

Part 1

Vocabulary & Speaking

Nature

Reading

One planet, one place!

Listening

A conversation about unusual species

Grammar

Present perfect

Speaking

Contact with nature

Glossary

constantly (adverb) – all the time**look up** (verb) – find**species** (noun) – a plant or animal group

Vocabulary and Speaking

1 Write the words in the box in the correct categories below.

bird fish flower insect lake
plant zoo



2 3.42 Listen and check your answers.

3 Work in pairs. A: turn to page 127.
B: turn to page 129. Describe the pictures to your partner.

Reading

1 3.43 Read and listen to *One planet, one place!* What is EOL?

2 In your own words, explain the EOL project. Do you think it's a good idea?

Listening

1 3.44 Listen to two people talking about unusual species. Are they ...

- a a teacher and a student?
- b two friends?
- c a reporter and a scientist?

2 Look at the pictures below. Then listen again and answer the questions.

- 1 Which two pictures do they talk about?
- 2 Where does the first animal come from?
- 3 Where does the second animal come from?
- 4 Has the person used the EOL website before?

One planet, one place!

The Encyclopedia of Life is a project to create an online reference of every living species on earth. Scientists from all over the world are constantly putting information on the EOL website. There are texts, photographs, sounds, videos and maps. Anyone can look up information in the encyclopedia. Scientists hope the project will encourage people to learn more about the planet and protect nature.

The work has started ...



Grammar

*Have you seen this before?
I've been to Africa.*

- use the present perfect to talk about experiences in our lives
- we often use *ever* and *never* with the present perfect
- *ever* means in your life

1 Put the words in the correct order to make sentences or questions from the listening.

- 1 this ever Have seen you ?
- 2 I No haven't .
- 3 Africa you Have to been ?
- 4 before I've seen animal never this .
- 5 Encyclopedia website you Have Life used of before the ?

2 Look at the past participles in the box. Decide if they are regular (R) or irregular (I). Write the infinitive.

camped climbed come flown
gone planted ridden seen swum
taken travelled visited

3 Complete the text with the present perfect form of the verbs in brackets.

Miguel Ángel Nieto Baños is a wildlife photographer. He _____ (travel) all over the world and _____ (take) photographs of nature and animals. He _____ (visit) animal parks in Malaysia and Borneo and he _____ (camp) in Alaska to watch bears. He _____ (take) photos of active volcanoes in Hawaii and he _____ (go) by boat to film the hippopotamuses in Zimbabwe. But he _____ (not visit) the Galapagos Islands and he _____ (not see) giant turtles – that's the plan for his next trip.

G Grammar focus – explanation & more practice of the present perfect on page 148

Speaking

1 Read the questionnaire and write the questions.

Nature and you

Have you ever ...

(climb) a mountain?	where?
(swim) in a lake?	where?
(see) a lion?	where?
(take) a photo of a wild animal?	what animal?
(ride) a horse?	where?
(go) fishing?	where?
(plant) a tree?	where?
(visit) a farm?	where?



2 Work in pairs. Ask each other the questions from exercise 1.

A: *Have you ever climbed a mountain?*

B: *No, I haven't.*

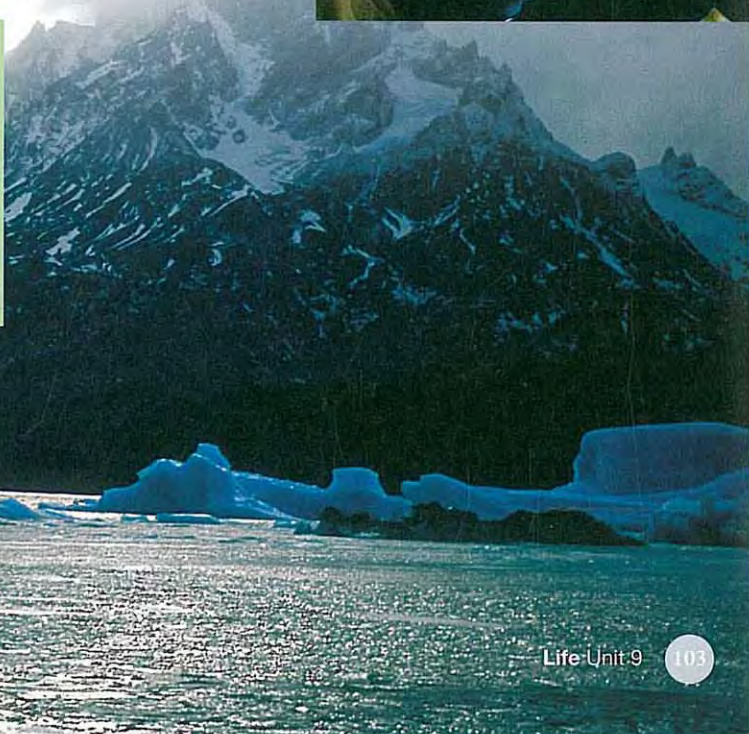
A: *Have you ever swum in a lake?*

B: *Yes, I have.*

A: *Where?*

B: *In Austria.*

3 Tell the rest of the class about the person you interviewed. Who has had the most contact with nature?



Part 2

Vocabulary & Speaking

Life events

Reading

Rites of passage

Grammar

The superlative

Speaking

A tradition in your country

Vocabulary and Speaking

1  3.45 Match the two parts of the sentences. Then listen and check your answers.

- | | |
|---------------|----------------------------------|
| 1 I was | a a baby when I was 38. |
| 2 I left | b home when I was 18. |
| 3 I left | c school when I was 16. |
| 4 I graduated | d married when I was 33. |
| 5 I started | e born when my mother was 21. |
| 6 I got | f from work when I was 60. |
| 7 I had | g work when I was 23. |
| 8 I retired | h from university when I was 22. |

2 Look at the sentences in exercise 1 again. Make them true for people in your country. Compare your ideas with a partner.

People in my country usually graduate from university when they are 25.

3 Which two events do you think change our lives the most?

Reading

1 Read the introduction to *Rites of passage*. Are there any rites of passage in your country for the events in Vocabulary and Speaking exercise 1?

2  3.46 Read and listen to the text and answer these questions.

- 1 What is the rite of passage?
- 2 How old is the person when they have the celebration?
- 3 Is there a party?
- 4 Who is at the rite of passage?
- 5 What happens after the celebration?

3 Work in pairs. A: turn to page 127. B: turn to page 129. Read about another rite of passage.



Rites of passage

A rite of passage is a ceremony to mark an important time in our life. Some rites of passage are religious, others are social or family traditions.

In Mongolia, the biggest and most important rite of passage for a child is the first haircut. The ceremony happens between the ages of two and six years old. Boys have the first haircut in an even year (when they are two, four or six years old) and girls have the first haircut in an odd year (when they are three or five years old). Children wear their best clothes for the event and invite family and close friends. After the haircut the mother keeps the hair and there is a big party.



Grammar

The most important rite of passage is the first haircut.

It is the happiest time of a girl's life.

The best thing about it is the party.

- use *the* + superlative adjective to describe extremes

1 Circle the correct option in each sentence.

- 1 The *more expensive* / *most expensive* party in my country is the coming of age party.
- 2 The *happier* / *The happiest* day of my life was my *quinceañera*.
- 3 I was *the younger* / *The youngest* person in my family to have children.
- 4 When I retire I want to move to a *quieter* / *quietest* town.
- 5 In my country your 18th birthday is *more important* / *the most important* than your 21st.

2 Complete the text about unusual weddings with the correct form of the superlative.

The most incredible wedding facts

- The world's _____ (expensive) wedding was a six-day celebration in France. It cost \$60 million.
- The world's _____ (long) wedding dress was created in Cyprus in 2007. It was 1,362 metres long.
- The _____ (old) man to get married was 102. He lived in Lithuania and his wife was 76.
- The world's _____ (heavy) wedding cake was in the United States. It weighed 7,500 kilos.

3 Which is the most surprising fact?

G Grammar focus – explanation & more practice of the superlative on page 148



Speaking

1 You are going to give a presentation about a tradition or ceremony in your country or region. First, read the notes about an American ceremony.

Name

The name of the tradition or ceremony is ... the Baby Shower.

When & where

It happens ... in the United States and now in some other countries. It normally happens a few weeks before the baby is born or a few weeks after the birth.

History

It started as ... a small party for the female friends of the mother. The idea was to give the new family presents of baby clothes and equipment.

What happens & who is there

On this day ... friends & family go to a party organised by close friends of the new parents. They play games (for example guessing the baby's weight) and give presents for the baby.

Is it changing?

It's becoming ... more commercial. People are spending more money on the presents. It's becoming more popular in other countries too.

2 Write notes about a tradition or ceremony you know well.

3 Give your presentation to your partner. Listen and ask questions. Use the useful phrases to help you.

Useful phrases

- I'm going to tell you about a ceremony in my country.
- The name of the ceremony is ...
- It happens ...
- Do you have any questions?

Part 3

Reading

Body styles

Vocabulary & Listening

Parts of the body

Grammar

Have got

Vocabulary

Parts of the face

Writing

Describing someone

Reading

1 Look at the pictures below of body art. Do you know anyone with these?

2 Read *Body styles*. Match the paragraphs (1–4) to the headings (a–e) below. There is one heading you do not need.

- a The most interesting body art
- b Tattoos as fashion for some people
- c An ancient form of art
- d Why some people don't like tattoos
- e Why do people use body art?

3 What do you think of tattoos? Tell a partner.

Glossary

archaeologist (noun) – someone who studies the ancient world

Body styles

1 Body paint and tattoos are two of the oldest forms of personal style. Archaeologists have found body art on Egyptian mummies and some historians think tattoos in Japan go back as far as 10,000 years. The English word *tattoo* comes from Tahiti, from the word *ta-tau*, meaning to *make a mark* and body painting is common for native people of the South Pacific and the Maori in New Zealand.

2 Body paint can be part of a rite of passage, a religious symbol, or a personal decoration. Some people have got tattoos of names of people they love.

3 But tattoos sometimes have negative associations. In Japan they are associated with The *Yakuza*, the Japanese mafia. And some people in other countries think of criminals, the military or people with no education when they see tattoos.

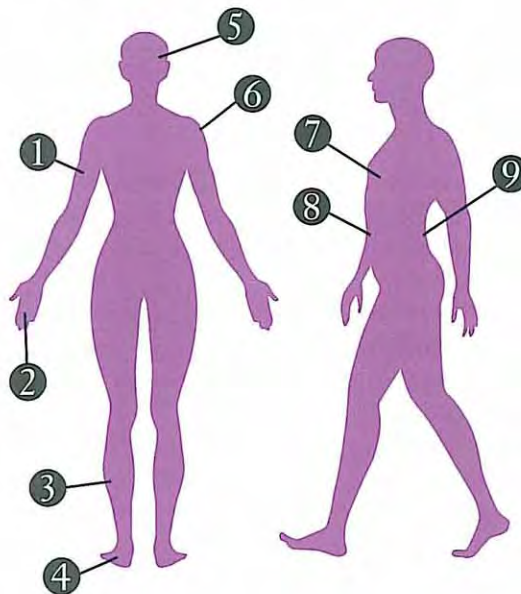
4 For some people now, tattoos are very fashionable. More and more young people are getting tattoos, especially in Europe and North America. Perhaps this is because of the number of actors, musicians and sports stars with tattoos.



Vocabulary and Listening

1 Look at the pictures. Match the numbers to the different parts of the body.

- arm — back — chest
- foot — hand — head
- leg — shoulder — stomach



2 3.47 Listen and check your answers. Say the words.

3 3.48 Listen to five different people. Write the parts of the body they mention. What are they talking about?

Grammar

Some people **have got** tattoos of names of people.

I've got one on my arm.

- use *have got* to talk about possession and family relationships. *Have got* means the same as *have*
- the negative is *haven't got*, and the question form is *Have ... got?*

1  **3.49** Write down the different people and objects you hear. Then write true sentences about you. Use *have got* and *haven't got*.

2 Rewrite the sentences in exercise 1 to make questions. Then work in pairs and ask each other the questions.

A: *Have you got a car?*

B: *Yes, I have.*

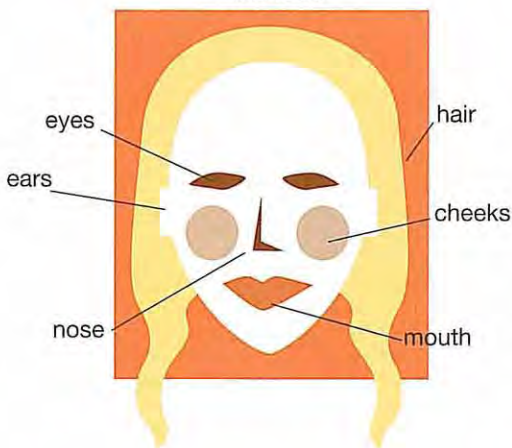
No, I haven't.

 **Grammar focus** – explanation & more practice of *have got* on page 148

Vocabulary

1  **3.50** Look at the picture of a face. Listen and repeat the words.

The face



2 Write the words in brackets in the correct position to complete the descriptions.

- 1 He's tall and thin. He's got long _____ and very blue _____. (*eyes, hair*)
- 2 She's got _____ brown eyes and _____ hair. (*big, short*)
- 3 She's got black _____ and a thin _____. (*face, hair*)
- 4 He's tall and he's got big _____. He's got a tattoo on his _____. (*leg, ears*)
- 5 He's _____. He's got short black _____. (*hair, short*)
- 6 Her baby's beautiful. He's got lot of black _____ and lovely big, pink _____. (*cheeks, hair*)

Writing

1 Read the situation below.

A friend or family member is coming from another country to visit you. You can't meet them at the airport. You want your partner to meet them, but your partner doesn't know what they look like.

2 Write a short letter describing your friend or family member. Use the language below and the vocabulary from this lesson to help you.

Hi ...

I'm writing to ask if you can help me. My _____ is coming to the airport and I can't be there. Can you meet him? He's _____ and he's got _____.

Thanks!

3 Work in pairs and swap your letters. Read your partner's letter and write a short response.

Sure, I can meet your _____. No problem.

I'm sorry, I can't meet _____. I'm busy then. I've got (a party / work / a meeting).



Part 4

Vocabulary

Clothes

Pronunciation

/ʃ/ & /s/

Listening

The history of fashion

Grammar

One & ones

Vocabulary

1 Work in pairs. Can you name the pictures below? Use a dictionary to help you.

2 What's the difference between ...

- a shirt and a T-shirt?
- a skirt and a dress?
- a jumper and a jacket?
- a tie and a scarf?
- shorts and trousers?
- gloves and socks?

A shirt is more formal than a T-shirt.

3 Read the language note. Then work in pairs and describe other students in the class. Can your partner guess who it is?

Language note: we use the verb *wear* with clothes.

*She's **wearing** a red T-shirt and black trousers.*

*She usually **wears** a dress.*

Pronunciation

1 3.51 Listen and repeat the words in the box.

scarf shirt shoe skirt sock

2 3.52 Listen to these words. Circle the first word you hear.

- | | |
|--------|-------|
| 1 see | she |
| 2 so | show |
| 3 sort | short |
| 4 sock | shock |

3 Work in pairs. Say a word from exercise 2 to your partner. They point to the word.

4 3.53 Listen to the tongue twister. Can you say it?

Sam sells Sheena six short skirts.

Shelly shows Susie seven silk shirts.





buttons



pockets



printed T-shirt



socks

Listening

1 Work in pairs. Look at the clothing items on this page. Which one do you think is the oldest? The most modern?

I think socks are the oldest.

Maybe the sports shoe is the most modern.

Language note: *sports shoe* = *trainer* in British English and *sneaker* in American English.

2 3.54 Listen to a lecture about the history of fashion and write the clothing items in the correct position on the timeline.

↑	2000 BC	_____
	500 BC	_____
	400 BC	_____
	1500	_____
	the 1860s	_____
	1917	_____
↓	1939	_____

3 Choose **two** clothing items. Listen again and make notes. Then compare with your partner. Check your notes with the audioscript on page 157.

4 In your opinion which item of clothing is the most useful? Why?

Extend your vocabulary – talking about colours

We can use the words *light* or *dark* to describe colours in more detail.

She is wearing a light green shirt.

He always wears dark blue trousers.

Work with another student. Repeat Vocabulary exercise 3, but include *light* or *dark* in your descriptions.

Grammar

*The first **ones** were for decoration.
They used the first **one** to advertise the film
The Wizard of Oz.*

- use *one* (singular) and *ones* (plural) to refer to something you said before
- we usually use *one* with an adjective, or with *this* / *that* in front of it

1 Replace the underlined words with an item of clothing from Listening exercise 1.

- 1 Don't wear white ones with black shoes.
- 2 I wore one to a wedding last year. It was a big blue one, with flowers on top.
- 3 These ones are especially for tennis, and those ones are for general sports.
- 4 I've got some old ones I wear in the garden. They're much more comfortable than the trousers I have to wear for work.

Language note: use *which* or *which one* to ask about something if there aren't many examples.

Which one is your bag? (there are only two or three bags)

Which would you like, tea or coffee? (there is only tea or coffee)

2 Work in pairs and ask each other about these things in your classroom.

- bag
- pens
- book
- jacket
- phone

A: *Which is Hamed's bag?*

B: *The brown one.*

A: *Which are Galina's books?*

B: *Those ones.*

Grammar focus – explanation & more practice of *one* and *ones* on page 148



sports shoe

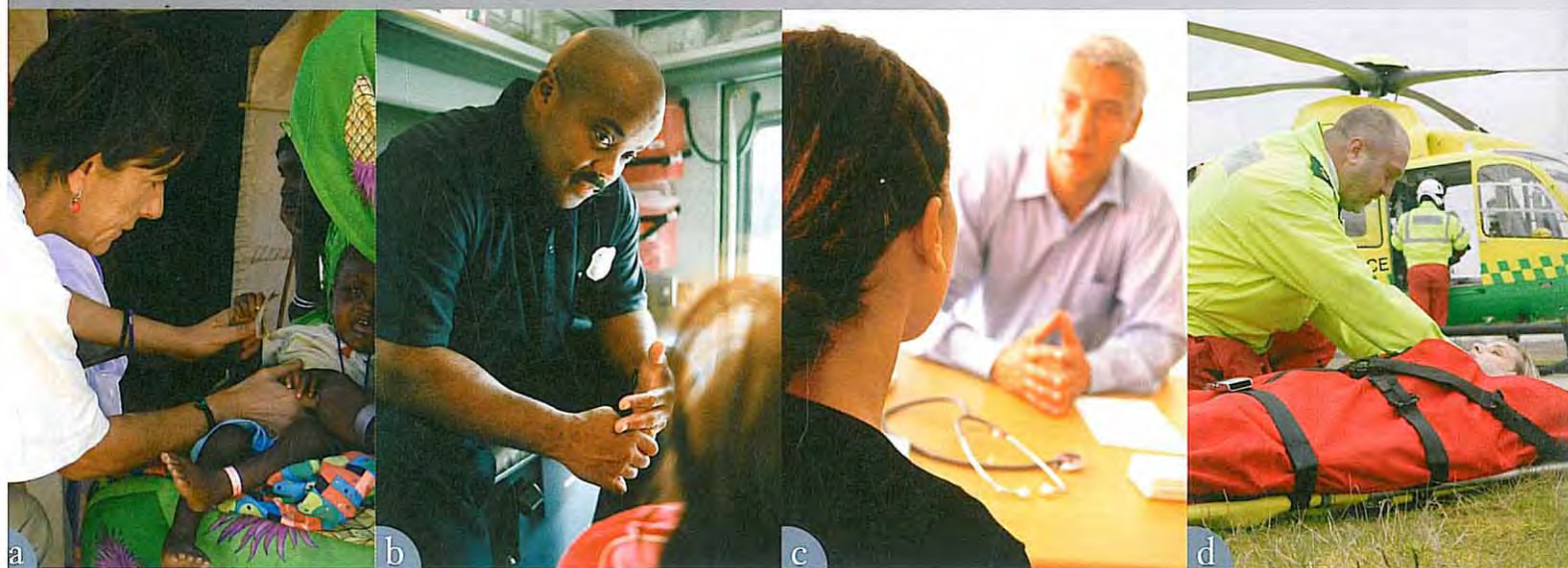


blue jeans



hat

UNIT 9 Function globally talking about health problems



Warm up

Work in pairs and look at the four pictures of doctors. Take turns to describe the different pictures.

Useful language

- In the picture I can see ...
- There is / are ... in this picture.
- This is a picture of ...
- ... is richer / poorer / easier / more difficult than ...
- Maybe they are in Africa.
- He is a doctor perhaps.
- She is helping ...
- They are operating ...

Listening

1 3.55–3.56 Listen to two conversations. Match each one to a picture. There are two pictures you do not need.

2 Listen again. Are these statements true (T) or false (F)?

Conversation 1: The woman fell down.

Her arm hurts.

She would like some water.

Conversation 2: Dr Hathaway's office is the second door on the left.

The man has a headache.

The doctor thinks the medicine is too strong.

Language focus: talking about health problems

1 Who says it? Read the sentences and mark them *D* for doctor and *P* for patient.

What is the problem? ____

I don't feel well. ____

Where does it hurt? ____

Take this medicine. ____

I've got a headache. ____

You need to go to the hospital. ____

Can I see please? ____

Is it broken? ____

Drink lots of water. ____

2 Make two new sentences with the words in brackets.

I've got toothache (back, ear)

My finger hurts. (eye, feet)

I've got a sore arm. (leg, neck)

3 3.57 Listen and check your answers. Point to the part of the body you hear.

Speaking

1 Work in pairs and make up a conversation. Use the example below to help you.

A: Greet the doctor.

B: Greet the patient. Ask what's wrong.

A: Tell the doctor what's wrong.

B: Ask to see.

A: Show the doctor. Ask a question about it.

B: Say no. Give an instruction.

2 Present your conversation to another pair.

Global English English advertising goes to the movies

by David Crystal



Films and advertising are both huge businesses so it's not surprising to see them working together in more and more sophisticated ways. In the past, commercials were an aperitif, something you saw before the movie. Then, people only had to watch several minutes of advertising before the main film started. Today, there's no escape; the ads are also in the film. It's called *in-film advertising*.

Brand props (short for 'properties' – objects for a play or in a film) started in the 1940s. Joan Crawford didn't drink whiskey in *Mildred Pierce* (1948); she drank Jack Daniels whiskey. Today brand props are big business. We see the stars with a specific product, or we see a logo or an ad somewhere in the film.

For a long time, products in films appeared in the background. Today, companies want more; they want *brand fit* – in other words, the product is needed for the story in the film. Look at the cars and watches used by James Bond, and you'll see what I mean.



Glossary

ad (noun) – advertisement

aperitif (noun) – a drink that you have before a meal

background (noun) – the part of the film that is behind the main characters or action

big business (noun) – something that makes a lot of money

brand (noun) – product that has its own name and is made by one company
e.g. Nike, Coca-Cola®

commercial (noun) – advertisement

escape (noun) – getting away

huge (adjective) – very big

logo (noun) – a symbol that represents a company or organisation

movie-goer (noun) – a person who goes to the movies

sophisticated (adjective) – complicated and advanced

Warm up

Look at the definition of a brand. Can you think of two brands for each of the following things?

drinks perfume watches cars

Reading

1 Read *English advertising goes to the movies* and match the phrases and definitions.

- | | |
|-----------------------|--|
| 1 in-film advertising | a objects in a movie which have a particular brand and are part of the story |
| 2 brand props | b advertising that happens in a film |
| 3 brand fit | c objects in a movie which have a particular brand |

2 Read the text again. Complete the sentences with a, b or c.

- Film and advertising ...
 - work separately.
 - work together.
 - are in competition.
- In the past commercials came ...
 - before the film.
 - after the film.
 - in the middle of the film.
- Today, advertising is ...
 - separate from the film.
 - more important than the film.
 - in the film.

- In-film advertising started ...
 - in the first half of the 20th century.
 - in the second half of the 20th century.
 - this century.
- The way products appear in films now is ...
 - the same as in the past.
 - different from the past.

Language focus

Look at the words in the box. Which words are connected to advertising (A)? Which words are connected to cinema (C)?

films	C	ads	product
advertising		props	logo
commercial		brand	background
movie-goer		star	story
main film			

Speaking

Work in pairs and discuss the questions.

- Have you ever noticed *in-film advertising*? Can you think of an example?
- Do you think in-film advertising is a bad thing?
- What type of products do you see in advertisements at the cinema in your country?

- 1 Read Giovanna's speech to introduce a visitor to her school. Who is the visitor and why is she important?



Ladies and gentlemen, I would like to introduce a very important visitor. She is one of the most famous scientists in the world. She is also the oldest living person to have a Nobel Prize. Her name is Rita Levi Montalcini. Rita was born in Turin, in Italy. She studied medicine at the Turin Medical School, and later specialised in neurology. In 1986 she won the Nobel Prize for Medicine with an American colleague, Stanley Cohen. Rita has taught in a number of universities all over the world, and has won many prizes. She has made many important discoveries about nerve cells in the brain. Her work has contributed to the treatment of several diseases, including multiple sclerosis and cancer. We are very pleased that Rita can come and talk to us today about her life and work. Ladies and gentlemen, please welcome Rita Levi Montalcini.

- 2 Complete the table with facts about Rita's life.

Profession	
Background and education	
Prizes	
Work and achievements	

Writing skills: using paragraphs

Paragraphs are groups of sentences which are used to separate ideas in a text.

Divide Giovanna's speech into four paragraphs with these headings.

- why the person is important
- life and background
- achievements
- welcome

Language focus: superlative structures

- 1 Complete the sentences from the text.

She is _____ in the world.

She is also _____ a Nobel Prize.

- 2 Complete the sentences with words and phrases in the box.

athletes environmentalists to run explorers
politicians to become to reach to win

- Wangari Maathai is one of the most important _____ in the world. She is the first woman from Africa _____ the Nobel Peace Prize for her work with planting trees in Kenya.
- Ranulph Fiennes is one of the most famous _____. He was the first man _____ both the North and South Poles.
- Barack Obama is one of the most important _____ in the world. He was the first black American _____ President of the US.
- Thelma Pitt-Turner is one of the most amazing _____ in the world. She is one of the oldest people _____ a marathon. She was eighty-two at the time.

Preparing to write

Make notes about an important person from your country or another country. Use the paragraph headings in the Writing skills section to help you.

Making a speech

- Ladies and gentlemen, I would like to introduce ...
- I am very pleased to welcome ...
- We are very pleased that he / she can come and talk to us about ...
- Please welcome ...

Writing

- Write a speech to introduce the person to your school. Use your notes and the useful phrases to help you. Write four paragraphs using the headings from the Writing skills section.
- Work in pairs. Exchange your speech with your partner. Check your partner has used paragraphs.
- Read your speech to other people in the class.

Grammar

Correct one mistake in each sentence.

- 1 Have you ever go to China?
- 2 Mount Everest is highest mountain in the world.
- 3 A: Can I see that jumper, please?
B: Which?
- 4 I don't have flown in an aeroplane.
- 5 These are the more expensive trousers in the shop.
- 6 A: Which shoes do you want to try on?
B: The black, please.
- 7 Do you got a car?
- 8 Have you ever took photos in a zoo?
- 9 A: Which is your house?
B: It's that next to the supermarket.
- 10 I haven't a dress for the wedding.

Vocabulary

1 Match words 1–6 to words a–f.

- | | |
|----------|----------|
| 1 head | a park |
| 2 hands | b zoo |
| 3 feet | c gloves |
| 4 tree | d river |
| 5 fish | e socks |
| 6 animal | f hat |

2 Complete the sentences with one or more words.

In my country we (1) _____ school at the age of 5, and
(2) _____ school at the age of 18. We normally
(3) _____ from university at about 21 and (4) _____
work. We usually (5) _____ at the age of 65.

Speaking and Writing

1 Work in pairs. Sit back-to-back with another pair and try to describe the other pair's appearance (hair, eyes, clothes). Then turn round and check. Were you right?

2 Write four sentences about your experiences using the present perfect. 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.

I've ...
I haven't ...
I've been to ...
I've never been to ...

Dictionary skills 2: learning about words

A learner's dictionary can give you information about the class of a word (eg noun, adjective, preposition etc). It can also give you other information about the grammar of a word.

Sometimes a word can have two word classes. For example, *plant* can be a noun and a verb.

plant 1 (*noun*)

1 [C] a living thing that grows in soil and has leaves and roots: *a strawberry plant*

plant 2 (*verb*)

1 to put trees, plants, or seeds in soil so that they will grow there: *I've planted a small apple tree in the garden.*

1 Look up these words in a dictionary. Write two word classes and an example sentence for each word.

fish 1 _____
2 _____
giant 1 _____
2 _____

A dictionary can tell you if a noun is countable (C), uncountable (U) or both (C/U). For example the dictionary entry above tells us that *plant* is countable (C).

2 Work in pairs. Write C, U, or U/C next to the words. Then check your answers in a dictionary.

art	_____	painting	_____
information	_____	project	_____
nature	_____	species	_____

A learner's dictionary can also tell you the past participle form of a verb.

swim (*verb*) (past tense *swam*; past participle *swum*)

3 Work in pairs. Write the past participles of these verbs. Then check your answers in a dictionary.

swim	<i>swum</i>	fall	_____
break	_____	make	_____
drink	_____	sleep	_____
eat	_____		

Part 1

Vocabulary & Speaking

Free time activities

Reading

Masters of fun

Grammar

The -ing form

Vocabulary and Speaking

1 You are going on a long plane or train journey. Which **two** things below do you take to pass the time?



2 Complete the sentences with a suitable verb.

- You can d _____ puzzles / sports / nothing
- You can r _____ books / comics / newspapers
- You can p _____ video games / board games / cards

3 Which of the activities in exercise 2 do you do in your free time? Complete the sentences and tell a partner.

In my free time I often ...

In my free time I sometimes ...

In my free time I never ...

Reading

1 3.58 Read and listen to *Masters of fun* on page 115 and match the pictures to the paragraphs.

2 Read the text again and choose the correct answer.

- Manga books are popular ...
 - with adults in America.
 - with young people around the world.
 - with people on buses and trains.
- You read a Manga book ...
 - differently from an English book.
 - from left to right.
 - more quickly than an English book.
- Sudoku is a popular game ...
 - in America.
 - for people on their way to work.
 - only in Japan.
- Playing video games is ...
 - popular with adults.
 - popular in Japan.
 - an American invention.
- Dr Kawashima's *Brain Training* is ...
 - a game for children.
 - a game for adults.
 - a puzzle.

3 Have you ever seen, read or played any of these things?

Extend your vocabulary – fun and funny

We use **fun** when we have a good time or enjoy ourselves.

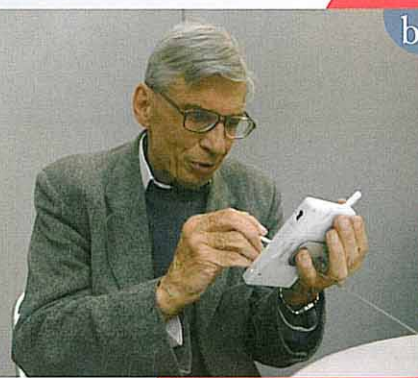
I had fun.

We use **funny** if something (a person, film, joke, etc) actually makes us laugh.

It's a very funny film.

Choose the correct word.

- My brother's always telling jokes. He's really **fun** / **funny**.
- That party last week was a lot of **fun** / **funny**.
- How was your holiday? Did you have **fun** / **funny**?
- Did you see that new comedy programme on TV last night? I didn't think it was very **fun** / **funny**.
- We did a new activity in English class today. It was good **fun** / **funny**.



Grammar

*Doing Sudoku is a popular activity.
Many people love reading Manga.*

- use the *-ing* form of the verb to describe an activity
- we use the *-ing* form as the subject at the start of a sentence or after verbs like, love, hate, etc

1 Make sentences with the prompts.
Do you agree?

- 1 Do / Sudoku / is very difficult.
- 2 Play / video games / is for young people.
- 3 Do / puzzles / helps you stay young.
- 4 Read / comics / is boring.
- 5 Have / fun / is the most important thing in life.

2 Make three true sentences and one false sentence about the free time activities in Vocabulary exercise 2. Use the verbs below and the *-ing* form.

love like don't mind don't like hate

I love doing puzzles.

I don't mind reading newspapers.

3 Work in pairs. Read your sentences to your partner. Can they guess the false sentence?

Grammar focus – explanation & more practice of the *-ing* form on page 150

Masters of fun

Manga, Sudoku, Brain Age or the popular Playstation®, it seems that everywhere you look, the Japanese are very good at helping people have fun. We take a closer look ...

1 Manga is the name of a style of Japanese comics. They began in the late 18th Century. Many young people around the world love reading Manga but in Japan they are popular with adults and young people. One interesting thing about Manga comics is that – even in English – you read them from right to left, and not from left to right and you start at the back of the book.

2 Sudoku is a kind of number puzzle. It was very popular in Japan in the 1990s but it became famous around the world in 2005. You can find Sudoku puzzles now in newspapers almost everywhere. Doing Sudoku is a popular activity for people on the bus or train to work.

3 Playing video games is almost a national pastime in Japan. So it's no surprise that the Playstation and Nintendo® video game companies are Japanese. One of the most recent popular games for adults is Dr. Kawashima's Brain Training™. This is a video game with a series of puzzles. Kawashima says that doing these puzzles is good for your health; it makes your brain younger and your thinking time quicker.

Part 2

Reading & Speaking

Malta fact file

Vocabulary

Places in a city

Listening

Reasons for visiting
Malta

Grammar

Going to

Speaking

Planning a weekend for
someone

Reading and Speaking

1  **3.59** Look at the pictures. Read and listen to the *Malta fact file*. Find the answers to these questions.

- 1 Where is Malta?
- 2 What languages do they speak there?
- 3 How many people live there?
- 4 What is the weather usually like?

2 Work in pairs and ask each other the questions.

- Do you know anything else about Malta?
- What do you think are popular activities for people who visit this place?

Vocabulary

1 Look at the pictures of Malta on page 117. Match the words in the box to the pictures.

beach castle church
monument museum restaurant

2 Read the definitions of different places in a city. Then make similar definitions for the words below. Use a dictionary to help you.

a shop – you can buy things here
a market – you can sell things here
a theatre – you can see plays and operas here

- a hotel
- a sports stadium
- an airport
- an art gallery

Listening

1  **3.60–3.66** Listen to seven people who are going to visit Malta. Circle the best summary for each speaker.

Speaker 1: *cultural visit / fun in the sun*

Speaker 2: *tourism / business*

Speaker 3: *activities for adults*
/ activities for children

Speaker 4: *water sports / cultural visit*

Speaker 5: *getting married in Malta*
/ getting married in London

Speaker 6: *making a film / making a TV show*

Speaker 7: *learning English / teaching English*

2 Listen again and make notes for each speaker. Then compare your answers in pairs. What are each person's plans?

3 Look at the pictures again. What would you like to do in Malta?

Malta fact file



Name: Malta

Location: Southern
Europe, island in the
Mediterranean Sea

Area: 316 sq km

Population: 403,000

Languages: Maltese, English

Climate: Mediterranean, rainy winters, hot summers

Economy: Electronics, pharmaceuticals and tourism





Grammar

*I'm going to visit the old bits of Malta.
We're going to have a conference here next spring.*

Are you going to visit the castle?

- use *be + going to + infinitive* to describe personal plans and intentions for the future
- with the verb *go*, we usually say *be + going to*

1 **3.67** Complete the sentences from Listening exercise 1 with the *going to* form of the verbs in brackets. Then listen and check your answers.

- 1 We _____ the water park. (*visit*)
- 2 We _____ in them. (*swim*)
- 3 We _____ there. (*get married*)
- 4 We _____ a big party at a restaurant. (*have*)
- 5 We _____ some scenes in Malta. (*film*)
- 6 I _____ English there this summer. (*learn*)

2 Change these sentences so they are true for you.

- I'm not going to study English tonight.
- I'm going on a trip this weekend.
- I'm not going to see my family today.
- I'm going to have a holiday soon.
- I'm going to a restaurant this evening.

3 Work in pairs. Compare your sentences in exercise 2 and ask about your partner's plans and intentions.

A: *I'm not going to study English tonight.*

B: *No? What are you going to do?*

A: *I'm going to watch TV.*

Grammar focus – explanation & more practice of *going to* on page 150



Speaking

1 Work in pairs. These people are going to come to your city for a weekend. They want you to plan a weekend for them. Choose **one** of the groups of visitors.

A group of people with a lot of money

A group of people with not very much money

A family with small children

A group of people who love sports

A group of people who love culture

2 Prepare a list of things for them to do. Think about:

- accommodation (*they're going to stay at ...*)
- food (*they're going to eat ...*)
- things to do in the day (*they're going to visit ...*)
- nightlife (*at night they're going to see ...*)
- transport (*they're going to travel around the city by ...*)

3 Tell another pair about your plans for the visitors.

They're going to stay in the Palace Hotel because they have a lot of money.



Part 3

Vocabulary

Sports

Reading

A ball can change the world

Grammar

Present perfect & past simple

Speaking

Asking about sport

Vocabulary

1 Complete the verb phrases below with *-ing*, *-ball* or nothing (-).

	basket ____	
foot ____	play	volley ____
golf ____		tennis ____
swimm ____	go	ski ____
cycl ____		runn ____

2 3.68 Match the verb phrases in exercise 1 to the pictures. Then listen and check your answers. Say the verbs.

3 Work in pairs and ask each other the questions.

- Which sports do you like?
- Which sports do you do?
- Which sports do you watch on TV?

Reading

1 You are going to read about a special sports competition. Check you understand the words in the box.

annual homeless objective
tournament

2 3.69 Read and listen to *A ball can change the world* on page 119. Find these numbers in the text. What do they mean in the text?

19

The number of countries in the first Homeless World Cup.

1 35	4 2003
2 73	5 100,000
3 144	

3 Work in pairs. Ask and answer these questions.

- Are there many homeless people in your town or city?
- Are there projects to help them?
- Do you think the Homeless World Cup is a good idea? Can a ball *change the world*?

Extend your vocabulary -less, -ful

We use the suffix *-less* to mean *without*, eg *homeless*

We use the suffix *-ful* to mean *with lots of*, eg *beautiful* (notice the spelling)

Some words can use both suffixes, eg *colourless*, *colourful*

Complete the sentences with the correct form of the words in brackets.

- The injection I had was _____. It didn't hurt at all! (*pain*)
- Be _____. That machine was very expensive. (*care*)
- Our new cat is really _____. It loves being with the children. (*play*)
- You need to check your work more. You've made some _____ mistakes. (*care*)
- Oh what a _____ dress. Where did you buy it? (*beauty*)



Grammar

35% **have found** a job.

The first Homeless World Cup was in Graz in 2003.

- use the present perfect when we don't know or say when the event happened
- use the past simple when we say when the event happened and with time expressions such as *in 2007, four years ago, when I was 16, last week*

1 Circle the correct verb form.

The story of David Duke

Six years ago, David Duke *was / has been* homeless and he *didn't have / hasn't had* a job. He *has heard / heard* about the Homeless World Cup in 2004 and *has decided / decided* to join. He *has played / played* for Scotland in 2004. Since then, lots of good things *have happened / happened*.

He *has gone / went* back to school. He *found / has found* a home. His team *has won / won* the Homeless World Cup in 2007.



2 Make questions with the present perfect.

- 1 you / ever / do / a sports class?
- 2 you / ever / do / any winter sports?
- 3 you / ever / see / an important sporting event live?
- 4 you / ever / play / a team sport?
- 5 you / ever / be / in a sporting competition?

G Grammar focus – explanation & more practice of the present perfect and past simple on page 150

Speaking

Work in pairs. Turn to page 133 and ask each other questions about sport.

A ball can change the world

There are one billion homeless people in our world today.

The Homeless World Cup is an annual, international football tournament. The objective is to end homelessness. The first Homeless World Cup was in the city of Graz, Austria in 2003. There were 19 countries. More than 144 homeless men and women played. Austria won the tournament.

The players say that the event changes their lives. For example, since the 2006 Homeless World Cup in Cape Town ...

39%

have gone back to school

35%

have found a job

44%

have found a home

92%

of players have a new motivation for life

73%

have changed their lives for the better

In addition, the organisers of the Homeless World Cup say that the event can change the way we see homeless people. More than 100,000 people watched the 2007 tournament in Copenhagen, Denmark.

Playing in the Homeless World Cup has been a fantastic experience for all our team. We have all worked very hard and have learnt so much.
Ricardo Arma, Captain, Italy

**HOMELESS
WORLD CUP**



Part 4

Pronunciation

Word bingo

Speaking & Reading

Kim's game

Listening

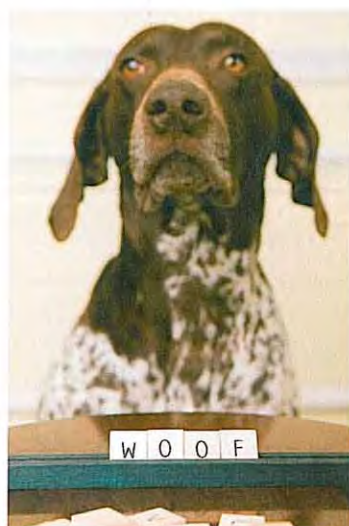
Popular language games

Vocabulary

Playing games

Speaking

Explaining a game



Pronunciation

1 3.70 Listen and repeat the pairs of words. Can you hear the difference?

- | | | |
|----|-------|--------|
| 1 | eat | it |
| 2 | car | call |
| 3 | met | meat |
| 4 | pig | big |
| 5 | open | opened |
| 6 | hi | eye |
| 7 | teen | ten |
| 8 | could | good |
| 9 | they | day |
| 10 | get | got |

2 Choose six words from exercise 1 and put them in the grid below.

3 3.71 Listen to the words. When you hear a word in your box, circle it. When you have marked all your words, call out *Bingo!*

Speaking and Reading

1 Work in pairs and discuss the questions.

- The pronunciation activity above was a game. Do you like playing games?
- Did you have a favourite game as a child? What was it? How do you play it?
- Have you played any other games that help you to learn English? Which games?

2 3.72 Read and listen to *Kim's game* on page 121. Have you heard of this game? How do you think people play it?

Listening

1 3.73–3.75 Listen to people explaining three popular language games. Match the games 1–3 to the types of explanation a–c.

- Categories
- Kim's Game
- Twenty Questions

- the description of the game
- a conversation about a game
- the instructions for the game

2 Choose one of the games. Listen again and make some notes about the rules.

3 Work in pairs. Explain the rules of the game, but use your own words.

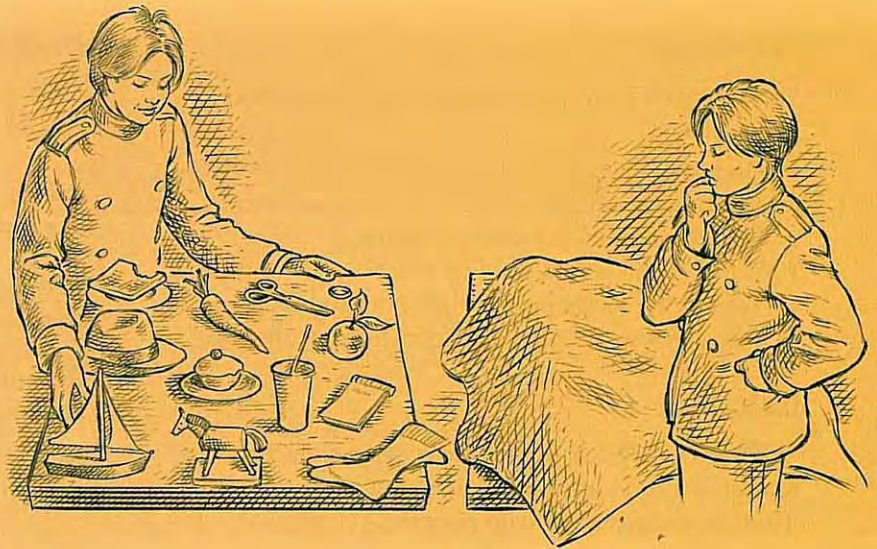


Kim's Game

Kim's Game originally comes from a book called *Kim* by the English writer Rudyard Kipling. In the book, the main character Kim plays this game to train his powers of observation and become a spy for the British government in India and Asia.

The game became very popular with the American Boy Scouts organisation and is also a popular game for language learners.

It's easy to play Kim's game ...



Vocabulary

1 Complete the expressions with a word from the box. Use a dictionary to help you. There is one word you do not need.

cheating game lose my points
turn wins

- 1 Every time I play with him I _____. He's better than me.
- 2 It's _____ turn.
- 3 No _____! You can't look at the cards.
- 4 The objective is to get a hundred _____.
- 5 The person with the most points _____ the game.
- 6 Whose _____ is it?

2 3.76 Listen and check your answers.

Speaking

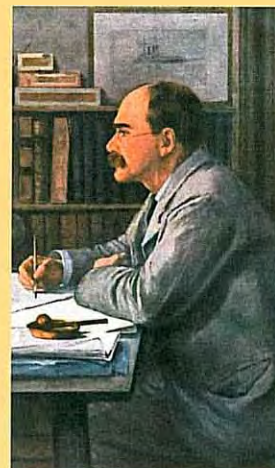
1 Work in small groups. Choose one of the games from the listening or another game you know that helps you to learn English. Play the game.

2 When you finish, tell the class.

Useful phrases

- The game we chose was ...
- We liked it / didn't like it.
- We thought it was fun.
- We thought it was OK.
- It helps you to learn English because ...

Nobody really knows what the world's oldest game is. Some people say the Chinese board game of Go is the oldest in the world (more than 4,000 years old).



Rudyard Kipling (1865–1936) was the first English writer to receive the Nobel Prize for Literature. Kipling was born in Mumbai, and many of his books are about India. His most famous books are *The Jungle Book*, *Just So Stories* and *Kim*.





Warm up

Work in pairs. Look at the pictures and answer the questions.

- 1 Do you know any of these sights? What do you know about them?
- 2 Have you visited any of these sights?
- 3 Which sights would you like to see?
- 4 What other world famous sights can you think of?
- 5 What are the most famous sights in your country?

Listening

1 3.77–3.79 Listen to three conversations between tour guides and tourists. Match each one to a picture. There is one picture you do not need.

2 Listen again and answer the questions.

Conversation 1: Is it their first visit to Egypt?

What time does the sight open?

Conversation 2: Where is the Kremlin?

Are there long queues to see it?

Conversation 3: Has the woman visited Turkey before?

What are they going to do first?

Language focus: making suggestions

1 3.80 Read and listen to how people make and respond to suggestions from the listening.

Asking for a suggestion	What do you suggest? What would you like to see?
Making suggestions	Let's see the pyramids. Why don't we go to your hotel first? We can go and see the sights.
Responding (affirmative)	Oh, yes. Good idea.
Responding (negative)	I don't know. Oh, no thanks.

2 Make suggestions with the prompts.

- go to the cinema
- go and have a coffee
- get something to eat
- take a taxi to class
- walk home together
- go shopping

3 Work in pairs. A: make a suggestion from the list above. B: respond. Then swap roles and repeat.

Speaking

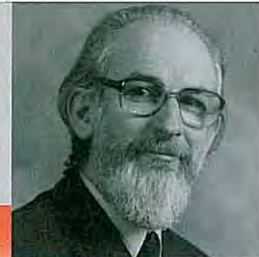
Work in pairs and choose **one** of the tasks below.

A Look at the audioscript on page 157 and choose one of the conversations. Change some details and practise it.

B A: you are a visitor to B's country. B: you want to show the visitor some nice sights. Make suggestions. The visitor responds.

Global English Language play

by David Crystal



- a People love to play games with their language – we start doing this as children. We like to change or break the rules; pronunciation, spelling, grammar, and vocabulary can all be changed for fun.
- 5 b You can make up sentences which play with English pronunciation: these are called tongue-twisters. A famous tongue-twister is *She sells sea-shells on the sea shore*. Many people can say this slowly – but at normal conversational speed?
- 10 c Most games play with the written language. You can try something really difficult, such as writing a story without using the letter 'e'. Ernest Wright once wrote a 50,000-word novel called *Gadsby* with no 'e' in it. It's harder than you think, because
- 15 you can't use some very common words in English, such as *the*, or regular past tenses (in *-ed*).
- d Another idea is to write a story with only one vowel: *The three elderly gentlemen were clever ...* Or try writing a play in which every word begins with the same letter. A possible title: *Maybe Macbeth made Mrs Macbeth mad?*
- 20



Glossary

common (adjective) – seen or occurring often

elderly (adjective) – polite way to say *old* to describe somebody

harder (adjective) – more difficult

make up (verb) – invent, create

sea-shell (noun) – the hard outer part of a sea creature

tongue-twister (noun) – a sentence that is difficult to say, often because the words all start with the same sound

vowel (noun) – any of the five letters a, e, i, o, u

Warm up

Work in groups. Make a word chain: the last letter of one word is the first letter of the next word.

game – easy – yes – student ...

Reading

1 Read the sentences 1–4. Now read the text and match the sentences to a paragraph.

- 1 Writing without a common letter —
- 2 Writing using one letter a lot —
- 3 Difficult sentences to pronounce —
- 4 Language games for children —

2 Read the text again. Are the sentences true (T) or false (F)?

- 1 Language games are too difficult for children.
- 2 You can play with different parts of language.
- 3 A tongue-twister is easy to say quickly.
- 4 The novel *Gadsby* uses all the letters of the alphabet.
- 5 The letter *e* is in many common words in English.
- 6 Another idea in the article is to start each word in a story with the same vowel.

Language focus

Put the words in the box into the table of word families.

children gentlemen grammar letter novel
play pronunciation story vocabulary
vowel word

people	language	spelling	writing
children			

Speaking

Work in pairs and discuss the questions.

- What language games are popular in your country?
- What games do children play when they are bored in the car?
- Teach your partner a tongue-twister in your language or try saying this tongue-twister in English: *Red lorry, yellow lorry*.

Reading

1 Read Silma's email to a friend. What is Silma's job? Does she like it? Why / why not?



Dear Sadia

How are you? I haven't heard from you for ages. I hope you had a good holiday last summer.

I'm well and quiet busy at the moment, I'm doing a voluntary job with a small privat company three days a week. I helping the administrator. She really freindly, and help me when I have problems with my english. I have attend two training course and Im going to attend another soon

I've applied for other jobs but unfortunately I haven't been lucky yet. I'm going to have another interview next week for a job with the Council. I really hope I can find a paid job soon.

Last december I went home for visit my family. I spend three weeks there. it was really great to see everone.

How about you? I hope your family are well. Please write soon!

Best wishes,

Silma

Language focus: hopes

1 Complete the sentences from the email.

- 1 I hope _____ a good holiday last summer.
- 2 I really hope _____ a job soon.
- 3 I hope you and your family _____ well.

2 Do the sentences express hopes for the past, present or future?

3 Complete these sentences with an appropriate verb.

- 1 I hope the party _____ fun last Friday.
- 2 I hope you _____ the match tomorrow.
- 3 I really hope you _____ your new job at the moment.
- 4 I'm sorry your father has been ill. I hope he _____ better soon.
- 5 I hope you _____ angry with me last night.
- 6 I'm glad you're having English lessons now. I hope your English _____.

Preparing to write

1 Make notes for an email to a friend.

Think about ...

- your present activities.
- your past activities.
- your future plans.

2 Work in pairs. Ask your partner about their present and past activities and future plans.

A personal email

- How are you? I haven't heard from you for ages.
- Sorry I haven't written for so long.
- I'm quite / very / really busy / well / tired at the moment.
- I hope everything is OK.
- Please write soon.

Writing

1 Write your email. Write about your news and hopes. Use the useful phrases to help you.

2 Check your writing. Look for grammar, spelling and punctuation mistakes.

3 Work in pairs. Exchange emails with your partner. Read their email and underline any mistakes. Then return the email to your partner.

4 Make final corrections to your email.

2 Answer the questions.

- 1 What is Silma doing at the moment?
- 2 What has she done?
- 3 What is she going to do soon?
- 4 What did she do in December?

Writing skills: checking your work

1 Silma did not check her email for mistakes before sending it. Look at the second and fourth paragraphs.

Can you find ...

- five spelling mistakes?
- seven grammar mistakes?
- three punctuation mistakes?
- three mistakes with capital letters?

2 Work in pairs. Answer these questions.

- Look at your last piece of homework. What kind of mistakes did you make?
- Do you check your writing? How do you check it?

Grammar

Complete the conversation with the correct form of the verbs in brackets.

A: (1) _____ (you / go) anywhere special on holiday?

B: Yes, I (2) _____ (stay) with my brother in Paris. He (3) _____ (take) me to his favourite restaurants, and we (4) _____ (visit) some art galleries because we both like (5) _____ (look) at paintings. (6) _____ (you / go) to France?

A: Yes, I (7) _____ (go) there five years ago on holiday, but I (8) _____ (not / go) to Paris. I really want to go back to France – (9) _____ (speak) French is good fun and I love (10) _____ (eat) French food!

Vocabulary

1 Match the words in the box to the verbs below.

cards comics fun golf newspapers a party
puzzles running sports swimming

play _____
do _____
read _____
go _____
have _____

2 Complete the sentences.

- 1 *Manga* is a kind of _____.
- 2 The opposite of win is _____.
- 3 It's easy to _____ Kim's game.
- 4 If you are the next person to play a board game, it's your _____.

Speaking

Work small groups. Take it in turns to choose a topic. Try to talk about the topic for one minute.

plans for tomorrow	sports	your free time
games	past experiences	a funny film
a good book	plans for next year	things to do in your town/city

Using graded readers

1 Answer the questions. Then work in pairs and compare your answers.

- 1 What do you usually read in your language (newspapers, magazines, books etc)?
- 2 How often do you read?
- 3 Where do you usually read?
- 4 Why do you read?

Graded readers are short books for learners of English written with simpler vocabulary and grammar. They can help you ...

- * increase your vocabulary.
- * read more quickly and confidently.
- * improve your general English level.

2 The words in the box describe different types of readers. Check the meanings in a dictionary. Which of these types of books do you prefer reading?

adventure detective stories ghost stories history
human interest romance science fiction
short stories thrillers travel

3 Read two extracts from Macmillan graded readers. What types of book are they from? Which do you prefer?

Mary looked behind her, but there was no-one coming. She took a deep breath and slowly pushed back the door. Then she went through the door and shut it behind her. She was breathing fast with excitement and delight. She was standing inside the secret garden! It was a lovely, mysterious-looking place. (*The Secret Garden*)

a

In 2004, at the age of eighty-five, Nelson Mandela retired. He had spent his life fighting for freedom and equality. It had been a long and difficult journey, but he had won. He also had the love and respect of millions. Now it was time to rest. (*Nelson Mandela*)

b

4 Look at these titles of graded readers. What types of book do you think they are? Would you like to read any of them? Work with a partner and compare your ideas.

- Casino Royale
- I, Robot
- Robinson Crusoe
- Romeo and Juliet

Communication activities: Student A

Unit 1, Vocabulary (page 12)

1 Dictate these email and website addresses to your partner.

- markturner@hotmail.com
- www.englishnow.com
- www.londontourist.co.uk/maps

2 Write down the email and website addresses your partner says.

Unit 2, Grammar (page 21)

1 Read the text below about a created capital.

Brasilia (capital from 1960) is the capital of Brazil. It's in the centre of the country, about 900 km from Rio de Janeiro and 870 km from São Paulo. The population is about 2 million. Brasilia is a modern city. It has lots of green spaces and not a lot of pollution.



2 Find out about your partner's city. Ask and answer the questions from Grammar exercise 1 on page 21.

Unit 2, Vocabulary and Listening (page 24)

1 Write down the dates your partner says.

2 Dictate these dates to your partner.

27th May 12th March 10th June 23rd October

3 Check your answers together.

Unit 4, Speaking (page 43)

1 Work in small groups and create an unusual hotel. Use the ideas in the box, the pictures and the text on page 43 to help you. Make notes of where it is, the prices and the facilities.

in an old hospital in a plane in a zoo



2 Work with students from group B and exchange information. Find a hotel you like.

Unit 4, Speaking (page 47)

Look at the picture. What do you see? Describe your breakfast table to your partner and ask them questions about theirs. How many differences can you find?



A: On my breakfast table I have ... Do you?

B: Yes, I do. / No, I don't. And what about ...?

A: I don't have any ...

Unit 7, Speaking (page 85)

1 Look at the table below and ask your partner questions to complete it.

A: Where did you go?

B: I went ...

	Student A	Student B
where / go?	Music festival	
how / travel?	By train	
who / go with?	Three friends from work	
have / good time?	It was OK. Rained a lot	
do / there?	Saw lots of bands	

2 Answer your partner's questions about your day out.

Unit 9, Vocabulary and Speaking (page 102)



1 You and your partner both have a picture of a mountain scene and a park scene. The pictures are similar but there are some differences. Describe your mountain scene to your partner and answer their questions. Use the useful language below to help you.

Useful language

- There's a ... / There are some ...
- In the centre / On the right / On the left ...
- In the distance ...
- Is there a ...? / Are there any ...?
- What colour are ...?
- How big is ...?

2 Listen while your partner describes their park scene. What differences can you hear? Ask questions to check before you look at their picture.

Unit 9, Reading (page 104)

In El Salvador and other Central American countries, a girl has a party when she is 15 years old. It is called the *quinceañera*. They say it is the happiest time of a girl's life. It can also be the most expensive event for the girl's family. The girl's dress is an important part of the party. The most common colour is white or pink. In some *quinceañera* parties the girl starts with a white dress and then changes into a pink dress. After the party she is considered to be a woman.

1 Read the text and answer the questions in Reading exercise 2 on page 104.

2 Work in pairs and tell your partner about the rite of passage.

3 Do you have any special celebrations like these in your country?

Communication activities: Student B

Unit 1, Vocabulary (page 12)

1 Write down the email and website addresses your partner says.

2 Dictate these email and website addresses to your partner.

- jillpotter@yahoo.es
- xray.man@telemail.net
- www.dictionary.com/english

Unit 2, Grammar (page 21)

1 Read the text below about a created capital.

Canberra (capital from 1927) is the capital of Australia. It is in the south-east of the country, about 250 km from Sydney. The population of Canberra is small. It is only about 350,000. It's a modern city and it has nice weather.



2 Find out about your partner's city. Ask and answer the questions from Grammar exercise 1 on page 21.

Unit 2, Vocabulary and Listening (page 24)

1 Dictate these dates to your partner.

13th October 31st August 25th May 26th July

2 Write down the dates your partner says.

3 Check your answers together.

Unit 4, Speaking (page 43)

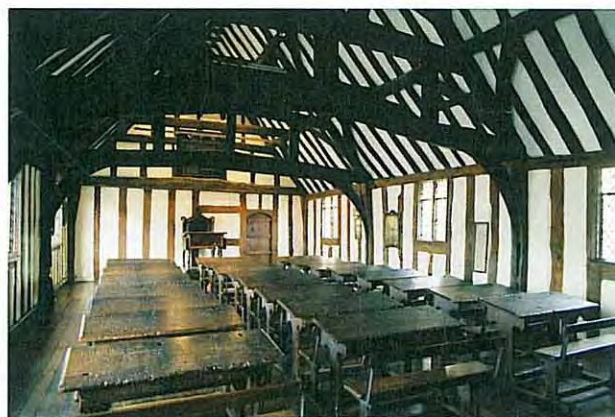
1 Work in small groups and create an unusual hotel.

Use the ideas in the box, the pictures and the text on page 43 to help you. Make notes of where it is, the prices and the facilities.

in a school

on the beach

on a bus



2 Work with students from group A and exchange information. Find a hotel you like.

Unit 4, Speaking (page 47)

Look at the picture. What do you see? Describe your breakfast table to your partner and ask them questions about theirs. How many differences can you find?



B: On my breakfast table I have ... Do you?

A: Yes, I do. / No, I don't. And what about ...?

B: I don't have any ...

Unit 7, Speaking (page 85)

1 Look at the table below and answer your partner's questions about your day out.

A: Where did you go?

B: I went to my aunt's wedding.

	Student A	Student B
where / go?		Aunt's wedding
how / travel?		By car
who / go with?		My family
have / good time?		It was great! Weather was fantastic
do / there?		Danced and ate

2 Ask your partner questions to complete the table.

Unit 9, Vocabulary and Speaking (page 102)



1 You and your partner both have a picture of a mountain scene and a park scene. The pictures are similar but there are some differences. Listen while your partner describes their mountain scene. What differences can you hear? Ask questions to check before you look at their picture. Use the useful language below to help you.

Useful language

- There's a ... / There are some ...
- In the centre / On the right / On the left ...
- In the distance ...
- Is there a ...? / Are there any ...?
- What colour are ...?
- How big is ...?

2 Describe your park scene to your partner and answer their questions.

Unit 9, Reading (page 104)

In Britain, Australia and New Zealand an important time for a young person is their 'coming of age'. In the past this was on their 21st birthday but now it is more common on their 18th birthday. The best thing about it is the party. The person usually invites their friends or family, and they bring more expensive gifts than usual. This is the time when a young person becomes an adult. They can vote, drink alcohol or join the army.

1 Read the text and answer the questions in Reading exercise 2 on page 104.

2 Work in pairs and tell your partner about the rite of passage.

3 Do you have any special celebrations like these in your country?

Additional material

Unit 1, Vocabulary and Speaking (page 8)

1 Say a number from one to nine. Your partner says the number before and the number after.

A: *six*

B: *five, seven*

2 Say a letter from B to Y. Your partner says the letter before and the letter after.

A: *d*

B: *c, e*

Unit 6, Vocabulary (page 66)

Teenagers' top five career choices

Gallup asked 1,000 13-17 year olds to choose three jobs they would like to do. Here are the five most popular.

- 1 Teacher
- 2 Doctor
- 3 Lawyer
- 4 Sports coach
- 5 Scientist

Unit 6, Grammar (page 71)

Great teachers from history



Isaac Newton

was born in England in 1642. He was a teacher and scientist.

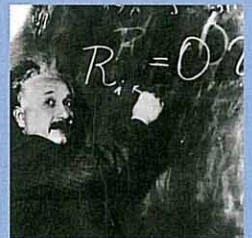


Galileo Galilei

was born in Italy in 1564. He was a teacher and astronomer.

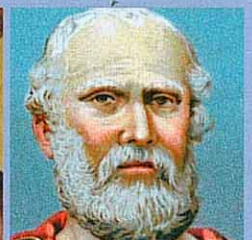
Albert Einstein

was born in Germany in 1879. He was a teacher and scientist.



Maria Montessori

was born in Italy in 1870. She was a teacher and philosopher.



Aristotle and **Plato** were from Greece.

Aristotle was born in 384 BC and Plato in 427 BC. They were two of the most famous philosophers of ancient Greece.

Confucius

was born in China in 551 BC. He was a teacher and famous philosopher of ancient China.



Paulo Freire was born in Brazil in 1921. He was a secondary school teacher and philosopher.

Unit 7, Speaking (page 81)

Complete the news story with the words from Speaking exercise 1 on page 81.

NEWS! The (3) _____-gate scandal!

Last week, the president had a secret meeting with (1) _____.

They went to (2) _____ and ate (3) _____.

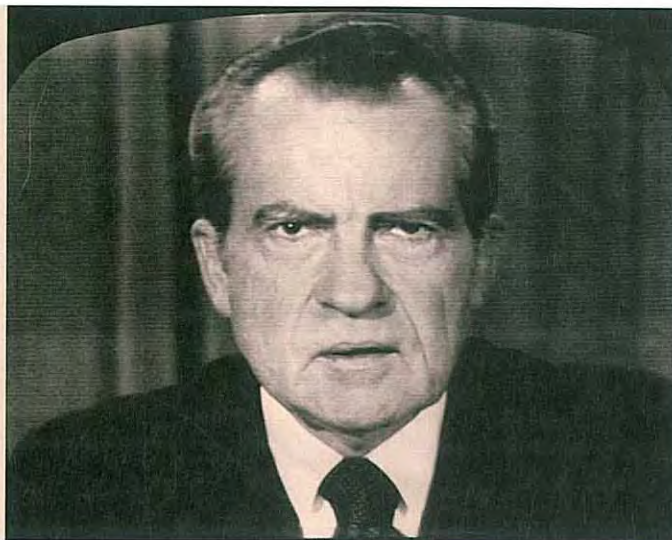
They talked about (4) _____ and (5) _____.

(1) _____ asked, (6) '_____'.
(1)

The president answered, (7) '_____'.
(2)

Reporters heard about the meeting at (8) _____ yesterday.

It was front page news of the (9) _____ this morning.



Unit 7, Vocabulary (page 82)



For me, cold is -35°C
or -40°C .

In the summer it gets hot
here too. It can be 30°C .

That's hot.

Olga, Siberia

It isn't very hot here in
Amman even in summer. For
me, 40°C is very hot.

In the winter we sometimes
have snow. For me, 4°C is
very cold.

Hakim, Jordan



Additional material

Unit 8, Speaking (page 91)

1 Look at the questionnaire on transport. Choose four questions and ask and answer in pairs.

Q

TRANSPORT

- ☐ Is traffic a problem in your town?
- ☐ Do you live near your work or far away?
- ☐ Is parking a problem in your town?
- ☐ Do you travel around the city by public transport or do you take the car?
- ☐ Is public transport cheap or expensive in your town?
- ☐ Do you prefer to go on foot or by bicycle?
- ☐ Are people using bicycles more in your town?
- ☐ On a long trip do you prefer to go by car or by train?



2 Work with a different partner. Close your books. Ask each other the questions again.

Do you live near your work or far away?

I live near my office.

Is parking a problem in your town?

Yes, it's expensive and it's difficult to find a space.

Unit 8, Writing (page 95)

1 Read two emails from someone living in a new country or city. Choose one of the emails and complete the sentences with your own ideas.

Dear _____ (person)

It's my first week here in _____ (city or country). I love it! The people here are _____ (comparative adjective) than at home. We went to a _____ (place) last night and it was great.

That's all for now.

Dear _____ (person)

Well, I'm still in _____ (city or country). Things aren't so good now. I don't have many friends and I'm feeling _____ (comparative adjective) than before. I didn't do anything last night.

That's all for now.

2 Continue the email. Use the sentences in Grammar exercise 2 on page 95 to help you.

3 Work in pairs and swap your emails.

Unit 10, Speaking (page 119)

1 Complete the middle column with questions from Grammar exercise 2 on page 119.

2 Work in pairs. Ask and answer the questions. If your partner says *Yes*, ask them the questions in the Yes box. If they say *No*, ask them the questions in the No box.

Yes	Question	No
When was it? Did you win?	<i>Have you ever been in a sporting competition?</i>	Are you a competitive person?
When was it? Where was it?		What sport would you like to see live?
What sports do you do? Where do you do them?		Do you prefer winter or summer sports?
What sport did you play? Who did you play with?		What sports did you do at school?
What sport did you do? How long did you do it?		Would you like to? Why / why not?

A: *Have you ever taken part in a sporting competition?*

B: *Yes, I was in an athletics competition.*

A: *When was it?*

B: *When I was at school.*

A: *Did you win?*

B: *No, I was third.*

Additional material

Unit 4, Reading (page 48)



Phonetic symbols

Single vowels

/ɪ/	fish	/fɪʃ/	(bu ild, bu sy, E nglish, w omen)
/i:/	bean	/bi:n/	(he , key , nie ce, pe ople)
/ʊ/	foot	/fʊt/	(cou ld, put , w oman)
/u:/	shoe	/ʃu:/	(frui t, rule , throu gh, two)
/e/	egg	/eg/	(break fast, frie nd, man y, sai d)
/ə/	mother	/mʌðə/	(ar rive, colou r, poli ce)
/ɜ:/	word	/wɜ:d/	(lear n, cur ly, skirt , birth day)
/ɔ:/	talk	/tɔ:k/	(four , hor se, thoug ht, water)
/æ/	back	/bæk/	(fat , cat , catch , bag)
/ʌ/	bus	/bʌs/	(blood , does , enoug h, on ion)
/ɑ:/	arm	/ɑ:m/	(aunt , heart , laugh , past)
/ɒ/	top	/tɒp/	(what , stop , hot)

Diphthongs

/ɪə/	ear	/ɪə/	(here , Italian , theatre)
/eɪ/	face	/feɪs/	(break , eight , email , say , they)
/ʊə/	tourist	/tʊərist/	(plur al, sure)
/ɔɪ/	boy	/bɔɪ/	(noise , toy)
/əʊ/	nose	/nəʊz/	(althoug h, coat , know , no)
/eə/	hair	/heə/	(care ful, their , wear , where)
/aɪ/	eye	/aɪ/	(five , buy , die , my)
/aʊ/	mouth	/maʊθ/	(town)

Consonants

/p/	pen	/pen/	(happy)
/b/	bag	/bæg/	(rab bit)
/t/	tea	/ti:/	(ate , fatter , work ed)
/d/	dog	/dɒg/	(add ress, play ed)
/tʃ/	chip	/tʃɪp/	(natur al, watch)
/dʒ/	jazz	/dʒæz/	(age , bridge , gener ous)
/k/	cake	/keɪk/	(chem istry, kitch en, tooth ache)
/g/	girl	/gɜ:l/	(fog gy, dog)
/f/	film	/fɪlm/	(diff erent, laugh , photogr aph)
/v/	verb	/vɜ:b/	(of , very)
/θ/	thing	/θɪŋ/	(thin , think)
/ð/	these	/ði:z/	(that , those , moth er)
/s/	snake	/sneɪk/	(city , mess age, race)
/z/	zoo	/zu:/	(has)
/ʃ/	shop	/ʃɒp/	(descrip tion, mach ine, sugar)
/z/	television	/teləvɪʒən/	(garage , usual)
/m/	map	/mæp/	(summer)
/n/	name	/neɪm/	(sunny , kn ife)
/ŋ/	ring	/rɪŋ/	(sing , tongue)
/h/	house	/haʊs/	(who)
/l/	leg	/leg/	(hill , possib le)
/r/	road	/rəʊd/	(carry , w rite)
/w/	wine	/waɪn/	(one , why)
/j/	yes	/jes/	(used)

Letters of the alphabet

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

Grammar focus

Unit 1

Articles (a, an)

Singular nouns

Use the indefinite article *a* / *an* with singular nouns.

Use *a* with singular nouns starting with a consonant sound.
a computer; *a video*

Use *an* with singular nouns starting with a vowel sound.
an apple, *an umbrella*

Plural nouns

For plural nouns, write a number or no article.

two computers
computers

Plural spelling

- for most nouns add *s* to form the plural: *an airport* – *airports*
- for nouns ending in consonant + *y*, delete *y* and add *ies*: *a family* – *families*
- for nouns ending in *ch*, *sh*, *s* and *x* add *es* to form the plural: *sandwich* – *sandwiches*

be

Affirmative (+)	Negative (-)	Question (?)	Short answer
I am (I'm) 35.	I am not (I'm not) Mr Norris.	Am I in this class?	Yes , I am . No , I'm not .
You / We / They are (You're / We're / They're) students.	You / We / They are not (aren't) in this hotel.	Are you / we / they teachers?	Yes , you / we / they are . No , you / we / they aren't .
He / She / It is (He's / She's / It's) from England.	He / She / It is not (isn't) a doctor.	Is he / she / it from Japan?	Yes , he / she / it is . No , he / she / it isn't .

Possession

Subject pronoun	Possessive adjective
I	my
you*	your*
he	his
she	her
it	its
we	our
they	their

**you* is both singular and plural

Unit 1 Exercises

Articles (a, an)

1 Write the correct article. Then write the plural form.

a computer two computers

- 1 bus
- 2 apple
- 3 email
- 4 dictionary

2 Complete the sentences with the correct form: a / an / -.

He's a doctor.

- 1 I'm _____ accountant.
- 2 I'm married, with _____ two daughters.
- 3 We live in _____ interesting little village, near Berlin.
- 4 There's _____ big lake, where we sometimes swim.
- 5 There's _____ tourist information centre in the village.
- 6 You can get _____ tour bus to take you around, if you want.
- 7 In summer _____ visitors come and camp by the lake.
- 8 It's _____ lovely place to stay.

be

3 Complete the sentences with the correct form of *be*.

They are from Russia.

- 1 We _____ hotel directors.
- 2 They _____ German number plates.
- 3 It _____ a computer.
- 4 I _____ 36.
- 5 She _____ a teacher.
- 6 You _____ students.

5 Answer these questions with short answers. Make them true for you.

Are you a nurse? *No I'm not.*

- 1 Are you happy in your English class?
- 2 Is your partner in class from your country?
- 3 Are your classmates nice?
- 4 Is your English teacher friendly?
- 5 Is your homework easy?
- 6 Is English spelling difficult?
- 7 Are you all happy with this coursebook?

4 Rewrite these sentences according to the symbol in brackets.

He isn't a doctor. (?) *Is he a doctor?*

- 1 Are we in this hotel? (+)
- 2 It's from the US. (-)
- 3 Am I a doctor? (-)
- 4 They aren't directors. (?)
- 5 You're not 21! (+)
- 6 She's a student. (?)

Possession

6 Decide if these sentences are correct (✓) or incorrect (✗). Then correct the mistakes.

Is this your book? ✓

I name is Sarah. ✗

My name is Sarah.

- 1 Is that your hotel?
- 2 They phone number is 021 455 6784.
- 3 Her is a photography student.
- 4 Her name is Isabella.
- 5 Ours books are in the classroom.
- 6 She is a doctor and his name is Angelina.
- 7 We are Portuguese but we teacher is American.
- 8 They are in room 108.

7 Complete the sentences with the correct form.

(student) Can you tell me your address?

- 1 (student) Excuse me, I think that's _____ pencil.
- 2 (teacher) Can I have _____ homework, please?
- 3 (teacher) Where's Max? Does anyone have _____ phone number?
- 4 (students) Could you give us _____ exam results, please?
- 5 (student) Can I borrow _____ rubber, Sara?
- 6 (teacher) Please spell _____ surname for me, Eva.
- 7 (student) Maria is not coming today. _____ car isn't working.

Unit 2

Prepositions of place

- use **from** to say your country or home town or to say the distance from another place.
I'm from Canberra. It's 650km from Melbourne.
- use **near** to describe proximity.
It's near Sydney.
- use **in** for countries or regions.
It's in Australia. It's in New South Wales.

Wh- questions

- use **what** to ask about things.
What's your address?
32 King Street, Liverpool.
- use **where** to ask about places.
Where's he from?
Nigeria.
- use **how old** to ask about age.
How old is she?
21 or 22.

- use **why** to ask about reasons.
Why are they here?
To rent a car.
- use **when** to ask about time.
When is your meeting?
6.30.

With *be* the order is question word + *be* + subject + etc.

Present simple, affirmative and negative

Affirmative	Negative
I / You / We / They get up . He / She / It gets up .	I / You / We / They don't get up . He / She / It doesn't get up .

Use the present simple to talk about:

- habits and routines.
I get up at seven o'clock.
- things that are always true.
October has 31 days.

Spelling rules for the third person (he, she, it)

- after most verbs add *s*: *I get up – he gets up, we live – she lives*
- after verbs ending in *y*, delete *y* and add *ies*: *they study – she studies*
- after verbs ending in vowels, *ch*, *sh*, *s* and *x*, add *es*: *you finish – he finishes, they go – she goes*
- verbs such as *be* and *have* are irregular: *be – he is, have – she has*

Form the negative with auxiliary *don't* (*do not*) or *doesn't* (*does not*) + infinitive.

I get up – I don't get up
We live – We don't live
He finishes – He doesn't finish

Unit 2 Exercises

Prepositions of place

1 Read the text and choose the correct answer.

My name's Aki and I'm *from / in* Kyoto. It is *in / near* Japan.
Kyoto is 450km *from / in* the capital, Tokyo. Kyoto is *near / in* the city, Osaka. About 2.6 million people live *in / from* Osaka.

2 Write a few sentences about yourself. Use *in, from* and *near*.
You can use the ideas to help you.

I live in a small town in the north of Latvia, about an hour from the capital city of Riga. I live in a small flat near town, five minutes walk from the supermarket ...

in	near / from
(small / big) house	river
flat	town centre
village	shops
town	workplace
south of the country	school / college / university
a (nice / modern) place (called ...)	the train station
the countryside	a park

Wh- questions

3 Complete the questions with the correct *Wh-* question word.
Then answer them.

How old **What** What When Where Why

What is your name? *My name is Alberto.*

- _____ are you from?
- _____ are you?
- _____ is your English class?
- _____ is your phone number?
- _____ are you interested in English?

4 Put the words below in the correct order to make questions.
Then match the questions 1–5 to the correct answers a–e.

- | | |
|-------------------------------------|---------------------------|
| 1 hotel Where the is ? | a Bogotá. |
| 2 old your car is How ? | b Two years old. |
| 3 in Why you New York are ? | c Near the airport. |
| 4 capital What of Columbia is the ? | d For a business meeting. |
| 5 Manchester to When the is train ? | e In ten minutes. |

Present simple, affirmative and negative

5 Write sentences with the correct form of the present simple.

get up at 7 o'clock (she +)

She gets up at 7 o'clock.

- use a computer (he -)
- repeat the exercise (they -)
- have a car (she +)
- write emails at work (we +)
- go home at 6.30 (he +)
- start class at 9.00 (you -)
- do her homework (she +)
- listen to the radio (I -)

6 Read the text and choose the correct answer.

I (1) *work / works* in an office and my friend (2) *work / works* in a restaurant. Our days are very different. I (3) *get up / gets up* at seven o'clock and I start work at nine o'clock, but she (4) *don't start / doesn't start* work until five o'clock so she (5) *get up / gets up* at 11.00. I have lunch at work but she (6) *haves / has* lunch at home. I (7) *finish / do finish* work at half past five and I get home about half past six. She (8) *finishes / finishes* work at 1.00am and she (9) *get / gets* home at 1.30am. I (10) *don't work / not work* at the weekend, but she (11) *work / works* on Saturday and Sunday. She (12) *doesn't works / doesn't work* on Monday.

Units 3 & 4

Possessive 's

Use **'s** to show possession with people.

My mother's car. Not: *The car of my mother.*

We usually use *of* and not **'s** before things and places.

The door of the classroom. The president of the United States.

For regular plural nouns, write **s'**.

My sisters' husbands. (= I have more than one married sister)

For irregular plural nouns write **'s**.

The children's teacher.

Yes / No questions

Question	Short answer
Do I / you / we / they work?	Yes, I / you / we / they do . No, I / you / we / they don't .
Does he / she / it work?	Yes, he / she / it does . No, he / she / it doesn't .

Form *yes / no* questions with the auxiliary *do / does*. The order is *Do / Does + subject + infinitive*.

For *yes / no* short answers, the order is

Yes / No + subject + does / doesn't.

Does he live in London? Yes, he does. / No, he doesn't.

Wh- questions

Question words (*What? Where? How old? Why? When?*) go at the start of the question.

The order is *Wh-question + do / does + subject + infinitive*.

Where do you live?

For more on the auxiliary *do / does* and *Wh-* question words see Grammar focus Unit 2 on page 138.

Object pronouns

Subject pronoun	I	you	he	she	it	we	they
Object pronoun	me	you	him	her	it	us	them

Use object pronouns **after** the verb.

*English? I love **it**.*

*I don't like **them** very much.*

there is / there are

Use *there is* and *there are* to say something or someone exists.

Form the affirmative with *there is* + singular noun and *there are* + plural noun.

There's a pen on the table. There are eight people in my class.

Form the negative with **there isn't a ... / there aren't any ...**

There isn't a phone in here. There aren't any restaurants here.

Form the question with *is / are + there + a / any*.

Is there a bank near here? Are there any dictionaries?

Countable and uncountable nouns

Countable nouns have a singular and a plural form. Most plural countable nouns end in **s**.

Use *a / an*, a number or *some* before countable nouns.

a hotel, two hotels, some hotels

Use *some* or no article before uncountable nouns.

*I have **fruit** for breakfast. I'd like **some fruit**.*

Some nouns can be countable and uncountable.

*I love **tea**.* (uncountable – tea in general)

*Two **teas** please.* (countable – two cups of tea)

Quantifiers

Affirmative

Countable

There are **lots of** shops.

There are **some** books.

Uncountable

It costs **a lot of** money.

There's **some** food.

Negative and questions

Countable

How many bananas are there?

There aren't **any** apples.

Are there **any** restaurants?

There aren't **many** oranges.

Uncountable

How much rice is there?

There isn't **any** juice.

Is there **any** milk?

There isn't **much** fruit.

Units 3 & 4 Exercises

Possessive 's

1 Correct these sentences.

The friend of my daughter *My daughter's friend*

- | | | |
|--------------------------|----------------------------|---------------------------|
| 1 the teacher of my son | 3 the hotel of our friends | 5 the cars of the men |
| 2 the book of her friend | 4 the wife of my brother | 6 the home of his cousins |

Yes / No questions

2 Match questions 1-5 to answers a-e. Then write the answers so they are true for you.

- | | |
|--|--------------------|
| 1 Do you and your family live in a city? | a Yes, he does. |
| 2 Does your sister have any children? | b Yes, they do. |
| 3 Do you have a brother? | c Yes, we do. |
| 4 Do your parents know any English people? | d No, I don't. |
| 5 Does your uncle live near you? | e No, she doesn't. |

Wh- questions

3 Write questions about the underlined information.

What does he do? He's a radiologist.

- | | |
|--|--|
| 1 _____ He works <u>in a hospital</u> . | 4 _____ She has <u>two</u> children. |
| 2 _____ He sees his sister <u>at the weekend</u> . | 5 _____ Her children are <u>six and four</u> . |
| 3 _____ She lives <u>in Manchester</u> . | |

Object pronouns

4 Replace the underlined words with the correct object pronoun.

I work with John. *I work with him.*

- | | | |
|--|---|--|
| 1 We visit <u>our parents</u> every weekend. | 3 I work with <u>Maria</u> . | 5 I love <u>their dog</u> . |
| 2 I live near <u>my brother</u> . | 4 They live near <u>my wife and I</u> . | 6 I usually go on holiday with <u>my cousins</u> . |

there is / there are

5 Make 4 sentences using the prompts below about a hotel.

- | | |
|--------------------|---------------------|
| 1 a gym (X) | 3 meeting rooms (✓) |
| 2 guided tours (X) | 4 a restaurant (✓) |

Countable and uncountable nouns

6 Write countable (C) or uncountable (U).

- | | |
|----------|----------|
| 1 milk | 5 cake |
| 2 egg | 6 dollar |
| 3 cheese | 7 money |
| 4 bread | 8 time |

7 Write sentences about the information using *lots of* (+++), *some* (++), *not much / many* (+), *not any* (-).

apples + *There aren't many apples.*

- | | | |
|---------------|------------------|---------------|
| 1 coffee (-) | 4 potatoes (+++) | 7 oranges (-) |
| 2 juice (+++) | 5 bananas (++) | 8 milk (+) |
| 3 jam (+) | 6 rice (++) | |

Quantifiers

8 Read the dialogue and choose the correct option.

A: Would you like (1) *some / any* coffee? Oh, I'm sorry, there isn't (2) *some / any* coffee.

B: No problem. Can I have (3) *some / any* tea?

A: Sure. Would you like something to eat?

B: Yes, please.

A: Let's see – there's (4) *not much / not many* food in the house – ah good. There are (5) *some / many* biscuits.

B: Great – thanks.

Units 5 & 6

Frequency adverbs (every day, once a week ...)

To ask about frequency, use the question *How often ...?*

The order is *How often* + *do* + subject + verb.

How often do you watch foreign films?

We can give a specific answer with *every* + *day / week / month / year*, etc.

I go to the cinema every week.

We can say the number of times we do something with

once / twice / three times / four times + *a day / week / month / year*, etc.

(once = one time; twice = two times)

The frequency adverb normally goes at the end of the sentence.

I have my English class twice a week.

Frequency adverbs (always, often ...)

To give a more general answer about frequency, use *always*, *often*, *sometimes*, *not often*, *never*.

With most verbs the order is subject + frequency adverb + verb.

I sometimes watch TV on the internet.

With *be* the order is subject + *be* + frequency adverb.

She is always late.

can

Use *can* + verb (without *to*) to talk about possibilities.

We can use the company's sports club.

Not: *We can to use the company's sports club.*

Can does not change in the third person.

I can use the company car.

My wife can use the company car too.

To form the negative, add *not* (*n't*).

I can't walk to my office.

She can't eat for free.

To form questions, the order is *Can* + subject + verb.

Can you use the company car?

Can she make personal calls?

Adverbs with can

Use *can* / *can't* + verb to describe abilities.

I can type. I can't speak German.

Use adverbs to describe how we do things. We form most adverbs by adding *ly* to the adjective: *quick* – *quickly*, *bad* – *badly*

He can type very quickly. They speak English badly.

If the adjective ends in *y*, we form the adverb with *ily*: *noisy* – *noisily*

Some adverbs are irregular: *good* – *well*, *fast* – *fast*.

She plays the piano well. He can swim very fast.

was / were

Affirmative	Negative	Question	Short answer
I / He / She / It was .	I / He / She / It wasn't (was not).	Was I / he / she / it?	Yes , I / he / she / it was .
You / We / They were .	You / We / They weren't (were not).	Were you / we / they?	No , I / he / she / it wasn't . Yes , you / we / they were . No , you / we / they weren't .

Was / were is the past form of the verb *be*.

We were late for work today.

Form the negative with *was* + *not* (*n't*).

I wasn't good at maths.

Questions with was / were

For *yes / no* questions use *Was / Were* + subject.

Were you a good student?

For other questions the order is *Wh-* question word + *was / were* + subject.

Where was your school?

Units 5 & 6 Exercises

Frequency adverbs (every day, once a week ...)

1 Put the words in the correct order to make questions.
Then answer them.

- 1 cinema do go you How to the often ?
- 2 often do the How you watch news ?
- 3 friends How see often you do your ?
- 4 have English often How your class do you ?
- 5 you documentaries often How do watch ?

Frequency adverbs (always, often ...)

2 Rewrite these sentences with the frequency adverb in the correct position.

- 1 I watch TV with my wife. (never)
- 2 The children are in front of the TV when I get home. (often)
- 3 He plays video games. (sometimes)
- 4 She is the first to get to the English class. (always)
- 5 They go on holiday abroad. (not often)
- 6 We go to bed early. (often)

3 Correct the sentences.

- 1 Never I watch TV in the mornings.
- 2 They go the cinema one a month.
- 3 She goes to the gym every weeks.
- 4 How often you go home for lunch?
- 5 I get up at 6.00am three time a week.
- 6 We not often play computer games.
- 7 He often is late for work.
- 8 I go to an exhibition two times a year.

can

4 Write sentences based on the information in the table.

You can swim.

	swim	speak Arabic	drive
you	✓	✗	?
he	?	✓	✗
they	✗	?	✓

5 Find and correct six mistakes in the dialogue.

A: Do you can use a computer?

B: Well, I can to do basic things: I'm can write documents and send emails but I can't do anything complicated. My brother's the expert. He works in computer graphics and he cans do programming.

A: Perhaps he can to help me with my computer.

B: I'll ask him.

Adverbs with can

6 Write positive and negative sentences with *can* using the prompts.

I / type / quick (✓) I can type quickly.

- 1 I / swim / quick (✓)
- 2 He / draw / good (✗)
- 3 They / play the piano / good (✓)
- 4 You / Speak English / good (✗)
- 5 She / speak / quiet (✗)
- 6 She / learn new things / easy (✓)

was / were

7 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

Last week my family and I (1) _____ in Morocco on holiday. We (2) _____ in Marrakesh. We (3) _____ happy with the hotel – it was dirty! And the weather (4) _____ good – it rained every day! But the people (5) _____ friendly and the food (6) _____ delicious.

8 Complete the questions with *Was* or *Were*. Then match the questions to the answers.

- | | |
|----------------------------------|---------------------|
| 1 _____ you late for work? | a No, they weren't. |
| 2 _____ the film scary? | b No, he wasn't. |
| 3 _____ your mother at home? | c No, it wasn't. |
| 4 _____ we in the newspaper? | d Yes, I was. |
| 5 _____ your parents on holiday? | e Yes, she was. |
| 6 _____ your brother at work? | f Yes, we were. |

Unit 7

Past simple (regular verbs)

Use the past simple to talk about completed actions in the past, usually at a specific time.

The time expressions *yesterday*, *last week / month / year* and *five years ago* are often used with the past simple.

I watched a good film yesterday.

-ed spelling

- for most verbs add *ed*: answer – answered
- for verbs ending in *e*, add *d*: create – created
- for verbs ending in *y*, change the *y* to *ied*: try – tried. (But verbs ending in vowel + *y* are regular: play – played).
- for verbs ending in consonant-vowel-consonant, double the consonant and add *ed*: stop – stopped

Use the same form for all persons (*I, you, he, she, it, we, they*) except for the verb *to be*.

Past simple (irregular verbs)

Many common verbs have an irregular affirmative form.

Infinitive	Past Simple
be	was / were
become	became
begin	began
buy	bought
can	came
come	could
choose	chose
do	did
drink	drank
drive	drove
eat	ate
feel	felt
get	got
go	went
have	had

Infinitive	Past Simple
hear	heard
know	knew
learn	learnt
leave	left
make	made
meet	met
ride	rode
run	ran
see	saw
sing	sung
sit	sat
sleep	slept
swim	swam
take	took
think	thought
win	won
write	wrote

it

Use *it* to:

- replace singular nouns.
*Where's my book? I saw **it** in the kitchen.*
- talk about the time, the weather, the date, etc.
***It's** six o'clock. **It's** the 7th July today.*

Don't repeat *it* when you have another subject.

My car is blue.

Not: *My car ~~it's~~ blue.*

Past simple (questions and negative)

Affirmative	Negative	Question	Short answer
I / You / He / She / It / We / They answered the phone.	I / You / He / She / It / We / They did not (didn't) answer the phone.	Did I / you / he / she / it / we / they answer the phone?	Yes , I / you / he / she / it / we / they did . No , I / you / he / she / it / we / they didn't .

Form past simple questions and negatives with the auxiliary verb *did*.

***Did** you enjoy the party?*

*They **didn't** go to the museum.*

With *Wh-* questions the order is

Wh- question word + *did* + subject + verb.

***Where did** you go last night?*

Unit 7 Exercises

Past simple (regular verbs)

1 Write the past simple form of these regular verbs.

- 1 talk
- 2 ask
- 3 stop
- 4 use
- 5 print
- 6 like
- 7 want
- 8 chat
- 9 start
- 10 study

2 Use these verbs to complete the description. Change them to the correct past form.

cook start arrive want visit study phone finish
talk show

I was very busy yesterday evening. When I (1) _____ home, I (2) _____ my grandmother because it was her birthday. It was sunny so I (3) _____ English for an hour in my garden. Then a friend (4) _____ because she (5) _____ to see my new house, so I (6) _____ her around. We (7) _____ for a couple of hours, and I (8) _____ dinner. After eating, we (9) _____ listening to music. When we (10) _____, it was after 1.00am! It was fun, but I am very tired today!

Past simple (irregular verbs)

3 Complete the text with the correct past simple form of the verb in brackets. Some verbs are regular and some are irregular.

Katharine Graham _____ (be) born in 1917. She _____ (go) to Chicago university and later _____ (work) at *The Washington Post* as a journalist. She _____ (become) the publisher of *The Washington Post* in 1963 during the time of the Watergate scandal, a story that _____ (end) Nixon's presidency. She later _____ (write) her autobiography, *Personal History*. The book _____ (win) the Pulitzer Prize in 1998. She _____ (die) in 2001.

4 Write full answers to the questions about yourself.

What did you have for breakfast this morning? *I had some fruit and yogurt.*

- 1 What time did you leave home this morning?
- 2 How did you get to school / work / college?
- 3 Did you have any problems on the way?
- 4 Who did you speak to this morning before 10.30 am?
- 5 Did you do any work last night?
- 6 What did you have for your evening meal?
- 7 Did you make it yourself?
- 8 What time did you go to bed?
- 9 How did you sleep?

it

5 Decide if these sentences are correct (✓) or incorrect (✗). Then correct the mistakes.

- 1 It's 10 o'clock.
- 2 My birthday it's in June.
- 3 Is warm and sunny today.
- 4 Is that fish? I'm afraid I can't eat it.
- 5 What time is?
- 6 I like this book. Is about a family in the 1920s.

6 Write what you think 'it' refers to in these sentences.

It's very sunny today. *The weather*

- 1 It's fantastic, and a lovely colour too. I get to work really quickly now!
- 2 I don't really know, but it's probably about 2.30.
- 3 It's beautiful! Is it a boy or a girl?
- 4 My teacher gave me this, but it's really difficult and I can't do it.
- 5 It's sweet and people eat it for breakfast on bread.
- 6 I love it. I can wear it for my cousin's wedding.
- 7 Don't sit on it. It's still wet!
- 8 Can I have a piece? It looks and smells delicious!

Past simple (questions and negative)

7 Change the sentence according to the symbol in brackets.

I didn't answer the phone. (?)

Did you answer the phone?

- 1 I walked to the museum. (-)
- 2 Did you know her name? (-)
- 3 They didn't get up early. (?)
- 4 She left when the class finished. (?)
- 5 He didn't write her an email. (+)
- 6 Did they go to the meeting? (+)
- 7 I didn't ask the teacher. (?)
- 8 I saw him at the office. (-)

8 Write questions for the answers about a holiday.

Who did you go with? I went with my husband.

- 1 _____? We went to Lisbon.
- 2 _____? We went last summer.
- 3 _____? We stayed in a hotel.
- 4 _____? We went to museums, we visited the old town and we went to the coast for a day.
- 5 _____? We were there for a week.
- 6 _____? We ate fish and seafood.

Unit 8

Present continuous

Affirmative	Negative	Question
I am ('m) working. You / We / They are ('re) working. He / She / It is ('s) working.	I am not ('m not) working. You / We / They are not (aren't) working. He / She / It is not (isn't) working.	Am I working? Are you / we / they working? Is he / she / it working?

Form the present continuous with the *be* + verb + *ing*.

She's waiting for a bus.

They aren't going by car.

Is public transport getting more expensive in your city?

-ing spelling

- for most verbs add *ing*: work – working
- for verbs ending in *e*, delete *e* and add *ing*: write – writing
- for verbs ending in consonant-vowel-consonant, double the consonant and add *ing*: sit – sitting

Present simple and present continuous

Use the present simple for things which are generally true and habitual actions.

Use the present continuous to describe what is happening at this moment or around the present time.

I usually come to work by car, but this week I'm coming by bus.

We use different time expressions with the present simple and the present continuous.

Present Simple	Present Continuous
usually often every day never	now these days at the moment this week / month / year

Time expressions with the present continuous normally come at the end of the sentence. They come at the beginning of the sentence for emphasis.

For the position of frequency expressions with the present simple see Grammar focus Unit 5 on page 142.

The comparative

	Adjective	Comparative
One syllable adjectives and adverbs: add <i>er</i> One syllable adjectives ending with one consonant: double the final consonant and add <i>er</i>	fast big	faster bigger
Adjectives ending in <i>e</i> : add <i>r</i>	nice	nicer
Adjectives ending in <i>y</i> : change the <i>y</i> to <i>ie</i> and add <i>r</i>	sunny	sunnier
Two or more syllable adjectives: add <i>more</i> + adjective	expensive	more expensive
Irregular adjectives	good bad	better worse

Use comparative adjectives + *than* to contrast two things or people.

Russia is bigger than Poland.

The infinitive of purpose

Use the infinitive to say why we do something.

I'm studying English to get a better job.

Unit 8 Exercises

Present continuous

1 Put the words in the correct order.

- 1 son basketball My is practising .
- 2 computer My working isn't .
- 3 The getting weather hotter is .
- 4 dictionary Are using you this ?
- 5 at They studying school three are languages .
- 6 this to driving I'm work week not .
- 7 English Are homework you your doing ?
- 8 at reading the moment I'm really good a book .

2 Complete the sentences with the verb in the correct form.

- 1 'Is Jim at work?' 'No, but he _____ (work) from home this week.'
- 2 'What's that nice smell?' 'My mum _____ (make) a cake.'
- 3 'Are you listening to me?' 'No, I _____ (do) my work.'
- 4 'Where's Stefan?' 'He _____ (have) a bath.'
- 5 'Can you help me?' 'Sorry. I _____ (email) a friend.'
- 6 'What language is that?' 'I _____ (learn) Russian.'

Present simple and present continuous

3 Complete the sentences with the correct form of the verb in brackets. Use the present simple or present continuous.

- 1 I _____ (make) some coffee. Do you want some?
- 2 She _____ (work) in a secondary school.
- 3 They _____ (visit) her mother this weekend.
- 4 They _____ (repair) my car, so this week I _____ (go) to work by train.
- 5 She's a primary school teacher, but this term she _____ (work) in a secondary school.
- 6 I _____ (like) sports and I _____ (learn) how to play golf this year.

4 Decide if the present continuous or the present simple is correct. Tick (✓) the best one in each case.

- 1 I speak three languages, but not very well. ____
I'm speaking three languages, but not very well. ____
- 2 My mother usually cooks, but today my father cooks. ____
My mother usually cooks, but today my father is cooking. ____
- 3 Excuse me, I try to get to the town centre. ____
Excuse me, I'm trying to get to the town centre. ____
- 4 My friend's away. He's studying English in Oxford for three weeks. ____
My friend's away. He studies English in Oxford for three weeks. ____

The comparative

5 Write sentences with the comparative form of the adjective in brackets.

Amazon / Mississippi (long)

The Amazon is longer than the Mississippi.

- 1 Rio de Janeiro / Brasilia (big)
- 2 whisky / water (expensive)
- 3 Madrid / Moscow (hot)
- 4 skiing / swimming (dangerous)
- 5 a Ferrari / a Ford (fast)
- 6 vegetables / hamburgers (good for you)

6 Make sentences about you and your teacher using the adjectives below.

young friendly tall good at English slim strong
nervous serious

(I think) I'm younger than my teacher.

The infinitive of purpose

7 Match the sentence halves.

- | | |
|---------------------------------|-----------------------------|
| 1 I went to Manchester | a to see the Louvre museum. |
| 2 I'm working nights | b to get more exercise. |
| 3 I'm going to the supermarket | c to go snowboarding. |
| 4 They went to Paris | d to see a football match. |
| 5 She joined a photography club | e to earn more money. |
| 6 He went to the Alps | f to meet people. |
| 7 She bought a bike | g to buy some pasta. |

8 Answer the questions. You can use the verbs below.

relax watch look up buy talk eat earn

Why do people go to the cinema? *To watch films.*

- 1 Why do people use dictionaries?
- 2 Why do people use knives and forks?
- 3 Why do people use mobile phones?
- 4 Why do people work?
- 5 Why do people go to the supermarket?
- 6 Why do people go on holiday?

Unit 9

Present perfect

Affirmative	Negative	Question	Short answer
I / You / We / They have ('ve) met him. He / She / It has ('s) met him.	I / You / We / They have not (haven't) met him. He / She / It has not (hasn't) met him.	Have I / you / we / they met him? Has he / she / it met him?	Yes , I / you / we / they have . No , I / you / we / they haven't .

The present perfect is formed with the verb *have* + past participle. The past participle of regular verbs is the same as the past simple. See a more complete list of past participles on page 158.

Use the present perfect to talk about past experiences without specifying exactly when they happened:

I've been to Mexico. They haven't met my parents.

We often use *ever* (= in your life) and *never* (= not in your life) with the present perfect.

Have you ever eaten sushi? She's never been to a zoo.

The superlative

	Adjective	Superlative
One syllable adjectives and adverbs: add <i>est</i> One syllable adjectives ending with one consonant: double the final consonant and add <i>est</i>	long big	the longest the biggest
Adjectives ending in <i>e</i> : add <i>st</i>	nice	the nicest
Adjectives ending in <i>y</i> : change the <i>y</i> to <i>ie</i> and add <i>st</i>	funny	the funniest
Two or more syllable adjectives: add <i>most</i> + adjective	dangerous	the most dangerous
Irregular adjectives	good bad	the best the worst

Use the superlative to compare something with all the others in a group. Notice that *the* comes before the superlative adjective.

It's the best place to live. He's the oldest in the class.

It's the cheapest café in town.

We often use the superlative with the present perfect.

This is the best meal I've ever eaten.

have got

Affirmative	Negative	Question	Past simple
I / You / We / They've got a car.	I / You / We / They haven't got a car.	Have I / you / we / they got a car?	I / You / We / They had a car.
He / She / It has got a car.	He / She / It hasn't got a car.	Has he / she / it got a car?	He / She / It had a car.

Use *have got* (or *have*) to talk about possession or to describe family / relationships.

They've got blue eyes. I've got two brothers.

Have got is informal. It is common in spoken English but not in written English.

The past tense of *have got* is *had*.

I had a car two years ago.

Not: *I had got a car two years ago.*

We don't use *have got* to describe actions.

Not: *She has got breakfast at eight o'clock.*

one and ones

Use *one* (singular) and *ones* (plural) to refer to a countable noun.

Which is your brother?

The tall one on the left.

We usually use *one* with an adjective, or after *this* / *that* / *these* / ... *those*.

He was the first one. I want that one.

Unit 9 Exercises

Present perfect

1 Look at the information below and make sentences about Ivan.

- visit the British Museum (✓)
- visit Buckingham Palace (✓)
- take a boat on the River Thames (✗)
- eat fish and chips (?)
- see the Tate Gallery (✓)
- travel on a red bus (?)
- go shopping in Oxford Street (✗)

He's visited the British Museum.

2 Complete the text with the present perfect form of the verbs.

My friend Timothy is a chef and he loves his job. He (1) _____ (work) all over the world, in all sorts of interesting places. He (2) _____ (prepare) food for some very important parties and dinners. He (3) _____ (meet) some famous people, and he (4) _____ (cook) on a cruise ship too. He (5) _____ (win) some big prizes for his wonderful food and now he wants to start a chain of restaurants. In fact, he (6) _____ (buy) one restaurant already and he's going to open it next year. Timothy has big plans for the future. He (7) _____ (do) all of this, and he's not yet 40 years old!

The superlative

3 Read the sentences and correct the mistakes.

- 1 Detroit and St Louis are the more dangerous cities in the US.
- 2 This is the interestingest book I've ever read.
- 3 Scotland is the coldest part of the United Kingdom.
- 4 Lance is the baddest student in the class.
- 5 That's one of the uglyest animals I've ever seen.
- 6 She's the most beautifulest of the three sisters.

4 Complete the sentences using the adjectives in the superlative form.

expensive interesting happy tasty good

- 1 I went away with my best friend last year. That was _____ holiday of my life. We had so much fun and laughed all the time!
- 2 _____ holiday I have ever had, was to an island off Thailand. Everything about it was fantastic.
- 3 _____ thing I saw on that holiday was lots of tiny baby turtles. I'll never forget it.
- 4 I love Thai food! I think it's _____ of all food.
- 5 We stayed in a beautiful hotel. It was _____ hotel on the island. It cost £100 a night!

have got

5 Rewrite the sentences with *have got* where they are possible.

I have two cousins.

I've got two cousins.

- 1 I have a shower when I get up.
- 2 I have three good friends at work.
- 3 She has a house in the country.
- 4 Their house has four bedrooms.
- 5 We have dinner at 7.30pm.
- 6 They have black hair.
- 7 When I was a child I had blonde hair.
- 8 He has a new mobile phone.

6 Put the sentences in order. Be careful, some of them are questions.

very Your long got has daughter hair . → Your daughter has got very long hair.

- 1 wife n't computer got My has a.
- 2 've headache I a bad got really.
- 3 job has a moment brother the got My n't at.
- 4 with 's a leg woman got That problem her.
- 5 got a Has it phone your camera mobile on?
- 6 got you right Have the time?
- 7 adult children an with Have those got them?
- 8 your Mary address got email Has new?

one and ones

7 Match the questions to the answers.

- 1 Is there a shoe shop near here?
- 2 How many pairs of jeans have you got?
- 3 Do you like that woman's jacket?
- 4 Which shop did you go to?
- 5 Which socks do you want?
- 6 What do you think of these?

- a I've got some blue ones and some black ones.
- b The grey one? No, it's awful.
- c The one in Station Road.
- d The red ones are OK but I don't like the brown ones.
- e These ones.
- f Yes, there's one next to the supermarket.

Unit 10

The -ing form

Use the *-ing* form of the verb to describe an activity.

*I love **skiing**.*

We often use the *-ing* form at the start of a sentence or after the verbs *like*, *love*, *hate*, etc.

***Learning** English is hard work!*

*I don't like **using** my mobile phone on the train.*

For spelling of the *-ing* form see Unit 8 Grammar focus page 146.

going to

Affirmative	Negative	Question	Short answer
I am ('m) going to learn Chinese.	I am not ('m not) going to learn Chinese.	Am I going to learn Chinese?	Yes, I am. No, I'm not.
You / We / They are ('re) going to learn Chinese.	You / We / They are not (aren't) going to learn Chinese.	Are you / we / they going to learn Chinese?	Yes, you / we / they are. No, you / we / they aren't.
He / She / It is ('s) going to learn Chinese.	He / She / It is not (isn't) going to learn Chinese.	Is he / she / it going to learn Chinese?	Yes, he / she / it is. No, he / she / it isn't.

Use *be + going to + verb* to describe personal plans and intentions for the future.

*I'm **going to stop** smoking next year.*

With *go*, we don't usually use *going to go* to avoid repeating the verb.

*I'm **going to** France next year.*

Not: *I'm ~~going to go to~~ France next year.*

Present perfect and past simple

Use the present perfect when we don't know or specify when the event happened.

*I've **been** to Canada.*

Use the past simple when the time is specified.

The past simple is often used with expressions such as *in 2009*, *three days / weeks ago*, *when I was 16*, *yesterday*, *last week / month / year*, etc.

*I **visited** Vancouver **in August 2009**.*

*They **arrived** **yesterday**.*

Unit 10 Exercises

The *-ing* form

1 Rewrite the sentences to include an appropriate verb in the *-ing* form. In some sentences you may need to include a preposition.

I like Chinese food.

I like eating Chinese food.

- 1 I like science fiction films.
- 2 He likes jazz.
- 3 They love black coffee.
- 4 She hates big supermarkets.
- 5 We don't like poetry.
- 6 You love museums.
- 7 She likes football.
- 8 He loves his car.

going to

2 Match the reply to the question or comment.

- 1 Will you be at Angela's party?
- 2 Are you going to have a holiday?
- 3 Is your car OK now?
- 4 You don't look too good.
- 5 You didn't phone Pavel.
- 6 Did you buy that camera?
- 7 Have you tried that new café?
- 8 Aren't your friends from Egypt going to visit soon?

- a I'm not sure. I'm going to take it to the mechanic's later.
- b I know, I'm going to speak to him after lunch.
- c Yes. They're going to come next week.
- d I'm going to look online first.
- e I'm going to meet some friends there this weekend.
- f I'm not going to go, because she didn't invite me!
- g I'm going to take an aspirin in a minute.
- h I've got an exam in the autumn, so I'm going to study for the whole summer.

3 Decide if these sentences are correct (✓) or incorrect (✗). Then correct the mistakes.

- 1 She's going to go to shopping this afternoon.
- 2 I go to study harder next year.
- 3 We're not going to get married in June.
- 4 Are they going listen to the concert?
- 5 They're going to have a party in the summer.
- 6 He isn't to going to phone us.

4 You are going on a business trip tonight. Write sentences about your plans using the prompts below.

I'm going to finish the report.

- finish report
- buy new shirt
- pack suitcase
- phone taxi
- call Mum
- take out rubbish
- empty fridge

Present perfect and past simple

5 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or past simple.

- 1 I _____ an opera. (never / see)
- 2 They _____ back from their holiday three days ago. (come)
- 3 He _____ school when he was five. (start)
- 4 She _____ her own photography business. (start)
- 5 We first _____ a holiday in Malta last year. (have)
- 6 I _____ Spain, but I _____ to Ibiza when I was a child. (never / visit; go)

6 Read the job application letter. Choose the correct form, either the present perfect or the past simple.

Dear Sir or Madam,

I (1) *saw* / *have seen* your advertisement for Tour Guides in yesterday's newspaper. I am very interested and would like to apply. I love travelling and believe I am perfect for this job. When I was a child, my family (2) *travelled* / *have travelled* a lot around this country, and at the time I (3) *loved* / *have loved* seeing new places. I still enjoy visiting new countries and am very interested in culture. I (4) *didn't visit* / *haven't visited* other countries yet, but I plan to in the future.

I (5) *had* / *have had* several part-time jobs. I (6) *left* / *have left* school three months ago, after completing my studies, and I am now looking for work. I would be happy to come and talk to you. I enclose my CV and I look forward to hearing from you,

Aisha Rafiq

Unit 1

1.13

- a eleven, twelve, thirteen, fourteen, fifteen ...
- b four, six, eight ...
- c seventh, eighth, ninth ...
- d ninety-nine, ninety-six, ninety-three ...

1.14

- a eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen ...
- b four, six, eight, ten, twelve ...
- c seventh, eighth, ninth, tenth, eleventh ...
- d ninety-nine, ninety-six, ninety-three, ninety, eighty-seven ...

1.17

- 1 A: Good morning, sir.
B: Morning. My name's Steinbeck.
A: Ah yes, Mr and Mrs Steinbeck. Two nights.
B: That's right.
A: Thank you. And your phone number please?
B: Sorry?
A: What's your telephone number?
B: Ah, 00 44 1845 705 881
A: And finally your email address, please.
B: peter.steinbeck@blc.net
A: Thank you Mr Steinbeck. Joe?
C: Yes?
A: Please show Mr and Mrs Steinbeck their room. Here's their key. Room 224.
C: No problem.
B: Thank you.

1.18

- 2 A: Excuse me. It's my wife. She needs to see a doctor.
B: Name?
A: Sorry?
B: What's her name?
A: Morley. Lisa Morley. It's rather urgent.
B: Can you spell that please?
A: Yes, M-O-R-L-E-Y. Can she see a doctor?
B: What's your phone number Mr Morley?
A: 01202 67110.
B: Can you repeat that please?
A: Oh for goodness ... 01202 67110.
B: And your address?
A: What? Oh ... er ... 15 Bedford Road. Bedford. B-E-D-F-O-R-D. Now can she see a doctor? She's having a baby!

1.20

- 1 A: Mike, hi.
B: Hey Lauren, how's it going?
A: Fine thanks. Good to see you.
B: Yeah. Sit down.
A: Thanks.
B: Coffee?
A: Yes, please.

1.21

- 2 A: Doctor Sim, hello.
B: Hello Doctor James.
A: This is Doctor Hathaway. She's new here. It's her first day.
C: Hello.
B: Pleased to meet you Doctor Hathaway.
C: Nice to meet you.

1.22

- 3 A: Taxi!
B: Kate?
A: Yes?
B: Kate! How are you?
A: I'm OK, thanks. Um ...
B: I'm Rob! From school? Remember me?
A: Ah. Yes. How are you?
B: Fine. Fine. Kate. Kate Greenfield. It is you?
A: Er ... Yes. Listen, this is my taxi.
B: It's good to see you.
A: Good to see you too Rob, but I ...
B: Wow. Kate Greenfield.

1.23

- 4 A: Excuse me, are you Mr Brown?
B: No, I'm not.
A: Sorry. Excuse me, Mr. Brown?
C: What?
A: Are you Mr Brown?
C: No, I'm not.
A: Sorry!
D: Excuse me. My name's Frank Brown, and I'm ...
A: You're Mr. Brown!
D: Yes, I am.
A: Mr. Brown, my name's David Jones from ING Electrics.
D: Oh, hello. Nice to meet you.
A: Nice to meet you too. Welcome to London. How are you?
D: I'm fine, thank you. A bit tired.

1.24

- 1 My name is Aki Makino and I'm from Tokyo.

1.25

- 2 My name is Menahi. I'm from Saudi Arabia.

1.26

- 3 My name is Kristina. I come from Russia.

1.27

- 4 My name is Hani Al Quhayz. I am from Saudi Arabia, I am from Riyadh. Riyadh is the capital of Saudi Arabia.

1.28

- 5 So, my name is Elodie. I come from Switzerland, from Geneva.

1.29

- 6 My name is Liliya. I come from the Ukraine.

1.30

- 7 My name is Sara Catozzi, I live in Rome.

1.31

- 8 I am Maxim. I am from Russia. I am from Moscow.

1.32

- 9 I'm Elizabeth. I'm from Germany.

1.33

- 10 My name's Amy. I'm from China.

Unit 2

1.37

- 1 A: Well, see you later then.
B & C: OK, bye.
B: Your boyfriend's nice. Where's he from?
C: Moscow.
B: Oh. Is he Russian?
C: No, he isn't Russian. He lives in Scotland.
B: Scotland?
C: Yes, he's from Moscow, Scotland.
B: Moscow, Scotland? Where's that?
C: It's a small place 50 kilometres from Glasgow.
B: Well, I never.

1.38

- 2 A: Good morning.
B & C: Hello.
A: Your names please?
B: I'm Louise Maloney and this is my husband, Scott. We have a reservation.
A: OK. Can I have some personal details please? Can you spell your surname please?
B: Of course. That's M-A-L-O-N-E-Y.
A: Thank you. Where are you from Mrs Maloney?
B: We're from Paris.
A: Paris, France.
C: Oh no, we're not French.
A: But you're from Paris!
C: Yes, we are. We're from Paris, Texas in the US. It's near Dallas.
A: Oh, I see. I'm sorry. Paris, Texas, US.

1.39

- 3 A: Next. Name?
B: I'm sorry?
A: What's your name?
B: Miguel Hernández.
A: Where are you from Mr. Hernández?
B: Madrid.
A: Passport?
B: Sorry, I don't ...
A: Can I see your passport please?
B: Oh OK, here you are.
A: But this is a Mexican passport. Are you Mexican?
B: Yes, I am.
A: But you come from Madrid.
B: Yes, that's right. Not Madrid in Spain, Madrid in Mexico.

1.43

- 1 A: Hello, I have a meeting with Mrs Bristow, the Commercial Director at 4.15.
 B: Your name please?
 A: Stuart Barnes from LDT Communications.
 B: One moment please. Mrs Bristow? Mr Barnes is here to see you.

1.44

- 2 A: OK let's see ... The London train goes from platform four at 3.20. What's the time now?
 B: It's only 2.45. Would you like to have a coffee before you go? Look, there's a café over there.
 A: Yeah good idea. The coffee on trains is always terrible.

1.45

- 3 A: Do you want to go to the cinema on Friday?
 B: Yes OK. What time's the film?
 A: It's on at 6.00.
 B: Oh, I go to the gym at 6.00.
 A: OK, what about 8.30?
 B: Yes, that's fine.

1.46

Well, my Spanish day is different from my English day. First of all, in Spain I get up at about 8.00 in the morning, a bit later than in England. And lunch ... Well in England I eat at 12.30, but in Barcelona that's very early, I normally eat at about 2.00. We have dinner later in Spain. A normal time to have dinner at home is 9.00. Finally, I go to bed at a different time when I'm in Barcelona. Normally about midnight. Yeah, I normally go to bed at 12.00 in Spain.

1.54

- 1 A: Excuse me? Um ... hello? Excuse me?
 B: Yes?
 A: Yes. Hello. When is the next bus to the airport?
 B: To where?
 A: To the airport.
 B: ...
 A: What? Excuse me? What?
 B: A quarter past five.
 A: Five fifteen. Thank you.

1.55

- 2 A: Excuse me?
 B: Yeah?
 A: This bus goes to the city centre, right?
 B: Yep.
 A: What time?
 B: Two fifty.
 A: Two fifteen?
 B: No, two fifty. Ten to three.
 A: Great, thanks.
 B: You're welcome.

1.56

- 3 A: The 10.30 to Hamilton is now at bay 6. The 10.45 to Ottawa is now at bay 8. The 11.10 to London is now at bay 9. The 11.15 to New York is now at bay 11.
 B: What time is it?
 C: Ten thirty.
 B: Um, half past ten. Is there time to have a coffee?
 C: Our bus is in fifteen minutes. Yeah, I think so.
 B: OK.

Unit 3**1.60**

- 1 It's yellow and black.
 2 It's green, blue and black.
 3 It's red, green and blue with a white line.
 4 It's green, blue and black with a thin red line.

1.62

- 1 A: What's your name?
 B: Hilary Thomson.
 A: Where are you from Hilary?
 B: I'm from Edinburgh.
 A: And do you live in Edinburgh now?
 B: No, I live in Madrid in Spain.
 A: Do you have a family clan?
 B: Yes, we're part of the Campbell clan.
 A: The Campbells ... OK, do you have a clan tartan?
 B: Yes, it's green, blue and black with a thin red line.
 A: And do you wear a kilt on special occasions?
 B: Well no, personally I don't. I think it's more typical for men to wear kilts. My father and brother wear kilts for weddings, New Year and maybe even for international football matches.
 A: Do you think clans are important to Scottish people now?
 B: Well, yes, I think they're important. For me it's something special about being Scottish.

1.63

- 2 A: What's your name?
 B: Gordon Liddle.
 A: And where are you from?
 B: Glasgow.
 A: Do you live there now?
 B: No, I live near Dundee and work at Dundee University.
 A: Do you have a family clan?
 B: No, I don't.
 A: So do you wear a kilt on special occasions?
 B: Yes, I do. I wear a kilt for weddings and for special dinners and parties.
 A: Do you think clans are important to Scottish people now?
 B: No, I don't. I think it's important for people in the US and Australia with Scottish family, but I don't think it's important for most Scottish people.

1.67

- 1 Ugh, dogs? I really hate them. They're awful animals.
 2 We have a dog. Jupiter. He's sixteen years old, he's intelligent, friendly and we love him.
 3 I like dogs. I like all animals, except cats. I don't like cats. They're very unfriendly.
 4 My sister loves dogs. Her dog's name is Rufus. Personally, I don't like him very much. He's dirty and really stupid too.
 5 I love my dog. Her name is Princess. She's beautiful. The problem is ... she doesn't like me very much.
 6 We live in a really small house, and we don't have cats or dogs. We would like a dog. We love them. But we don't have space.

1.69

- 1 A: Is this your first visit to Scotland?
 B: Yes, it is. I'm from Romania.
 A: Romania? What part of Romania?
 B: I'm from a small town near the capital.
 A: Really? My cousin works in Budapest.
 B: Budapest is in Hungary, not Romania.
 A: Oh. Sorry.
 B: It's OK. I live near Bucharest, not Budapest.
 A: OK.

1.70

- 2 A: Hello.
 B: Hi Jane! Is this little Michael?
 A: Yes, isn't he big now!
 B: He is! How old is he?
 A: He's two.
 B: Two? When's his birthday?
 A: In July.

1.71

- 3 A: So, what's Alan like?
 B: Oh, he's very nice, and intelligent.
 A: So?
 B: Well, he still lives with his parents.
 A: His parents? How old is he?
 B: Thirty-eight.
 A: Oh.

1.72

- 4 A: How's the new job?
 B: I like it.
 A: What time do you start?
 B: Early. Seven o'clock in the morning.
 A: Seven o'clock? Why do you start so early?
 B: Because I finish work at half past three.
 A: Oh.

1.73

Nicole, Switzerland
 I come from a small family. I just have one brother.

1.74

Carmen, Spain

I am from a big family. Well I think it is a big family nowadays because we are five members in the family. I have one sister and one brother and my brother is older than me and my sister is younger than me. So I am in the middle.

1.75

Martin, Czech Republic

My mother, she has two sisters so I have lots of cousins and uncles, other relations.

1.76

Dot, Scotland

I'm from a small family. I have one brother.

1.77

Bea, England

I'm from quite a big family ... I've got one sister but I've got lots and lots of cousins.

1.78

Ena, Bosnia

My family is very small. I don't have lots of people in my family. I have one brother. His name is Ismar.

Unit 4

2.07

A: Hi. So you're Beth, right?

B: Yup.

A: Hi, I'm Clare. Welcome!

B: Thanks!

A: Is it your first time in San Francisco?

B: Yes, it is.

A: OK, let me show you round. So, this is the kitchen ...

B: Nice cooker! I love cooking.

A: Great, we really like cooking too. There are two bathrooms. This one has a shower and the one at the end has a bath.

B: OK.

A: Our bedroom is here and this is the living room! You'll be OK sleeping on the sofa?

B: Yeah fine. Well this is CouchSurfing!

A: Right. OK, well there's a lamp down there by the sofa.

B: OK, that's great. Now I'd really like to cook you guys a meal or something ...

2.09

1 Kedgeree is an English-Indian dish. It's made of rice and sometimes includes fish and eggs.

2 Maple syrup is a type of liquid made from the sweet juice of the maple tree. Originally made by Native Americans it is now a typical part of breakfast in Canada and the US. People usually have it with pancakes, a kind of flat cake.

3 Ackee is a kind of special fruit from Jamaica. It's red on the outside, and yellow with big black seeds on the inside. A traditional Jamaican breakfast has ackee and a kind of fish, called saltfish.

4 A beskuit or rusks is a kind of biscuit from South Africa. It's hard and dry, and people often eat it with a cup of tea.

2.13

1 A: Good afternoon. Welcome to the Holiday Hotel.

B: Hello. Do you have any single rooms?

A: Just a minute ... Yes we do. Would you like a smoking or a non-smoking room?

B: I'd like a non-smoking room please. I don't smoke.

A: OK. Sign here please.

B: Thank you.

2.14

2 A: Ah. Mr. Phelps. Welcome to Chicago. Is this your first visit?

B: Yes, it is.

A: Please sit down. Would you like a coffee?

B: No, thank you.

A: Are you sure? We have a very good coffee machine.

B: Thank you very much, but I'm fine.

A: OK then. Would you like to meet my colleagues?

B: Yes, please. That would be great.

2.15

3 A: Hello.

B: Hi. Come in, come in. How are you?

A: Fine, thanks. Here, this is for you.

B: What a lovely plant! Thank you.

A: You're welcome.

B: Please, have a seat in the living room. Would you like something to drink?

A: Yes, please. What do you have?

B: Well, there's...

Unit 5

2.18

OK, if you look at the chart here, you'll see it's about world film production. Every year, the average number of films in the world is 3,975. Yes, 3,975 new films are made every year. The majority of these films are not from Hollywood, the United States or even North America. They are from Asia. Asia makes 67% of the world's films. North America in fact only produces 10% of world films every year. And Europe produces 17% of world films every year. Again, this is more films than South America (only 3.5%) and Africa (2.5%), but also more than North America. As you can see, world cinema is not only Hollywood, it's much more.

2.24

1 No, I never watch comedy programmes. They're just not funny. I hate comedy. I don't often watch TV anyway.

2.25

2 Ooh yes, what I really like are horror films and, um, those, er, thrillers. I watch films in bed because they're always on late and we have a TV in the bedroom.

2.26

3 No, I don't often watch the news. I don't like it and anyway my husband is always home before me and ... um ... he just ... he really only watches sport.

2.27

4 Yes, I do. I really like those documentaries about animals – the photography is fantastic. Oh and I sometimes watch documentaries about history too – yeah, I like them.

2.28

5 Mm, I don't watch a lot of sport, but I like tennis. Oh and I sometimes watch football with people from work. Oh and the Olympics – I love the Olympics.

2.34

1 A: Good afternoon.

B: Yes, hello.

A: Can I help you?

B: Yes, please. How much does this DVD player cost?

A: Just a minute. It's £69.

B: OK, I'll take it.

2.35

2 C: Can I help you?

B: Yes, where are the ... um ... horror films?

C: Horror films? Old or new ones?

B: The old horror films, please. Classic old films.

C: Over there, next to the world cinema section.

B: Thanks very much. Can I pay by credit card?

C: Yes.

2.36

3 B: Excuse me? Where's the popcorn?

D: There isn't any popcorn. We have crisps.

B: OK. Four bags of crisps then. And these soft drinks please.

D: That's £6.80. Would you like a bag?

B: Yes, please.

D: Here you are.

2.37

B: Hello? Hello? I have everything!

E: Hi.

B: OK, look ... a new DVD player, some horror films and some crisps and drinks. Everything is ready. What's the matter?

E: The television ... It's broken.

2.39

Leslie, Switzerland

I don't go to the cinema that often. Maybe once a month or it depends a little on the season because sometimes in winter there are many good films and ... yeah ... but I don't go to the cinema regularly.

2.40

Ryusuke, Japan

To improve my English I go to cinema in Oxford maybe twice a month.

2.41

Berangere, France

Like several times a month. Yeah, like maybe, yeah, two or three times a month.

2.42

Key, Hong Kong

Maybe once a month. It depends whether they have some good movies on show but mainly we watch some western movies.

2.43

Gloria, Ghana

Once every two months. Not really.

2.44

Mireille, US

I sometimes go to the cinema. I go probably once a month, once every two months and it depends, on what movie I see. I sometimes go and see action, I sometimes see comedies.

Unit 6**2.46**

1 I work in a primary school with eight year olds. The best thing about this job is working with children. You can make a real difference to their lives. Oh, and the holidays are good too. The worst thing? Some of the parents!

2.47

2 I work for a telephone company in a big office. The best thing is the people I work with – they're really nice. And I have a company car. But my boss is very strict – we can't make personal phone calls or use email.

2.48

3 I work in a laboratory for an international company. The best thing about my job is the money! The good salary means I can buy things I want. And I have a great pension plan. The bad part? The hours. I often work 10 hours a day.

2.49

4 I work for a sports club in the city centre. I like my job but the pay isn't really very good. The best thing about my job is the extras. I have free car-parking, I can use all the sports facilities and we get free lunches in the club's restaurant.

2.55

The first ... library

The Great Library of Alexandria was the first, or one of the first, libraries in the world. It was founded in Alexandria, Egypt in the 3rd century BC. There weren't any books in the library in the beginning; the information was on long pieces of paper, called scrolls.

2.56

The first ... distance learning programme

The University of London is an important institution in the United Kingdom. It was the first university with a distance learning programme. The programme started in 1858. The university now has a global community of students in 180 countries.

2.59

- 1 A: Right, can we finish quickly please?
B: Yes, yes, I agree.
C: I'm sorry, but we have a lot of things to talk about.
A: It's a quarter to one. It's time for lunch soon.
B: I'd like to go at one o'clock please. I need to send some important emails.
C: OK, OK, the first thing is the annual sales figures. Now, we need to look at these very carefully.

2.60

- 2 A: Ah, good, you're here.
B: Yes, you wanted to see me?
A: Yes, could you close the door?
B: OK, sure.
A: Do you know why you're here?
B: Um ... no. Is everything fine with my work?
A: Yes.
B: I don't understand then.
A: Good news. You have a new job. Would you like to be senior manager?
B: Wow. Yes, I would! Senior manager. That's ... that's great!
A: Well done.

2.61

- 3 A: Can you take a photo of us?
B: Oh, yes. Of course.
A: OK, OK everyone! It's photo time. Everyone look at the camera please! Can you all look at the camera please?
B: Say cheese.
C: Cheese!
D: I'd like a copy of that photo.
E: Can I have a copy too please?
A: OK, OK.

2.63

Matteo, Italy

I think my favourite teacher in high school in Italy was my ... my ancient Greek teacher.

2.64

Eva, Switzerland

A teacher I remember from school was my German teacher. She was a teacher who was very interested in young people and was really interested in hearing what young people think, young people's opinions and it was very interesting.

2.65

Carmen, Spain

My favourite teacher was a woman that I have when I was fifteen years old. She was my mathematics teacher. She was really good. She explained everything really good and mathematics was easy for me with her.

2.66

Christina, Germany

I had a very good teacher in history class. His lessons were inspiring. It was my favourite class.

2.67

Bea, England

My favourite teacher was my primary school teacher when I was eight years old. His name was Mr Etherington.

Unit 7**3.01**

In 1851 Paul Reuter, who later started Reuters press agency, used the telegraph to send news for the first time.

In 1920 Station 8MK in Detroit presented the first radio news programme.

The BBC World Service – originally called the BBC Empire Service – started in 1932 and in 1938 it started its first foreign language service in Arabic.

In 1962 AT&T launched Telstar into orbit. It was the first active communications satellite.

In 1969 more than 600 million people watched Neil Armstrong – the first man on the moon.

In 1980 the Columbus Dispatch in Ohio, US was the first newspaper to start a digital edition on the internet.

In the last part of the 20th century it was possible to watch news all day. In 1980 Ted Turner created the Cable News Network (CNN) – the first TV station to broadcast news 24 hours, 7 days a week. In 1996 the first 24-hour news station in Arabic, Al Jazeera, started in Doha, Qatar.

3.11

- 1 A: Good morning, Daily Post Newspaper. Claudia speaking.
B: Hello, is the reporter Daniella Hammond there?
A: No, I'm sorry she's out. Can I take a message?
B: No, thank you. I'll call back.
A: OK then. Goodbye.

3.12

- 2 A: Good morning, Daily Post Newspaper. Claudia speaking.
B: Good morning. Can I speak to Daniella Hammond please?
A: Certainly sir. Who's calling?
B: A friend. I have some information for her.
A: Just one moment please ... I'm sorry. Miss Hammond is busy just now. Can she call you later?
B: I'll wait.
A: OK, hold please.

3.13

- 3 A: Hello?
B: Hello. Is that Daniella Hammond?
A: Yes, it is.
B: Are you the Daily Post reporter, Daniella Hammond?
A: Yes. Who's calling, please?
B: I have some information for you. Very important information.
A: Just a second, I'll get a pen.
B: No! I can't talk now. Meet me by the phone box at Sunshine Square tonight. Half past eight.
A: But ...
B: Be there.

3.14

- 4 A: Hello? Hello?
B: Hello ...
A: I can't hear you. There's a storm ...
B: The information ... very important ... photos ...
A: Sorry? What?
B: Look ... in the trees. There's an envelope. In the envelope are some photos.
A: What? What is in the photos?
B: They show ... they show ...

3.16

Haruna, Japan
I think as almost all of the people I love sunny days, I love sunny weather because if ... uh ... if it rains, or if it's cloudy or like windy, or snowy, I don't want to go out.

3.17

Maida, Switzerland
I like it when it's sunny before all. I obviously prefer when it's warm and not too cold.

3.18

Al-Mutaseem, Saudi Arabia
Um ... well the weather in ... uh ... in Jeddah is ... uh ... always hot and ... uh ... has a lot of humidity.

3.19

Mireille, US
Um, let's see ... I love ... I like sunny weather but I don't like it when it is too hot. Um, I like it sunny and cool ... um ... and so I like the English weather for that. In California I like it when it's sunny also but not too hot, but sunny and warm enough to go to the beach.

Unit 8

3.26

- A: This week I'm in Hong Kong to see a very unusual form of public transport: the Mid-Levels Escalator system. I'm standing at the top of about 800 metres of escalators, and it's absolutely impossible to see the bottom from here. Every day thousands of people use these escalators to go to work. It's 8am here in Hong Kong and right now the escalators are going down, but at ten o'clock

they change direction. As I'm standing here, literally hundreds of people are coming in at the entrance and onto the steps ... Excuse me?

- B: Yes?
A: Do you use the escalators every day?
B: Yes, that's right; I use them to go down to my office in the morning and then I come back at about 7pm on my way home.
A: And what do you think of the escalators?
B: Oh they're great. They save me about an hour.

3.32

- 1 Hi, yes it's me. Listen I'm at the airport. No, fine, fine. But my bags aren't here. I know, and I have a meeting in 30 minutes!

3.33

- 2 A: Well, this is goodbye.
B: Yes. Goodbye.
A: I ... I love you. Call me.
B: I promise. Goodbye. Goodbye.

3.34

- 3 A: Bruce?
B: Jerry?
A: Bruce! It is you! Wow! Great. Great to see you man!
B: Aw, great to see you too!

3.35

- 4 A: What time is it now?
B: It's ten past six.
A: What time is our plane?
B: Twelve thirty. Another six hours and twenty minutes to wait.

3.36

- 5 No, he isn't here. Did he say he was on the ten o'clock flight from Dublin? He did. But he isn't here. I don't know what to do. I just don't know what to do!

3.41

- A: So, the map says there's a subway station near here.
B: Can we just ask someone?
A: No, no. I think I know ... If we're here...
B: Excuse me!
C: Yes?
B: Is there a subway near here? We want to go to the British Museum.
C: You mean the Tube? Er ... yes. You ... er ... go straight on. Then turn right. The underground is there. Take the Central line for the British Museum.
B: Thank you! Easy. You see?
A: I knew.
B: This isn't the Central line.
A: What?
B: I said, this isn't the Central line. We're going the wrong way.
A: No ... oh ... wait a minute. You're right. We can get off at the next stop.
B: What stop is this?
A: Just a minute ... I...
B: Can we ask someone?

- A: No, no, it's all right. I...
B: Excuse me!
D: Yes?
B: How can we get to the British Museum?
D: Ah yes. It's easy.
B: Thank you, thank you.
D: Go upstairs and change to the Central line. Then go two stops, to Holborn station. The museum is there.
B: Thank you.
D: You're welcome.
A: Thank you.
B: Oh, stop it. You're just jealous.
A: No I'm not!

Unit 9

3.44

- A: Here, look at this.
B: What ... what is it?
A: It's an okapi. Have you ever seen one of these?
B: No, I haven't. It looks like ... like a mixture of a horse, a dog and a zebra.
A: Mm. Yes. It's from the north part of the Congo. Africa. There aren't many okapis in the world now.
B: Have you been to Africa?
A: Yes, a long time ago. I've never seen this animal before. Not in real life.
B: Oh.
A: What about this one? Have you seen one of these?
B: Yes, I have. It's a lionfish, I think, from Australia?
A: Very good.
B: So ... what now?
A: Well, have you used the Encyclopedia of Life website before?
B: No, I haven't.
A: OK. I want you to go on it and find information about one of these animals. Then write your report on one of these animals for tomorrow.
B: Is that the homework?
A: Yes, it is.
B: Thanks.
A: No problem. I'll go and see how the other students are doing.

3.48

- 1 When my sister got married she had a beautiful one on her hands.
2 I've got one on my arm, from when I was a soldier.
3 I've got one on my shoulder. It's a blue dolphin.
4 I'm a Maori from New Zealand. I've got a traditional 'Ta Moko' on my back.
5 Ugh. I hate them. My son's got a big star on his leg.

3.49

- 1 a car
2 two brothers
3 a friend from England
4 a computer
5 a big family
6 a friend with a tattoo

3.54

People started using buttons around 2000 BC in the south of Asia. The first ones were for decoration.

The first hats probably came from Asia, and were used to protect people from the sun and the rain. The earliest images of people in hats are from Greece in the year 500 BC.

The word sock comes from the Latin 'soccus', a type of ancient Roman shoe. But the first people to use socks were the Egyptians – in around 400 BC.

Clothes didn't have pockets until about 1500. Before then, people carried money and small items in bags.

People started wearing blue jeans in the 1860s in San Francisco. Originally people used them as thick protective trousers for work.

In 1917 a company called Keds in the United States invented the first sports shoes. These shoes were not all white like modern ones. They were black and brown, like other men's shoes of the time.

People started wearing T-shirts at the end of the 19th century. In 1939 clothes companies started printing words on T-shirts for promotion. They used the first one to advertise the film *The Wizard of Oz*.

3.55

- 1 A: What happened?
B: Hello. You fell down.
A: I fell down?
B: Yes. But you're OK now.
A: Oh ... My leg hurts.
B: Don't worry; you haven't broken your leg.
A: I've got an awful headache.
B: Yes, that's normal.
A: Where am I?
B: In the ambulance, madam. We're going to the hospital.
A: Oh ... OK. Can I have some water?
B: Yes, of course. Here you are.

3.56

- 2 A: Excuse me, where's Dr Hathaway's office?
B: Go straight on. It's the second door on the left.
A: Thank you.
C: Come in!
A: Hello, er, Dr Hathaway?
C: Yes, hello, Mr Fisher. What's the problem?
A: Well, I have a terrible stomach ache.
C: Really?
A: But not now. It comes and goes.
C: Hm. Can you sit down? Are you taking that medicine I gave you?
A: Yes, I am.
C: Maybe the medicine is too strong.

Unit 10

3.60

- 1 I'm interested in history so I'm going to visit the old bits of Malta. The churches, castles, museums and that kind of stuff.

3.61

- 2 I'm not here for tourism, I'm here for work. We're going to have a conference here next spring and I'm organising it.

3.62

- 3 We're here with the children, and they aren't going to want to see the cultural things. We're going to visit the water park and the beaches.

3.63

- 4 My friend and I love scuba diving. There are some amazing underwater caves here in Malta and we're going to swim in them.

3.64

- 5 We're going to get married there. We live in London but my girlfriend's family is Maltese. We're going to have a big party at a restaurant in the capital city. It's next to the sea and it's a great place for a wedding.

3.65

- 6 No, we're not going for tourism. We're making a television show about ancient Rome, and we're going to film some scenes in Malta because the architecture is so great.

3.66

- 7 I'm going to learn English there this summer. There are many English schools.

3.73

- 1 A: What did you do in class yesterday?
B: We played a game.
A: Really? What game?
B: I can't remember the name. The teacher wrote some categories on the board.
A: What do you mean, categories?
B: Well, she wrote Animal, and City, and Verb and some other ones. Then she said a letter and we had to write a word for each category that begins with the letter.
A: Oh. So ... for example ...
B: For example she wrote S and we had to write an animal that begins with S ...
A: Snake.
B: Yeah, and a city ...
A: San Francisco.
B: Right, and that was the game. The team that finished first shouted "stop".
A: Sounds fun.
B: Yeah, it was fun.

3.74

- 2 In this game, you put several small objects, maybe around twenty, on the table and you cover them. Then you uncover the objects and let the people look at them for one minute. Then you cover the objects again. Each person writes down the things they remember. The person who remembers the most things wins.

3.75

- 3 OK, is everyone listening? Are you listening? Right, we're going to play a game. I'm thinking of a person, a famous person. You need to ask me questions to find out who it is. And I can only answer 'yes' or 'no'. So, for example, you ask, 'Are you a man?' and I answer, 'Yes, I am.' And you ask, 'Are you English?' and I answer 'No, I'm not.' And we continue. You can only ask a maximum of twenty questions to find out who I am. Ready? Who wants to ask the first question?

3.77

- 1 A: Hello, I'm your tour guide for the day. Is this your first time in Egypt?
B: Yes, it is.
A: What would you like to visit?
B: Um ... I don't know. What do you suggest?
A: We could see the pyramids. Everybody likes the pyramids.
B: Oh, yes. Let's see the pyramids. When do they open?
A: They open at 8 in the morning. They close at 4pm.
B: OK.

3.78

- 2 A: And yes, so this is Red Square.
B: Ooh, very nice. Where is the Kremlin?
A: There, on the right. It's those buildings. We could go in and visit ...
B: Are there long queues for tickets?
A: Yes.
B: Oh, no thanks then. We can walk around here, it's fine.

3.79

- 3 A: Welcome to Turkey. Have you visited Istanbul before?
B: Yes, I have, but only for business. This is my first tourist visit.
A: Oh, good. What would you like to see?
B: I think it has to be the Hagia Sophia, don't you?
A: Oh yes, of course. Why don't we go to your hotel first and you can leave your bags. Then we can go and see the sights.
B: Good idea. Let's go.

Irregular verbs

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

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

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