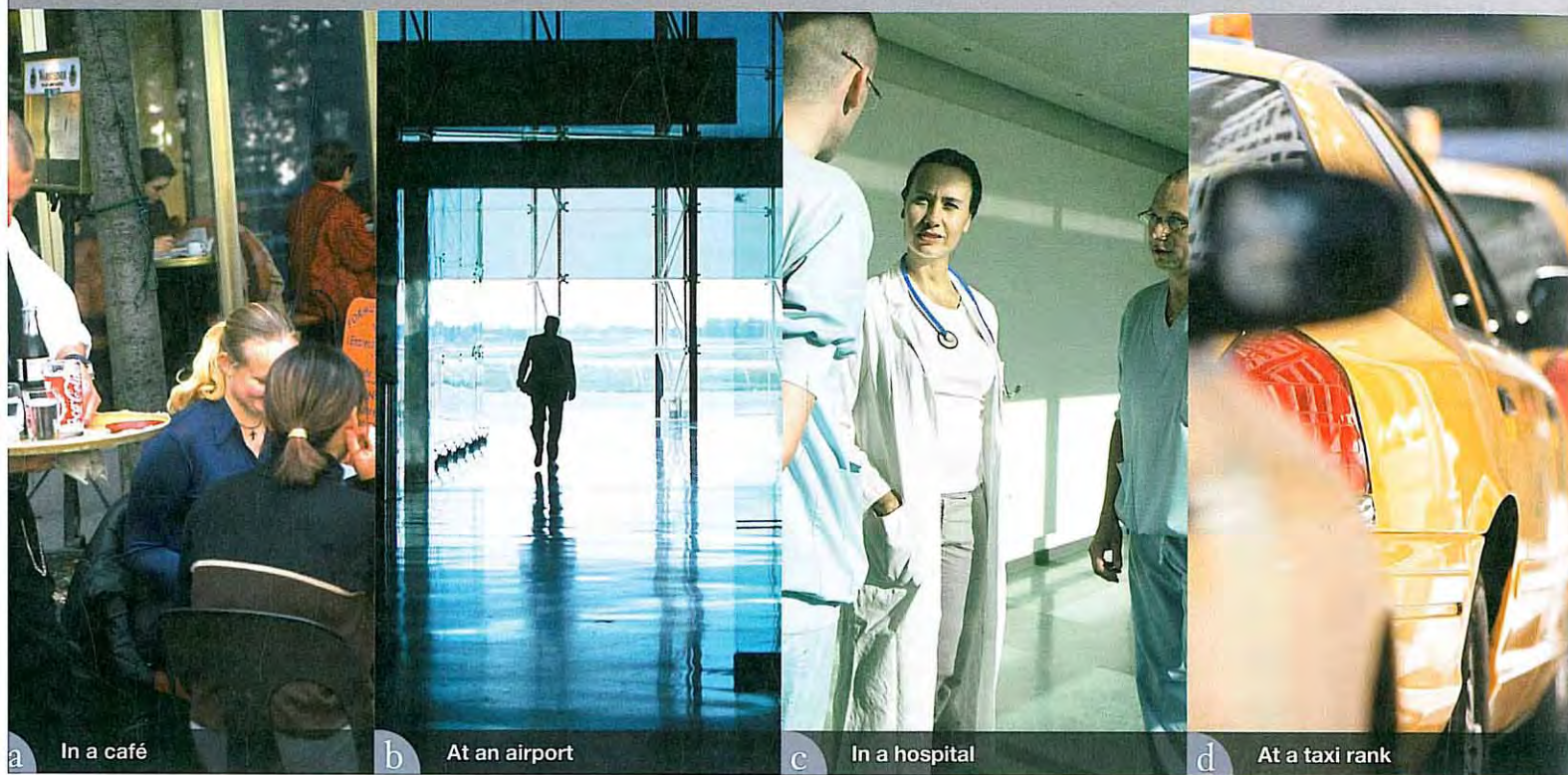
Warm up

Work in pairs. Do you remember the names of other people in the class? Take it in turns to introduce them.

Useful phrases

- His name is ...
- Her name is ...
- This is ...
- That is ...

Listening

1 🔊 1.20–1.23 Listen to four conversations. Match each one to a picture. Which conversations are formal (F) and which ones are informal (I)?

2 Listen again and choose the correct option.

Conversation 1: The man and woman *are / aren't* friends.
Conversation 2: It *is / isn't* her first day.
Conversation 3: The man and the woman *are / aren't* in the taxi together.
Conversation 4: The *second / third* man is Mr Brown.

3 Read the audioscript on page 152 and check your answers.

Language focus: meeting people

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

1 meet you pleased to.
2 OK, I'm thanks.
3 going how's it?

2 Complete the table with the phrases from exercise 1.

Hello.	Nice to meet you.	I'm fine, thank you.	My name's ...	How are you?
Hi. Hey.	_____ Good to see you.	Fine, thanks. _____	I'm ...	_____

Language note: use *Good to see you* when you meet a friend, **not** when you meet someone for the first time.

3 Tick (✔) the more formal expressions in the table.

Speaking

Work in pairs. Choose **one** of the tasks below.

A Look at the audioscript on page 152. Read the conversations together. Choose one conversation and try to memorise it. Then practise it.

B Look at the audioscript on page 152. Write similar formal and informal conversations. Then practise them.

Global voices

Warm up

1 Think of five well-known people from different countries. Write their names and where they are from.

2 Work in pairs. Tell your partner about the people you wrote.

His name is … He's from …
Her name is … She's from …

Listening

1 🔵 **1.24– 1.33** Listen to ten people saying their names and where they are from. Tick (✔) the places you hear.

Austria	China	Germany	Italy	Mexico
Moscow	Rome	Russia	Saudi Arabia	
Switzerland	Tokyo	Ukraine		

Aki   Menahi   Christina

Hani   Elodie   Liliya

Sara   Maxim   Amy

2 Listen again and complete the information about each speaker.

Speaker 1: Aki from _____
Speaker 2: Menahi from _____
Speaker 3: Christina from _____
Speaker 4: Hani from _____, from _____
Speaker 5: Elodie from _____, from _____
Speaker 6: Liliya from _____
Speaker 7: Sara from _____
Speaker 8: Maxim from _____, from _____
Speaker 9: Elizabeth from _____
Speaker 10: Amy from _____

Language focus: talking about where you are from

Look at the different ways the speakers say where they are from. Make similar sentences about yourself.

- I'm from Tokyo.
  I'm from …
- I come from Russia.
  I come from …
- I am from Saudi Arabia, I am from Riyadh. Riyadh is the capital of Saudi Arabia.
  I am from …, I am from …
- I come from Switzerland, from Geneva.
  I come from …, from …
- I live in Rome.
  I live in …

Speaking

1 Stand up and introduce yourself to the person next to you. Say where you are from.
  Hi, I'm Marc. I'm from Italy.
2 Move to another person in the class and say where you are from in a different way.
  Hello, I'm Marc. I come from Italy, from Turin.
3 Repeat with three more people from the class.

Writing a form

Reading

1 Izaura is on holiday in the US. Read the form. Is it …

a   a travel booking form?   b   a US immigration form?

Family name: **OLIVEIRA**	
First (Given) name: **IZAURA**	Date of birth (mo/day/yr) : **11 / 14 / 86**
Country of citizenship: **BRAZIL**	Sex (male or female) : **FEMALE**
Passport number: **CM 278193**	Airline and flight number: **AA 125**
Country where you live: **ENGLAND**	City where you boarded: **LONDON**
Address while in the United States (number and street): **16, HARTFIELD AVE**	
City and state: **ALBANY, NEW YORK**	

2 Complete the text with information from the form.

My name's (1) _____. My date of birth is (2) _____. My flight is from (3) _____ and the flight number is (4) _____. My address in the US is (5) _____.

Writing skills: using capital letters

1 Read the rules about capital letters in English.

Use capital letters …
- to fill in forms.
- at the beginning of a sentence.
- with the pronoun I.
- with postcodes and the US, the UK.

Start these words with a capital letter:

a   names (of people, buildings)
b   roads and streets
c   days of the week
d   months
e   nationalities and languages
f   cities and towns
g   titles of books, films and newspapers

2 Match the words in the box to the rules a–g.

April	*Global Elementary*	High St.	Nelson Mandela

Russian   Saturday   Tokyo

3 Add capital letters to the text.

my name is andrea hunziker. my date of birth is 16th july 1972. i'm married. my address is 3, station rd, nottingham, ng3 6ae, uk. my telephone number is 0115 9691862 and my email address is andreahun3@hotmail.com.

Language focus: personal information

Match the words 1–8 to the information a–h.

1   address
2   date of birth
3   email address
4   first name
5   marital status
6   postcode
7   surname
8   telephone number

a   Hunziker
b   Andrea
c   16.07.1972
d   married
e   3, Station Rd, Nottingham
f   0115 9691862
g   andreahun3@hotmail.com
h   NG3 6AE

Preparing to write

Work in pairs. Ask and answer questions using the personal information words in the Language focus section. Use the useful phrases to help you.

A: *What's your address?*

B: *My address is ….*

Personal information

- What's your surname / first name / date of birth etc?
- I'm married / single / divorced / widowed.
- My surname / date of birth / postcode etc. is …

Writing

Complete the form with information about you and your partner.

	You	Your partner
Surname		
First name		
Date of birth		
Marital status		
Address		
Postcode		
Telephone number		
Email address		

Grammar

1 Write *a* or *an*.

1 ___ airport   2 ___ email   3 ___ hospital   4 ___ key

2 Write the plural forms of the nouns.

1 an address _____   3 a bus _____

2 a family _____   4 a name _____

3 Complete the conversation with the words in the box.

> am   are   her   is   isn't   my   our   your

A: Good morning. (1) _____ you Mr Chen?

B: No, I (2) _____ Longfei Jin and this is (3) _____ daughter Xing Yan.

A: Welcome to the Clifton Hotel, Mr Jin. (4) _____ room is number 23. Here is the key.

B: Thank you. And Xing Yan? (5) _____ she in Room 24?

A: No, she (6) _____. She's in room 25. This is (7) _____ key.

B: Thank you. Here are (8) _____ passports.

A: Thank you very much. Enjoy your stay.

Vocabulary

1 Write the answers as words.

five + seven = twelve

1 nine + six = _____

2 thirteen + fourteen = _____

3 eleven + thirty-seven = _____

4 thirty-two + nineteen = _____

5 sixty-three + thirty-six = _____

2 Complete the sentences about the sentence below.

For many people in America and Western Europe, thirteen is an unlucky number.

Western is the seventh word in the sentence.

1 *Many* is _____ word in the sentence.

2 *Thirteen* is _____ word in the sentence.

3 *For* is _____ word in the sentence.

4 *America* is _____ word in the sentence.

5 *People* is _____ word in the sentence.

Speaking

1 Work in pairs. A: You are a guest at a hotel. B: You are the hotel receptionist. Ask the guest their name, address, phone number, email and car number plate. Tell the guest their room number. Then swap roles and repeat.

2 Work with a partner. A: say a letter. B: say an English word starting with the letter and spell it. Swap roles and repeat. Continue with more letters.

Study skills

Classroom language

1 Translate the classroom instructions into your language. Use a dictionary if necessary.

> * Listen.
> * Repeat.
> * Write.
> * Read.
> * Open/close your book.
> * Work in pairs.
> * Ask your partner.
> * Complete the sentences.
> * Put the words in the correct order.
> * Match the words to the pictures.
> * Circle the correct answer.

2 Follow the instructions.

1 Put the words in the correct order.
yellow plates number are

2 Match the numbers to the words.

1	three
2	one
3	two

3 Underline the correct answer.
two + two = *four/eight/twelve*

4 Complete the question.
What's your phone _____ ?

3 Match the questions 1–4 to the answers a–d.

1 How do you spell *eight*?

2 What does *eight* mean?

3 How do you pronounce this word?

4 How do you say *acht* in English?

a It means the number after seven.

b E-I-G-H-T

c It's *eight* in English.

d /eɪt/

4 Work with a partner. Ask questions about the words in the box. Then ask about other words from the unit. Use the questions in exercise 3.

> address   car   golf   hotel   juice   key   lucky
> name   number   sandwich   telephone   thirteen

What does address mean?

Vocabulary and Listening

1 Read the definition of a megacity. Then complete the graph with the countries in the box. Do you know any of these megacities?

megacity (*noun*) – a city with more than ten million people

Egypt	India	Iran	Japan
Mexico	Turkey		

Megacities of the world

Tokyo, _____
Mexico City, _____
New York City, US
Delhi, _____
São Paulo, Brazil
Shanghai, China
Los Angeles, USA
Cairo, _____
Moscow, Russia
Istanbul, _____
London, UK
Tehran, _____

0 5 10 15 20 25 30 35

2 🔊 1.34 Read and listen to six introductions of people from different countries. Notice the nationality words.

1 I'm from Bangkok, Thailand. I'm Thai.
2 She's from Beijing, China. She's Chinese.
3 He's from Berlin, Germany. He's German.
4 They're from Warsaw, Poland. They're Polish.
5 We're from Rio de Janeiro, Brazil. We're Brazilian.
6 He's from Amsterdam, Holland. He's Dutch.

3 Complete the table with the nationalities in exercise 2.

Suffix	Nationality word	
–an	American	Mexican
	_____	_____
–ese	Japanese	_____
–ish	Turkish	_____
Other	French	Czech
	_____	_____

Pronunciation

1 🔊 1.35 Listen and check your answers to Vocabulary and Listening exercise 3.

2 🔊 1.36 Listen to these nationality words. Which nationality word is stressed on the last syllable (the suffix)?

Italian	Russian	Scottish
Swedish	Vietnamese	

3 Say the other nationality words in Vocabulary and Listening exercise 3. Pay attention to the word stress.

4 Where are you from? What's your nationality? Tell a partner.

Listening

1 Match the cities to the countries. Then look at the world map. What's different?

1	Paris	a	Germany
2	Moscow	b	UK
3	Oxford	c	Spain
4	Berlin	d	France
5	Madrid	e	Russia

2 🔊 1.37–1.39 Listen to three conversations. Match the conversations to a place below.

a at a hotel   b at an airport   c at a party

3 Listen again and circle the correct option in each pair of sentences.

1 He's *Russian / Scottish*.
He's from *Moscow, Russia / Moscow near Glasgow*.
2 They're from *Paris / France*.
They're *not French / French*.
3 He's *from Madrid / not from Mexico*.
He's *Spanish / Mexican*.

Grammar

> *We're **from** Paris, Texas **in** the US.*
> *It's a small place 50 km **from** Glasgow.*
> *It's **near** Dallas.*
>
> - use **from** to say your country or home town or to say the distance from another place
> - use **in** for countries or regions
> - use **near** to say it is close to another place

1 Complete the dialogue with *from, near* or *in*.

A: Where are you from?
B: I'm _____ Brazil.
A: Where in Brazil?
B: Petrópolis. It's about 60 kilometres _____ Rio de Janeiro. And you?
A: I'm _____ Bursa.
B: Where's that?
A: It's _____ Turkey. It's near Istanbul.

The 'other' Paris, Moscow, Madrid, Oxford and Berlin

Did you know ...? There are more than ten places in the world called London.

2 Complete the information about yourself. Then tell a partner.

I'm from _____ in _____. It's about _____ kilometres from _____.

Ⓖ **Grammar focus –** explanation & more practice of prepositions on page 138

Speaking

1 🔊 1.40 Listen to the conversation. Cross (✘) the words you don't hear.

A: What's your name?
B: My name's Monika.
A: Where are you from?
B: I'm from Giessen.
A: Where's that?
B: It's in Germany, near Frankfurt.

2 Work in pairs. Have a similar conversation with information about you.

Vocabulary

1 Match the sentences to the pictures below.

It's big.
It's busy.
It's small.
It's quiet.
It's noisy.
It's old.
It's modern.

> **Language note:** we use the phrase
> *What's it like?* to ask for a description of a place.
> *What's it like?*
> *It's a quiet town. It's a big city.*

2 Think of two places in your country. Write sentences to describe them.

Lisbon, Portugal: It's a big city. It's very noisy.
Sintra, Portugal: It's a small place. It's quiet.

Reading

1 What's the capital of your country?

2 🔊 1.41 Read and listen to *The created capital* on page 21. Check you understand the words in bold.

3 Read the text again. Are these statements true (T) or false (F)?

1 Astana is an old city.
2 Astana means capital city.
3 Astana is a megacity.
4 Washington DC is a created capital.

> **Extend your vocabulary – *also* and *too***
>
> Use *also* and *too* to add an additional fact or idea. Use *also* after the verb *be* or *too* at the end of a sentence.
> *Washington DC is also a created capital.*
> *Washington DC is a created capital too.*
> Rewrite the sentences with *also* or *too*.
> He is a teacher. (doctor)
> *He is also a doctor. / He is a doctor too.*
> 1 I am an English student. (Spanish student)
> 2 It's a big city. (beautiful city)
> 3 It's a capital city. (megacity)

Grammar

> *Where* is Astana?
> *What* is the population?

- use *what* to ask about things
- use *where* to ask about places
- use *how old* to ask about age
- use *why* to ask about reasons
- use *when* to ask about time
- the order is usually
  question word + *be* + subject

1 Circle the correct option.

1 *What / Where* is the name of the city?
   Astana.
2 *How / What* country is it in?
   Kazakhstan.
3 *What / Where* is the capital?
   In the centre of the country.
4 *What / Why* is the population?
   About 600,000.
5 *How / What* is it like?
   It's modern, with lots of new buildings.

2 Work in pairs. A: turn to page 126. B: turn to page 128. Read about two other created capitals.

Speaking

1 What is important to you in a place to live? Put the items in order from very important (1) to not important (6).

good public transport
shopping centres
friendly people
nice weather
green spaces
good schools

2 Work in pairs. Compare your lists.

The created capital

In some countries the capital city is very old. In other countries the capital city is more modern. Some countries decide to **create** a new capital city.

One example of a created capital is Astana. Created in 1997, Astana is the capital of Kazakhstan in central Asia. The word Astana means capital city in the Kazakh language. It's a modern city in the centre of the country. About 600,000 people live in Astana.

Countries create a capital city for **geographical** reasons (the capital is in the centre of the country) or **political** reasons (where there is more than one possible city).

Washington DC is also a created capital (the first capital of the United States was Philadelphia) and there are many others around the world.

Where & When

Listening

1 🔊 **1.42** Listen and repeat the times.

2 🔊 **1.43–1.45** Listen to three conversations and tick (✔) the times you hear.

3 Listen again. Match the conversations 1–3 to the subjects a–d. There is one subject you do not need.

a The time a train goes
b The time a party starts
c The time of a business meeting
d The time a film is on

4 Write down three times. Dictate them to a partner.

Vocabulary

1 Complete the table with the words in the box.

a coffee	dinner	home	~~home~~
to the gym			

go	to work / university	to a party	_home_	_____	to bed
have	breakfast	lunch	_____	a meeting	_____
get	up	to work	_____		

2 Put the phrases from exercise 1 in order to make a typical day for you. Then compare with a partner.

I get up, I have breakfast, I go to work …

Reading and Listening

1 🔊 **1.46** Read *The cross-border commuter*. Then listen and complete the table for Laura's Spanish day.

The cross-border commuter

Laura Clunie is English. She lives in London, and she works for an international company. Laura works three days a week in London, but she works in Barcelona on Thursdays and Fridays. Laura is a new Euro commuter – a person who lives in one country and works in a different country. Her daily life is different in the two countries.

Laura's British day	get up	7.00am
	have lunch	12.30pm
	have dinner	6.30pm
	go to bed	11.00pm
Laura's Spanish day	get up	_____
	have lunch	_____
	have dinner	_____
	go to bed	_____
Your _____ day	get up	_____
	have lunch	_____
	have dinner	_____
	go to bed	_____

2 What about you? Complete the table in exercise 1. Then compare your daily routine with a partner.

Grammar

> I normally **have** lunch at about 12.30.
> Laura **gets up** at 8.00 for work.
> She **finishes** work at 7.30.

- use the present simple to talk about routines
- for *he / she / it* add *s* or *es* to the verb

1 Read the two texts about Laura and underline the verbs. What's the difference between the verbs in text A and text B?

Text A

When I'm in London, I get up at 7.00 for work. I normally have lunch at about 12.30 or 1.00. I finish work at 5.30 and have dinner at 6.30. I normally go to bed about 10.30 or 11.00.

Text B

When she's in Barcelona, Laura gets up at 8.00 for work. She normally has lunch at about 2.00. She finishes work at 7.30 and has dinner at 9.00. She normally goes to bed about midnight.

Useful language

- 12.00pm = noon   • 12.00am = midnight

2 Write a similar text about your teacher. Don't ask questions, guess.

My teacher gets up at ...

3 Listen to your teacher talk about a typical day. Check your texts.

G **Grammar focus –** explanation & more practice of the present simple on page 138

Pronunciation

1 🔊 **1.47** Listen and repeat the sounds and words.

/s/	/z/	/ɪz/
gets	has	finishes
books	pens	buses

2 🔊 **1.48** Listen and write the words in the correct column.

airports	clocks	exercises	keys
phones	starts	watches	

3 🔊 **1.49** Try to say the phrases quickly. Then listen and repeat.

Clocks and watches.
These watches are Swiss watches.
Breakfasts, lunches and dinners.
She starts and finishes early.

Speaking

1 Choose four of the words below and make sentences about what times you do these things.

I normally get up at 7.00.

bed	breakfast	coffee	dinner
get up	gym	home	lunch	work

2 Work in groups of three. Compare your sentences with the other students in the group.

A: *I normally get up at 7.00.*
B: *Me too.*
C: *7.00? That's really early. I get up at 9.30.*
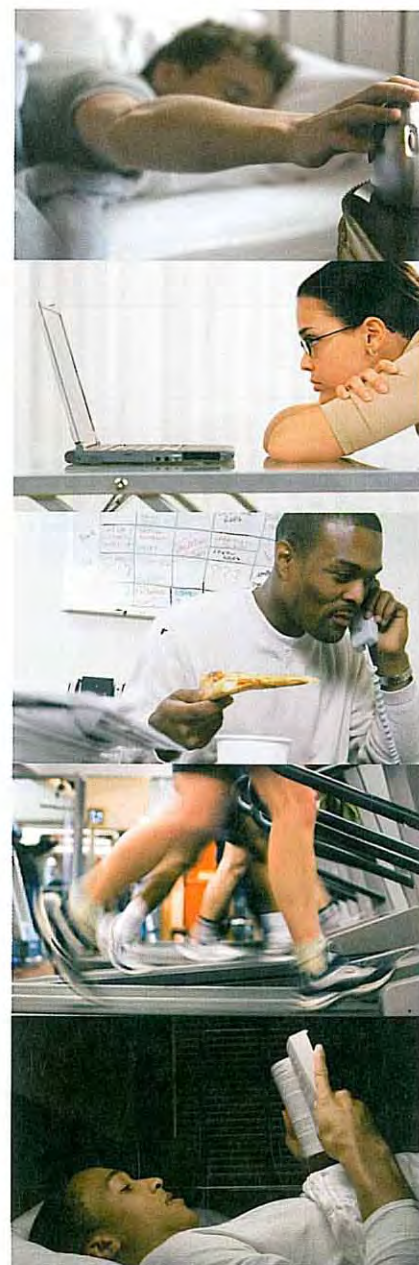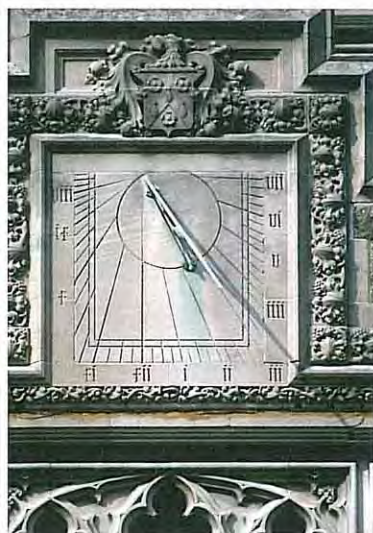
Vocabulary and Listening

1 Read the text about time. Then complete the chart with the words from the text in bold. Do you agree with the text?

Seconds are short. **Minutes** are long.

Hours are short. **Days** are long.

Weeks are short. **Months** are long.

Years are short. **Decades** are long.

Life is short.

60 seconds	= 1 _____
60 minutes	= 1 _____
24 _____	= 1 _____
7 _____	= 1 _____
4 _____	= 1 _____
12 _____	= 1 _____
10 _____	= 1 _____

2 Put the words in the box into two groups (months and days). Then put them in order in the table.

April   August   December   February
Friday   January   July   June   March
May   Monday   November   October
Saturday   Sunday   September
Thursday   Tuesday   Wednesday

Months	Days
January	

3 🔊 **1.50** Listen and check your answers. Underline the stressed syllable.

Language note: to say the date in English, use ordinal numbers.
1 January = *1st January*

4 🔊 **1.51** Listen and circle the correct alternative.

1	13th July	13th June
2	12th August	20th August
3	21st May	31st May
4	2nd October	22nd October
5	3rd September	30th September
6	22nd March	2nd March

5 Work in pairs. A: turn to page 126. B: turn to page 128. Dictate some dates to your partner.

Reading

1 Quickly read *When is New Year's Day?* on page 25. Tick (✔) the parts of the world the text mentions.

Western countries
Latin American countries
South Asia
Islamic countries

2 🔊 **1.52** Read and listen to the text again. Which calendar …

1 has twelve months?
2 follows the sun and moon?
3 follows the moon?
4 follows the sun?
5 begins in October or November?
6 begins in January?

Grammar

> *The Islamic calendar **doesn't use** the sun.*
> *The Indian year **doesn't begin** in January.*

- form the negative with *don't / doesn't +* infinitive

1 Circle the correct option in each sentence.

1 The Gregorian calendar *don't use / doesn't use* the moon to measure time.
2 The Islamic calendar *don't use / doesn't use* the sun to measure time.
3 The Islamic and Indian calendars *don't start / doesn't start* on 1 January.

2 🔊 **1.53** Complete the text with the correct form of the verb in brackets. Then listen and check your answers.

The Chinese calendar

The Chinese calendar _____ (*use*) the sun and the moon. It is different because it _____ (*not count*) years infinitely. On a Chinese calendar the years _____ (*have*) names: the Year of the Rat, Year of the Pig, etc and the cycle _____ (*repeat*) every 12 years. The Chinese New Year _____ (*not start*) on 1 January, it _____ (*start*) between January and February.

3 Complete these sentences so they are true for you.

I don't go to work on Sundays.
I don't ... on Sundays.
I don't ... in August.
I don't ... in December.
We don't have English class ...
I don't ...
My teacher doesn't ...

Writing

1 Read the text about favourite days below.

My favourite day is Thursday because I don't work and I have lunch with my friends.

My least favourite day is Monday because I start work very early.

2 Write about your favourite and least favourite day. Use *because* to explain your reasons.

My favourite day is ... because ...
My least favourite day is ... because ...

When is NEW YEAR'S DAY?
Calendars from around the world

The Gregorian calendar (used by most Western countries) has 12 months and 365.242184 days. A year is the time it takes the earth to go around the sun. On a Gregorian calendar the New Year begins on 1 January.

The Islamic calendar also has 12 months, but it doesn't use the sun. It uses the moon. The New Year in an Islamic calendar begins in the month of Muharram – usually between November and February on a Gregorian calendar.

The Indian calendar also has 12 months. It uses the sun and the moon. But in the Indian calendar, the New Year doesn't begin in January. It begins in the holiday of Diwali. This is a very important festival in South Asia. Diwali is usually in October or November on a Gregorian calendar.

Function globally asking and telling the time

a

b

c

d

Warm up

Work in pairs. Describe the pictures.

Useful language

- at night
- busy
- in the country
- modern
- old
- buses
- in the city
- in the daytime
- new
- people

Useful phrases

- This photo is of a …
- In this photo the bus station is …
- I think this bus station is in …

Listening

1 1.54–1.56 Listen to three conversations. Match each one to a destination in the box. There is one destination you do not need.

Mexico City	Ottawa	the airport	the city centre

2 Listen again and circle the time you hear.

1 The bus is at *5.50 / 5.15*.
2 The bus is at *2.15 / 2.50*.
3 The time is now *10.30 / 10.13*.

Language focus: asking and telling the time

1 1.57 Put the words in the correct order to make two ways of asking the time. Then listen and check.

1 time what is the?
2 what it time is?

2 Look at the diagram of how to tell the time in English. How do you say these times?

6.45 *six forty-five / a quarter to seven*
7.15
8.30
10.10
10.50
9.35

o'clock
five to — five past
ten to — ten past
a quarter to — a quarter past
twenty to — twenty past
twenty-five to — twenty-five past
half past
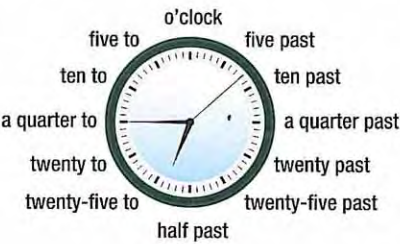
Speaking

Work with a partner. Choose **one** of the tasks below.

A Work in pairs. Write five times on a piece of paper. A: ask B the time. B: tell A the first time on your list. Then swap roles and repeat. Continue with all the times.

B Choose one of the pictures of bus stations. Prepare a conversation. Practise and present your conversation to another group.

Useful language

- Excuse me …
- What time is the bus for …
- When is the bus for …
- When is the next bus to …?
- What's the time?

Global English

Three circles of Global English
by David Crystal
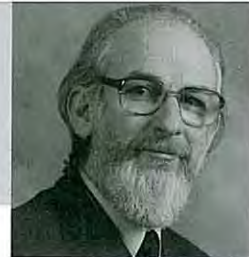
When the Anglo-Saxons arrived in Britain, in the fifth century, speaking the original English there were just a few hundred of them. Today, the English-speaking population of the world is more than two billion ...

Glossary

billion (*number*) – 1,000,000,000

million (*number*) - 1,000,000

An inner circle
Over 400 million native speakers in countries including Britain, the USA, Canada, Australia, New Zealand and South Africa.

An outer circle
At least 600 million people have learned English in countries that have a special relationship with Britain or the USA. For example Nigeria, the Philippines, India and more than 50 other countries.

An expanding circle
More than 1000 million non-native speakers in other countries: Europe, Latin America, Japan, Russia and China.

1 native speaker : 4 non-native speakers
For every native speaker of English today, there are about four non-native speakers: 400 million native speakers but over 16,000 million non-native speakers.

Warm up

1 Look at the title and list of country names. What are the missing letters?

Countries with E... as the official lan...
Cana...
Ind...
Irel...
Jamai...
Ken...
Pakis...
Singa...
Zimbab...

2 Can you think of any other countries for this list?

Reading

Read the text and match the numbers to the words.

1 1000 million (1,000,000,000)
2 400 million (400,000,000)
3 a few hundred (100s)
4 600 million (600,000,000)
5 2 billion (2,000,000,000)

a English native speakers today
b Non-native speakers of English
c Speakers from other countries that have a relationship with Britain or the US
d The Anglo-Saxons who arrived in England
e English-speaking population today

Language focus

What do the phrases mean? Choose the correct meaning. Use a dictionary to help you.

1 **more than** 400 million   < 400 million
       > 400 million
2 **over** 600 million   < 600 million
       > 600 million
3 **just** a few hundred   only a few hundred
       > a few hundred
4 **about** two billion   two billion (+ or –)
       < two billion

Speaking

Work in pairs and discuss the questions.

- How many different languages do people speak in your country?
- Do people speak your language in other countries?

Writing describing a routine

Reading

1 Read about Fariha's routine. Why is she busy at the moment?

I have a new job in a hotel. I get up at six fifteen and have breakfast at seven o'clock I go to work at eight o'clock I go home at one o'clock and then I have lunch in the afternoon, I do the housework I make dinner at six o'clock we have dinner at seven thirty after that, I watch TV or read on Wednesdays, I go to my English class I go to bed about ten thirty at weekends, I do exercise and meet my friends I visit my family on Sundays

2 Complete the sentences.

1 Fariha gets up at _____.
2 At seven o'clock she _____.
3 She does the housework in _____.
4 She makes dinner at _____.
5 She goes to her English class _____.
6 She goes to bed _____.

Writing skills: using full stops and commas

We use a full stop at the end of a sentence. A full stop is called a *period* in the US.

We use commas to separate parts of the sentence.
in the morning, on Saturdays …

1 Find four commas in Fariha's description.

2 Add twelve full stops to Fariha's description. Write capital letters to start new sentences.

3 Correct the punctuation in the text below and add capital letters.

Fariha has a new job, she works in a hotel, she gets up very early, she goes to work at eight o'clock, after that she has lunch, in the afternoon she watches TV, she goes to bed about eleven o'clock

Language focus: time expressions

1 Match phrases 1–4 to a–d.

1 after breakfast   a in the evening
2 after lunch   b then
3 after dinner   c in the afternoon
4 after that   d in the morning

2 Complete the texts about Wieslaw's routine with expressions in the box.

After breakfast	and then	In the afternoon
In the evening	On weekdays	

(1) _____ I get up at about seven o'clock and have breakfast at about eight o'clock. (2) _____ I go to college. I have lunch at twelve thirty. (3) _____ I study in the library. I go home at five o'clock, (4) _____ I have dinner. (5) _____ I usually watch TV. I go to bed early, about ten o'clock.

After dinner	after lunch	after that	In the morning
On Saturdays			

(6) _____ I get up late, at about eleven o'clock and (7) _____ I have breakfast. (8) _____ I do my homework or listen to music. I have lunch at about one o'clock and (9) _____ I play football. I have dinner at about eight o'clock. (10) _____ I normally meet friends and we go to a party.

Preparing to write

1 Make notes about your daily routine.

2 Work in pairs. Tell your partner about your daily routine. Use the useful phrases to help you.

Time expressions

- On Mondays / Saturdays / weekdays …
- In the morning / afternoon / evening …
- On Sunday mornings / Monday afternoons / Saturday evenings …
- At the weekend …
- After breakfast / lunch / dinner …
- After that / Then …

Writing

Write about your daily routine. Use your notes and the useful phrases to help you.

Grammar

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

1 you where from are?
2 he old is how?
3 is capital the Japan what of?
4 English when class your is?
5 here you why are?

2 Complete the text about Martin's day using the correct form of the verbs in brackets.

Martin normally (1) _____ (*get*) up at about 7.00 and (2) _____ (*go*) to work at 8.30. He (3) _____ (*not have*) a big lunch. He (4) _____ (*finish*) work at 5.00 and (5) _____ (*have*) dinner at 7.00.

Vocabulary

1 Correct one word in each group.

1 Italian   American   Turkian   Mexican
2 Polish   Swedish   Russish   Scottish
3 Chinese   Hollandese   Vietnamese   Japanese
4 Thai   French   Czech   Germanch

2 Write the opposite adjectives.

1 a noisy place, a q_____ place
2 a big town, a s_____ town
3 an old city, a m_____ city

3 Write the dates in full.

4/10   *the fourth of November*
1 1/1   _____
2 13/3   _____
3 20/7   _____
4 22/12   _____

Speaking and Writing

1 Write four sentences about your daily routine. One must be false. Work in small groups. Take it in turns to read out your sentences and try to guess which one is false.

2 Write down a new name, city and country for yourself. Work in small groups. Imagine you are at a party. Ask each other questions to find out your new identities.

Working with other people

> If you don't understand someone, say *Pardon?* or *Sorry?* You can also use other questions and phrases.
> *Can you speak more slowly, please?*
> *Sorry, I don't understand.*
> *Can you repeat that, please?*

1 Work in pairs. A: talk about your town or country. B: use some of the phrases in the box above. Then swap roles and repeat.

2 Look up the verbs in the box in a dictionary. Then work in pairs and circle the correct answers.

> check   communicate   correct   explain

1 Who explains the meaning of words in class?
   the teacher / the students / the teacher or the students
2 Who corrects mistakes in class?
   the teacher / the students / the teacher or the students
3 Who checks homework?
   the teacher / the students / the teacher or the students
4 Who communicates in class?
   the teacher / the students / the teacher or the students

3 In class you can help each other in different ways. Look at the list and tick (✔) the things you do. Then work in small groups and compare your lists.

> ∗ I explain words to my partner.
> ∗ I ask my partner to explain words.
> ∗ I correct my partner.
> ∗ I ask my partner to correct me.
> ∗ I explain how to do activities.
> ∗ I explain grammar rules.
> ∗ I check answers with my partner.
> ∗ I use new language to communicate.

Family & Friends

Vocabulary

1 Complete the family tree with the words in the box.

> aunt   grandfather   sister   son   wife

2 Work in pairs. Ask each other these questions.

How many ... do you have?

- brothers
- sisters
- cousins
- uncles
- aunts
- children
- grandchildren

your grandmother — your _____   your grandmother — your grandfather

your uncle — your aunt   your father — your mother   your _____

your cousin

your _____ / brother   **you**   your husband / _____

your son-in-law — your daughter   your _____ (your children)

your grandson   your granddaughter
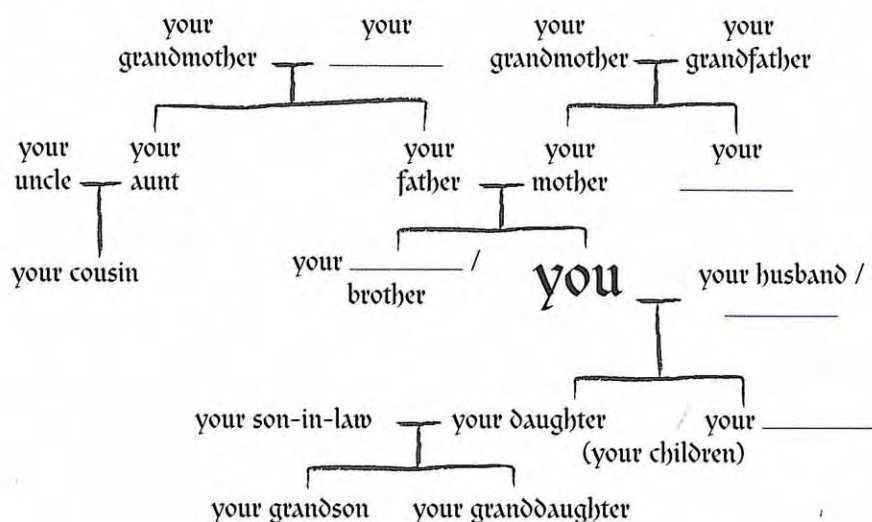
Reading

1 You are going to read about some famous families in English literature. Before you read, check you understand these words.

> dead   enemy   jealous
> land   power   revenge

2 🔊 1.58 Read and listen to *Shakespeare's tragic families* on page 31. Are these statements true (T) or false (F)?

1 King Lear has two daughters.
2 Hamlet is from Denmark.
3 Hamlet's mother isn't married.
4 Lady Macbeth and Macbeth are brother and sister.
5 Juliet's last name is Capulet.
6 Iago is married to Desdemona.

3 Read the texts again and match the families to the diagrams of the family trees below.

1 *Hamlet*
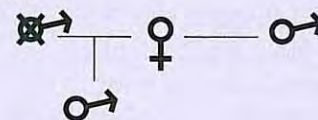
2

3
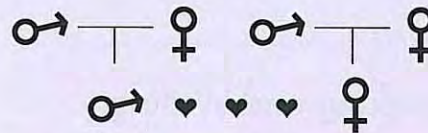
4
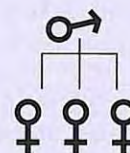
5
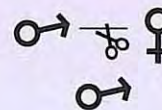
4 Do you know any of these stories?

Grammar

King Lear's daughters
Hamlet's mother
Romeo's girlfriend
Her parents' names are Lord and Lady Capulet

- use *'s* to show possession
- if a word ends in *s*, add *'*

1 Look at the texts again. Find the answers to these questions.

Who is …

1 Cordelia's father?
2 Hamlet's uncle?
3 Macbeth's wife?
4 Romeo's girlfriend?
5 Desdemona's husband?

2 Complete the texts with possessive *'s*. There are four missing.

Julius Caesar
He is Emperor of Rome, but for how long? Are Caesar friends now his enemies? Calpurnia, Caesar wife, thinks they are. A story of power and revenge.

Anthony and Cleopatra
Anthony wife Fluvia is dead. He now lives in Egypt with the Queen Cleopatra. But Anthony old friend Octavius wants him to return to Rome. A story of love and power.

3 Choose four members of your family and tell a partner their names.

my mother
My mother's name is Sandra.
my father   my grandparents
my brother / sister   my grandchildren
my children

G **Grammar focus** – explanation & more practice of possessive *'s* on page 140

Shakespeare's
tragic families

King Lear: King Lear loves his three daughters: Cordelia, Regan and Goneril. But do the daughters love their father? A story of land, money and power.

Hamlet: In Denmark, Prince Hamlet's father is dead, and his mother Gertrude is now married to Claudius – Hamlet's uncle. A story of a son's love and revenge.

Macbeth: A story of Macbeth and his wife, Lady Macbeth. Lady Macbeth wants power, and she wants her husband to be the king. A story of revenge and power.

Romeo and Juliet: Romeo is the son of Lord and Lady Montague. Juliet is the daughter of Lord and Lady Capulet. Romeo and Juliet are boyfriend and girlfriend. But their families are enemies. A love story.

Othello: Iago is Othello's friend, or is he? He makes trouble for Othello and his wife Desdemona. A story of a jealous husband.

Writing

1 Write a short text (two to three sentences) about your family. Use the useful phrases to help you.

Useful phrases

- My family is from …
- My mother's / father's name is …
- My parents are from …
- I have … brothers / sisters / children.

2 Work in pairs. Exchange texts and write one question about your partner's family.

What are your children's names?
Where are your grandparents from?

3 Give your paper back to your partner. Rewrite your text including the answer to the question.

Family & Friends

Vocabulary

1 🎧 1.59 Write the missing vowels to complete the colours. Listen and check your answers. Then repeat the colours.

r _ d	bl _ _	y _ ll _ w

gr _ _ n	bl _ ck	wh _ t _

gr _ y	br _ wn	_ r _ ng _

2 🎧 1.60 Look at the pictures of tartans and listen to the descriptions of their colours. Number the pictures in the order you hear them.

Barclay

Campbell

Fraser

Mackay

Reading and Listening

1 🎧 1.61 Read and listen to *Clans* on page 33 and tick (✔) the correct sentences.

1 A clan is a type of family group.
2 All Scottish people are part of a clan.
3 Tartan is a special material for kilts.
4 Scottish people wear kilts on special occasions.

2 🎧 1.62–1.63 Listen to two Scottish people talk about clans. Circle the correct answers in the table.

Name	Hilary Thomson	Gordon Liddle
From?	Edinburgh Glasgow Dundee	Edinburgh Glasgow Dundee
Lives in?	Edinburgh Madrid London	Edinburgh Glasgow Dundee
Has a family clan?	Yes No	Yes No
Wears a kilt?	Yes No	Yes No
Thinks clans are important?	Yes No	Yes No

3 Do you know any Scottish people? Tell a partner.

Grammar

*Do you **live** in Scotland?*
*Yes, I **do**. No, I **don't**.*
*Does he **have** a family clan?*
*Yes, he **does**. No, he **doesn't**.*

- use **do** with *I, you, we* and *they*
- use **does** with *he, she* and *it*

1 Complete the sentences with *do / don't / does / doesn't*.

A: _____ you live in Edinburgh now?
B: No, I _____. I live in Madrid in Spain.
A: _____ you have a family clan?
B: Yes, we _____. We're part of the Campbell clan.

A: _____ he live in Scotland?
B: No, he _____. He lives in England.
A: _____ he wear a kilt?
B: Yes, he _____.
A: _____ he think clans are important for Scottish people?
B: No, he _____.

2 🔊 1.64 Put the words in the correct order to make questions. Then listen and check your answers.

1 big / family / do / you / a / have?
2 children / have / you / do?
3 with your parents / you / do / live?
4 in a different country / you / do / have family?
5 at the weekend / do / have lunch / you / with your family?
6 in your family / work / do / with someone / you?

3 Work in pairs. Ask each other the questions in exercise 2.

G **Grammar focus** – explanation & more practice of questions on page 140

The Campbell crest

Clans

Clan is a Gaelic word. It means family.

A clan is a type of historical family group.

A lot of people in Scotland are part of a clan.

Scottish clans have a material with a special pattern – tartan. Many Scottish people wear a kilt in their clan tartan on special occasions such as weddings.

Pronunciation

1 🔊 1.65 Listen to the intonation in this question from Grammar exercise 2.

Do you have a big family?

2 Listen again and repeat the questions in Grammar exercise 2.

Speaking

Walk around the class. Ask questions to complete the task.

Find someone who ...
- has a big family.
- has children.
- lives with their parents.
- has family in a different country.
- has lunch with their family at the weekend.
- works with someone in their family.

Speaking

1 Write the names of three friends.

2 Work in pairs. Ask questions about your partner's friends. Use ideas from the box below.

Where's Sven from?

> From?
> Married?
> Children?
> Work / Study together?

Reading

1 You are going to read a text about friends and meeting places. Check you understand the words in bold in the box.

> at **home**   at the **mall**   at the **market**
> at the **park**   in the **square**

> **Language note:** *a mall* is American English. In British English it is usually called *a shopping centre*.

2 Read *Meeting places around the world*. Which places in the box in exercise 1 go with each paragraph? There is one place you do not need.

> **Language note:** we use the verbs *love*, *like*, *don't like* and *hate* + noun to say how much we find things enjoyable.
>
> love   like   don't like   hate
>
> I **love** parties.
> I **hate** early mornings.

Meeting places around the world

Abu Dhabi, United Arab Emirates

In my country, young women meet up at home. My friend Shamsa lives in a big house and we all go there and have a little party. (1) _____. We have something to eat and we talk about our friends, our parents, fashion – everything! We have a great time.

Hanoi, Vietnam

I normally see my friends at the *Hoàn Kiêm* Lake. It's very beautiful. (2) _____. We go for a walk and talk a lot.

Dallas, US

My friends and I go to the mall. Sometimes we see a film or go shopping, but normally we just walk round and talk. The guys sometimes play video games (3) _____! I prefer window shopping.

Florence, Italy

All our friends live in the same part of town. We usually go to the main square – *la Piazza del Signoria* and go for a walk and talk. We meet in the early evening (4) _____.

3 Read the text again. Complete the gaps in the text with the phrases below.

a but I hate computers
b because we like a walk before dinner
c I don't like busy places – I prefer to be outdoors
d We all love parties

4 Where do you meet your friends? Tell a partner.

Vocabulary

1 Write the verb from the text that goes with each group of expressions.

1 meet	up in the evening near work
2 ____	in a big house in the same part of town about five minutes from here
3 ____	about our friends / family a lot
4 ____	for a walk shopping to a restaurant
5 ____	a film my friends
6 ____	video games football

2 Write four sentences to describe what you do with your friends when you meet up. Use the expressions in exercise 1.

I meet up with my friends in the evening.
We play football.

Grammar

*Where **do** you and your friends meet?*

- use a *Wh-* question word + the auxiliary *do / does* to make questions in the present simple

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

live where you do?
Where do you live?
1 see where you do friends your?
2 you your meet when friends do?
3 meet why you do there?
4 do do what you?

2 Look at the questions in exercise 1. Change the subject to *he*.

Where do you live?
Where does he live?

3 Work in pairs. Read about another meeting place. Then answer the questions in exercise 2.

Limerick, Ireland

I normally meet some old school friends at a local pub. We meet on a Friday evening. We go there because it's close to work. We sit and talk and we sometimes watch the football.

(G) **Grammar focus** – explanation & more practice of *Wh-* questions on page 140

Speaking

Work in pairs. Ask each other the questions in Grammar exercise 1. Then work with a new partner. Tell them what you found out.

Noriko meets her friends in the park.

Family & Friends

Vocabulary

1 Match the adjectives to their opposites. Which adjectives are positive (+) and which are negative (-)?

1	intelligent	a	awful
2	clean	b	ugly
3	friendly	c	stupid
4	nice	d	dirty
5	beautiful	e	unfriendly

> **Language note:** the adjective comes **before** the noun in English.
> It is an **intelligent** animal.

2 Choose three of the animals below. How would you describe these animals? Use the words in exercise 1.

They're beautiful.
It's an intelligent animal.

Reading and Listening

1 ⬲ 1.66 Read and listen to *Man's best friend?* on page 37 and find three things dogs are used for.

2 ⬲ 1.67 Listen to six people talking about dogs. Circle the correct option.

Speaker 1 *likes / dislikes* dogs.
Speaker 2 *likes / dislikes* dogs.
Speaker 3 *likes / dislikes* dogs.
Speaker 4 *likes / dislikes* dogs.
Speaker 5 *likes / dislikes* dogs.
Speaker 6 *likes / dislikes* dogs.

3 Listen again. Answer the questions.
1 What does the speaker think of dogs?
2 How old is Jupiter?
3 What animals does speaker 3 **not** like?
4 What does the speaker say about Rufus?
5 What is the problem with Princess?
6 Speaker 6 doesn't have a dog. Why?

4 Do you agree that dogs are *man's best friend?* Why?

> ### Extend your vocabulary – *really*
>
> *really* = very
> It is very common in spoken English.
> This dog is really intelligent. = This dog is very intelligent.
> He really likes dogs. = He likes dogs very much.
>
> Give examples of …
> 1 a really ugly city.
> 2 a person you really like.
> 3 a really intelligent animal.
> 4 a really beautiful place.

dolphins

a horse

a dog

a cat

camels

a rat

Grammar

*Dogs? I really hate **them**.*
*She doesn't like **me** very much.*

- use *me, you, him, her* etc. after the verb in statements
- the pronouns *it* and *you* have the same form for subject and object

1 Circle the correct option. Then check your answers in the audioscript on page 153.

1   I really hate *they / them*. *They / Them* are awful animals.
2   We have a dog, Jupiter. *He / Him* is 16 years old, he's intelligent, friendly and we love *him / he*.
3   *I / Me* like dogs.
4   Personally, I don't like *he / him* very much.
5   *I / Me* love my dog. *She / Her* name is Princess.
6   *We / Us* would like a dog. *We / Us* love *they / them*.

2 Replace the underlined word with a subject or object pronoun.

Cats are very popular animals for the home. People like <u>cats</u> because <u>cats</u> are clean. <u>Cats</u> don't need to go for a walk every day. Some people hate cats. <u>Cats</u> have a reputation as unfriendly animals.

People say that a dog is a man's best friend and I agree. My dog Jack is definitely my best friend. My wife and I have two small children and <u>Jack</u> is really good with <u>the children</u>. <u>My wife and the children and I</u> all love <u>Jack</u>.

G **Grammar focus** – explanation & more practice of object pronouns on page 140

Pronunciation

1 🔊 **1.68** Listen and repeat the phrases.

1   Do you like dogs?   Dogs? I hate them.
2   Do you like cats?   Cats? I love them.

2 Make similar exchanges. Use the verbs and nouns in the box for ideas.

| hate | like | love |
| football | school | shopping |

Man's best friend?

A war dog from Ancient Rome

Sled dogs in North America

Sniffer dogs at an international airport

Guide dogs for the blind

The relationship between dogs and humans is more than 12,000 years old.

People use dogs for defence, for carrying things, for transport and even for food.

In many parts of the world, people use dogs as companions and pets in the home. The care of dogs in the United States and Britain is a multi-billion dollar business.

Famous Dog lovers

Alexander the Great (356–323 BC), King of Macedonia
Dog's name: **Peritas**

Dwight D. Eisenhower (1890–1969), US President
Dog's name: **Heidi**

Pablo Picasso (1881–1973), Spanish artist
Dog's name: **Kasbec**

Function globally showing interest

Warm up

1 Choose **one** of the topics from the box. Think of two or three things you can say about this topic.

> a friend   a member of your family   you   your town

2 Work in pairs. A: tell B about your topic. Try to talk for 30 seconds. B: listen to A. Then swap roles and repeat.

Listening

1 🔊 1.69–1.72 Listen to four conversations. Match each one to a picture.

2 Listen again. Choose the correct answer.

1 The man is from ...
  a Hungary.   b Romania.   c Scotland.
2 Michael's birthday is in ...
  a January.   b June.   c July.
3 Alan lives ...
  a with the woman.   b with his parents.
  c with his wife.
4 At 7.00am, the man ...
  a starts work.   b finishes work.   c goes to work.

Language focus: showing interest

> **Language note:** repeating words and asking questions shows interest in what the other person is saying.

Complete the responses from the listening. Repeat a word and add a question in the box.

> How old is he?   What part of Romania?
> Why do you start so early?   When's his birthday?

1 I'm from Romania.
  Romania ?_____ ?
2 He's two years old.
  _____? _____?
3 Well, he still lives with his parents.
  _____? _____?
4 Seven o'clock in the morning.
  _____? _____?

Speaking

Work in pairs. A: tell B about a topic from Warm up exercise 1. Try to talk for 30 seconds. B: listen to A. Use the techniques in the language focus to show interest. Then swap roles and repeat.

Global voices

Warm up

1 Complete the sentences about families with your own ideas.

1 A big family has _____ or more people.
2 A small family has _____ people.
3 A very small family has _____ people.
4 A typical family in my country has _____ people.

2 Work in pairs and compare your answers.

Listening

Nicole, Switzerland   Carmen, Spain   Martin, Czech Republic

Dot, Scotland   Bea, England   Ena, Bosnia

1 🎧 1.73–1.78 Listen to six people talking about their families. Circle the correct option.

1 Nicole, Switzerland
   big family / small family / doesn't say
2 Carmen, Spain
   big family / small family / doesn't say
3 Martin, Czech Republic
   big family / small family / doesn't say
4 Dot, Scotland
   big family / small family / doesn't say
5 Bea, England
   big family / small family / doesn't say
6 Ena, Bosnia
   big family / small family / doesn't say

2 Listen again and complete the sentences.

1 Nicole has _____ brother/brothers.
2 There are _____ people in Carmen's family.
3 Martin's mother has _____ sister/sisters.
4 Dot has _____ brother/brothers.
5 Bea has _____ sister/sisters.
6 Ena has _____ brother/brothers.

Language focus: *a lot of, lots of*

1 Read the language note. Then add *a lot of* or *lots of* in the appropriate places in the sentences below.

> **Language note:** *a lot of/lots of* = a large number
> Use *a lot of/lots of* with plural nouns and uncountable nouns.
> *I have a lot of books.*
> *There's a lot of food.*
> (See unit 4 for more on uncountable nouns.)

1 My mother has two sisters, so I have cousins.
2 My parents don't have brothers and sisters. I have only one cousin.
3 My friends live with their parents.
4 Are people in your family from Russia?
5 I have a small family. I don't have brothers or sisters, only one brother.

Speaking

Work in groups. Ask questions to find out if the sentences below are true. If they are false change them so they are true.

- Everybody in this group has a brother or sister.
- Everybody in this group has cousins.
- Two people in this group are parents.
- Only one person in the group has a grandson or granddaughter.
- Everybody in this group has a family member in a different country.

Useful phrases

- Do you have …   any brothers or sisters?
                   a brother in a different country?
                   any children?

Writing a personal description

Reading

1 Read Patricia's letter to her teacher. Does she have a big family?

> Dear Oliver
>
> My name Patricia. Im from Madrid in Spain. I work for a bank. I speak Spanish and a little English. I like travelling and shopping.
>
> My husband name is Carlos. He an engineer. He likes sports and films. We have a daughter called Claudia. She ten years old and she studies English at the English Institute too. She likes skiing and playing tennis. I think she speaks English very well.
>
> My parents are retired. I have two brothers. My first brother called Felipe. He a lawyer and he married to Alejandra. They have two daughters called Isabel and Maria Eugenia. My second brother name is Fernando. He a doctor, and he works in a hospital. He isnt married.
>
> Thank you for your teaching. I'm very happy to be in your class.
>
> Best wishes
>
> Patricia

2 Are these sentences true (T) or false (F)?

1 Patricia is married.
2 Claudia likes sports.
3 Alejandra is Felipe's mother.
4 Patricia likes her English class.

Language focus: names

1 Complete the sentences about Patricia.

1 My name's ———.
2 My husband's name is ———.
3 My husband's called ———.
4 We have a daughter called ———.

2 Write sentences including the words below.

1 My / son / called Antonio. ————.
2 My / sister / name / Rosa. ————.
3 I / have / son /called / Xavier. ————.
4 My / name / Maria. ————.

Writing skills: apostrophes

Patricia wrote *My name Patricia* ✗
The correct sentence is *My name's Patricia* ✔

1 Read the rules about apostrophes in English.

Use apostrophes …
a with singular nouns to show possession.
  my husband's name, Felipe's daughters
b with plural nouns to show possession.
  my brothers' daughters, my parents' names
c with verb contractions.
  I'm, you're, she's, it's, Patricia's
d with contractions of *not*.
  we aren't, he isn't, they don't, he doesn't

2 Find ten more places in Patricia's letter where she does not use apostrophes.

3 Which of the examples are …

1 possessives?
2 contractions of *is or am*?

4 Add ten apostrophes to the text about Maria Jose.

My names Maria Jose and Im from Almeria. My husbands name is Marco. He isnt Spanish. Hes from Italy. My fathers an engineer and my mother doesnt work. My sisters names are Emilia and Raul. Theyre married and their husbands names are Jose and Rafael.

Preparing to write

Work in pairs. Draw your family tree and tell your partner about your family. Use the useful phrases to help you.

Describing your family

- I have one brother and two sisters.
- His name is … / He's called …
- I have a son called …
- He's retired / married / single / divorced.
- She's ten (years old).

Writing

1 Write a letter to your teacher. Write about yourself and your family.

2 Work in pairs. Exchange letters with your partner. Correct any mistakes.

Grammar

1 Correct one word in each sentence.

1 My sister name is Dominica.
2 We like our cat but she doesn't like we.
3 My grandparent's names are Lucy and Frederick.
4 I hate parties but my friends love they.
5 I love my brother but I don't see her very often.

2 Complete the questions.

1 Do _____?
  Yes, I really like video games.
2 Where _____?
  I live near the park.
3 Where _____?
  Sven works in New York.
4 When _____?
  Mario meets his friends in the evening.
5 What _____?
  Anna and Magda go shopping at the weekend.

Vocabulary

Complete the sentences.

1 Your uncle's son is your _____.
2 The opposite of *beautiful* is _____.
3 Your father's father is your _____.
4 Yellow and red make _____.
5 Black and white make _____.
6 Your daughter's children are your _____.
7 The opposite of *nice* is _____.
8 The opposite of *clean* is _____.
9 Your mother's sister is your _____.
10 Blue and yellow make _____.

Speaking

1 Work in pairs. Ask ten questions about your partner's family. Then tell the class about it.

2 Write five true sentences about your evenings using the words in the box.

| go | meet | play | see | talk about |

I talk about music with my friends. I don't play football.

3 Work in pairs. Read your sentences to your partner. Are any of their sentences the same as yours?

Dictionary skills 1: using a learner's dictionary

1 Work in pairs. Answer the questions about using a dictionary. Then compare your answers.

1 What kind of dictionary do you have?
  a a bilingual dictionary
  b a monolingual learner's dictionary
  c an electronic / online dictionary
2 When do you use your dictionary?
  a at home
  b in class
  c at home and in class
3 Why do you use a dictionary?
  a to look up the meaning of English words
  b to translate words into English
  c to check the spelling of words
  d to check the pronunciation of words
  e to check how to use words

2 Look at the entry for *intelligent* from the *Macmillan Essential Dictionary* and answer the questions.

> intelligent ɪnˈtelɪdʒ(ə)nt (*adjective*)
> good at thinking, understanding and learning = CLEVER
> ≠ UNINTELLIGENT: *He was **highly intelligent**, but disliked studying.*

1 What is the meaning of *intelligent*?
2 What kind of word is it? (noun, adjective, verb etc)
3 How do you pronounce *intelligent*?
4 What is the opposite of *intelligent*?
5 Which word means the same as *intelligent*?
6 What is the example sentence for *intelligent*?

3 Read the sentences and look up the highlighted words in your dictionary. Which questions in exercise 2 can you answer for each word?

1 I'm always busy on Saturdays.
2 My neighbour's name is Katya.
3 Mr Moss is very rude.
4 In the evening I chat with friends.

Vocabulary

1 Match the phrases in the box to the pictures. Say the words.

airport transfer   bar   cable television
car park   guided tours   gym
internet access   meeting room
restaurant   swimming pool

2 Work in pairs. Choose one of the situations below. What are the two most important facilities for you?

- You are on holiday with two small children. You are at the hotel for three days and three nights.
- You are on a business trip. You are at the hotel for one night and you have an important meeting. You have a flight early the next morning.
- You are with your wife / husband. You are in the hotel for one night and then you are driving to a different city.

Reading

1 Look at the pictures and quickly read the texts on page 43. What is the best title?

1 Unusual places to spend the night
2 Expensive places to spend the night
3 Romantic places to spend the night

2 Choose the correct answer. Sometimes more than one answer is possible.

1 Where can you sleep for $120?
   a train   b jail   c tepee
2 Which hotel has a restaurant?
   a tepee   b train   c jail
3 Where can you go with a group?
   a jail   b tepee   c train
4 Where do you sleep in a building?
   a jail   b tepee   c train
5 Where can you sleep and study?
   a train   b tepee   c jail

3 🔊 **2.01** Read and listen to the texts again and complete the sentences with one or more words.

1 Trains or buses stop at a _____. (text 1)
2 The _____ is the part of the train where people eat. (text 1)
3 The American word for the shopping or business centre of a city is _____. (text 2)
4 If you want to know the _____ of something, you can ask 'How much is it?' (text 3)
5 A holiday that includes hotel, transport and food and extras is a _____ holiday. (text 3)

4 Complete the sentences with your own ideas. Then compare with a partner.

I think the most interesting place is …
I wouldn't like to stay at …

Grammar

> **There is** *a restaurant.*
> **There are** *seven old train cars.*
> **There aren't** *any criminals at the jail.*
> **Is there** *a dining car?*

- use *there is* / *there are* to say something exists
- form the affirmative with *there is* + singular noun and *there are* + plural noun
- form the negative with *there isn't a …* or *there aren't any …*

1 Complete the sentences with the correct form of *there is* and *there are*.

1 There _____ (+) one hotel in town.
2 There _____ (-) internet access in the rooms.
3 There _____ (-) any meeting rooms.
4 There _____ (+) guided tours.
5 There _____ (-) a restaurant.

2 Make questions with the words.

private rooms? *Are there any private rooms?*
internet in the rooms? *Is there internet in the rooms?*

1 good views?
2 telephones in the rooms?
3 a restaurant?
4 TV?
5 a guided tour of the area?
6 transfers to the hotel?

3 Work in pairs. Read the text. Then ask each other the questions in exercise 2.

> **Sleep in a lighthouse** at the Quirpon Lighthouse Inn. This hotel is on Newfoundland's Quirpon Island. There are great views of the ocean from the windows. There are 11 private rooms in total. Prices are from $225 for a single to $350 for a suite. Meals are included in our restaurant. The hotel has the traditional look and feel of the lighthouse, so no internet, TV or telephones in the rooms. There are tours available, and boat transfers to the island are included.

Ⓖ **Grammar focus** – explanation & more practice of *there is* / *are* on page 140

Speaking

Work in small groups. You are going to invent an unusual hotel.

Sleep on a train at the Train Station Inn. This hotel is in an old train station in Nova Scotia. The owners, James and Shelley Le Fresne, use the station and the train as rooms. There are seven old train cars (from 1911 to 1978). There is a restaurant in the dining car. Prices are from $89 to $169 per room or train car.

Sleep in a jail in the Canadian capital, Ottawa. Here, you can sleep in the old downtown Ottawa Jail. There are group or private bedrooms. There are still bars on the doors! Prices are from $25 to $65. Don't worry, there aren't any criminals there!

Sleep in a tepee at a UNESCO World Heritage site in Alberta. At this hotel, there are guided tours and lessons in local culture. The best part: sleep in a real tepee outside. The price is around $300, or $620 for a full package.

Bed & Breakfast

Vocabulary

1 Match the words in the box to the pictures.

bath	cooker	couch / sofa
cupboard	fridge	lamp armchair
shelf	shower	toilet wardrobe

2 2.02 Listen and check your answers. Say the words.

3 Which things do you have in your …
• kitchen?
• living room?
• bathroom?
• bedroom?

Pronunciation

1 2.03 Listen and repeat these words. Notice the underlined group of consonants.

she<u>lf</u>   la<u>mp</u>   <u>fr</u>idge   ba<u>thr</u>oom   arm<u>ch</u>air

2 2.04 Work in pairs and say these words. Then listen and check your answers.

gran<u>df</u>ather   <u>bl</u>ack   <u>squ</u>are   out<u>d</u>oors   frien<u>dl</u>y   <u>st</u>upid

3 Say these sentences. Then compare with your partner.
• There's a lamp on the shelf near the armchair.
• I meet my grandfather outdoors at the square.
• The black dog is friendly but it's a bit stupid.

4 2.05 Listen and check.

Reading

1 Look at the logo and then read the definition.

CS CouchSurfing

CouchSurfing is a new way to travel. To 'CouchSurf' is to stay at another person's home for free for the night.

2 Work in pairs and discuss these questions. **Don't** read the text, guess the answers.

1 How do CouchSurfers contact each other?
2 Who goes CouchSurfing and where?
3 How many CouchSurfers are there?
4 How old are CouchSurfers?

3 2.06 Read and listen to *The CouchSurfing project* and check your predictions.

Listening

1 2.07 Listen to a conversation between a travelling CouchSurfer and a local person. Who is the CouchSurfer – Beth or Clare?

2 Listen again. Write the vocabulary of rooms and furniture you hear in the conversation.

Speaking

1 Draw a plan of your flat / house. Write the names of the rooms.

2 Work in pairs. A: show B round your flat / house. B: ask A questions. Then swap roles and repeat.

Useful phrases

- I live in a flat.
- This is the kitchen.
- There are ... bedrooms.
- The bathroom is in here.
- In the living room, we have a ... and a ...
- What's this?
- That's nice.
- Where's the ...?

The CouchSurfing project

What is the CouchSurfing Project?

The CouchSurfing Project connects travellers with local people in different countries. CouchSurfers go to the website and email people with an available couch. There are more than 700,000 CouchSurfers.

Who are the CouchSurfers?

There are CouchSurfers from around the world, but the top nationalities are the Americans, the Germans, the French, the Canadians, the British and the Italians.

Where do the CouchSurfers stay?

The most popular cities to CouchSurf are: Paris, France; London, UK; Montreal, Canada; Berlin, Germany; Vienna, Austria and Istanbul, Turkey.

Is CouchSurfing only for young students?

No. CouchSurfers are any age from 18 to 78. The average CouchSurfer is 27 years old.

Bed & Breakfast

Vocabulary

1 🔊 **2.08** Look at the pictures of food and drink below and complete the words. Then listen and repeat the words.

2 Work in pairs and cover the pictures. Can you remember …

- two types of fruit?
- two dairy products?
- four drinks?
- three other things?

3 What things from exercise 1 do you have for breakfast in your country? Tell your partner.

Listening

1 🔊 **2.09** Read the introduction to *A full English breakfast* and look at the pictures of different breakfasts on page 47. Then listen to the descriptions and number the dishes in the order you hear them.

2 Listen again and match the dishes 1–4 with the correct food and drink a–d.

a maple syrup, pancakes
b biscuit, tea, milk
c rice, fish, eggs
d fruit, fish

3 Work in pairs. Ask each other the questions. Which dishes …

- do you know?
- sound good to you?
- don't sound good to you?

Extend your vocabulary – a type of, a kind of, a sort of

Use *a type of*, *a kind of* and *a sort of* to describe things.
Maple syrup is a type of liquid.
Look at the words and write a sentence with *a type of*, *a kind of* or *a sort of* and a word from the box.
1 juice
2 banana
3 bus
4 dictionary

| book | drink | fruit | transport |

1 _ _ e a _
2 j _ m
3 _ g g s
4 m _ l k
5 _ u i _ _
6 c _ k _ s
7 o _ a _ _ e
8 r _ c _
9 a cup of _ _ _
10 c h _ _ s _
11 _ o _ _ ee
12 b _ n _ n _ s
13 f _ s _
14 _ u t _ e r

A full English breakfast

The famous *full English breakfast* is traditional in England, but other English-speaking countries have their own breakfast favourites. Here are some of them.
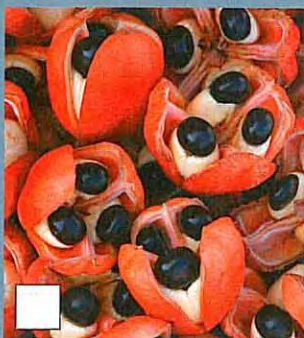
Ackee (Jamaica)

Maple syrup and pancakes (Canada and the US)

Beskuit (South Africa)

Kedgeree (India)

Pronunciation

1 2.10 Listen to the linking between these words.

It's a type of music.

2 2.11 Listen and mark the linked words. Then listen again and repeat.

1 It's a kind of apple.
2 a cup of tea
3 a glass of milk
4 It's a type of fruit.

Grammar

> *A beskuit is a biscuit.*
> *It's made of rice.*
>
> • in English there are two types of nouns: countable and uncountable
> • use *a / an* or *some* before countable nouns
> • uncountable nouns do not have a plural form
> • use *some* or no article before uncountable nouns
> • some nouns can be countable and uncountable

1 Read about another traditional breakfast food and decide if the highlighted words are countable or uncountable.

Marmalade is a kind of jam. It is made from oranges from Spain. Many British people eat it with toast and coffee.

2 2.12 Read the conversation and circle the correct option. Listen and check your answers.

A: Good morning, would you like to order your breakfast?
B: Yes, please. I'd like two *egg / eggs*. Scrambled please.
A: OK – and to drink?
B: Do you have *fruit juice / an fruit juice*?
A: Yes, we have orange juice and apple juice.
B: OK, an *orange juice / orange juices* please.
A: Would you like tea or coffee?
B: *Some cup of tea / A cup of tea*, please.

G **Grammar focus** – explanation & more practice of countable and uncountable nouns on page 140

Marmalade (Britain)

Speaking

Work in pairs. A: turn to page 127. B: turn to page 129. Describe the breakfast tables.

Bed & Breakfast

Reading

1 The two pictures at the bottom of page 49 come from a book called *Hungry Planet*. Work in pairs. What do you think the book is about? Tell your partner. Turn to page 134 for larger versions of these pictures.

2 Read the interview below with the author of *Hungry Planet* and check your ideas.

3 Work in pairs. Cover the text. Try to tell your partner as much as you can about *Hungry Planet*.

4 Is there anything that surprises you about the photos? Tell a partner.

I think … is surprising.
I think … is interesting.

Vocabulary

1 Look at the pictures again. Find examples of the foods in the box.

beans	carrots	crisps
French fries / chips	meat	pizza
potatoes	rice	tomatoes

2 Put the words from exercise 1 into the table. Can you add more words?

fresh food	processed food
carrots	

3 Which of the items in exercise 1 do you eat every week?

Hungry Planet

Interview with the photojournalist, Peter Menzel

Peter Menzel is a photojournalist of stories on science and the environment. He lives with the editor and writer Faith D'Aluisio in California, US. They are the authors of *Hungry Planet*.

What is *Hungry Planet*?
Hungry Planet is a book. It shows people what typical families eat and how they live.

What is in the photographs?
Each photograph is of a family in their home and a week's food. We include the weight and cost of each item of food. There is also a short history of each family.

How many families are there in the book? Where are they from?
There are 30 families from 24 countries.

Why food?
For the first time in the history of our planet, the number of overfed and underfed people is the same. Many people don't eat enough, but there are now many people who eat too much. We want to record this time in history, and show as many people as possible.

Grammar

*The Guatamalan family eats **a lot of** fruit.*
*They don't eat **much** processed food.*
*The American family don't eat **many** vegetables.*
*They eat **some** fruit.*

a lot of /
lots of   some   not much /
                                         not many

- use *a lot of / lots of* and *some* with countable and uncountable nouns
- use *not much* with uncountable nouns
- use *not many* with countable nouns

1 Read the sentences and correct the mistakes.

1 The Guatamalan family eat lot of tomatoes.
2 The American family eat some of pizzas.
3 The American family don't eat much tomatoes.
4 The Guatamalan family eat some fruits.
5 The American family don't eat many of healthy food.

2 Complete the sentences so they are true for you.

- I don't eat much …
- I eat lots of …
- I drink some …
- I don't eat many …
- I drink lots of …

Ⓖ **Grammar focus** – explanation & more practice of quantifiers on page 140

Writing

1 Choose **one** of the tasks below.

A Peter Menzel takes a photograph of your family and a week's food. What is in the photo? Write your answer.

In my photo, there is / are …
There is / are lots of …
There is / are some …

B You visit one of the families in the photos and they ask you what you would like for dinner. Plan a menu, based on what you see in the photos.

I would like … and … and some …

2 Work in pairs and swap texts. What do you have in common?

The United States

Guatamala

Warm up

Work in pairs. A: you are invited to B's house for dinner. You arrive. B: you open the door. A is there. Read and continue the conversation.

A: Hello.
B: Hi. You're here. Come in.
A: Thanks. How are you?
B: I'm fine thanks. And you?

Listening

1 2.13–2.15 Listen to three conversations. Match each one to a situation.

- at a person's house
- in a company
- at a hotel

2 Listen again. Answer the questions.

Conversation 1: Does the woman smoke?
Conversation 2: Does the man have a coffee?
Conversation 3: What does the woman give?

Language focus: making and responding to offers

Making offers	*Would you like + a / an + noun?* Would you like a drink?
	Would you like + to + verb? Would you like to meet your colleagues?
Responding to offers	Yes, please. That would be great. No, thank you. Thank you very much, but I'm fine.

1 2.16 Read the information in the table. Then listen and write an offer with the word or phrase you hear.

A coffee

Would you like a coffee?

2 Work in pairs. Ask and answer the questions in exercise 1. Give different responses.

Speaking

Work in pairs. Choose **one** of the tasks below.

A Look at the audioscript on page 154 and choose one of the conversations. Change some of the information and then practise the conversation.

B Choose one of the situations from Listening exercise 1. Practise the conversation with the new expressions of making and responding to offers.

Global English   Delicious English

by David Crystal

The history of food words in English tells us a lot about the history of Britain and its contact with the rest of the world.

The oldest words, in Anglo-Saxon times, from the fifth century, were *bread*, *butter*, and *fish*, with *water*, *wine*,
5   and *beer* to wash them down. *Meat* described any food in those days.

In the 11th century, the French arrived in Britain, and there were interesting new dishes, such as *pheasant*, *oyster*, *biscuit*, and *pastry*. *Pork* and *veal* arrived for the upper-
10   class table. *Breakfast* is Anglo-Saxon, but *dinner* and *supper* are French.

By Shakespeare's time, in the 16th century, voyages around the world added more dishes to the menu. People started to eat *potatoes*, *anchovies*, *macaroni*, *curry* and
15   *yoghurt* and drink *coffee*, *tea* and *sherry*. And so, with *kippers* and *ice cream* in the 18th century, and *hamburgers* and *chips* in the 19th, we eventually arrive at where we are today, with *tacos* and *salsa*, *goulash* and *sushi*, *Coca-Cola*® and *Chardonnay*.

Glossary

Chardonnay (*noun*) – a type of white wine
eventually (*adverb*) – after some time
dishes (*noun*) – different kinds of food
kipper (*noun*) – smoked fish
pork (*noun*) – meat from a pig
sherry (*noun*) – a strong wine from Spain
such as – for example
veal (*noun*) – meat from a calf (a young cow)
voyage (*noun*) – a long journey
wash them down (*verb*) – drink something with food

Warm up

Where is it from? Match the food or drink to a country. Use your dictionary to help.

1   curry ——————   a   Hungary
2   Coca-Cola® —————— b   India
3   goulash   c   Italy
4   pizza   d   Japan
5   paella   e   Mexico
6   sushi   f   Spain
7   tacos   g   the US

Reading

1 Read the text about food. When did people start to use these words in English?

biscuit	breakfast	chips	Coca-Cola®	coffee
curry	dinner	fish	hamburgers	ice cream
potatoes	supper	sushi	tacos	water

from the fifth century	
from the 11th century	
from the 16th century	
in the 18th & 19th centuries	
in the 21st century	

2 Choose the correct sentence, a or b, from each pair.

1   a   All food words in English are from England.
    b   English food words are from different countries at different times.
2   a   Some names for meals are from French.
    b   All the names for meals are from French.
3   a   In Shakespeare's time new food and drink arrived.
    b   In Shakespeare's time new food arrived.
4   a   There are new words from recent times.
    b   New words stopped in the 19th century.

Language focus

Look at the example: *Wine is a kind of drink.*

Write similar sentences to describe the words below, using the expressions in the box.

| drink | vegetable | dairy product | pasta |

1   tea ...   4   butter ...
2   macaroni ...   5   Coca-Cola® ...
3   potato ...   6   yoghurt ...

Speaking

Think of 3 foreign words for food or drink in your language and tell your partner.

Reading

1 Read Shih-Chieh's email to a hotel and answer the questions.

1 What questions does he ask about the hotel?
2 What does he want the hotel to send?

Dear Sir / Madam,

I want to book a room at your hotel from April 7th to April 11th (four nights). I want a single room. I want a non-smoking room with a bath and shower. If possible, I want a balcony. I also want to have breakfast. Do you have a room available? What is the price?

I have some other questions. Does the hotel have internet access? Is there a car park? What time do you serve breakfast?

Please send me information about transport to the hotel from the airport.

Yours faithfully,

Shih-Chieh Liao

Language focus: making requests

1 Read about making requests in a formal letter or email.
When you say what you want, write *I would like ...*, not ~~I want~~
I would like <u>to book a room</u>
I would like <u>a sea view</u>
To make a request, write *Could you please ...?*
Could you please send me a map?

2 Complete these sentences with *I would like* or *Could you please*.

1 _____ to have dinner on the first night.
2 _____ send me information about the town?
3 If possible, _____ a quiet room.
4 _____ book me a taxi from the airport?

3 Make six changes to Shih-Chieh's email using *I would like* and *Could you please*.

Writing skills: starting and ending letters and emails

1 Look at the ways of starting and ending a letter or email.

a Dear Sir / Madam, ... Yours faithfully,
b Hi Angela, ... Love,
c Dear Ms Benko, ... Yours sincerely,
d Dear Peter, ... Best wishes,

2 Which of the expressions in exercise 1 do you use ...

1 in a formal letter when you know the person's name?
2 in a formal letter when you don't know the person's name?
3 in an informal letter to a close friend?
4 in an informal letter, but not to a close friend?

Preparing to write

1 Complete the table about a hotel you would like to book.

Number of nights	
Arrival date	
Departure date	
Type of room	
Meals	
Special requests	
Questions	

2 Work in pairs. A: imagine you work in a hotel. B: phone the hotel to book a room. Use the useful phrases to help you. Then swap roles and repeat.

Booking a hotel

- I would like a single / double / twin room with a balcony / internet access / en suite facilities / a shower / a bath.
- If possible, I would like a smoking room / a quiet room / a sea view.
- Could you please send me information about transport / local restaurants / local entertainment / taxis from the airport?

Writing

Write an email to the hotel to book the room. Use your notes to help you.

Grammar

Circle the correct option.

1 There is *a / some / any* bar in the hotel.
2 There *is / are / aren't* any biscuits in the cupboard.
3 There is *any / a lot of / a* milk in the fridge.
4 We don't have *much / many / some* coffee.
5 Are there any *cheese / bananas / pizza* in the fridge?
6 I eat lots of *bread / biscuit / apple*.
7 There aren't *some / many / much* restaurants near here.
8 There *is / are / isn't* much milk in this coffee.
9 Is there *much / a / many* lamp in the room?
10 I don't eat *much / many / a* French fries.

Vocabulary

1 Put the words in the box into the table.

| armchair | bed | cooker | fridge | gym | shower |
| sofa | swimming pool | toilet | wardrobe | | |

bathroom	
bedroom	
kitchen	
hotel facilities	

2 Decide which word in each group is different. Why is it different?

milk   butter   cheese   meat

Meat is different because it isn't a kind of dairy product.

1 coffee   orange   juice   jam   tea
2 orange   biscuit   banana   apple
3 carrot   bean   potato   rice
4 apple juice   egg   bread   marmalade

Speaking

1 Work in pairs. A: you are a tourist. Ask your partner about places and facilities near the school. Then swap roles and repeat.

A: *Is there a restaurant near here?*
B: *Yes, there is. There's a Chinese restaurant. It's five minutes from here.*

2 Work in small groups. Tell your group about eating and drinking habits in your country, or a different country.

In China we eat a lot of rice. We don't eat much cheese …

Learning new words

1 Tick (✔) the sentences that are true for you. Then compare with a partner.

How do you learn new words in English?

* I look them up in a dictionary and copy the entry.
* I write new words in a vocabulary book.
* I learn groups of words.
* I write new words in a sentence.
* I learn a number of new words every day.
* other

2 Read about how one student uses vocabulary cards to learn new words.

I make cards and on one side I write a word and on the other side I draw a picture of the word, or write a sentence with a gap. I look at the pictures or sentences and try to remember the words. Then I turn over to check. It's a good way to learn new words.

| there | _____ are three rooms in my house. |

3 Make two vocabulary cards for words from this unit. Then work in small groups and show your pictures or sentences to people in your group. Can they guess the words on the other side?

4 Read about how a different student uses vocabulary cards.

I write the names of objects or sentences on cards. Then I put the cards on the objects in my house. Every time I see the cards, it helps me learn the words.

5 Work in pairs and decide what cards you can make for these rooms.

bedroom   kitchen   living room

6 Work in pairs and say where you can put these cards in your home.

| There's a lamp | It's a type of music | A cup of tea please | I eat lots of biscuits |