



UNIVERSIDAD NACIONAL DE SAN JUAN

FACULTAD DE FILOSOFÍA, HUMANIDADES Y ARTES

DEPARTAMENTO DE TURISMO

CURSO DE NIVELACIÓN 2022

TECNICATURA Y LICENCIATURA EN TURISMO

MÓDULO: INGLÉS

EQUIPO DOCENTE:

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**CURSO DE NIVELACIÓN 2022
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CONTENIDOS

Gramaticales

Pronombres personales y objetivos. Adjetivos posesivos. Artículo definido e indefinido (the, a, an). Verbo 'to be' (afirmativo, negativo, interrogativo). Tiempos verbales: Presente simple. Presente continuo. Pasado simple (was/were - did/didn't - verbos regulares e irregulares). Presente perfecto. Futuro simple. Adjetivos comparativos y superlativos.

Léxicos

Saludos. Números. Fechas y horarios: Días de la semana, meses, hora. Países y nacionalidades. El clima y las estaciones del año. Lugares de la ciudad. Preposiciones de lugar. Actividades de la rutina. Adverbios de frecuencia y expresiones de tiempo presente, pasado y futuro. Adjetivos descriptivos.

BIBLIOGRAFÍA

OXENDEN, C., LATHAM-KOENIG, C., SELIGSON, P. (2009). *New English File Elementary*. Student's book. Third Edition. Oxford University Press.

OXENDEN, C. (et al.). (2009). *New English File Elementary*. Workbook. Third Edition. Oxford University Press.

Práctica Extra: <https://elt.oup.com/student/englishfile/elementary3/?cc=ar&sellLanguage=en>

METODOLOGÍA Y EVALUACIÓN

El módulo de Inglés seguirá una modalidad virtual - no presencial. Se dictarán clases de forma sincrónica los días martes y miércoles de 17:00 a 19:00 horas por medio de la plataforma Chamilo. Además, el estudiante deberá revisar diferentes videos tutoriales y completar trabajos asincrónicos que le serán asignados a través de la misma plataforma.

Para la aprobación del módulo inglés, el alumno deberá rendir un parcial escrito. Para rendir el examen el alumno deberá resolver ejercicios en un formulario utilizando el recurso tecnológico Google Form. En caso de no contar con algún medio electrónico, podrán hacerlo de forma presencial con fecha a confirmar.

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| <u>CRONOGRAMA</u> | |
|---------------------------------|--|
| Martes 01-02 Miércoles 02-02 | Saludos. Números. Pronombres personales y objetivos. Adjetivos Posesivos. Verbo 'to be' (afirmativo, negativo, interrogativo). El tiempo. Días de la semana y los meses. El clima y las estaciones del año. Tiempos verbales: Presente simple y Presente continuo. Actividades de rutina. Adverbios de frecuencia. Expresiones de tiempo presente. |
| Martes 08-02 Miércoles 09-02 | Verbo haber (there is/there are). Lugares de la ciudad. Preposiciones de lugar (in, at, on). Tiempo verbal: Pasado simple (was/were - did/didn't - verbos regulares e irregulares). Expresiones de tiempo pasado. |
| Martes 15-02 | Adjetivos comparativos y superlativos. Adjetivos calificativos. Futuro simple. Expresiones de tiempo futuro. -Repaso- |
| Miércoles 16-02 | Parcial de Inglés |
| Martes 22-02 | Consulta |
| Miércoles 23-02 | Recuperatorio de Inglés |
| Martes 01-03 | FERIADO NACIONAL |
| Miércoles 02-03 | Extraordinario de Inglés |



Hi, I'm Mike.
 What's your name?

Hannah. Nice to
 meet you.

1A My name's Hannah, not Anna

1 LISTENING & SPEAKING

a (1 2)) Look at the pictures. Listen and number them 1-4.



b Listen again and complete the gaps.

- A Hi, I'm Mike. What's your ¹ _____ ?
 B Hannah.
 A ² _____ ?
 B Hannah!
- A What's your phone ³ _____ ?
 B It's 7894 132 456.
 A ⁴ _____. See you on Saturday. Bye.
 B Goodbye.
- A ⁵ _____, Mum. This is Hannah.
 B ⁶ _____. Nice to meet you.
 C Nice to ⁷ _____ you, Anna.
 B ⁸ _____ name's Hannah.
 C Sorry, Hannah.
- A Hi, ⁹ _____. You're early!
 B Hello, Mrs Archer. How are ¹⁰ _____ ?
 C I'm very well, ¹¹ _____ you, Anna. And you?
 B ¹² _____, thanks.
 A It's Hannah, Mum.

c Complete the gaps with a word from the list.

- Fine Hi I'm... Thanks Bye
- Hello = _____
 My name's... = _____
 Very well = _____
 Thank you = _____
 Goodbye = _____

- (1 3)) Listen and repeat some phrases from the dialogue. Copy the rhythm.
- (1 4)) In groups of three, practise the dialogues with the sound effects. Change roles.
- Introduce yourself to other students.

Hello, I'm Antonio.
 What's your name? (Carla. Nice to meet you.)

Days and numbers

1 DAYS OF THE WEEK

a Complete the days of the week with the letters.

W Fr S S Th T M

Monday /'mʌndeɪ/ _iday /'fraɪdeɪ/
 _uesday /'tʃɜːzdeɪ/ _aturday /'sætədeɪ/
 _ednesday /'wenzdeɪ/ _unday /'sʌndeɪ/
 _ursday /'θɜːzdeɪ/

b 1 10)) Listen and check.

c Cover the days of the week. Say them in order.

Useful phrases
 the weekend (= Saturday and Sunday)
 a weekday (= Monday-Friday)
 What day is it today? It's Friday.
 Have a good weekend. You too.
 See you on Monday.

Capital letters
 Days of the week begin with a capital letter.
 Tuesday NOT *tuesday*

2 NUMBERS 0-20

a Match the words with the numbers.

twelve twenty eleven three
 eighteen five fifteen seven

- | | |
|-----------------------|---------------------------------|
| 0 zero /'ziːərəʊ/ | 11 _____ /ɪ'levn/ |
| 1 one /wʌn/ | 12 _____ /'twelv/ |
| 2 two /tuː/ | 13 <u>thirteen</u> /θɜː'tiːn/ |
| 3 <u>three</u> /θriː/ | 14 <u>fourteen</u> /fɔː'tiːn/ |
| 4 four /fɔː(r)/ | 15 _____ /fɪf'tiːn/ |
| 5 _____ /faɪv/ | 16 <u>sixteen</u> /sɪks'tiːn/ |
| 6 six /sɪks/ | 17 <u>seventeen</u> /sevn'tiːn/ |
| 7 _____ /'sevn/ | 18 _____ /eɪ'tiːn/ |
| 8 eight /eɪt/ | 19 <u>nineteen</u> /naɪn'tiːn/ |
| 9 nine /naɪn/ | 20 _____ /'twenti/ |
| 10 ten /ten/ | |

b 1 11)) Listen and check.

c Cover the words. Say the numbers.

Phone numbers
 We say the digits separately.
 794 1938 = seven nine four, one nine three eight
 44 = four four OR double four 0 = zero OR oh

← p.5

3 NUMBERS 21-100

a Write the numbers.

- | | |
|----------|-----------------------------------|
| 21 _____ | <u>twenty-one</u> /'twenti 'wʌn/ |
| _____ | <u>thirty</u> /'θɜːti/ |
| _____ | <u>thirty-five</u> /θɜːti 'faɪv/ |
| _____ | <u>forty</u> /'fɔːti/ |
| _____ | <u>forty-three</u> /fɔːti 'θriː/ |
| _____ | <u>fifty</u> /'fɪfti/ |
| _____ | <u>fifty-nine</u> /fɪfti 'naɪn/ |
| _____ | <u>sixty</u> /'sɪksti/ |
| _____ | <u>sixty-seven</u> /sɪksti 'sevn/ |
| _____ | <u>seventy</u> /'sevnti/ |
| _____ | <u>seventy-two</u> /sevnti 'tuː/ |
| _____ | <u>eighty</u> /'eɪti/ |
| _____ | <u>eighty-eight</u> /eɪti 'eɪt/ |
| _____ | <u>ninety</u> /'naɪnti/ |
| _____ | <u>ninety-four</u> /naɪnti 'fɔː/ |
| _____ | a / one <u>hundred</u> /'hʌndrəd/ |

b 1 26)) Listen and repeat.

Pronunciation
 13 and 30, 14 and 40, etc. are similar, but the stress is different, e.g. thirteen, thirty, fourteen, forty, etc.
 -een is a long sound /iː/, but -y is a short sound /ɪ/.

← p.7

4 HIGH NUMBERS

a Write the missing words or numbers.

- | | |
|-----------|-------------------------------------|
| 105 _____ | a / one hundred and five |
| _____ | two hundred |
| 350 | three hundred and _____ |
| 875 | eight hundred _____ seventy-five |
| 1,000 | a / one thousand /θəʊznd/ |
| _____ | one thousand five hundred |
| 2,012 | two thousand and _____ |
| 5,420 | five thousand four _____ and twenty |
| _____ | twenty-five thousand |
| 100,000 | a / one hundred _____ |
| 1,000,000 | a / one million /'mɪljən/ |
| 2,300,000 | two million _____ hundred thousand |

b 4 43)) Listen and check.

← p.72

1

1A present tense verb **be** (+), subject pronouns: *I, you*, etc.

(+) = positive form

(1 5))

| Full form | Contraction |
|----------------------------|----------------------------|
| I am your teacher. | I' m your teacher. |
| You are in room 7. | You' re in room 7. |
| He is Mike. | He' s Mike. |
| She is Hannah. | She' s Hannah. |
| It is a school. | It' s a school. |
| We are students. | We' re students. |
| You are in Class 2. | You' re in Class 2. |
| They are teachers. | They' re teachers. |

- Always use a subject pronoun (*you, he*, etc.) with a verb, e.g. **It's** a school. **NOT** *Is a school.* **They're** teachers. **NOT** *Are teachers.*
- Always use capital *I*, e.g. **He's** Mike and **I'm** Sally. **NOT** *i'm Sally.* With other pronouns only use a capital letter when it's the first word in a sentence.
- *you* = singular and plural.
- Use *he* for a man, *she* for a woman, and *it* for a thing.
- Use *they* for people and things.

Contractions

- In contractions ' = a missing letter, e.g. 'm = *am*.
- We use contractions in conversation and in informal writing, e.g. an email to a friend.

1B present tense verb **be** (-) and (?)

I'm **not** American. (1 23))
 She **isn't** from London.
 They **aren't** Spanish.
Are you Polish? Yes, I **am**.
Is she Russian? No, she **isn't**.

(?) = question form

Am I
Are you
Is he / she / it
Are we
Are you
Are they

German?
 Russian?
 Polish?

(-) = negative form

| Full form | Contraction | |
|-----------------------------|----------------------------|----------------------------------|
| I am not | I' m not | |
| You are not | You aren't | |
| He / She / It is not | He / She / It isn't | Italian. Spanish. British. |
| We are not | We aren't | |
| You are not | You aren't | |
| They are not | They aren't | |

= positive short answer

= negative short answer

| | | | |
|------|--|-----|---|
| Yes, | I am . you are . he / she / it is . we are . you are . they are . | No, | I' m not . you aren't . he / she / it isn't . we aren't . you aren't . they aren't . |
|------|--|-----|---|

- Put *not* after the verb *be* to make negatives.
- You can also contract *are not* and *is not* like this:
You're not Italian. She's not Spanish.

- In questions, put *am, are, is*, **before** *I, you, he*, etc.
Are you German? **NOT** *You are German?*
Where are you from? **NOT** *Where you are from?*
- Don't use contractions in positive short answers.
Are you Russian? Yes, **I am**. **NOT** *Yes, I'm.*

1C possessive adjectives: *my, your*, etc.

| | | |
|--------------------------------|--|---------|
| I'm Italian. | My family are from Rome. | (1 41)) |
| You're in level 1. | This is your classroom. | |
| He's the director. | His name is Michael. | |
| She's your teacher. | Her name is Tina. | |
| It's a school. | Its name is Queen's School. | |
| We're an international school. | Our students are from many different countries. | |
| They're new students. | Their names are David and Emma. | |



it's or its?

Be careful with *it's* and *its*.
it's = it is **It's** a school.
its = possessive **Its** name is Queen's School.

- *his* = of a man, *her* = of a woman, *its* = of a thing.
- *their* = of plural people or things.
- Possessive adjectives don't change with plural nouns.
our students **NOT** *ours students*

2 GRAMMAR verb be ⊕, subject pronouns

a Complete the sentences with *are, is, or am*.

I'm Mike. = I _____ Mike.
 My name's Hannah. = My name _____ Hannah.
 You're early. = You _____ early.
 It's 7894 132 456. = It _____ 7894 132 456.

b ► p.124 Grammar Bank 1A. Learn more about verb *be* ⊕ and subject pronouns, and practise them.

c 16))) Listen and repeat the pronouns and contractions.

d 17))) Listen. Say the contraction.))) I am (I'm

e In pairs, try to remember the names in your class. Say *He's / She's* _____.







f Stand up and speak to other students.

Hi Carla. How are you? (Fine thanks. And you?

3 PRONUNCIATION

vowel sounds, word stress

a 18))) Listen and repeat the words and sounds.

| | | | | | |
|--|---|---|---|---|---|
|  |  |  |  |  |  |
| fish | tree | cat | egg | train | bike |
| it | he | am | very | they | I |
| this | we | thanks | well | name | Hi |
| | meet | | | | Bye |

b ► p.166 Sound Bank. Look at the example words and spellings for the sounds in a.

Word stress
 Multi-syllable words have one stressed syllable.
 so|rry good|bye Sa|tur|day

c 19))) Listen and underline the stressed syllable in these words.

air|port com|pu|ter e|mail ka|ra|te
 ho|tel mu|se|um sala|d te|nnis
 pas|ta in|ter|net bas|ket|ball sand|wich

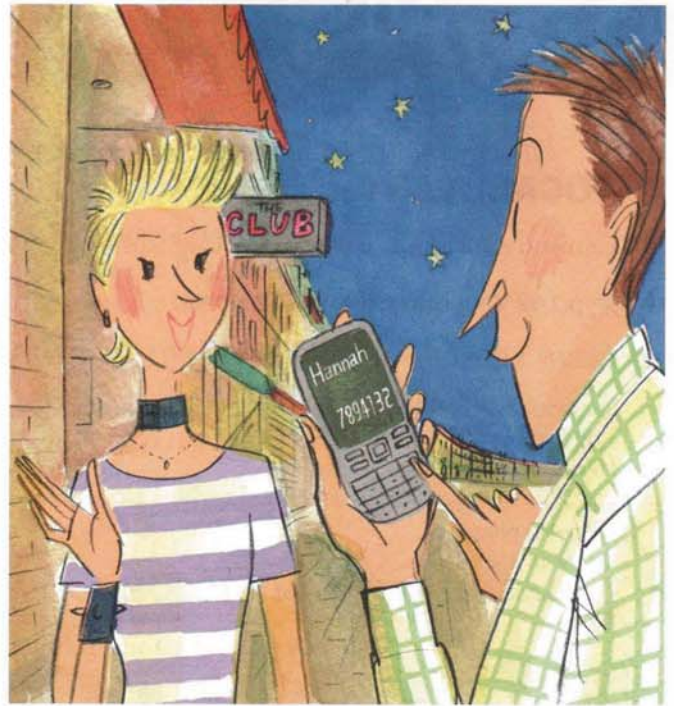
d Write the words from c in the chart.

| food | technology | sports | places |
|------|------------|--------|--------|
| | | | |

e In pairs, write more words that you know in each column. How do you pronounce them?

4 VOCABULARY

days of the week, numbers 0-20



a Look at the picture. Can you remember what Mike and Hannah say?

b ► p.148 Vocabulary Bank Days and numbers. Do parts 1 and 2.

c 112))) Listen and say the next day or number.

))) Monday, Tuesday (Wednesday

d What's your phone number? What day is it today? And tomorrow?

5 LISTENING & SPEAKING

a 113))) Listen. Where are they? Write 1-6 in the boxes.

- airport Gate number _____
- sandwich bar _____ euros _____ cents
- hotel Room _____
- museum Closed on _____
- taxi _____ Manchester Road
- school Classes on _____ and _____

b Listen again. Write a number or a day in each space.

c 114))) Listen and respond.

))) Hello. Nice to meet you. (Nice to meet you.

3A Things I love about Britain

1 VOCABULARY verb phrases

a Complete the phrases with a verb from the list.

go read work have listen

- 1 _____ a newspaper 4 _____ to the cinema
 2 _____ to the radio 5 _____ in an office
 3 _____ children

b ► p.153 Vocabulary Bank Verb phrases.

c (23) Listen. Say the phrase.)))TV watch TV

2 GRAMMAR present simple ⊕ and ⊖

a Look at four things people say about Britain and the British. Do you think they are true or not true? Then read the text and check your answers.

THE BRITISH — IS IT TRUE?

British people drink tea at 5.00.

It rains a lot.

British people like animals.

The food in Britain isn't very good.

Four foreigners who live in Britain talk about the things people say about the British...

British people drink tea at 5.00. Kati from Hungary

It's true that British people drink a lot of tea (and coffee) but they don't drink tea at a special time. I work for a British company here and my boss drinks tea all the time.

It rains a lot. Nicolai from Russia

It rains a lot, but it doesn't rain every day. Be careful because the weather changes quickly. I always take an umbrella when I go out.

British people like animals. Norma from Mexico

I have a lot of friends here and they all have a dog or a cat. One family that I know has two dogs and five cats. British people love animals!

The food in Britain isn't very good. Hasan from Turkey

The restaurants are quite expensive but they are great, and the food is good in a lot of pubs, too. I share a flat with a Scottish boy, and he cooks every night. He watches all the cooking programmes on TV and he makes great curries!

b Answer the questions with a partner.

1 Look at the highlighted verbs. Why do some verbs end in -s?

2 Write the *he / she / it* form of these verbs.

change _____ have _____
 cook _____ go _____
 make _____ watch _____

3 Find two negative ⊖ verbs. How are they different from positive ⊕ verbs a) for *he / she / it* b) for all other persons?

c ► p.128 Grammar Bank 3A.

Learn more about present simple ⊕ and ⊖ and practise it.

3 PRONUNCIATION third person -s

a How do you pronounce these plural nouns?

books keys watches

b (25) Listen and repeat the third person verb forms.

/s/ She speaks Spanish.
 He drinks coffee.
 She cooks every day.

/z/ It rains a lot.
 He has a cat.
 She does exercise.

/ɪz/ He goes to the cinema on Friday night.

/ɪz/ He watches TV.
 The film finishes in a minute.
 The weather changes a lot.

c (26) Listen. Change the sentence.

))) I live in a flat. She. (She lives in a flat.

d Tell your partner six true things about you: three ⊕ and three ⊖. Choose verb phrases from p.153 Vocabulary Bank Verb phrases

(I play the guitar. I don't wear glasses.

e Change partners. Tell your new partner the six things about your old partner.

(Eva plays the guitar. She doesn't wear glasses



1



2



3



4

Starbucks, summer, and other things I ♥ love about Britain

Mark Vanhoenacker, an American journalist who lives in London, says the UK's not just OK – it's paradise. **These are some of his reasons...**

Walking

Britain isn't a good place for cyclists. But for pedestrians it is wonderful. When you walk on a zebra crossing, all the drivers stop.

Banks

British banks are great – you do everything online, and you don't pay when you take money out of an ATM. And if you want to change banks, the banks do all the work, not you.

Drivers

The British are very polite when they drive. They don't hoot, and they are patient with other drivers. They always say thank you when you let them pass.

Boots the Chemist

Chemists in the UK are wonderful, friendly shops and completely different from US pharmacies. Boots sells everything you want, not just medicine, and the shop assistants give you good advice.

No ID Cards

Britain is one of the only places in the world where people don't have ID cards. In the US you need ID when you buy a drink, go to a club, use a credit card, or take an intercity train.

Summers

I love British summers! A good summer day in Britain is dry and warm, but not very hot.

Starbucks

Starbucks isn't British, of course, but I prefer the Starbucks in Britain. They are nice, friendly places where people read the newspaper and drink good coffee. And the waiters don't write your name on the cups – I feel stupid in America when the waiter calls 'Mark, your tall cappuccino with extra chocolate!'



5



6

4 READING & SPEAKING

a Look at the photos. In which one can you see...?

- | | | |
|---|--|---------------------------------------|
| <input type="checkbox"/> a cash machine (ATM in American English) | <input type="checkbox"/> a chemist /'kemɪst/ | <input type="checkbox"/> a waiter |
| <input type="checkbox"/> a cup of coffee | <input type="checkbox"/> a cyclist /'saɪklɪst/ | <input type="checkbox"/> a pedestrian |
| <input type="checkbox"/> a zebra crossing | | |
| <input type="checkbox"/> a driver | | |

b (27) Read and listen to the article. Mark the sentences T (true) or F (false). Say why the F ones are false.

- Britain is a good country for cyclists and pedestrians.
- It's expensive to use ATMs in Britain.
- British drivers are nice to other drivers.
- Boots the Chemist only has medicine.
- In Britain people don't have ID cards.
- Summers in Britain are very hot.
- In Starbucks in Britain waiters don't use your first name.

c Underline these verbs in the text. What do they mean? Compare your ideas with a partner.

walk pay drive sell give need
buy use prefer feel call

d Look at each paragraph again. Say if it's the same or different in your country or city.

Naples isn't a good place for cyclists or pedestrians, because people drive very fast!

Useful words: Why? and because

Use *because* to answer the question *Why?*
Why isn't Naples a good place for cyclists?
Because people drive very fast.

3B Work and play

1 VOCABULARY jobs

- a Order the letters to make words for jobs.
- 1 ACTEHRE T _____
 - 2 ROCAT A _____
 - 3 TRIEWA W _____
 - 4 AXTI RREDIV T _____ D _____
 - 5 PTIREONICEST R _____
- b ➤ p.154 Vocabulary Bank Jobs.
- c What do you do? Ask five other students in the class.



His job, her job

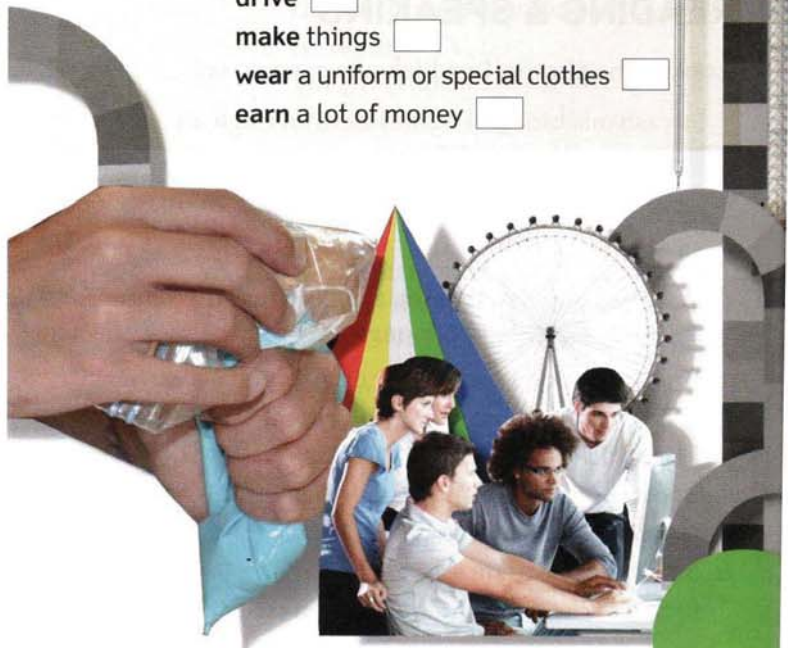
2 LISTENING

- a (2 10, 11)) Listen to a game show called *His job, her job*. A team of three people ask Wayne questions about his job and his wife Tanya's job. Write **W** next to the questions they ask Wayne about his job, and **T** next to the questions they ask about Tanya's job.
- b Listen again. What are Wayne's answers? Write ✓ (yes), ✗ (no), or **D** (it depends) after each question.
- c Look at the answers. What do you think his job is? What do you think her job is?
- d (2 12)) Listen to the end of the programme. What do Wayne and his wife do?

| | | |
|--------|------|--|
| Where? | work | outside <input type="checkbox"/> |
| | | in the street <input type="checkbox"/> |
| | | inside <input type="checkbox"/> |
| | | in an office <input type="checkbox"/> |
| When? | work | in the evening <input type="checkbox"/> |
| | | at night <input type="checkbox"/> |
| | | at the weekend <input type="checkbox"/> |
| How? | work | with computers <input type="checkbox"/> |
| | | with other people <input type="checkbox"/> |
| | | long hours <input type="checkbox"/> |
| | | have special qualifications <input type="checkbox"/> |
| | | speak foreign languages <input type="checkbox"/> |
| | | travel <input type="checkbox"/> |
| | | drive <input type="checkbox"/> |
| | | make things <input type="checkbox"/> |
| | | wear a uniform or special clothes <input type="checkbox"/> |
| | | earn a lot of money <input type="checkbox"/> |

3 GRAMMAR present simple [?]

- a (2 13)) Complete the questions. Listen and check. Why are questions 3 and 4 different?
- 1 _____ you work with other people?
Yes, I _____.
 - 2 _____ you work in an office?
No, I _____.
 - 3 _____ she work with computers?
No, she _____.
 - 4 _____ she work at the weekend?
Yes, she _____.
- b ➤ p.128 Grammar Bank 3B. Learn more about present simple [?] and practise it.
- c In groups of four, play *His job, her job*. Choose jobs from p.154 Vocabulary Bank Jobs. Ask questions to guess the jobs.



3

3A present simple ⊕ and ⊖

British people **like** animals. (2 4))
 They **live** in houses with gardens.
 My husband **works** from 9.00 to 5.00.
 Ann **has** three children.

| ⊕ | ⊖ |
|------------------------------|-------------------------------------|
| I work . | I don't work . |
| You work . | You don't work . |
| He / She / It works . | He / She / It doesn't work . |
| We work . | We don't work . |
| You work . | You don't work . |
| They work . | They don't work . |

- We use the present simple for things that are generally true or that habitually happen.

- Contractions: *don't = do not, doesn't = does not*.
- To make negatives use *don't / doesn't + verb (infinitive)*:
He doesn't work. NOT He doesn't works.

spelling rules for he / she / it

| | |
|-----------------------------|---------------------------------------|
| I work / play / live. | He works / plays / lives. |
| I watch / finish / go / do. | She watches / finishes / goes / does. |
| I study. | She studies. |

- The spelling rules for the *he / she / it* forms are the same as for the plurals (see **Grammar Bank 2A p.126**).

Be careful with some he / she / it forms

I have He has **NOT** He *has*es
 I go He goes /gəʊz/
 I do He does /dʌz/
 I say He says /sez/

3B present simple ?

Do you work in an office? No, I **don't**. (2 14))
 Does she work outside? Yes, she **does**.

| ? | ✓ | ✗ |
|--------------------------|--|---|
| Do I work? | Yes, I do . you do . he /she /it does . we do . you do . they do . | No, I don't . you don't . he /she /it doesn't . we don't . you don't . they don't . |
| Do you work? | | |
| Does he / she / it work? | | |
| Do we work? | | |
| Do they work? | | |

- Use *do* (or *does* with *he, she, it*) to make questions.

do and does

do = /duː/, does = /dʌz/

Do and does can be:

- 1 the auxiliary verb to make present simple questions. **Do** you speak English? **Does** she live here?
- 2 a normal verb. I **do** my homework in the evening. He **does** exercise every day.

- The word order for present simple questions is **ASI = Auxiliary verb (do, does), Subject (I, you, he, she, etc.), Infinitive (work, live, etc.)**.

3C word order in questions

| Question word / phrase | Auxiliary | Subject | Infinitive |
|------------------------|-----------|-------------|---------------------|
| | Do | you | live near here? |
| | Does | your mother | work? |
| What | do | you | do? |
| Where | does | he | live? |
| How many children | do | you | have? |
| What kind of music | does | she | like? |
| How | do | you | spell your surname? |

Word order in be questions

Remember the word order in questions with *be*. Put *be* before the subject. *Where are you from? What's your name? Is he Spanish?*

- The word order for present simple questions with *do* and *does* is:
ASI (Auxiliary, Subject, Infinitive), e.g. *Do you live here?*; **OR**
QUASI (Question, Auxiliary, Subject, Infinitive), e.g. *Where do you live?*
- We often use question phrases beginning with *What*, e.g. *What colour...? What size...? What make...? What time...?*, etc.

Verb phrases

VOCABULARY BANK

a Match the verbs and pictures.

- cook /kʊk/
- do /duː/
- drink /drɪŋk/
- eat /i:t/
- go /gəʊ/
- have /hæv/
- like /laɪk/
- listen /lɪsn/
- 1 live /lɪv/
- play /pleɪ/
- read /ri:d/
- say /seɪ/
- speak /spi:k/
- study /ˈstʌdi/
- take /teɪk/
- want /wɒnt/
- watch /wɒtʃ/
- wear /weə/
- work /wɜ:k/



1 in a flat



2 in an office



3 children



4 economics



5 German



6 a new car



7 a newspaper



8 animals



9 to the cinema



10 TV



11 to music



12 tennis



13 an umbrella



14 homework / housework



15 the guitar



16 sorry



17 mineral water



18 fast food



19 dinner



20 exercise



21 glasses

b 2)) Listen and check.

work
Work has two meanings.

- 1 She works in a museum.
= it's her job
- 2 The phone doesn't work.
= it's broken

have or eat?
Have can be used with both food and drink, and is common with meals, e.g. *have a sandwich, have a coffee, have lunch.*
Eat can only be used with food, e.g. *eat fast food.*

c Cover the verbs and look at the pictures. Test yourself or a partner.

← p.20

a Match the verbs and pictures.

Suzy Stressed

- have a shower
- have a coffee
- do the housework
- start work at 8.30
- finish work at 6.30
- get dressed
- 1 wake up at 7.00
- have lunch at work
- go shopping
- go to bed late
- have pizza for dinner
- get home late
- go to work by bus
- watch TV and check emails

Henry Healthy

- go to Italian classes
- do Italian homework
- 1 get up at 8.00
- have breakfast
- do exercise
- go home early
- walk to work
- relax
- take the dog for a walk
- sleep for eight hours
- make the dinner
- have a bath

b (2:37) Listen and check.

c In pairs, cover the phrases and look at the pictures. **A** describe Suzy's day, then **B** describe Henry's day. Then swap.

have
Have has two meanings.

- 1 For family and possessions, e.g. *I have three children. He has a big house.*
- 2 For activities, e.g. *I have lunch at 1.30. She has a shower in the morning.*

Suzy Stressed



Henry Healthy



1 TELLING THE TIME

a Match the clocks and phrases.



- It's a quarter past six.
- It's six o'clock.
- 1 It's a quarter to seven.
- It's ten past six.
- It's five to seven.
- It's twenty-five to seven.
- It's half past six.
- It's three minutes past six.
- It's twenty past six.

b (2.24) Listen and check.

Time
 You can ask for the time in two different ways:
What time is it? OR *What's the time?*
 For times which are not multiples of five we use *minutes*,
 e.g. 6.03 = It's three minutes past six.

c Cover the phrases. Ask and answer with a partner.

What time is it? } } It's...

◀ p.26

2 EXPRESSIONS OF FREQUENCY

a Complete the expressions.

How often do you see your friends?

- | | |
|----------------------------|--------------------------------------|
| 1 every /'evri/ <i>day</i> | M, T, W, Th, F, S, S |
| 2 every w_____ | week 1, week 2, week 3, etc. |
| 3 every m_____ | January, February, March, etc. |
| 4 every y_____ | 2001, 2002, 2003, etc. |
| 5 once /wʌnz/ a _____ | only on Mondays |
| 6 twice /tu:z/ a _____ | on Mondays and Wednesdays |
| 7 three times a _____ | on Mondays, Wednesdays, and Fridays |
| 8 four times a _____ | in January, April, July, and October |

b (2.46) Listen and check.

c Cover the left-hand column. Test yourself.

3 ADVERBS OF FREQUENCY

a Match sentences 1–6 with a–f. What do the **highlighted** words mean?

- 1 I **always** /'ɔ:lweɪz/ get up at 7.00 during the week.
- 2 I **often** /'ɒfn/ go to the cinema after work.
- 3 I **usually** /'ju:ʒuəli/ finish work at 6.00.
- 4 I **sometimes** /'sʌmtaɪmz/ meet a friend for lunch.
- 5 I **hardly ever** /'hɑ:dlɪ evə/ go to the theatre.
- 6 I **never** /'nevə/ have coffee.

- a About seven or eight times a month.
- b I start work at 8.00 every day.
- c But on Fridays we stop at 3.00.
- d I don't like it.
- e Only once or twice a year.
- f About once or twice a month.

b (2.47) Listen and check.

normally
Normally is the same as *usually*. I normally get up early = I usually get up early.

c Cover sentences 1–6 and look at a–f. Can you remember the sentences?

d (2.48) Listen and repeat the **highlighted** adverbs of frequency.









◀ p.32

The weather and dates

1 THE WEATHER

a Complete the chart with words from the list.

cloudy /'klaʊdi/ hot /hɒt/ raining /'reɪnɪŋ/
 cold /kəʊld/ snowing /'snəʊɪŋ/ windy /'wɪndi/
 foggy /'fɒgi/ sunny /'sʌni/

| What's the weather like? | | | |
|---|---------------------|--|-------------|
| 1  | It's <u>sunny</u> . | 5  | It's _____. |
| 2  | It's _____. | 6  | It's _____. |
| 3  | It's _____. | 7  | It's _____. |
| 4  | It's _____. | 8  | It's _____. |

b (3 8)) Listen and check.





Other adjectives for temperature
 warm /wɔ:m/ = a nice temperature, not very hot (opposite = cool /ku:l/)

c Cover the chart and look at the pictures. Ask and answer with a partner.

What's the weather like? 

The four seasons

d (3 9)) Match the words and pictures. Listen and check.

| | |
|---|---|
| 1  | 2  |
| 3  | 4  |

spring /sprɪŋ/ autumn /'ɔ:təm/
 summer /'sʌmə/ winter /'wɪntə/

e What's the weather like today? What season is it where you are?

2 THE DATE

a Complete the months. Remember to use CAPITAL letters!

January ___pril ___uly ___ctober
 ___ebruary ___ay ___ugust ___ovember
 ___arch ___une ___eptember ___ecember

b (3 29)) Listen and check.

c Complete the numbers and words.

1st first /fɜ:st/
 2nd second /'sekənd/
 3rd third /θɜ:d/
 4th fourth /fɔ:θ/
 5th fifth /fɪfθ/
 6th _____ /sɪksθ/
 7th _____ /'sevntθ/
 _____ eighth /eɪtθ/
 _____ ninth /naɪnθ/
 10th _____ /tenθ/
 11th _____ /ɪ'levnθ/
 _____ twelfth /twelfθ/
 13th _____ /θɜ:'ti:nθ/
 14th _____ /fɔ:'ti:nθ/
 _____ twentieth /'twentiəθ/
 21st _____ /twenti'fɜ:st/
 _____ twenty-second /twenti'sekənd/
 23rd _____ /twenti'θɜ:d/
 _____ twenty-fourth /twenti'fɔ:θ/
 30th _____ /θɜ:tiəθ/
 _____ thirty-first /θɜ:ti'fɜ:st/

d (3 30)) Listen and check.

Writing and saying the date
 We write We say
 12th March **the twelfth of March**
 22/1 **the twenty-second of January**

Prepositions with years, months, and dates
 Use *in* + years, e.g. *The Rio Olympics are in 2016.*
 Use *in* + months, e.g. *My birthday's in February.*
 Use *on* + dates, e.g. *The meeting is on Friday 5th September.*

Saying years
 1807 eighteen oh seven
 1936 nineteen thirty-six
 2008 two thousand and eight (for years 2000–2010)
 2011 two thousand and eleven OR twenty eleven

e What's the date today? What's the date tomorrow? What year is it?

What are they doing?

They're having a party.

5B Love your neighbours

1 VOCABULARY & SPEAKING

verb phrases

- a (3 2)) Read the article about neighbours. Then listen to eight sounds, and write a–h in the boxes.

Noisy neighbours the top problems!

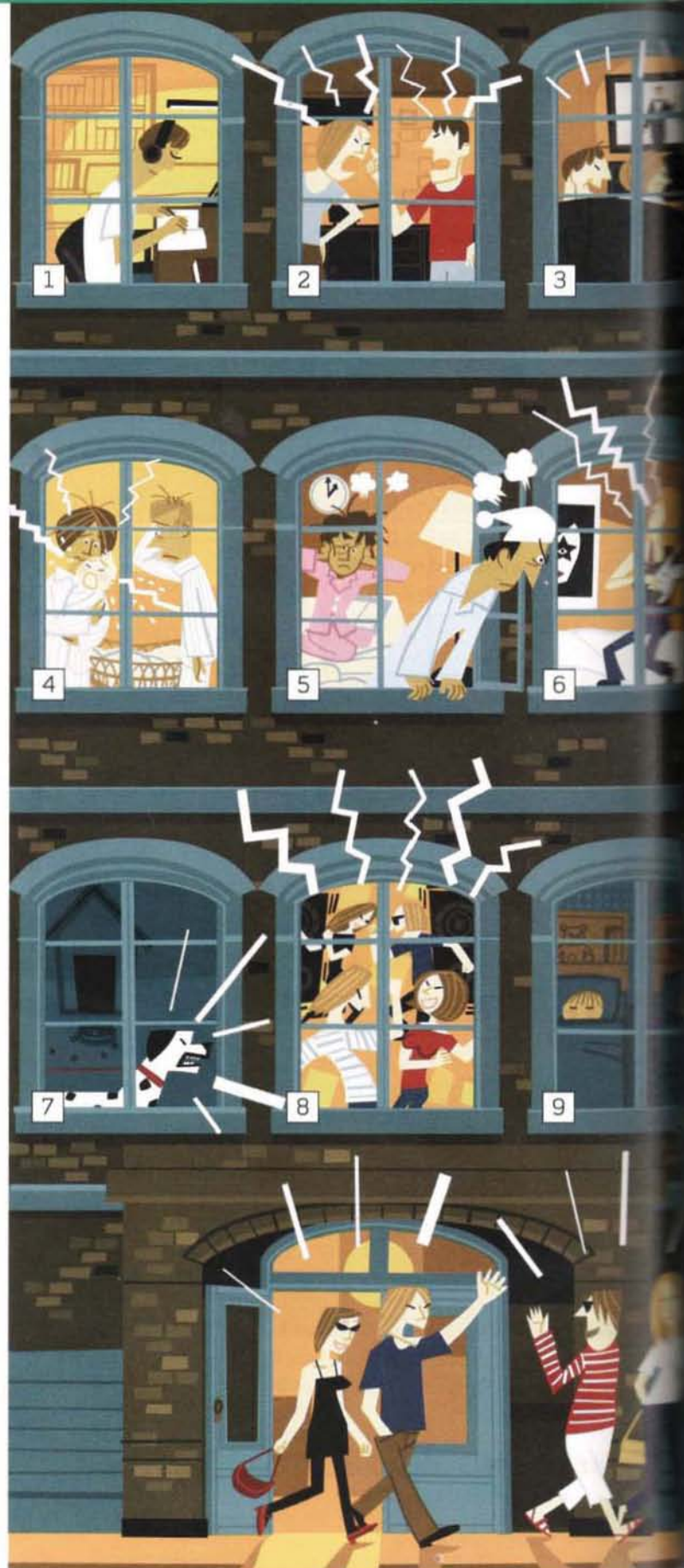
Sometimes it is difficult to love your neighbours, especially when they make a lot of noise. These are some things people do that cause problems in the UK (not in order).

- Their babies cry.
- Their dogs bark.
- They talk loudly or argue a lot.
- They have noisy parties.
- Their children shout all the time.
- They have the TV on very loud.
- They play loud music.
- They play musical instruments.

- b Which do you think are the top three in the UK? Which do you think are the top three in *your* country?
- c Do the questionnaire with a partner.

Are your neighbours noisy? Are you a noisy neighbour?

- 1 Do you live in a house or a flat?
- 2 Do you have neighbours...?
 - a upstairs
 - b downstairs
 - c next door
- 3 Are your neighbours...?
 - a very noisy
 - b quite noisy
 - c not very noisy
- 4 Which of the things in a do they do? Do they make any other noises?
- 5 Are you a noisy neighbour? Which of the things in a do you or your family do?



2 GRAMMAR present continuous

- a (3.3)) Look at the picture of the flats. Why do you think the couple in flat 5 can't sleep? Listen and check.
- b Listen again and complete the dialogues with verbs from the list.

arguing crying doing getting going
happening having saying shouting (x2)

1 **Man** Are you awake?

Woman Yes. What's that noise?

M They're _____ a party downstairs.

W Again! What time is it?

M 12.00.

2 **W** Who's _____?

M People in the street. From the party.

W What's _____? Why are they _____?

M I can't hear.

W Are they _____?

M No, they aren't. They're _____ goodbye.
Excuse me! We're trying to sleep. It's 1.00 in the morning!

3 **M** Oh no. Now the baby next door is _____!

W What's the time?

M It's 5.00.

W What are you _____? Where are you _____?

M I'm _____ up. I can't sleep with that noise.

c Complete the sentences.

⊕ They _____ having a party in number 8.

⊖ _____ they arguing?

⊖ No, they _____ arguing. They're saying goodbye.

d Read the rule and (circle) the right word.

We use the present continuous (*be + verb + -ing*) to talk about *now / every day*.

e ➤ p.132 Grammar Bank 5B. Learn more about the present continuous and practise it.

f (3.5)) Listen to the sounds. What's happening? Write six sentences.

3 PRONUNCIATION & SPEAKING /ŋ/

a (3.6)) Listen and repeat the words and sound.



singer

singing dancing going doing
studying language wrong young
think bank pink thanks

b In pairs, point and ask and answer about the people in the flats.

What's he doing?

He's playing the guitar.
What are they doing?

c ➤ Communication Spot the differences A p.102 B p.107. Describe the pictures and find eight differences.

4 LISTENING

a (3.7)) Look at the photo and read about Rebecca Flint. Then listen to her talking about noise rules where she lives. Does she think they are a good thing or a bad thing?

Switzerland

The sound of silence

Switzerland has very strict anti-noise rules, especially for people who live in flats. **Rebecca Flint**, a British woman who lives and works in the Swiss town of Chur, tells us about a life without noise.



b Listen again and complete the sentences.

During the week

1 She can't _____ between 12.30 and 2.00 p.m.

2 She can't _____ without headphones or _____ after 10 p.m.

3 She can't have a _____ or a _____ after 10 p.m.

On Saturdays

4 She can _____, but it can't be loud after 10 p.m.

On Sundays

5 She can't _____ furniture or put a _____ on the wall.

6 She can't _____ the washing machine.

c Do you think these are good or bad rules? Why (not)? Do you have any similar rules in your country? What happens if you make a lot of noise late at night?

5

5A can / can't

- 1 I **can** sing, but I **can't** dance. (2 58))
- 2 I **can** come on Tuesday, but I **can't** come on Wednesday.
- 3 You **can** park here. You **can't** park there.
- 4 **Can** you help me? **Can** I open the window?

• *can* + infinitive has different meanings:

- 1 *I can* = I know how to.
I can't = I don't know how to.
- 2 *I can* = It's possible for me.
I can't = It's impossible for me.
- 3 *You can* = It's OK / It's permitted.
You can't = It's not OK / It's not permitted.
- 4 *Can you ...?* = Please do it.
Can I ...? = Is it OK if I do it?

| + | | | - | | |
|-------------------------------------|------------|-------------------|-------------------------------------|--------------|-------------------|
| I / You / He / She / It / We / They | can | swim. come. help. | I / You / He / She / It / We / They | can't | swim. come. help. |

| ? | | | ✓ | | | ✗ | | |
|------------|-------------------------------------|-------------------|------|-------------------------------------|-------------|-----|-------------------------------------|---------------|
| Can | I / you / he / she / it / we / they | swim? come? help? | Yes, | I / you / he / she / it / we / they | can. | No, | I / you / he / she / it / we / they | can't. |

- *can* and *can't* are the same for all persons (*I, you, he, etc.*). **NOT** *He cans.*
- Contraction: *can't* = *cannot*.
- Don't use *to* after *can*.
I can swim. **NOT** *I can to swim.*

5B present continuous: *be* + verb + *-ing*

- They're having a party in Flat 4. (3 4))
 Oh no! The baby's crying.
 It's raining.
 A What are you doing?
 B I'm waiting for my brother.

- We use the present continuous for things that are happening now / at the moment.
- We also use the present continuous with longer periods of time, e.g. *today, this week*.

I'm working at home this week because my daughter's not very well.

| + | | - | |
|------------------------|--------|---------------------|------------|
| I'm | You're | I'm not | You aren't |
| He / She / It 's | We're | He / She / It isn't | We aren't |
| They're | | They aren't | |
| having a party. | | | |

| ? | | ✓ | | ✗ | |
|-------------|----------------|-------------------------|----------------------|-----------------|------------------------|
| Am I | Are you | Is he / she / it | Are we | Are they | having a party? |
| Yes, | I am. | you are. | he / she / it is. | we are. | they are. |
| No, | I'm not. | you aren't. | he / she / it isn't. | we aren't. | they aren't. |

spelling rules for the *-ing* form

| infinitive | verb + <i>-ing</i> | spelling |
|------------|--------------------|--|
| cook | cooking | add <i>-ing</i> |
| study | studying | |
| dance | dancing | e + <i>-ing</i> |
| shop | shopping | one vowel + one consonant = double consonant + <i>-ing</i> |

5C present simple or present continuous?

| present simple | present continuous (3 12)) |
|---|---|
| My sister works in a bank. | Today she's working at home. |
| What do you usually wear to work? | What are you wearing now? |
| It rains a lot here in the spring. | Look! It's raining . |

- We use the present simple to say what we usually do, or things that are normally true.
- We often use the present simple with adverbs and expressions of frequency, e.g. *always, often, once a week, etc.*
- We use the present continuous to say what is happening now.

- We often use the present continuous with *at the moment, today, this week*.



What do you do? or What are you doing?

- A What **do** you **do**? (= What's your job?)
 B I'm a teacher.
 A What **are** you **doing**? (= now, at the moment)
 B I'm waiting for a friend.

5A

- a Rewrite the sentences using the correct form of *can* or *can't*.
- I know how to play the piano. *I can play the piano.*
- It's possible for her to meet me after work.
She _____.
 - Please open the door.
_____ you _____, please?
 - My boyfriend doesn't know how to ski.
My boyfriend _____.
 - Is it OK if I use your car?
_____ I _____?
 - It isn't possible for us to come to your party.
We _____.

- b Complete the sentences with *can* or *can't* and the verbs.

- I'm sorry. *I can't remember* your name. (remember)
- She _____ French, but not Spanish. (speak)
 - _____ you _____ me? These bags are very heavy. (help)
 - I _____ you tonight. I'm very busy. (see)
 - _____ I _____ the window? It's cold in here. (close)
 - _____ you _____ your address, please? (repeat)
 - It says 'No parking'. We _____ here. (stop)
 - Andy doesn't want to go to the beach because he _____. (swim)
 - _____ I _____ your phone? I want to call my dad. (use)

◀ p.36

5B

- a Write a question and answer.



What's she doing? *She's crying.*

- _____?
- _____?
- _____?
- _____?
- _____?

- b Put the verbs in brackets in the present continuous.

- A (*On the telephone*) Hi, Frank. It's Tina.
B Hello, Tina. It's good to hear from you. Where are you?
A I'm here in Bristol. I'm on holiday so *I'm visiting* (visit) my parents. I¹ _____ (stay) with them all this week. They're retired. Right now they² _____ (work) in the garden and I³ _____ (sit) in the sun. And you, Frank? What⁴ _____ you _____ these days? (do)
B I⁵ _____ (look) for a job.
A Good luck! What about your parents. How are they?
B Fine. My mum⁶ _____ (learn) to drive! She⁷ _____ (not enjoy) it much because she's very nervous. At the moment she⁸ _____ (make) the dinner and my dad⁹ _____ (help) her.
A It's great to speak to you, Frank. Can we meet?
B Yes. Let's have dinner tonight.

◀ p.39

5C

- a Circle the correct form.

- A What *do you cook* / *are you cooking*? I'm really hungry.
B Spaghetti. We can eat in ten minutes.
- A Hello. Is Martin at home?
B No, *he plays* / *he's playing* football with his friends.
 - A *Do your parents live* / *Are your parents living* near here?
B Yes. They *have* / *are having* a flat in the same building as me.
 - A How often *do you go* / *are you going* to the hairdresser's?
B About once a month. When *I think* / *I'm thinking* my hair's very long.
 - A Don't make a noise! Your father *sleeps* / *is sleeping*!
B Is he OK? He *doesn't usually sleep* / *isn't usually sleeping* in the afternoon.

- b Put the verbs in brackets in the present simple or continuous.

- Look. It's *raining*. (rain)
- A Hi, Sarah! What _____ you _____ here? (do)
B I _____ for a friend. (wait)
 - A Let's have lunch. _____ you _____ hamburgers? (like)
B No, sorry. I'm a vegetarian. I _____ meat. (not eat)
 - A Listen! The neighbours _____ a party again. (have)
B They _____ a party every weekend! (have)
 - A What _____ your boyfriend _____? (do)
B He's a teacher. He _____ at the local school. (work)
 - A Hi, Lisa. Where _____ you _____? (go)
B To the gym. I _____ to the gym every evening. (go)

◀ p.41

G past simple of *be*: *was / were*
V word formation: *paint* > *painter*
P sentence stress

Who was she?

She was a famous writer.

7A At the National Portrait Gallery

1 GRAMMAR *was / were*

a Read about the National Portrait Gallery in London and answer the questions.

- 1 Where is it?
- 2 What can you see there?
- 3 When is it open?
- 4 How much does it cost?

b (3.43)) Look at a photo which is in the National Portrait gallery. Cover the dialogue and listen. Who are the two people in the photo?

- A I love that photo. Who are they?
 B I think it's King Edward VIII and Wallis Simpson. Let's see. Yes, that's right.
 A When was he king? I don't remember a King Edward.
 B Well, he was only king for 11 months, in 1936, I think. He was Queen Elizabeth II's uncle.
 A Why was he only king for a short time?
 B Because he was in love with Wallis Simpson, the woman in the photo. She was American. The government was against the marriage because she was divorced. It was a terrible scandal. In the end he abdicated* and they got married.
 A Who was the next king?
 B His brother, George VI.
 A Were Edward and Wallis happy?
 B I think they were happy. They were together for the rest of their lives.

* **abdicate** stop being king or queen

c Listen again and read the dialogue. Then complete the gaps.

| Present simple | Past simple |
|------------------|---------------------|
| He is the king. | He _____ the king. |
| She is divorced. | She _____ divorced. |
| They are happy. | They _____ happy. |

d ► p.136 Grammar Bank 7A. Learn more about *was / were* and practise it.

National Portrait Gallery

The National Portrait Gallery has a collection of portraits of famous British men and women, from the 16th century to the present day. The portraits are both paintings and photographs. The National Portrait Gallery is near Trafalgar Square, five minutes from the National Gallery, London's most important art gallery. It is open daily and entrance is free.



2 PRONUNCIATION & SPEAKING

sentence stress

a (3.45)) Listen and repeat. Copy the rhythm.

I was at a **party**. She was **born** in **Mexico**.
 My **parents** were **angry**.

He **wasn't** at **home**. They **weren't** very **happy**.

When were you **born**? **Where** was the **hotel**?
Was it **expensive**? **No**, it **wasn't**.
Were they at the **concert**? **Yes**, they **were**.

b (3.46)) Say the sentences in the past simple.

)) I'm at home. (I was at home.

c ► **Communication** *Where were you?* A p.103 B p.108.

3 READING

Look at three more pictures from the National Portrait Gallery. Do you know who the people are or anything about them?



b (3 47)) Read and listen to three audio guide extracts. Check your answers to a.

1 Henry VIII was born in 1491. He was King of England from 1509 to 1547 and is famous for separating the Church of England from the Roman Catholic Church, and for his six wives. When he was young, as in this picture, he was very strong and good-looking. He was an excellent sportsman, and was also a good musician and poet. However, in his old age he was very fat and always in pain.

2 The Brontë sisters, Charlotte, Emily, and Anne, were born between 1816 and 1820 in a small village in the north of England. They were all writers, but only Charlotte, with her novel *Jane Eyre*, was famous in her lifetime. Their brother Branwell, the painter of this portrait, was originally in the picture between Emily and Charlotte. He wasn't happy with his self-portrait and now the painting shows only the three sisters.

3 Helena Bonham Carter, the actress, was born in London in 1966. Her mother is half Spanish and her father, who died in 2004, was the grandson of Herbert Asquith, the British Prime Minister from 1908 to 1916. Her first big role was as Lucy Honeychurch in *A Room with a View*, and her other roles include The Red Queen in *Alice in Wonderland*, Bellatrix Lestrange in the Harry Potter films, and Queen Elizabeth in *The King's Speech*. She has two children with her partner Tim Burton, a film director.

c Read the texts again and answer the questions.

- How long was Henry VIII King of England?
- What was he good at when he was a young man?
- Were the Brontë sisters famous when they were alive?
- Why isn't their brother in the picture?
- Who was Helena Bonham Carter's great-grandfather?
- What was her first famous film?

d Cover the texts. What can you remember?

4 VOCABULARY word formation

a Find words in the texts for people made from these words:

- | | |
|----------------|------------------------|
| 1 sport _____ | 5 paint _____ |
| 2 music _____ | 6 act _____ (OR actor) |
| 3 poetry _____ | 7 direct film _____ |
| 4 write _____ | |

Word building: professions

We often add *-er* or *-or* to a verb, e.g. *writer*, *actor*.

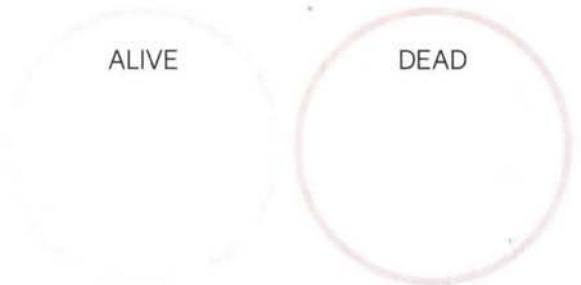
We often add *-ian*, *-ist*, or *-man / woman* to a noun, e.g. *musician*.

b Are the words below verbs or nouns? Do you know the words for the people?

- | | |
|------------------|------------------|
| 1 sing _____ | 6 novel _____ |
| 2 compose _____ | 7 business _____ |
| 3 politics _____ | |
| 4 science _____ | 8 sail _____ |
| 5 police _____ | 9 art _____ |
| | 10 invent _____ |

c (3 48)) Listen and check. Underline the stressed syllable. Practise saying the words.

d Write the names of four famous people in each circle. Ask a partner.



Who's Shakira? She's a singer.

Who was Charles Darwin? He was a scientist.

5 LISTENING & WRITING

a (3 49)) Listen to five clues about two famous people. Do you know who they are?

b With a partner write clues about a famous man and a woman (both dead).

c Read your clues to another pair. Do they know the people?

7B Chelsea girls

1 READING & LISTENING

- a (3.50)) Read and listen to the true story about a journey. Number the sentences 1–7.
- The taxi arrived at the girls' house.
 - They looked out of the window.
 - They chatted and listened to music.
 - 1 The girls wanted to go to a match.
 - The taxi stopped in a street with pretty houses.
 - They called a taxi.
 - The taxi driver typed their destination into his satnav.
- b (3.51)) Listen and check. Do you think they were in London?
- c (3.52)) Listen to the news story on the radio. Where were they?
- d ► **Communication** *Stamford Bridge p.103*. Read some tourist information about the place they were in and look at the map.
- e Do you think it is easy to make a mistake like this? Whose fault was it?

2 GRAMMAR

past simple: regular verbs

- a Read the text again and highlight ten more past simple regular verbs [+], one past simple negative sentence [-], and one past simple question [?].
- b In pairs, complete the chart and answer questions 1–3.

| Present simple | Past simple |
|-------------------------------------|--------------------------------|
| They want to go to the match. | They _____ to go to the match. |
| They don't talk to the taxi driver. | They _____ to the taxi driver. |
| Where do you want to go? | Where _____ to go? |

- What letters do you add to a regular verb in the past simple, e.g. *call*?
 - What do you do if the verb ends in *e*, e.g. *type*?
 - What happens to verbs which end with one vowel and one consonant, e.g. *chat*, *stop*?
- c ► p.136 Grammar Bank 7B. Learn more about past simple regular verbs and practise them.



Althorp House

The taxi journey

Charles Spencer, Princess Diana's brother, has three daughters, 18-year-old Kitty, and 15-year-old twins Eliza and Amelia. They live in Althorp, a large country house near Northampton, about 85 miles (136 kilometres) north of London.



The Spencer sisters

One of the sisters and her friend wanted to go to a football match in London. It was a Premier League match between Chelsea and Arsenal at Stamford Bridge. They called a taxi to take them to London and back. The taxi arrived and the driver typed Stamford Bridge into his satnav. The girls relaxed in the back of the car. They probably chatted, listened to music on their iPods, and texted their friends. They didn't talk to the taxi driver.

Two hours later the taxi stopped. They looked out of the window. It was a street with pretty houses.

The girls were a bit surprised, and they asked the taxi driver where they were. 'In Stamford Bridge,' he said. 'Where did you want to go?'



Stamford Bridge Stadium

- d Stand up and move around the class. Ask *Did you... yesterday?* questions with the verb phrases below. When somebody answers *Yes, I did*, write their name.

YESTERDAY

Find a person who...

- used satnav _____
- watched a football match _____
- chatted online _____
- studied for an exam _____
- cooked dinner _____
- arrived at work / school late _____
- listened to the radio _____
- started a new book _____
- worked / studied until late _____
- played a computer game _____

Did you use satnav yesterday? *No, I didn't. Did you...?*

3 PRONUNCIATION -ed endings

🔍 Past simple regular verbs

The e in -ed is not usually pronounced, and -ed is pronounced /d/ or /t/, e.g. *closed* /kləʊzd/, *stopped* /stɒpt/. The -ed is pronounced /ɪd/ **only** in verbs which end with the sound /t/ or /d/, e.g. *waited* /ˈweɪtɪd/ *ended* /ˈendɪd/.

- a 3 54))) Listen and repeat the verbs.

| 1 -ed = /d/ | 2 -ed = /t/ | 3 -ed = /ɪd/ |
|-------------|-------------|--------------|
| called | looked | wanted |
| arrived | relaxed | chatted |
| listened | stopped | texted |

- b 3 55))) Look at the verbs in the list. Circle the ones that belong to group 3. Listen and check.

played finished started travelled asked missed
cooked needed watched lived liked typed

- c 3 56))) Listen to some verb phrases. Make true or sentences about yesterday.

))) play tennis *I played tennis yesterday. / I didn't play tennis yesterday.*

4 VOCABULARY & SPEAKING

past time expressions

- a Number the past time expressions 1–10.

- yesterday morning
- last night
- last month
- three days ago
- 1 five minutes ago
- last week
- last summer
- the day before yesterday
- a year ago
- in 2009

🔍 Past time expressions

We say *last week*, *last month* NOT the last week, the last month.

- b 3 57))) Listen and check. Then listen and repeat.

- c Look at the questionnaire below. Tell your partner true sentences with past time expressions. Ask for more information.

I cried at the end of a film last week. *Oh really? What was it?*

When was the last time you...?



- * cried at the end of a film
- * travelled by plane
- * started a new hobby
- * walked more than 10 km

- * booked tickets online
- * downloaded a song
- * played sport
- * missed an English class



- * watched a really good film
- * called a friend
- * danced

What did you do?

We went to a restaurant.

7C A night to remember

1 READING

- a Look at the photos and read the introduction to the article. For each photo, say why you think the night was memorable.
- b Read about two people's nights, and match them to a photo.
- c Read the texts again and match the questions to their answers in the texts.
- | | |
|--|---|
| <input type="checkbox"/> What time did you get back? | <input type="checkbox"/> What did you wear? |
| <input type="checkbox"/> What was the weather like? | <input type="checkbox"/> Who were you with? |
| <input type="checkbox"/> Why was it a memorable night? | <input type="checkbox"/> What did you do? |
| <input type="checkbox"/> When was it? Where were you? | |



Why do we remember some nights in our lives?

Is it because we went to a beautiful place, met interesting people, heard wonderful music, or saw a fantastic film?

We asked people all over the world to tell us about a night that they can never forget...

Maria Julia from Argentina

- 1 It was in August two years ago when I was on holiday in Athens.
- 2 I wanted to see a man that I knew a little when I was at university. He was Greek and he lived in Athens. I called him many times, but he didn't answer. Suddenly, on my last night, he came to my hotel.
- 3 I felt embarrassed, because my clothes weren't very special – a green skirt and a white T-shirt and Greek sandals – and my hair was a mess.
- 4 We went out and walked around the centre of Athens. We spoke English, but he taught me some Greek words and I taught him some Spanish.
- 5 It was a warm night with a beautiful full moon.
- 6 I got back to the hotel at 3 a.m.
- 7 It was a magical evening – an Argentinian woman with a Greek man on the other side of the world in those dark streets, with the lights from the Parthenon up on the hill!

Mehmet from Turkey

- 1 It was last year. I was in Istanbul, where I live.
- 2 I was with my friends. It was my best friend's birthday.
- 3 I wore a black T-shirt and blue jeans.
- 4 We went to a great place called Cezayir. It's an old building with a great restaurant. We had dinner, and after dinner we had a coffee in the bar. Then we went to the beach at Florya and we had a swim. It was fantastic. The water wasn't very clean, but we didn't mind!
- 5 It was a hot night and the sea was really warm.
- 6 After our swim, we were tired and decided to go back, but I couldn't find my car keys! We went back to the beach and we looked everywhere, but it was too dark. In the end I left the car at the beach and I went home in my friend's car! I got home really late, at 5.00 in the morning.
- 7 It was a memorable night because we had a fantastic dinner and swim, but also because I lost the car keys – it was my father's car and he was really angry!

2 GRAMMAR past simple: irregular verbs

- a Look at the article again and find the past tense of these irregular verbs.

| | | |
|-------|-------|---------|
| can | could | /kʊd/ |
| come | _____ | /keɪm/ |
| feel | _____ | /fi:l/ |
| get | _____ | /gɒt/ |
| go | _____ | /wɛnt/ |
| have | _____ | /hæd/ |
| hear | _____ | /hɪəd/ |
| know | _____ | /nju:/ |
| leave | _____ | /left/ |
| lose | _____ | /loʊst/ |
| meet | _____ | /met/ |
| see | _____ | /si:/ |
| speak | _____ | /spi:k/ |
| teach | _____ | /ti:t/ |
| wear | _____ | /wɔ:/ |

- b (358)) Listen and check. Practise saying the verbs.
- c ► p.136 Grammar Bank 7C. Learn more about past simple irregular verbs and practise them.
- d Work in pairs. A re-read the text about Maria Julia, B re-read the text about Mehmet.
- e ► **Communication** *A night to remember* A p.103 B p.108. Test your partner's memory. Whose night do you think was more fun?

3 LISTENING


- a You are going to listen to David from Spain talking about his memorable night. Look at photo C from 1. Where was he? Why was it a memorable night?
- b (360)) Listen and check.
- c Listen again. Correct the information.
- 1 It was on 11th August. *No, it was on 11th July.*
 - 2 He was in Buenos Aires.
 - 3 He watched the match in a restaurant.
 - 4 He wore a Spanish football shirt and a yellow scarf.
 - 5 The match was in the evening.
 - 6 There were a lot of English tourists there.
 - 7 After the match they went to a bar in the city centre.
 - 8 It was quite cold that night.
 - 9 He got to the hotel at 4.00 in the morning.

4 VOCABULARY go, have, get

- a Can you remember these phrases about Mehmet? Write *went*, *had*, or *got*.
- 1 We ___ to a great place called Cezayir.
 - 2 We ___ dinner, and after dinner we ___ a coffee in the bar.
 - 3 Then we ___ to the beach at Florya and we ___ a swim.
 - 4 I ___ home really late, at 5.00 in the morning.
- b ► p.160 Vocabulary Bank *go, have, get*.

5 PRONUNCIATION sentence stress

- a Look at the questions in 'A memorable night' below. What words are missing?
- b (362)) Listen and repeat the questions. Copy the rhythm.



A memorable night...

- When / it?
- Where / you?
- Who / with?
- What / wear?
- Where / go?
- What / do?
- What / the weather like?
- What time / get home?
- Why / it a memorable night?

6 SPEAKING & WRITING

- a Think about a time you had a memorable night. Look at the questions in 5b and plan your answers.
- b Interview your partner about their night.
- c Write about your night. Answer the questions in 5b, and use the article in 1 to help you.

7 (363)) SONG Summer Nights 🎵

Irregular verbs

558))

| Present | Past simple | Past participle |
|-----------------|-------------------------|---------------------|
| be /bi:/ | was /wɒz/ were /wɜ:/ | been /bi:n/ |
| become /bɪ'kʌm/ | became /bɪ'keɪm/ | become |
| begin /bɪ'gɪn/ | began /bɪ'gæn/ | begun /bɪ'gʌn/ |
| break /breɪk/ | broke /brəʊk/ | broken /'brəʊkən/ |
| bring /brɪŋ/ | brought /brɔ:t/ | brought |
| build /bɪld/ | built /bɪlt/ | built |
| buy /baɪ/ | bought /bɔ:t/ | bought |
| can /kæn/ | could /kʊd/ | — |
| catch /kætʃ/ | caught /kɔ:t/ | caught |
| come /kʌm/ | came /keɪm/ | come |
| cost /kɒst/ | cost | cost |
| do /du:/ | did /dɪd/ | done /dʌn/ |
| drink /drɪŋk/ | drank /dræŋk/ | drunk /drʌŋk/ |
| drive /draɪv/ | drove /drəʊv/ | driven /'drɪvən/ |
| eat /i:t/ | ate /eɪt/ | eaten /'i:tn/ |
| fall /fɔ:l/ | fell /fel/ | fallen /'fɔ:lən/ |
| feel /fi:l/ | felt /felt/ | felt |
| find /faɪnd/ | found /faʊnd/ | found |
| fly /flaɪ/ | flew /flu:/ | flown /fləʊn/ |
| forget /fə'get/ | forgot /fə'gɒt/ | forgotten /fə'gɒtn/ |
| get /get/ | got /gɒt/ | got |
| give /gɪv/ | gave /geɪv/ | given /'gɪvən/ |
| go /gəʊ/ | went /went/ | gone /gɒn/ |
| have /hæv/ | had /həd/ | had |
| hear /hɪə/ | heard /hɜ:d/ | heard |
| know /nəʊ/ | knew /nju:/ | known /nəʊn/ |

| Present | Past simple | Past participle |
|-------------------------|------------------------|-------------------|
| leave /li:v/ | left /left/ | left |
| lose /lu:z/ | lost /lɒst/ | lost |
| make /meɪk/ | made /meɪd/ | made |
| meet /mi:t/ | met /met/ | met |
| pay /peɪ/ | paid /peɪd/ | paid |
| put /pʊt/ | put | put |
| read /ri:d/ | read /red/ | read /red/ |
| run /rʌn/ | ran /ræn/ | run |
| say /seɪ/ | said /sed/ | said |
| see /si:/ | saw /sɔ:/ | seen /si:n/ |
| send /send/ | sent /sent/ | sent |
| sing /sɪŋ/ | sang /sæŋ/ | sung /sʌŋ/ |
| sit /sɪt/ | sat /sæt/ | sat |
| sleep /sli:p/ | slept /slept/ | slept |
| speak /spi:k/ | spoke /spəʊk/ | spoken /'spəʊkən/ |
| spend /spend/ | spent /spent/ | spent |
| stand /stænd/ | stood /stʊd/ | stood |
| swim /swɪm/ | swam /swæm/ | swum /swʌm/ |
| teach /ti:tʃ/ | taught /tɔ:t/ | taught |
| take /teɪk/ | took /tu:k/ | taken /'teɪkən/ |
| tell /tel/ | told /təʊld/ | told |
| think /θɪŋk/ | thought /θɔ:t/ | thought |
| understand /ʌndə'stænd/ | understood /ʌndə'stʊd/ | understood |
| wake /weɪk/ | woke /wəʊk/ | woken /'wəʊkən/ |
| wear /weə/ | wore /wɜ:/ | worn /wɔ:n/ |
| win /wɪn/ | won /wɒn/ | won |
| write /raɪt/ | wrote /raʊt/ | written /'rɪtn/ |

7

7A past simple of *be*: *was / were*

King Edward VIII's wife **was** American.
She **wasn't** in class yesterday. **Was** she ill?
The Beatles **were** famous in the 1960s.
Where **were** you last night? You **weren't** at home.

3 44))

| + | | | - | | |
|-------------------|--------------------|-------------------|------------------------|--------------------------|--|
| I / He / She / It | was there. | I / He / She / It | wasn't there. | | |
| You / We / They | were there. | You / We / They | weren't there. | | |
| ? | | | ✓ | ✗ | |
| Was | I / he / she / it | famous? | Yes, I was . | No, I wasn't . | |
| Were | you / we / they | | Yes, you were . | No, you weren't . | |

- We use *was / were* to talk about the past.
- We often use *was / were* with past time expressions, e.g. *yesterday, last night, in 1945*, etc.
- We use *was / were* with *born*: *I **was** born in Hungary*.

7B past simple: regular verbs

I **played** tennis this morning.
We **watched** a good film on TV last night.
My grandfather **lived** in Vienna when he was young.
I **studied** German when I was at school.

3 53))

| + | | | - | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------|-------------------------------------|---|----------------|
| I / You / He / She / It / We / They | worked yesterday. | I / You / He / She / It / We / They | didn't work yesterday. | | | |
| ? | | | ✓ | ✗ | | |
| Did | I / you / he / she / it / we / they | work yesterday? | Yes, | I / you / he / she / it / we / they | did. No, I / you / he / she / it / we / they | didn't. |

- We use the past simple for finished actions in the past.

spelling rules for regular verbs

| infinitive | past | spelling |
|------------|---------|--|
| watch | watched | add -ed |
| play | played | |
| live | lived | add -d |
| stop | stopped | one vowel + one consonant = double consonant |
| study | studied | consonant + y > ied |

- **Contraction:** *didn't = did not*.
- Regular verbs in the past **+** end in *-ed*, e.g. *worked, lived, played*.
- The past simple is the same for all persons (*I, you, she*, etc.).
- Use auxiliaries *did / didn't* + infinitive for past simple **?** and **-**. *Did* is the past of *do*.

7C past simple: irregular verbs

I **went** to Spain last month. (3 59))
I **didn't** go to Madrid.
Did you **go** to Barcelona?

| infinitive | past + | past - |
|------------|---------------|---------------------|
| go | went | didn't go |
| have | had | didn't have |
| get | got | didn't get |
| teach | taught | didn't teach |
| hear | heard | didn't hear |
| feel | felt | didn't feel |
| leave | left | didn't leave |
| lose | lost | didn't lose |
| meet | met | didn't meet |
| see | saw | didn't see |
| wear | wore | didn't wear |
| speak | spoke | didn't speak |
| do | did | didn't do |

- Use the irregular past form only in **+** sentences:
*I **saw** a film last night.*
- Use the infinitive after *did / didn't*:
***Did** you **see** a film last night? NOT *Did you saw...?**
***I didn't** go out last night. NOT *I didn't went...?**
- Remember word order in questions = ASI (Auxiliary, Subject, Infinitive), e.g. *Did you go out last night?* or QUASI (Question word, Auxiliary, Subject, Infinitive), e.g. *Where did you go?*
- There is a list of irregular verbs on page 165.



could

Past of *can* = *could*.

- = *couldn't* NOT *didn't can*

? = *Could you...?* NOT *Did you can...?*

G *there is / there are, some / any + plural nouns*

V *the house*

P */eə/ and /ɪə/, sentence stress*

Is there
a garage?

Yes, there is.

8B A house with a history

1 VOCABULARY the house

- Read the advertisement for a house to rent. Would you like to rent it? Why (not)?
- Cover the advertisement. What can you remember about the house?
- With a partner, think of three things you can usually find in a bedroom, a bathroom, and a living room.
- p.161 Vocabulary Bank *The house.*

TO RENT

Beautiful country house.

Very quiet. Six bedrooms, four bathrooms, large garden. Five miles from Witney. Perfect family house.

LOW PRICE.



2 LISTENING

- (4 13)) Kim and Leo are a young couple from the USA. They want to rent the house in 1. Cover the dialogue and listen to their conversation with Barbara. Which three rooms in the house do they go into?

- Listen again and complete the dialogue.

K The garden is wonderful, I love it.

L Is there a ¹garage?

B Oh yes, there's a big garage over there. Let's go inside the house.

This is the ²_____. There are five rooms on this floor, the kitchen, the ³_____, the living room, the ⁴_____, the library...

L Wow! There's a library, Kim!

B This is the living room.

L I love the furniture, the old sofa, the armchairs, the ⁵_____...

B And this is the ⁶_____. It's very big, as you can see.

K Is there a dishwasher?

B No, there isn't. It's an old house, you see.

L Never mind. I think it's lovely. Is there a ⁷_____ downstairs?

B Yes, there's one ⁸_____ and there are three upstairs.

K Are there any ⁹_____ with children?

B No, there aren't any neighbours near here. But there are some families with children in the village.

K That's great. You lived in this house, is that right, Mrs...?

B Call me Barbara, dear. Yes, I lived here. A long time ago. Now I live in the village. Let's go ¹⁰_____...

- (4 14)) Listen. What does Kim say about one of the bedrooms? Whose bedroom was it?





d (4 15)) Kim and Leo go to the local pub. Listen and answer the questions.

- 1 What do they have to drink? Why?
- 2 What does the barman tell them...?
 - a about what happened in the house
 - b about Barbara
 - c about what happened to the house later
- 3 What do Kim and Leo decide to do?

3 GRAMMAR *there is / there are*

a In groups of three, practise the dialogue in 2b. Then complete the chart.

| | singular | plural |
|---|-------------------------|---|
| + | There's a garden. | There ___ some families in the village. |
| - | There ___ a dishwasher. | There aren't any neighbours. |
| ? | ___ a garage? | ___ any neighbours? |

b What's the difference between...?

- 1 There are **three** families in the village.
- 2 There are **some** families in the village.

c ► p.138 Grammar Bank 8B. Learn more about *there is / there are* etc. and practise it.

4 PRONUNCIATION

/eə/ and /ɪə/, sentence stress

a (4 17)) Listen and repeat the words and sounds.

| | | |
|--|-------|--|
|  | chair | |
|  | ear | |

b Put the words in the right place.

beer careful dear wear here they're
near stairs there we're hear where

c (4 18)) Listen and repeat the words.

d (4 19)) Listen and repeat. Copy the rhythm.

- A Are there any stairs?
B Yes, they're over there.

- A Is there a bank near here?
B Yes.
A Where?
B There's one in the square.

e Practise the dialogues with a partner.

f Ask your partner questions with *Is there a...in your...?* *Are there any...in your...?* Give more information in your answers if you can.

TV books plants pictures
mirror fireplace lamps
kitchen bedroom bathroom
dining room living room







Is there a TV in your kitchen? No, there isn't, but there's one in the living room.

5 SPEAKING

a Look at the questionnaire **Your home**. Interview a partner. Ask for and give more information if you can.

Your home



-  Do you live in a house or a flat?
-  How old is it?
-  How big is it?
-  How many bedrooms are there?
bathrooms?
-  Is there a study?
a garden or a balcony?
a garage?
central heating or air conditioning?
-  Do you like it? Why (not)?

b Draw a simple plan of your living room. Show the plan to your partner and describe the room.

*This is the living room. It's quite big and it's very light.
There are two sofas and an armchair.*

6 WRITING

► p.114 Writing *Describing your home*.
Write a description of your house or flat.

7 (4 20)) **SONG** *House of the Rising Sun* 🎵

G there was / there were
V prepositions: place and movement
P silent letters

Were there any pictures on the wall?

Yes, there was a picture of a lady.

8C A night in a haunted hotel

1 READING

- a Do you believe in ghosts? Are there buildings in your town / city that people think are haunted?
- b Read the text once and find out:
- Who are the ghosts in the two hotels?
 - Tick (✓) the things that happen in the hotels:
a people hear strange noises d lights go on and off
b people see somebody e things fall on the floor
c doors open and close f people feel that somebody is watching them
- c Look at the highlighted words in the text related to hotels and guess their meaning.
- d Would you like to stay in one of these hotels? Why (not)?

WOULD YOU LIKE TO STAY IN A HAUNTED HOTEL?

THERE ARE MANY HOTELS IN BRITAIN THAT PEOPLE SAY ARE HAUNTED. IF YOU ARE FEELING BRAVE, YOU CAN STAY THE NIGHT IN ONE OF THESE HOTELS.

ENGLAND GOSFORTH HALL INN

Gosforth Hall is a small hotel in Cumbria in the north of England, built in 1658. People say the hotel has the ghost of a Catholic priest. He usually appears in Room 11. There is a secret tunnel that goes from behind the fireplace in the hotel lounge to Room 11. In 17th-century England, Catholic priests used the tunnel to hide from Protestants.

The owner of the hotel, Rod Davies, says: 'I didn't believe in ghosts before I came here, but strange things happen in the hotel. One guest woke up in the middle of the night and saw a tall man standing next to his bed. He checked out the next morning.' Rod's wife says: 'One night a lot of books fell off a shelf in the lounge. And sometimes when I am working I feel that someone is watching me, but when I turn round nobody is there.'

GHOST HUNTERS: Ask for Room 11

www.gosforthhallhotel.co.uk

SCOTLAND COMLONGON CASTLE

Comlongon is a 15th-century castle in a small village near Dumfries in south-west Scotland. The castle is haunted by the Green Lady, the ghost of Lady Marion Carruthers. Lady Marion was unhappy because she was married to a man she did not love, and in 1570 she jumped from the castle walls and killed herself. Many strange things happen in the hotel – doors open and close, and lights go on and off in empty rooms. An American couple once opened the door of their room and saw a young woman sitting on the bed. They left because they thought they were in the wrong room. In fact it was their room, but when they came back the room was empty.

GHOST HUNTERS: Ask for The Carruthers suite.

www.comlongon.com



2 VOCABULARY prepositions: place and movement

- a Look at the pictures of the ghosts from the hotel. Where is the woman sitting? Where is the man standing?



- b ➤ p.162 Vocabulary Bank *Prepositions: place and movement.*

3 PRONUNCIATION silent letters



Silent letters

Some English words have a 'silent' letter, e.g. in *cupboard* /'kʌbəd/ you don't pronounce the *p*.

- a (4 23) Listen and cross out the 'silent' letter in these words.

building castle could friend ghost guest
half hour know listen talk what write

- b Practise saying the words.

4 LISTENING

A British newspaper, the *Sunday Times*, sent one of its journalists, Stephen Bleach, to Gosforth Hall Inn. They asked him to spend the night in Room 11.

- a (4 24) Listen to **part 1** of Stephen's night. Correct the information in these sentences.

- 1 He arrived at Gosforth Hall early in the evening.
- 2 There were four other guests in the hotel.
- 3 He talked to one of the guests.
- 4 He had dinner in the bar.
- 5 He went to his room at 11.00.
- 6 Room 11 was on the first floor.
- 7 The room was quite small.
- 8 There was a TV and a remote control.
- 9 There was a horror film on TV.
- 10 He went to sleep at the end of the film.

- b (4 25) Do you think Stephen saw the ghost? Listen to **part 2** and find out. Listen again and answer the questions.

- 1 Did he wake up during the night?
If yes, what time?
- 2 Did anything strange happen?
If yes, what?
- 3 Did he 'feel' the ghost?
- 4 Was he frightened?
 very a little not at all
- 5 Would he like to go back?
Why (not)?

5 GRAMMAR

there was / there were

- a (4 26) Complete the sentences from the listening with *was*, *wasn't*, *were*, or *weren't*. Then listen and check.

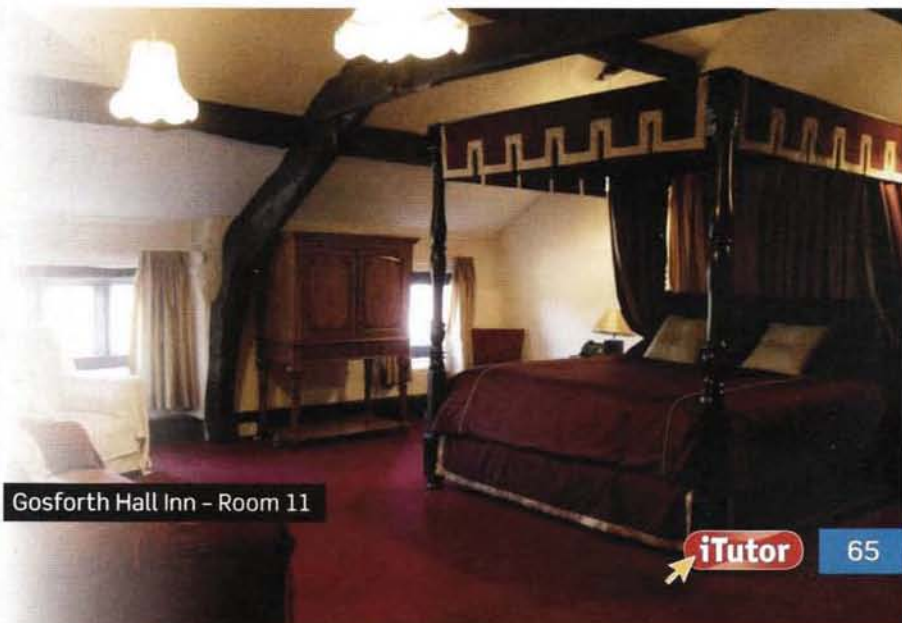
- 1 There _____ many other guests in the hotel.
- 2 There _____ only three.
- 3 There _____ an old TV on a table.
- 4 There _____ a remote control.

- b ➤ p.138 Grammar Bank 8C. Learn more about *there was / there were* and practise it.

6 SPEAKING

➤ **Communication** *The Ghost Room*

A p104 B p.109. Look at the picture of another haunted hotel room for one minute. Try to remember what there was in the room.



Gosforth Hall Inn - Room 11

8

8A past simple: regular and irregular verbs

1 be

- I **was** born in Japan. They **were** late for class yesterday.
- She **wasn't** at home last night. You **weren't** very nice to her.
- Were** you ill yesterday? When **was** he born?

4 11))

2 regular verbs

- I really **liked** the present. She **wanted** to be a doctor.
- She **didn't enjoy** the concert. They **didn't arrive** until very late.
- Did** you **watch** the match last night? When **did** you **finish** the book?

3 irregular verbs

- I **went** to Paris last summer. She **slept** on the sofa.
- He **didn't come** home last night. They **didn't hear** the music.
- Did** you **speak** to your sister yesterday? Where **did** you **have** lunch?

- 1 The past of *be* is *was/were*. We add *not* to make negatives and invert the subject and verb to make questions.
- 2 Regular verbs add *-ed* or *-d* in the past simple , e.g. *like-liked, want-wanted*.
- 3 Irregular verbs change their form in the past simple , e.g. *go-went, see-saw*.
 - Regular and irregular verbs (except *can*) use:
 - *didn't* + infinitive to make negatives, e.g. *I didn't like it. She didn't see him.*
 - *did* + subject + infinitive to make questions, e.g. *Did you want to come? Where did she go?*

can / could

The past of *can* is *could*. We add *not* to make negatives (*I couldn't find my glasses.*) and reverse the subject and verb to make questions (*Could you use your mobile on the mountain?*).

8B there is / there are, some / any + plural nouns

| Singular | Plural |
|---|--|
| <input type="checkbox"/> There's a garage. | There are some pictures on the wall. |
| <input type="checkbox"/> There isn't a swimming pool. | There aren't any plants in the room. |
| <input type="checkbox"/> Is there a bathroom downstairs? | Are there any neighbours with children? |
| <input checked="" type="checkbox"/> Yes, there is . | Yes, there are . |
| <input checked="" type="checkbox"/> No, there isn't . | No, there aren't . |

4 16))

there is / there are

- We use *there is* / *there are* to say that somebody or something exists. We use *there is* + a singular noun and *there are* + plural nouns.
- *There is* is often contracted to *There's*. *There are* is not usually contracted.
- When we talk about a list of things we use *there is* if the first word in the list is singular or *there are* if the first word in the list is plural:
 - In my bedroom **there's a** bed, two chairs, and a desk.*
 - In the living room **there are** two armchairs and a sofa.*

a / an, some and any

- We often use *there is* / *there are* with *a* / *an*, *some*, and *any*.
- Use *some* and *any* with plural nouns. *Some* = not an exact number.
- Use *some* in sentences and *any* in and .

There is or It is?

Be careful. *There is* and *It is* are different.

There's a key on the table. **It's** the key to the kitchen.

8C there was / there were

| Singular | Plural |
|--|---------------------------------------|
| <input type="checkbox"/> There was an old TV. | There were only three guests. |
| <input type="checkbox"/> There wasn't a remote control. | There weren't any more people. |
| <input type="checkbox"/> Was there a ghost? | Were there any windows? |
| <input checked="" type="checkbox"/> Yes, there was . | Yes, there were . |
| <input checked="" type="checkbox"/> No, there wasn't . | No, there weren't . |

4 27))

- *there was* / *were* is the past of *there is* / *are*.

8A

a Complete the dialogue using the past simple of the verbs in brackets.

A Where were (be) you last night at 8.00?

B I ¹ _____ (be) at home, Inspector. With my wife. We ² _____ (be) at home all evening.

A What ³ _____ you _____ (do)?

B We ⁴ _____ (watch) TV and then we ⁵ _____ (have) a light dinner. We ⁶ _____ (not be) hungry. After that, we ⁷ _____ (go) to bed.

A What time ⁸ _____ you _____ (go) to bed?

B About 10 o'clock.

A ⁹ _____ you _____ (hear) a noise during the night?

B No, I ¹⁰ _____ (not hear) anything.

b Complete the text with the past simple of the verbs in brackets.

Last night I was (be) asleep in my room when a strange noise ¹ _____ (wake) me up. I

² _____ (not want) to leave my room because I ³ _____ (feel) very scared.

Then I ⁴ _____ (hear) the noise again, so I ⁵ _____ (decide) to go and investigate.

When I ⁶ _____ (turn on) the light in the kitchen, a bird ⁷ _____ (fly) out of the window.

I ⁸ _____ (close) the window so that the bird ⁹ _____ (not can) come in again and then I ¹⁰ _____ (go) back to bed.

◀ p.61

8B

a Complete with or of *There's* or *There are*.

There's a dishwasher in the kitchen.

Are there any people in the room?

1 _____ any books on the shelf?

2 _____ a toilet downstairs?

3 _____ some stairs over there.

4 _____ a carpet on the floor.

5 _____ some pictures on the wall.

6 _____ a shower in the bathroom?

7 _____ some chairs in the garden.

8 _____ a lamp in the bedroom?

9 _____ a motorbike in the garage.

10 _____ any glasses in the cupboard?

b Write , , or sentences with *there is / are + a / an, some or any*.

trees / the garden *There are some trees in the garden.*

1 table / the kitchen _____.

2 fireplace / the living room _____?

3 plants / your flat _____.

4 people / the hall _____?

5 pictures / your bedroom _____.

6 TV / the kitchen _____.

7 computer / the study _____.

8 chairs / the dining room _____.

9 mirror / the bathroom _____?

10 car / the garage _____.

◀ p.63

8C

a Complete the dialogue with the correct form of *there was* or *there were*.

A How many guests were there in the hotel?

B ¹ _____ four including me. ² _____ a French tourist and ³ _____ two businessmen.

A ⁴ _____ a restaurant?

B No, ⁵ _____, but ⁶ _____ a bar.

A ⁷ _____ a minibar in your room?

B Yes, ⁸ _____ but ⁹ _____ any drinks in it.

A How many beds ¹⁰ _____?

B One. A double bed.

b Complete the sentences with *there was / were / wasn't / weren't + a / an, or some / any*.

There were some ghosts in the haunted castle I stayed in.

1 My sister didn't have a shower because _____ spider in the bath.

2 We couldn't watch the news because _____ TV in our room.

3 I couldn't sleep on the plane because _____ noisy children behind me.

4 They couldn't play tennis because _____ tennis balls.

5 She didn't have a coffee because _____ cups.

6 He took a photo because _____ beautiful view.

7 They couldn't park near the restaurant because _____ car park.

8 I couldn't work in the hotel because _____ computer.

◀ p.65

Prepositions: place and movement

1 PLACE

a Match the words and pictures.

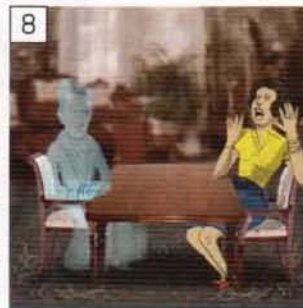
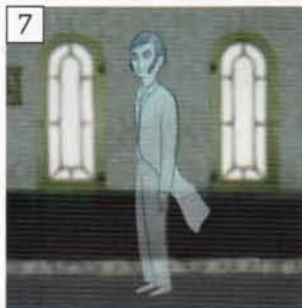
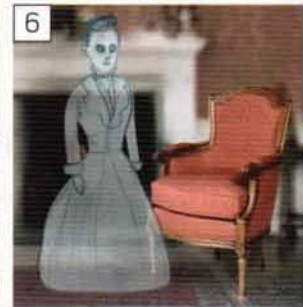
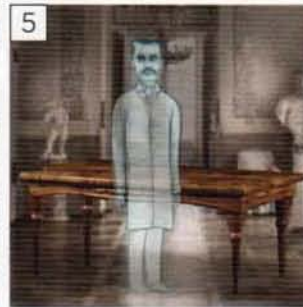
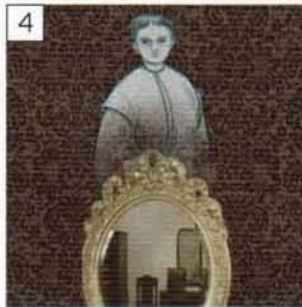
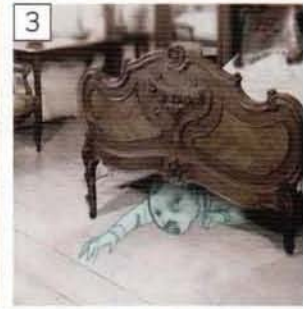
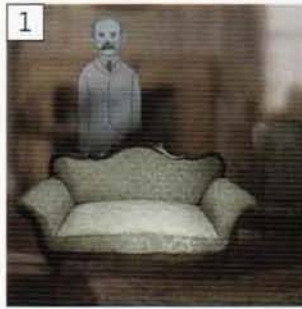
- in /ɪn/
- in front of /ɪn frʌnt əv/
- on /ɒn/
- under /ʌndə/
- behind /br'hɪnd/
- between /br'twi:n/
- opposite /ə'pəzɪt/
- next to /'nekst tu/
- over /'əʊvə/

b (4 21)) Listen and check.

c In pairs, ask and answer about the pictures.

Where's the ghost?

It's under the bed.



2 MOVEMENT

a Match the words and pictures.

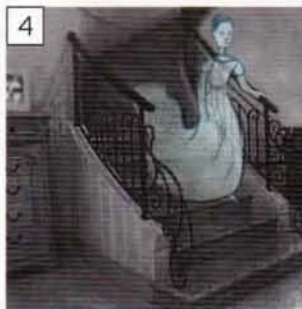
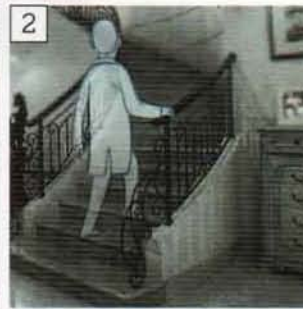
- from...to /frəm/ /tu/
- into /'ɪntu/
- out of /'aʊt əv/
- up /ʌp/
- down /daʊn/
- towards /tə'wɔ:dz/

b (4 22)) Listen and check.

c In pairs, ask and answer about the pictures.

Where's the ghost going?

It's going from the bar to room 11.



Food

VOCABULARY BANK



a Match the words and pictures.

Breakfast /'brekfəst/

- bread /bred/
- butter /'bʌtə/
- cereal /'siəriəl/
- cheese /tʃi:z/
- coffee /'kɒfi/
- eggs /egz/
- jam /dʒæm/
- (orange) juice /dʒu:is/
- milk /milk/
- sugar /'fʊgə/
- 1 tea /ti:/
- toast /təʊst/

Lunch / dinner /'lʌntʃ/ /'dɪnə/

- fish /fɪʃ/
- meat (steak, chicken, sausages, ham) /mi:t/
- (olive) oil /ɔ:il/
- pasta /'pæstə/
- rice /raɪs/
- salad /'sæləd/

Vegetables /'vedʒtəblz/

- carrots /'kærəts/
- chips (French fries) /tʃɪps/
- a lettuce /'letɪs/
- mushrooms /'mʌʃrʊmz/
- onions /'ɒnjənz/
- peas /pi:z/
- potatoes /pə'teɪtəʊz/
- tomatoes /tə'mɑ:təʊz/

Fruit /fru:t/

- apples /'æplz/
- bananas /bə'nɑ:nəz/
- oranges /'ɒrɪndʒɪz/
- a pineapple /'paɪnæpl/
- strawberries /'strɔ:bərɪz/

Desserts /dɪ'zɜ:ts/

- cake /keɪk/
- fruit salad /fru:t 'sæləd/
- ice cream /aɪs 'kri:m/

Snacks /snæks/

- biscuits /'bɪskɪts/
- chocolate /'tʃɒklət/
- crisps /krɪps/
- sandwiches /'sænwɪdʒɪz/
- sweets /swi:ts/

b (4 29)) Listen and check.

c Cover the words and look at the pictures. Test yourself or a partner.

9C Quiz night

1 VOCABULARY high numbers

a Read three questions from a radio quiz show. Choose the right answer for each question.

- 1 What is the approximate population of the UK?
 a 42,000,000
 b 52,000,000
 c 62,000,000
- 2 How many calories are there in a Big Mac?
 a 670
 b 485
 c 305
- 3 How far is it from New York City to Los Angeles?
 a about 4,000 km
 b about 2,500 km
 c about 5,000 km

b (4.42)) Listen and check. How do you say the three answers?

c ► p.148 Vocabulary Bank *Days and numbers*. Do part 4.

d Look at the numbers below. Correct the mistakes.

- | | |
|-----------|--|
| 175 | a hundred seventy-five |
| 2,150 | two thousand and one hundred and fifty |
| 3,009 | three thousand nine |
| 20,000 | twenty thousands |
| 3,000,000 | three millions |

e (4.44)) Listen and write the ten numbers you hear.

f Answer the questions with a partner.

- 1 What's the population of your town / city?
- 2 What's the population of your country?
- 3 How far is it from your town / city to...?
 a London
 b New York

2 LISTENING

a (4.45)) What quiz shows are popular in your country? Listen to the introduction to a quiz show called *Quiz Night*. Answer the questions.

- 1 How long do the contestants have to say if the sentences are true or false?
- 2 How much do they win if they get...?
 a the first answer right _____ c the third answer right _____
 b the second answer right _____ d all eight answers right _____
- 3 If they get an answer wrong, how much do they lose?
- 4 What can a contestant do if they are not sure of the answer?

b In pairs, look at the sentences from *Quiz Night*. Write T (true) or F (false).

c (4.46)) Listen to a contestant on *Quiz Night*. Check your answers to b. How much does she win?

d Listen again for why the answers are true or false. Write down any numbers you hear.

QUIZ NIGHT

- 1 The North Pole is colder than the South Pole.
- 2 Carrots are sweeter than tomatoes.
- 3 A proton is heavier than an electron.
- 4 The White House is bigger than Buckingham Palace.
- 5 Oranges are healthier than strawberries.
- 6 Female mosquitoes are more dangerous than male mosquitoes.
- 7 In judo a green belt is better than a blue belt.
- 8 Hepatitis A is worse than hepatitis B.

3 GRAMMAR comparative adjectives

- a Look at the adjectives in the quiz sentences. In pairs, answer the questions.

Using adjectives to compare two things:

- 1 What two letters do you put at the end of one-syllable adjectives (e.g. *cold*)?
- 2 Why is *big* different?
- 3 What happens when an adjective ends in *-y*?
- 4 What word do you put in front of long adjectives (e.g. *dangerous*)?
- 5 What's the comparative form of *good* and *bad*?
- 6 What's the missing word?
China is bigger ___ Japan.

- b ► p.140 Grammar Bank 9C. Learn more about comparative adjectives and practise them.

4 PRONUNCIATION

/ə/, sentence stress

- a (4 48)) Listen to the eight quiz sentences from 2. How is *than* pronounced? How is *-er* pronounced at the end of a word?
- b Listen again and repeat the sentences. Copy the rhythm.

5 SPEAKING

► Communication Quiz Night A p.105 B p.110.
Play Quiz Night.

6 READING

- a Read about two quiz shows. Do you have the same or similar shows in your country? Do you enjoy them?
- b Now read about Pat Gibson. Why is he 'the best quiz contestant in the country'?
- c Read the article again and complete it with a verb from the list in the past simple.

answer be become get have
help know phone win

- d With a partner, look at the highlighted words in the texts related to quiz shows and guess their meaning.
- e Would you like to be a contestant on a quiz show? Which one?

Who Wants to Be a Millionaire?

A quiz show where contestants can win a maximum prize of one million pounds if they can answer multiple choice questions which become more and more difficult. Contestants have three possibilities of getting help: they can ask the audience, reduce the four choices to two, or they can phone a friend.



Mastermind

A quiz programme where contestants answer questions on a specialist subject which they choose, and then answer general knowledge questions.



Q Who is the best quiz contestant in the country?

A Pat Gibson

Last night Pat Gibson ¹ *had* a big party after winning *Mastermind* on BBC TV. But it ² not his first celebration party. Last April Mr Gibson ³ £1 million in *Who Wants to Be a Millionaire?* and ⁴ the first person in Britain to win both quizzes.

In the *Mastermind* final Pat, a 43-year-old computer programmer who is obsessed with *trivia*, beat five other contestants, including a university lecturer. During the *competition* he ⁵ questions on several specialist subjects, for example film director Quentin Tarantino and science fiction author Iain M Banks.

In *Who Wants to Be a Millionaire?* he ⁶ to the final question and still had the possibility of phoning a friend for help. He was sure that he ⁷ the answer, but he ⁸ Mark Kerr, a friend, to double-check it. Mark was happy to help him – six weeks before, Pat ⁹ Mark to win £250,000 on the same show as *his* phone-a-friend!



9

9A countable / uncountable nouns



an apple three apples rice meat

- There are two kinds of noun in English; countable (C) and uncountable (U).

C = things you can count, e.g. *apples*. C nouns can be singular (*an apple*) or plural (*apples*).

U = things you can't count.

butter, meat NOT *two-butters, three-meats*

U nouns are normally singular.

- Some nouns can be C or U but the meaning is different.



an ice cream (C) some ice cream (U)

a / an, some / any

| | countable | uncountable (4 30)) |
|-----------------|----------------------------|---------------------|
| ☑ We need | an apple. some apples. | some butter. |
| ☐ We don't need | a tomato. any tomatoes. | any rice. |
| ❓ Do we need | an orange? any oranges? | any sugar? |

- We use *a / an* with singular C nouns; *a / an* = one.
- We use *some* ☑ with plural C nouns and with U nouns; *some* = not an exact number or quantity.
- We use *any* in ☐ and ❓ with plural C nouns and with U nouns.

🔍 some in ❓

We use *some* in ❓ to ask for and offer things.

Can I have **some** apples, please?

Would you like **some** coffee?

9B quantifiers: how much / how many, a lot of, etc.

| uncountable (singular) | short answers | full answers (4 37)) |
|-----------------------------|---|--|
| How much sugar do you eat? | A lot. Quite a lot. A little. Not much. None. | I eat a lot of sugar. I eat quite a lot of sugar. I eat a little sugar. I don't eat much sugar. I don't eat any sugar. |
| countable (plural) | | |
| How many sweets do you eat? | A lot. Quite a lot. A few. Not many. None. | I eat a lot of sweets. I eat quite a lot of sweets. I eat a few sweets. I don't eat many sweets. I don't eat any sweets. |

- We use *How much...?* with uncountable (U) nouns and *How many...?* with plural countable (C) nouns.
- We use:
 - a lot (of)* with C and U nouns for a **big quantity**.
 - quite a lot (of)* for a **medium quantity**.
 - a little / not...much* with U nouns for a **small quantity**.
 - a few / not...many* with C plural nouns for a **small quantity**.
 - not...any (none in short answers)* for **zero quantity**.

a lot of and much / many

- In ☑ sentences we usually use *a lot of*.
- In ☐ sentences and ❓, we usually use *much* and *many*:
I don't drink much water. Do you drink much coffee?
- It is also possible to use *a lot of* in ☐ and ❓: *Do you drink a lot of coffee? I don't eat a lot of vegetables.*

9C comparative adjectives

Is your sister **older than** you? (4 47))

Buckingham Palace is **bigger than** the White House.

Female mosquitoes are **more dangerous than** males.

My new job is **better than** my old one.

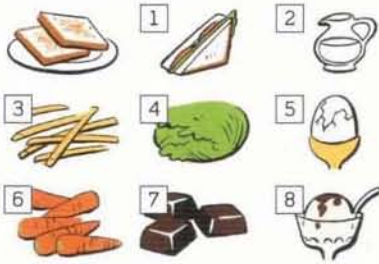
The traffic is always **worse** in the evening.

- Use comparative adjectives + *than* to compare two things, people, etc.

| adjective | comparative | |
|---------------------|-------------------------------|--|
| old cheap | older cheaper | one-syllable adjectives: add -er |
| big hot | bigger hotter | adjectives ending one vowel + one consonant: double consonant, add -er |
| dry healthy | drier healthier | one- or two-syllable adjectives ending consonant + y > -ier |
| famous expensive | more famous more expensive | two- or more syllable adjectives: more + adjective |
| good bad far | better worse further | irregular |

9A

a Write *a, an, or some* + a food / drink word.



some bread

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

b Complete the dialogue with *a, an, some, or any*.

A What can we cook for your brother and his girlfriend?

B Let's make a lasagne.

A Good idea. Are there ¹ _____ onions?

B Yes. And there are ² _____ tomatoes, too.

A Great!

B Oh no! There isn't ³ _____ pasta!

A Oh. Wait a minute. I bought ⁴ _____ fish yesterday. Are there ⁵ _____ potatoes?

B Yes, there are.

A Good. So we can have fish and chips. Do we have ⁶ _____ fruit?

B Yes. I think we have ⁷ _____ oranges. Why?

A You can make ⁸ _____ fruit salad for dessert. There's ⁹ _____ apple and ¹⁰ _____ bananas, too.

B OK. Let's start cooking.

◀ p.69

9B

a Complete with *How much / How many*.

How much sugar do you put in your tea?

- 1 _____ butter do you use?
- 2 _____ cans of cola did she drink?
- 3 _____ oil do I need?
- 4 _____ chocolates were in that box?
- 5 _____ rice do you want?
- 6 _____ coffee does he drink?
- 7 _____ bottles of water did you buy?
- 8 _____ tins of tuna do we have?
- 9 _____ orange juice is there in that carton?
- 10 _____ biscuits did you eat?

b Circle the correct word or phrase.

I don't put much many salt on my food.

- 1 We don't eat a lot of / a lot sweets.
- 2 A How much chocolate do you eat? B A little / A few.
- 3 My friends don't drink much / many coffee.
- 4 A How much fruit do you buy? B Quite a lot / Quite a lot of.
- 5 We eat a lot of / much fish. We love it!
- 6 A Do your children drink any milk? B No. Not much / Not many.
- 7 Donna ate her hamburger, but she didn't eat much / many chips.
- 8 A How many vegetables do you eat? B Any / None. I don't like them.
- 9 I have a cup of tea and a few / a little cereal for breakfast.
- 10 A Do you eat much / many meat?
B No, I don't eat no / any meat. I'm a vegetarian.

◀ p.70

9C

a Write the comparative form of these adjectives.

big *bigger*

- | | |
|---------------|-------|
| 1 high | _____ |
| 2 dirty | _____ |
| 3 dangerous | _____ |
| 4 good | _____ |
| 5 thin | _____ |
| 6 slow | _____ |
| 7 healthy | _____ |
| 8 far | _____ |
| 9 comfortable | _____ |
| 10 bad | _____ |

b Complete with a comparative adjective + *than*.

My sister is younger than me. She's only 18. (young)

- 1 The market is _____ the supermarket for vegetables. (cheap)
- 2 Italian is _____ for Spanish students _____ it is for English students. (easy)
- 3 It rains a lot in the spring. April is _____ July (wet)
- 4 This restaurant is _____ when it first opened. (busy)
- 5 Come in the summer. The weather is _____ in the spring. (good)
- 6 I love science. I find it _____ history. (interesting)
- 7 Milan is _____ from the sea _____ Rome. (far)
- 8 I'm _____ my brother. He's very tall. (short)
- 9 The situation is _____ it was last year. (bad)
- 10 Skiing is _____ I thought it was. (difficult)

◀ p.73

What's the oldest building in your town?
 I'm not sure. Probably the cathedral.

10A The most dangerous road...

1 VOCABULARY places and buildings

a Complete these famous tourist sights with a word from the list. Do you know what countries / cities they are in?

Bridge Castle Mountains Square Street

- 1 Trafalgar _____ 4 Edinburgh _____
 2 The Golden Gate _____ 5 The Rocky _____
 3 Wall _____

b (5 2))) Listen and check.

c ➤ p.164 Vocabulary Bank Places and buildings.

2 GRAMMAR superlative adjectives

a Look at the photos. Do you know what countries they are in?

b (5 4))) With a partner, complete the captions with a phrase from the list. Listen and check.

the biggest the busiest the most dangerous
 the longest the most popular the widest

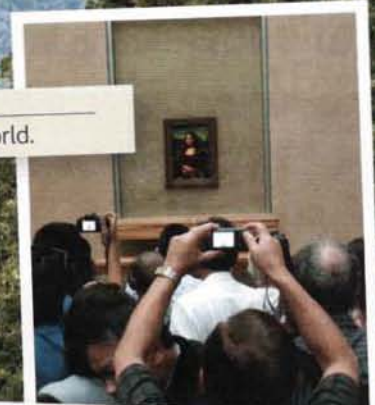
c Complete the chart with superlatives from b.

| Adjective | Comparative | Superlative |
|-----------|----------------|--------------------|
| big | bigger | <i>the biggest</i> |
| long | longer | |
| wide | wider | |
| busy | busier | |
| dangerous | more dangerous | |
| popular | more popular | |

d What letters do you add to a one-syllable adjective to make a superlative? What words do you put before longer adjectives?

e ➤ p.142 Grammar Bank 10A. Learn more about superlative adjectives and practise them.

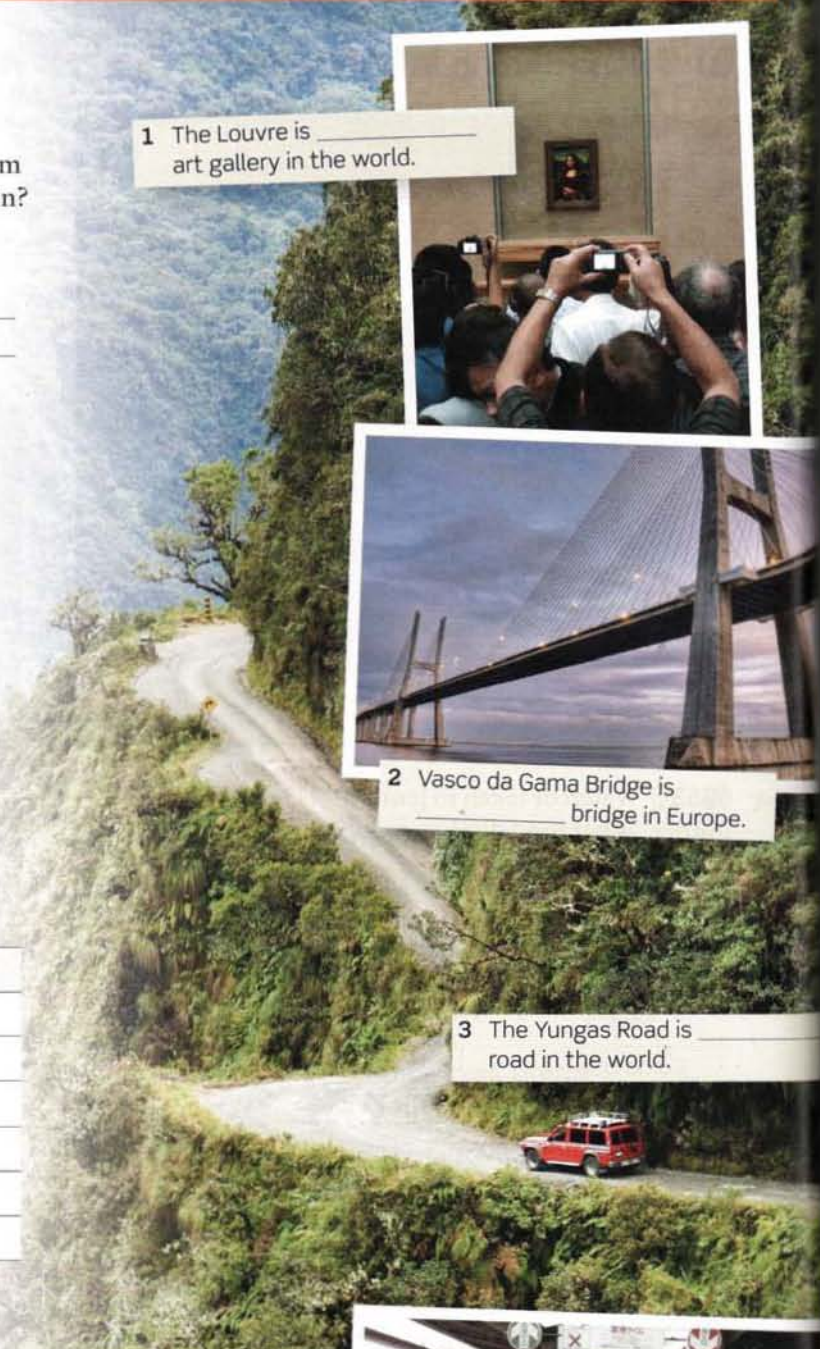
1 The Louvre is _____ art gallery in the world.



2 Vasco da Gama Bridge is _____ bridge in Europe.



3 The Yungas Road is _____ road in the world.



5 Avenida 9 de Julio in Buenos Aires is _____ street in the world.



4 Tiananmen Square is _____ square in the world.



6 Shinjuku Station in Tokyo is _____ railway station in the world.



3 PRONUNCIATION consonant groups

- a (5.6)) Listen and repeat the adjectives in 2c.



Consonant groups

Words which have two or three consonants together, e.g. *fastest*, can be difficult to pronounce.

- b (5.7)) Listen and repeat these superlatives.

the most **expensive** the most **exciting** the **oldest**
the most beautiful the **smallest**

- c ► **Communication** *Cities quiz A p.105 B p.110.*
Complete the questions with superlative adjectives.
Then ask and answer the questions with a partner.

4 READING

- a Read the article below and look at the photo. Would you like to go cycling there? Why (not)?
- b Read the article again. Then cover the text and answer the questions in pairs.
- 1 Where is the North Yungas Road?
 - 2 Why is it called 'Death Road'?
 - 3 How wide is the road?
 - 4 Why is it popular with cyclists?
 - 5 When is the most dangerous time of year to go?
 - 6 Why is the road similar to London Bridge and the Sydney Opera House?
 - 7 Why didn't Marte enjoy cycling on the Yungas Road?
- c In pairs, guess the meaning of the highlighted words.
- d Is cycling popular in your country / region? Is there an area that is very popular for cyclists? Why?

5 SPEAKING & WRITING

- a Work in pairs.

A Imagine you are a tourist in your town (or nearest big town) who only speaks English. Ask B, who lives in the town, questions 1–5: Get as much information as you can.

B You live in your town. A is a tourist who doesn't speak your language. Answer his / her questions (1–5). Explain everything very clearly and give as much information as you can!

Then swap roles for questions 6–10.

What's the most beautiful square?

I think the Piazza Navona.

Where's that?

It's in the centre, near the Pantheon. It has...

- A
- 1 What's _____ square? (beautiful)
 - 2 What's _____ way to get around? (easy)
 - 3 What's _____ museum? (interesting)
 - 4 What's _____ time of year to visit? (good)
 - 5 What's _____ place to eat typical food? (nice)

- B
- 6 What's _____ building? (old)
 - 7 What's _____ place to go for a day trip? (nice)
 - 8 What's _____ area to walk at night? (dangerous)
 - 9 Where's _____ place to buy a souvenir? (good)
 - 10 What's _____ area to go at night? (popular)

- b Imagine you want to advertise your town / city for tourists. Write an advert using superlative adjectives. Add photos if you can.

Come to Kielce. It isn't the biggest or the most beautiful town in Poland, but it has the cleanest air and the most delicious cheesecake...

Cycling on the most dangerous road in the world

High in the Andes, the North Yungas Road goes from La Paz, the highest capital city in the world, to Coroico in the Yungas region of Bolivia. The road is only about three metres wide and the Coroico river lies 200 metres **below**. Bolivians call it 'El Camino de la Muerte' (Death Road) because of the number of accidents, and in 1995 it was officially declared 'the most dangerous road in the world.'

'One mistake and you are dead.'

Since a new road opened in 2006, there are **fewer** buses and lorries on the old road. But now thousands of mountain bikers come from all over the world to have the most exciting ride of their lives. They start at La Cumbre, 4,700 metres **above** sea level, and go down to 1,525 metres, travelling

at **nearly** 80 km an hour down the **narrow** road. During the **rainy** season, from December to March, only **experienced** cyclists can take part, but some die every year on the road. So, why do people do it?

Andrew Jagoo, 26, from Melbourne, said after finishing the ride, 'If you go to London, you have to see London Bridge and if you go to Sydney, you have to see the Opera House and if you go to Bolivia, you have to do the most dangerous road.'

Marte Solberg, 22, from Norway said, 'A lot of people said it was **fun**, but I was scared of falling over and dying. I was worried because I had no experience of mountain biking. One mistake and you are dead. I asked myself a thousand times, "Why am I doing this?"'



10

10A superlative adjectives

It's **the hottest** month of the year. (5 5))
 It's **the most dangerous** road in the world.
 She's **the best** student in the class.
 Monday is **the worst** day of the week.

- Use *the* + superlative adjective to say which is the (*biggest*, etc.) in a group.
- After superlatives, we use *in* (not *of*) + places, e.g. *the world, the class*.

| adjective | comparative | superlative | |
|--------------------|---|--|--------------------------------|
| cold high | colder higher | the coldest the highest | add -est |
| big hot | bigger hotter | the biggest the hottest | double consonant, add -est |
| dry sunny | drier sunnier | the driest the sunniest | > -iest |
| dangerous | more dangerous | the most dangerous | <i>the most</i> + adjective |
| good bad far | better worse further | the best the worst the furthest | irregular |

10B *be going to* (plans)

I'm **going to have** a holiday next month. (5 11))
 I'm **not going to study** English.
 Are you **going to have** a holiday too?

| | full form | contraction | | |
|-------------------------------------|--|---|-----------------|--|
| <input checked="" type="checkbox"/> | I am You are He / She / It is We are They are | I'm You're He / She / It's We're They're | going to | have a holiday next month. study English tonight. |
| <input type="checkbox"/> | I am not You are not He / She / It is not We are not They are not | I'm not You aren't He / She / It isn't We aren't They aren't | going to | have a holiday next month. study English tonight. |

| ? | | |
|---|-----------------|--|
| Am I Are you Is he / she / it Are we Are they | going to | have a holiday next month. study English tonight. |

| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
|--|--|
| Yes, I am . you are . he / she / it is . we are . they are . | No, I'm not . you aren't . he / she / it isn't . we aren't . they aren't . |

- We use *be going to* + verb (infinitive) to talk about future plans.
- We often use future time expressions with *going to*:
tomorrow, next week, next year, etc.

10C *be going to* (predictions)

- We can use *be going to* + verb (infinitive) to make predictions (= to say what you think or can see is going to happen in the future).

I think it's **going to rain**. (5 19))
 You're **going to be** very happy.
 I'm sure they're **going to win**.



10A

a Write the opposite.

- | | |
|----------------------|--------------------|
| the smallest | <u>the biggest</u> |
| 1 the coldest | _____ |
| 2 the most expensive | _____ |
| 3 the best | _____ |
| 4 the most difficult | _____ |
| 5 the driest | _____ |
| 6 the shortest | _____ |
| 7 the nearest | _____ |
| 8 the cleanest | _____ |

b Complete the sentences with a superlative. Use the adjectives in brackets.

- The tigers are *the most dangerous* animals in the zoo. (dangerous)
- Our house is _____ house in the street. (big)
 - For me, Saturday is _____ day of the week. (good)
 - My bedroom is _____ room in our house. (small)
 - July is _____ month in my country. (hot)
 - My neighbours upstairs are _____ people in the world. (noisy)
 - _____ driver in my family is my dad. (bad)
 - Sophie is _____ student in our English class. (young)
 - _____ building in my town is the castle. (beautiful)

◀ p.76

10B

a Complete the sentences with the correct form of *be going to* and the verb in brackets.

- She doesn't have a car. *She's going to travel by train.* (travel)
- We need a holiday. We _____ a hotel near the beach. (book)
 - Tomorrow is Saturday. I _____ in bed. (stay)
 - My sister wants to be a doctor. She _____ medicine. (study)
 - Laura and David are in love. They _____ married. (get)
 - Ian is busy. He _____ late tonight. (work)
 - Their house isn't very tidy. They _____ the housework this afternoon. (do)
 - It's raining. We _____ an umbrella. (take)
 - I have a problem at work. I _____ to my boss. (speak)

b Complete the sentences with *be going to* + a verb.

not buy call not come eat
go not see sleep watch

- I'm staying with a friend. *I'm going to sleep* on the couch.
- I need to talk to my mum. I _____ her tonight.
 - There isn't any food. What _____ we _____?
 - My friend is ill. She _____ to the party.
 - They don't have any money. They _____ any new clothes.
 - Germany are playing England. _____ you _____ the match?
 - Our friends are away. We _____ them this week.
 - The children are tired. They _____ to bed.

◀ p.78

10C

a Write predictions for the pictures.



A be catch make play send

B the bus an email a nice day an omelette tennis

He's going to play tennis.

- _____
- _____
- _____
- _____

b Complete the predictions with *be going to* and a verb.

be break not finish forget have
not like not pass tell win

- I'm a fortune teller. *I'm going to tell* you about your future.
- You're driving very fast! I'm sure we _____ an accident!
 - She's a very bad student. She _____ the exam.
 - Be careful with that glass! You _____ it!
 - We have a lot of homework. I'm sure we _____ it.
 - They're playing very well. I think they _____.
 - Look at the time. We _____ late.
 - Oh no, it's a horror film. I'm sure I _____ it.
 - He didn't put her number in his phone. He _____ it.

◀ p.81

10B CouchSurf round the world!

1 LISTENING

- a Read the dictionary definition for *couch*, and look at the CouchSurfing website. What do you think CouchSurfing is?

couch /kaʊtʃ/ *noun* **1** a long comfortable seat for two or more people to sit on (= a sofa) **2** the bed in a doctor's room for a patient to lie on

The screenshot shows the CouchSurfing website interface. At the top, there's a navigation bar with 'Login', 'Surf / Host', 'Community', 'CouchRequests', 'Messages', 'Share', and 'About'. Below that, a banner reads 'CouchSurfing is a worldwide network of travelers and the local communities they belong to'. The main content area displays a user profile for Artur Dorner, including a photo, a small video player, and a list of details: 'Basic information: Male, 22, DJ. Has couch.', 'Languages: French, English', 'Description: I love travelling.', 'Host: Artur Dorner', 'Location: Vienna, Austria', 'Basic information: Male, 27, PhD student. Has couch.', 'Languages: German, English', and 'Description: I love meeting people and showing them my wonderful city. Better to come at weekends when I have more time!'.

- b (5.8)) Listen to part of a radio travel programme. Were you right? How does CouchSurfing work?

- c (5.9)) Now listen to the speaker give more details about CouchSurfing. Mark the sentences T (true) or F (false).

- 1 CouchSurfers usually pay their host a little money.
- 2 You need to create a profile on the website.
- 3 When you find a person with a bed, you call them to agree the days you want to stay.
- 4 You have to offer other people a bed in your house or flat.
- 5 CouchSurfing is safe because you can read what other travellers say about the host.
- 6 The host always shows their guests their city.
- 7 You can CouchSurf all over the world.

- d Would you like to go CouchSurfing? Why (not)? Would you like to have a stranger to stay in *your* house? Why (not)?

2 GRAMMAR *be going to* (plans)

- a (5.10)) A British newspaper asked their travel journalist to try CouchSurfing. Cover the dialogue and listen to the interview. What are his plans?

- b Listen again and complete the gaps with a verb.

Presenter Tell me about your plans, Philip.

Journalist I'm going to **1** _____ round Europe – to Paris, Vienna, and Budapest.

P How long are you going to **2** _____ in each city?

J Just one night in each place.

P Who are you going to **3** _____ with?

J In Paris I'm going to stay with a guy called Théo, in Vienna with a guy called Artur, and in Budapest with a woman called Judit.

P Are you going to **4** _____ on a couch?

J Only in Vienna, luckily. In the other places I have a bed.

P How are you going to **5** _____?

J I'm going to **6** _____ by train.

P What are you going to **7** _____ in each place?

J I don't just want to see the typical tourist sights. I hope I'm going to **8** _____ things that aren't in a guide book.

P Well, have a good trip and good luck!

- c Look at the highlighted sentences in the dialogue. Then answer the questions.

1 What form is the verb after *going to*?

2 Do we use *going to* to talk about the past, the present, or the future?

- d ► p.142 Grammar Bank 10B. Learn more about *be going to* (plans) and practise it.

- e Number the future time expressions 1–8.

- | | |
|---|---|
| <input type="checkbox"/> tonight | <input type="checkbox"/> tomorrow night |
| <input type="checkbox"/> next year | <input checked="" type="checkbox"/> today |
| <input type="checkbox"/> tomorrow morning | <input type="checkbox"/> next week |
| <input type="checkbox"/> next month | <input type="checkbox"/> tomorrow afternoon |

- f (5.12)) Listen and check. Then listen again and repeat. Make four true sentences about your plans.

3 PRONUNCIATION & SPEAKING

sentence stress

- a (5 13)) Listen and repeat the highlighted phrases in 2b. Copy the rhythm.

I'm going to travel round Europe.

- b ► **Communication** What are you going to do? A p.105 B p.110.

Interview a partner about his / her plans.

4 READING

- a Read the journalist's blog for his trip. Did he have a good time?
- b Read the blog again and tick (✓) the things that were a problem.
- 1 He didn't arrive at the right time at one of the houses.
 - 2 He couldn't understand the host's friends very well.
 - 3 One host didn't have much time to show him the city.
 - 4 One of the hosts didn't speak very good English.
 - 5 He did something wrong in one of the flats.
 - 6 He didn't like the food that one of the hosts cooked.
- c Read the blog again and look at the highlighted verb phrases. With a partner, say what you think they mean.


Paris: Théo



I met Théo at the Place D'Italie metro station. He's 24 and his English is good. At his apartment I met his flatmate, Roger. They were very friendly. They made me a delicious dinner of crêpes and ham and eggs. Then they took me to Footsie, a great bar near the Opéra. Some friends came and in the end the conversation changed to French. That was difficult for me and I got tired. Finally, we went to a party near Montmartre. It was great! Lots of friendly people. I went back to Théo's flat on the back of his bicycle.




Vienna: Artur



I stayed with Artur, a biochemistry student. He was friendly, but when I arrived I wanted to have a bath and I forgot to turn off the tap. The bathroom was full of water. Oops!



Budapest: Judit



I got off the train at the wrong station so I arrived late at Judit's flat. She wasn't very happy. She's a journalist for the Hungarian channels MTV and TV2 and she's an incredibly busy woman. In the afternoon she took me with her to a shopping centre to help her choose a dress for a party. That was a bit surreal! In the evening we had dinner together in the Castro bar in the city centre. Next day I flew home to London, tired but happy. I'm definitely going to do it again!

5 VOCABULARY & SPEAKING

holidays

- a Complete the holiday phrases using a verb from the list.

go have see stay show

- 1 _____ in a hotel / with a friend / for a week
 - 2 _____ somebody round your town / city
 - 3 _____ the sights
 - 4 _____ by train (bus, plane) / back home
 - 5 _____ a good time / nice meals
- b In pairs, plan a holiday. You are going to visit **three** cities in the same continent. Your holiday can be a maximum of **ten** days.
- Answer the questions:
- What cities are you going to visit?
 - Where are you going to stay?
 - How are you going to get there?
 - How long are you going stay in each city?
 - What are you going to do in each place?

Making suggestions

Let's (go to...)

I prefer to (go to...)

Why don't we (go to...)?

That's a good idea.

- c Change partners. Tell each other about your holiday plans.

We're going to go to South America – to Buenos Aires, Rio, and Montevideo. We're going to CouchSurf because we don't have much money...

- d Do you prefer your new partner's plans? Would you like to change partners and go with him / her?

6 WRITING

- p.115 **Writing** A formal email. Make a reservation in a Bed and Breakfast.

