

# CONTENTS

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Welcome!</b>	Possessive adjectives; Question words; <i>a / an</i> ; Regular plural forms	Numbers; The alphabet; Colours; Classroom objects and instructions	Noticing word stress	Saying hello and introducing people; Spelling words
<b>Unit 1 People</b>				
<b>Getting started</b> Talk about meeting people from other countries				
<b>1A</b> Talk about where you're from	<i>be</i> : positive and negative	Countries and nationalities	Syllables and word stress	
<b>1B</b> Talk about people you know	<i>be</i> : questions and short answers	Adjectives	Sound and spelling: /k/; Sound and spelling: long and short o	
<b>1C</b> Ask for and give information			Intonation for checking; Consonant clusters	Asking for and giving information
<b>1D</b> Write an online profile				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>from</i>		
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<b>Getting started</b> Talk about what kind of work you find interesting				
<b>2A</b> Talk about jobs	Present simple: positive and negative	Jobs	Word stress; -s endings	
<b>2B</b> Talk about study habits	Present simple: questions and short answers	Studying; Time	<i>do you</i>	
<b>2C</b> Ask for things and reply			Sound and spelling: <i>ou</i>	Asking for things and replying
<b>2D</b> Complete a form				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>work</i>		
<b>Unit 3 Daily life</b>				
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<b>3A</b> Talk about routines	Position of adverbs of frequency	Time expressions; Common verbs	Sentence stress; Sound and spelling: /aɪ/ and /eɪ/	
<b>3B</b> Talk about technology in your life	<i>have got</i>	Technology	Word stress; Main stress and intonation	
<b>3C</b> Make arrangements			Main stress; Thinking about what you want to say	Making arrangements
<b>3D</b> Write an informal invitation				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Prepositions of time		
<b>Unit 4 Food</b>				
<b>Getting started</b> Talk about eating with your family				
<b>4A</b> Talk about the food you want	Countable and uncountable nouns; <i>a / an, some, any</i>	Food	Sound and spelling: <i>ea</i> ; Sound and spelling: /k/ and /g/	
<b>4B</b> Talk about the food you eat every day	Quantifiers: <i>much, many,</i> <i>a lot (of)</i>	Cooking		
<b>4C</b> Arrive at and order a meal in a restaurant			Word groups	Arriving at a restaurant; Ordering a meal in a restaurant
<b>4D</b> Write a blog post about something you know how to do				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>like</i>		
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<b>Getting started</b> Talk about what a good home is				
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<b>5B</b> Describe rooms and furniture in your home	Possessive pronouns and possessive 's	Furniture	Sound and spelling: vowels before <i>r</i>	
<b>5C</b> Ask for and give directions			Sentence stress	Asking for and giving directions
<b>5D</b> Write a description of your neighbourhood				
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<b>Unit 6 Family</b>				
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<b>6B</b> Talk about past activities and hobbies	Past simple: positive	Past simple: irregular verbs	-ed endings; Sound and spelling: <i>ea</i>	
<b>6C</b> Leave a voicemail message and ask for someone on the phone			Sound and spelling: <i>a</i>	Leaving a voicemail message
<b>6D</b> Write a life story				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>go</i>		

Listening	Reading	Speaking	Writing
Five conversations		Saying hello and introducing people	Names and addresses
A conversation about where you're from		Where you're from	Sentences about you
A conversation about people you know	Social media posts about people you know	People you know	Notes about people you know
At the gym reception		Asking for and giving information; Checking understanding	 Unit Progress Test
First day of an English class	Online profiles	Using social media	An online profile; Capital letters and punctuation
	An article about Gabby Scampone	Jobs	Sentences about jobs
A survey about study habits	An online forum about study habits	Studying; Study habits	Questions about study habits
Ordering in a café; Asking for help		Asking for things and replying; Reacting to news	 Unit Progress Test
Three monologues about studying English; A teacher addressing her class	A competition entry form	Studying English	A form; Spelling
A conversation about family routines	An article about an unusual workplace	Daily routines; Spending time with your family; Routines you share with others	A dialogue; Notes about routines you share with other people
Three conversations about gadgets	An interview about using the Internet	Technology in your life	Sentences about gadgets you've got; Questions about gadgets you've got
Making arrangements to go out		Making arrangements; Thinking about what you want to say	 Unit Progress Test
A monologue about someone's family	Two informal emails	Plan a party	An informal email invitation; Inviting and replying
A conversation about buying food	An article about world markets	Buying food; The food you like and don't like	
A conversation about cooking	A factfile about Albert Adrià; Two personal emails	Cooking programmes; Cooking; The food you eat	Questions about food
At a restaurant		Arriving at a restaurant; Ordering a meal in a restaurant; Changing what you say	 Unit Progress Test
Four monologues about cooking	A cooking blog	Cooking; A good cook you know; Cooking for others	A blog post about something you know how to do; Making the order clear
	An article about an unusual town	Places you like; Describing a picture of a town; What there is in a town	Questions and sentences about what there is in a town
A conversation about a new home	An advertisement	Your home and furniture	Sentences about your home
On the street		Giving and following directions; Checking what other people say	 Unit Progress Test
Three monologues about neighbourhoods	A website about neighbourhoods around the world	What makes a good neighbourhood; Your neighbourhood	A description of your neighbourhood; Linking ideas with <i>and</i> , <i>but</i> and <i>so</i>
A conversation about a family tree		Your family	Notes about your family
A conversation about childhood hobbies	An article about Steve Jobs	Steve Jobs; What you did at different times; A childhood hobby	Notes about a childhood hobby
On the phone		Leaving a voicemail message; Asking for someone on the phone; Asking someone to wait	 Unit Progress Test
A monologue about someone's life story	A life story	Important years in your life	A life story about someone in your family; Linking ideas in the past

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
<b>Unit 7 Trips</b>				
<b>Getting started</b> Talk about where you'd like to travel to				
<b>7A</b> Talk about past trips	Past simple: negative and questions	Transport	<i>did you</i> ; Sound and spelling: /ɪz/	
<b>7B</b> Talk about what you like and dislike about transport	<i>love / like / don't mind / hate + verb + -ing</i>	Transport adjectives	Word stress	
<b>7C</b> Say <i>excuse me</i> and <i>I'm sorry</i>			Intonation for saying <i>excuse me</i> ; Emphasising what we say	Saying <i>excuse me</i> and <i>I'm sorry</i>
<b>7D</b> Write an email about yourself				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>get</i>		
<b>Unit 8 Fit and healthy</b>				
<b>Getting started</b> Talk about sport and exercise				
<b>8A</b> Talk about past and present abilities; Talk about sport and exercise	<i>can / can't, could / couldn't</i> for ability	Sport and exercise	<i>Can, can't, could</i> and <i>couldn't</i> ; Sound and spelling: /u:/ and /ʊ/	
<b>8B</b> Talk about the body and getting fit	<i>have to / don't have to</i>	Parts of the body; Appearance	<i>have to</i> ; Word stress	
<b>8C</b> Talk about health and how you feel			Joining words	Talking about health and how you feel
<b>8D</b> Write an article				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>tell / say</i>		
<b>Unit 9 Clothes and shopping</b>				
<b>Getting started</b> Talk about shopping in your town or city				
<b>9A</b> Say where you are and what you're doing	Present continuous	Shopping; Money and prices	Word stress in compound nouns; Sentence stress	
<b>9B</b> Talk about the clothes you wear at different times	Present simple or present continuous	Clothes	Sound and spelling: <i>o</i> ; Syllables	
<b>9C</b> Shop for clothes			Joining words	Choosing clothes; Paying for clothes
<b>9D</b> Write a thank-you email				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>time</i>		
<b>Unit 10 Communication</b>				
<b>Getting started</b> Talk about how you use your smartphone				
<b>10A</b> Compare and talk about things you have	Comparative adjectives	IT collocations	Sentence stress	
<b>10B</b> Talk about languages	Superlative adjectives	High numbers	Word stress; Main stress	
<b>10C</b> Ask for help			Main stress and intonation	Asking for help
<b>10D</b> Write a post expressing an opinion				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>most</i>		
<b>Unit 11 Entertainment</b>				
<b>Getting started</b> Talk about films and TV programmes you enjoyed when you were a child				
<b>11A</b> Ask and answer about entertainment experiences	Present perfect	Irregular past participles	Sentence stress; Sound and spelling: /ɜ:/	
<b>11B</b> Talk about events you've been to	Present perfect or past simple	Music	Syllables	
<b>11C</b> Ask for and express opinions about things you've seen			Main stress and intonation	Asking for and expressing opinions
<b>11D</b> Write a review				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> Multi-word verbs		
<b>Unit 12 Travel</b>				
<b>Getting started</b> Talk about photographs				
<b>12A</b> Talk about holiday plans	<i>be going to</i>	Geography	Syllables and word stress; Sentence stress	
<b>12B</b> Give advice about travelling	<i>should / shouldn't</i>	Travel collocations	<i>should / shouldn't</i>	
<b>12C</b> Use language for travel and tourism			Intonation for showing surprise; Consonant clusters	Checking in at a hotel; Asking for tourist information
<b>12D</b> Write an email with travel advice				
<b>Review and extension</b> More practice		<b>WORDPOWER</b> <i>take</i>		
<b>Phonemic symbols and Irregular verbs p. 129</b>	<b>Communication Plus p. 130</b>	<b>Grammar Focus p. 138</b>	<b>Vocabulary Focus p. 162</b>	

Listening	Reading	Speaking	Writing
A conversation about travelling	Three stories about holidays	A trip around your country	Notes about a trip around your country
A conversation about transport in Moscow	A webpage about city transport around the world; Four reviews of transport systems	Metros and express buses you know; Disagreeing about transport; Transport you use	Notes about transport
On the train		Saying <i>excuse me</i> and <i>I'm sorry</i> ; Showing interest	Unit Progress Test
A conversation about choosing a homestay family	Two online profiles; An email from Ahmed	Homestay families; English-speaking countries you'd like to visit	An email about yourself; Linking ideas with <i>after</i> , <i>when</i> and <i>while</i>
A podcast about training for a marathon	An article about Paralympian Jonnie Peacock	Famous sporting events and people; Running and exercise; Present and past abilities	Sentences about present and past abilities
Two monologues about exercise	An article about High Intensity Interval Training	Getting fit; The things people have to do; Yoga; Parts of the body	Sentences and notes about what people have to do
At the gym		Health and how you feel; Expressing sympathy	Unit Progress Test
A conversation about a free-time activity	An email about a company blog; A blog article about a free-time activity	Free-time activities in your country; Your free-time activities	An article; Linking ideas with <i>however</i> ; Adverbs of manner
Four phone conversations about meeting		Meeting friends in town; Saying where you are and what you're doing	Sentences about what you are doing
Two phone conversations about what people are wearing	Two posts about living abroad; Text messages about what people are doing	Shopping; Festivals in your country; Clothes	Notes about what someone you know is wearing
Shopping for clothes		Choosing clothes; Paying for clothes; Saying something nice	Unit Progress Test
Four monologues about giving presents	Two thank-you emails	The presents you like to get; Giving presents and thanking people for them	A thank-you email; Writing formal and informal emails
A conversation about phones	An online discussion about headphones and earbuds	Headphones and earbuds; Phones; Comparing two similar things	Notes about two similar things
A radio programme about languages	A blog about languages	Languages; Blogs and language websites; High numbers	
Asking for help		Asking for help; Checking instructions	Unit Progress Test
Three monologues about text messages	Four text messages; Six posts on an online discussion board	Sending messages; Social media posts	A post expressing an opinion; Linking ideas with <i>also</i> , <i>too</i> and <i>as well</i>
A conversation about a magazine quiz	Three fact files about actors; A magazine quiz about actors; An article about actors	Popular films, TV programmes and books	Questions about films, TV programmes and books
A conversation about music in Budapest	An article about Budapest	Budapest; Kinds of music; Entertainment events in your town or city	Notes about entertainment events in your town or city
A night out		Going out in the evening; Asking for and expressing opinions; Responding to an opinion	Unit Progress Test
A conversation about a film	Three film reviews	Films	A film review; Structuring a review
Two conversations about holidays	A web page about holidays	Natural places; Important things when on holiday; Holiday plans	
Two monologues about things people like when travelling	An article about living in a different country	Living in a different country; Travelling and holidays; Giving advice about travelling	
A prize holiday		Checking in at a hotel; Asking for tourist information; Showing surprise	Unit Progress Test
A conversation about a planned holiday	An email with travel advice; An email asking for travel advice	Planning holidays; Porto	An email with travel advice; Paragraph writing

## ↻ CAN DO OBJECTIVES


- Talk about routines
- Talk about technology in your life
- Make arrangements
- Write an informal invitation



## DAILY LIFE

# UNIT 3

### GETTING STARTED

**a**  Look at the picture and answer the questions.

- 1 What country do you think this is? Why?
- 2 What time is it: morning or evening? Why?
- 3 Where do these people go when they get off the train?
- 4 What are their jobs?

**b**  In pairs, ask and answer the questions.

- 1 What things do you do every day?
  - take a bus or train
  - buy a cup of coffee
  - check social media
  - go for a walk
- 2 What do you do on a train or bus?
  - read
  - talk to other passengers
  - listen to music
  - use your phone

# 3A

## SHE OFTEN GOES TO AN ENGLISH LESSON

Learn to talk about routines

- G** Position of adverbs of frequency
- V** Time expressions; Common verbs



### A Regular Office Job – Or Not?

**N**ora is 24 and she works in the marketing department of a large media company in Oslo. She works hard, but her company wants her to take breaks during the day, so she goes to lessons and sometimes plays with animals.

Nora gets up every weekday at 6:15 am. She eats breakfast and then she leaves for work at 7:00 am. She usually arrives at work at about 8:15 am – the journey takes more than an hour and the trains are always crowded.

From 8:30 am until 9:00 am, Nora reads her emails and talks to her colleagues. Then everyone in her department gets together for a short meeting. The manager tells everyone any important information, and workers can ask questions. Nora thinks it's a nice way to start the day – with everyone together.

At about 10:15 or 10:30, Nora usually takes a break. She often goes to an English lesson, but she sometimes goes to a knitting lesson. The company pays for these lessons. At 12:30, she has lunch with her colleagues. Most people at the company bring lunch – called a 'matpakke'. It is usually a sandwich with fish or cheese.

In the afternoon, Nora always takes another break at about 3:00 pm. She goes to the pet floor of her office building. The company has cats, dogs and rabbits that workers can play with on their breaks. Nora feeds the rabbits, and she often takes one of the dogs for a walk. The pet floor is Nora's favourite part of the office.

Nora never leaves the office before 5:30 pm. She often has dinner with her colleagues at the company restaurant. The meal doesn't cost a lot of money. She goes home at 7:30 pm.

### 1 READING

**a** Look at the pictures of an office in Oslo and answer the questions. What do you think?

- 1 What kind of company is it?
- 2 What job do the people do?
- 3 Is their work life easy or hard?

**b** Read the article about Nora and answer the questions.

- 1 Is her work life easy or hard?
- 2 What is unusual about her work life?

**c** Read the article again. Are the sentences True (T) or false (F)? Correct the false sentences.

- 1 Nora has her breakfast on the train to work.
- 2 Her journey to work takes a long time.
- 3 Early in the morning, Nora goes to a meeting with her colleagues.
- 4 During her morning break, she goes to a knitting lesson and then an English lesson.
- 5 Nora likes the pet floor in her office building.
- 6 Nora always goes home at 5:30 pm.

**d** What are the good things about Nora's work life?

### 2 GRAMMAR Position of adverbs of frequency

**a** Look at this sentence from the article. The adverb of frequency is usually.

She usually arrives at work at about 8.15 am.

Underline more adverbs of frequency in the article.

**b** Put the adverbs of frequency in the correct place on the time line.

sometimes usually never often always



**c** Now go to Grammar Focus 3A on p. 142.

**d** Talk about the questions.

- 1 What do you always do in the morning?
- 2 What do you usually do in the afternoon?
- 3 What do you sometimes do in the evening?

I always get up at 6 o'clock.

I often play tennis in the afternoon.

### 3 LISTENING

**a** Ask and answer the questions.

- 1 Do you spend a lot of time with your family? Why / Why not?
- 2 What do you like doing with your family?

**b** **03.02** Listen to Martin and Katherine. Answer the questions.

- 1 Do they talk about their jobs or free time?
- 2 What does Martin want the family to do?

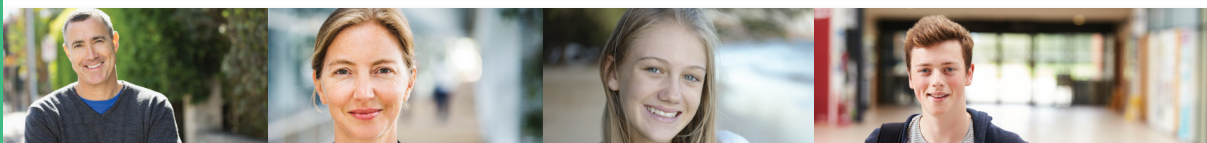
**c** **03.02** Listen again. Complete the timetable with the correct activity from the box.

Spanish lesson   band practice   work late   volleyball training

**d** Talk about the questions.

- 1 Is your family routine like the Lawsons' or is it different?
- 2 In your country, do families spend a lot of time together? What do they do?

### The Lawson Family's Week



Martin

Katherine

Liz

Pete

Monday

Tuesday

Wednesday

Thursday

Friday

### 4 VOCABULARY Time expressions

**a** **03.03** Complete the sentences. Listen and check.

twice   a   every   once

- 1 I go to my Spanish lesson \_\_\_\_\_ a week.
- 2 She goes to volleyball training \_\_\_\_\_ a week, on Monday and Thursday.
- 3 He has band practice three times \_\_\_\_\_ week.
- 4 I work late \_\_\_\_\_ Tuesday.

**b** Underline the correct answer to complete the rule.

We put time expressions *before the verb / at the end of a sentence.*

**c** **03.04** **Pronunciation** Listen to the question and answer. Notice the stressed words.

**MARTIN** How often does she go?  
**KATHERINE** Twice a week, on Monday and Thursday.

**d** Which words do we usually stress? Choose the correct answer.

- a Important words like time expressions and verbs.
- b Less important words.

**e** **03.05** Put the words in each sentence in the correct order to make a conversation. Listen and check.

- A** you and your family do / how often do / things together?  
**B** a week / about once.  
**A** you do / what do?  
**B** we usually / to a restaurant / go for a picnic or.  
**A** do that at / do you / the weekend?  
**B** but we sometimes / yes, every Sunday / go to the cinema.  
**A** do anything else / do you?  
**B** away for a weekend / a year we go / well, about twice.  
**A** with your family / a nice time / it sounds like you have.

**f** Now go to Vocabulary Focus 3A on p. 165 for common verbs.

### 5 SPEAKING

**a** Think of a group of people you know well. Think of things you do together every day, week or year. Make notes.

*My parents – have a cup of tea every morning*  
*Rob and Andy – usually go on holiday every June*  
*My classmates – study English three times a week*

**b** Talk about what you do with the people you know well and how often. Look at the conversation in 4e to help you.

# 3B

## IMAGINE YOU HAVEN'T GOT THE INTERNET

Learn to talk about technology in your life

**G** have got

**V** Technology

### 1 READING

**a** How do you use the Internet? Tick (✓) the things you sometimes do. Tick (✓✓) the things you do every day.

- |                                                                     |                                                                  |
|---------------------------------------------------------------------|------------------------------------------------------------------|
| <input type="checkbox"/> <input type="checkbox"/> find information  | <input type="checkbox"/> <input type="checkbox"/> post pictures  |
| <input type="checkbox"/> <input type="checkbox"/> talk to friends   | <input type="checkbox"/> <input type="checkbox"/> play games     |
| <input type="checkbox"/> <input type="checkbox"/> send emails       | <input type="checkbox"/> <input type="checkbox"/> buy things     |
| <input type="checkbox"/> <input type="checkbox"/> watch films or TV | <input type="checkbox"/> <input type="checkbox"/> download music |

**b** Talk about your answers with other students.

**c** Read the first part of the blog post.

- Is it about ... ?
  - using the Internet more
  - using the Internet less
- What is unusual about the Walker family this month?

**d** Read the interview and answer the questions.

- Which of the activities (a–f) does Alfie do more without the Internet?
 

a reading	d doing things with his father
b going out	e chatting with friends
c shopping	f watching TV
- What activities are now more difficult for Alfie and his parents?

**e** Talk about the questions.

- Would you like to live without the Internet? Why / Why not?
- What do you think is good and bad about the Internet?

### 2 VOCABULARY Technology

**a** Match the words in the box with pictures 1–10.

computer smartphone tablet smartwatch speaker  
keyboard printer headphones camera laptop



**b** **03.08 Pronunciation** Listen and repeat the words in 2a. Underline the stressed syllable in each word.

**c** What are the people talking about? There is sometimes more than one answer.

- I talk to my friends on it.
- I use it to write emails.
- I use these when I listen to music.
- I often print out maps, so it's very useful.
- I use it on the train.

# TechBlog

This month on TechBlog

These days, we all use the Internet – for everything. It's on our computers, our smartphones ... it's everywhere. But imagine you haven't got the Internet. So you can't send emails, you can't post photos and you can't go online to get information.

How long could you live like that? A day? A week maybe, if you're on holiday? A month?

Here at TechBlog we asked the Walker family in Birmingham, England, to live without the Internet for a whole month. Read our interview with Alfie Walker, 17, about what it's like to go offline.

HOME

REVIEWS

FORUMS

DOWNLOADS

LOGIN

SEARCH



## THE INTERVIEW

### Alfie, is your life different without the Internet?

Yes, it's really different! We usually get our TV through the Internet, so now I don't watch TV. And I usually go online to find information. But now we haven't got the Internet, so I go to the library and do my homework there.

### What about your parents?

It's not easy for them either! My mum usually does her shopping online, but now she goes to the supermarket every weekend. My dad likes to read the news online, but now he hasn't got the Internet, so he usually buys a newspaper. The good thing is, he doesn't do any work at home now, so he's got more free time and he plays chess with me.

### What about friends?

That is a big problem. If I'm not on social media, I have no idea what my friends are doing. But I think life is good without the Internet. I can't chat online now, so now I go out and see my friends and we do things together. But one month without the Internet is enough. I can't wait to get back online again!



### 3 LISTENING



**a** **03.09** Listen to Don, Bella and Chris's answers. Match the people with the questions.

- 1 Have you got a computer?
- 2 Have you got a smartphone?
- 3 Have you got a digital camera?

**b** **03.10** Listen to the conversations and complete the table.

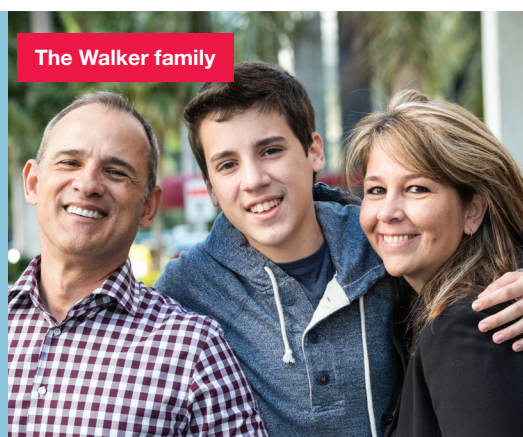
	Gadgets	Do they often use them?
Don	1	
Bella	1 2	
Chris	1 2	

**c** **03.10** Listen again and check.

### 4 GRAMMAR *have got*

**a** Look at the sentences. Which are from the Reading text (R) and which are from the Listening (L)?

- 1 I've got my daughter's phone.
- 2 He's got more free time.
- 3 She's got a new phone.
- 4 Imagine you haven't got the Internet.
- 5 Now he hasn't got the Internet.
- 6 Have you got a digital camera?



The Walker family

### INTERNET FACT FILE

- The average teenager spends about nine hours a day online.
- Every minute, more than 500 hours of video are uploaded to YouTube.

**b** Underline the forms of *have got* in 1–6 in 4a. Does *I've got* mean ... ?

- a I am      b I have      c I get

**c** Complete the table.

	I / We / You / They	He / She
+	I _____ got her old phone.	She _____ got a new phone.
-	I _____ got a PC, but I've got a laptop.	He _____ got his phone with him. It's at home.
?	_____ you got a computer at home? Yes, I have. / No, I haven't.	_____ she got a new camera? Yes, she has. / No, she hasn't.

**d** **03.11** **Pronunciation** Listen to the sentence. The main stress is on *camera*, the last important word.

I've got a digital camera.

**e** **03.12** Listen to sentences 1–3. Underline the main stress.

- 1 They've got a computer.
- 2 He's got a smartphone.
- 3 She's got a new laptop.

**f** **03.12** Listen again. Does the intonation go up  $\nearrow$  or down  $\searrow$  on the main stress?

**g**  $\ggg$  Now go to Grammar Focus 3B on p. 142.

**h** Write sentences that are true for you. Use *have got* or *haven't got* and the words and phrases in the box.

a laptop   a camera   a car   a smartwatch   a tablet  
a lot of online friends   friends in another country

I've got a smartphone.

**i** Write three *have got* questions with words and phrases in 4h.

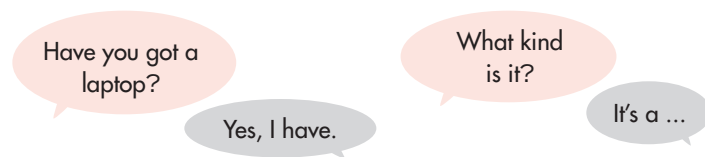
Have you got a smartphone?

### 5 SPEAKING

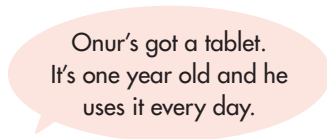
**a** Put the words in the correct order to make questions.

- 1 use it / how often / you / do ?
- 2 you / do / like it ?
- 3 it / is / what kind ?
- 4 is / it / how old ?
- 5 where / they / do / live ?
- 6 like one / would / you ?

**b**  $\text{...}$  Work with a partner. Ask and answer your questions in 4i. Then ask some of the questions from 5a to find out more.



**c**  $\text{...}$  Work in new pairs. Tell a new partner what you know about other students.



- S** Thinking about what you want to say
- P** Main stress



### 1 LISTENING

- a** Ask and answer the questions.
- How often do you watch TV?
  - Are there programmes you watch every week?
  - Do you have a favourite TV programme? Who do you watch it with?
- b** **03.14** Watch or listen to Part 1. Do Martina, Annie and Dan all like the same TV programme?



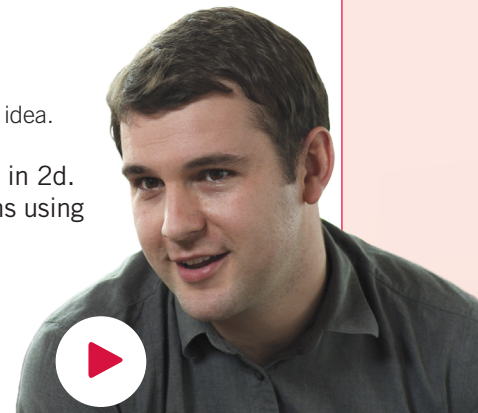
- c** **03.14** Watch or listen to Part 1 again. Are the sentences true (T) or false (F)? Correct the false sentences.
- The programme Annie wants to watch is *Best Cook*.
  - Martina and Dan don't see this programme very often.
  - Annie loves everything to do with eating.
- d** **03.15** Watch or listen to Part 2. What do they plan to do?
- e** **03.15** Answer the questions. Watch or listen to Part 2 again and check your answers.
- Which day does Martina work late?
  - Which day do they decide to go out?
  - Who does Dan want to ask to dinner?
  - How does Annie feel about Dan's idea?

### 2 USEFUL LANGUAGE

#### Making arrangements

- a** Match beginnings 1–6 with endings a–f.
- |            |                         |
|------------|-------------------------|
| 1 Why      | a be great.             |
| 2 How      | b free next Friday?     |
| 3 Are you  | c don't we try it?      |
| 4 That'd   | d love to.              |
| 5 That's a | e about next Wednesday? |
| 6 I'd      | f good idea.            |
- b** Which questions in 2a do we use to make suggestions? Which sentences do we use to say *yes* to suggestions?
- c** Martina says *no* to an idea. Underline the phrase that means *no*.
- MARTINA** I'm sorry, I can't. I need to work late next Wednesday.
- d** **03.16** Put the conversation in the correct order. Listen and check.
- B**  I'm sorry, I can't. I'm away this weekend.
- A**  1 Why don't we go to the cinema?
- B**  Yes, Monday's fine.
- A**  How about this Saturday?
- A**  Are you free on Monday?
- B**  The cinema? That's a good idea.
- e** Practise the conversation in 2d. Then have similar conversations using your own ideas.

Why don't we go for a picnic?



### 3 PRONUNCIATION Main stress

- a** **03.17** Listen to the sentences. Notice the main stress in each sentence.
- That'd be great.
  - That's a good idea.
  - I'd love to.
- b** Choose the correct answer.
- The words in 3a that have the main stress are ...
- a short and loud    b long    c long and loud
- c** **03.18** Listen to the sentences. Underline the main stress.
- We'd love to.
  - That'd be good.
  - That's a lovely idea.
  - That'd be fantastic.
- d** Practise the sentences in 3c.

#### 4 CONVERSATION SKILLS

##### Thinking about what you want to say

**a** Look at the underlined phrases in the conversation. Choose the correct answer below.

**ANNIE** How about next Wednesday?

**MARTINA** Mm, maybe. Let me see. I'm sorry, I can't. I need to work late next Wednesday.

**ANNIE** Are you free next Friday?


**MARTINA** Mm, possibly. Friday's fine. Dan?


**DAN** Friday? Sure, I'd love to.

Martina uses the underlined phrases because they ...

a have an important meaning in the conversation


b give her time to think

**b**  **03.19 Pronunciation** Listen and notice how *Mm* is pronounced. Do you have short words or sounds like this in your language?

**c**  In pairs, ask and answer the questions. Think about your answer before you reply.

- 1 Are you free this weekend?
- 2 Do you want to have a coffee after the lesson?
- 3 Would you like to go to the cinema tomorrow?
- 4 Why don't we do our homework together?

#### 5 SPEAKING

**a**  **Communication 3C** Student A: Look at the information below. Student B: Go to p. 132.

**Conversation 1.** Read your first card. Think about what you want to say. Then start the conversation with Student B.

- 1** You want to have a picnic on Saturday morning with Student B. Decide the following and invite Student B.
- where to have the picnic
  - what time
  - what you'd like to do/eat

**b** **Conversation 2.** Now look at your second card. Listen to Student B and reply.

- 2** You aren't free next Friday after work/school because you have an exercise class at the gym. You'd like to go out on Saturday night.

**c** Tell other students about arrangements in each role play.

### UNIT PROGRESS TEST

#### → CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



### 1 SPEAKING AND LISTENING

**a** Ask and answer the questions.

- 1 Have you got family or friends in other countries or in other places in your country?
- 2 Where are they?
- 3 What do they do?
- 4 How often do you see them?

**b** **03.20** Emrah from Turkey talks about his family. Listen and number the countries where he's got family in the order you hear them.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| <input type="checkbox"/> England | <input type="checkbox"/> Italy  |
| <input type="checkbox"/> France  | <input type="checkbox"/> Sweden |
| <input type="checkbox"/> Germany | <input type="checkbox"/> Turkey |

**c** **03.20** Listen again. Correct the mistakes in the text below.

Emrah comes from a large family and <sup>1</sup>they all live in Izmir in Turkey. <sup>2</sup>He hasn't got any brothers or sisters. His family keep in contact by Skype, and every <sup>3</sup>ten years they all meet in <sup>4</sup>London. They stay <sup>5</sup>in a large hotel and they have a big <sup>6</sup>meal. This <sup>7</sup>is only for people in the family – they <sup>8</sup>don't invite friends.

1 They live in many different countries.

### 2 READING

**a** Read Emrah's emails to his brother and sister. Why does he email them?

**b** Complete the information about the family party.

- Place
- How many days?
- Date
- Where to stay?

Izmir



#### Family party

**From:** EBoztepe12@supermail.com

**To:** M\_Boztepe@supermail.com

Hi Mustafa,

<sup>1</sup>How are you? Hope the family's well.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're there from Friday 14th to Sunday 16th September. <sup>4</sup>Would you like to come? I hope so, as I'd love to see you. <sup>5</sup>Mert (you know, my friend from school) says he's got a bedroom free so you can stay at his house. <sup>6</sup>Please let me know if you would like to join us. I hope you can come!

Love,  
Emrah



#### Family party

**From:** EBoztepe12@supermail.com

**To:** Ayda99@email.com

Hi Ayda,

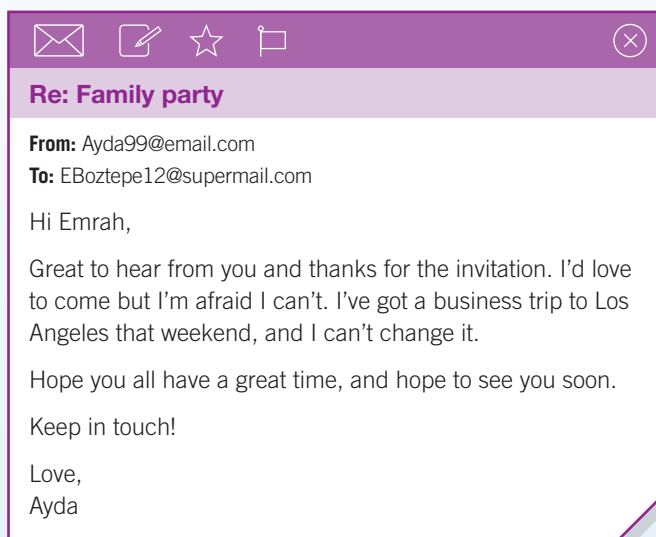
<sup>1</sup>How are things? Hope you like your new job.

<sup>2</sup>In September it's our family party again and we all plan to meet in Izmir as usual. <sup>3</sup>We're there from Friday 14th to Sunday 16th September. <sup>4</sup>Can you join us? I hope you can, as it would be great to see you. <sup>5</sup>Melis (you know, my friend from school) says she's got a bedroom free so you can stay at her house. <sup>6</sup>Please let me know if you can come. Hope you can make it!

Love,  
Emrah

### 3 WRITING SKILLS *Inviting and replying*

- a** Read Emrah's email to Ayda again. In which of sentences 1–6 does he ... ?
- invite Ayda
  - ask how she is
  - ask her to reply
  - give the reason for his message
  - talk about where to stay
  - give details of dates
- b** Compare sentences 1–6 in Emrah's emails to Mustafa and Ayda on p. 36. Underline phrases that are different.
- c** Tick (✓) the correct questions to invite people.
- Can you come?
  - Can you join?
  - Can you join us?
  - Can you to join us?
  - Would you like come?
  - Would you like to come?
  - Would you like to join us?
- d** Put the words in the correct order. Add question marks (?) and full stops (.).
- things / are / how
  - you / see / to / be / it / would / great
  - hope / it / can / you / make
  - to / I'd / you / love / see
  - are / you / how
  - I / can / come / you / hope
- e** Which sentences and questions in 3d mean the same?
- f** Read the emails from Mustafa and Ayda. Can they come?



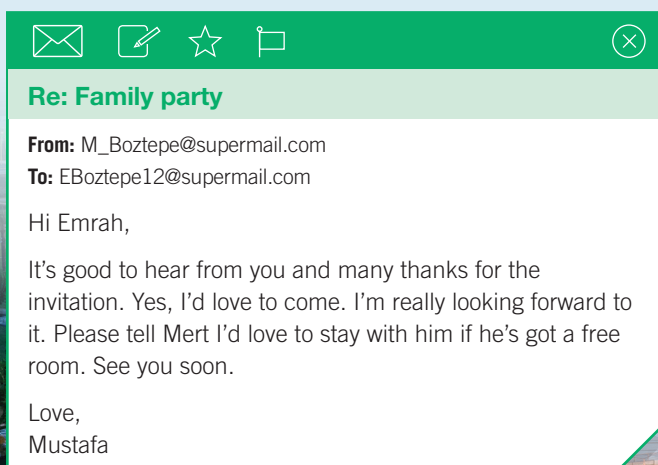
- g** Underline phrases in the emails from Mustafa and Ayda that mean ... .
- I want to come
  - I can't come
  - Have a good time

### 4 WRITING AND SPEAKING

- a** Plan a party or other event. Write notes.
- Where?
  - When?
  - Why?
  - Who?
- b** Talk about your plan with other students.
- My party is at the Grand Hotel.

It's at 7 pm on Saturday.

It's for my brother's birthday.
- c** Write an invitation to your event to another student in your class. Use the emails on p. 36 to help you.
- d** Swap invitations with another student and check the information. Does it include the information in 4a?
- e** Write a reply to the invitation. Use the emails in 3f to help you. Give your reply back to the student who invited you.



# UNIT 3

## Review and extension

### 1 GRAMMAR

**a** Put the frequency adverbs in the correct place in the sentences.

- He gets up at about 10 or 11. (often)
- He goes to bed before 2:00 am. (never)
- He studies all night. (sometimes)
- He has black coffee and toast for breakfast. (usually)
- He is away for a week or more. (often)
- His windows are closed, even in summer. (always)

**b** Complete the text with the correct forms of *have got* or *haven't got*.

My brother and I are very different. He and his wife <sup>1</sup> \_\_\_\_\_ good jobs and they <sup>2</sup> \_\_\_\_\_ a large house near London. Their house <sup>3</sup> \_\_\_\_\_ a big garden with a swimming pool. They both work ten hours a day, so they <sup>4</sup> \_\_\_\_\_ any free time and they never go on holiday.

I'm a school teacher, so I <sup>5</sup> \_\_\_\_\_ much money, but I <sup>6</sup> \_\_\_\_\_ a lot of free time in the holidays. Every summer I travel to a different country and I <sup>7</sup> \_\_\_\_\_ friends all over the world.

**c** Make the notes into questions with *have got* or *has got*.

- you – a car? *Have you got a car?* No, I haven't.
- your neighbours – children?
- your flat or house – a garden?
- you – TV in your bedroom?
- someone in your family – a smartwatch?
- you – a lot of free time?

**d**  Ask and answer the questions in 1c.

### 2 VOCABULARY

**a** Change the words in *italics* into a time expression.

- She calls *on Tuesday and Sunday*. *twice a week*
- There are English courses *in March, May and October*.
- We go on holiday *in June and in January*.
- There's a boat *on Monday, Wednesday and Saturday*.
- I check my emails *before I start work and in the evening*.
- Her mother phones *on Monday, Tuesday, Wednesday and Thursday*.

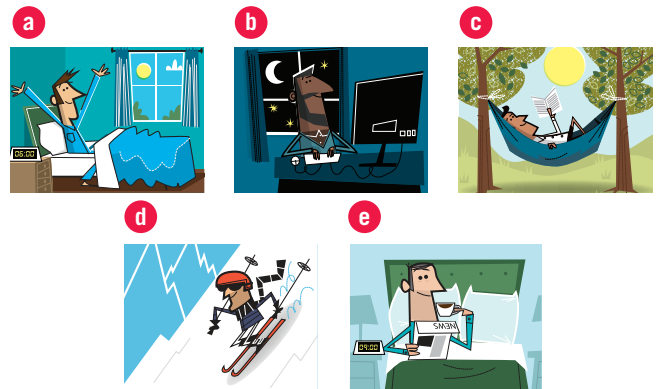
**b** Write the names of the objects.



### 3 WORDPOWER Prepositions of time

**a** Match sentences 1–5 with pictures a–e.

- He relaxes outside in the summer.
- He works all the time – in the morning, in the evening, sometimes even at night.
- He gets up at 6 am, but he finishes work at 1 pm.
- He works on weekday mornings, but on Sunday he gets up late.
- In January he works at a ski resort.



**b** Answer the questions.


- Do we use *at*, *in* or *on* with a–f?
  - times
  - days
  - months
  - parts of days (morning, afternoon)
  - seasons (summer, winter)
  - the words *the weekend* and *night*
- How many examples of a–e can you find in 3a?

**c** Add *at*, *in* or *on* in the correct place in these sentences. Some sentences may need more than one word.

- I always get up 6:30 the morning weekdays.
- It's usually cold here the winter, and it often snows January.
- Are you free the weekend? I've got tickets for a concert Saturday. It starts 7:30 pm.

**d** When do you usually do these things? Write sentences.

- |                 |                            |
|-----------------|----------------------------|
| 1 get up        | 5 go shopping              |
| 2 go to bed     | 6 drink coffee or tea      |
| 3 have lunch    | 7 clean your flat or house |
| 4 go on holiday | 8 cook meals               |

**e**  Ask and answer questions about when you usually do the things in 3d.

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2 or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...	
talk about routines	<input type="checkbox"/>
talk about technology in my life	<input type="checkbox"/>
make arrangements	<input type="checkbox"/>
write an informal invitation.	<input type="checkbox"/>