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MP3 + Student Digital Materials

Time to Talk

21st Century Communication Skills

Foundation Pre-A1

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LESSON

1 How Are You?

Introduction

1 Look at the pictures.

Ask and answer questions about the pictures.

example A: What's this in English?
B: It's a book.
A: How do you spell 'book'?
B: B-O-O-K.

Language Focus

a + consonant	**an + vowel**
a book	**an u**mbrella
a chair	**an o**ven

In this lesson: Introduce yourself

Grammar: *Articles: a/an*
Possessives: my/your/his/her
Present simple form of be

Language Focus

my, your, his, her		
It's	**my** **your** **his** **her**	pen.

Practice

2 Work with a partner. Put three things from your bag on the table. Talk about the things.

example It's my pen.
It's your rubber.

Make notes.

It's his book.

Sounding Natural

3 Track 01 Read and listen to the sentences below.

a Open your book.
b How do you say this word?
c What's this in English?
d Work with a partner.
e Look at the example.
f Can you say that again, please?
g Listen.
h How do you spell 'pencil'?

4 Match the sentences in **activity 3** with the pictures below.

Listening and Reading

5 a Track 02 Listen and read the conversation below.

Sheri: Hi, Kate. How are you?
Kate: Fine, thanks, Sheri. And you?
Sheri: Very well, thanks.

b Track 02 Listen again.
Practise the conversation in **activity 5a**.

c Work with a partner.
Practise the conversation below.
Remember to use your names.

A: Hi, _____ . How are you?
B: Fine, thanks, _____ . And you?
A: Very well, thanks.

Listening and Writing

6 a Track 03 Track 04 Listen and complete the conversations with the words in the grey box.

thanks	great	OK
fine	bad	not

Sheri: Hi, Kate. How are you?
Kate: _____, _____, Sheri. And you?
Sheri: I'm _____, thanks.

Sheri: Hi, Kate. How are you?
Kate: _____ _____, thanks, Sheri. And you?
Sheri: _____, thanks.

b Track 03 Track 04 Listen again.
Practise the conversations in **activity 6a**.

c Practise the conversations below.
Use your own information.

A: Hi, _____. How are you?
B: Great, thanks, _____. And you?
A: I'm OK, thanks.

A: Hi, _____. How are you?
B: Not bad, thanks, _____. And you?
A: Fine, thanks.

Language Focus

I	**am**	John Davies.
He	**is**	David Bush.
She	**is**	Kate Black.

I'm	John Davies.
He's	David Bush.
She's	Kate Black.

Practice

7 Read the conversation below. Change the words in the parentheses to the short form.

David: Excuse me... Mr Brown?
John: Yes. Call me John, please.
David: OK. Hello, John. My **(name is)** name's David. Ann Cox is my friend.
John: Oh, **(you are)** _____ David Black!
David: Yes, that's right.
John: Hi, David. Nice to meet you.
David: Nice to meet you too, John.
John: **(How is)** _____ Ann?
David: Oh, **(she is)** _____ fine, thanks.

8 a Work with a partner. Practise the conversation in the box.

Student A: Hi, I'm Ann. What's your name?
Student B: Hi, my name's Mike. David Black is my friend.
Student A: Oh yes, David! How is he?
Student B: He's great, thanks.

b Work with a different partner.
Practise the conversation again.
Change the underlined words and use your own names.

Time to Talk

9 a Work with a partner. Start a conversation and introduce yourself.

Student A:	Student B:
You speak first. Use your partner's name. Introduce yourself. Ask your partner how he/she is.	Answer your partner. Ask how he/she is.

example Excuse me... Mr Harman?

b Change roles. Do it again.

Homework - turn to page 92

LESSON

2 I'm a Doctor

Introduction

1 Look at the jobs below. Write the words under the pictures.

doctor	teacher	taxi driver	receptionist	secretary	police officer
waiter	housewife	pilot	hairdresser	waitress	chef

waiter

In this lesson: Talk about people and their jobs
Grammar: *Questions with* ***what***

Listening and Reading

2 Track 05 Listen and read the conversations below.

a

What's her job?

She's a doctor.

b

What's his job?

He's a teacher.

c

What's their job?

They're pilots.

3 Practise the conversations in **activity 2**.

Practice

4 Work with a partner.

Look at the pictures in **activity 1**.

Ask and answer questions about the jobs.

example A: What's her job?
B: She's a doctor.

5 Ask and answer questions about your jobs.

example A: What's your job?
B: I'm a pilot.

Language Focus

What's your job?	I'm a hairdresser.
What's his job?	He's a chef.
What's her job?	She's a doctor.
What are your jobs?	We're police officers.
What are their jobs?	He's a nurse, and she's a teacher.

Sounding Natural

6 Track 06 Listen to the telephone number below.

Copy the pronunciation.

03 – 3579 – 3326

7 Track 07 Listen to the conversations.

Write the numbers you hear.

a Ann 65-250-2866

b Ken _____

c David _____

d Jane _____

e Michael _____

tip

0 = oh

66 = double six

Speaking

8 a Track 08 Listen and read the conversation.

Sarah: Hello.

John: Hello. Is that 3579-3326?

Sarah: Yes, it is.

John: Is William Bird there?

Sarah: Yes. Just a moment.

William: Hello?

John: Hi, William. How about a coffee?

William: Yeah, great.

b Practise the conversation in a group of three.

Time to Talk

9 Work with a partner.

Student A, go to **page 84**.

Student B, look at the information below.

Student B

a Ask Student A questions and complete the missing information.

example Student B: What's his name?
Student A: His name's Ron.

Name Ron
From
Job

Name
From
Job

Name
From
Job

b Look at the information below. Answer Student A's questions.

example Student A: What's her name?
Student B: Her name's Joan.

Name Joan
From Paris, France
Job Chef

Name William
From Cape Town, South Africa
Job Hairdresser

Name Celine
From Montreal, Canada
Job Doctor

10 a Write the names of three friends or family.

b Work with a partner. Ask and answer questions.

example A: What's Sarah's job?
B: She's a receptionist.

Homework - turn to page 92

LESSON

3 She Likes Pizza

Introduction

1 Read what the woman and man say.

2 Work with a partner. Write the names of the food and drink under the pictures.

cereal	beer	bread	carrots	bananas	eggs
orange juice	rice	spaghetti	tea	tomatoes	wine

cereal

3 Work with a partner.

a Make sentences about the food and drink in **activity 2**.

example A: I like bread.
B: I don't like beer.

b Think of food and drink that you like. Tell the class.

Sounding Natural

4 Work with a partner.

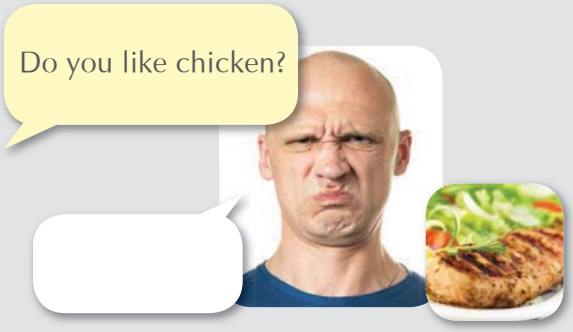
Write the words from **activity 2** in the correct column.

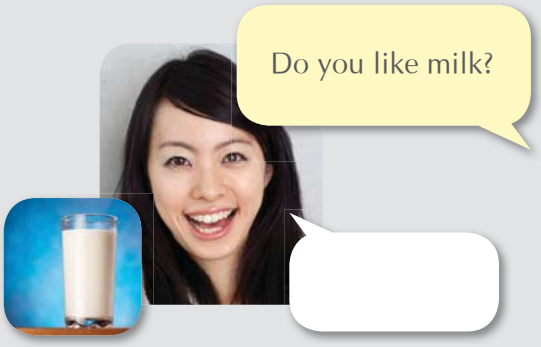
a ●	b ●•	c •●•
rice		

5 Track 09 Listen and check your answers. Practise the pronunciation.

Language Focus

6 a Write Kevin and Susan's answers in the speech bubbles.





b Complete the table.

Do you like chicken?	Yes, I do. No, I don't.
_____ you _____ soup?	Yes, _____ _____. No, _____ _____.

Practice

7 Work with a partner.

Look at the pictures of food and drink.

Ask your partner questions.

Make notes of your partner's answers.

example A: Do you like rice?
B: Yes, I do.
A: Do you like cheese?
B: No, I don't.

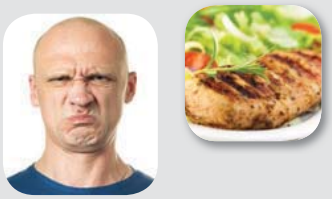
Ami - carrots	×
Tom - eggs	○

Language Focus

8 Look at the pictures of Kevin and Susan.

Complete the two sentences with **likes** and **doesn't like**.

She _____ milk.



He _____ _____ chicken.

He/She likes rice.

He/She doesn't like cheese.

9 Tell the class four things about your partner.

example Sachiko likes rice. She doesn't like tea.

Listening

10 a Track 10 Listen. Put a circle (◯) for 'likes' or a cross (✕) for 'doesn't like' in the box for each picture.

a Giles

b Emma

c John

d Robert

e Lucy

f Amanda

b Check your answers with a partner.

example Giles likes chicken. He doesn't like tomato juice.

11 Ask and answer yes/no questions about the people in **activity 10**.

example Does Giles like chicken?

Time to Talk

12 a Think of one person in your family.
Write three things he/she likes and three things he/she doesn't like in the box on the right.

b Work with a partner.
Ask your partner yes/no questions about his/her family.

example A: Does your father like potatoes?
B: Yes, he does.

c Tell the class about your partner's answers.

example Dave's father likes potatoes and carrots.
He doesn't like beer.

Homework - turn to page 93

LESSON

4 I Never Walk!

Introduction

1 Track 11 Track 12 Listen to Carol and Kent. Match the people to the pictures. Write C (Carol) or K (Kent).

In this lesson: Talk about what you usually do in your free time

Grammar: ***Adverbs** of **frequency**: **always/usually/sometimes/never***

2 Track 11 Track 12 Listen again. Complete the paragraphs with the words from the box.

You can use the words more than once.

always never sometimes usually

Hello. I'm Carol. I'm from Boston, but I live in Chicago. I work in a hospital. I always get up at six ot'clock. I have a car, and I _____ drive to work, but I _____ take the train. I _____ walk. I really like my job, and I like Chicago very much, too.

Hi. I'm Kent. I'm a banker. It'm from Canada, but I live in Hong Kong. I _____ work from Monday to Friday, but I _____ work on Saturday, too. I _____ work on Sunday. I like Hong Kong. The food is great here. I _____ eat in restaurants, but I _____ cook at home, too.

Language Focus

3 Complete the sentences with the words from the first box in **activity 2**.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1 ✓	2	3	4 ✓	5	6	7
8 ✓	9	10	11	12 ✓	13	14
15 ✓	16	17 ✓	18	19	20 ✓	21
22 ✓	23	24	25	26	27 ✓	28
29 ✓	30 ✓	31	1 ✓	2	3	4

a I always play tennis on Mondays.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2 ✓	3	4 ✓	5	6	7 ✓
8	9 ✓	10	11 ✓	12	13 ✓	14
15	16 ✓	17	18 ✓	19	20	21 ✓
22	23 ✓	24	25 ✓	26	27	28 ✓
29	30 ✓	31	1 ✓	2	3 ✓	4

b I _____ play tennis on Mondays.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	2 ✓	3 ✓	4 ✓	5	6 ✓	7 ✓
8 ✓	9	10	11 ✓	12	13 ✓	14
15 ✓	16	17 ✓	18	19	20 ✓	21 ✓
22 ✓	23	24	25 ✓	26	27 ✓	28
29 ✓	30	31 ✓	1	2 ✓	3	4

c I _____ play tennis on Mondays.

Mon	Tue	Wed	Thu	Fri	Sat	Sun
1 ✓	2	3	4	5	6	7
8	9	10 ✓	11	12 ✓	13	14
15	16	17	18	19	20	21 ✓
22 ✓	23	24 ✓	25	26	27	28
29	30	31	1 ✓	2	3	4

d I _____ play tennis on Mondays.

4 Complete the sentences about Carol and Kent. Use information from **activity 2**.

Carol

a She usually drives to _____.

b She always _____ at six o'clock.

c She never _____.

Kent

a He _____ _____ on Saturday.

b He _____ eats in restaurants.

c He _____ cooks at _____.

5 Track 13 Listen and check your answers to **activity 4**.

6 Tell your partner about Carol and Kent.

Carol

work in a hospital *get up* *drive to work* *walk*

Kent

banker *Monday to Friday* *Saturday* *restaurants*

example This is Carol. She works in a hospital. She always...

Sounding Natural

7 a Track 13 Listen again to the sentences from **activity 4** about Carol and Kent. Mark (●) the stressed syllables on the sentences in **activity 4**.

She usually drives to work.

b Track 13 Listen again and practise saying the sentences.

Listening

8 a Track 14 Listen and tick (✓) the things Carol talks about.

b Track 14 Listen again and complete the sentences.

On Saturday, I ____always____ go _____ in the morning.

In the _____, I _____ watch a film with my _____.

On _____, I _____ read the newspaper in _____.

I _____ watch _____ in the _____.

Time to Talk

9 a Look at Carol's weekend in **activity 8**. Make some notes below about your weekend.

	Saturday	*Sunday*
morning	usually / get up late	
afternoon		
evening		

b Work with a partner. Tell your partner what you do at the weekends.

example I usually get up late on Saturday mornings. In the afternoon, I...

Make notes in the table below about your partner's weekends.

	Saturday	*Sunday*
morning		
afternoon		
evening		

c Tell the class about your partner's answers.

example John usually...

Homework - turn to page 94

LESSON 5

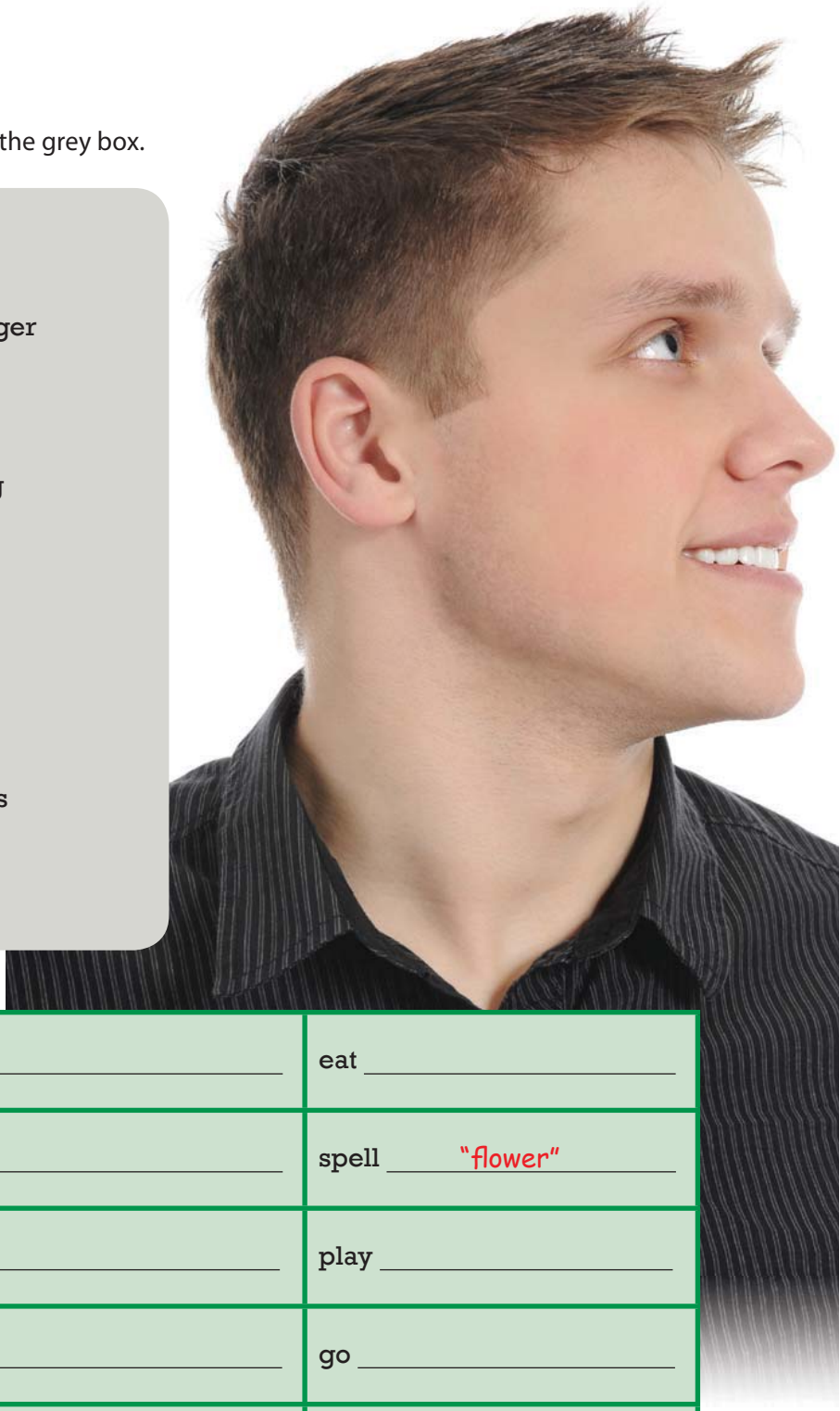
Do You Listen to Pop Music?

Introduction

1 Work with a partner.

Complete the green table with the words from the grey box.

dinner	a word
food	a hamburger
films	shopping
the news	swimming
TV	jogging
video games	books
newspapers	football
tennis	magazines
your name	"flower"



a	eat dinner	eat	eat
b	spell	spell	spell "flower"
c	play video games	play	play
d	go shopping	go	go
e	watch films	watch	watch
f	read books	read	read

2 Track 15 Listen and check your answers.

Reading

3 Match the questions with the answers.

Question	*Answer*
Do you go out on Friday nights?	I always stay in bed until ten o'clock.
What do you usually cook?	Yes, I sometimes go to a restaurant with my family.
What do you usually do on Saturday mornings?	No, I don't. I sometimes meet friends.
Do you always stay at home at the weekend?	I usually cook pasta.

Language Focus

question

What do you usually	do at the weekend? eat for breakfast?

yes/no question

Do you usually	get up at six o'clock? go to work by train?

statement

I	never sometimes usually always	meet friends for coffee. cook pasta.

Practice

4 Nicole answers questions about her weekend.

Read her answers and write in questions from the pink box below.

a What do you usually do on Friday nights?

On Friday nights? Well, I sometimes watch a film with my husband.

b _____

On Saturdays, I listen to music, and I sometimes play the piano.

c _____

No, I don't. I usually listen to classical music. I don't like pop.

d _____

I sometimes play tennis on Sundays, or I watch TV.

e _____

No, I never read the Sunday newspaper. I usually read books.

What do you do on Sundays?

Do you read a Sunday newspaper?

What do you usually do on Friday nights?

Do you listen to pop music?

And what do you do on Saturday afternoons?

5 Track 16 Listen and check your answers to **activity 4**.

6 Work with a partner. Practise the conversation in **activity 4**.

7 a Change partners. Ask and answer the questions in **activity 4**.

Write the information in the table below.

you	*your partner*

b Tell the class about your partner's answers.

Sounding Natural

8 a Track 17 Listen and repeat the words below.

the weekend?

do at the weekend?

you usually do at the weekend?

What do you usually do at the weekend?

b Practise saying the words below.

for breakfast?

usually eat for breakfast?

do you usually eat for breakfast?

What do you usually eat for breakfast?

you like?

music do you like?

kind of music do you like?

What kind of music do you like?

Time to Talk

9 a Work with a partner.
Read the questions below.
Ask your partner questions and make notes.

What do you usually do at the weekend?

_____

What do you usually eat for breakfast?

_____

What do you usually do on Friday?

_____

Do you usually sleep late on Sunday mornings?

_____

What do you usually watch on TV?

_____

What do you usually do after work / school?

_____

Do you usually go to sleep late?

_____

b Tell the class the about your partner's answers.

example Eri usually plays tennis at the weekend.

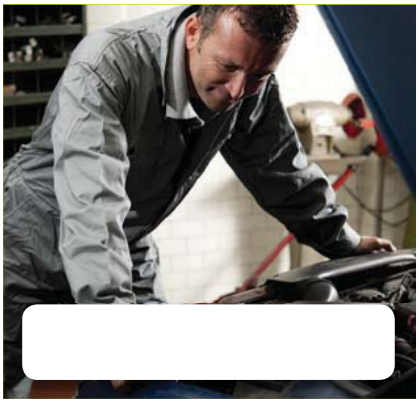
Homework - turn to page 95

LESSON

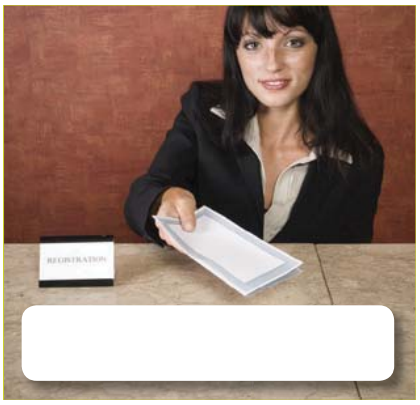
6 She Works in an Office

Introduction

1 Write the jobs under the pictures.



mechanic
secretary
waiter
priest
doctor
receptionist
teacher
cook



2 Track 18 Listen and match the names with the jobs in **activity 1**.

Write the names under the jobs.

Gordon	Peter	Margaret	Linda
Mark	Liam	Diana	Pauline

In this lesson: Ask and answer questions about your work

Grammar: ***Prepositions**: uses of **in** and **by***

Vocabulary

3 Work with a partner. Match the words with the pictures.

a garage	**c** hotel	**e** kitchen	**g** restaurant
b school	**d** church	**f** office	**h** hospital

Language Focus

4 Work with a partner. Complete the sentences.

a Gordon works in a kitchen.

b _____ in a garage.

c _____ works _____ a hotel.

d _____ works in a school.

e Diana works _____ an _____.

f _____ works in a church.

g Margaret _____ a _____.

h Liam _____.

We use **in** to say where we do something.

Gary works **in** an office.

Mark lives **in** London.

questions and answers

Where does he work?	**In** an office. / He works **in** an office.
Does she live **in** London?	Yes, she does. / No, she doesn't.

5 Work with a partner. Ask and answer questions about where the people work.

example A: Where does Gordon work?
B: He works in a kitchen.

Vocabulary

6 Work with a partner. Match the words with the pictures.

a car **b** bus **c** bicycle **d** taxi **e** train

7 Look at the example. Write similar sentences about the pictures.

a He goes to work by car.

b _____

c _____

d _____

e _____

Language Focus

I go to work	by train.
He / She goes to work	

How do you go to work?	By train. I go to work by train.
How does he/she go to work?	By bus. He / She goes by bus.

8 Work with a partner.

Ask and answer questions about the people in **activity 6**.

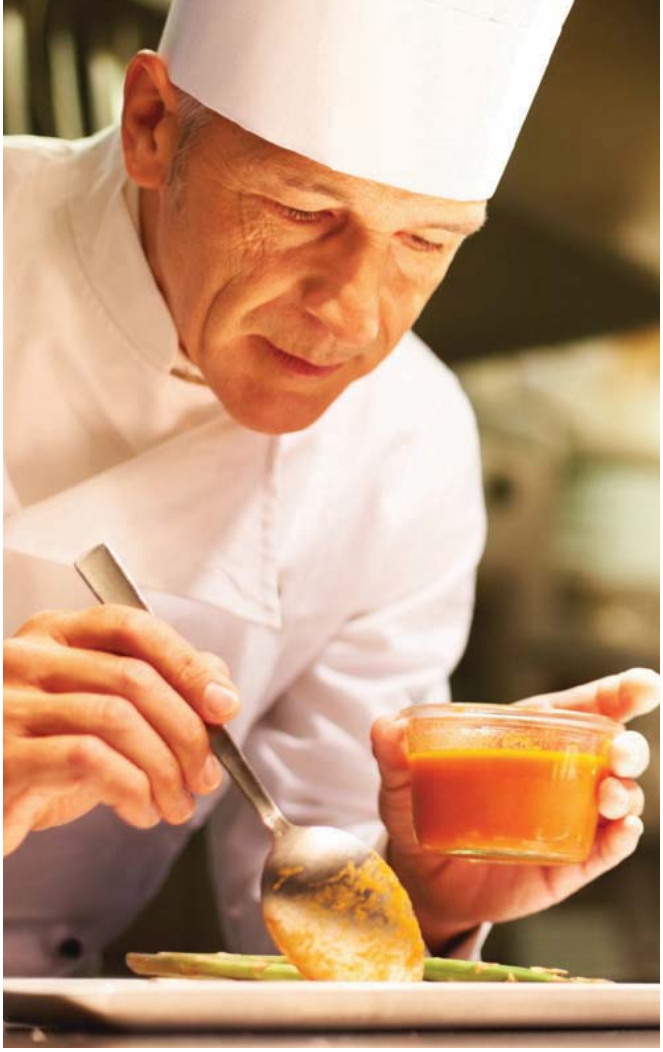
example A: How does he go to work?
B: He goes to work by car.

Sounding Natural

9 a Track 19 Listen and tick (✓) the correct stress pattern.

	• ●	● •
about	✓	
always		
arrive		
early		
hotel		
office		
taxi		

b Practise saying the words.



Time to Talk

10 a Write your information in the pink boxes in the table.

name	job	workplace	transport

b Work with a partner.

Ask and answer questions.

example
A: What do you do, Gordon?
B: I'm a cook.
A: Where do you work?
B: In a restaurant.
A: How do you go to work?
B: By bus.

Write your partner's information in the blue boxes in the table.

c Change partners.

Ask and answer questions.

Write your second partner's information in the green boxes in the table.

d Tell the class about one of your partners.

example
Kelly is a secretary.
She works in a school.
She goes to work by car.

Homework - turn to page 95

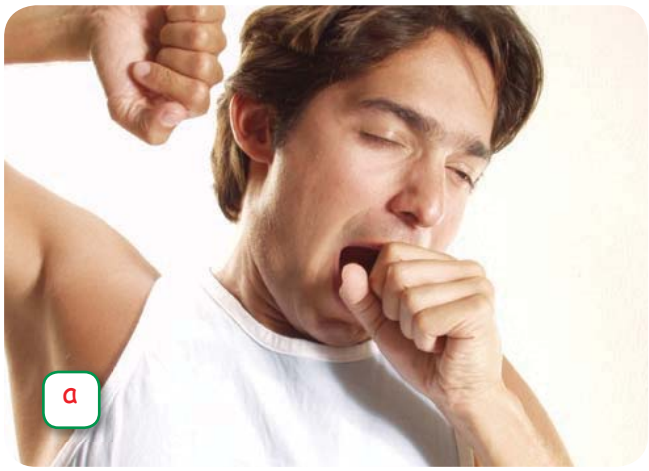
LESSON

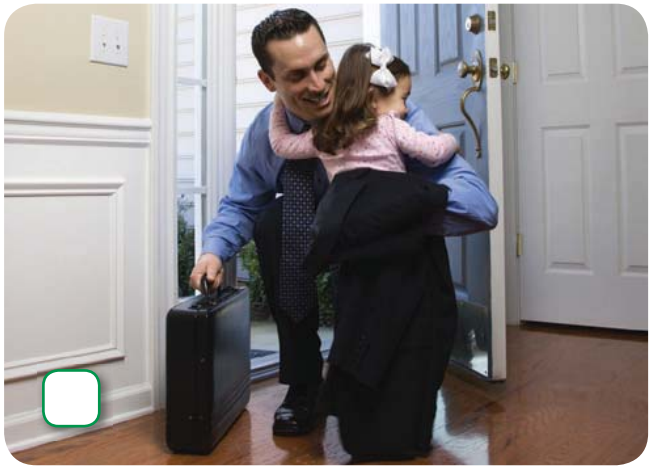
7 I Usually Get Home at Six O'clock

Introduction

1 Work with a partner. Match the words to the pictures.

a get up	**c** start work	**e** finish work
b leave home	**d** have lunch	**f** get home





In this lesson: Tell people about your daily routines
Function: ***Present simple*** *for routines*

Language Focus

What time do you	(usually)	get up?
What time does he		have lunch?
What time does she		have dinner?
What time do they		go to bed?

Reading

2 Read about Mark's daily routines.

> I usually leave home at 7.20 in the morning. I always start work at 8.00. I never finish work before 5.30, and I usually get home at about 6.15.

3 Mark answers questions on the right.
Write the questions to his answers.

a What time do you (usually) leave home? — 7.20 a.m.

b _____ — 8.00 a.m.

c _____ — after 5.30 p.m.

d _____ — 6.15 p.m.

Practice

4 a Work with a partner. Ask and answer the questions from **activity 3**. Make a note of your partner's answers.

b Tell the class about your partner's answers.
example Ken usually gets up at...

Listening

5 a Track 20 Listen to Mary talk about her job. Complete ***Column A*** in the table below.

	Column A	***Column B***
name	Mary	What's her name?
job		
workplace		
workdays		
transport		
leave home		
start work		
have lunch		
finish work		
get home		

b Write questions in ***Column B***.

c Work with a partner. Practise asking and answering the questions in **activity 5b**.

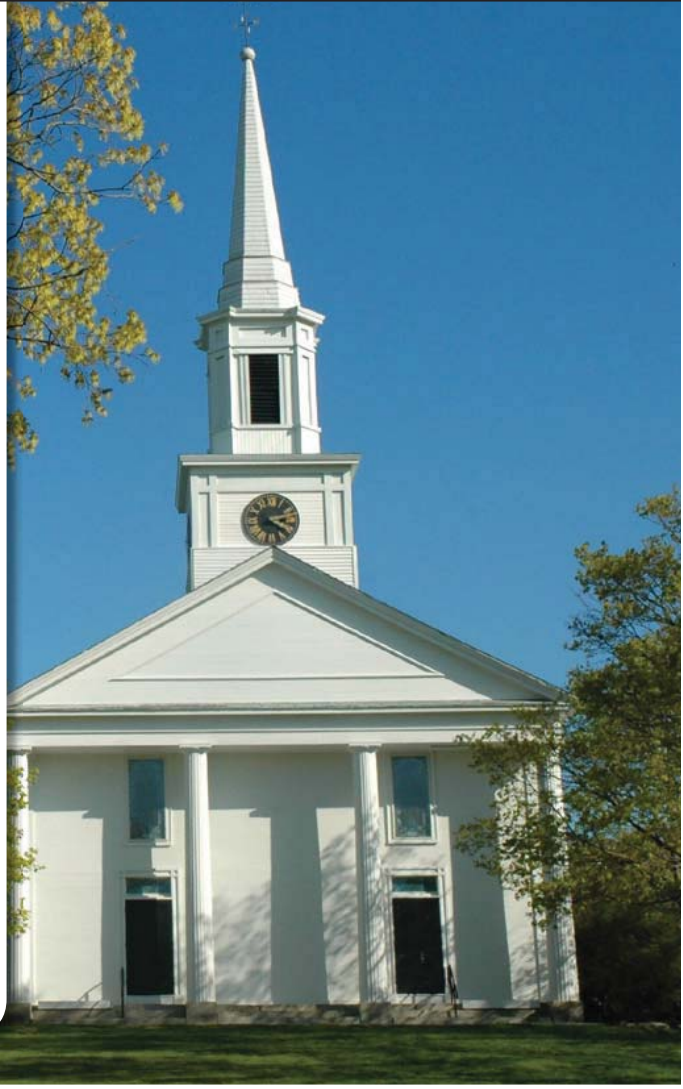
example A: What's her name?
B: Her name's Mary.
A: Where does she work?

Sounding Natural

6 a Track 21 How many syllables are there in the words below? Listen and tick (✓).

	1	2	3
church	✓		
bicycle			✓
department			
example			
garage			
hotel			
mechanic			
people			
priest			
store			
train			
waiter			

b Practise saying the words.



Time to Talk

7 a Read the questions below about routines. Think about your answers and make notes.

- *What time do you get up on Saturdays?*
- *How do you usually go to work?*
- *What time do you usually watch TV?*
- *What time do you have lunch on Fridays?*

b Write three more questions about routines.

c Work with a partner. Ask and answer the questions. Make a note of your partner's answers.

d Tell the class about your partner's answers.

example Ken usually gets up at 6.30 a.m. on Saturdays.

Homework - turn to page 96

LESSON

8 Could I Have a Cup of Tea?

Introduction

1 What food and drink is in the pictures? Write the names under the matching pictures.

a cup of tea

a hamburger

a glass of milk

a salad

a cheese sandwich

a cup of hot chocolate

a cup of tea

2 Look at the pictures. Where are the people?

Listening

3 Track 22 Track 23 Listen to the conversations. What do the people order?

Conversation 1 _____

_____

_____

Conversation 2 _____

_____

_____

4 Track 22 Listen to ***Conversation 1*** again. Write the missing words.

I could have like I'd

Customer 1 Could _____ _____ a cup of tea, please?
Customer 2 And _____ _____ a cup of coffee.
Waitress So, that's one tea and one coffee.

5 Work with a partner. Write the missing words from ***Conversation 2.***

Customer 3 Could I _____ a hamburger and a salad, please?
Customer 4 I'd _____ a glass of milk, and a salad.
Waiter So, that's one hamburger, one salad, and a glass of milk.
Customer 4 Sorry, we'd _____ two salads!
Waiter Oh! Yes, sorry. Two salads, a hamburger, and a glass of milk.

6 Track 23 Listen and check your answers.

Language Focus

7 Match the phrases from ***Column A*** with the phrases from ***Column B.***

Column A	***Column B***
Could I have	a cup of tea, please.
	a cup of coffee, please?
I'd like	a cheese sandwich, please?
	a glass of milk, please.

Speaking

8 Work with a partner. Practise asking for food.

Answer with '**Yes, of course.**' '**Here you are.**' and '**Certainly.**'

example A: Could I have a salad, please?
B: Certainly.

Vocabulary

9 Write the names of the money under the pictures.

yen

won

euro

dollar

pound

Sounding Natural

10 Track 24 Listen and underline the prices you hear.

a	£15.99	£50.99
b	$9.19	$9.90
c	¥350	¥315
d	£14.00	£40.00
e	$10.30	$10.13

11 Practise saying the prices with a partner.

Practice

12 Match the conversations with the pictures.

a

A: Could I have a return ticket for London, please?

B: That's £45.

A: Here you are.

B: Here's £5 change.

A: Thanks.

b

A: I'd like three magazines and a lighter, please.

B: That's £2.50, please.

A: Here you are.

B: Thanks. Here's your change.

A: Thank you.

c

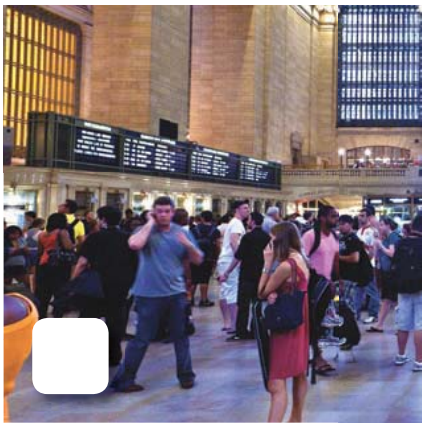
A: I'd like two cappuccinos and a latte, please.

B: That's $15.80, please.

A: Here's $20.

B: Thank you. That's $4.20 change.

A: Thanks.



13 Work with a partner. Practise the conversations.

Time to Talk

14 a Work with a partner. Choose a situation below and do a role-play.

Student A, you are the customer. Think about what you want.

Student B, you are the worker. Help the customer.

in a café	
tea	£2
coffee	£3
hot chocolate	£3
sandwiches	£4
cake	£4

in a restaurant	
steak	£20
cola	£2.20
chips	£5
salad	£13
chicken	£14.50

b Change roles and repeat.

c Act out your conversation for the class. Can they guess where you are?

example A: I'd like a coffee and a hot chocolate, please.
B: That's £6.

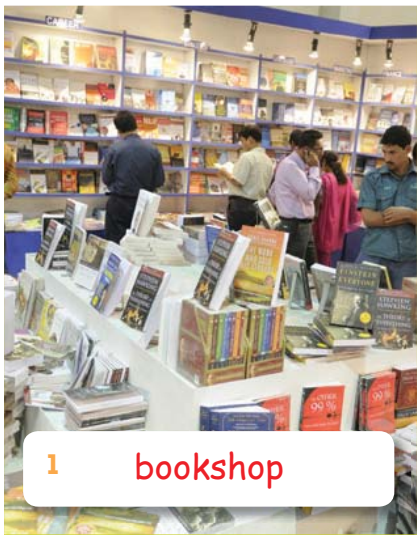
Homework - turn to page 96

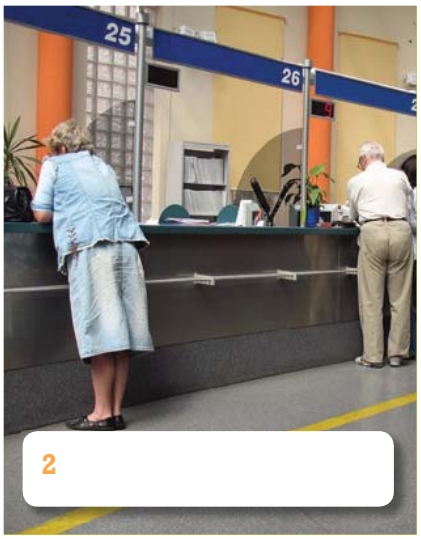
LESSON

9 He Sells Stamps and Postcards

Introduction

1 Work with a partner. Write the names of the shops on the pictures.


1 bookshop

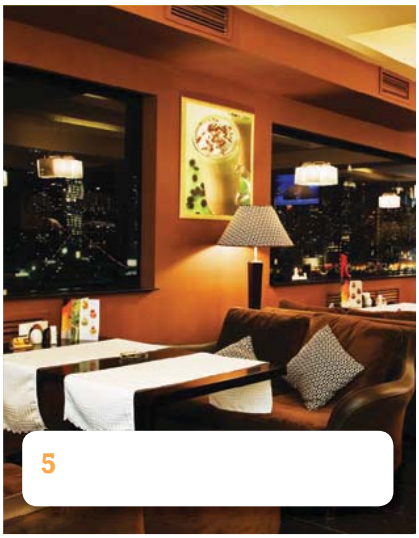


2

3

4

bookshop
café
chemist
flower shop
post office
shoe shop
souvenir shop
toy shop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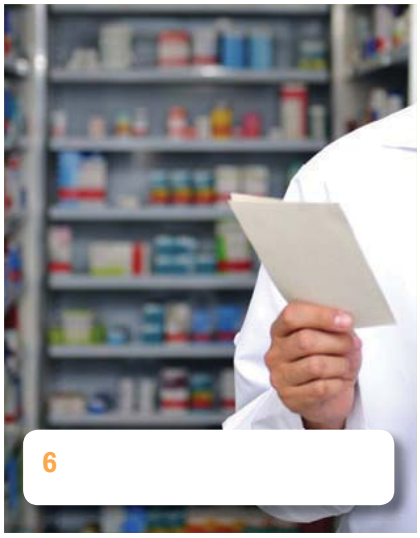

6

7

8

2 Look at the receipts below. Which shops in **activity 1** are they from? Write the numbers in the spaces.

5

Espresso	£2.10
Latte	£3.40
NY cheese cake	£5.75
Blueberry muffin	£2.75
Sales tax 5%	£ .70
Total	£14.70
Cash	£15.00
Change	£ .30

6 red roses	£14.00
12 carnations	£21.00
Sales tax 5%	£ 1.80
Total	£37.80
Cash	£50.00
Change	£12.20

Today's Woman Magazine	£7.99
French – English Dictionary	£11.50
Sales tax 5%	£ .97
Total	£20.46
Cash	£25.00
Change	£ 4.54

T-shirt	£14.99
Flag	£5.99
Pen	£2.99
Sales tax 5%	£1.20
Total	£25.17
Cash	£30.00
Change	£ 4.83

Practice

3 a Read about the people. Write where they work, in the spaces.

a
Hi. My name's Brenda. I like reading, so working in a bookshop is perfect.

b
Hello. My name's Martin. I meet lots of tourists every day. They buy things on their holiday in my country. I work in a _____

c
I'm Debbie. I'm always very busy. People order tea and coffee from me. I work in a _____

d
Hello. I'm Greg. I sell stamps and postcards. I work in a _____

e
Hi. I'm Vincent. I love the beautiful smells and all the different colours. I work in a _____

f
Hi. I'm Sally. I help sick people. I sell medicine. I work in a _____

b Track 25 Listen and check your answers.

4 Work with a partner. Ask and answer about three people in **activity 3a**.

example A: What does Brenda do?
B: She works in a... She likes...

5 Read the names of the jobs below. Where do they work? Match the jobs with the places.

job	*workplace*
a shop assistant	garage
b mechanic	shop
c doctor	office
d housewife	hospital
e office worker	home

Language Focus

I **work** He **works**	in a shop.
I **sell** She **sells**	postcards.
I **go** He **goes**	to work every day by train.

I **like** He **likes** I **love** He **loves**	the beautiful smells.

6 Write sentences about the people in **activity 5**. Use the words in the box below.

a A shop assistant serves customers.

b _____

c _____

d _____

e _____

work on a computer	serve customers	help sick people
look after a home	fix things	

Sounding Natural

7 Track 26 Listen to the sentences below.

How do we say the underlined words when we speak naturally?

a I work in a garage.

b He works in a restaurant.

c She works in a hospital.

d I work in an office.

8 Track 26 Listen again and practise the pronunciation.

Time to Talk

9 a Think about two people you know (a friend, someone in your family). What do they do every day? Make notes.

brother - works in an office, answers the phone...

friend (Tom) - works in a shop...

b Work with a partner.

Ask and answer questions about the people in **activity 9a**.

Make notes about your partner's people.

c Tell the class about your partner's answers.

example Her friend works in a chemist. Her husband works in a post office.

Homework - turn to page 97

LESSON

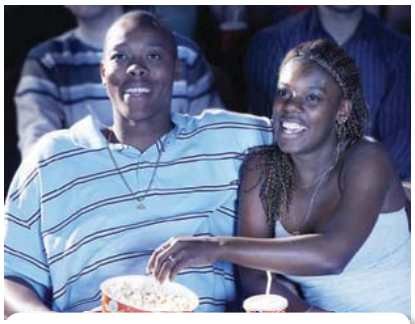
10 I Walk in the Park and Look at the Leaves

Introduction

1 a Write the expressions under the matching pictures.

play football | go to the cinema | cook at home
go shopping | read | go to the gym

play football



b Do you do any of the activities above? Write four sentences about yourself.

0% — never — sometimes — usually — always — 100%

I never play football.

I sometimes...

Listening and Speaking

2 Track 27 Listen. Use the words in the box to complete the questions below.

cook at home | go shopping | get up | go to the gym | go to the cinema | eat at home | go out

	never	*sometimes*	*usually*	*always*
a Do you ___go shopping___ at the weekend?				
b Do you _____ in the evening?				
c Do you _____ before eight o'clock on Mondays?				
d Do you _____ at the weekend?				
e Do you _____ on Saturdays?				
f Do you _____?				
g Do you _____ on Wednesdays?				

3 What are your answers to the questions in **activity 2**? Tick (✓) the columns in the table.

4 Write three more questions about routines.

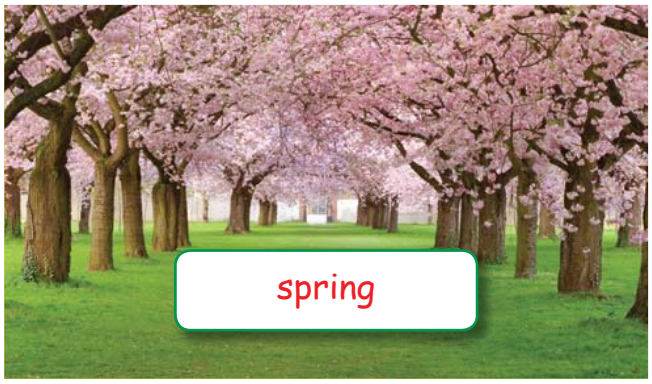
Do you...

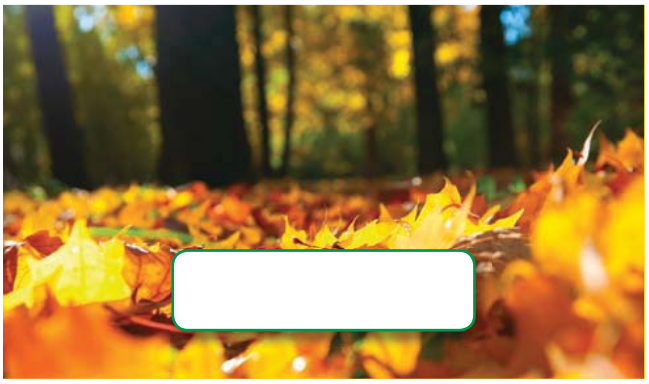
5 a Work with a partner. Ask and answer the questions from **activities 2** and **4**.

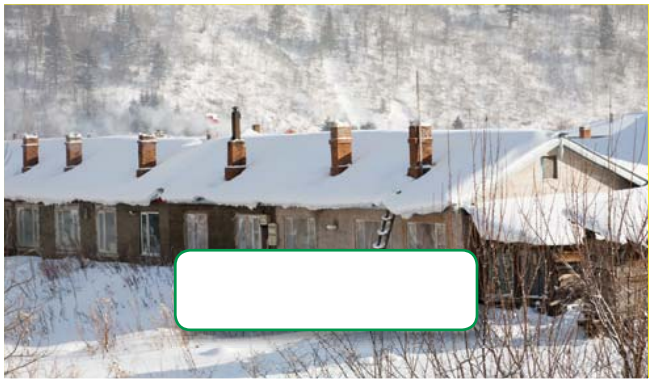
b Tell the class about your partner's answers.

6 Write the names of the seasons under the matching pictures.

spring summer autumn winter







7 Work with a partner.

Look at the pictures below. Match the words with the pictures.

a look at cherry blossoms **b** go to the beach **c** go skiing **d** have Christmas dinner **e** watch fireworks **f** walk in the park and look at the leaves

8 Which seasons do people usually do the things in the pictures? Tell the class your ideas.

9 What do you usually do in the different seasons?

Write sentences below.

spring - Give chocolates to...

summer -

autumn -

winter -

Time to Talk

10 a Work with a partner. Ask what your partner does in the different seasons.

Make notes about your partner's answers.

	notes
What do you do in the spring?	
What do you do in the summer?	
What do you do in the autumn?	
What do you do in the winter?	

b Tell the class about your partner's answers.

example Dan plays golf in the summer.

Homework - turn to page 98

LESSON

11 It's Next to the Toy Shop

Introduction

1 Track 28 Listen to June and Mary talking.

Where does Mary work?

Tick (✓) the shops you hear.

chemist	shoe shop	florist	bookshop	bakery

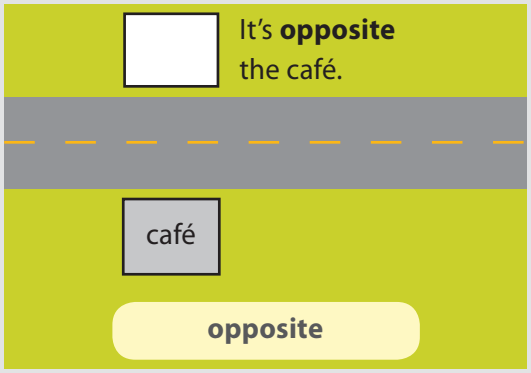
Queen Street

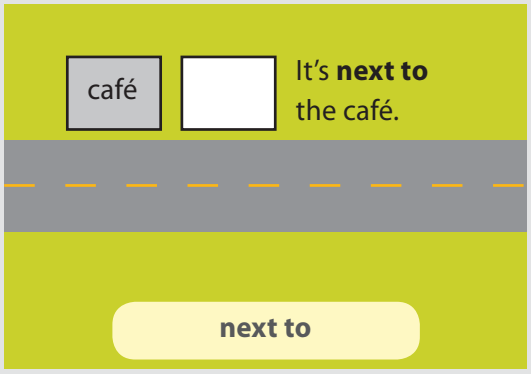
garage	toy shop	sports shop	café	souvenir shop

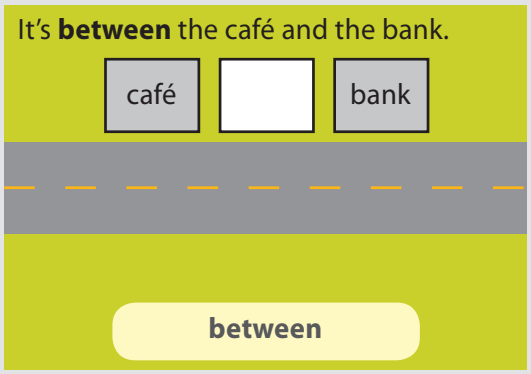
In this lesson: Ask people where places are

Grammar: *Prepositions: on the corner of / next to / between / opposite*

Language Focus







Practice

2 Work with a partner.

Ask and answer questions about the places on Queen Street in **activity 1**.

example A: Where's the shoe shop?
B: It's between the florist and the chemist.

Sounding Natural

3 Track 29 Listen to the sentences below.

Which sentences rise at the end?

Which sentences fall?

a Excuse me. Is there a bank near here?

b Excuse me. Where's the train station?

c Excuse me. Do you have the time?

d Excuse me. Where can I buy a stamp?

4 Track 29 Listen again and practise the pronunciation.

5 a Read the sentences below.

Match them with the questions in **activity 3**.

- [ ] Yes, it's quarter to one.
- [ ] You can buy a stamp at the post office.
- [ ] I'm sorry, I don't know.
- [ ] Yes, there is. It's opposite the hotel.

b Work with a partner.

Practise asking and answering the questions in **activity 3**.

6 Look at the map. How many buildings are there? ____

Listening

7 Track 30 Track 31 Track 32 Listen to three conversations.

Write the names of the buildings on the map.

shoe shop ice cream shop bank

8 a Listen again. Complete the conversations below.

Track 30

1 A Excuse me. Is there a shoe shop near here?
B Yes, there is. It's _____ . It's called 'Feet First'. It's _____ the cinema.
A Thanks very much.
B You're welcome.

Track 31

2 A Excuse me. Where's the ice cream shop?
B It's _____ Third Street, _____ the police station.
A Thank you. You're very kind.

Track 32

3 A Excuse me. Is there a _____ near here?
B Yes, there is. On Fourth Street.
A I'm sorry, Fourth Street, or Fifth Street?
B Fourth. It's _____ the café and the _____ shop.

b Work with a partner. Practise the conversations.

9 Track 33 Look at the map again. Listen and write the three missing shops on the map.

sports shop bar chemist

Time to Talk

10 Work with a partner. Look at the map again. Ask and give directions to places on the map.

example
A: Excuse me, Is there a café near here?
B: Yes, there is. It's next to the bank.
A: Where's the bank?
B: It's on Fourth Street.

Homework - turn to page 98

LESSON

12 There Aren't Any Kiwis

Introduction

1 What can you see in the picture above?

Write the names in the table below.

things	*food*	*drinks*
a g l a s s	a t o m a t o	a g _ _ _ _ of orange juice
a c _ _	an e _ _	a c _ _ of tea
a f _ _ _	some s _ _ _ _ _ _ s	
a k _ _ _ _	some m _ s h _ _ _ _ s	
a n _ _ _ _ _		
a s _ _ _ _		
some p _ _ _ _ s		

In this lesson: Compare things and find differences

Grammar: *There is / There isn't*
There are / There aren't

Language Focus

There**'s a** carrot.	There **isn't a** pineapple.
There **are some** bananas.	There **aren't any** oranges.

Practice

2 Look at the picture. What can you see?

Complete the sentences with the words from the box.

is a are some isn't a aren't any

a There ___is a___ bottle of juice.

b There ___aren't any___ oranges.

c There _____ bananas.

d There _____ carrot.

e There _____ grapes.

f There _____ red pepper.

g There _____ strawberries.

h There _____ pineapple.

i There _____ chilli pepper.

j There _____ peach.

Language Focus

Is there a pineapple?	Yes, **there is**. / No, **there isn't**.
Are there any kiwis?	Yes, **there are**. / No, **there aren't**.

3 a Look at the sentences in **activity 2**.

Write yes/no questions for each.

a Is there a bottle of juice? _____

b Are there any oranges? _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

b Work with a partner.

Ask and answer the questions in **activity 3a**.

example A: Is there a bottle of juice?
B: Yes, there is.

4 Look at the big picture of the refrigerator.

Read the sentences. Write T (True) or F (False).

a There is a lemon. T _____

b There are some red apples. F There aren't any red apples.

c There is a pineapple. _____

d There are some grapes. _____

e There are some bananas. _____

f There are some bottles of milk. _____

g There are some eggs. _____

5 Correct the false sentences. Write true sentences in the spaces above.

Sounding Natural

6 Track 34 Listen and underline the word with the different sound.

a	go	so	no	to
b	cleared	heard	beard	feared
c	shoes	goes	nose	toes
d	great	wait	gate	treat
e	among	wrong	sung	begun
f	load	road	snowed	board

7 Practise saying the words.

Time to Talk

8 Work with a partner.

Student A, go to **page 85**.

Student B, look at the picture on the right.

a There are two things the same and three things different from Student A's picture. Write five questions.

Are there any green grapes?

b Ask and answer the questions to find the differences.

example A: Is there an avocado?
B: Yes, there is.

Homework - turn to page 99

LESSON

13 How Much Is the Steak?

Introduction

1 a Look at the different kinds of food in the table below.

Write 2 if you love it, 1 if you like it, 0 if it's OK, and -1 if you don't like it.

		example	*you*	*your partner*
	Italian	1		
	Indian	1		
	French	0		
	Chinese	2		
	Japanese	2		
	Mexican	-1		

b Work with a partner. Ask and answer questions about the food in **activity 1a**.

example A: Do you like Italian food?
B: Yes, I love it.
A: Do you like Mexican food?
B: No, I don't like it.

c Tell the class about your partner's answers.

example Lisa likes Chinese food,
but she doesn't like Mexican food.

Language Focus

Yes, I love it.

Yes, I like it.

It is OK.

No, I don't like it.

Vocabulary

2 Look at the pictures. What are these foods like? Use the words in the box. Write them under the matching pictures.

spicy | sweet | healthy | oily

oily

Language Focus

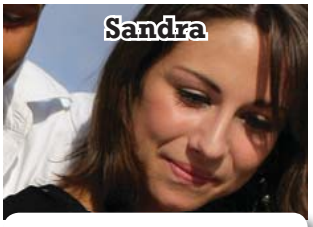
Curry **is spicy**. Salad **is healthy**. Chocolate cake **is sweet**. Fried chicken **is oily**.

Listening

3 Track 35 Listen to the conversation. What food do the people below like?
Use the words in the box. Write them under the matching pictures.

fish | pork chops | chocolate cake | vegetables

pork chops



4 Track 35 Listen again. Complete the sentences.

a

Arthur Jennifer, do you eat meat?
Jennifer Yes, I do. I ___love___ it.

b

Arthur Sandra, what's your favourite kind of food?
Sandra Umm, I _____ meat or fish, but _____ vegetables!

c

Warren Let's go to that new Indian restaurant.
Jennifer Good idea! _____ spicy food.

Language Focus

Asking for prices

How much is the fish?
How much are the mushrooms?

In the United Kingdom, people use pounds (£) and pence (p).
There are 100 pence in one pound: £1 = 100p
25p = twenty-five pence
£1.50 = one pound fifty (pence)
£3.45 = three pounds forty-five (pence)
£10 = ten pounds
We often say p /piː/, not pence:
25p = twenty-five p

example A: How much is the ice cream?
B: It's 95p.

Sounding Natural

5 Listen to your teacher.

How do we say prices in English?

THIS WEEK'S SPECIALS

potatoes	£1.30
mushrooms	75p
garlic	20p
orange juice	£1.50
eggs	67p
olive oil	£1.38
butter	99p
ice cream	95p

6 Work with a partner.

Use the information above to practise the dialogue below.

example A: How much is the orange juice?
B: It's £1.50.
A: How much are the eggs?
B: They're...

Listening

7 Track 36 Track 37 Track 38

Listen and complete the table.

	What did he/she ask for?	*What is the price?*
a	fish	£5.40
b	_____ _____ _____	_____ _____ _____
c	_____	_____

8 Track 36 Track 37 Track 38

Listen again and check.

9 Listen to the two restaurant conversations.

Complete the sentences.

Track 39

Waiter Can I take your order?
Customer Yes, I'd like the _____ soup and the _____ soup with noodles, please.
Waiter Anything to drink?
Customer I'd like mineral _____, please.
Waiter Anything else?
Customer How much is the _____?
Waiter It's _____.
Customer Hmm, no, thanks. That's all.

Track 40

Waiter Can I take your order?
Customer Yes, I'd like the Italian _____ and the _____ spaghetti, please.
Waiter Anything to drink?
Customer Err... _____ _____ is the red wine?
Waiter A glass is _____, and a bottle is _____.
Customer I'd like a glass, please.
Waiter Anything else?
Customer No, thank you.

10 Work with a partner.

Practise the conversations in **activity 9**.

Starters

Bread and olive oil	£3.50
Chicken salad	£5.50

Main Courses

Steak with mushrooms	£11.75
Fish and potato pie	£9.40
Pork chops with apple sauce	£10.25
Lamb casserole	£13.00
Spaghetti with tomato sauce	£7.50
Noodles with chicken, garlic, and ginger	£10.60

Side Dishes

Roast potatoes	£2.40
Roast parsnips	£2.80
Green beans with garlic	£3.00
Baby peas and carrots	£2.20

Desserts

Daily selection from dessert trolley	£4.30
Chocolate sponge	£5.00
Ice cream and fresh fruit	£3.50
Cheesecake	£4.75

Alcohol

Red wine

Glass

Bottle

White wine

Glass

Bottle

Beer

Soft Drinks

Mineral water

Fruit juice

Time to Talk

11 a Work with a partner.

Student A, you are the waiter.

Write the prices of drinks in the menu.

Don't show it to your partner.

Student B, you are the customer.

Look at the menu.

Decide what you want.

b Role-play the situation.

c Change roles and do it again.

tip

Useful Language

waiter/waitress	*customer*
Can I take your order? Anything to drink? Any dessert? Anything else?	I'd like... How much is the... ? That's all, thanks.

Homework - turn to page 100

LESSON

14 Is There Any Milk?

Introduction

1 Look at the shopping list below.

Where is this person going?

How many times a week do you go shopping for food?

2 Look at the shopping basket above right.

How many things do you see from the shopping list above? Put a tick (✓) next to the correct sentence.

There's some milk.	✓		There isn't any milk.
There are some eggs.			There aren't any eggs.
There's some bread.			There isn't any bread.
There are some apples.			There aren't any apples.
There's an orange.			There aren't any oranges.
There are some bananas.			There aren't any bananas.
There are some potatoes.			There aren't any potatoes.
There's some broccoli.			There isn't any broccoli.
There's some water.			There isn't any water.
There's some orange juice.			There isn't any orange juice.

3 Track 41 Listen and check your answers.

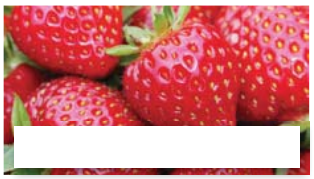
Language Focus

countable	*uncountable*
There are some eggs.	**There's some** milk.
There aren't any potatoes.	**There isn't any** orange juice.
Are there any apples?	**Is there any** water?
Yes, there are. / No, there aren't.	Yes, there is. / No, there isn't.

Vocabulary

4 Match the words with the pictures.

a apples
b coffee
c cheese
d strawberries
e ice cream
f spaghetti
g eggs
h rice
i cucumbers



apples

coffee

5 Write **there is some** or **there are some** sentences for the items in **activity 4**.

	sentences	questions
a	There are some apples.	Are there any apples?
b	There is some coffee.	Is there any coffee?
c		
d		
e		
f		
g		
h		
i		

6 Write **is there any** or **are there any** questions for the items in **activity 4**.

7 Work with a partner.

Ask and answer questions about items on the shopping list in **acitivity 1**.

Answer with **Yes, there is/are** or **No, there isn't/aren't**.

example A: Are there any bananas?
B: Yes, there are.

Listening

8 a Track 42 Listen to Helen and Bob.

Helen is going to the supermarket.

Write what they need on the shopping list below.

Shopping List

eggs

b Track 42 Listen again. Complete the sentences.

Helen Bob, I'm going to the supermarket. What do we need?

Bob Let me see... ___There aren't any___ eggs. We need some eggs.

Helen OK. _____ butter?

Bob No, _____. We need some butter, too. Also, _____ biscuits. Can you buy some biscuits, please?

Helen OK. So, we need eggs, butter and biscuits. Is that all?

Bob No! _____ ice cream! We need some ice cream, too.

Helen Bob! I just bought some yesterday!

c Work with a partner.

Practise the conversation.

Sounding Natural

9 Track 43 Listen to the sentences below.

How do we say the underlined words when we speak naturally?

a Is <u>there any</u> butter?

b Is <u>there any</u> ice cream?

c Is <u>there any</u> coffee?

10 Track 43 Listen again and practise the pronunciation.

Time to Talk

11 a Work with a partner.
Student A is at Student B's house.
Decide on a dish to make for dinner.
Ask about what items they already have.

example A: Let's make Spaghetti Bolognese.
B: OK. Is there any garlic?
A: Yes, there is.

b Make a shopping list for the items you need to buy.

onions

c Change roles. Choose a different dish.

Homework - turn to page 101

LESSON

15 There Are Lots of Books

Introduction

1 a Write the names of the places on the picture below.

b Work with a partner. Where are the things in the box below? Ask and answer questions.

sofa | bed | bath | TV | mirror | pictures

example A: Where's the bath?
B: It's in the bathroom.

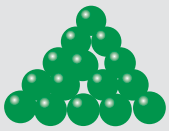
Listening

2 Track 44 Listen and underline the words in **bold** that you hear.

We have a nice living room. It's blue. There are **a few** / **lots of** books in the living room because I like reading, and there are **a few** / **lots of** photos on the walls. My wife has **a few** / **lots of** CDs. She likes classical music. We have a nice, red sofa, and there are **a few** / **lots of** plants next to the window. We have two cats, a black one and a brown one.

Language Focus

a few


lots of

Are there **any** plants**?**
How many plants **are there?**
There are **a few** plants. There are **lots of** plants.
There aren't **any** plants. *(aren't = are not)*

3 Complete the sentences about the picture above with **a few**, **lots of**, or **n't any** (not any).

a There are a few pictures.

b There are _____ CDs.

c There are _____ curtains.

d There are _____ oranges.

e There are _____ chairs.

f There are _____ apples.

g There are _____ magazines.

4 a Make notes about things in your home.

bedroom - a few pictures

b Work with a partner.
Take turns to tell your partner about the things in your home.

example There are a few pictures in my bedroom.

c Tell the class about your partner's answers.

example There aren't any photos in her living room.

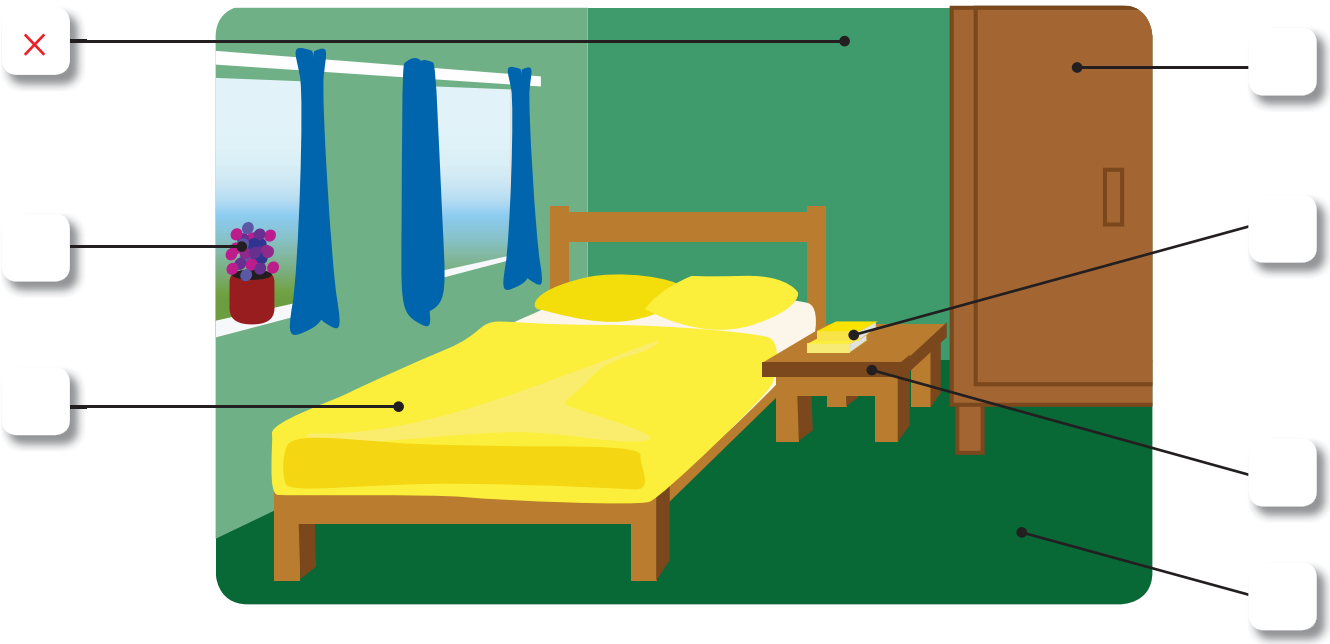
Listening

5 a Track 45 Listen to the sentences. Connect the words in the columns.

a few	blue	chairs	kitchen
	orange	cushions	garden
lots of	green	flowers	wardrobe
	white	T-shirts	living room
	red	towels	bathroom

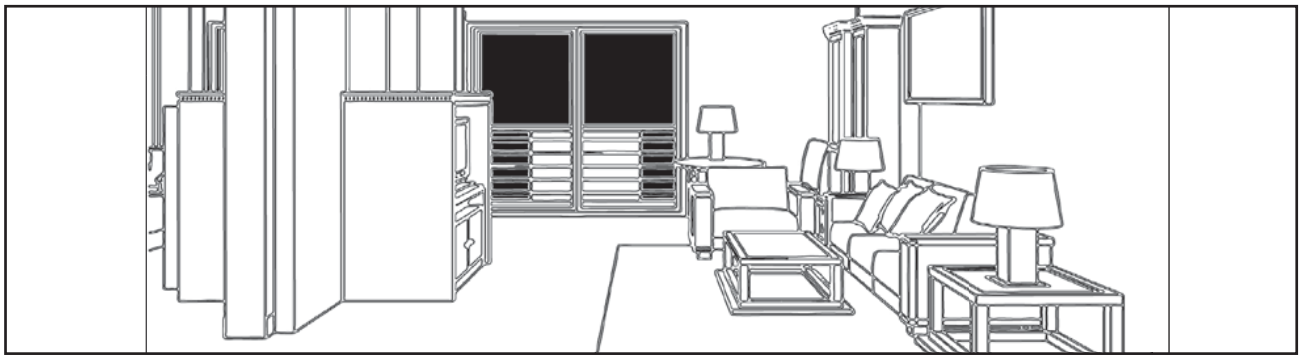
b Practise saying the sentences. ***example*** There are a few orange chairs in my kitchen.

6 Track 46 Listen to the description of the bedroom. Some colours in the picture below are wrong. Put a tick (✓) for correct colours and a cross (✕) for incorrect colours.



Speaking

7 a Look at the picture of the living room below. Choose colours for it.



b Work with a partner. Ask and answer questions about your living rooms in **activity 7a**.

example A: What colour is the sofa?
B: It's red.

Sounding Natural

8 Track 47 Listen to the words and tick (✓) the stress patterns.

	●●	●●●	●●●	●●●
a magazine		✓		
b bathroom				
c living room				
d kitchen				
e wardrobe				
f banana				
g bedroom				
h classical				

9 Track 47 Listen again and practise the pronunciation.

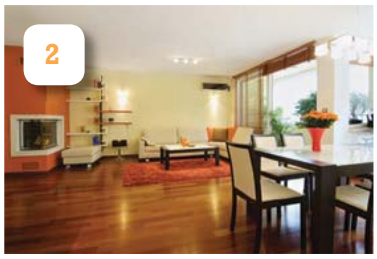
Time to Talk

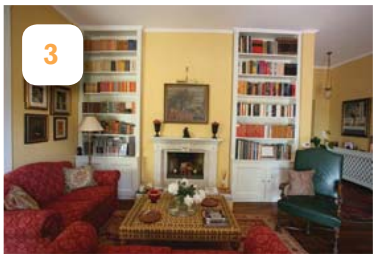
10 a Work with a partner.

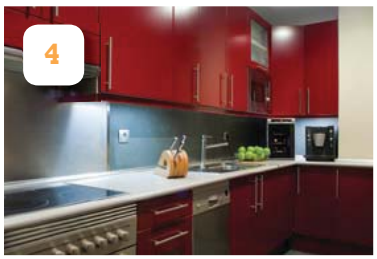
Look at the pictures below and read the description. Guess which picture it is.

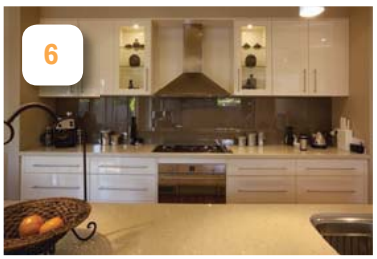
> We have an old kitchen. It's brown and white.
> We have a big, brown table.
> There are pots and pans on the wall and plants on the table.
> The walls are white and the floor is brown.

b Student A, choose another picture and describe it to your partner. Can your partner guess which picture it is?









c Student B, choose a different picture and describe it to your partner. Can your partner guess which picture it is?

Homework - turn to page 101

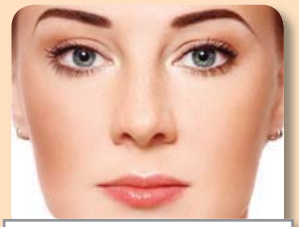
LESSON

16 She's Got Short, Brown Hair

Introduction

1 Write the words under the matching pictures.

blonde	curly hair	dyed hair	overweight
good-looking	long hair	attractive	round face
short	tall	slim	



blonde

2 Write the opposites of these words:

a overweight slim

b short hair _____

c tall _____

d straight hair _____

Reading

3 Match the descriptions with the people in the pictures.

Gordon's very short and thin. He's quite young.	Jerome's tall, and he's very good–looking.	Fiona's very tall and slim. She's attractive.	Joanne's about 60 years old. She's very attractive.	Dan's about 35 years old. He's tall and overweight.

4 Work with a partner. Use the prompts below to ask about the people in **activity 3**.

A	*B*
a Fiona / overweight?	a Gordon / tall?
b Joanne / attractive?	b Jerome / short?
c Jerome / good-looking?	c Gordon / old?
d Dan / old?	d Dan / tall?
e Fiona / short?	e Joanne / young?
f Who / overweight?	f Who / old?
g Who / slim?	g Who / young?
h Who / young?	h Who / tall?
i Who / good-looking?	i Who / short?

example
A: Is Fiona overweight?
B: No, she isn't.
A: Who's short?
B: Gordon is.

Language Focus

have/has got + noun	be + adjective
Have you **got** blue eyes? No, I **haven't**. **Has** she **got** curly hair? Yes, she **has**.	**Are** you overweight? No, I'**m not**. **Is** she attractive? Yes, she **is**.
I'**ve got** black eyes. She'**s got** blonde hair.	I'**m** short. She'**s** tall.
I **haven't got** straight hair. He **hasn't got** short hair.	I'**m not** slim. He **isn't** good–looking.

I've got = I have got **she's got = she has got** **I'm = I am** **he's = he is**

Practice

5 Read the descriptions below. Write the number of the pictures you think they match.

a He's got blue eyes. 1, 3

b She's got long, dyed hair.

c He's got a round face.

d She's got brown eyes.

e She's got short hair.

f He's got curly, blonde hair.

g He's got short, black hair.

6 a Work with a partner.

Student A, choose a person from **activity 5**.

Student B, ask yes/no questions to find out who Student A chose.

example A: Has your person got brown hair?
B: Yes, he has.
A: Has he got big ears?

b Change roles.

Sounding Natural

7 a Read the words in column A.
Match them with the words in column B with the same sounds.

A	B
red	noise
laugh	clean
kissed	say
green	said
foot	funny
whose	put
money	calf
they	knows
rose	list
boys	shoes

b Track 48 Listen and check your answers.

c Practise the pronunciation.

Time to Talk

8 a Choose a person in your class. Make notes to describe them.

b Describe the person to the class. Can your classmates guess who the person is?

example She's got long, black hair.
She's tall and slim.
She's attractive.

9 a Work with a partner.

Student A, think of a friend and describe him or her.

Student B, listen and make notes.

b Student B, think of a friend and describe him or her.

Student A, listen and make notes.

c Tell the class about your partner's friend.

Homework - turn to page 102

LESSON

17 I Wear Jeans at the Weekend

Introduction

1 Work with a partner. Match the pictures with the words.

a skirt
b tie
c trousers
d jacket
e black shoes
f dress
g raincoat
h belt
i women's boots
j jeans
k jumper
l trainers
m top
n flat shoes
o red shirt
p leather jacket
q brown shoes

In this lesson: Describe what people are wearing
Grammar: *Present continuous*

Reading

2 Match the descriptions with the people.

At the weekend...

a I usually wear jeans and a jumper at the weekend.

b I usually wear jeans and a T-shirt at the weekend.

c I usually wear tracksuit bottoms and a T-shirt at the weekend.

d I usually wear a skirt and a sweater at the weekend.

Listening

3 The people from **activity 2** are going to work. What are they wearing now?

Track 49 Listen and match the descriptions with the pictures.

Now...

4 Track 50 Listen. Write the missing words.

a Today, I ____ _____ trousers, a top and flat shoes.

b Today, I ____ _____ a dress with a belt and boots.

I'm also wearing a raincoat right now, because it ____ _____ today.

Language Focus

Talking about now:

be + verb + -ing

What **are** you **wearing**?

Today, I'**m wearing** trousers.

Is she **wearing** a dress?

Yes, she is.

No, she isn't.

It'**s raining** today.

Sounding Natural

5 a Listen and copy the pronunciation.

Track 51

wear

wear a jumper

I usually wear a jumper.

I usually wear a jumper at home.

I usually wear a jumper at home at the weekend.

Track 52

wear

wear a shirt

I usually wear a shirt.

I usually wear a shirt at work.

I usually wear a shirt at work on Mondays.

b Track 53 Listen and practise saying the two sentences.

I usually wear a jumper at home at the weekend.
I always wear a shirt at work.

c Track 54 Listen and practise saying the sentences together.

I usually wear a jumper at home at the weekend,
but I always wear a shirt at work.

Reading

6 Look at the pictures and read the descriptions. Match the pictures with the descriptions.

a Ann has got long, red hair. Right now, she's wearing a nice, red dress. She's shopping today, so she's carrying a big, yellow shopping bag.

b Randy's got short, brown hair. He usually wears a suit at work, but today he's wearing brown shoes, jeans and a lovely pink shirt.

c Mary's got medium, red hair. She works in a toy shop. She's working today, so she's wearing her uniform, a blue top and black trousers.

d This is Candy. She's quite attractive. She's got brown hair. She's wearing a white hat, a red coat and black boots.

e This is Andrew. He's quite good-looking and he's got short, brown hair. Today, he's wearing jeans and a shirt. Right now, he's holding a camera.

f Dana's got long, blonde hair. She's very pretty. She's wearing a blue top and a skirt and black, high heel shoes.

Time to Talk

7 a Work with a partner.
What is your partner wearing now? Make notes in the box.

Name:
He/She is wearing:

b Ask your partner what they wear at work and at the weekend. Make notes.

example A: What do you usually wear at the weekend?
B: I usually wear jeans and a T-shirt.

c Tell the class about your partner's answers.

example Alex is wearing a white shirt and...
He usually wears... At the weekend...

Homework - turn to page 102

LESSON

18 It's Very Cold!

Introduction

1 a Look at the different kinds of holiday below. Write the words under the pictures.

beach holiday	hiking holiday	golfing holiday
cruise holiday	safari holiday	skiing holiday

_____

beach holiday

_____

_____

_____

_____

b Work with a partner.

Ask and answer the questions below.

	notes
What kinds of holiday do you like?	
What kinds of holiday do you *not* like?	
What do you like to do on holiday?	

c Tell the class about your partner's answers.

example Laura likes outdoor holidays,
but she doesn't like beach holidays...

Listening

2 Track 55 Listen to Antonia and Stephanie's conversation.
Complete the sentences with the words below.

Hawaii	hot	warm	holiday
skiing	Japan	freezing	

Antonia: Hello.

Stephanie: Hi, Antonia. It's Stephanie.

Antonia: Oh, hello. How are you? Are you on _____ now?

Stephanie: Yes, I'm in _____. It's really hot. It's great!

Antonia: Wow! I'm on holiday, too.

Stephanie: Where are you?

Antonia: I'm in _____. I'm on a _____ holiday.

Stephanie: Is it cold?

Antonia: Yes! It's _____!

Stephanie: It sounds terrible!

Antonia: It's OK. I have a really _____ jacket!

Stephanie: It's so _____ here. It's 35 degrees.

Antonia: Ooh, that's too hot!

Practice

3 a Complete the conversation with the words from the box.

Practise the conversation.

a Brazil	**b** Canada	**c** camping	**d** cold	**e** no	**f** warm	**g** great

A: Hello.

B: Hi, _____. It's _____.

A: Oh, hello. How are you? Are you on holiday now?

B: Yes, I'm in (a)_____. It's really hot. It's great!

A: Wow! I'm on holiday, too.

B: Where are you?

A: I'm in (b)_____. I'm on a (c)_____ holiday.

B: Is it (d)_____?

A: (e)_____! It's (f)_____.

B: It sounds (g)_____!

Language Focus

We use **because** to give a reason.

I like / don't like summer **because** it's hot.

I like / don't like winter **because** it's cold.

b Practise the conversation again. Use your own ideas.

4 Work with a partner. Match the questions on the left with the answers on the right.

Complete the answers in **activity 4** with words from the box below.

a What's your favourite sport?	I like Italian because it's _____.
b What kind of music do you like?	No, I don't because it's _____!
c What kind of food do you *not* like?	I love classical music because it's _____.
d What do you do in your free time?	I like hockey because it's exciting.
e Do you like skiing?	I don't like fried food because it's _____.
f What's your favourite food?	I study English because it's _____.

oily relaxing delicious cold exciting interesting

Sounding Natural

5 a Track 56 Listen to the countries and nationalities. Write the number of syllables next to the words.

b Track 56 Listen again and underline the stressed syllable for each word.

c Practise the pronunciation.

Vietnam 3	Vietnamese 4
Italy	Italian
Japan	Japanese
Germany	German
Thailand	Thai

Time to Talk

6 a Read the questions. Make notes of your answers and reasons. You can use the words below or your own ideas.

exciting interesting cold delicious relaxing beautiful hot fun

- *Do you like jazz?*
- *What's your favourite movie?*
- *What food do you dislike?*
- *What kinds of sport do you like?*
-
-
-

b Write three more questions above.

c Work with a partner. Ask and answer the questions.

d Tell the class about your partner's answers.

example Rick likes jazz because it's interesting.

Homework - turn to page 103

LESSON

19 What Time's the Party?

Introduction

1 Work with a partner. Look at the pictures below. Read the phrases in the yellow box. Put a tick (✓) next to phrases with a picture and a cross (X) next to phrases with no pictures.

✓	a eat out		h visit an art gallery
X	b go for a walk		i go to the gym
	c watch TV		j meet a friend
	d relax at home		k go for a drive
	e go to the cinema		l go shopping
	f go dancing		m play tennis
	g go to a concert		n go for a ride

Language Focus

Would you like to	go to the cinema? eat out?

2 Work with a partner. Invite them to do some of the activities in **activity 1**. Your partner will toss a coin.

'Heads' = Accept the invitation.

'Tails' = Refuse the invitation.

example A: Would you like to eat out?
(Heads) B: Yes. Let's go to an Italian restaurant.
(Tails) B: I'm sorry. I have an exam.

Listening

3 Track 57 Listen to the telephone conversation between Micah and an employee in a cinema ticket office. Underline the correct answers.

cinema name	City Cinema New Cinema First Cinema
number of tickets	2 3 4
film	*The Sound of Music* *Black Snow* *Don't Look Now!*
time	4.00 6.00 9.00
seats	front middle back
credit card number	7503 1782 1633 7503 2436 9901 7503 2728 1731

4 a Track 57 Listen again and read.

Practise the conversation with a partner.

Cinema: Hello. First Cinema. How can I help you?

Micah: I'd like two tickets for *The Sound of Music*, please.

Cinema: Certainly. Is that for tonight?

Micah: Yes, tonight at 6.00, please.

Cinema: OK. Two seats for tonight at 6.00. Where would you like to sit?

Micah: At the back. Is that OK?

Cinema: At the back? Yes, that's fine. Can I have your credit card number, please?

Micah: Yes, it's 7503 2436 9901.

Cinema: That's 7503 2436 9901.

Micah: That's right!

Cinema: And your name, please?

Micah: Micah Jensen.

Cinema: Thank you, Mr Jensen. You can pick up your tickets any time.

Micah: Thanks very much.

Cinema: You're welcome. Please call again.

b Change partners. Practise the conversation again.

Replace the underlined phrases with the information below.

- City Cinema
- four
- *Coming Home Part 3*
- 10.00 p.m.
- back
- 3057 3462 1909
- Mr Len Murphy

- New Cinema
- one
- *Don't Look Now!*
- 7.30 p.m.
- front
- 9109 5073 2643
- Miss Mandy Foot

- Queen Street Cinema
- six
- *Black Snow*
- 11.00 p.m.
- back
- 2249 6297 0105
- Mr Simon Welby

- First Cinema
- three
- *Santa Is Missing!*
- 6.30 p.m.
- middle
- 1357 9246 8024
- Mrs Tara Martin

Listening

5 Gary telephones three friends with invitations.

Track 58 Track 59 Track 60 Listen and match the people with the invitations.

Simon	go shopping
Lucy	come to a party
Fay	have a coffee

6 a Track 58 Listen again. Complete the conversation.

Gary: Hi, Simon. It's Gary.
Simon: Oh, hi, Gary. How are you?
Gary: I'm fine. Listen. Would _____ to a party at my house on Saturday?
Simon: _____, I _____. What time does it start?
Gary: Come at about _____. Bring some wine, too.
Simon: OK. See you on Saturday.

b Track 59 Listen again. Complete the conversation.

Gary: Lucy! It's Gary. How are you?
Lucy: Not very well. I have a _____.
Gary: Would you like to _____ a coffee on Friday afternoon?
Lucy: I'm sorry, I can't. _____.
Gary: Oh, no! Well, get well soon.
Lucy: Thanks, Gary.

c Track 60 Listen again. Complete the conversation.

Fay: Hello. _____.
Gary: Hello. It's Gary here.
Fay: Oh, hi, Gary.
Gary: Would you like to go shopping in town _____?
Fay: Yes, OK. _____?
Gary: At about ten in the morning?
Fay: Yes, OK. _____ on Sunday morning.
Gary: Bye.

Language Focus

To ask for more information about an invitation we can say:

What time's the film?
It's at seven o'clock.

When's the party?
It's on Saturday.

Where's the restaurant?
It's on Fifth Avenue.

time's = time is
when's = when is
where's = where is

Sounding Natural

7 Track 61 Listen and tick (✓) the correct sound.

	/ɪd/	/d/	/t/
sound**ed**	✓		
snow**ed**			
clean**ed**			
faint**ed**			
laugh**ed**			
rak**ed**			
wound**ed**			
fax**ed**			
cool**ed**			

Time to Talk

8 Work with a partner. Do a role-play.

Student A, go to **page 85**.

Student B, look below.

Student B

a Role-play 1

Invite your partner somewhere.

Think about:

- What you want to invite your partner to (go to a party / see a movie / have a coffee)
- The day and time you want your partner to come

Call your partner.

b Role-play 2

Take a call from your partner.

- Listen to the invitation.
- Ask about the day and time.
- 'Accept' or 'refuse'.

Homework - turn to page 103

LESSON

20 The Food Is Cheap and the Coffee Is Good

Introduction

1 Work with a partner. Write the words under the matching pictures.

nurse	pilot	teacher	waiter	cook	priest
doctor	receptionist	mechanic	secretary	hairdresser	

doctor _____ _____ _____ _____ _____

_____ _____ _____ _____ _____

Sounding Natural

2 Work with a partner. How many syllables do the words in **activity 1** have? Write them in the table below.

one syllable	
two syllables	doctor
three syllables	
four syllables	

3 a Track 62 Listen and check your answers.

b Track 62 Listen again and practise the pronunciation.

Listening and Reading

4 a Wendy meets Gloria on the street.
Put the sentences in the correct order to make the conversation.

____ **Wendy** I don't really like coffee. Do they have tea?

____ **Wendy** Yes, it is. Where do you work?

____ **Gloria** Oh yes? I always go to the café on the corner.
The food is cheap and the coffee is good.

____ **Gloria** Hello, Wendy. I'm fine, thanks. Is this your office?

__1__ **Wendy** Hi, Gloria. How are you?

____ **Wendy** Yes, it is. My lunch break is at one o'clock.
I usually eat my sandwiches in the park.

____ **Gloria** I work in the bank, next to the post office.
Is this your lunch break?

b Track 63 Listen and check your answers.

5 Read the conversation again and answer the questions.

a Where does Gloria work?
b Where does Wendy usually eat lunch?
c Where does Gloria want to go for lunch?

6 Work with a partner. Practise the conversation.

Vocabulary

7 a Write the words from the menu under the pictures.

MENU

spicy chicken sandwich	£7.00	chicken soup	£5.00
cheese and tomato sandwich	£6.50	orange juice	£2.50
ham sandwich	£6.50	apple juice	£2.50
potato salad	£3.00	tea	£2.50
Italian salad	£4.50	coffee	£3.00
tomato soup	£4.50		

tea

b Do you like these things? Tell the class.

example I like tomato soup, but I don't like potato salad.

8 Work with a partner. Practise saying the prices.

example A: How much is the potato salad?
B: That's £3.00.

Listening

9 Track 64 Listen to Wendy and Gloria in the café.

What food from the menu in **activity 7** do Wendy and Gloria order?

How much is it? Complete the table below.

Wendy		Gloria	
order	price	order	price

10 Work with a partner.

Who says the words in the table – customer or worker?

Tick (✓) the correct column.

	customer	worker
Good morning. / Good afternoon. How can I help you? Can I have a...? That's £13.00, please.		

Time to Talk

11 Work with a partner.

a Practise ordering food and drink in a café.

One student is the customer. One student is the assistant.

Customer:

Look at the menu in **activity 7**. Decide what you want.

Assistant:

Listen to the customer. Ask for the money.

b Change roles and do it again.

Homework - turn to page 104