

Elementary Students' Book

with DVD-ROM



CONTENTS

WELCONE Upper SMILE Contention SMILE CONTENTI	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
Description of the property	UNIT I WELCOME	page 7 🔊 BBC interviev	vs What's your name?					
Part Test Continue of Co	I.I Nice to meet you		_	word stress		listen to people introduce themselves	introduce yourself and others	improve your use of capital letters
Description of the property	1.2 Travel light		objects	1 1 1 1 1	read about travelling light		identify objects	
In the property of the prope	1.3 Can I have a coffee?	making requests	tourist places	1		understand people in tourist situations	make requests	
See Part P	1.4 Fawlty Towers						check into a hotel	complete a registration form at a hotel
See Part P	LINIT 2 LIFESTVI F	nago 17 NRC interview	we What's your daily r	outino?				
2.2 High flavor page 27 at 85C interview Whete do you lived Seption 20 and some page 28		· · ·			read about local groups		talk about activities and groups	link sentences with and but and or
1.3 Martine does it all process of the stand reports of the composition of the compositio	2.2 High flyers	<u> </u>			read about total groups	listen to people talk about their daily routines	- '	unit seriences men ana, sue ana or
1.4 A Visit to Panama Proposition Pr	2.3 What time does it	asking for information	the time				ask questions at a tourist information centre	
UNIT 3 PEOPLE page 27 #BBC interviews What do you like doing with friends / family series across read about an unasseal family series serie	2.4 A Visit to Panama					Tribal Wives: watch an extract from a programme about living with tribes	talk about good guests and bad guests	write an email asking a friend for a place to stay
See Bayon familiar See						<u>'</u>		
2. Real filterinds? 2. Real filterinds? 2. Real filterinds? 3. Repair for fire groups of the common system of the common year know and eavy why you in proposely you may not you filter to protect when you listen to any not you filter than the filterinds of the filt			_	Ī				
3.3 Are your free to making arrangements to mere operations to the contract to show interest when you livers 4.4 Divisal Celebrations provided the state of the	page 28			sentence stress				
1.4 Debut Celebrations grap 1.4 1.5 Debut Celebrations grap 1.4 1.6 Debut Celebrations grap 1.4	page 30	adverbs of frequency	personality	word stress		listen to people talk about their friends		
UNIT 4 PLACES page 37 88 BBC interviews Where do you tive? 41. A place to stay page 38 where do you tive? 42. A dround fown says a presolutions of himself in the place in town, and familiars presolutions conforms where a development of the place in town says and presolutions conforms where a development of your home describing her apartment. 42. A dround fown says a form: In Malta a listen to a wornan describing her apartment. 43. Can I help you? 44. Favourite Places page 47 81 BBC interviews What's your favourite dish? 55. My fridg page 48 56. I My fridg nound in the proof of the places in town in the places in	3.3 Are you free tonight? page 32	making arrangements	time expressions	intonation to show interest		learn to show interest when you listen	make arrangements to meet friends	
A. A place to stay						Diwali : watch an extract from a BBC programme showing the traditions of Diwali	talk about a special occasion	write a description of a special event
A. A place to stay	UNIT 4 PLACES pag	e 37 🔊 BBC interviews	Where do you live?					
Page 42 A Scan help you? Shopping Things to buy polite intonation Department of the page 43 A Favourite Places Department of the page 44 Favourite Places Department of the page 45 Department of the page 4	4.1 A place to stay		rooms and furniture;	,		listen to a woman describing her apartment	describe a room in your home	
## Page 42 ## Page 44 ## Page 45 ## Page 45 ## Page 46 ## Page 46 ## Page 46 ## Page 47 ## Page 46 ## Page 46 ## Page 47 ## Page 46 ## Page 47 ## Page 48 ## Page 57 ## Page 57 ## Page 57 ## Page 58 ## Pag		can for possibility	1.	l			talk about things you can do in your town	
UNIT 5 FOOD page 47 BBC interviews What's your favourite dish? 5.1 My fridge page 48 Countable and uncountable nouns 5.2 A lifetime in numbers page 50 ordering in a restaurant words 5.3 Are you ready to ordering in a restaurant words 5.4 Beach Barbecue page 54 was/were dates and time phrases weak forms: wos/were page 60 6.1 In their pats page 60 6.2 Time twins page 60 6.3 What did you do? page 62 6.4 Nelson Mandela 6.4 Nelson Mandela 6.5 What did you do? page 62 6.4 Nelson Mandela 6.5 What of your day to order a weak in page follow-up questions activities 6.5 What of your day to order a weak in page follow-up questions activities 6.6 What did you do? page 62 6.8 Nelson Mandela 6.9 Nelson Mandela 6.1 In their pats page 60 6.2 What did you do? page 64 6.3 What did you do? page 65 6.4 Nelson Mandela 6.5 Nelson Mandela 6.5 Nelson Mandela 6.6 Nelson Mandela 6.6 Nelson Mandela 6.7 Nelson Mandela 6.8 Dead Barber (was page 60) 6.8 Nelson Mandela 6.9 Nelson Mandela 6.9 Nelson Mandela 6.1 In their pats page 60 6.2 Nelson Mandela 6.3 Nelson Mandela 6.4 Nelson Mandela 6.5 Nelson Mandela 6.5 Nelson Mandela 6.6 Near the restaurant yabout some amazing places 6.6 Untable your favourite dishout your eating and drinking habits a photographer's project 6.7 Near Alifetime in a photographer talk about poor favourite about fall kabout your eating and drinking habits and drinking habits 6.6 Near Harthing and uncountable food and drinking habits 6.7 Near Alifetime in a restaurant words 6.8 Nelson Mandela 6.9 Nelson Mandela 6.9 Nelson Mandela The Fight For Freedom: watch an interview a special person 6.9 Write a profile about a photographer's project 6.9 Nelson Mandela 6.9 N		shopping	things to huy	polite intonation		understand conversations in shops	have a conversation in a shop	
5.1 My fridge page 48 nouns 5.2 A lifetime in numbers page 50 5.3 Are you ready to ordering in a restaurant words 5.4 Beach Barbecue page 54 5.5 Beach Barbecue page 57 6.1 In their past page 58 6.2 A lifetime page 60 6.3 Wa fridge page 60 6.4 What did you do? page 62 6.5 What did you do? page 62 6.6 What did you do? page 60 6.7 What did you do? page 60 6.8 What did you do? page 60 6.8 What did you do? page 60 6.8 Welson Mandela 6.9 Was forms: a, an, some, any product a dabout eating and photographer's project photographer talk about food talk about your calass food survey use paragraphs to write a short report about your class food survey use paragraphs to write a short report about understand fast speech order 7 page 52 ordering in a restaurant order a meal with a recipe ordering in a restaurant order a meal with a recipe describe your favourite chidhood things talk a	4.4 Envoyeite Diagos		tilligs to buy	polite intoliation		·		
5.1 My fridge page 48 nouns 5.2 A lifetime in numbers page 50 5.3 Are you ready to ordering in a restaurant words 5.4 Beach Barbecue page 54 5.5 Beach Barbecue page 57 6.1 In their past page 58 6.2 A lifetime page 60 6.3 Wa fridge page 60 6.4 What did you do? page 62 6.5 What did you do? page 62 6.6 What did you do? page 60 6.7 What did you do? page 60 6.8 What did you do? page 60 6.8 What did you do? page 60 6.8 Welson Mandela 6.9 Was forms: a, an, some, any product a dabout eating and photographer's project photographer talk about food talk about your calass food survey use paragraphs to write a short report about your class food survey use paragraphs to write a short report about understand fast speech order 7 page 52 ordering in a restaurant order a meal with a recipe ordering in a restaurant order a meal with a recipe describe your favourite chidhood things talk a			tillings to buy	polite internation			talk about a favourite place	write a blog about your favourite place
page 48 nouns page 49 nouns page 49 nouns page 40 nouns pa	page 44						talk about a favourite place	write a blog about your favourite place
numbers page 50 Are you ready to ordering in a restaurant ords ordering in a restaurant orderstand fast speech 5.4 Beach Barbecue page 54 Beach Barbecue page 57 Beach Barbecue watch an extract from a cookery programme with a famous chef UNIT 6 THE PAST page 57 Beach Barbecue watch an extract from a cookery programme with a famous pecple's lives describe your favourite special dish Wite an email with a recipe write an email with a recipe describe your favourite special dish Was were dates and time phrases weak forms: was/were hear interesting facts about famous people's lives describe your favourite chidhood things facts about famous people's lives describe your favourite chidhood things link sentences with because and so; write your page 60 6.2 Time twins page 60 Busine Value of the page 50 Busine Value of the	page 44 UNIT 5 FOOD page	47 o) BBC interviews W	/hat's your favourite di	sh?		from a documentary about some amazing places		write a blog about your favourite place
order? page 52 5.4 Beach Barbecue page 54 Will 6 THE PAST page 57 Was/were dates and time phrases page 58 6.1 In their past page 59 Was/were dates and time phrases page 59 Was forms: was/were hear interesting facts about famous people's lives page 60 6.2 Time twins page 60 6.3 What did you do? page 60 What did you do? page 62 Was follow-up questions activities linking: did you In their past listen to people talking about their weekends talk about how your weekend was pecial person write a profile about a special person write an email with a recipe write an email with a recipe describe your favourite special dish write an email with a recipe describe your favourite special dish write an email with a recipe write an email with a recipe describe your favourite special dish write an email with a recipe describe your favourite special dish write an email with a recipe write an email with a recipe describe your favourite special dish write an email with a recipe describe your favourite special dish write an email with a recipe write an email with a recipe describe your favourite special dish write an email with a recipe describe your favourite special dish write an email with a recipe describe your favourite special dish write an email with a recipe describe your favourite special dish write an email with a recipe write an email with a recipe describe your favourite special dish write an email with a recipe write an email write an email with a recipe write an email write an	UNIT 5 FOOD page 5.1 My fridge page 48	47 O) BBC interviews W countable and uncountable nouns	/hat's your favourite di	sh?	photographer's project	from a documentary about some amazing places	talk about your eating and drinking habits	
UNIT 6 THE PAST page 57 DIBBC interviews Did you go out last night? 6.1 In their past page 58 was/were dates and time phrases weak forms: was/were hear interesting facts about famous people's lives describe your favourite chidhood things past simple life story collocations past simple verbs: -ed endings read about time twins link sentences with because and so; write your page 60 life story under the page 61 linking: did you listen to people talking about their weekends link about how your weekend was linking: did you listen to people talking about their weekends link about how your weekend was linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you listen to people talking about their weekends linking: did you linking: did you linking: did you listen	UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in	47 O) BBC interviews W countable and uncountable nouns	/hat's your favourite dis	sh? weak forms: a, an, some, any	photographer's project read about eating and	from a documentary about some amazing places listen to a photographer talk about food	talk about your eating and drinking habits	use paragraphs to write a short report about
6.1 In their past page 58 was/were dates and time phrases weak forms: was/were hear interesting facts about famous people's lives describe your favourite chidhood things 6.2 Time twins page 60 past simple life story collocations past simple verbs: -ed endings read about time twins 6.3 What did you do? page 62 asking follow-up questions page 62 linking: did you 6.4 Nelson Mandela 6.5 Nelson Mandela 6.6 Nelson Mandela 6.7 Nelson Mandela 6.8 Nelson Mandela 6.9 Nelson Mandela 6.1 Nelson Mandela 6.2 Nelson Mandela 6.3 Nelson Mandela 6.4 Nelson Mandela 6.5 Nelson Mandela 6.5 Nelson Mandela 6.6 Nelson Mandela 6.7 Nelson Mandela 6.8 Nelson Mandela 6.9 Nelson Mandela	Dage 44 UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in numbers page 50 5.3 Are you ready to	47 O) BBC interviews W countable and uncountable nouns how much/many; quantifiers	/hat's your favourite dis food and drink containers	weak forms: a, an, some, any numbers	photographer's project read about eating and drinking habits	from a documentary about some amazing places listen to a photographer talk about food listen to people ordering in a restaurant; learn to	talk about your eating and drinking habits conduct a class food survey	use paragraphs to write a short report about
6.1 In their past page 58 was/were dates and time phrases weak forms: was/were hear interesting facts about famous people's lives describe your favourite chidhood things 6.2 Time twins page 60 past simple life story collocations past simple verbs: -ed endings read about time twins 6.3 What did you do? page 62 asking follow-up questions page 62 linking: did you 6.4 Nelson Mandela 6.5 Nelson Mandela 6.6 Nelson Mandela 6.7 Nelson Mandela 6.8 Nelson Mandela 6.9 Nelson Mandela 6.1 Nelson Mandela 6.2 Nelson Mandela 6.3 Nelson Mandela 6.4 Nelson Mandela 6.5 Nelson Mandela 6.5 Nelson Mandela 6.6 Nelson Mandela 6.7 Nelson Mandela 6.8 Nelson Mandela 6.9 Nelson Mandela	page 44 UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in numbers page 50 5.3 Are you ready to order? page 52 5.4 Beach Barbecue	47 O) BBC interviews W countable and uncountable nouns how much/many; quantifiers	/hat's your favourite dis food and drink containers	weak forms: a, an, some, any numbers	photographer's project read about eating and drinking habits	listen to a photographer talk about food listen to people ordering in a restaurant; learn to understand fast speech Ainsley Harriott's Beach Barbecue: watch an extract from a cookery programme with a	talk about your eating and drinking habits conduct a class food survey order a meal in a restaurant	use paragraphs to write a short report about your class
Fine twins page 60 past simple life story collocations past simple verbs: -ed endings read about time twins life story in 100 words What did you do? page 62 asking follow-up questions page 62 link sentences with because and so; write your life life story in 100 words l	page 44 UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in numbers page 50 5.3 Are you ready to order? page 52 5.4 Beach Barbecue page 54	47	/hat's your favourite dis food and drink containers restaurant words	weak forms: a, an, some, any numbers polite intonation; linking	photographer's project read about eating and drinking habits	listen to a photographer talk about food listen to people ordering in a restaurant; learn to understand fast speech Ainsley Harriott's Beach Barbecue: watch an extract from a cookery programme with a	talk about your eating and drinking habits conduct a class food survey order a meal in a restaurant	use paragraphs to write a short report about your class
6.3 What did you do? page 62 asking follow-up questions page 62 linking: did you listen to people talking about their weekends talk about how your weekend was 6.4 Nelson Mandela: The Fight For Freedom: watch an interview a special person write a profile about a special person	page 44 UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in numbers page 50 5.3 Are you ready to order? page 52 5.4 Beach Barbecue page 54 UNIT 6 THE PAST page 51 6.1 In their past	countable and uncountable nouns how much/many; quantifiers ordering in a restaurant oage 57	/hat's your favourite dis food and drink containers restaurant words	weak forms: a, an, some, any numbers polite intonation; linking	photographer's project read about eating and drinking habits	listen to a photographer talk about food listen to people ordering in a restaurant; learn to understand fast speech Ainsley Harriott's Beach Barbecue: watch an extract from a cookery programme with a famous chef	talk about your eating and drinking habits conduct a class food survey order a meal in a restaurant describe your favourite special dish	use paragraphs to write a short report about your class
Nelson Mandela: The Fight For Freedom: watch an interview a special person write a profile about a special person write a profile about a special person	page 44 UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in numbers page 50 5.3 Are you ready to order? page 52 5.4 Beach Barbecue page 54 UNIT 6 THE PAST p 6.1 In their past page 58 6.2 Time twins	countable and uncountable nouns how much/many; quantifiers ordering in a restaurant oage 57	/hat's your favourite dis food and drink containers restaurant words	weak forms: a, an, some, any numbers polite intonation; linking night? weak forms: was/were	photographer's project read about eating and drinking habits read a menu	listen to a photographer talk about food listen to people ordering in a restaurant; learn to understand fast speech Ainsley Harriott's Beach Barbecue: watch an extract from a cookery programme with a famous chef	talk about your eating and drinking habits conduct a class food survey order a meal in a restaurant describe your favourite special dish describe your favourite chidhood things	use paragraphs to write a short report about your class write an email with a recipe link sentences with because and so; write your
	page 44 UNIT 5 FOOD page 5.1 My fridge page 48 5.2 A lifetime in numbers page 50 5.3 Are you ready to order? page 52 5.4 Beach Barbecue page 54 UNIT 6 THE PAST page 58 6.1 In their past page 58 6.2 Time twins page 60 6.3 What did you do?	countable and uncountable nouns how much/many; quantifiers ordering in a restaurant oage 57	/hat's your favourite dis food and drink containers restaurant words	weak forms: a, an, some, any numbers polite intonation; linking night? weak forms: was/were past simple verbs: -ed endings	photographer's project read about eating and drinking habits read a menu	listen to a photographer talk about food listen to people ordering in a restaurant; learn to understand fast speech Ainsley Harriott's Beach Barbecue: watch an extract from a cookery programme with a famous chef hear interesting facts about famous people's lives	talk about your eating and drinking habits conduct a class food survey order a meal in a restaurant describe your favourite special dish describe your favourite chidhood things talk about past events in your life	use paragraphs to write a short report about your class write an email with a recipe link sentences with because and so; write your

CONTENTS

Bits care of control of the contro	LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	READING	LISTENING/DVD	SPEAKING	WRITING
Part	UNIT 7 HOLIDA	'\$ page 67 o) BBC intervi	ews How was your las	t holiday?				
According to the part of the		comparatives	travel adjectives	word stress; sentence stress	read a quiz about travel	listen to people talk about how they like to travel	talk about holidays	
Heap Engine Company of Secretary Company	7.2 The longest bike ride page 70	superlatives	places	weak form: the	1	listen to a conversation with a traveller	plan and talk about a long journey	check and correct information about a holiday
Part		ne giving directions	places	sentence stress: correcting	read about Liverpool	understand directions	give directions	
set from propositions and read from propositions and product or set from proposition and propositi	7.4 Hong Kong page 74					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
set from propositions and read from propositions and product or set from proposition and propositi	UNIT 8 NOW pag	e 77 🔊 BBC interviews W	/hat was the last film v	ou saw?				
Page 20 Continues Contin	8.1 Having a great t			weak forms: prepositions and	language people use on		talk about what people are doing	improve your use of pronouns; write comments on a photo
## document of says 20			appearance	intonation in questions		listen to people talk about actors	talk about what you wear	
UNIT 9 TRANSPORT page 87 will 88C interviews How do you get towner? 92 Free ride page 90 eticles of on the ro-eticle 93 Free ride page 90 eticles of on the ro-eticle 94 Alignort 95 aspect of the post of t	8.3 What do you recommend? pag		types of film	word stress; linking		listen to conversations about films	ask for and give recommendations	
19. Cybylises now many fine and marketic about 1 table about transport in different circles. Note of Cybylises now as some full in the seed some full in t						Robert Peston Goes Shopping: watch an extract from a BBC programme about shopping trends	talk about a survey on trends	write a summary of a survey
19. Clybylics Program Progra	LINIT & TDANSD	DET page 87 MRRC inte	rviews How do you ge	at to work?				
Free ride page 30 anticles afon, the no anticle afon, the notation afon,	9.1 Citybikes			word stress;			talk about transport in different cities	
Pack proper to the proper to t		articles: a/an, the, no article	transport collocations	weak forms: a, an, the		listen to a man talk about travelling for free	talk about types of transport	
UNIT 1 PLANS page 97 BBC interviews What are your plans for the future? UNIT 1 PLANS page 97 BBC interviews What are your plans for the future? Unit of a lottery with page 102 plans week forms, going to, would read about a lottery withner with lottery winners talk about your future plans/wishes plans week forms, going to, would read about a lottery winner when lottery winners talk about your future plans/wishes plans week forms, going to, would read about a lottery winner when page 102 will might (not), won't plans week forms, going to, would provide the page 102 will might (not), won't plans when page 102 will might (not), won't plans week forms, going to, would provide a will might (not), won't plans when page 102 will might (not), won't plans when page 102 will weather watch an extract from a describe unusual weather with a measure for a day out for the well page 102 will don't feel well page 102 will be body, beath plans when page 102 will be page 102 will be page 102 will be page 102 with page 102 will be page 102 with page 102 w		apologising	excuses	intonation in apologies	read excuses for being late		apologise for being late	write a story using linkers
10.1 Life's a lottery page 98 Pope 98 Pop 98 Pope 98 Pop	9.4 Airport page 94						deal with problems when flying	
Inches a lottery page 98 Page	LINIT 10 DI ANS	ago 97 NRC interviews	What are your plans f	for the future?				
Survive page 100 will, might (not), won? phrases with per contractions page 100 page 100 and utilities and utiliti	10.1 Life's a lottery				read about a lottery winner	listen to a radio interview with lottery winners	talk about your future plans/wishes	
10.4 Wild Weather page 10? 10.4 Wild Weather page 10? 10.5 Wild Weather page 10? 10.5 Wild Weather page 10? 10.5 Wild Weather page 10? 10.6 Wild Weather page 10? 10.7 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city documentary about the wettest place in Europe 10.6 Wild Weather watch an extract from a describe unusual weather write a message forum notice about your city and the write a message forum notice about your city and the write a message forum notice about your city and the write a message forum notice about your city and the write a m	10.2 Survive	will, might (not), won't	phrases with get	contractions			make predictions about situations	
UNIT 11 HEALTH page 107	10.3 Let's do somethi	g making suggestions	art and culture	intonation: sounding positive			make and respond to suggestions for a day out	
II.1 I don't feel well page 108 II.2 On thing at a time page 110 II.3 Help! page 112 II.4 Fat or Sugar? page 114 II.5 Great experiences page 117 II.6 Great experiences page 120 II.7 Great experiences page 120 II.8 Help! page 120 III.9 I Great experiences page 120 III.9 I G							describe unusual weather	write a message forum notice about your city
I.1. Idon't feel well page 108 Should/shouldn't the body; health Sentence stress; weak form: should Should Shouldn't the body; health Sentence stress; weak form: should Should Shouldn't the body; health Should Shouldn't Should Shouldn't Should Shouldn't Sh	LINIT (LIEALTI	nose 107 NPDC intervie	nua Danan kaya a kaa	labor life about 2				
II.2 On thing at a time page 110 II.3 HelpI page 112 offering to help verbs of movement intonation in offers read about helpful cities listen to situations where people offer to help offer to help someone II.4 Fat or Sugar? Page 117 SIBBC interviews What's the most exciting thing you've done? II.5 Great experiences page 118 II.7 Great experiences page 118 II.8 Arraid of nothing page 120 II.9 Arraid of nothing page 120 II.9 Helplo, [ve got a propositions irregular past participles read about a dangerous job page 122 II.9 Helplo, [ve got a problem page 122 II.9 Helplo, [ve got a problem page 124 III.9 Helplo, [ve got a problem page 125 III.9 Helplo, [ve got a problem page 127 III.9 Helplo, [ve got a problem page 128 III.9 Helplo, [ve got a problem page 127 III.9 Helplo, [ve got a problem page 128 III.9	11.1 I don't feel well	` ``		sentence stress; weak form:		listen to a radio programme about colds and flu	talk about what to do when you don't feel well	
Helpt page 112 offering to help verbs of movement intonation in offers read about helpful cities listen to situations where people offer to help offer to help someone 1.4 Fat or Sugar? Fat or Sugar? Fat or Sugar? Fat or Sugar Versus Fat: watch an extract from a documentary about fat and sugar 1.5 Helpt page 112 Fat or Sugar Versus Fat: watch an extract from a documentary about fat and sugar 1.6 Fat or Sugar Versus Fat: watch an extract from a documentary about fat and sugar 1.6 Fat or Sugar Versus Fat: watch an extract from a documentary about diets Write some advice for a health forum a documentary about fat and sugar 1.6 Fat or Sugar Versus Fat: watch an extract from a dalk about diets Write some advice for a health forum a documentary about fat and sugar 1.6 Fat or Sugar Versus Fat: watch an extract from a dalk about diets Write some advice for a health forum a documentary about fat and sugar 1.7 Fat or Sugar Versus Fat: watch an extract from a dalk about diets Write some advice for a health forum a documentary about fat and sugar 1.6 Fat or Sugar Versus Fat: watch an extract from a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a documentary about fat and sugar 1.6 Fat or Sugar Versus Fat: watch an extract from a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a health forum a dalk about diets Write some advice for a	11.2 On thing at a tin	e adverbs	communication		1		talk about ways of reducing stress	
UNIT 12 EXPERIENCES page 117		offering to help	verbs of movement	intonation in offers	read about helpful cities	listen to situations where people offer to help	offer to help someone	
12.1 Great experiences page 118							talk about diets	write some advice for a health forum
12.1 Great experiences page 118	LINIT (2. EVDED)	ENCES none 117	Sinkamiaa NA/hatiata	a mant avaiting this a mark	vo dono?			
12.2 Afraid of nothing page 120 present perfect and past simple perfec	12.1 Great experience				ve done:	listen to people talking about their experiences		write an email using linkers
Hello, I've got a problem page 122 telephoning expressions telephoning expressions sentence stress listen to phone conversations make telephone calls and say telephone numbers make telephone calls and say telephone numbers talk about an exciting or frightening experience write a story about an exciting or frightening	12.2 Afraid of nothing		prepositions	irregular past participles	read about a dangerous job		'	
12.4 Shark Therapy: watch an extract from a talk about an exciting or frightening experience write a story about an exciting or frightening	12.3 Hello, I've got a	<u>'</u>	telephoning expressions	sentence stress		listen to phone conversations		
	12.4 Shark Therapy					Shark Therapy: watch an extract from a documentary about sharks		write a story about an exciting or frightening experience

IRREGULAR VERBS page 127 LANGUAGE BANK page 128 PHOTO BANK page 152 COMMUNICATION BANK page 161 AUDIO SCRIPTS page 169

) LEAD-IN

OBJECTS AND COLOURS

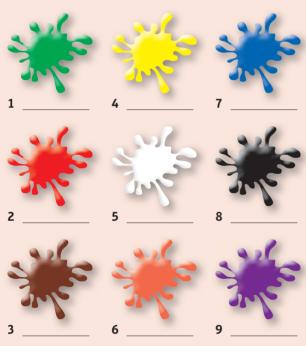
1 A Look at the words in the box. Which objects are in your classroom?

chair bag notebook table whiteboard pen book CD player pencil noticeboard 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 colours.



■ Work in pairs. Ask and answer What's your favourite colour?

THE ALPHABET

2 A L.1 Listen and write the letters in the correct column. Each column has the same vowel sound.

A B C D E F G H + 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 colour. Student B: say it.

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

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 favourite actor?
 - **5** When/Where 's your birthday?
 - 6 What/Why are you here?
 - **7** Which/What 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' <u>mean</u> ?
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 L.2 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	 a hundred
	six	 five	 twenty

B Listen and repeat the numbers.

C Work in pairs. Student A: say five numbers. Student B: write the numbers.













NICE TO MEET YOU p8

TRAVEL LIGHT p10

CAN I HAVE A COFFEE? p12

FAWLTY 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

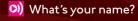
situations 1.4 Watch an extract from a sitcom about a hotel

READING 1.2 Read about travelling light

WRITING I.I Improve your use of capital letters I.4 Complete a registration form

at a hotel

B B C
INTERVIEWS





I.I) NICE TO MEET YOU

- g present simple: be
- P word stress
- 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 practise 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 D 1.1 Listen to three conversations. Which conversations are in the photos?
 - **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 UK.
 - **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

PRESENT SIMPLE: BE

3 A 1.2 Work in pairs and complete the table. Then listen and check.

Positive and negative statements				
1	<u>'m</u>	Dave.		
He		here from the UK.		
We		friends.		
1	not	a student.		

Question	s and sh		
	you	friends from school?	Yes, we
	your name	Andrew?	No, it

page 128 LANGUAGEBANK

_					
-	C	1 - 4 - 4	l		rcation
_	l Amn	ІДТД Т	na r	ONVA	rcation

B: Yes, I ⁵

_		
A:	Hi, Muhammed.	Good to see you. This ¹
	Zofia. She ²	_ in my class.
B:	Hi, Zofia. Nice to	meet ³
C:	You too. 4	vou a student?

C Work in groups. Take turns to introduce people.

VOCABULARY

COUNTRIES AND NATIONALITIES

4 A Complete the table with the nationalities.

Country	Nationality
Poland, Spain, Turkey, the UK	Polish,
Italy, Argentina, Russia, the USA	
China, Japan	

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

C 1.3 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.

speakout TIP

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

page 152 **PHOTOBANK**

5 A D 1.4 Work in pairs and do the quiz below.

A: I think it's from Australia.

B: I think it's Brazilian, from Brazil.

B Check your answers on page 163.

WRITING

CAPITAL LETTERS

6 A Tick the correct information in the box below.

Use capital letters for the first letter of:

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.

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: D, e, new word, L, u, c, a.

B: Vanessa Mae: V, a, n, e, s, s, a, new word, M, a, e.

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!

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

1 Russia 2 Ireland 3 Turkey 4 Brazil 5 Australia

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





1.2) TRAVEL LIGHT

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

VOCABULARY

OBJECTS

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

a camera J a mobile (phone) keys a diary a passport a magazine a credit card an MP3 player and earphones a newspaper a toothbrush a sweater sunglasses a watch a purse a ticket a laptop shampoo

B 1.5 **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 picture. 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 picture again. Work in pairs and discuss. What five things are always in your carryon bag on a plane?

A: I think a laptop is important.

B: Yes. Sunglasses? 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.







1

2

3



D Read the text again and put a tick (\checkmark) next to two good ideas and a cross (X) next to two bad ideas. Then work in pairs and discuss.

Take it or leave it!

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





Electrical Things

- MP3 PLAYER good for music and audiobooks put it in your bag.
- MOBILE PHONE put it in your pocket, but take the charger in your bag.
- **CAMERA** is your mobile a camera too? Then leave your camera at home.
- EARPHONES good for watching DVDs on your laptop. Put them with your mobile phone.
- LAPTOP in your bag, with an adaptor, of course.

Practical Things

- **DIARY** 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 have them in a pocket on your bag.
- PURSE coins are a problem at security. Put them in a purse in your bag - yes, men too.

Other Things

in the bag!

- MAGAZINES AND NEWSPAPERS leave them at home; they're free on the plane.
- **SHAMPOO** most hotels have shampoo or buy it in town.
- SUNGLASSES go in your pocket or on your head, not
- **SWEATER** wear it. It's good for the plane if it's cold.
- TOOTHBRUSH AND TOOTHPASTE max 100 ml in your carry-on bag.

GRAMMAR

THIS/THAT, THESE/THOSE; POSSESSIVES

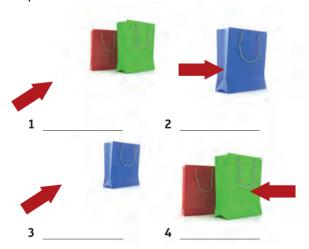
3 A D 1.6 Listen to three conversations. Where are the people? Write the number of the conversation under the picture.







- Underline the correct alternative in the extracts below. Then listen and check.
- **1 S:** Is ¹this/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 4that/those in your pocket?
 - M: Ah, sorry, 5these/those are my keys.
 - **S:** OK, go ahead.
- **3 M:** Excuse me, ⁶that's/those are my ⁷friend/friend's bags. Can I ...?
 - **W:** Sorry, *this is/that's my bag. The black one. In your hand.
 - **M:** No, 9this/these is my 10friend's/friend.
 - **W:** Look, my name's on it. It's ¹¹my/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** 1.8 **WEAK FORMS:** *this, that, these, those* Listen to the pronunciation. Then listen and repeat.
- 1 Is this /ðis/ your bag?
- 2 Are these /ðiːz/ your bags?
- 3 Is that /ðæt/ your bag?
- 4 Are those /ðəʊz/ your bags?

- **5** A Correct the sentences. Use Exercise 3B to help.
 - 1 That's the bag of my friend. X
 That's my _____friend's ____ bag. ✓
 - 2 This is the mobile of John. X
 This is mobile. ✓
 - 3 That's mine bag. ✗ That's _____ bag. ✓
 - **4** It's my. **X** It's _____.**√**
 - **5** They're yours bags. **X** They're ______ bags.
 - 6 They're your. ✗ They're _____. ✓
 - 7 This bag is Sally. X This bag is _____. .
 - **B** Complete the conversation. Use the words in brackets to help.
 - **A:** Is that 1 <u>my</u> 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______. (l)
 - **A:** Maybe it's ⁷______. (Ali)
 - > page 128 LANGUAGEBANK

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.
- 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.
- > page 152 **PHOTOBANK**



1.3) CAN I HAVE A COFFEE?

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





VOCABULARY

TOURIST PLACES

- **1** A Match photos A–C with these places.
 - 1 a tourist shop _____
 - **2** a snack bar _____
 - **3** a train station
 - **B** 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 single ticket a return ticket a coffee a sandwich a platform a souvenir

a postcard



train station

snack bar

- C 1.9 Listen and check. Then listen and repeat.
- D Work in pairs. Student A: say a place from Exercise 1B. Student B: say three things you can buy there.

FUNCTION

MAKING REQUESTS

2 A **1.10** Listen to three conversations. Where are the people?

2

B Listen again. What does each tourist buy?

2

3 A D 1.11 Listen and complete the requests.

1 <u>Can</u> <u>I</u> <u>have</u> a sandwich, please?
2 ____ one of those batteries, please?
3 ____ a single to Sydney, please?

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

Can I have a sandwich, please?

> page 128 LANGUAGEBANK

- **4** A 1.12 **POLITE INTONATION** Listen to the speakers. Are they polite (P) or not very polite (N)?
 - **B** Work in pairs. Student A: you are in one of the places in the photos. 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.



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 <u>sandwich</u> and an <u>apple juice</u>, please? (3 words)
 - B: That's six euros. (2 words)
 - **A:** Ah, I only have five euros. How much is the sandwich? (3 words)
 - **B:** Four euros fifty, 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)
 - **B** 1.13 Listen to the conversation and check your answers. Then listen and repeat.

speakout TIP

Key words are the important information words in a sentence. These words are stressed and are l o n g e r, **LOUDER** and higher .

6 1.14 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				
E>	Extract 2							
2	a single ticket	a) €4.20	b) €4.50	c) €4.80				
3	a taxi	a) €13	b) €23	c) €30				
E>	ctract 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 bottle of water	a) €1.30	b) €1.40	c) €1.60				

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

SPEAKING

- **8** A Work in pairs. Complete the menu with prices.
 - **B** 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 euros fifty.





DVD PREVIEW

1 Look at the photo and read the programme information. Who are the people in the photo?



2 A Match the words in the box with pictures A–H.

a lift A a restaurant stairs air-conditioning reception free WiFi room service parking

















- **B** What do you remember? Close your books and write a list of the words. Underline the stressed syllables.
- C Discuss. What five things are important for you in a hotel?
- A: Parking's important for me. Free parking.
- **B:** Yes, and a friendly person in reception.
- A: Yes, for me too.

DVD VIEW

3 A Watch the DVD. How funny is it? Put a cross on the line.





I not funny 4

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 Fawlty 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, Fawlty.
- **7** Er ... £20/£12, I think.
- 8 Canadian/American, I think, Major.
- D Watch again and check your answers.



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 surname?

Could you spell that?

You're in room 407.

This is your keycard.

What's the WiFi code?

What time's breakfast?

B 1.15 Listen and check.

C Listen again and complete the information. Write the guest's name and telephone number and the WiFi code.

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.

Surname:
First name:
Address:

Phone: _____Email:

Number of nights:

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.

writeback a form

- **6** A Look at the hotel booking 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) John
 - **B** Complete the form. Write N/A (= not applicable) for information you don't know.

Surname: (Fa First name:	mily name)	
Address:		
laaress.		
City:		
Country:		
Post code:		
Passport/ID r	numher:	
- assport/10 1 Геl no:	idifiber.	
-ax:		
Email:		
No of rooms:		Double
Arrival date:		
Departure da		
	ate:	
Credit card ty	ate:	ears on card:
Credit card ty	ype:	ears on card:
Credit card ty Name of card	ype:	ears on card:
Credit card ty Name of card	ype:	ears on card:
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Credit card ty Name of card Number: Expiry date: Signature: Date:	ype: d holder as it appoint	

1.5 (1 LOOKBACK

© PRESENT SIMPLE: BE

- **1** A Complete sentences 1–5 with the correct form of *be*.
 - **1** Where'_____ Kuala Lumpur?
 - 2 Where ______ these people from: Angela Merkel, Daniel Radcliffe, Lang Lang, Cristiano Ronaldo?
 - **3** Where'_____ the Blue Mosque?
 - 4 What _____ the names of four countries in South America beginning with A, B or
 - 5 I'____ the President of the USA. What my name?
 - **B** Work in pairs and answer the questions.

© QUESTIONS WITH BE

- Work in pairs. 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.

▼ COUNTRIES, NATIONALITIES AND CAPITAL LETTERS

3 A Unjumble the letters and find six countries.

aanpi = 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

OBJECTS, THIS/THAT THESE/THOSE

4 A Write the name of each object.



B Underline the correct alternatives.

3

- **1 A:** Which newspaper is *that/those*?
 - B: It's The New York Times.

6

- **2 A:** What are this/these?
 - **B:** They're my new sunglasses.
- **3** 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 ...

© POSSESSIVES

5 A Work in pairs. Complete the poems with words from the box.

	ny your my mine yours ands fine Ann's
A:	This is ¹ <u>my</u> 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 poems together.

W WORD GROUPS

- **6** A Write five words from Unit 1 for the three groups below:
 - 1 electrical objects a mobile phone, ...
 - **2** two-syllable words *a passport, ...*
 - **3** places *a tourist shop,* ...
 - **B** Work in pairs. Student A: read out the words but don't say which group. Student B: guess the group.

® MAKING REQUESTS

A Complete the conversation with the words in the box.

could	is	return	there	
you i	t			

Could

- **A:** Hello_xI have a ticket to Rome, please?
- B: A single or?
- A: A return, please. How much is?
- **B:** Twenty-five euros.
- A: And which platform it?
- B: Platform three. Over.
- A: Thank.
- **B** Write down twelve key words from the conversation.
- C Work in pairs. Compare your key words and practise the conversation.
- **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.