

American

**SPEAK
OUT**

**Elementary
Student Book**

with DVD/ROM and Audio CD MP3

 **Pearson**

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LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	
UNIT 1 WELCOME page 7 Interviews What's your name?					
1.1	Nice to meet you page 8	simple present: <i>be</i>	countries and nationalities	word stress	
1.2	Travel light page 10	<i>this/that, these/those</i> ; possessives	objects	word stress; <i>this, that, these, those</i>	read about traveling light
1.3	Can I get a coffee? page 12	making requests	tourist places	polite intonation; sentence stress	
1.4	Fawlty Towers page 14				
UNIT 2 LIFESTYLE page 17 Interviews What's your daily routine?					
2.1	Join us! page 18	simple present: <i>I/you/we/they</i>	activities	linking: <i>do you</i>	read about local groups
2.2	High flyers page 20	simple present: <i>he/she/it</i>	daily routines; jobs	third person "s"	
2.3	What time does it start? page 22	asking for information	the time	sentence stress; polite intonation	read leaflets about San Francisco
2.4	A Visit to Panama page 24				
UNIT 3 PEOPLE page 27 Interviews What do you like doing with friends/family?					
3.1	Big happy families page 28	<i>have/has</i>	family	sentence stress	read about an unusual family
3.2	Real friends? page 30	adverbs of frequency	personality	word stress	
3.3	Are you free tonight? page 32	making arrangements	time expressions	intonation to show interest	
3.4	Diwali Celebrations page 34				
UNIT 4 PLACES page 37 Interviews Where do you live?					
4.1	A place to stay page 38	<i>there is/are</i>	rooms and furniture; prepositions	word stress; weak forms: <i>there's a, there are</i>	read about two places in Malta
4.2	Around town page 40	<i>can</i> for possibility	places in towns; prepositions	word stress; weak forms: <i>can/can't</i>	read about some unusual places in town
4.3	Can I help you? page 42	shopping	things to buy	polite intonation	
4.4	Favorite Places page 44				
UNIT 5 FOOD page 47 Interviews What's your favorite dish?					
5.1	My fridge page 48	countable and uncountable nouns	food and drink	weak forms: <i>a, an, some, any</i>	read about a photographer's project
5.2	A lifetime in numbers page 50	<i>how much/many</i> ; quantifiers	containers	numbers	read about eating and drinking habits
5.3	Are you ready to order? page 52	ordering in a restaurant	restaurant words	polite intonation; linking	read a menu
5.4	Beach Grill page 54				
UNIT 6 THE PAST page 57 Interviews Did you go out last night?					
6.1	In their past page 58	<i>was/were</i>	dates and time phrases	weak forms: <i>was/were</i>	
6.2	Time twins page 60	simple past	life story collocations	simple past verbs: <i>-ed</i> endings	read about time twins
6.3	What did you do? page 62	asking follow-up questions	activities	linking: <i>did you</i>	
6.4	Nelson Mandela page 64				

LISTENING/DVD	SPEAKING	WRITING	
	listen to people introduce themselves	introduce yourself and others	improve your use of capital letters
		identify objects	
	understand people in tourist situations	make requests	
	 Fawlty Towers: watch an extract from a sitcom about a hotel	check into a hotel	complete a registration form at a hotel
		talk about activities and groups	link sentences with <i>and</i> , <i>but</i> and <i>or</i>
	listen to people talk about their daily routines	talk about your daily routine and people's jobs	
	listen to people at a tourist information center; check when you don't understand	ask questions at a tourist information center	
	 Tribal Wives: watch an extract from a program about living with tribes	talk about good guests and bad guests	write an email asking a friend for a place to stay
		talk about your family	
	listen to people talk about their friends	describe someone you know and say why you like them	improve your use of apostrophe 's; write about your family and friends
	learn to show interest when you listen	make arrangements to meet friends	
	 Diwali: watch an extract from a TV show showing the traditions of Diwali	talk about a special occasion	write a description of a special event
	listen to a woman describing her apartment	describe a room in your home	improve your use of commas; write a description of your home
		talk about things you can do in your town	
	understand conversations in stores	have a conversation in a store	
	 50 Places To See Before You Die: watch a clip from a documentary about some amazing places	talk about a favorite place	write a blog about your favorite place
	listen to a photographer talk about food	talk about your eating and drinking habits	
		conduct a class food survey	use paragraphs to write a short report about your class
	listen to people ordering in a restaurant; learn to understand fast speech	order a meal in a restaurant	
	 Ainsley Harriott's Beach Barbecue: watch a clip from a TV cooking show with a famous chef	describe your favorite special dish	write an email with a recipe
	hear interesting facts about famous people's lives	describe your favorite childhood things	
		talk about past events in your life	link sentences with <i>because</i> and <i>so</i> ; write your life story in 100 words
	listen to people talking about their weekends	talk about how your weekend was	
	 Nelson Mandela: The Fight For Freedom: watch an extract from a documentary about a great leader	interview a special person	write a profile about a special person

LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING
UNIT 7 VACATIONS page 67 Interviews How was your last vacation?				
7.1 Travel partners page 68	comparatives	travel adjectives	word stress; sentence stress	read a quiz about travel
7.2 The longest bike ride page 70	superlatives	places	weak form: <i>the</i>	read an article about a bike tour across Asia
7.3 Can you tell me the way? page 72	giving directions	places	sentence stress: correcting	read about Liverpool
7.4 Hong Kong page 74				
UNIT 8 NOW page 77 Interviews What was the last movie you saw?				
8.1 Having a great time page 78	present continuous	verbs + prepositions	weak forms: prepositions and articles	read research about language people use on social networking sites
8.2 What a difference! page 80	present simple and continuous	appearance	intonation in questions	
8.3 What do you recommend? page 82	recommending	types of movies	word stress; linking	read a questionnaire about movies
8.4 Changing Trends page 84				
UNIT 9 TRANSPORTATION page 87 Interviews How do you get to work?				
9.1 City bikes page 88	<i>can/can't, have to/don't have to</i>	adjectives	word stress; weak sound /ə/	read an article about Mexico City's EcoBici
9.2 Free ride page 90	articles: <i>a/an, the</i> , no article	transportation collocations	weak forms: <i>a, an, the</i>	read about transportation in different places
9.3 Sorry I'm late page 92	apologizing	excuses	intonation in apologies	read excuses for being late
9.4 Airport page 94				
UNIT 10 PLANS page 97 Interviews What are your plans for the future?				
10.1 Life's a lottery page 98	<i>be going to, would like to</i>	plans	weak forms: <i>going to, would</i>	read about a lottery winner
10.2 Survive page 100	<i>will, might (not), won't</i>	phrases with <i>get</i>	contractions	read an article about nature's dangers
10.3 Let's do something new page 102	making suggestions	art and culture	intonation: sounding positive	
10.4 Wild Weather page 104				
UNIT 11 HEALTH page 107 Interviews Do you have a healthy lifestyle?				
11.1 I don't feel well page 108	<i>should/shouldn't</i>	the body; health	sentence stress; weak form: <i>should</i>	
11.2 One thing at a time page 110	adverbs	communication	sentence stress: adverbs	read an article about multi-tasking
11.3 Help! page 112	offering to help	verbs of movement	intonation in offers	read about helpful cities
11.4 Fat or Sugar? page 114				
UNIT 12 EXPERIENCES page 117 Interviews What's the most exciting thing you've done?				
12.1 Great experiences page 118	present perfect	experiences	sentence stress: present perfect	
12.2 Afraid of nothing page 120	present perfect and simple past	prepositions	irregular past participles	read about a dangerous job
12.3 Hello, I've got a problem page 122	calling	calling expressions	sentence stress	
12.4 Shark Therapy page 124				
IRREGULAR VERBS page 127 LANGUAGE BANK page 128 PHOTO BANK page 152				

LISTENING/DVD	SPEAKING	WRITING	
	listen to people talk about how they like to travel	talk about vacations	
	listen to a conversation with a traveler	plan and talk about a long journey	check and correct information about a vacation
	understand directions	give directions	
	 Going Local: Hong Kong: watch an extract from a travel show about Hong Kong	describe part of a town/city you know	write a short travel article about a town/city
		talk about what people are doing	improve your use of pronouns; write comments on a picture
	listen to people talk about actors	talk about what you wear	
	listen to conversations about movies	ask for and give recommendations	
	 Robert Peston Goes Shopping: watch an extract from a TV show about shopping trends	talk about a survey on trends	write a summary of a survey
		talk about transportation in different cities	
	listen to a man talk about traveling for free	talk about types of transportation	
	listen to a woman talk about her problems getting to work	apologize for being late	write a story using linkers
	 Airport: watch an extract from a documentary about a day at Heathrow airport	deal with problems when flying	write a website entry about problems when flying
	listen to a radio interview with lottery winners	talk about your future plans/wishes	
		make predictions about situations	improve your use of linkers and write a short story
		make and respond to suggestions for a day out	
	 Wild Weather: watch an extract from a documentary about the wettest place in Europe	describe unusual weather	write a message forum notice about your city
	listen to a radio show about colds and flu	talk about what to do when you don't feel well	
		talk about ways of reducing stress	make your stories more interesting with adverbs
	listen to situations where people offer to help	offer to help someone	
	 Horizon: Sugar Versus Fat: watch a clip from a documentary about fat and sugar	talk about diets	write some advice for a health forum
	listen to people talking about their experiences	ask and answer questions about life experiences	write an email using linkers
		describe how you feel about different situations	
	listen to phone conversations	make telephone calls and say telephone numbers	
	 Shark Therapy: watch a clip from a documentary about sharks	talk about an exciting or frightening experience	write a story about an exciting or frightening experience



OBJECTS AND COLORS

1 A Look at the words in the box. Which objects are in your classroom?

chair bag notebook table whiteboard
pen book CD player pencil bulletin board
projector picture

B Work in pairs and take turns. Student A: Point to objects in the classroom. Ask your partner. Student B: Name the objects.

A: *What is it?*
B: *It's a book.*

C Write the colors.



1 _____ 4 _____ 7 _____



2 _____ 5 _____ 8 _____



3 _____ 6 _____ 9 _____



D Work in pairs. Ask and answer *What's your favorite color?*

THE ALPHABET



2 A Listen and write the letters in the correct column. Each column has the same vowel sound.



A B C D E F G H I J K L M N O
P Q R S T U V W X Y Z

A	B	F	I	O	Q	R
	C					

B Listen and repeat.

C Work in pairs and take turns. Student A: Spell an object or color. Student B: Say it.

A: *b-l-u-e*
B: *Blue!*



In American English, the letter Z is pronounced /zi:/.
In British English, it is pronounced /zed/.

QUESTION WORDS

3 A Underline the correct question word.

- 1 *How/What* 's your name?
- 2 *Who/Where* are you from?
- 3 *How/When* are you today?
- 4 *What/Who* 's your favorite actor?
- 5 *When/Where* 's your birthday?
- 6 *What/Why* are you here?
- 7 *Which/How* spelling is correct:
c-h-i-a-r or c-h-a-i-r?

B Work in pairs. Ask and answer the questions above.

CLASSROOM LANGUAGE

4 A Complete the questions with a word from the box.

mean repeat don't that Could page

- 1 **A:** What does "capital" mean ?
B: It means "capital city", for example, London or Tokyo.
- 2 **A:** "Work in pairs"? I _____ understand.
B: It means "Work together." So, you two ...
- 3 **A:** Could you _____ that?
B: Yes. Page ninety-five.
- 4 **A:** Could you spell _____ ?
B: Yes, m-e-e-t.
- 5 **A:** _____ you write it?
B: Yes, of course.
- 6 **A:** Which _____ is it?
B: Thirty-five.

B Listen and check. Then listen and repeat.

NUMBERS

5 A Write the numbers.

- | | | | | | |
|-------|-------|-------|--------|-------|-------------|
| 1 | one | _____ | twelve | _____ | fifteen |
| _____ | three | _____ | eight | _____ | thirteen |
| _____ | nine | _____ | two | _____ | fifty |
| _____ | four | _____ | seven | _____ | thirty |
| _____ | ten | _____ | eleven | _____ | one hundred |
| _____ | six | _____ | five | _____ | twenty |

B Listen and repeat the numbers.

C Work in pairs. Student A: Say five numbers.
Student B: Write the numbers.



1 welcome



NICE TO MEET YOU

p8



TRAVEL LIGHT

p10



CAN I GET A COFFEE?

p12



FAULTY TOWERS

p14

- SPEAKING**
- 1.1 Introduce yourself and others
 - 1.2 Identify objects
 - 1.3 Make requests
 - 1.4 Check into a hotel

- LISTENING**
- 1.1 Listen to people introduce themselves
 - 1.3 Understand people in tourist situations
 - 1.4 Watch an extract from a sitcom about a hotel



- READING**
- 1.2 Read about **traveling light**

- WRITING**
- 1.1 Improve your use of capital letters
 - 1.4 Complete a registration form at a hotel

What's your name?

INTERVIEWS



traveling



travelling

1.1 NICE TO MEET YOU

- G simple present: be
- P word stress
- V countries and nationalities



SPEAKING

1 A Put the conversation in the correct order (A–D).

- 1 Nice to meet you, Nick.
- 2 Hi, Susanna. I'm Nick.
- 3 You, too.
- 4 Hello, my name's Susanna. A

B Work with other students and practice the conversation. Use your own names.

C Work in pairs. What are the names of the other students in the class?

- A: *His name's Juan.*
 B: *Yes. And her name's Ana. I think.*
 A: *No, her name's Anya, not Ana.*

LISTENING

2 A Listen to three conversations. Which conversations are shown in the pictures?

- B Listen again and underline the correct alternative.
- 1 A Jenny and Omar *are/aren't* friends.
 - B Omar *is/isn't* a student.
 - 2 A Chris *is/isn't* from the U.K.
 - B It *is/isn't* his first time in Hong Kong.
 - 3 A Andrea *is/isn't* an Italian name.
 - B Andrea *is/isn't* from Italy.

C Look at these expressions from the listening. Write N (a new person) or F (a friend or someone you know).

- 1 How are you? **F**
- 2 How are things?
- 3 Great. / Fine. / Good. / OK. / All right. / Not bad.
- 4 Nice to meet you.
- 5 Good to see you.
- 6 Pleased to meet you.

GRAMMAR

SIMPLE PRESENT: BE

3 A Work in pairs and complete the table. Then listen and check.

Affirmative and Negative Statements	
I	<i>am</i> Dave.
He	_____ here from the U.K.
We	_____ friends.
I	_____ not a student.

Questions and Short Answers	
you	friends from school? Yes, we _____.
your name	Andrew? No, it _____.

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B Complete the conversation.

- A: Hi, Muhammed. Good to see you. This is _____ in my class.
 Zofia. She ² _____.
- B: Hi, Zofia. Nice to meet ³ _____.
- C: You, too. ⁴ _____ you a student?
- B: Yes, I ⁵ _____.

C Work in groups. Take turns introducing people.

VOCABULARY

COUNTRIES AND NATIONALITIES

4 A Complete the table with the nationalities.

Country	Nationality
Poland, Spain, Turkey, Britain	<i>Polish</i>
Italy, Argentina, Russia, the U.S.A	_____
China, Japan	_____

B Circle your country and nationality above or add it to the table.

C WORD STRESS Listen and underline the stressed syllable.

Poland, Polish

D Work in pairs and take turns. Student A: Say a country. Student B: Say the nationality.

speak (p) Write new vocabulary in your notebook. Underline the stressed syllables to help you with the pronunciation.

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5 A Work in pairs and identify the music.

- A: *I think it's from Australia.*
 B: *I think it's Brazilian, from Brazil.*

B Go to Hear it, See it, Taste it! and check your answers on page 163.

WRITING

CAPITAL LETTERS

6 A Check (✓) the correct information in the box below.

countries ✓	all nouns	famous places	jobs
cities	names of people	nationalities	food
languages	the first word in a sentence		

B Correct the sentences.

- 1 the eiffel tower is in france.
- 2 "buenos días" is spanish for "hello."
- 3 sake is japanese.
- 4 spaghetti is food from italy.

Other ways to say "I think" are "I believe", "I'm guessing that", etc.

C Work in pairs. Student A: Spell your name or the name of a famous person. Student B: Write it. Then check your spelling with Student A.

- A: *De Luca. capital D, e, space, capital L, u, c, a.*
 B: *Vanessa Mae: capital V, a, n, e, s, s, a, space, capital M, a, e.*

SPEAKING

7 A Write the names of four countries. Add information about a place, food/drink and a famous person.

India—Taj Mahal, curry ...

B Work in pairs and take turns. Student A: Read out your information. Student B: Guess the country.

A: *The Taj Mahal, curry.*

B: *Is it India?*

A: *Yes, it is.*

HEAR IT, SEE IT, TASTE IT!

1 Listen and match the countries to the music (A–E) you hear.

- 1 Russia
- 2 Ireland
- 3 Turkey
- 4 Brazil
- 5 Australia

2 Look at the maps and match the countries to the shapes you see.



- 1 France
- 2 Egypt
- 3 Peru
- 4 Thailand
- 5 New Zealand

3 Look at the pictures and match the food with the nationalities.



- 1 Italian
- 2 Japanese
- 3 Indian
- 4 Spanish
- 5 Chinese

1.2 TRAVEL LIGHT

VOCABULARY OBJECTS

1 A Match the words in the box with objects A–P in the pictures. Which object isn't in the pictures?

- | | | |
|----------------------|----------------|----------------|
| a camera J | a cell (phone) | keys |
| an agenda or planner | a passport | a magazine |
| a credit card | a newspaper | a toothbrush |
| a sweater | sunglasses | a watch |
| a coin purse | a ticket | a laptop |
| shampoo | an MP3 player | and headphones |

B WORD STRESS Listen and underline the stressed syllable in the words.
camera

C Work in pairs and take turns. Student A: Point to an object in the pictures. Student B: Name the object.

A: What's this?
B: It's a camera.

D Work in pairs and discuss. What five things are always in your bags?

A: I always have a laptop in my bag.
B: Me, too.

READING

2 A Look at the pictures again. Work in pairs and discuss. What five things are always in your carry-on bag on a plane?

A: I think a laptop is important.

B: Yes. Sunglasses?

A: No. Take sunglasses in your pocket.

B Read the information and circle the correct number.

Take 9/10/11/12 things in your carry-on bag.

C Read the text again and write the names of objects 1–5.

D Read the text again and check (✓) two good ideas and cross out (✗) two bad ideas. In pairs, discuss them.



1 _____



2 _____



5 _____



3 _____



4 _____

5 _____

headphones * "earphones" is also used in American English for the type that are inserted into the ears. / coin purse

mobile phone / diary
earphones
purse



- G this/thai, these/those; possessives
P word stress; this, that, these, those
V objects

Take it or leave it!

With only 10 kilograms for your carry-on bag, what's important to take?



Electronics

- **MP3 player:** Good for music and audiobooks—put it in your bag.
- **Cell phone:** Put it in your pocket, but take the charger in your bag.
- **Camera:** Is your cell a camera, too? Then leave your camera at home.
- **Headphones:** Good for watching DVDs on your laptop. Put them with your cell phone.
- **Laptop:** In your bag, with an adaptor, of course.

Practical Things

- **Agenda or planner:** With all your important travel and contact information, put it in your bag.
- **Keys:** Put them in the bag so they're easy to find.
- **Passport and ticket:** These are important, so keep them in a pocket in your bag.
- **Coin purse:** Coins are a problem at security. Put them in a coin purse in your bag—yes, men, too.

Other Things

- **Magazines and newspapers:** Leave them at home; they're free on the plane.
- **Shampoo:** Most hotels have shampoo, or buy it in town.
- **Sunglasses:** They go in your pocket or on your head, not in the bag!
- **Sweater:** Wear it. It's good for the plane if it's cold.
- **Toothbrush and toothpaste:** A maximum of 100 mL in your carry-on bag.

GRAMMAR

THIS/THAT, THESE/THOSE, POSSESSIVES

3 A Listen to three conversations. Where are the people? Write the number of the conversation under the picture.



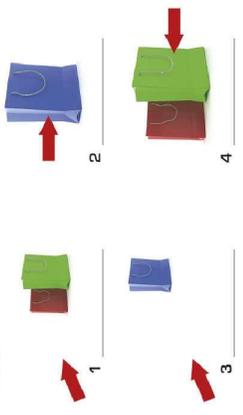
B Underline the correct alternative in the extracts below. Then listen and check.

1 S: Is ¹ this/these your bag?
W: Yes, it is.
S: Could you open it, please?
W: What's the problem?
S: ² This/Those is the problem.
W: ³ These/That's my shampoo.

2 S: What's ⁴ that/those in your pocket?
M: Ah, sorry, ⁵ these/those are my keys.
S: OK, go ahead.

3 M: Excuse me, ⁶ that's/those are my ⁷ friend/friend's bags. Can I ... ?
W: Sorry, ⁸ this is/thai's my bag. The black one, in your hand.
M: No, ⁹ this/these is my ¹⁰ friend's/friend.
W: Look, my name's on it. It's ¹¹ my/mine.
M: Oh, sorry, you're right. It's ¹² your/yours.

4 A Write **this, that, these** or **those** under the pictures below.



B WEAK FORMS: **this, that, these, those**
Listen to the pronunciation. Then listen and repeat.

- 1 Is this /ðɪz/ your bag?
- 2 Are these /ðɪz/ your bags?
- 3 Is that /ðæt/ your bag?
- 4 Are those /ðoʊz/ your bags?

There are regional travel differences in airport, flight and carry-on rules, allowances and restrictions.

5 A Correct the sentences. Use Exercise 3B to help.

- 1 That's the bag of my friend. ✗ That's my friend's bag. ✓
- 2 This is the cell of John. ✗ This is _____ cell. ✓
- 3 That's mine bag. ✗ That's _____ bag. ✓
- 4 It's my. ✗ It's _____.
- 5 They're yours bags. ✗ They're _____ bags. ✓
- 6 They're your. ✗ They're _____.
- 7 This bag is Sally. ✗ This bag is _____.

B Complete the conversation. Use the words in parentheses to help.

- A: Is that ¹ my book? (I)
B: No, it isn't. It's ² _____ (Maria)
A: Where's ³ _____? (I)
B: Is this ⁴ _____? (you)
A: Yes, thanks. Is this ⁵ _____ bag? (you)
B: No, it isn't ⁶ _____. (I)
A: Maybe it's ⁷ _____. (All)
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SPEAKING

6 Work in pairs. Student A: Point to an object in the classroom and ask your partner what it is. Student B: Name the object.

A: What's **this** in English?
B: It's a **dictionary**.
A: What are **those** in English?
B: They're **windows**.

7 A Work in groups. Put two objects from your bag/pocket on a table. Identify the objects.

Silvia's bag, Cheng's keys, my watch ...

B Work with a partner from another group. Look at their objects. Ask and answer questions.

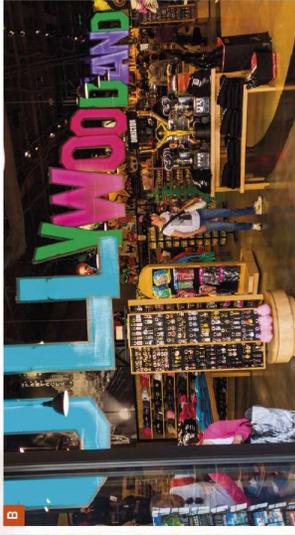
- A: Is that your **pen**?
B: No, it isn't. It's **Bruno's**.
A: Are these **Jack's** glasses?
B: No, they aren't. They're **Veronika's**.

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1.3 CAN I GET A COFFEE?

- F making requests
- P polite intonation; sentence stress
- V tourist places



VOCABULARY

TOURIST PLACES

- Match the pictures A–C with these places.
 - a souvenir shop
 - a coffee shop
 - an airport

Write the words from the box in the word webs below. Add one more word to each place.

a postcard an apple juice a battery
 a one-way ticket a round-trip ticket a coffee
 a sandwich a platform a souvenir

a postcard



- Listen and check. Then listen and repeat.
- Work in pairs. Student A: Say a place from Exercise 1B. Student B: Say three things you can buy there.

FUNCTION

MAKING REQUESTS

- Listen to three conversations. Where are the people?
 - _____
 - _____
 - _____

Listen again. What does each tourist buy?

- _____
 - _____
 - _____
- Listen and complete the requests.
 - Can I get a sandwich, please?
 - _____ one of those batteries, please?
 - _____ a one-way ticket to Sydney, please?

Look at the question. Listen to the polite intonation. Then listen and repeat.

Can I get a sandwich, please?

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- Polite intonation Listen to the speakers. Are they polite (P) or not very polite (N)?

Work in pairs. Student A: You are in one of the places in the pictures. Make requests. Student B: Only answer if Student A is polite.

A: Could I have one of those postcards, please?
 B: Yes. Here you are.



souvenir (gift) shop
 one-way ticket / round-trip ticket

tourist shop
 single ticket / return ticket



6 Listen to three conversation extracts and circle the correct prices.

- Extract 1
 1 an apple juice a) \$2.00 b) \$2.10 c) \$2.20
- Extract 2
 2 a one-way ticket a) \$4.20 b) \$4.50 c) \$4.80
 3 a taxi a) \$13.00 b) \$23.00 c) \$30.00
- Extract 3
 4 a coffee a) \$2.15 b) \$2.50 c) \$3.50
 5 a sandwich a) \$2.25 b) \$2.75 c) \$3.75
 6 a cupcake a) \$1.30 b) \$1.40 c) \$1.60

7 Work in pairs and take turns. Student A: Look at page 162. Student B: Look at page 164.

SPEAKING

- Work in pairs. Complete the menu with prices.
- Role-play the conversation. Student A: Look at the menu. Choose and order your food and drink. Student B: Take your partner's order. Say the price.
 A: Could I have a coffee and a cheese sandwich, please?
 B: A coffee and a cheese sandwich? That's four dollars and fifty cents.

the HUB menu

drinks

Coffee \$1.50

Tea _____

Hot chocolate _____

Soda _____

Juice _____

sandwiches

Ham \$3.00

Cheese _____

Grilled chicken _____

desserts

Brownie _____

Cupcake _____

LEARN TO LISTEN FOR KEY WORDS

5 A SENTENCE STRESS Read the conversation. Underline the key words in each sentence.

- A: Can I have a sandwich and an apple juice, please? (3 words)
 B: That's six dollars. (2 words)
 A: Ah, I only have five dollars. How much is the sandwich? (3 words)
 B: Four dollars and fifty cents, and the apple juice is one fifty. (7 words)
 A: OK. Could I have the sandwich, but no juice? (3 words)
 B: That's four fifty. (2 words)
- 6 Listen to the conversation and check your answers. Then listen and repeat.

speaking TIP Key words are the important information words in a sentence. These words are stressed and are longer, louder and higher.

Euros (€) are used throughout the European Union, except for the U.K. Dollars (\$) are typically associated with the U.S., but "dollar" is also the name of the currencies of other countries. Pounds are used in the United Kingdom.

1.4 A TV SITCOM—FAWLTY TOWERS

DVD PREVIEW

1 Look at the picture and read the program information. Who are the people in the picture?

Fawlty Towers is a TV comedy set in a hotel. The manager's name is Basil Fawlty, and he's married to Sybil. Polly and Manuel work at the hotel. Polly is British, and Manuel is Spanish. Manuel speaks a little English, but he sometimes has problems! The hotel is terrible, and Basil often gets angry with his staff and guests!

DVD VIEW

3 A Watch the DVD. How funny is it? Put an X on the line.

😊 not funny 1 2 3 4 5 😊 funny

- B Work in pairs. Are the sentences true (T) or false (F)?**
- 1 Manuel speaks English.
 - 2 The animal speaks English.
 - 3 The Major is surprised.
 - 4 Mr. Fawcay is surprised.
- C What do the people say? Work in pairs and underline the correct alternative.**
- 1 How/Who are you, sir?
 - 2 I speak English good/well.
 - 3 I learn it from a book/cook.
 - 4 Hello, Major. How are you OK/today?
 - 5 I'm tired/fine, thank you.
 - 6 That's a remarkable animal/apple you have there, Fawcay.
 - 7 Er ... £201£12, I think.
 - 8 Canadian/American, I think, Major.

D Watch again and check your answers.



American Speakout at a hotel

4 A Look at the key phrases below. Who says them? Write guest (G) or receptionist (R) next to each phrase.

KEYPHRASES

Good evening. Can I help you? **R**
 Yes, I have a reservation.
 For two nights?
 What's your last name?
 Could you spell that?
 You're in room 407.
 This is your keycard.
 What's the WiFi password?
 What time is breakfast?

- B Listen and check.**
- C Listen again and complete the information. Write the guest's name and telephone number and the WiFi password.**
- Name: _____
 Phone number: _____
 WiFi password: _____
- 5 Work in pairs and take turns. Student A: You are the receptionist. Welcome the guest and complete the information. Student B: You are the guest. Answer the receptionist's questions.**
- A: Good evening. Can I help you?**
B: Yes, I have a reservation. My name's Phraz.
A: Ah, yes. Could you spell that?
B: Yes. It's P-h-r-a-z.

Last name: _____
 First name: _____
 Address: _____
 Phone: _____
 Email: _____
 Number of nights: _____

writeback a form

6 A Look at the hotel registration form below and answer the questions.

- 1 How many times do you write your name?
 - 2 How many dates do you write?
 - 3 Which of these are not correct for this form?
 a) JOHN, b) John, c) jhn
- B Complete the form. Write N/A (= not applicable) for information you don't know.**

(Please write in BLOCK CAPITALS)

Last name: (Family name) _____
 First name: _____
 Address: _____
 City: _____
 Country: _____
 Zip code: _____
 Passport/ID number: _____
 Tel no: _____
 Fax: _____
 Email: _____
 No. of rooms: Single Double
 Arrival date: _____
 Departure date: _____
 Credit card type: _____
 Name of card holder as it appears on card: _____
 Number: _____
 Expiration date: _____
 Signature: _____
 Date: _____

program elevator / at / Mr.

programme lift / in / Mr

Last name / registration form
 Zip code
 Expiration date

Surname / booking form
 Post code
 Expiry date

1.5 LOOKBACK

G SIMPLE PRESENT: BE

1 A Complete sentences 1–5 with the correct form of *be*.

- Where' _____ Kuala Lumpur?
- Where _____ these people from: Angela Merkel, Daniel Radcliffe, Lang Lang, Cristiano Ronaldo?
- Where' _____ the Blue Mosque?
- What _____ the names of four countries in South America beginning with A, B or C?
- I' _____ the President of the U.S. What _____ my name?

B Work in pairs and answer the questions.

G QUESTIONS WITH BE

2 Work with a partner. Student A: Choose a famous person. Student B: Ask questions to identify him/her.

- B:** *Is it a man?*
A: *Yes, it is.*
B: *Is he French?*
A: *No, he isn't.*
B: *Is he on TV?*
A: *Yes, he is.*

V COUNTRIES, NATIONALITIES AND CAPITAL LETTERS

3 A Unscramble the letters and find six countries.

aanpj = Japan

- | | |
|----------|------------|
| 1 isusar | 2 typeg |
| 3 isnap | 4 dtalhani |
| 5 omicxe | 6 diain |

B Write five new words from Unit 1.

C Work in pairs. Student A: Say one of your words. Student B: Spell it.

- A:** *sandwich*
B: *s-a-n-d-w-i-c-h*

V OBJECTS, THIS/THAT THESE/THOSE

4 A Write the name of each object.



1 _____



4 _____



2 _____



5 _____



3 _____



6 _____

B Underline the correct alternatives.

- A:** Which newspaper is *that/those*?
B: It's *The New York Times*.
- A:** What are *this/these*?
B: They're my new sunglasses.
- A:** What are *that/those*?
B: They're English magazines.

C Work in pairs. Student A: Give your partner an object from your bag/pocket. Student B: Close your eyes and guess the object.

- A:** *What's this?/What are these?*
B: *It's a .../They're ...*

G POSSESSIVES

5 A In pairs, complete the dialogues with words from the box.

my your my mine yours
 hands fine Ann's

- A:** This is ¹ my book.
B: No, it's ² _____.
A: Here's ³ _____ name. Look!
B: Oh! That's ⁴ _____.
B: Are these ⁵ _____ pens?
A: No, they're ⁶ _____.
B: Where are ⁷ _____ then?
A: In my ⁸ _____!

B Read the dialogues together.

V WORD GROUPS

6 A Write five words from Unit 1 for the three groups below:

- electrical objects
a cell phone, ...
- two-syllable words
a passport, ...
- places
a souvenir shop, ...

B Work in pairs. Student A: Read out the words, but don't say which group. Student B: Guess the group.

F MAKING REQUESTS

7 A Complete the conversation with the words in the box.

could is round-trip there
 you it

Could

- A:** Hello, I have a ticket to Rome, please?
B: A one-way ticket or?
A: A round-trip ticket, please. How much is?
B: Twenty-five dollars.
A: And which platform it?
B: Platform three. Over.
A: Thank.

B Write down twelve key words from the conversation.

C In pairs, compare your key words and practice the conversation. DVD PREVIEW

- A:** *Good evening. Can I help you?*
B: *Yes, I have a reservation. My name's Pirez.*
A: *Ah, yes. Could you spell that?*
B: *Yes. It's P-i-r-e-z.*



2 Festivals



JOIN US!

p18



HIGH FLYERS

p20



WHAT TIME DOES IT START?

p22



A VISIT TO PANAMA

p24



SPEAKING

- 2.1 Talk about activities you do
- 2.2 Talk about your daily routine and people's jobs
- 2.3 Ask questions at a tourist information **center**
- 2.4 Talk about good guests and bad guests



LISTENING

- 2.2 Listen to people talk about their daily routines
- 2.3 Listen to people at a tourist information center; Check when you don't understand
- 2.4 Watch an extract from a **program** about living with tribes

READING

- 2.1 Read about local groups

WRITING

- 2.1 Link sentences with *and*, *but* and *or*
- 2.4 Write an email asking a friend for a place to stay

What's your daily routine?

INTERVIEWS



center
program or show



centre
programme

2.1 JOIN US!

READING

- 1 A** Work in pairs and discuss. What's a good way to meet people in a new city?
- B** Read the information from a website about meeting people in Dublin. Which group is good for these people?
- "I'm from Italy. I want to improve my English, but it's difficult to meet people."
 - "I like doing things in the evening—going to restaurants and the movies."
 - "I work at home all day, and I want to meet people on weekends. I like walking and going to cafés."
- C** Work in pairs and discuss. Which group is good for you? Why?

VOCABULARY ACTIVITIES

- 2 A** Complete phrases 1–8 below with words from the box. Use the website extracts to help you.

have read listen to do eat play go watch

- have _____ a coffee/fun
 - _____ films/TV
 - _____ tennis/computer games
 - _____ running/to a restaurant
 - _____ newspapers/magazines
 - _____ music/an MP3 player
 - _____ gymnastics/sports
 - _____ pasta/junk food
- B** Add these words to phrases 1–8.

- | | | | |
|------------|-------------|--------|----------|
| a drink | the teacher | DVDs | swimming |
| a sandwich | soccer | a book | nothing |

- 1** have a coffee/fun/a drink

- C** Work in pairs. Student A: Say a noun from Exercise 2A or 2B. Student B: Say the verb that goes with it.

A: soccer
B: play soccer

speak up! TIP

Look for words that go together (collocations). When you write new words in your notebook, write the words that go with them, e.g., do homework/nothing. Look at the website extracts. In your notebook, write the words that go with meet and get.

on weekends / sports
movie theaters downtown
soccer

at the weekends / sport
cinemas in the city centre
football

is this you? You work
at a computer all
day, and at night,
you play computer
games or watch TV.
You don't eat well;
you eat junk food.
You don't exercise,
but you want to
get fit. Well, join
our group. We aren't all fit, but we like being outside. We love walking, and we do all kinds of sports. Every Saturday, we play tennis or soccer or go walking or running. Join us, get fit and have fun!

Join Us Members: 64

Sandy Members: 64

- G** simple present: I/you/we/they
P linking: do you
V activities

Group-meet Dublin

ABOUT MEMBERS PHOTOS EVENTS

Dublin Film Group



This group is open to all film lovers. We go to see different kinds of films, including new Hollywood movies and old black and white films. We watch films in members' homes and at movie theaters and at movie theaters downtown. We meet about 30 minutes before the start time and have a coffee or tea. Then after the film, we have a drink or go to a restaurant and talk about the film. We're a very friendly group and welcome new members.

Join Us

Charlotte Members: 128

English Italian Group



Do you study English or Italian? Do you like meeting new people? Then join us. Every week we meet in a café for conversation: one hour in Italian and one hour in English. We also read newspapers and magazines in Italian, listen to Italian music and eat pasta. We welcome all nationalities (especially Italian speakers) and all levels, from beginner to advanced.

Join Us

Miguel Members: 73

Get Fit Group



Is this you? You work at a computer all day, and at night, you play computer games or watch TV. You don't eat well; you eat junk food. You don't exercise, but you want to get fit. Well, join our group. We aren't all fit, but we like being outside. We love walking, and we do all kinds of sports. Every Saturday, we play tennis or soccer or go walking or running. Join us, get fit and have fun!

Join Us

Sandy Members: 64

GRAMMAR

SIMPLE PRESENT: I/YOU/WE/THEY

- 3 A** Complete the table with words from the website extracts.

Affirmative and Negative Statements	
We _____	films.
You _____	well.

Questions and Short Answers

_____ you study _____	English?	Yes, I do.
_____ you _____	_____	No, I don't.

- B** Underline the correct word(s) to complete the rule.

RULES
Use the simple present for activities we do regularly/at the moment of speaking.
Make the negative with don't + verb.
Make the question with do you + verb.

- ▶ page 130 LANGUAGEBANK

- 4** Cover the website extracts on page 18. Complete the information below. Use a verb in the affirmative or negative form.

In the English Italian Group, they ¹ don't speak Italian all the time. They ² _____ English half the time. In the Dublin Film Group, they ³ _____ to movie theaters and people's homes. They ⁴ _____ before the movie, but they go to a restaurant after the film. In the Get Fit Group, they ⁵ _____ being inside all the time, and they ⁶ _____ all kinds of sports. On Saturdays, they ⁷ _____ computer games all day; they ⁸ _____ running.

- 5 A** Listen and underline the stressed words.

- Do you want to practice your English? Yes, I do.
- Do you like meeting new people? No, I don't.

- B LINKING:** do you Look at the pronunciation of do you. Then listen and repeat.

do.you /dəju/
,dəju/ like meeting new people?

- C** Work in pairs. Write three questions for each Group-meet group. Use the website extracts to help.

*Film group—Do you like films? Do you watch films on TV or online?
Do you go to the movies a lot?*

- D** Work with another pair. Ask them your questions. Which is the right group for the other students? Do they agree with your ideas?

SPEAKING

- 6 A** Work in pairs. Start a new Group-meet group. Choose one of the groups below or think of another. Then write answers to the questions.

- What do people in your group do? (three activities)
 - What don't you do? (two activities)
- Concert group
Photography group
Coffee group
Book club
Women's group
Men's group
Cooking group
Salsa dancing group
Football group

- B** Talk to other students. Tell them about your group, but don't look at your notes. Find out about their group. Which group do you like the most?

Our group is a concert group. We love rock music. We ...

WRITING

AND, BUT, OR

- 7 A** Read the sentences. Which Group-meet group are they about?

- We speak English for one hour. It's not easy, _____ we know it's good for us.
 - Do you play soccer on Saturday, _____ do you play tennis?
 - Do you like meeting people _____ watching movies with them?
- B** Complete the sentences above with *and*, *but* and *or*.

- C** Complete each sentence in three different ways. Use *and*, *but* and *or*.

- I like listening to English ...
- On weekends, I go running ...

- D** Work in pairs and compare your answers. Which sentences are true for both of you?

- E** Work in groups. Write a Group-meet website page for your group. Use the website extracts to help.

2.2 HIGH FLYERS

VOCABULARY

DAILY ROUTINES

- 1 A Match the phrases in the box with the pictures A—H below. Which phrase is not in the pictures?

get up A go to bed have/eat breakfast
 get home have/eat lunch start work/school
 leave home finish work/school
 have/eat dinner



- B Cover the vocabulary box in Exercise 1A and complete the questions.

- Do you get up early?
- Do you breakfast at home?
- What time do you home?
- When do you work/school?
- Where do you lunch?
- When do you home after work/school?
- Do you to bed late?

- C Work in pairs. Ask and answer the questions above. Find three things in common.

A: Do you get up early?
 B: Yes, I do. I get up at 6. How about you?
 A: I get up at 7:30.

- G simple present: he/she/it
 P third person "s"
 V daily routines; jobs

LISTENING

- Work in pairs and look at the pictures on page 21. What's one good and one bad thing about each job?
- Listen to a radio program about two of the people and answer the questions.
 - Do the people like their jobs?
 - Do their families think the jobs are good?

- B Listen again. Is the information true (T) or false (F)?

	Gonzales	Emma
1 I leave home at 5.	F	on Monday morning.
2 For lunch, I have 2 sandwiches.		a sandwich on the plane.
3 I get home at 3 p.m.		on Thursday.
4 One good thing about the job is it's quiet.		the mountains are quiet.

GRAMMAR

SIMPLE PRESENT: HE/SHE/IT

- 4 A Look at audio script S2.2 on page 169 and complete the table and the rules.

Simple Present: Affirmative Statements	
He	_____ on bridges.
	_____ a great job.
She	_____ the money.
	_____ animal shows on TV.

Simple Present: Negative Statements	
Alice	doesn't _____ flying.

To make the simple present with he/she/it, add _____ or _____ to the verb.
 To make the negative, use he/she/it + _____ + verb.
 To make the simple present of have, use he/she/it + _____.

- B THIRD PERSON "S" Listen and write the verbs in the correct group below.

/s/ works
 /z/ _____
 /z/ _____

- C Listen to other verbs. Write them in the correct group. Then listen and repeat.

▶ page 130 LANGUAGEBANK



Emma

Gagan

Gonzales

GRAMMAR

SIMPLE PRESENT: HE/SHE/IT

- 7 A Look at the sentences in the table and complete the rule.

Simple Present questions and short answers

What	does your family think?	think?	
Does she	want to be a pilot?	Yes, she	does.
		No, she	doesn't.

RULES

Make the question with _____ + he/she/it + verb.
 Make the short answer with Yes, he/she/it _____ and No, he/she/it _____.

- B Listen and underline the stressed words. Then listen again and repeat.

- Does she want to be a pilot?
- What does your family think?

- 8 Work in pairs. Student A: Look at page 162. Student B: Look at page 166.

▶ page 130 LANGUAGEBANK

VOCABULARY

JOBS

- 9 A Listen and write the names of the jobs.

A _____ C _____ E _____
 B _____ D _____ F _____

- B Work in pairs. How many other jobs do you know in English?

▶ page 153 PHOTOBANK

SPeAKING

- 10 Work in groups. One student: Choose a person from the Photo Bank on page 153. The other students: Ask ten questions to find the job.

B: Is it a woman?

A: Yes, it is.

C: Does she work with food?

5 Complete the text about Gagan. Use the verbs in parentheses in the affirmative or negative form.

Gagan ¹ gets up. (get up) at four in the morning. He ² _____ (not eat) a big breakfast, but usually has a piece of fruit and a cup of tea.
 He ³ _____ (leave) home at five, ⁴ _____ (go) to the guest house and ⁵ _____ (meet) his tourist group. He helps them with their bags, and he ⁶ _____ (put) extra food and water on his horse. They ⁷ _____ (walk) all morning and ⁸ _____ (stop) for lunch at about twelve. Gagan ⁹ _____ (make) lunch for the group; he ¹⁰ _____ (not eat) meat, so they have a simple vegetable dish. Then they ¹¹ _____ (walk) all afternoon to a new guest house before dark. Sometimes Gagan ¹² _____ (not go) home for two to three days.

- 6 A Write two true and two false sentences from Exercise 1C about your partner's daily routine.

- B Check with your partner and write T (true) or F (false).

A: Pilar gets up early.

B: True. I get up at six.

- C Work with a new friend. Student A: Read the sentences about your first partner. Student B: Guess which are true and which are false.



photos

pictures

2-3 WHAT TIME DOES IT START?

VOCABULARY THE TIME

- 1 A Match the times 1–6 to the pictures A–F. Then complete the times.

- 1 four o'clock **C**
 2 _____ past eight
 3 ten fifteen OR quarter past _____
 4 one thirty OR _____ past one
 5 seven forty-five OR _____ to eight
 6 five _____ six

- B Work in pairs and take turns. Student A: Point to a picture. Ask the time. Student B: Say the time.

A: *What time is it?*
 B: *It's ...*

- C Listen and circle the correct times below.

1	10:30	12:30	2:30
2	3:15	3:45	4:15
3	6:40	7:20	7:40
4	4:25	4:35	5:25

- D Work in pairs. Student A: Look at page 161. Student B: Look at page 166.

- E Work in pairs and take turns. Ask and answer the questions below.

- get up?
- have/eat breakfast?
- have/eat lunch?
- go to bed?

On *Saturday*, I get up at *eight*, but, on *Sunday*, I ...

FUNCTION

ASKING FOR INFORMATION

- 2 A Work in pairs. Look at the pictures and leaflets from San Francisco. Answer the questions.

- 1 What tours can people take?
- 2 Which tours have a) eating or drinking? b) a famous bridge? c) shopping?
- 3 Which tour do you like?

B Listen and answer the questions.

- 1 Which tour do the tourists want?
- 2 Do they book the tour?
- 3 What's the problem?

- 3 A Put the questions about the bus tour in the correct order.

- 1 it / does / what / time / start?
- 2 leave / where / from? / does / it
- 3 when / the tour / finish? / does
- 4 much / cost? / it / how / does
- 5 take / do / credit cards? / you

- B **SENTENCE STRESS** Listen and check. Then listen again and underline the stressed words in the questions above.

- C Look at the pronunciation of *does* *it*. Listen again and repeat the questions.

does it /dʌzɪ/
 What time /dʌzɪ/ start?

- D Listen and answer the questions in Exercise 3A.

▶ page 130 LANGUAGEBANK

GOLDEN GATE BOAT TOUR

San Francisco hop-on-hop-off bus tour

Start your tour of this beautiful city anywhere along our hop-on-hop-off bus route. Our buses stop at all of the important places! See the Golden Gate Bridge close-up, stop for lunch and shopping at Fisherman's Wharf, and visit Little Italy in North Beach.

The perfect way to start your visit to San Francisco: this one-hour boat ride goes around San Francisco Bay, Alcatraz and under the Golden Gate Bridge. Our boats have indoor and outdoor seating and a snack bar so you can enjoy refreshments while seeing this amazing city from the water.

CHINATOWN walking tour

Our guide takes you to all the popular places in Chinatown, including the food markets, a Buddhist temple and an herbal pharmacy, and you'll see some secret places, too! The tour finishes with an eight-course dim sum lunch so you can taste the very best of Chinatown's cooking.

LEARN TO SPEAK

SHOW YOU DON'T UNDERSTAND

- 4 A Read and listen to part of the conversation again. Underline three expressions the woman uses when she doesn't understand.

- A: Hello. We're back.
 C: Hello again! So, do you want the Golden Gate boat tour?
 A: Uh, Could you speak more slowly, please?
 C: Of course. Would you like to go on the Golden Gate boat tour?
 A: Yes. Tomorrow.
 C: Would you like the morning or afternoon tour?
 A: Tomorrow morning. What time does it start?
 C: At ten o'clock exactly.
 A: Excuse me, ten o'clock ... ?
 C: Yes, at ten.
 A: And where does it leave from?
 C: From Pier 43. Or the shuttle to the boat leaves from the front gate at nine forty-five.

- A: Sorry, could you repeat that?
 C: The shuttle to the boat leaves from the front gate.

- B **POLITE INTONATION** Listen again to the three expressions. Then repeat and practice the polite intonation.

- C Work in groups. Ask each student for an address and telephone number. Use the expressions from Exercise 4A to check the information.

SPEAKING

- 5 A Work in pairs. Student A: You work at the Tourist Information Center. Look at page 163. Student B: You are a tourist in San Francisco. Ask Student A questions and complete the notes below. Excuse me. Can you give me some information about the ...? What time does it ...?

Excuse me. Can you give me some information about the ...? What time does it ...?

	Start Time	Finish Time	Place	Price
Boat Tour				
Bus Tour				

- B Change roles. Student B: Now you work at the Tourist Information Center. Look at the information below. Answer Student A's questions.

	Start Time	Finish Time	Place	Price
Walking Tour	10 a.m.	1 p.m.	Leaves from Chinatown Gateway	\$30
Rock Concert	8 p.m.	11:30 p.m.	The Fillmore	\$75

2.4 A VISIT TO PANAMA

DVD PREVIEW

- 1 Look at the picture and find a hut, a boat, a palm tree and the sea.
- 2 Read the program information and answer the questions.

- 1 Who is Sass Willis, and where does she go?
- 2 Whom does she stay with on the island?
- 3 How does she live the lifestyle of the Kuna people?



Tribal Wives

Sass Willis is a thirty-four-year-old woman from Oxford. She travels over 5,000 miles to the eastern coast of Panama to live with the Kuna Indians on the island of Niadup. On the island, she stays in the home of fifty-five-year-old Ana Lida and her husband Diego. In her time on Niadup, Sass lives the lifestyle of the Kuna people: she lives in a hut, she sleeps in a hammock, she wears Kuna clothes and helps with jobs around the home. Another woman, Ana Lina, helps by painting her face in the traditional way.



The Kuna are famous for their bright molas, which are a colorful textile art form. Mola panels are used to make the blouses of the Kuna women's national dress, which many Kuna women wear daily. Mola means "clothing" in the Kuna language.

DVD VIEW

- 3 A Watch the DVD. Why does Sass cry at the end? Check (✓) all the true sentences.

- 1 She's sad/unhappy.
- 2 She wants to go home.
- 3 She's thankful to Ana Lida.
- 4 She's ill and wants a doctor.
- 5 She's happy.
- 6 She doesn't like the work.

- B What do you remember? Number the activities in the correct order. Which activity is not in the program? Watch again and check.

- a) Sass makes coffee.
- b) Sass mends clothes.
- c) Sass files to Niadup.
- d) Sass puts on a Kuna shirt.
- e) Sass eats lunch.
- f) Ana Lina paints Sass's nose.
- g) Sass sweeps the ground.
- h) Sass meets Ana Lida.

- C Work in pairs. Match questions 1–4 with answers a)–d).
- Watch the first meeting of Sass and Ana Lida and check.

- 1 "And who lives in this house?"
- 2 "Is that, um, the bed?"
- 3 "Hi. My name is Sass. And your name is ... ?"
- 4 "And do you ... do you live here, or do you live nearby?"
- a) "Ana Lina."
- b) "I live here with my husband."
- c) "I sleep in the hammock, and my husband sleeps in the bed."
- d) "Yes, I live in the hut opposite. The door is open."

- D Work alone. For you, what things are good and bad about the family's lifestyle? Check (✓) the good things and cross out (X) the bad.

- 1 They live on a small island.
- 2 They don't live in a city.
- 3 They are very friendly to visitors.
- 4 They don't have a lot of money
- 5 They sleep in hammocks.

- E Work in pairs and compare your answers. Say why you put a ✓ or X.

- A: Do you think number 1 is good or bad?
- B: For me, it's good.
- A: Why?
- B: Because the island is beautiful and quiet.

American Speakout: at a hotel

- 4 A Work in pairs and discuss.

- 1 Do you like having guests in your home?
- 2 What's good about having guests?
- 3 What don't you like?
- 4 What are three problems with bad guests?

- B Work in pairs and complete the sentence: "A good guest ..." with three different endings. Give examples. Choose from the topics below.

A good guest brings a small gift, for example, chocolates.

bring a big/small gift

bring food/drink give money

arrive early/late

use the phone

help with cooking

speak in your/their language

stay a short/long time



- 5 A Listen to two people talk about being a good guest. Which topics above do they talk about?

- B Listen again and check (✓) the key phrases you hear

KEY PHRASES

- What do you think?
- What does a good guest do?
- For example, he ...
- Yes, I agree. That's bad.
- What do you mean?
- A good guest doesn't ...
- I think it's important to ...
- I don't agree.
- It depends.

- 6 A Read the parts of the email below. What does the writer want?

INBOX

Dear Antonio, 1
I'm in Barcelona
Best wishes,
How are you?
Can I come and stay with
Are you very busy?
for ten days next month.
Do you know a good hotel in the city?
you for the last weekend?
Dom

- B Number the phrases in the correct order.

- C Write an email to another student using the phrases in Exercise 6A to help you. Give it to them.

- D Answer the email that another student gives you.



- C Work in groups and use the key phrases to help. Write five top tips for being a good guest in your country or in another country.

A good guest in Poland ...

... brings flowers for the hostess and perhaps something to drink.

... arrives ...

- D Tell the rest of the class. Other students: Listen and take notes. Then ask one or two questions about the ideas.

writeback an email

2.5 ((LOOKBACK

V ACTIVITIES

1 A Complete the questions with a suitable verb.

- 1 Do you read magazines? Which ones?
- 2 Do you _____ sports on TV? Which sports?
- 3 Do you _____ coffee every morning? Do you drink it black?
- 4 Do you _____ to music when you work or study? What kind?
- 5 Do you _____ homework every day? What do you do?
- 6 Do you _____ a lot of junk food? What and when?
- 7 Do you _____ books in English? Which ones?
- 8 Do you _____ to restaurants a lot? Which ones?

B Work in pairs. Ask and answer the questions.

V DAILY ROUTINES

2 A On a piece of paper write:

- a place you like
- your job or what you study
- the time you get up
- two things you do at night

B Work in pairs. Exchange papers. Ask and answer questions.

- A:** *Moonbucks. What's that?*
B: *A coffee bar.*
A: *Why do you like it?*
B: *Well, ...*

C Take your partner's paper. Work with a new friend and exchange papers. Ask and answer questions about your first partner.

- A:** *Why does he get up at six?*
B: *What does he study?*

G SIMPLE PRESENT

3 A Complete the sentences about your partner. Use the affirmative or negative form of the verbs in parentheses.

- 1 He/She doesn't like (like) shopping.
- 2 He/She _____ (play) computer games.
- 3 He/She _____ (go) out a lot at night.
- 4 He/She _____ (do) his/her homework every night.
- 5 He/She _____ (study) a lot on weekends.
- 6 He/She _____ (watch) morning television.
- 7 He/She _____ (go) to bed very late.
- 8 He/She _____ (cook) every night.

B Work in pairs and check your answers.

- A:** *Do you like shopping?*
B: *No, I don't.*

C Work with a new friend and ask questions about your first partner.

- A:** *Does she like shopping?*
B: *Yes, she does.*
A: *You're wrong. She doesn't like shopping.*

V JOBS

4 A What are the jobs? Find and circle twelve jobs.

nurse teacher waiter hairdresser receptionist
 dentist doctor politician chef
 accountant waitress lawyer engineer

B Work in pairs. Which jobs are right for these people? Write two jobs for each person.

- 1 *I like people.*

- 2 *I talk a lot.*

- 3 *I work well alone.*

- 4 *I love numbers.*

- 5 *I'm very active.*

- 6 *I like food.*

F ASKING FOR INFORMATION

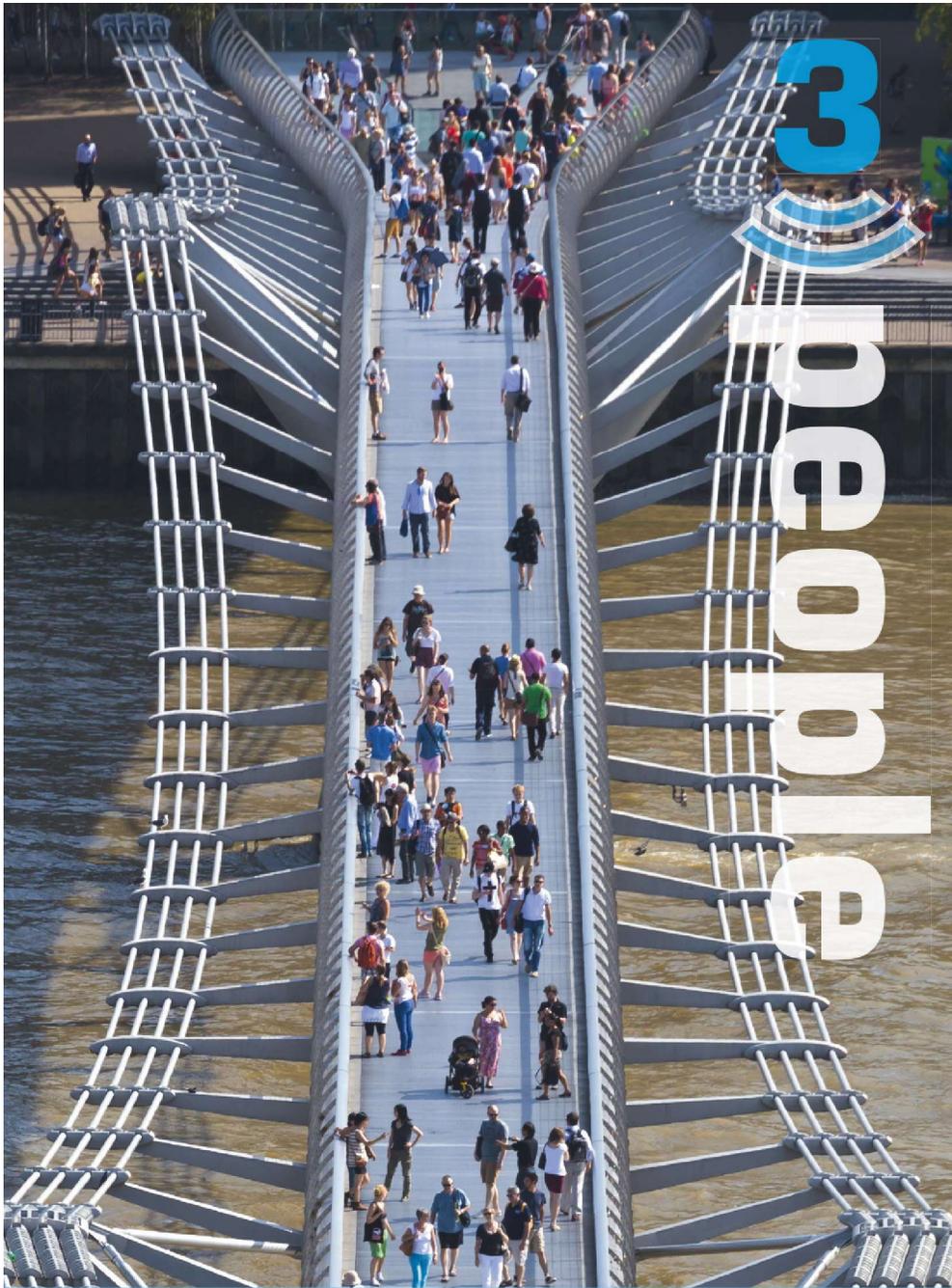
5 A Look at the leaflet below. Write questions to ask for the information in the leaflet.

SICILY FULL-DAY TOUR

Start time:	9:45 a.m.
Finish time:	4:30 p.m.
Leaves from:	Hotel lobby
Adult:	\$20
Payment:	All major credit cards accepted.

B Work in pairs. Student A: You are a tourist. Ask questions about the Sicily tour. Student B: You work at the Tourist Information Center. Answer your partner's questions.

- A:** *What time does the tour start?*
B: *It starts at nine forty-five in the morning.*



3

PEOPLE



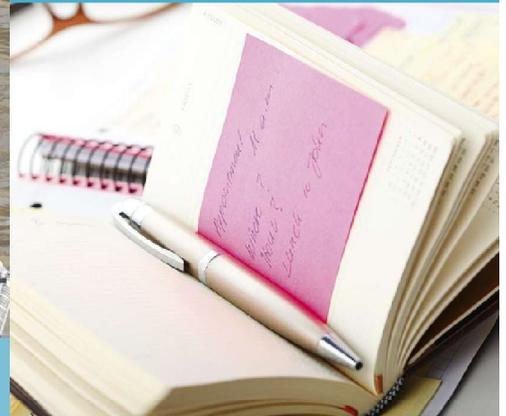
BIG HAPPY FAMILIES

p28



REAL FRIENDS?

p30



ARE YOU FREE TONIGHT?

p32



DIWALI CELEBRATIONS

p34

- SPEAKING**
 - 3.1 Talk about your family
 - 3.2 Describe a friend and why you like them
 - 3.3 Make arrangements to meet friends
 - 3.4 Talk about a special occasion
- LISTENING**
 - 3.2 Listen to people talk about their friends
 - 3.3 Learn to show interest when you listen
 - 3.4 Watch an extract from a TV show showing the traditions of Diwali
- READING**
 - 3.1 Read about an unusual family
- WRITING**
 - 3.2 Improve your use of apostrophe 's'; Write about your family and friends
 - 3.4 Write a description of a special event

What do you like doing with friends/family?

INTERVIEWS



3.1 BIG HAPPY FAMILIES

VOCABULARY FAMILY

- 1 A** Work in pairs. Look at the picture of the Bonell family. Can you find:
- the parents?
 - the number of children?
 - a son and a daughter?
 - a brother and a sister?
 - a husband and a wife?

- B** Circle the "family" words above. Do you know any other family words?
▶ page 154 **PHOTOBANK**

READING

- 2 A** Discuss. What do you think are the good/bad things about life in a big/small family?
- B** Work in pairs. Student A: Look at page 167. Student B: Read the text on this page. Circle the numbers in the box that are in your text. What do they refer to?

600 17 (16) 9 8 7 3 2 1

16 children in the Bonell family

- C** Work in pairs. Tell your partner about your text. Use your numbers to help.

- D** Work in pairs. Draw lines to complete the information. Use the texts to help.

don't all live together

have a bakery

all do housework together

like their big family

sometimes make pizza

The Bonell family

The Radford family

GRAMMAR HAVE/HAS

- 3 A** Look at the article on page 28 again and complete the sentences.

- 1 They _____ sixteen children.
- 2 The house _____ seven bedrooms.
- 3 I _____ time for myself.

B Complete the table.

I/You/We/They	_____	eight brothers.
He/She	_____	_____ a sister.
I	n't	_____ a sister.
He/She/It	n't	_____

C Listen and underline the alternative you hear.

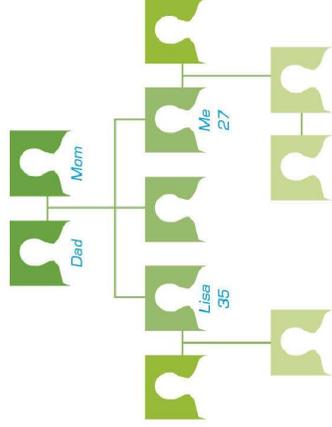
- 1 Kate's/has five sisters.
- 2 I've/have a sister and two brothers.
- 3 They've/don't have a car.
- 4 He's/doesn't have a big family.

D SENTENCE STRESS Listen again and underline the stressed words. Listen and repeat.

- 4 A** Complete the text. Use the correct form of have or be.

I ¹ have a brother and a sister. My sister, Lisa, is ² thirty-five, my brother, Paul, is ³ thirty, and I ⁴ am married to Andreas, and they ⁵ are a daughter, Eva. She ⁷ is (not) any brothers or sisters. My brother ⁸ is (not) married, but he ⁹ is a girlfriend. I ¹⁰ am married to Marek. We ¹¹ have two sons, Vlad and Henryk. They ¹² are three and one.

B Use the information above to complete the family tree.



▶ page 132 **LANGUAGEBANK**

Mommy

SPAKING

5 A Complete the questions.

- 1 _____ you any brothers or sisters?
- 2 How many brothers _____ you _____?
- 3 _____ your brother _____ any children?
- 4 How many children _____ he _____?

- B** Look at Exercise 4B and draw an empty family tree for your family in your notebook. Write your name and two family members in your tree.

C Work in pairs. Exchange family trees with your partner. Ask and answer questions.

A: How many brothers and sisters do you have?

B: I have two brothers and one sister.

A: What are their names?

B: Joel, Santiago and Cecilia.

A: And how old is Joel?

B: He's twenty-five.

A: And does he have a job?

B: Yes, he works in a big hotel. He's the manager.

D Look at your own family tree again. Check the information and correct any mistakes.

- 6 A** Work in groups. Read people's answers to the question *What do you call your parents and grandparents?*

Jan, U.K.
I call my mother Mum. My daughter calls me Mummy.

Sylvia, U.S.
We call our parents Mom and Dad. Maybe some people call their dad Pop.

Chris Australia
My son calls me Dad, and my grandchildren call me Grandpa.

B Discuss. What do you call people in your family?



Mummy

- G have/has
- P sentence stress
- V family



FAMILY WELCOMES BABY SIXTEEN

Baby Katelyn is the latest child of Jeni and Ray Bonell of Queensland, Australia. They have sixteen children—seven girls and nine boys.

Life in the Bonell house is noisy, but they have rules so things don't get too crazy. The house has seven bedrooms, but each child sleeps in his or her own bed. Jesse and Brooke, the two oldest kids, don't live with the family. They have their own homes in the neighborhood, but they often visit.

Jeni says that having a big family is normal for them. Her day-to-day life is similar to the life of other moms, just with more washing to do and bigger meals to cook. Food shopping costs about \$600 a week. Meals and house cleaning are big jobs, but all the children help from the age of eight. One of the Bonell's neighbors says, "I have only two children, and I don't have time for myself. I don't know how Jeni and Ray do it. And they love it. They're great parents!"

Giving each of their children enough time and attention isn't easy, but it's important for both parents. "Jeni and Ray spend so much time with the kids," says a family friend. "The kids definitely feel loved and happy, and the new baby is beautiful."

neighbourhood
moms / neighbours

neighbourhood
mums / neighbours