



Level 1 Course Book



Contents

	Book map	4
	Using C21	8
Unit 1	People & places	12
Unit 2	Introductions & conversations	26
Unit 3	Friends & family	40
Unit 4	Networks	54
Unit 5	Work	66
Unit 6	Jobs around the world	80
Unit 7	In the city	92
Unit 8	University life	106
Unit 9	The natural world	118
Unit 10	Food & drink	132
Unit 11	Planning	144
Unit 12	Time	156
	Activities	17′
	Transcripts	180
	Word list	193
	Notes	202

Lessons	Vocabulary	Grammar
A Where in the world? B About me C Personal information C21 skills	Countries and nationalities Capital cities (A14-16)	be with I, you and we (B17-18)
A Talking about other people B Introductions C Cool beauty (Slideshow ▶) C21 skills	Jobs (A28-29) Interests (A31) Titles and names (B34-35)	be with he, she, it and they (A28-29)
ages 38-39		
A Happy families B Hometown C First impressions C21 skills	Families and relationships (A42, B46) Describing people (C47-48)	Possessive adjectives, 's, have, has (B44-45) in and with (C48)
A Careers B Conversations about friends C Look at me! (Slideshow ▶) C21 skills	Events (A56-57)	Pronouns he, she, it, we and they (A58)
ages 64-65		
A My job B My life C Career choices C21 skills	Jobs (A68-69) University subjects (B74)	Prepositions for and in (A69) Present simple with I, you, we and they (B71) a or an (C76)
A Working around the world B Communication skills C Just the job (Slideshow ■) C21 skills	Companies and activities (A82-83)	Present simple with he, she and it (A83-84)
	A Where in the world? B About me C Personal information C21 skills A Talking about other people B Introductions C Cool beauty (Slideshow) C21 skills ages 38–39 A Happy families B Hometown C First impressions C21 skills A Careers B Conversations about friends C Look at me! (Slideshow) C21 skills ages 64–65 A My job B My life C Career choices C21 skills A Working around the world B Communication skills C Just the job (Slideshow)	A Where in the world? B About me C Personal information C21 skills A Talking about other people B Introductions C Cool beauty (Slideshow) C21 skills Titles and names (B34-35) A Happy families B Hometown C First impressions C21 skills A Careers B Conversations about friends C Look at me! (Slideshow) C21 skills A Wy job B My life C Career choices C21 skills A Working around the world B Communication skills C Just the job (Slideshow)

Pronunciation	Language skills	C21 skills
Countries and nationalities (A14) Short forms (B17) Alphabet (C20)	Speaking: Introducing yourself (A16, B17) Spelling names (C20) Listening: Understanding personal details (C20) Writing: Completing online forms (C21)	Study skills: Recording vocabulary (22) Communication: Talking to classmates (23) Checking information (24)
Short forms (A29)	Reading: Reading for specific details (A32) Writing: Writing quiz questions (A30) Writing a profile (C36) Speaking: Talking about your interests (A33) Introducing another person (A34) Listening: Listening for specific details (B35)	Study skills: Reading the question carefully (37) Communication: Using titles and names (37)
Syllables (A43)	Reading: Reading to find true/false information (B44) Speaking: Talking about your family (A43, B46) Writing: Transferring information to a diagram (B46) Listening: Listening for specific details and key words (C48)	Study skills: Organizing new words (50) Communication: Asking for help (51) Predicting a conversation (52)
	Reading: Reading for detail (A56) Reading to match information (A57) Writing: Using pronouns (A59) Writing a description (C62) Listening: Listening for conversation styles (B60) Speaking: Using conversation styles (B61)	Communication: Writing style (63) Responses in conversations (63)
Jobs (A69) do and you (B72) Stressed syllables in subjects (C74)	Speaking: Talking about career goals (A70) Listening: Listening to complete notes (C74) Reading: Reading to identify paragraph topics (C75) Writing: Writing an online profile (C76)	Study skills: Word partnerships (77) Study words (77–78) Communication: Classroom language (78)
s at the end of verbs (A83) does and he, she or it (A84) Correcting information; Questions (B87)	Speaking: Talking about other people's jobs (A84) Reading: Reading to find true/false information (A85) Listening: Listening for specific details (B87) Writing: Writing a job description (C88)	Study skills: Skimming a text (89) Communication: Checking, confirming and correcting (89)

B University cities C Student life C21 skills	Transport (A95-96) Adjectives for places (B98)	Questions and negatives using there (C102)
A On campus and in town B Facts and figures C City of dreams (Slideshow ▶) C21 skills	Floors in a building (A108) Describing a location and giving directions (A108–110) Numbers (B111–112)	Prepositions of place (A109) Making questions with how many (B112)
pages 116–117		
A Talking about my country B Travelling C Country profiles C21 skills	Natural features; Location (A120–121)	Capital letters and the (A120) in and on (A122) Punctuation and capital letters (B123-124) and and but (B124)
A Food from around the world B Talking about food C Guess the country (Slideshow ▶) C21 skills	Natural food (A134)	Countable and uncountable nouns (A135) a lot of, many, much (A136)
pages 142-143		
A College days B Good study habits C Surveys C21 skills	Timetables, days and parts of the day (A146-147) Verb and noun phrases (A146)	Prepositions <i>on</i> , <i>in</i> and <i>at</i> (A148) Adverbs and expressions of frequency (B149–150)
A Morning and evening routines B Time for me C Sweet dreams (Slideshow ▶) C21 skills	How to say the time (A158) Free-time activities (B161) Verb and noun phrases (B161)	Preposition at for time (A158)
	A On campus and in town B Facts and figures C City of dreams (Slideshow) C21 skills Dages 116–117 A Talking about my country B Travelling C Country profiles C21 skills A Food from around the world B Talking about food C Guess the country (Slideshow) C21 skills Pages 142–143 A College days B Good study habits C Surveys C21 skills A Morning and evening routines B Time for me C Sweet dreams (Slideshow)	A On campus and in town B Facts and figures C City of dreams (Slideshow ■) C21 skills Describing a location and giving directions (A108–110) Numbers (B111–112) A Talking about my country B Travelling C Country profiles C21 skills A Food from around the world B Talking about food C Guess the country (Slideshow ■) C21 skills A College days B Good study habits C Surveys C21 skills A Morning and evening routines B Time for me C Sweet dreams (Slideshow ■) C Sweet dreams (Slideshow ■) Floors in a building (A108) Describing a location and giving directions (A108–110) Numbers (B111–112) Natural features; Location (A120–121) Natural food (A134) Timetables, days and parts of the day (A146–147) Verb and noun phrases (A146) How to say the time (A158) Free-time activities (B161) Verb and noun phrases (B161)

Syllables (A95) There is and There are (B97)	Reading: Reading a map (B97) Skimming texts (B100) Writing: Writing a description of a place (B99) Listening: Listening to label a map (C101) Speaking: Planning a new community (C102)	Creativity: Using word maps (103) Study skills: Using a dictionary (104) Communication: Contributing to a discussion (104)
Stress in numbers (B111)	Reading: Reading to understand maps and diagrams (A109–110) Writing: Writing a facts and figures quiz (B113) Writing a postcard (C114) Listening: Listening to complete sentences and find places on a map (A109) Listening for numbers (B111) Speaking: Describing locations (A109) Giving directions (A110)	Life skills: Listening for key words (115) Communication: Giving and checking numbers (115)
Pronunciation of natural features (A121) Pronunciation of compass points (A121)	Listening: Listening to label a map (A122) Reading: Assessing readability of texts (B123) Scanning texts (C126-127) Writing: Writing an email about a trip (B125) Speaking: Talking about life in different places (C128)	Study skills: Understanding charts and graphs (129) Researching on the internet (129–130) Scanning for information (130)
Talking about countable and uncountable nouns (A136)	Listening: Listening for main ideas (A136) Listening to identify photographs (B137) Writing: Writing survey questions (A136) Writing a quiz (C139) Speaking: Planning a dinner; Describing food and dishes (B138)	Critical thinking: Reading a photo (140) Creativity: Planning an assignment (141)
Weak pronunciation of the article <i>a</i> (B150)	Listening: Listening to complete a table (A146) Speaking: Talking about timetables (A146, A148) Talking about data (C152) Reading: Reading to find true/false information (B149) Reading to understand a pie chart (C152) Writing: Completing a questionnaire (B151)	Study skills: Writing example sentences (153) Strategies for learning grammar (154) Creativity: Using pie charts (154)
Intonation (B163)	Reading: Reading to match photos to texts (A159) Reading for detail (A159–160) Writing: Writing notes to complete a table (A159) Writing an email (C165) Listening: Listening for attitudes and detail (A160) Speaking: Showing interest and asking follow-up questions (B162–164) Talking about your weekend (B164)	Critical thinking: Inferring information (166) Communication: Reacting to information (167)

Welcome to C21 English for the 21st Century

C21 is a groundbreaking, five-level general English course that integrates 21st century skills and academic skills to ensure that students are ready for study, work and life throughout the 21st century.

The course combines the language skills of reading, writing, listening and speaking with 21st century skills such as communication, creativity, critical thinking and study skills, in a unique way.

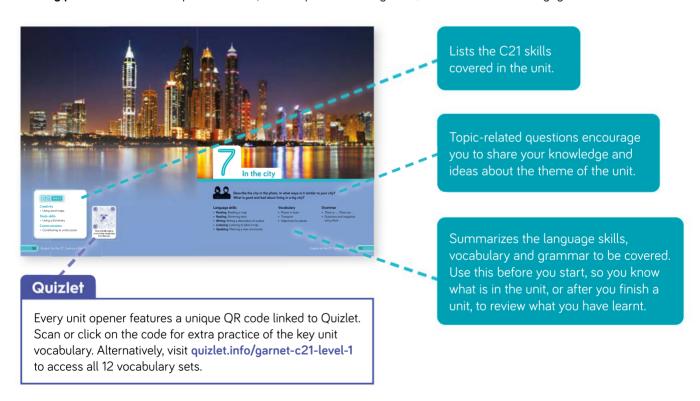
Students of *C21 English for the 21*st *Century* will be fully prepared to face the challenges and demands of the 21st century.

Unit structure

Each of the five books has 12 units. Each unit is divided into three sections, A, B and C, together with a section on 21st century skills, and either a **Planning ahead** section or a **Progress test** at the end of each unit.

Unit opener

Every unit begins with a double-page unit opener. The opener lists the 21st century skills that are included in the unit, as well as all the target vocabulary and grammar, and the language skills of the unit. The unit opener also features a **Talking point** related to the topic of the unit, to elicit prior knowledge and/or facilitate student engagement with the unit.



Sections A, B and C

C21 takes an integrated approach to skills development. In each section, you learn the language and skills that relate to the section topic. Icons indicate the main skills you develop in a section.



Vocabulary



Grammar



Reading



Listening



Speaking

Icons are used to visually direct you to the focus points of lessons.

Writing



Personalizing your learning experience

Each section includes activities that encourage you to personalize the skills you are learning, talk about yourself or your experiences and opinions, and think critically about the themes in the unit. They are indicated by .



Support for your learning

Focus boxes in each lesson highlight information that is central to the main learning points of the lesson. The Focus boxes will help you with activities in class, and can be used to review your work later. The Focus boxes are colour-coded according to their purpose.



Grammar Focus

Provides notes on the form, function and meaning of a grammar point.

Expression Focus

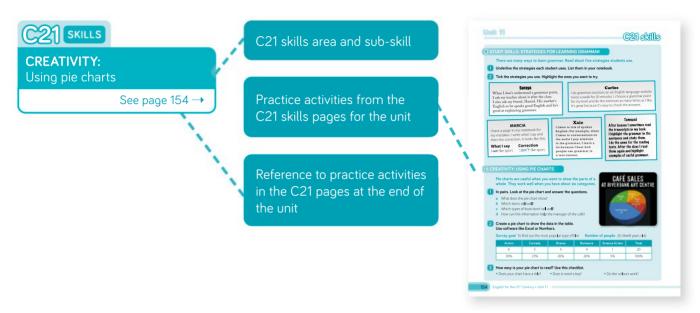
Contains useful expressions and tips to improve your written and spoken English.

Pronunciation Focus

Provides models of pronunciation to help with speaking tasks, and to help you understand spoken English better.

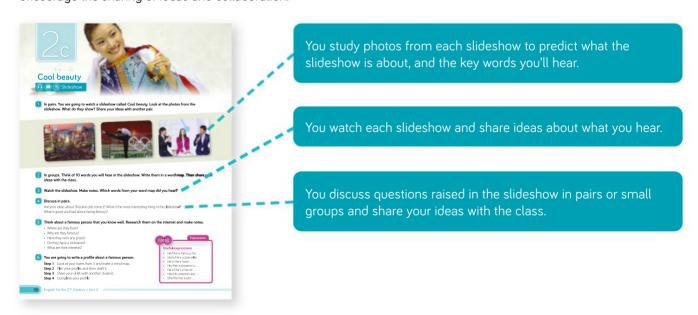
C21 skills

Each section introduces and develops relevant C21 skills. These skills are flagged within the unit by C21 skills boxes, which name the C21 skill and sub-skill, and include a page reference to practice activities in the C21 skills pages at the end of the unit.



Slideshows

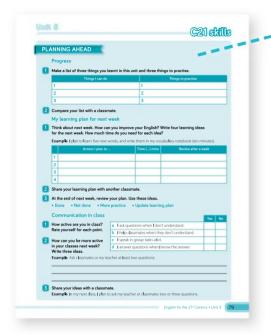
Section C of each even-numbered unit (Units 2, 4, 6, 8, 10 & 12) features a slideshow relating to the themes explored in the previous two units. The audio commentary is at a higher level than other audio in the unit, so as to give you more challenging practice in listening for main ideas, rather than every detail. The listening activities and follow-up writing tasks encourage the sharing of ideas and collaboration.



If you have difficulty following the slideshows, you can switch on subtitles, or pause and play back parts of the slideshow. There is also a button that takes you to five interactive exercises. Try these exercises after class to review the slideshow and check how much you now understand.

Assessing your progress

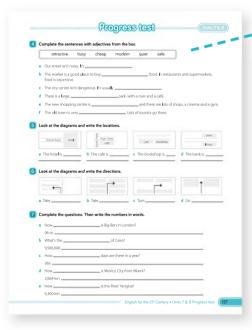
After every unit there are activities to assess your progress with the skills in the unit.



Planning ahead activity (Units 1, 3, 5, 7, 9 & 11)

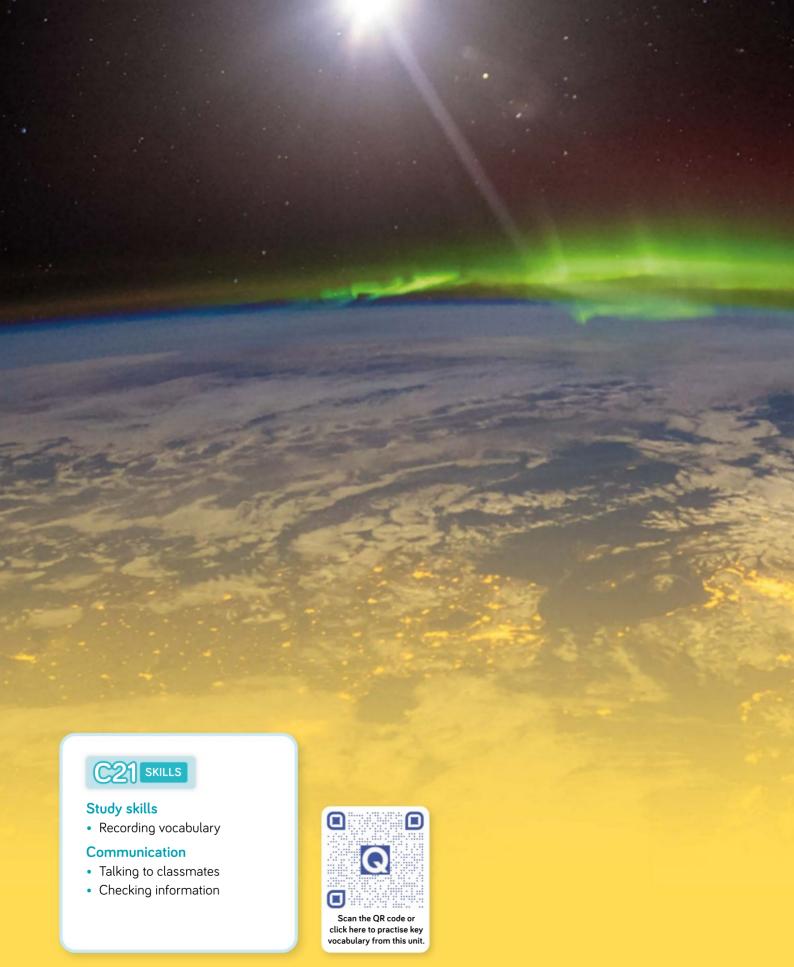
The Planning ahead pages ask you to reflect on your learning so you can identify what is going well and what needs improvement, and plan your study time between classes.

Learning a language works best if you are active in class, so there are also questions that ask you to think of ways of participating more actively.



Progress test after every two units (Units 2, 4, 6, 8, 10 & 12)

The Progress tests check your understanding of topics and skills from the unit. The tests include vocabulary and grammar items, as well as short reading texts. After you complete a test, review any questions you got wrong. You can also use the Workbook exercises for extra practice of language from the unit.







How many countries of the world can you remember in 20 seconds? Name some of the countries you want to visit. What is special about them and the people?

Language skills

- Speaking: Introducing yourself
- Speaking: Spelling names
- Listening: Understanding personal details
- Writing: Completing online forms

Vocabulary

- Countries and nationalities
- Capital cities

Grammar

• be with I, you and we

Where in the world?

- 🚯 🗩 🕠 Countries and nationalities; Capital cities
- In pairs. Find countries a-h on the map.

	Country	Nationality
		-n
а	Brazil	Brazilia <i>n</i>
Ь	India	\
	-	
		-ese
С	China	Chinese
р	Japan	
		A CONTRACTOR OF THE PARTY OF TH
	7.5	-ish
е	Spain	Span <i>ish</i>
f	Poland	
		-i
9	Iraq	Iraq <i>i</i>
h	Oman	

- Complete the nationality groups in the table.
- Add these countries to the groups.

Ethiopia Saudi Arabia Sweden Taiwan



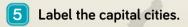




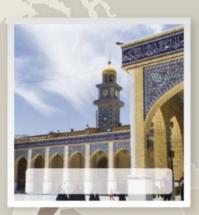


4 🗘 🗘 In pairs. Add more country names to the map. Which nationality group are they? Share your ideas with other students.

> 1.1 Listen and repeat the countries and nationalities in 1.

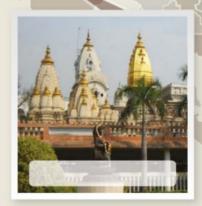


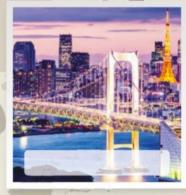
Baghdad Beijing Brasilia Madrid Muscat New Delhi Tokyo Warsaw





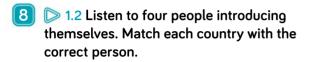






- 6 In pairs. Ask about the capital cities and countries.
 - **Example A** Is Brasilia the Brazilian capital?
 - **B** Yes, it is.

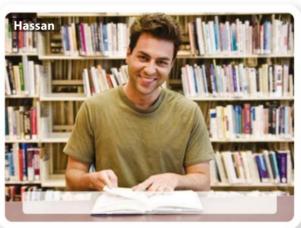
- In pairs. Draw a simple map of your country and the countries near your country.
 - **a** Write the name and nationality of each country on your map.
 - **b** Work with another pair. Check each other's maps. Are the countries correct? Are the spellings correct?



Egypt India Japan Spain











Ontroduce yourself to the class.

Example Hi. I'm Pierre Laurent. I'm French. I'm from Paris in France.



- 1.3 Put the lines from the conversation in the correct order. Listen and check.

 - **b** I'm from Oman.
 - c Are you from Muscat?
 - d Where are you from, Rashid?
 - e Hello, I'm Rashid.
 - f No, I'm not. I'm from Salalah.



FOCUS

Grammar

be with I, you and we

Positive

I'm from Poland. I'm not from Warsaw. We're students. We're not from here.

Questions Short answers

Are you from Brazil? Yes, I am.

No, I'm not.

Negative

Wh- questions Answers

Where are you from? I am from India.

2 In pairs. Practise the conversation in 1. Use your name and country.

- **Example A** Hello. I'm (name).
 - B Hello. I'm (name).
 - A Where are you from, (name)?
 - **B** I'm from (country).
 - A Are you from (town)?
 - B Yes, I am./No, I'm not. I'm from (town).

FOCUS

Pronunciation

We use short forms when we speak.

1.4 Listen and practise saying these phrases.

PositiveShort formNegativeShort formI amI'mI am notI'm not

you are you're you are not you're not/you aren't we are we're we are not we're not/we aren't

We do not use the short form for questions and positive short answers.

Examples

Are you Italian? Yes, I am. (not 'Yes, I'm.')
Are you from Oman? Yes, we are. (not 'Yes, we're.')

Underline the correct words to complete the sentences.

- a lare / l'm a student at Princeton University.
- **b** I'm not / I aren't from the USA. I'm Canadian.
- **c** We am / are students.
- **d** You *are / am* from Turkey.
- e Lola and I am / are at Jackson College.
- f Am / Are you and Ahmed good friends?
- **q** Am / Are I correct?
- h Where am / are you from?

In pairs. Write the short forms.

- a I ______ (am not) from London.
- **b** I ______ (am) from New York.
- c You _____ (are) on an English course.
- **d** You ______ (are not) a teacher.
- e We _____ (are) students at college.
- f We _____ (are not) good friends.

5 D 1.5 Listen to four people give their ages. Underline the ages you hear.

 19
 16
 22

 23
 18

 25
 17
 20

 21
 24

6 One of their students in the class their age.

Example A How old are you?

B I'm 17. What about you?

A I'm 18.



FOCUS

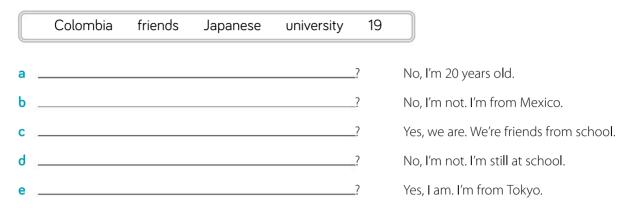
Expression

Talking about ages

We use the verb *be* to talk about ages. **Examples** How old are you? I'm 18 (years old).



In pairs. Write questions to complete the conversations. Use one word/number from the box for each question. Then compare your questions with other pairs.



- In pairs. Answer the questions in 7.
- Occupate the form. Then write four sentences.



10 On groups. Take turns to introduce yourself to the other students.



Example

Hello. I'm *Peter.* I'm from *Hungary* and I'm 18 years old. I'm a student at *Budapest University.*





- When do you spell your name in English?

 Example I spell my name when I arrive at a hotel.
- Match the labels with the parts of the name.

full name

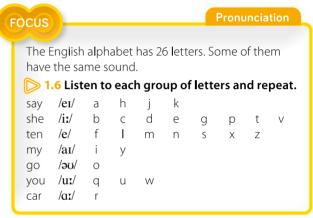
first name

family name

David Beckham

- Underline the letters in your first name in the Focus box. Then spell it.
- 🚺 💍 In pairs. Write down the names of two friends or family members. Take turns to spell the names.
- [5] In pairs. Discuss the photo.
- 6 D 1.7 Listen and compare your ideas from 5.
- 7 D 1.7 Listen again and complete the conversation.
 - A Hello. I'm ______a. I'm here for the conference.
 - B OK. Can I have your ______b name, please?
 - A Yes, it's _____c.
 - B Can you ______d that, please?
 - **A** Yes, _____e.
 - B Sorry, can you ______f that?
 - A _____9
 - B Fine. And can you _____h your first name?

 - **B** OK, thanks.
- 8 In pairs. Practise the conversation.





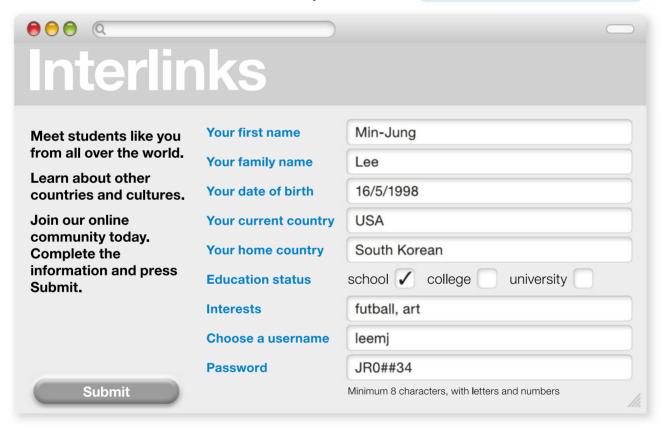


(Online forms

- Read about a Korean student and complete the sentences.
 - a Her first name is _____
 - **b** She's from ______.
 - c She lives in _____
 - d She goes to _____ University.
 - e She is ______ years old.
 - f She's interested in ______
- 2 Look at the registration form for Interlinks. Are Min-Jung's details correct? Does she fill in the form correctly?



My name is Lee Min-Jung. In Korea we say the family name first and our first name last. So my family name is Lee, not Min-Jung. I'm from Seoul, the capital of South Korea, but my home now is New York. I'm at Columbia University on a Business course. It's really interesting. My date of birth is 14 June 1998. Football and art are my main interests.



- Complete the registration form on page 171 with your details.
- In pairs. Check each other's forms.
 - a Is the information clear?
 - **b** Is the writing easy to read?
 - **c** Is the spelling correct?

Think about the comments and review your form.



A STUDY SKILLS: RECORDING VOCABULARY

Recording vocabulary in categories is a good way to remember words. It is easy to find them when you want to review the words in a topic.

1	In pairs. Underline the headword in each group of words
l J	in pairs. Once time the above in each group or work.

а	house	<u>accommodation</u>	flat	apartment
b	rooms	kitchen	living room	bedroom
С	bed	table	furniture	chair

Choose a general topic for all the words in 1.

Write the headings and words from 1 in the correct part of the table. Then add two more words under each heading.

Accommodation	<u> </u>	

Make a similar table on a topic of interest to you. Share your table with other students.



B COMMUNICATION: TALKING TO CLASSMATES

Group and pairwork tasks are your time to practise speaking. Don't worry about making mistakes in this type of activity. The aim is to communicate and try out new expressions and skills. Have fun!

- Read about three students.
 - a What problems do they have with their spoken English?
 - **b** Are their problems like yours?
 - c How do Kai, Amy and Ali make sure they speak in class?
 - My name's Kai. One problem with my spoken English is I don't know the right words. When I don't know a word, I stop speaking. I know I have good ideas, so I just say the word in my language and a classmate or my teacher gives me the English word.



I'm Amy. When I speak, I'm afraid of making mistakes, especially in front of my classmates. I listen carefully to the other students, but I don't say much. I want to speak, but I need time to think and plan what to say, so I say 'Just a minute, I'm thinking.'



My name's Ali. My English isn't very good, but I like speaking English. I know I make lots of mistakes in speaking tasks, but I think it's important to try my English in class. I also practise English at home with my brother, so I speak every day and I think that helps me.



In groups. Choose a new name, job and hobby. Plan what you want to say in your head. Then introduce yourself. Be creative and don't worry about mistakes.



C COMMUNICATION: CHECKING INFORMATION

It's easy to make mistakes when people give you their personal details, especially names. So ask for spellings, and remember it's OK to ask people to repeat once or several times.

- 1 Put the words in the correct order to make questions.
 - a repeat / Can / please / you / that, /?
 - b you / again, / please / say / that / Can /?
 - c that / Sorry, / is / or a z / with / an s /?
- 2 D 1.8 Mariam, a university student, wants to register for the university film society. Listen and complete the conversation.

Mariam Can I register for the film society?

Paul Yes, I just need some details. Can I have your last name, please?

Mariam Yes, it's ______

Paul OK. And your first name, please?

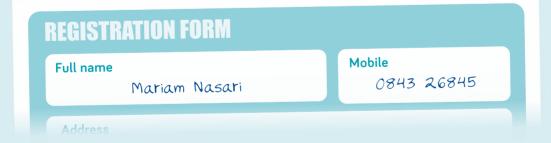
Mariam Mariam.

Paul OK. And what's your mobile number?

Mariam It's ______.

Paul OK. That's everything. I'll text you your membership details.

Look at Mariam's registration form. Is the information correct?



- In pairs. How can Paul check the information?
- **5** Rewrite the conversation with questions from 1.
- 6 1.9 Listen to a model conversation. Is it similar to yours?





PLANNING AHEAD

Progress

Make a list of three things you learnt in this unit and three things to practise.

Things I can do	Things to practise
1	1
2	2
3	3

Compare your list with a classmate.

My learning plan for next week

Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

	Action: I plan to	Time () mins	Review after a week
1			
2			
3			
4			

- Share your learning plan with another classmate.
- At the end of next week, review your plan. Use these ideas.
 - Done Not done More practice Update learning plan

Communication in class

- How active are you in class? Rate yourself for each point.
- 2 How can you be more active in your classes next week?
 Write three ideas.

		Yes	NO
ā	l ask questions when I don't understand.		
ŀ	I help classmates when they don't understand.		
0	I speak in group tasks a lot.		
[I answer questions when I know the answer.		

Example Ask classmates or my teacher at least two questions.

3 Share your ideas with a classmate.

Example In my next class, I plan to ask my teacher or classmates two or three questions.







Think of some situations when you need to introduce people. What type of information do you give? What can you say?

Language skills

- Reading: Reading for specific details
- Writing: Writing quiz questions
- Writing: Writing a profile
- **Speaking:** Talking about your interests
- Speaking: Introducing another person
- Listening: Listening for specific details

Vocabulary

- Jobs
- Interests
- Titles and names

Grammar

• be with he, she, it and they



- In pairs. Talk about the photos.
- Complete the conversations.
 - **a** A What's her name?
 - **B** J. K. Rowling. _______1 a writer.
 - A ______² she from?
 - **B** She's from the UK.

b A ______³ his name?
B José Mourinho. _____⁴ a football manager.
A _____⁵ he Brazilian?
B No, he _____⁶. ____⁷ Portuguese.





3 > 2.1 Listen and check your answers. Complete the profiles.

FOCUS

Grammar

be with he, she, it and they

Positive

He's a football manager. She's from the UK. It's a big city. They're Brazilian.

Negative

He isn't a player. (is not) She isn't a presenter. (is not) It isn't the capital. (is not) They aren't/They're not Italian.

Questions

Is he Brazilian?
Are they writers?

Wh- questions

Where's she from? What's her name?

Short answers

Yes, he is./No, he isn't. Yes, they are./No, they aren't.

Answers

She's from the UK. Her name's J. K. Rowling.

Complete the profile for Dr Mehmet Oz. Underline the correct words.

Dr Mehmet Oz is / are a professor of surgery at Columbia University. It isn't / aren't his only job. He is / are also a TV talk-show host. He is / are Turkish-American. He is / are married to Lisa Lemole. She is I are also a talk-show host and an author of bestselling books. Their TV shows and books is / are about health and lifestyles. They is / are both famous TV personalities.



FOCUS

2.2 These are the short forms for he, she, it and they. Listen and repeat.

Positive	Short form	Negative	Short form
he is	he's	he is not	he isn't/he's not
she is	she's	she is not	she isn't/she's not
it is	it's	it is not	it isn't/it's not
they are	they're	they are not	they aren't/they're not

- 5 Complete the sentences with the short form of the verb be.
 - a (He is) He's a famous footballer. e (They are) from Germany.
 - **b** (She is not) ______ Japanese.
 - **c** (It is) ______ a city in Kuwait. **g** (Where is) _____ she from?

- f (They are not) ______ at university.
- d (He is not) ______ famous. h (What is) _____ his name?
- 2.3 Listen and check your answers. Practise saying the sentences.
- In pairs. Talk about the people below. Use the conversations in 2.



Bill Gates Businessman **USA**



Oprah Winfrey Talk-show host **USA**



Rafael Nadal Tennis player Spain



Lakshmi Mittal Businessman India

In pairs. Tick the correct answers.

QUIZ					
 a Lionel Messi is a famous footballer from 1 Spain. 2 Argentina. 3 Brazil. 	 d Elissa is a famous female singer. 1 Lebanese 2 Egyptian 3 Turkish 				
 b Mercedes is a famous car company. 1 French 2 Italian 3 German 	 Kei Nishikori is a top tennis player from 1 China. 2 Korea. 3 Japan. 				
 c Islamabad is the capital of 1 Pakistan. 2 Yemen. 3 India. 	 f Angela Merkel is a well-known politician. 1 German 2 Spanish 3 British 				

- Check your answers with another pair of students. Use these questions.
 - a Is Lionel Messi _____?
 - Is Mercedes a _____ company?

 - Is Islamabad the capital of _____?
- d Is Elissa _____?
 - e Is Kei Nishikori from _____?
 - f Is Angela Merkel _____?







- 🌎 In groups. Prepare a quiz like the one in 8.
 - a Write your questions.
 - **b** Choose some photos for your quiz.
 - c Swap your quiz with another group.

Reading student profiles

- 1 Match the interests with the photos. Some photos have more than one interest.
 - a plays
 - **b** sport
 - **c** art
 - **d** painting
 - e baseball
 - **f** family
 - g going to the cinema
 - h social networking











- Does your college have a magazine or webpage for students? Give some details.
- In pairs. Look at the list of points for an article about new students for a college magazine. Mark them important (I) and possible (P).
 - a course
- d their interests

opinion about the course

- age
- e marital status

h opinion about other students

VSBnews magazine | April

- c country/city _____ f details about their families ____
- Read three student profiles. Which of the points in 3 are in each profile?





Funda

Funda is from Izmir in Turkey. It's her birthday today. She's 18. Funda is a student on the International Business course and it's her first time away from home. 'Everything is very different here, but I'm very happy. People are very friendly,' she says. Funda is interested in plays. She's a fan of French plays and is a member of the university drama club.



Jake

Jake is from Boston in the USA. He's on a four-year Sales and Marketing course. He's interested in all sports, especially baseball. His favourite baseball team is the Boston Red Sox and he's in the university baseball team. His other big interest is social networking. He uses Instagram and Facebook. He says, 'It's great for contact with family and friends in the USA and all over the world."



Mei

Mei is from Hong Kong in China, but Vancouver is her home now. She's a part-time student on the International Business course. 'It's a really interesting course,' says Mei. Mei is married with two children, a boy of 2 and girl of 4, so she's very busy. When she isn't busy with her studies and family, her interests are tennis and art. She's a big fan of Chinese painting. Her favourite artist is Shaoqiang Chen.

- Read the profiles again and answer the questions.
 - a Is Funda 19 years old?
 - **b** Is she happy at university?
 - c Is Jake from Canada?
 - **d** Is he interested in sports?
 - Is Mei from Vancouver?
 - Is she married?



STUDY SKILLS:

Reading the question carefully

See page 37 →

23

6 Tick the correct name. Then check your answers with another student.

	Funda	Jake	Mei
a is on an International Business course	✓		✓
b is a part-time student			
c thinks the course is interesting			
d thinks people are friendly			
e has children			
f is in a university sports team			
g is a member of a university club			

7	In pairs. Which photos in 1 show each student's interests?
	Write 1–5.

a Fui	nda		

L	1.1.		
h	lake		

_	Mai		
C	MH		



Find words in Mei's profile to complete the sentences.

	1.1		
2	Hor	are tennis and a	rt.
•	1101		и с.

	a bio			hine			

c Her ______ artist is Shaoqiang Chen.



My interests are	and	
I'm a big fan of		

My favourite ______ is _____.



n pairs. Ask each other about your interests.

Example A What are your interests?

- **B** My interests are ... and ...
- And what's your favourite ...?
- **B** My favourite ... is ...
- A Who's your favourite ...?
- **B** My favourite ... is ...





2.4 Listen and complete the conversation.

Kay Dr Marlin. This is my friend, Jane. Dr Marlin is my tutor.

Dr Marlin Hello. Nice to meet you, Jane.

Jane Nice to meet you, Dr Marlin.

Dr Marlin Are you a student here?

Jane Yes, I'm a _____a.

Dr Marlin A medical student? Which _____

are you in?

I'm in the _____c year. It's hard work. **Jane**

Dr Marlin I know. I am the course director.

Complete the conversations.

a A This ______1 Stefan Kowalski.

He's _____2 Poland.

Mr Kowalski.

C Nice to meet you, _____5.

b A ______6 Cristina. _____⁷ is my friend, Sun-Hi.

B Hi, Sun-Hi.

C Nice to _______8 you, Cristina.

B Nice to meet you, ______9.

🚫 In threes. Introduce each other to your classmates.

- a Prepare an introduction with the person's name, country and relationship to you.
- **b** Take turns to introduce each other.





2.5 Marcus is a college student. Listen to him talk about the use of names in his country. Tick the correct use of names in each situation.

Situations	First names	Title and family name, e.g., Mr/Mrs/Ms/Dr
Other students at college		
Teachers at college		
Friends and family		
Friends of my parents		
Colleagues at work		



In pairs. Prepare a table like the one in 4 for your country.

Is the use of names the same or different? Write sentences to help visitors to your country.

Situations	First names	Title and family name, e.g., Mr/Mrs/Ms/Dr
Other students at college		
Teachers at college		
Friends and family		
Friends of my parents		
Colleagues at work		



Example With (friends) it's OK/isn't OK to use first names. With (colleagues at work) it's polite/it isn't polite to use titles and family names.





In pairs. You are going to watch a slideshow called *Cool beauty*. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.







- 2 In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- Watch the slideshow. Make notes. Which words from your word map did you hear?
- Discuss in pairs.

Are your ideas about Shizuka's job correct? What is the most interesting thing in the slideshow? What is good and bad about being famous?

- 5 Think about a famous person that you know well. Research them on the internet and make notes.
 - Where are they from?
 - Why are they famous?
 - · Have they won any prizes?
 - Do they have a nickname?
 - · What are their interests?
- 6 You are going to write a profile about a famous person.
 - **Step 1** Look at your notes from 5 and make a mind map.
 - **Step 2** Plan your profile, and then draft it.
 - **Step 3** Share your draft with another student.
 - **Step 4** Complete your profile.



- He/She is famous for ...
- She's/He's a (job title).
- He's/She's from ...
- His/Her nickname is ...
- He's/She's a fan of ...
- Her/His interests are ...
- She/He has a pet ...



A STUDY SKILLS: READING THE QUESTION CAREFULLY

Some questions in reading tasks ask for specific facts and pieces of information. The questions are like clues or key words. They tell you the details you need to find. Read them carefully and then quickly search for the information. It's OK not to read every word.

IE - a small university with excellent teaching

IE is a small Spanish university with 7,000 students. It has two campuses, one in Madrid and one in Segovia. It is a very international university. Sixty-five per cent of the students are from other countries, with students from over 100 countries. Most courses are in English and some are in Spanish.

Hassan, 20, is from Tunisia. He is a firstyear student on a four-year International Relations programme. Hassan says, 'IE is a very good university. I like the small classes.'



- 1 Read the questions. Underline the key words that tell you what information you need.
 - a Are all the courses in English?
 - **b** Where are the two campuses?
 - c What percentage of students are from outside Spain?
 - **d** What course is Hassan on?
 - e Is Hassan in his first year at IE?
- Read the text quickly and answer the questions in 1.

B COMMUNICATION: USING TITLES AND NAMES

When people introduce themselves to us, it's important to listen carefully to how they say their names. It's polite to use the person's name in our replies and in future conversations.

2.6 It is the first day of Kim's internship for an Australian company. Listen to four people introduce themselves. Underline the name Kim uses in her replies.

a Richard Mr MacDonald Macb Dolores Martinez Dolores Lola

c Dr Masoudd Mrs SearleHakimMr MasoudGinny

2.6 Listen again and check.



Complete the nationalities with the correct endings from the box.

_								
	an	-ati -	ch	ese	i	ian	ish	
а	Emir <u>ati</u>				е	Fren		
b	Egypt				f	Chin		-
С	Pol				9	Mexic		
d	Oman	<u></u>						

Write the numbers.

W	Write the numbers.							
а	sixteen	16	Ь	nineteen				
Ь	twenty-two		е	twenty-four				
	fifteen		f	eiahteen				

Write the negative forms and a positive sentence.

а	I'm from Dubai. (Bahrain)	I'm not from Dubai. I'm from Bahrain.
Ь	We're university students. (college)	
С	You're Spanish. (French)	
d	We're Indian. (Qatari)	
6	I'm a student (teacher)	

Complete the conversation with words from the box.

	full name	have	ľm	Sorry	spell	Thanks	
A	Hello,		a Da	vid. I'm here	e for the In	terlinks meeting.	
В	Welcome to Pari	s. Can I			b your		c, please?
A	Yes, it's David Wa	atkins.					
В		d, (can you	repeat that,	please?		
A	Yes. It's David Wa	atkins.					
В	OK. Can you			e your far	mily name,	please?	
Α	Yes, it's W-A-T-K-	I-N-S.					
В	Thank you, Mr W	/atkins. Enj	by the m	eeting.			
A		f.					



UK

Woodman

Complete the form with the information from the box.

Maria

cycling

EGISTRATION FORM	
First name	Family name
Age	Home country
Course	Home country

Read the text and complete the conversation.

Sebastian Vettel is a famous car driver. He's from Heppenheim in Germany. He is 33 and a four-time winner of the Formula 1 Championship. He drives for Ferrari. He's interested in cars and British comedy TV programmes.

medicine

- A Is Sebastian Vettel Famous?
- **B** Yes, he is very famous.

20

- A ______a French?
- B No, he isn't. He's German.
- A 6 307
- **B** No, ______c. He's ______
- A _____e interested in films?
- B No, _______ in British comedy TV programmes.
- Put the conversation in the correct order.
 - B Hello, Melike. Nice to meet you. I'm Ken.
 - B Which year are you in? _____
 - A Hello, I'm Melike. I'm from Istanbul in Turkey. _____1____
 - A I'm in year 2. It's hard work.
 - B Are you an engineering student here?
 - B Yes, I know. I'm in year 3!
 - A Nice to meet you, too, Ken.
 - A No, I'm not. I'm a medical student.







Look at the photos. Do you think the young people are friends or family? Give reasons for your answer. Who are the important people in your life?

Language skills

- **Reading:** Reading to find true/false information
- Speaking: Talking about your family
- Writing: Transferring information to a diagram
- Listening: Listening for specific details and key words

Vocabulary

- Families and relationships
- Describing people

Grammar

- · Possessive adjectives, 's, have, has
- in and with

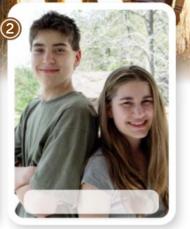
S_A

Happy families

- **l** Families and relationships
- In pairs. Who are the people in the photos?

 Example I think photo 2 is a brother and sister.
- Label the photos. Some words go with more than one photo.
 - a brother and sister
 - **b** parents and children
 - c grandparent and grandchild
 - d mother and father
 - e grandfather and grandson
 - f grandson and granddaughter
 - g son and daughter
 - h father and son
 - i grandmother and granddaughter
 - j husband and wife









Which of the words in 2 are male, female or both? Put them in the correct group in the diagram.

MALE FEMALE
husband children daughter

In pairs. Add other names of family members you know to the diagram. Share them with other pairs.

$\boldsymbol{\cap}$	\sim	110
 u		

Pronunciation

Words usually have one, two or three syllables. In each word we say one syllable more strongly.

Examples

One syllable son Two syllables sis-ter

Three syllables grand-mo-ther

3.1 Listen to the words below. How many syllables do you hear? Underline the strong syllable. Practise saying the words.

Word	Syllables	Word	Syllables
wife	1	daughter	
brother	2	husband	
family	3	children	
father		granddaughter	
cousin		grandfather	 -



5 3.2 Listen to three people in 1 talk about their families. Match the conversations with three of the photos.

Conversation 2 _____

Conversation 3

- In groups. Show some photos of your family on your mobile phone. Name the people and explain their relationship to you.
- Who are important people in your network of friends and family?
 - **a** Make a list of six people. Write their names and relationship to you.

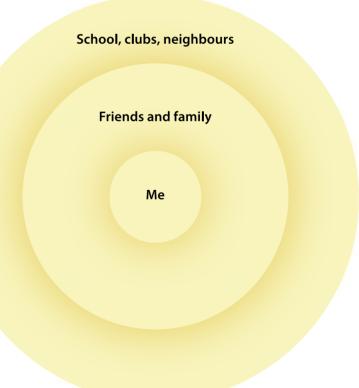
Examples Hamid cousin

Dr Hayek family friend

- **b** Write their names in the correct part of the diagram.
- **c** In pairs. Share information about the people in your diagram.

Examples Hamid is my cousin.

Dr Hayek is a family friend.





My hometown

I'm Kamal and I have two brothers and a sister. My younger brother is eleven and his name is Yousef. My older brother's name is Jamal and he's a journalist. My sister's name is Liliana. She's a football fan and her favourite team is Barcelona. They are Yousef's favourite team, too. Our parents, Leila and Mario, have a restaurant in Beirut. Its name is the same as our family name, Malek. Their restaurant is very popular with local people and visitors to Beirut.

- Read My hometown. Are these sentences about Kamal's family true or false?

 Correct the false sentences.
 - **a** Kamal has a brother and a sister.
 - b Kamal's younger brother is called Jamal.
 - c Liliana's favourite team is Barcelona.
 - d Kamal's older brother has a restaurant business.
 - e The restaurant's name is Malek.
 - f The family's hometown is Beirut.
- Read My hometown again. Underline all the possessive adjectives and examples of possessive 's.

FOCUS

Grammar

Possessive adjectives, 's, have, has

These are some ways to talk about things that belong to us. We use possessive adjectives.

Examples Liliana is my sister.

Their restaurant is very popular.

With names of people and places we use 's or s'

Examples Kamal's sister is called Liliana.

My parents' restaurant is in Beirut.

We use the verb have.

Examples They *have* four children. My family *has* a restaurant.

Complete the table with the correct possessive adjectives.

I		it	
you	your	we	
he		they	
she			

Underline the correct words to complete the sentences.

- a My mothers / mother's name is Sally.
- **b** My father's / fathers' car is white.
- c My teachers' / teacher's name is Phil.
- **d** My *friend's / friends'* names are Jamie and Sam.
- e My parents' / parents house is old.
- **f** Our *childrens' / children's* school is very good.

$\boxed{\mathbf{5}}$ $\boxed{\triangleright}$ 3.3 Listen and repeat the sentences in 4. Pay attention to the pronunciation of the 's.

6 Complete the sentences with possessive adjectives.

- **a** A What's ______ name?
 - **B** It's Anna.
- **b** A Simon, what's your father called?
 - **B** ______name is Frank.
- **c** We have two sons. _____ names are Tony and Mark.
- **d** Alicia and I are neighbours. ______ houses are on the same street.
- e Jane is at college with me. She's one of _______best friends.
- f My mother's a doctor. _____ name is Dr Williams.
- **9** We have a dog. _____ name is Rufus.







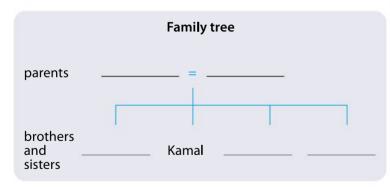
In pairs. Look at the photo. Who are the people?

Complete the sentences about the Adams family. Then check with another pair.

- a ______is David's brother.
- **b** ______ is Sara's sister.
- c Their father's ______ is David.
- **d** Laura is ______wife.
- e ______ is Tim and Fiona's sister-in-law.
- f Tim is _____ and ____ uncle.
- g Tina and Sara are ______nieces.
- h ______ is Tina and Sara's aunt.



- Take turns to ask and answer questions about the Adams family.
 - **Examples** A Who is Tina's father?
 - B His name is ...
 - A What's the name of Tina's uncle?
 - **B** It's ...
- Omplete Kamal's family tree. Use the information in *My hometown* on page 44.





- Draw your family tree. Write some names and leave some names blank. Add some notes about each person.
- In groups. Take turns to explain your family tree.
 The others ask questions about the missing people on your tree.





- In groups. Look at the photos and discuss the questions.
 - a What age are the people?
 - **b** Are they students or people with jobs?
 - **c** What words describe your first impressions of the people?















Label the photos with words and phrases from the box.

blonde hair long hair short hair beard glasses headscarf shirt T-shirt

3.4 Listen and match the descriptions with the photos. Write the names under the photos.

Bo Cheng Leila Marcel Marcus Professor Hanson Rosa

_			
4	ln	pairs. Complete the descriptions with words from 2.	
	а	The girl with long is called Rosa.	
	b	The young woman with the blackis a studen	t at Princeton.
	С	The young man in the red is called Cheng.	
	q	Who's the guy with short hair and a?	
	е	Who's the man in the blue shirt with?	
	f	The guy with brown hair in the blueis my co	lleague, Marcel.
	9	The woman in the white with Professor Hanson.	hair is one of my teachers,
5	Co	omplete the sentences with <i>in</i> or <i>with</i> .	FOCUS
	а	The man denim jeans is my older brother, Carlos.	in and with
	b	Who's the womansunglasses?	We use <i>in</i> for clothes. Example
	С	The man the white shirt is Dr Suzuki.	The girl <i>in</i> the white T-shirt is Rosa.
	d	The girlshort hair is called Amy.	We use <i>with</i> for hair, eyes, etc. Examples
6		pairs. Take turns to ask and answer questions about the eople in the photos on page 47.	The girl with long dark hair is a student. Who's the young guy with a beard?
	Α	Who's the man in the? B Who's the woman with?	
	В	His name's A Her name's	
)(Listening for specific details	
1		3.5 In pairs. Look at the photo and discuss the questions. hen listen to the conversation and check your answers.	Va de
	а	Are the people friends or family members?	
	b	Are they students or do they have jobs?	
	С	Are they on holiday, at work or at university?	
2		≥ 3.5 Listen again. Write down the key words in each group.	C21 SKILLS
	Clo	othes shirt,	COMMUNICATION:
	Fa	aces beard,	Predicting a conversation See page 52 →

Adjectives

Other words friends, _____

clever,____

What can you remember about the conversation? Complete the information about the people in Murat's selfie.

Name	Job/Study	Relationship to Murat
Murat		_
Hulya		Murat's
Karem		Murat's

In pairs. Complete the sentences with words from the conversation.

- a This is a photo of me taking a selfie with my three good _____.
- **b** I am in the blue denim ______, with the ______.
- c Who's the young woman _____the white top, _____long hair?
- **d** _____ my wife.
- e The guy ______a beard is my friend, Karem.
- f And _____ the other girl?

In groups. Take a selfie of a group of friends or classmates.

- a Plan what you want to say about each person: name, relationship to you, studies or job.
- **b** Take turns to talk about the people in your photo and answer questions.

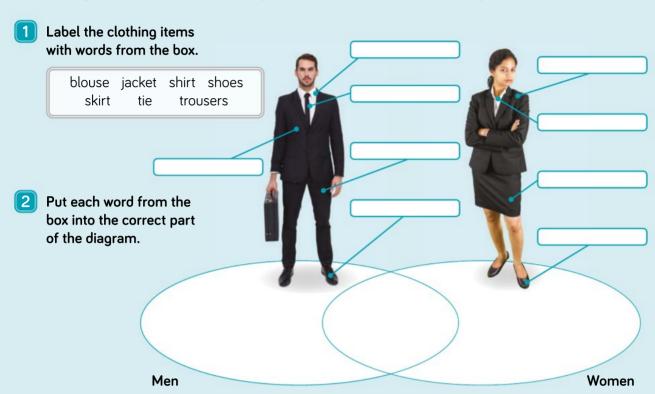






A STUDY SKILLS: ORGANIZING NEW WORDS

We organize words in different ways, for example, with pictures, diagrams and tables.



Complete the table with words from the box in 1.

For men	For women	Translation
suit = trousers and	suit =b (or trousers) and jacket	suit – jacket – trousers – skirt –
c	blouse	shirt blouse
tie	-	tie
In the office, I wear trouse I wear a suit and a tie.	ers and a shirt. For meetings,	

4 Which of the methods do you use to organize new words? What other methods do you use?



- 5 For your next lesson, record new words for one of the topics in Unit 3.
 - **Step 1** Open a new page in your vocabulary notebook and write a vocabulary topic for the page.
 - **Step 2** Record the words in a way to make them easy to remember.
 - Step 3 In threes. At the start of the next lesson, compare your page(s). Are the words you chose the same?

 Are the ways of recording the words the same or different?

B COMMUNICATION: ASKING FOR HELP

In class, it's important to tell others when we don't understand. Then the other person can repeat the information or explain it in a way we can understand.

1 D 3.6 Listen to four conversations (a–d). Which conversation has these skills?

Skills	Conversation
Asking for a spelling	
Asking for repetition of some information	
Asking about the meaning of a word	
Asking for clarification about a task	

2 Complete the students' questions using words from the box.

I don't _____ the task.

Can you ___

	can	explain	ľm	meaning	please	repeat	slowly	Sorry	understa
а	Sorry, N	Mr Murray,	can yc	ou		_the exer	cise numl	oer, pleas	se?
Ь			, W	hat's the			of 'megaci	ty'?	
С	Sorry, o	can you say	y the a	ddress					?
d	Sorry, _			you spe	ll that, plea	ase?			3 4
е			SC	orry,		(

__it again?





C COMMUNICATION: PREDICTING A CONVERSATION

To understand a conversation it helps to understand the situation first.

1 > 3.7 Listen to two conversations. How much do you understand? Mark the scale.

Nothing Everything

- 2 In pairs. Look at the photos and guess the answers to the questions.
 - a Where are the people?
 - **b** What's the relationship between the person with the camera and the others?
- Label each photo with words from the box. Some words go with both photos.

birthday girlfriend gown graduation living room parent(s) presents son students





4 > 3.7 Listen to the conversations again. How much do you understand this time? Mark the scale again.

Nothing Everything



PLANNING AHEAD

Progress

Make a list of three things you learnt in this unit and three things to practise.

Things I can do	Things to practise
1	1
2	2
3	3

Compare your list with a classmate.

My learning plan for next week

Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

	Action: I plan to	Time () mins	Review after a week
1			
2			
3			
4			

- Share your learning plan with another classmate.
- At the end of next week, review your plan. Use these ideas.
 - Done Not done More practice Update learning plan

Communication in class

- How active are you in class? Rate yourself for each point.
- 2 How can you be more active in your classes next week?
 Write three ideas.

		res	INO
а	I ask questions when I don't understand.		
Ь	I help classmates when they don't understand.		
С	I speak in group tasks a lot.		
d	I answer questions when I know the answer.		

Example Ask classmates or my teacher at least two questions.

Share your ideas with a classmate.

Example In my next class, I plan to ask my teacher or classmates two or three questions.





Communication

- Writing style
- Responses in conversations



Scan the QR code or click here to practise key vocabulary from this unit.





Where can you get help to choose the right course or career? What type of events are useful? Who can you contact to help you?

Language skills

- Reading: Reading for detail
- **Reading:** Reading to match information
- Writing: Using pronouns
- Writing: Writing a description
- Listening: Listening for conversation styles
- Speaking: Using conversation styles

Vocabulary

Events

Grammar

• Pronouns he, she, it, we and they



- Discuss the questions.
 - a Why do people go to job fairs?
 - **b** Why do companies and universities have stands at a job fair?
- Read about three job fairs. Underline the correct words to complete the sentences with information from the events.
 - The Computer Games event is for students at school / university.
 - For more information, you send a text / phone / send an email.
 - The London Connect Job Club is for adults / young people looking for work.
 - It has speakers from *local / international* companies.
 - The Youth Job Fair is for all young people / people with an interest in a career in IT.



In threes. Look quickly through the events. Complete the missing information in the table. Check your answers with other groups.

Event	Name	Dates	Times	Total Cost
1	Computer Games	b or 16 September	10 a.m	f
2	a	12 and 30 July	e	Free
3	Youth Job Fair	с	9 a.m.–4.30 p.m.	9

In threes. Read the profile and choose one of the events in 2 for Sally. Give reasons for your choice.

PROFILE

Sally is 18 and in her final year at school. She is good at technical subjects. She has top marks for Information Technology (IT). Outside school, her interests are social networking and computer games. She is very clever, but she isn't interested in a university course. She wants a creative job. She is on holiday with her family in July.



- 5 🗘 In pairs. Research a job fair for students in your country.
 - a Make notes about the event.

It's for ______

The dates are _____

The place is _____

The cost is ______.

Other details _____

b Present your event to the class.

(E) A Pronouns he, she, it, we and they

- 1 Read texts A and B and answer the questions.
 - a Which text repeats names a lot, A or B?
 - **b** Which text is better, A or B? Why?
 - A My friend Raj is 28. Raj is from India and Raj is a doctor at the Bellevue Hospital. The Bellevue Hospital is in Washington and the Bellevue Hospital has a good reputation.
 - **B** My friend Raj is 28. He is from India and he is a doctor at the Bellevue Hospital. It is in Washington and it has a good reputation.
- Replace the underlined words with pronouns from the box.

he it she they we

- **a** Huang and Feng are from China. <u>Huang and Feng</u> are on my university course.
- **b** John is at university with me. <u>John and I</u> are very good friends.
- c Roberto is very good at science subjects and <u>Roberto</u> wants to work for a car company.
- **d** My friend Jamal has a new laptop. <u>The new laptop</u> is a MacBook and <u>the new laptop</u> is very fast.
- **e** The job fair is in Rome. <u>The job fair</u> is for medical students. <u>Medical students</u> come from Italy and other European countries.
- f Fatima is my sister. <u>Fatima</u> is 15. <u>Fatima and I</u> live at home with our parents.



COMMUNICATION: Writing style

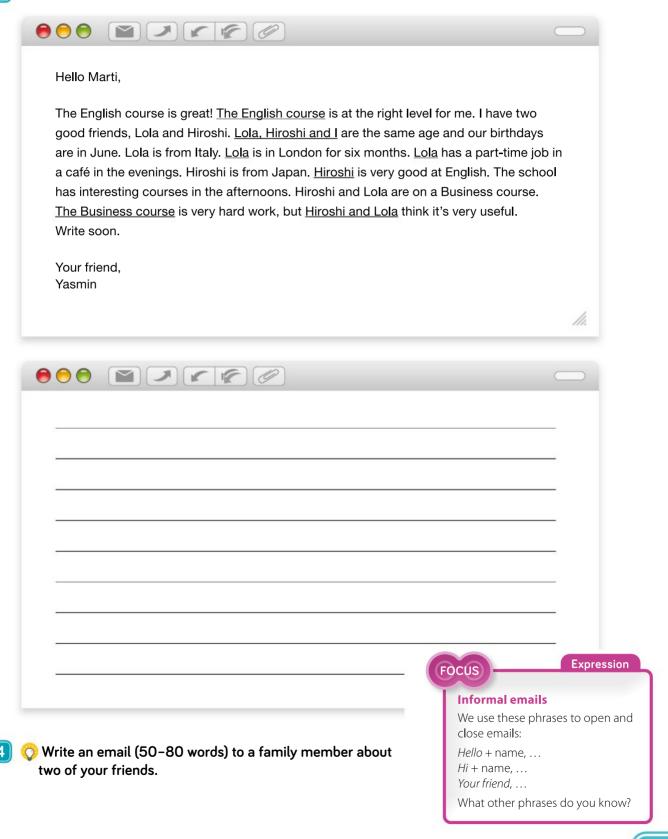
See page 63 →







Rewrite the email so it sounds more natural. Replace the underlined words with pronouns.



4_B

Conversations about friends

- (i) (iii) Conversation styles
- 1 > 4.1 Listen to two versions of a conversation between two students, Maria and Tom. Tick the true statements for each conversation. Then decide: which conversation is better, 1 or 2?
 - a Maria asks all the questions.
 - **b** Tom gives very short answers.
 - **c** Tom gives extra information in his answers.



- Read the conversation and find:
 - a two questions Maria asks Tom
- c the extra details Tom gives in his answers
- **b** an expression of surprise
- **d** Tom's question to Maria

Maria Tell me about your friends. Who's your best

friend at college?

Tom A guy called Bo. He's on my course and he's

from China.

Maria Really! Which city is he from?

Tom He's from Shanghai. His family has a taxi company. How about you, Maria? Who's your best friend?

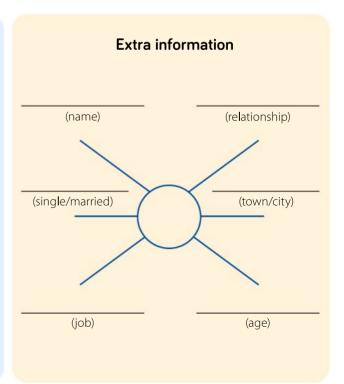


 $\boxed{ igspace 3 igspace 5 igspace 4.2 Listen and complete the conversations with words from the box. }$

24 films football player Ibrahim class teacher actor age son team **a** A Are you from a big family? B No, I just have one sister. She's ______ and she's a ______ at an art school. **b** A Who's Fatima? **B** She's my cousin. We're the same ______ and we're in the same _____. **c** A Where's your friend Malik from? **B** He's from Warsaw. He's an ______. He's in a lot of Polish ______. **d** A Is your sister married? **B** Yes, she is. Her husband's name is ______ and they have a baby _____. e A Who's Peter? B He's one of the students on my course. He's a good ______. He's in a _____ with 11 friends from the university.

- Have a conversation about important people in your life.
 - **a** Choose three people from your networking diagram on page 43. Write them down.
 - **b** In pairs. Take turns to ask about the people. Add extra details in your replies.
 - **Examples A** Who's Hamid?
 - **B** He's my cousin. He's the same age as me and we're very good friends.
 - A Who's Dr Hayek?
 - **B** He's a family friend. He's a businessman and I have a job in his company in the holidays.
- [5] On pairs. Practise the conversations. Think of three more questions and responses.
 - **a** A I like (sport). How about you?
 - **B** I like _____
 - **b** A Are you from (country)?
 - B Yes, I'm from (city)./No, I'm from ______. How about you?
 - A I'm from _____
 - **c** A My favourite writer is (name). How about you?
 - B My favourite writer is ______.
- 6 0 In pairs. Take turns to act out conversations like the ones in 3.
 - a Choose a topic for the conversation: a good friend at work or college, or your family.
 - **b** Plan your conversation. Think about the questions and extra information for the answers.
 - **c** Have a conversation. Start with *Tell me about your* ...

	Questions
1	
2	
3	
4	





In pairs. You are going to watch a slideshow called *Look at me!*. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.







- [2] In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- Watch the slideshow. Make notes. Which words from your word map did you hear?
- Discuss in pairs.

Which selfies from the slideshow do you like best? Does the speaker in the slideshow like selfies? Why? Why not? Do you agree with the speaker?

- 5 Think about taking selfies. Make notes.
 - Do you like taking selfies?
 - Do you share them?
 - Why/Why not?
 - What is your favourite selfie?
- Where are you?
- · Who are you with?
- What are you wearing?
- Are you feeling happy, sad or excited?
- 6 You are going to write a short description (100–200 words) of your favourite selfie.
 - **Step 1** Look at your notes from 5 and make a mind map.
 - **Step 2** Plan your description, and then draft it.
 - **Step 3** Share your draft with another student.
 - **Step 4** Complete your description.



Expression

Writing descriptions

Useful expressions:

- The photo is of ...
- I'm with ...
- ... is at the top/bottom/ right/left of the photo ...
- ... is in front of ...
- I'm/We're wearing ...
- I'm/We're feeling ... because ...



A COMMUNICATION: WRITING STYLE

When you finish your first draft for a writing task, check it carefully. Look for mistakes with spellings and grammar.

- 1 Find one mistake in each item and correct it. Look carefully at the spelling and the grammar.
 - a Fatima and I are on the same course. Fatima and I are good frends. (and we)
 - **b** My brother is married. My brother have two children. (and he)
 - c Harvard is an American university. Harvard is famous for its Bisiness courses. (and it)
 - **d** My parent are Syrian. My parents live in Damascus. (and they)
- Rewrite each of the two sets of sentences as one sentence so they sound more natural. Use the words in brackets.

 Then compare your sentences with a classmate.
- In pairs. You are an editor for a university magazine. Improve this draft article for the magazine. Then swap your new draft with another pair.
- Read the other pair's draft. Suggest any changes.
- Update your draft.

Carmen Rodriquez is from
Mozambique, but now Bristol
is his home. Carmen is the new
receptionist for the Business
School. Carmen is married.
Carmen has two childs. Her
husband is called Carlos. Carlos
is a lecturer in International
Management. 'Bristol is a great
city,' says Carmen. 'I and my
family are very happy here.'

B COMMUNICATION: RESPONSES IN CONVERSATIONS

In good conversations, we take turns to ask and answer questions. It's also important to listen carefully and show interest in what the other person says.

1 In pairs. Complete the conversations with sentences from the box.

How about you? It's a really good course.
Oh, that's interesting. What course are you on?
Really? Which team do you play in?

In pairs. Choose a conversation starter from the box. Write a conversation like the ones in 1.

What kind of leisure activities do you like?
What's your favourite time of the year?
Where's your family from?
Who's your favourite celebrity?

Conversation 1

Anne What sports do you like?

Joe I like football.

Anne ____a ____b

I'm in the university team.
____c

Anne I like tennis, but I'm not very good.

Conversation 2

Progress test

Complete the table.

	Ť	†
а	husband	wife
Ь		mother
С		grandmother
d	son	
е	brother	
f		aunt
9	grandson	
h		niece

2	Comp	lete the	sentences.
(-)	Comp	icic inc	scrittines.

- a My mother's father is my ______.
- **b** My father's daughter is my ______
- c My uncle's son is my ______.
- d My sister's husband is my _____
- e My grandson's sister is my _____
- f My brother's father is my ______.
- g My nephew's mother is my _____

Correct the mistake in each sentence.

My mother and father has a restaurant business. My parent's restaurant is very popular. Its called *Roma*. It has lots of italian food. Davids a chef in the restaurant. Hes also a good friend. My oncle and aunt live on the same street as my parents. They favourite food is pizza.

Complete the sentences.

- a The man _____ the blue shirt is Dan.
- **b** The woman ______ short dark hair is Anna Marie.
- c A Who's the guy ______ glasses?
 - B That's Roger.
- d The girl ______ the white jacket is my sister.

Read the advert and complete the sentences.



- a The event is for ______.
- The times are _____
- It is in the faculty of ______
- The cost is _____
- The dates are _____

6 Replace the underlined words with pronouns.

- a Martin and Clare are good friends. Martin and Clare play tennis together.
- b Hiroshi, Karem and I like films. <u>Hiroshi, Karem and I</u> go to the cinema on Saturdays.
- **c** The Law course is really difficult. The Law course is not very popular.
- **d** Julia is in the first year. <u>Julia</u> studies medicine.
- My father is a history professor. My father teaches at university.







Look at the photos. What are the jobs? What jobs are popular in your country? What type of job do you want? What university courses can help you?

Language skills

- Speaking: Talking about career goals
- Listening: Listening to complete notes
- Reading: Reading to identify paragraph topics
- Writing: Writing an online profile

Vocabulary

- Jobs
- University subjects

Grammar

- Prepositions for and in
- Present simple with *I*, you, we and they
- a or an



In pairs. Label the photos with jobs from the box.

designer architect construction worker engineer police officer journalist lawyer nurse scientist



















[2] In pairs. Choose two jobs for each group. Then compare your choices with other pairs.

Dangerous jobs

Interesting jobs

Jobs with good salaries

- Add other jobs you know to the lists in 2. Share them with other pairs.
- 5.1 Listen to nine people talk about their jobs. Match the people with the photos in 1.
 - 1
- 6
- 2
- 7
- 3
- 8 _____
- 4 _____
- 9 -
- 5 ____

FOCUS

Pronunciation

5.2 Listen carefully to the jobs in 1. Write the number of syllables you hear. Then underline the stressed syllables.

Examples <u>tea</u>/cher, two syllables re/<u>cep</u>/tion/ist, four syllables

5.2 Listen again and repeat each job, paying attention to the stressed syllable.

Where do the people in 1 work?

Example The lawyer works in an office.

a factory

at home

a hospital

a laboratory

an office

outside







- 6 Underline *for* or *in* to complete the sentences.
 - a I work <u>for</u> / in Petrobras, the Brazilian oil company.
 - b I'm a lecturer. I work for / in Columbia University.
 - c I work for / in Hewlett Packard for / in their Paris office.
 - d I'm a designer and I work for / in a fashion company for / in Italy.

FOCUS

Grammar

Prepositions for and in

Notice how we use the prepositions *for* and *in*. *for* + name or type of company *in* + location of work

Examples I work *for* Toyota. They work *for* a car company. I work *in* an office. I work *in* Dubai.

Underline the adjective that does not go with the nouns.

Adjectives Nouns dangerous interesting iob, work long helpful high friendly colleagues, boss flexible long large hours international large helpful company long high good holidays high helpful good salary

- 5.1 Listen to the people from 4 again. Which of the adjectives do they use to describe their jobs and colleagues? Tick the adjectives in 7.
- 🧿 ၇ What is important for you in a job?
 - **a** Choose three points from 7. Then compare your choices with another student.

Example interesting work

b Complete the sentence about you.

Example For me, it's important to ...



- 🔟 ၇ What job do you want in five years?
 - a Complete the sentence about you.

Example In five years, I want to be an engineer.

- **b** Talk to your classmates. Find another student with a similar goal.
 - A What do you want to be?
 - **B** I want to be a/an ... What about you?
 - A I want to be a/an ...











- \bigcirc 5.3 Listen to two conversations. Match them with the photos. Give reasons for your answer.
- 2 > 5.3 Complete the conversations. Then listen and check your ideas.

Conversation 1

Gina Do you have ______a at work?

Tomas Yes, I do. I have lunch in the ______b. And you?

Gina I don't stop for lunch. I have a _____c at my desk.

Conversation 2

Sasha Where ______d you live?

Aisha I _____e with my parents.

I _____e with my parents.

They _____f a house in town.

What about you? ______9 you live at home?

Sasha No, I h. I live in a student residence. It's very nice.

Grammar FOCUS Present simple with I, you, we and they We use the present simple for general facts about us. **Positive** Negative Hive with my parents. I don't live in a student residence. (do not) We don't study French They study at Yulin College. at school. (do not) Questions with do Yes, I do./No, I don't. Do you work for a big company? Wh-questions Where do you study? At Middleton High School.

Ose the veros in orackets to make true sentences about yo	3	Use the verbs in	brackets to	make true	sentences	about yo
---	---	------------------	-------------	-----------	-----------	----------

Examples I live with my parents. They have an apartment in New York.

or

I don't live with my parents. Hive in a student residence near cells

I don't live with my parents. I live in a student residence near college.

- a with my parents (live)
- **b** at a university in my hometown (study)
- c dinner after 8 p.m. (have)

- d team sports (like)
- e an interesting job (have)
- f classes at 8 a.m. (start)

In pairs. Complete the profile with verbs from the box.

don't go out don't like don't stop go have like live work

5 Write six sentences about yourself. Include two sentences with false information.

In threes, take turns to say your sentences. The other students guess if the sentences are true or false.

- **Examples** A I have 30 cousins.
 - **B** I think that's true.
 - A Yes, you're right.
 - A We don't have a television at home.
 - B I don't think that's true.
 - A No, you're wrong.

PROFILE

6 Add do in the correct place to make questions.

- a You work in the city? _____
- b Where you live?
- You speak Spanish? _____
- d What you do?
- e What you study?
- f You like music?

FOCUS

Pronunciation

When people speak quickly, they link *do* and *you* so it sounds like one word.

5.4 Listen and repeat the questions in 6. Pay attention to the pronunciation of *do you*.

- 7 5.5 In pairs. Write questions for the answers. Then listen and check.
 - No, I don't. I live in a student residence.

 Pres, I do. I like all sports, especially basketball.

 No, we don't. We have lunch in a café near college.

 Yes, I do. I study English in a language school.

 No, I don't, but I speak a little Japanese.

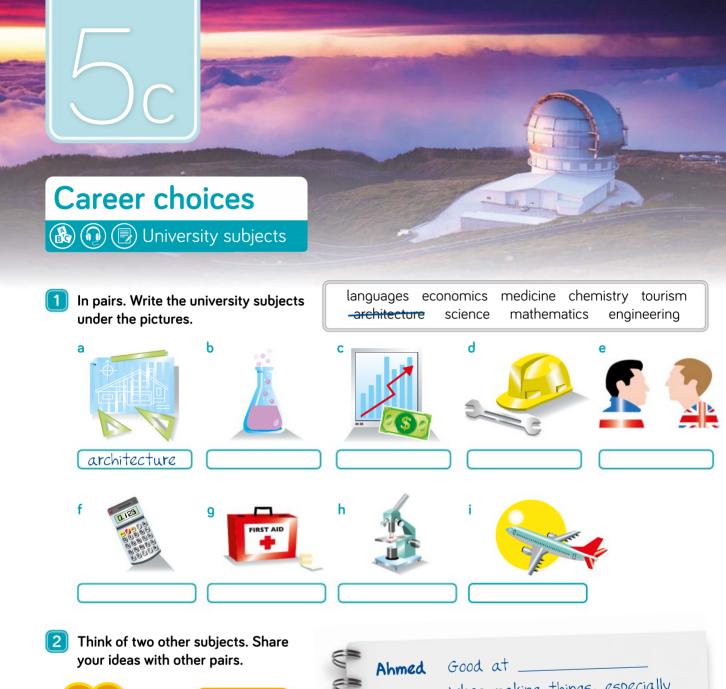


- lacksquare In pairs. Ask and answer the questions in 7.
- Put the words in the correct order to make questions.
 - a What / do / interesting jobs / have / your friends /?
 - **b** you / relax / do / How / after class / ?
 - c your course / What / like / you / about / do /?
 - **d** What / you / do / kind of books / like /?
 - e you / What / do / social networking sites / use /?
 - f have / Where / you / do / lunch / on weekdays /?





🔟 🗘 In pairs. Take turns to ask and answer the questions in 9.



FOCUS

Pronunciation

5.6 Listen to the pronunciation of the subjects in 1. Notice the stressed syllable in each subject. Then listen again and repeat.

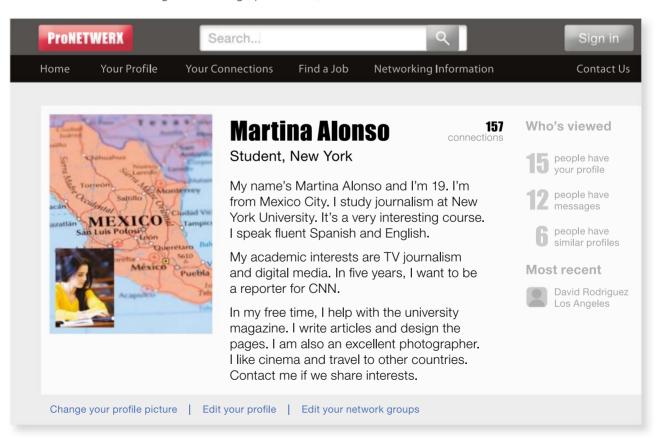
- 5.7 Listen to Ahmed, Cheng and Isabel talk about university courses.
 Which subjects in 1 do they mention?
- 5.7 Listen again and complete the notes. Then check with another student.



- In pairs. Choose a university course for each student. Give your reasons.
 - A What's the best course for ...?
 - **B** I think the best course is ... because ... and ...
- 6 Complete a questionnaire about your academic and personal interests. Go to page 172 and follow the instructions.



- Martina is a university student. Read her online profile on a professional networking site.
 Which paragraph describes:
 - a general facts about Martina? Paragraph _____
 - b her personal interests? Paragraph _____
 - c her career interests and goals? Paragraph ______



Underline the words a and an.

Underline the correct words to complete the sentences.

- a I'm interested in \underline{a} / an career in computing.
- **b** After my studies, I want to be *a / an* architect.
- c I'm a / an university student. I'm on a / an Economics course.
- **d** I want *a / an* interesting job in *a / an* international company.
- e I'm not a / an engineer. I'm a / an designer.
- f Hive in a / an apartment with a / an friend.

FOCUS

Grammar

a or an

We use a with words that start with consonants.

Examples I am *a* sales manager.

I work for a big company.

We use *an* with words that start with a vowel sound (*a. e. i. o. u*).

Examples I'm *an* architect.

I work in an office.

The sound is important, not the spelling.

Example I'm *a* university student.

University starts with a vowel, but the sound is *yu* so we use *a*.







- Write an online profile about you. Plan three paragraphs and draft your profile. Use Martina's profile on page 75 to help you.
- Make a poster display of your profiles. Read the profiles. Find two people with similar career goals, and two people with similar personal interests.

Example Jing, Bo and I have the same career goals. We all want to be engineers.



A STUDY SKILLS: WORD PARTNERSHIPS

When you learn a new word, look for words that go with it.

Example strong

weak

coffee

black

tasty



1 Read the texts. Underline the adjectives and add them to the table below.

A

I know a lot of people at university, but I don't have a lot of close friends. All my good friends are from school and my best friend is my cousin, Maryam. B

Kaspersky Lab is a Russian company. It sells antivirus software to large and small companies. It's a successful, global company and does business in 200 countries.

C

I have a full-time job as a bodyguard for celebrities. It's a well-paid job, but it's dangerous sometimes. My wife has a part-time job as a journalist. Her job isn't well paid, but it's interesting.

A		В		С	
Adjective	Noun	Adjective	Noun	Adjective	Noun
close		Russian		full-time	
	friend(s)		company/ business		job/work

Look back at section 5A. Make a similar list to record adjectives that go with colleagues/boss.

B STUDY SKILLS: STUDY WORDS

Understanding the instructions in your course book and your teacher's instructions helps you learn more effectively.

- Read the instructions (a-e). Match them with the sentences on the right.
 - **a** Choose the correct preposition to complete the sentence.
 - **b** Complete the sentence with the correct word.
 - **c** Find two pronouns in the text and underline them.
 - d Correct three mistakes in Jemima's email.
 - e Circle three adjectives in Tim's profile.

Cairo is the <u>capital</u> of Egypt.

I'm 17 and I'm *in / at / on* my final year at school.

Tim is a clever student and he gets good marks in all his subjects. He is a very friendly guy, too.

I'm on an English course at Boston. Its a great course and all the teachers is very good.

My brother works for an oil company. <u>It is</u> an international company and <u>he</u> travels a lot.



2 Match the two sentence parts to make teachers' instructions.

a Open your book into pairs.
b Do partners.
c Take turns to to page 47?
d Can you turn on page 24.
e Get exercise 4.

f Now change with another student.g Check your answers introduce yourselves.

Put the instructions in 2 into two groups.

Instructions for doing the exercises	Instructions for pair and group work

4 Add two more instructions your teacher uses in class.

C COMMUNICATION: CLASSROOM LANGUAGE

Be active in your classes. Ask questions to make sure you understand the tasks and get help when you have problems.

- 1 Match the questions and the answers.
 - **a** So do you understand the task? Yes, you go next.
 - **b** Who wants to go first? It's a word for a restaurant in a company.
 - c Is it my turn now? I'll start.
 - d Can you help me with exercise 3, please? Yes, that's correct.
 - e What does 'canteen' mean? Yes, I think so.
 - f Is my answer to question 4 right? Sure. What's the problem?
- 2 ⊳ 5.8 Listen and check.
- Which conversation is among a group of students?
- In which conversation does a student ask her teacher for help?
- 5 Put the questions in 1 into two groups. Add two new questions.



Working in groups	Asking for help



PLANNING AHEAD

Progress

Make a list of three things you learnt in this unit and three things to practise.

Things I can do	Things to practise
1	1
2	2
3	3

Compare your list with a classmate.

My learning plan for next week

Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

	Action: I plan to	Time () mins	Review after a week
1			
2			
3			
4			

- Share your learning plan with another classmate.
- At the end of next week, review your plan. Use these ideas.
 - Done Not done More practice Update learning plan

Communication in class

- How active are you in class? Rate yourself for each point.
- How can you be more active in your classes next week? Write three ideas.

		Yes	NO
а	I ask questions when I don't understand.		
Ь	I help classmates when they don't understand.		
С	I speak in group tasks a lot.		
d	I answer questions when I know the answer.		

Example Ask classmates or my teacher at least two questions.

3 Share your ideas with a classmate.

Example In my next class, I plan to ask my teacher or classmates two or three questions.







Think of other countries you know. How is the way of working the same? How is it different? What are the advantages of working for an international company?

Language skills

- Speaking: Talking about other people's jobs
- **Reading:** Reading to find true/false information
- Listening: Listening for specific details
- Writing: Writing a job description

Vocabulary

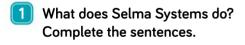
• Companies and activities

Grammar

• Present simple with he, she and it







- a It makes and sells ______
- b Its head office is in _____
- **c** It has 600 ______
- d It has five regional _____



6.1 What do you think Keri Anderton and Alex Yeo do at Selma Systems? Complete the sentences. Then listen and check.

What d	oes Ker	i And	lerton	do i	n h	er.	job?
					_		

- a She's the International Sales Manager.
- **b** She _____ at the head office.
- c She ______ a lot for her job.
- d She _____ the sales offices every month.
- e She ______ other languages.

What does Alex Yeo do?

- **f** He's the _____
- **g** He ______ in the Hong Kong office.
- h He ______ in China.
- i He _____ English every day.
- j He _____ English for emails and reports.

Grammar FOCUS Present simple with he, she and it We use the present simple for general facts about us. **Positive** Negative He works in Singapore. He doesn't work at the head office. (does not) She travels on business a lot. She doesn't travel for her job. (does not) It has four sales offices in China. It doesn't have an office in Japan. (does not) **Ouestions with does** Does it have a sales office Yes, it does./ in China? No. it doesn't. Wh- questions

FOCUS

Pronunciation

When we add an s to a verb with he, she and it, you hear three sounds /s/, /z/ and /iz/.

6.2 Listen. Which sound do you hear? Practise saying the verbs. Pay attention to the sound of the final -s. Then complete the table.

-does goes
organizes sells
speaks studies
travels uses works

Sound 1/s/	Sound 2 /z/	Sound 3 /IZ/
	does	

Where does he work? What does she do?

In pairs. Complete the sentences. Use the verbs in brackets.

- a Mei <u>doesn't speak</u> much English in her job, but she ______ it every day for emails to the head office in Germany. (not speak, use)
- **b** Samira ______ to a lot of medical conferences, but she _____ presentations. (go, not give)
- c The company _____ two sales offices in the UAE, but it ____ an office in Oman. (have, not have)
- d Pierre ______ in an international team in Paris, so most days he _____ a lot of French. (work, not speak)
- e Carlos _____ it for business trips to the USA. (not use, need)

Add does in the correct place to make questions.

- a Where she work?
- **b** She use English at work?
- c He speak Chinese?
- How many employees it have?
- What products it sell?
- f He travel on business?

FOCUS

Pronunciation

When people speak quickly they often link does and he, does and she and does and it so they sound like one word.

6.3 Listen and repeat the questions in 4. Pay attention to the pronunciation of does she, does he and does it.

5 Decire 6.4 In pairs. Match the questions and the answers. Then listen and check.

- a Who does Amy work for?
- **b** What does ATC Systems do?
- c What does Amy do in her job?
- **d** Does she use English at work?
- e Where does Tomas work?
- f How many employees does DAS have?
- g Does he travel for his job?

No, he doesn't. He works in the office all day.

She organizes sales conferences.

It has 600 employees.

He works in Mexico for DAS.

Yes, she does. She uses it every day.

It sells computer software.

She works for ATC Systems.





- 6 Practise the conversations in 5. Pay attention to the pronunciation of the questions and the final -s in the verbs.
- In pairs. Ask and answer questions about the company and the people in 1 and 2. Use a mix of Yes/No, Wh- and How questions.
- In groups of four. Find out about two people and their jobs. One pair go to page 173. The other pair go to page 178 for instructions.

(Finding true/false information

- In groups. Think about your country and discuss the questions.
 - a Do people work long hours?
 - **b** Which days of the week do they work?
 - c Do women with families work?
- 2 Skim-read the two texts. What are they about? Choose one option.
 - a Women at work
 - **b** A typical working week
 - c Family life

STUDY SKILLS: Skimming a text

See page 89 →

PROFILE

Lee Jong-Man





Lee Jong-Man, 37, is an office worker in South Korea. Like many Korean people, Lee works long hours. He starts work at 8.30 a.m. He stops for a lunch break at 12.30. He has lunch with his co-workers in the canteen, and is at his desk again at 1.30. Most days, Mr Lee leaves the office at 8 or 9 p.m. This is his normal day for six days a week. Mr Lee has a wife and two teenage kids. His wife doesn't work. She looks after the children. He has an interesting job, but he isn't happy with the long hours. Mr Lee only has time with his children on Sundays. He has 15 days' holiday a year, but only takes five days because he is so busy.

PROFILE

Jens van Ha





Jens van Hal, 32, is a software designer in Holland. Jens works 35 hours a week, but only works four days. He begins work at 9 a.m. and leaves the office at 6 p.m. The lunch break is from 1–1.30 p.m. Jens doesn't stop for lunch. He eats a sandwich at his desk. He works hard in the office, but he doesn't take work home, or work at the weekend. Every day, he has breakfast and dinner with his wife and two sons, Tomas (3) and Max (5). On Wednesdays, he doesn't work. It's his time for his family and interests. Like many Dutch women in Holland, his wife, Kirsten, works part-time, too. She works 20 hours a week. Jens has 24 days of holiday and uses them all.

3	Are the sentences true or false? Check your answers with another student.
	Then correct the false sentences.

- a Mr Lee works very long hours.
- **b** Mr Lee's working hours aren't
- **d** Jens has a full-time job.
- e Jens does office work at the weekend.
- f His wife works part-time.

c Mr Lee's wife has a part-time job.

typical in South Korea.

- Find words or phrases in Lee Jong-Man's profile with these meanings.
 - a colleagues
 - urant
- **c** usual
- d children between 13–19

U	company restaurant	_

- In pairs. Complete the table on page 174 with information from the texts.
- 6 Who do you think says these things, Lee Jong-Man or Jens van Hal?
 - a A lot of people in the office work part-time, so tasks can take a long time.
 - **b** When I finish work very late, I'm tired the next day and I make mistakes in my work.
 - c It's important to have time in the week for my children and my hobbies.
 - d I like my job, but not the long hours. It's not good for family life.
- 🔽 ၇ In pairs. Look at your notes from 5.
 - a Which country is similar to yours? In what way?
 - **b** In pairs. Complete the sentences about your country.
 - 1 The working week is about ______ hours.
 - 2 People work _____ days a week.
 - 3 People start work at about _____ and finish at about _____
 - 4 In companies, people have about _____ minutes/hour(s) for lunch.
 - 5 Normally, they have lunch at ______.
 - **c** Compare your sentences with other students' sentences.
- 8 🗘 Interview a person you know about their working day.
 - a Complete part C of the table on page 174.
 - **b** In your next class, talk about your chosen person in groups of three.
- On threes. Choose another country.
 - a Do some research on the internet to find information about these points:
 - working week
 - lunch breaks
 - holidays
 - other interesting facts
 - **b** Decide on a research task for each member of the group.
 - **c** Share your information and write a short report for a poster display.





○ 6.5 Fatima is on a work placement in a company in London.

Listen to two conversations and answer the questions.

In which conversation does Fatima:

- book a meeting room?
- ask about the time of a meeting?
- ask the person to repeat information?
- correct wrong information?
- confirm information?
- repeat information to make sure she understands?



FOCUS

Pronunciation

When we correct people, we stress the correct information.

6.6 Underline the correct information. Listen to the four conversations and check.

- **a** The meeting is on Friday morning.
- **b** The conference starts at 9.30.
- **c** The next course is on Friday at ten.
- **d** The visitor's name is Mike Smith.

No, it's on Friday afternoon.

No, it starts at ten.

No, it's on Friday at eleven.

No, it's Mark Smith. M-A-R-K.

C21 SKILLS

COMMUNICATION:

Checking, confirming and correcting

See page 89 →

- 2 In pairs. Practise the conversations in the Focus box. Make sure you stress the correct information.
- 6.7 Complete the questions with what or how many. Then listen and check.

a I have my holiday in July.

Sorry, _____ month?

b The meeting is at 9.30.

Sorry, _____time?

c The seminar is for 30 people.

Sorry, _____ people?

d Can we meet on the 1st of June?

Sorry, _____ date?

e I have 18 days' holiday a year.

Sorry, _____ days?

FOCUS

Pronunciation

When we ask questions to check information, our voice goes up at the end of the question.

6.7 Listen to the conversations in 3 and repeat the checking questions.

In pairs. You want to know the time of a meeting tomorrow. Go to page 174 for instructions.



In pairs. You are going to watch a slideshow called *Just the job*. Look at the photos from the slideshow. What do they show? What kind of jobs will be in the slideshow? Share your ideas with another pair.







- In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- Watch the slideshow. Make notes. Which words from your word map did you hear?
- Discuss in pairs.

Which job from the slideshow is interesting? What do you like about it?

Think about another unusual job.

What do you know about it? Do some research on the internet and make notes.

- Do they work long hours?
- How much holiday do they get?
- What is the salary?

- What are they good at?
- Is the job interesting or exciting?
- Is it dangerous or safe?
- Is it outdoors or indoors?
- 6 You are going to write a short job description (200–250 words) of an unusual job.

Step 1 Fill in the table below.Step 2 Draft your job description.

Step 3 Share your job description with the class.

Job name
Hours
Holiday
Salary
Good at
Indoors/outdoors
Other information

Discuss in groups. Choose a job for your classmates.



They are good at ...



A STUDY SKILLS: SKIMMING A TEXT

When you skim a text, you read it quickly to find information you need. First, look at the title and headings. They give you clues about the subject of the text. Then look for the key words.

1 This is an extract from a university handbook. Skim-read it. Does it have the answers to the students' questions?



Information for new students

Student accommodation

Monard College has 800 student rooms in halls of residence, on or near the campus. All rooms have a private bathroom. The Queen's Halls of Residence is for women only. For help in finding the right room for you, contact our

Eating on campus

The university has two restaurants. They serve breakfast, lunch and dinner. In the Star Café you can buy hot and cold drinks, sandwiches and lots of tasty snacks. It is open from 8 a.m. to midnight.

Studying in the library

To enter the library you need your student identity card. The library has study spaces for individuals and for groups. You can also study in one of the eight computer rooms on campus.

accommodation office.		
Students' questions	Yes/No	Paragraph
a Where can I have dinner?		
b What are the library opening hours?		
c Where can I study?		
d Does the college have a residence for women?		

B COMMUNICATION: CHECKING, CONFIRMING AND CORRECTING

When we give information on the phone, it's easy to make mistakes. Try these skills to help you.

- Match the skills (a-d) with the sentences on the right.
 - a Ask people to repeat.
 - **b** Repeat the information to make sure you're right.
 - c Confirm information that's correct.
 - d Correct people when they make mistakes.
- Who says each sentence in 1 the person giving the information (GI) or the person receiving the information (RI)?

No, at 11.30, not 10.30.

So at the Mercure Hotel?

Exactly!

Sorry, where?

No, that's not right. It's on Tuesday.

So the meeting starts at 10.30?

That's right.

Can you say that again?

Write a conversation for a phone call about a meeting or conference. Use similar phrases to the ones in 1.



a archi			omplete the names of the jobs.	Co	
c design h journa d scien i construction work e nur Complete the sentences with at, for, in and with. a They work a big construction company Riyadh. b I'm very busy. I have lunch my desk. c I live my family. The house is about 15 minutes from my office. d Do you work an office?	f law	f	archi	а	
d scien i construction work e nur Complete the sentences with at, for, in and with. a They work a big construction company Riyadh. b I'm very busy. I have lunch my desk. c I live my family. The house is about 15 minutes from my office. d Do you work an office?	g police off	9	engin	Ь	
e nur Complete the sentences with at, for, in and with. a They work a big construction company Riyadh. b I'm very busy. I have lunch my desk. c I live my family. The house is about 15 minutes from my office. d Do you work an office?	h journa	h	design	С	
Complete the sentences with at, for, in and with. a They work a big construction company Riyadh. b I'm very busy. I have lunch my desk. c I live my family. The house is about 15 minutes from my office. d Do you work an office?	i construction work	i	scien	d	
 a They work a big construction company Riyadh. b I'm very busy. I have lunch my desk. c I live my family. The house is about 15 minutes from my office. d Do you work an office? 			nur	е	
 b I'm very busy. I have lunch my desk. c I live my family. The house is about 15 minutes from my office. d Do you work an office? 	with.	r, in and with.	omplete the sentences with <i>at, for</i>	Co	2
 c I live my family. The house is about 15 minutes from my office. d Do you work an office? 	company Riyadh.	struction compa	They work a big cons	а	
d Do you work an office?	[,] desk.	my desk.	I'm very busy. I have lunch	Ь	
	about 15 minutes from my office.	house is about 1	I live my family. The h	С	
Wa finish work Shout 6 p.m.		ce?	Do you work an office	d	
		ıt 6 p.m.	We finish work about	е	
f My friends are journalists. They work CNN the city centre.	CNN the city centre.	rk	My friends are journalists. They work	f	
Write the questions.			rite the questions.	W	3
a study / English? Do you study English?	you study English?	Do you st	study / English?	а	
b What / do?		<u> </u>	What / do?	Ь	
c like / sport?		69	like / sport?	С	
d Where / live?		<u> </u>	Where / live?	d	
e have lunch / in a cafeteria?		<u> </u>	have lunch / in a cafeteria?	е	
f live / in an apartment?		<u> 2</u>	live / in an apartment?	f	
4 Underline the stressed syllable.			nderline the stressed syllable.	Ur	4
a arch-i-tec-ture f en-gin-eer-ing	· ·	f		а	
b com-put-ing g ma-them-at-ics	•			Ь	
c lan-gua-ges h chem-is-try	·	h			
d tour-isme de-signj me-di-cine		•			



Read the text and answer the questions.

Juliette works for a large bank in Paris. She manages a small department with three other workers. She works in an office. Her working day starts at 8 a.m. and finishes at 5 p.m. She goes to a small café for a coffee and a quick sandwich. She doesn't live in the city. She lives with her husband, Joseph, in an apartment 30 km north of Paris. She doesn't like her journey to work, but she likes her apartment. At weekends, she goes cycling with Joseph.

- Where does Juliette work?
- **b** What does she do?
- Where does she go for lunch?
- **d** Does she live in Paris?

- e Does she live with her parents?
- **f** Does she like travelling to work?
- g What does she do at weekends?

Complete the table.

	Present simple					
	l, you, we, they	he, she, it				
а	do	does				
Ь	go					
С	have					
р	like					
е		lives				
f	make					
9	manage					
h		works				



7	Does Mark ask Ann to repeat the information (R), correct wrong
	information (W), or confirm the information (C)?

	Mark	No, it starts at 10.45.	W
Ь	Ann	Let's meet at 2.30 in my office.	
	Mark	OK, so, 2.30 in your office.	02

The conference starts at 10.30.

	Mark	OK, so, 2.30 in your office.
С	Ann	David May is from BMW's
		office in Oxford.
	Mark	Sorry, David who?
	Ann	David May

d	Ann	She uses her laptop in meetings.	
	Mark	No, she uses her smartphone.	

So, the seminar is for 15 people? Mark Yes, 15. That's right.





Creativity

Using word maps

Study skills

• Using a dictionary

Communication

• Contributing to a discussion







Describe the city in the photo. In what ways is it similar to your city? What is good and bad about living in a big city?

Language skills

- Reading: Reading a map
- Reading: Skimming texts
- Writing: Writing a description of a place
- Listening: Listening to label a map
- Speaking: Planning a new community

Vocabulary

- Places in town
- Transport
- Adjectives for places

Grammar

- There is ..., There are ...
- Questions and negatives using *there*



What do we do in the places in 1? Add the activities from the box to your word maps.

buy a dictionary buy food for supper drink coffee eat lunch go to lectures look for a book watch a film watch a football match

In pairs. Add more places and activities to your word maps.

FOCUS

Pronunciation

7.1 Listen to the words from 1 and practise your pronunciation. How many parts (syllables) does each word have?

Example Restaurant has three syllables: res-tau-rant.

- 5 💍 7 In pairs. Talk about what you do in your town or city.
 - A Where do you eat lunch?
 - **B** Leat lunch in a fast-food restaurant.
- Cabel the pictures with forms of transport from the box.

bicycle/bike bus car subway train walking

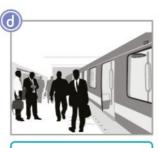










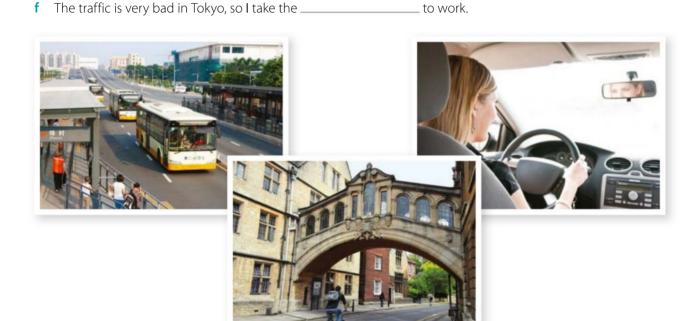






Complete the sentences with words and phrases from the box.

	by bus by train cycle drives subway walks
а	Maria has a car andto college every day.
b	I to college. It's five kilometres and it takes me 30 minutes. It's good exercise.
С	Selma lives on campus so she to all her lectures.
d	There's a bus stop near my house, so I usually go to college
e	When Lyisit my parents in Frankfurt Lgo from Dortmund Station



8 7.2 How do Ali, Yoshiko and Marti go to work? Listen and tick the transport they use.

	Bike	Car	Train	Subway	Bus
Ali					
Yoshiko					
Marti					

🧿 ၇ In pairs. Discuss these questions.

- a How do you go to university or college?
- **b** How do you go to the shops?
- c How do people go to work in your city or town?
- d How do you travel when you go on holiday?



- Look at the map. Are the sentences true or false? Correct the false sentences.
 - a There's one cinema.

- **b** There are two hospitals.
- **c** There's a hotel on King Street. ____
- **d** There are some cafés.
- e There's one restaurant.
- f There's a shopping centre near the campus.
- **g** There's a bus stop on Oueen Street.

FOCUS

There is ..., There are ...

Singular There's a/one cinema. (there is) We put a or one before the noun.

Plural There are two/some cafés. We put an s at the end of the noun.

Write four sentences about places on the map, two true and two false.

Examples There's a restaurant on Queen Street. (T)

There are two cafés on King Street. (F)

In pairs. Read your four sentences aloud. Ask your partner to correct the two false sentences.



FOCUS

Pronunciation

7.3 Listen and practise saying these sentences.

There's a cinema.

There are two hospitals.

Listen for the pronunciation of *There's* and *There are*. Practise saying the sentences in 1.

- Oraw a map of the area where you live and mark four places on your map.
- In pairs. Take turns to talk about the places on your map.

Examples There's a small supermarket near my apartment. There are some shops on my street.

Adjectives for places

Think about a university city you know.
What facilities does it have for students?
Which facilities are important? Add your ideas.

		has	important
а	a modern campus		
b	lots of cafés and shops		
С	good facilities, e.g., library, gym		
d	good transport		
е	green spaces		
f	Your ideas:		



Complete the sentence.

A good university city has _____

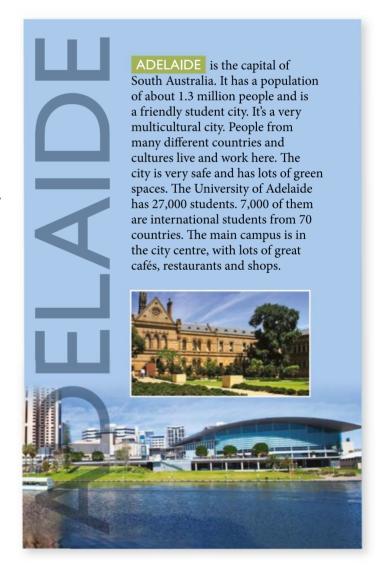




In pairs. Write the opposites of the adjectives. Choose words from the box. Use your dictionary to check the meaning of any new words.

	attractive	cheap	large	modern	quiet	safe	unfriendly
а	attractive		unattra	ctive			
b	e -	_	busy				
С	Q		small				
d	expensive						
е	friendly		85	-			
f			danger	ous			
9	old		-	-			

- Which adjectives in 3 mean the following?
 - a beautiful _____
 - **b** big _____
 - c little _____
 - d new _____
- Look at the leaflet about Adelaide. Choose adjectives from 3 and 4 to describe the city. Add other adjectives you know.
- 6 Read about Adelaide and its university.
 Answer the questions.
 - a Where is Adelaide?
 - **b** What's its population?
 - c How many students are at the university?
- Underline the adjectives that describe Adelaide.
- Write a short description of your college or university. Include information about these points:
 - The city
 - The students
 - Facilities on campus





Skim-read the students' comments about The University of Adelaide. Who likes the university? Who doesn't like the university?



Maristel, Rashid and Maylin are international students at The University of Adelaide. They live on campus and are in their first year.



Maristel, Rio de Janeiro, Brazil

Adelaide is a very safe city and the people are very friendly. I really like the campus. It has some modern buildings and some beautiful old buildings. There are lots of international students. We meet at the International Student Centre and go on trips at the weekend. I have friends from all over the world now. I think it's a great city for students.



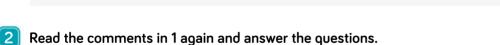
Rashid, Muscat, Oman

The University of Adelaide is great. The campus is right in the city centre. It's always busy and there are some very good cafés and restaurants. There's a lot to do. At weekends, I go to the cinema or I meet friends for a coffee or a meal. I also play football with students on my course. I'm a member of the film society. It's a good way to make friends.



Maylin, Chengdu, China

It's a beautiful city, but everything is very expensive. There's a market near the campus. I buy my food there and eat in my room. The course is interesting, but my English isn't very good. I study a lot in my room or in the library. I don't have many friends. I'm not sure this is the right university for me.



- a What is the campus like?
- **b** What does Maristel do to make friends?
- **c** What activities does Rashid do?
- d What are Maylin's problems?

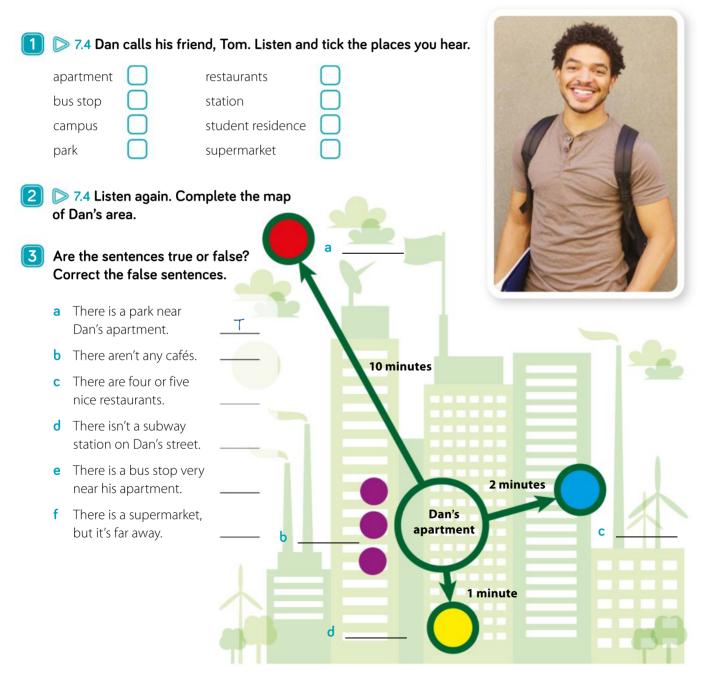
Underline the adjectives.

		1				
П	\mathbf{A}	000	1 1 a a a.a Ma	_ l f! d l		-:
ш	4	()	How can Maylin m	ake triends at nei	' University! Give	each idea a score H-51
U		V		a	J J. J	each idea a score (1-5)

- get a job in the evenings and weekends
- join some university clubs
- eat in the university restaurant

- speak to her tutor
- go to the International Student Centre
- Your ideas:
- 5 🗘 Compare your ideas with another student.





Underline the correct words to complete the sentences.

- a <u>Is</u> / Are there a station near your apartment? Yes, there is / are.
- b *Is / Are* there any cafés near the student residence? Yes, there *is / are*.
- **c** *Is / Are* there a library near the college? No, there *isn't / aren't*.
- d Is / Are there any restaurants on your campus? No, there isn't / aren't.

Complete the sentences with a or any.

- a There isn't ____a university in this city.
- **b** There aren't _____ buses to the shopping centre.
- **c** Is there _____ supermarket near your home?
- d Are there _____ shops on your street?
- e There's _____ park two minutes from my apartment.
- f There aren't _____ cafés on my street.
- 6 Write six sentences about what is not in your town or city. Then compare with another student.

Examples There isn't a hospital.

There aren't any nice parks.

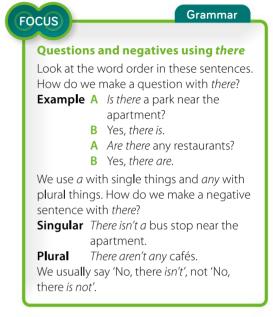
In pairs. Take turns to ask questions about what is near your home using the places in 1.

Examples Is there a bus stop near your home? Are there any restaurants?

In groups. Plan a new community for your town or city. The new community is for 10,000 new homes and is ten kilometres from the city centre.

- **a** What do people need to live in a new community? Make a list of facilities under these headings:
 - transport, e.g., buses
 - buildings, e.g., hospital
 - places to live, e.g., apartment blocks
 - places for sports and entertainment, e.g., football stadium
 - places for families, e.g., parks
- **b** Draw a plan of your new community. Make a poster display of the plans.
- c Present your community to the class. Each person in the group speaks.

Example For families, there's/we have a park with a play area.





COMMUNICATION:Contributing to a discussion

See page 104 →



A CREATIVITY: USING WORD MAPS

Word maps are a visual way of recording a set of related words on a topic.

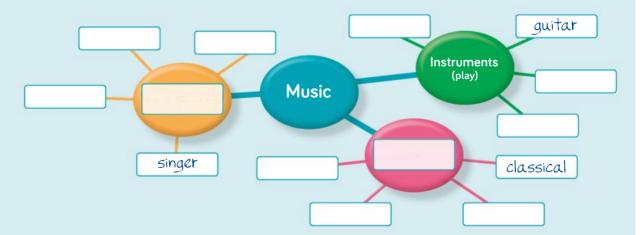
- 1 Read about Mei's experience of using word maps. Answer the questions.
 - a Why does she like word maps?
 - b How does she use them?

I'm interested in music so I put different types of information in a word map, for example, the names of instruments, words that go together like *play the violin*, or useful prepositions like *play in an orchestra*. Word maps are very flexible and it's easy to add words later. I put word maps on cards so I can study on my way to college. I use pictures and colours to make the words memorable.



2 Complete Mei's music word map with words and headings from the box. Can you add any more words?

band drums flute jazz orchestra People and groups player pop reggae Types of music violin



- Make a word map for a topic of your choice.
 - a Write the main topic in the centre.
 - **b** Draw lines out to your sub-topics and write the titles.
 - **c** Draw lines from each sub-topic and write words at the end of the lines.
 - d Add pictures or colour to make the words memorable.



B STUDY SKILLS: USING A DICTIONARY

We use the order of the alphabet to find words in a dictionary. For example, we look for the word 'Sunday' before 'sunny' because 'd' comes before 'n' in the alphabet.

Put each group of words in alphabetical order.

а	sunny	umbrella	window	timetable
b	furious	friendly	football	film
С	tomorrow	together	today	topic
d	conversation	continue	conference	construction

- Look at the dictionary entry and find the following items:
 - definition
- headword
- type of word

- example sentence
- pronunciation

bookshop /bokfop/ (noun) a place to buy books *This bookshop has a very good children's section*.

Choose a word from this unit and write a dictionary entry.

C COMMUNICATION: CONTRIBUTING TO A DISCUSSION

In discussions, it's important to listen carefully so that we can react to what other people say.

- 1 \triangleright 7.5 Listen to three friends discussing ideas for celebrating their friend Ahmed's birthday. Match the phrases from the discussion (a-g) with the discussion skills on the right.
 - a How about going to a restaurant?
 - b That's a good idea.
 - c What do you think, Sui?
 - d I don't think it's a good idea.
 - e Any other ideas?
 - **f** Why don't we organize a party for him?
 - Great idea!

Discussion skills

Ask for a suggestion.

Make a suggestion.

Ask for an opinion.

Say you like an idea.

Say you don't like an idea.



Choose three or four discussion phrases from 1. Write them on a card and try them out in your next group discussion.



PLANNING AHEAD

Progress

Make a list of three things you learnt in this unit and three things to practise.

Things I can do	Things to practise
1	1
2	2
3	3

Compare your list with a classmate.

My learning plan for next week

Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

	Action: I plan to	Time () mins	Review after a week
1			
2			
3			
4			

- Share your learning plan with another classmate.
- At the end of next week, review your plan. Use these ideas.
 - Done Not done More practice Update learning plan

Communication in class

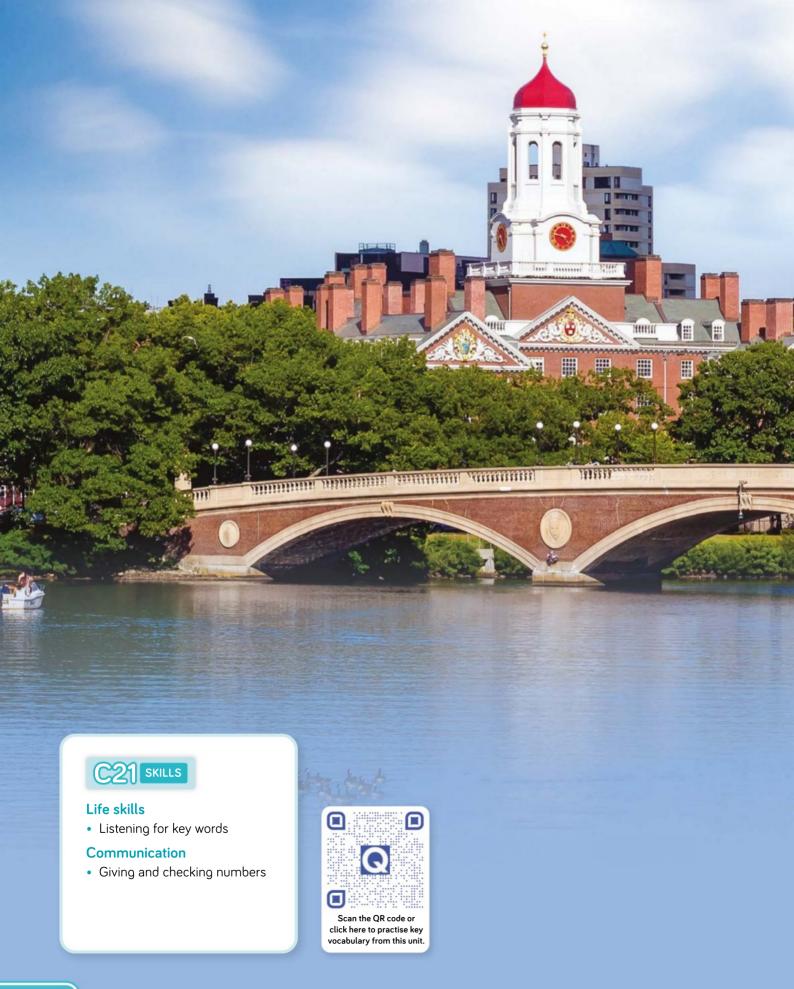
- How active are you in class? Rate yourself for each point.
- How can you be more active in your classes next week?
 Write three ideas.

		res	INO
а	I ask questions when I don't understand.		
b	I help classmates when they don't understand.		
С	I speak in group tasks a lot.		
d	I answer questions when I know the answer.		

Example Ask classmates or my teacher at least two questions.

Share your ideas with a classmate.

Example In my next class, I plan to ask my teacher or classmates two or three questions.







How easy is it to get around your city? When you visit a city for the first time how do you find your way around?

Language skills

- Reading: Reading to understand maps and diagrams
- Writing: Writing a facts and figures quiz
- Writing: Writing a postcard
- **Listening:** Listening to complete sentences and find places on a map
- **Listening:** Listening for numbers
- Speaking: Describing locations
- Speaking: Giving directions

Vocabulary

- Floors in a building
- Describing a location and giving directions
- Numbers

Grammar

- Prepositions of place
- Making questions with how many



1 Label the photos with words from the box.

cafeteria -gym- lecture theatre meeting room







student room





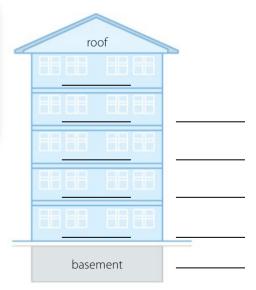
2 How many floors are there in the Taylor Building? Label each floor.

first ground second third top

- 8.1 Listen to five students asking about the location of places in the Taylor Building. Write the places on the correct floor to complete the picture.
- In pairs. Ask and answer questions about the Taylor Building.

Example A Where is the café?

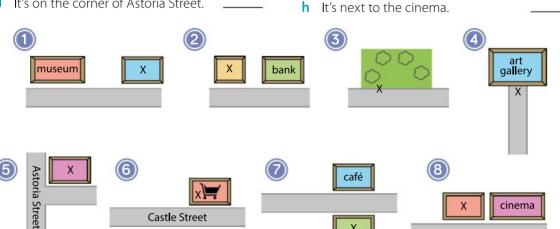
B It's on the first floor.





6 Match sentences a-h with diagrams 1-8.

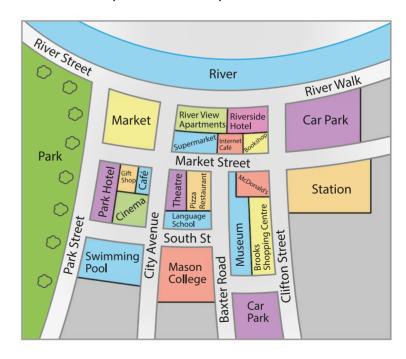
- a It's near the park.
 b It's on Castle Street.
 e It's on the right of the museum.
 f It's on the left of the bank.
- c It's at the end of the street.
 g It's opposite the café.
 d It's on the corner of Astoria Street.
 h It's payt to the cinema



6 > 8.2 Listen and complete the sentences. Then find the places on the map.

- a It's _____ the park. It's _____ South Street and it's _____ the cinema.
- b It's _____ the river, ____ to the River View Apartments.
- c It's _____ Market Street.

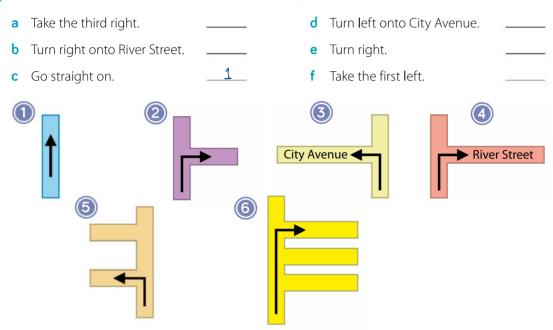
 It's ____ the right of the supermarket.
- d It's on the ______ of
 City Avenue and Market Street,
 _____ to a gift shop.



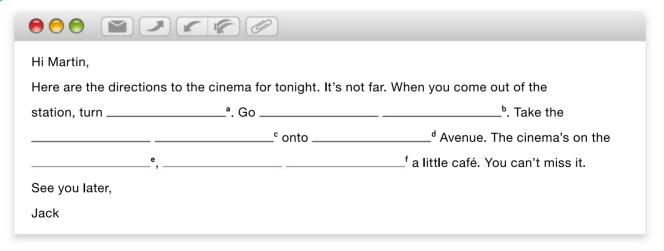
- 7 🗘 Write sentences about the location of three other places on the map.
- In pairs. Read your sentences from 7. Ask your partner to guess the places.

 Example It's on Market Street, next to the bookshop.

- 🚫 In pairs. Ask and answer questions about places in the area where you live or study.
 - **Example** A Is there a cinema in ...?
 - **B** Yes, there's one on John Street, next to the ...
- In pairs. Match the directions (a-f) with the diagrams (1-6).



Look at the map of the town in 6. Complete the directions.



- [12] 🚫 In pairs. Use the map to practise giving directions from the car park to places a–d.
 - **Examples** How do you get to the ...?

Go straight on. Take the first left/right onto ...

The ... is on the right/next to/opposite ...

- a the museum
- c the Brooks Shopping Centre
- **b** the Language School **d** the Park Hotel

and figure Rumbers 1 Dec Facts and figures

- Do you know these facts about your college/university?
 - Number of students
 - **b** Number of staff
- 2 > 8.3 Listen to some facts about the University of Waterloo in Canada. Complete each fact with a number from the box.

100 90 120 1,100 36,000



University of Waterloo facts

- _ students in total.
- International students from _____
- _____teaching staff.
- kilometres from Toronto, ___ minutes by car.

FOCUS

Which phrase is the correct way to say the number?

- 107 a hundred seven a hundred and seven
- **b** 670 six hundred seventy six hundred and seventy **c** 6,400 six thousand four hundred
- six thousand and four hundred

8.4 Listen and notice the stress

patterns. Then repeat the numbers. 80 <u>eigh</u>ty

Pronunciation

- 100 a <u>hun</u>dred 150
- a <u>hun</u>dred and <u>fif</u>ty 580 five hundred and eighty
- a thousand 1,000
- 1,800 one thousand eight hundred seven thousand six hundred 7,600
- 10,000 ten thousand
- 30,600 thirty thousand six hundred

- 8.5 Listen and underline the numbers you hear. Then check with another student.
 - **a** 214 / 240 / 2,400

c 7,800 / 8,700 / 17,800

b 760 / 670 / 6,700

d 6,900 / 16,900 / 60,900

- 6 Practise saying the numbers in 4.
- 6 Put the words in the correct order to make questions with how many.
 - a in the building / How many / there / teaching rooms / are /?
 - **b** are / student residences / on the campus / there / How many /?
 - c teachers / How many / are / in your college / there /?
 - d a week / you / classes / do / How many / have /?

- Making questions with how many
 We use how many to ask about the number of things.
 Examples
 How many lectures do you have in a week?
 How many students are there?
- Prepare some questions for these points.
 Then check your questions with another student.
 - a the number of students at your college/university
 - **b** the number of staff at your college/university
 - c the number of students on your programme/course

- d the number of lectures/classes you have every week
- e the number of hours you study every week
- Take turns to ask and answer your questions.
- In pairs. Complete the facts and figures quiz.

a How high is the Burj Khalifa in Dubai?

630 m 830 m

b What's the population of Washington DC, the capital of the USA?

730 m

about 700,000 about 70,700 about 300,700

c How many Chinese cities have populations of more than 1 million?

16 60 160

d How long is the Golden Gate Bridge in San Francisco?

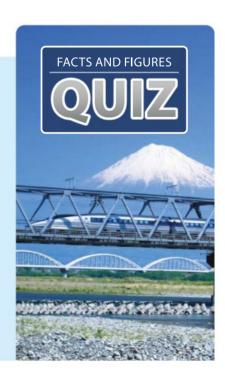
2,128 m 1,999 m 2,737 m

e How many languages do people speak in India?

780 480 180

f How far is Tokyo from Osaka?

209 km 398 km 500 km



- Compare your answers with another pair of students. Update your answers.
 - A How high is the Burj Khalifa?
 - **B** We think it's ...
 - A Yes, we have the same./Oh. Well, we think it's ...
- 11 ODD some internet research. Find out one more interesting fact about each place.
- 12 On pairs. Write a similar quiz about your region.

 Try it out at your next class.











In pairs. You are going to watch a slideshow called *City of dreams*. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.







- 2 In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- 3 Watch the slideshow. Make notes. Which words from your word map did you hear?
- Discuss in pairs.

What do you like about Hypnopolis? What do you not like? Is it similar or different to the city you live in? Which one do you like the best? Give reasons.

- 5 Think about your favourite city. Research it on the internet and make notes.
 - Is it by the sea or in the mountains?
 - Is the scenery beautiful?
 - How many people live there?
- Are there any shops or markets?
- Is there a university?
- What do you like most about the city?
- 6 You are going to write a postcard to your friend from your favourite city.
 - **Step 1** Look at your notes from 5 and make a mind map.
 - **Step 2** Imagine you are on holiday in the city. Write sentences about the best things in the city. Use phrases like *There is/are* ...
 - **Step 3** Write the postcard.



Expression

Writing a postcard

- · Write the date.
- Start with *Dear ..., I'm in ...*
- Make it personal include opinions with phrases like It's great! and It's so exciting/beautiful/much fun!
- Remember to write the address!



A LIFE SKILLS: LISTENING FOR KEY WORDS

When you listen to recorded announcements, you only hear the information once. Don't try to understand every word. Listen carefully for the important details you need.

1	Match the forms of transport with the places in the box
	Materiale forms of dansport with the places in the ob-

	gate nornoer	plationinitionidei	Stario, day Horridei	J
=				

- a Buses and coaches **b** Planes **c** Trains
- 2 🕞 8.6 For each announcement, underline the words you need to listen for. Then listen to the announcements and complete the details.
 - a The gate for your Emirates flight to London.
 - **b** The bay number for your coach from Heathrow to Oxford.
 - c The platform for your train to Edinburgh.

B COMMUNICATION: GIVING AND CHECKING NUMBERS

Some numbers in English, for example, 14 and 40, and 16 and 60, sound very similar. So it's easy to make mistakes with them, especially on the phone. Try these skills to avoid mistakes.

- **Examples** 16 = six teen, 60 = six ty
- Make sure you stress the right syllable.
 Say the number and then say it again, digit by digit. **Examples** A How many sales offices do you have? **B** Ninety worldwide. Nine zero.
- 8.7 Listen. Underline the number you hear. Then practise saying each pair.
 - **b** 118 / 180 **d** 1,019 / 1,090 a 15 / 50 **c** 817 / 870
- Complete the two conversations with phrases from the box.

Just a minute, I need to write it down. Sorry? That's five six zero. Yes, 50A. I've got that.

Conversation 1

Jorge Which bus goes to the business park? Jess Bus 50A, I think.

Jorge _____ **Jess** Fifty A. That's five zero. OK?

Jorge _____

Conversation 2

Jorge I have the final numbers for the conference.

° OK Go ahead Maria Great. _____

Jorge We have 560 people registered.

Maria _____

Jorge That's right. It's a lot of people.

- 8.8 Listen and check your answers.
- Match each of the phrases from the box with a skill.

	Skill	Phrase
а	Ask for time to write the information.	
b	Say a number, digit by digit, so it's easy to understand.	
С	Read back the information to check it's right.	
d	Ask for the information again.	

Write a similar conversation to the ones in 2.

test eeggory

Complete the names of the places.

Read the text and complete the table.

Steve's apartment is on the fourth floor. At 7.00 in the morning, he walks down to the ground floor. It takes two minutes. He goes by car to the station, five kilometres away. He arrives at 7.20. He gets the train at 7.30. The train to London takes 30 minutes. Then he walks for five minutes to take the underground. The office is three stops on the underground. He walks ten minutes from the underground station to the office. He arrives at 8.35 a.m.

7.00	Walks	2 minutes
7.02		18 minutes
7.20	Station	10 minutes
7.30		30 minutes
8.00		5 minutes
8.05	Underground	20 minutes
8.25	Walks	
	Arrives at office	



Look at the list of places in the town of Kidlington. Write a sentence for each facility with there is(n't)/are(n't).

3 supermarkets 0 cinemas 1 park 1 library lots of small shops

0 hotels

2 gyms

1 station



Complete the sentences with adjectives from the box.

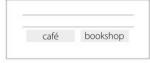
attractive	busy	cheap	modern	quiet	safe	

- a Our street isn't noisy. It's _____
- **b** The market is a good place to buy _______ food. In restaurants and supermarkets, food is expensive.
- c The city centre isn't dangerous. It's usually _____
- d There is a large, ______ park, with a river and a café.
- e The new shopping centre is ______ and there are lots of shops, a cinema and a gym.
- f The old town is very ______. Lots of tourists go there.

Look at the diagrams and write the locations.



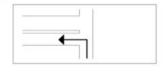






- a The hotel is _____
- b The café is _____ c The bookshop is ____ d The bank is ____

Look at the diagrams and write the directions.









- b Take ___
- _____. **c** Turn _____.
- **d** Go ____

Complete the questions. Then write the numbers in words.

- a How ______ is Big Ben in London?
- **b** What's the ______ of Cairo? 9.500.000 ____
- c How _____ days are there in a year?
- d How ______ is Mexico City from Miami? 2,064 km _____
- e How _______ is the River Yangtze? 6,300 km _____







Look at the photo. What natural feature does it show? Are there features like this in your country? What other natural features are there in your country?

Language skills

- Listening: Listening to label a map
- Reading: Assessing readability of texts
- Reading: Scanning texts
- Writing: Writing an email about a trip
- Speaking: Talking about life in different places

Vocabulary

• Natural features; Location

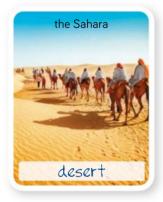
Grammar

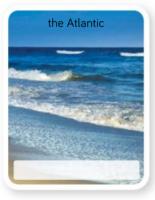
- Capital letters and the
- in and on
- Punctuation and capital letters
- and and but



Label the photos with words from the box.

lake beach -desert island mountain ocean rainforest river



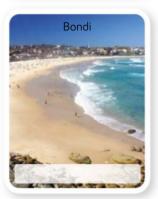














FOCUS

Grammar

Capital letters and the

We use capital letters and the with names of deserts, rivers, oceans and seas.

Examples the Gobi Desert, the River Thames, the Indian Ocean, the Mediterranean Sea When do we use capital letters without the?

9.1 Listen to the words from 1 and practise your pronunciation.

FOCUS

d Crete is a big ______ in the Mediterranean Sea.

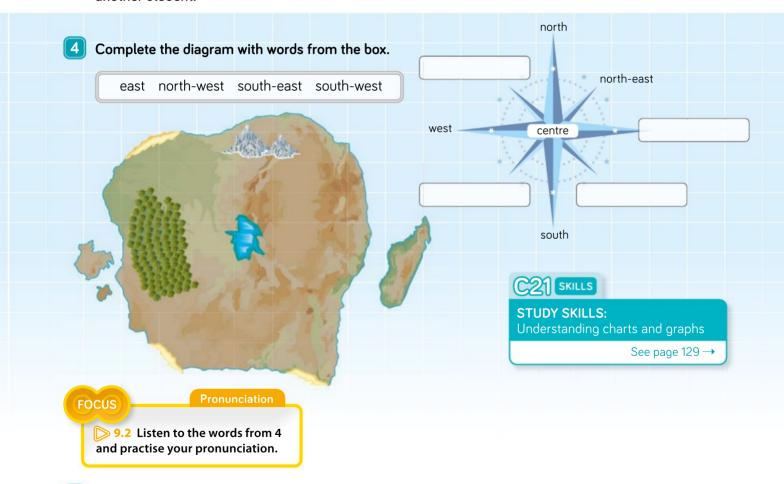
e The Atlantic ______ is between America and Africa.

f _____ Titicaca is in Peru and Bolivia.

g Mount Everest is a ______ in Nepal and China.

h The Amazon _____ covers 40% of South America.

Write four sentences about other famous natural features. Then share your sentences with another student.

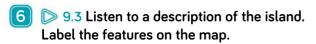


5 Look at the map. Are the sentences true or false? Correct the false sentences.

a The lake is in the centre of the island. \Box **d** There are two beaches on the north coast.

b The rainforest is on the east coast. ____ e There is an island on the east side of the island. ___

c The mountains are in the north of the island.



- a Mount Apu
- **b** Lake Lemon
- c Seal Island
- **d** Shark Beach
- e Monkey Forest



- a There's a lake ____in___ the centre of the island.
- **b** There's a rainforest ______ the west coast.
- **c** The hills _____ the south of the island are very beautiful.
- **d** There are some good beaches _____ the south coast.
- e There are some mountains _____ the north-east.





We use *in* to talk about the general location of places. We use *on* with *coast* and *side*.

Examples The town is *in* the centre of the island. It's *on* the north-east coast of Mexico.

Grammar

- In pairs. Student A go to page 175. Student B go to page 179. Write some sentences about your island. Read your sentences. What is different about your islands?
- On pairs. Use a map of your country. Take turns to talk about the location of the places in the box.

beaches capital coasts deserts lakes mountains parks rainforests towns

Examples Rabat is the capital of Morocco. ... is a ... in the ...







Read texts A and B. Which text is easier to read? Give your reasons.



yosemite national park is a big national park in the united states it's a perfect place for hiking i plan to go there in july.



AN Sample

1 West Road

London

United Kingdom



Yosemite National Park is a big national park in the United States. It's a perfect place for hiking. I plan to go there in July.



AN Sample 1 West Road

FOCUS

Grammar

Punctuation and capital letters

We use a capital letter at the beginning of every sentence and a full stop at the end.
We always use a capital letter for the pronoun *I*.

Example Where am *l*?

We use capital letters with the following:

Months April, May Days of the week Monday,

Tuesday

Countries and areas Thailand,

Asia

Cities and towns Athens, Izmir,

Fez, Rabat

Buildings Louvre

Think of more examples for

each group.







Correct the punctuation and capital letters in these sentences.

- a singapore is in south-east asia
- b the burj khalifa is dubai's tallest building
- c how long is the amazon river
- d san francisco is a city in the usa
- e tunis, the capital of tunisia, is on the mediterranean coast
- f on sundays in england most businesses and banks are closed



Underline three examples of *and* and two examples of *but* in the two postcards.



The countryside is very beautiful near here.
There are lots of mountains and lakes.
Today there's a trip to a national park and tomorrow we have a boat trip on the lake.



AN Sample

1 West Road

London

FOCUS

Grammar

and and but

We use *and* to link ideas that are similar. We use *but* to link ideas that are different.

Examples I like coffee and
I like tea.
I like coffee, but
I don't like tea.



My hotel is in the centre of Bangkok. It's a great location, but it's very noisy at night. I love the food, but the weather isn't very good. It rains every day and it's very humid.



AN Sample

1 West Road

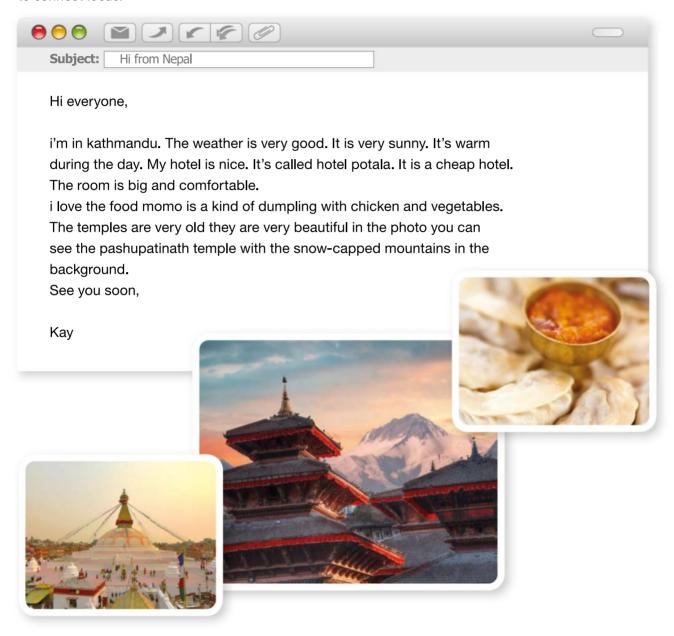
London

United Kingdom

Connect the sentences using and or but.

- a It's a big island. The population is small.
- b The beaches are popular. Many people visit them in the summer.
- **c** The rainforest is beautiful. The city is dirty.
- d Hike New York. It is very expensive.
- e The food is very tasty. There aren't many restaurants.
- f The summers are hot and sunny.
 The winters are very cold.

[5] Read the email *Hi from Nepal*. Correct the punctuation and capitals, and add *and* or *but* to connect ideas.

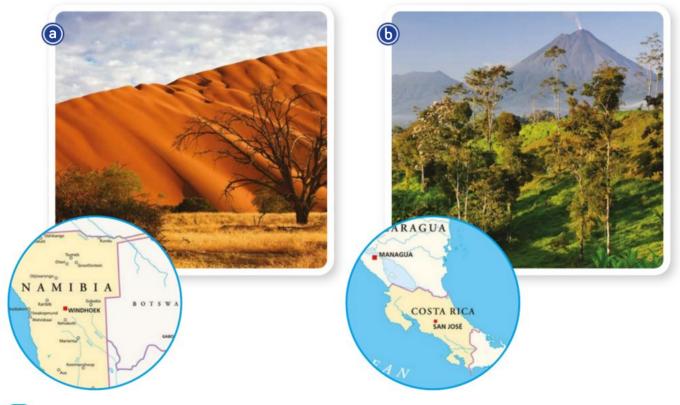


- Write an email about a trip to an interesting country.
 - **a** Do some research before you write. Find out about the weather, good places to stay, typical food and interesting places to visit.
 - **b** Draft your email.
 - c Use the email in 5 as a model.



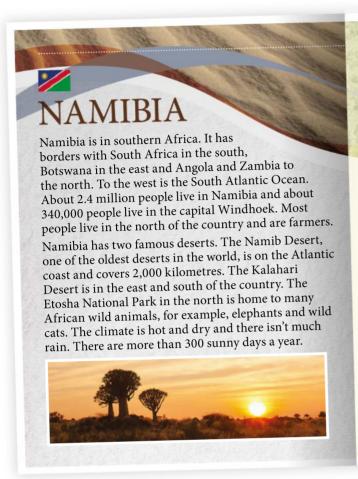


Look at the photos and maps. What do you know about the countries?



- Scan the country profiles for Namibia and Costa Rica on page 127. Find the following information.
 - a the names of two oceans _____ ___
 - b the names of two deserts _____ ___
 - c the number of countries next to Namibia _____
 - d the name of a national park in Namibia ______
 - e the names of two countries
 next to Costa Rica
 - f the name of a mountain ____
 - g the type of weather in Costa Rica







Costa Rica is a small country in Central America. It has borders with Nicaragua and Panama. The Caribbean Sea is to the east and the Pacific Ocean is to the west. Costa Rica has a population of about 5 million. Around 30% of people live in the centre of the country around the capital, San José.

There are two important areas of mountains. Cerro Chirripó is the highest mountain and is 3,820 metres high. Rainforests cover 20% of the country and are home to many interesting plants and animals.

Costa Rica is a tropical country. It has a rainy season from May to December and a dry season from December to May, with a lot of sunny days.





In pairs. Read one country profile each. Use information from the profile to make notes in the table.

C	Country	Location	Population	Capital	Where people live	Natural features	Weather
N	lamibia	Southern Africa			most live in the north		
Co	osta Rica						tropical

	Complete the sentences about Namibia or Costa Rica
I 4+ I	Complete the sentences about Namibia of Costa Rica

а	is in

b _____ has a population of _____.

c The capital of ______ is _____

d ______ people live in ______.

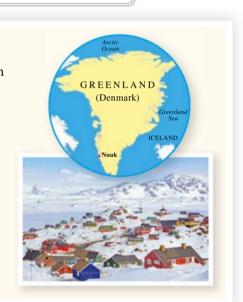
e ______ is the/one of the _____ _

f _____is/are home to _____

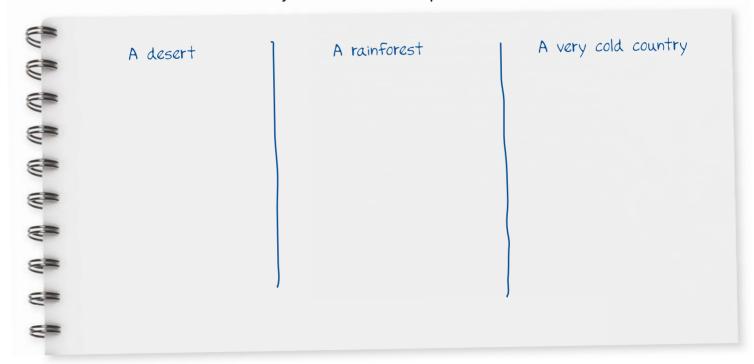
- [5] In pairs. Take turns to talk about your chosen country using your notes.
- 6 Which country would you like to visit? Give your reasons.
- Read the paragraph on Greenland. Complete the text with words from the box.

cold	ice	island	population	summer
			F - F - · · · · · · · ·	

Greenland



8 On pairs. Imagine living in a desert, a rainforest, or a very cold country. What is it like? Write some notes. Then discuss your ideas with another pair.





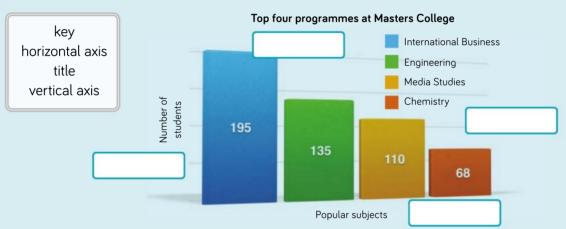
Julia Marlan O

A STUDY SKILLS: UNDERSTANDING CHARTS AND GRAPHS

Charts, graphs, maps and diagrams are examples of visual information. They help us understand data and information quickly and easily.

- \bigcirc Match the pictures (1–3) with the words (a–c).
 - a line graph ____ b bar chart ____ c pie chart ____
- Which type of chart is best for these purposes?
 - a Showing sales of snacks over a ten-year period _____
 - **b** Reporting the results of a class survey of favourite snacks —
 - c Comparing the sales results in different countries ——





B STUDY SKILLS: RESEARCHING ON THE INTERNET

When you are searching on the internet, think carefully about the words you use in your searches (key words). Choose words relevant to your questions.

Examples How hot is it in the Kalahari during the day? Keywords = Kalahari, daytime, temperature

Hints

- Use two or more keywords for your searches.
- Use quotation marks around a group of words so you can search for an exact phrase, e.g., "standard of living".
- You don't need to use small words like an, are, from, in, what, who.

1 Read the research questions and complete part A of the table. Use the hints above to help you.

Research questions	A Keywords	B Answers
What's unusual about the Ice Hotel near Kiruna, in Sweden?		
Where do you find meerkats, and what do they eat?		
The Burj Khalifa is in the UAE. It's the tallest building in the world. What other records does it hold?		



Type in the keywords. Then scan the list of results to find a website you think has the answers. Complete part B of the table.

C STUDY SKILLS: SCANNING FOR INFORMATION

With some types of documents, we only need to scan them quickly to find the information we need, e.g., the telephone number of a company in a telephone directory.

- 1 Look at the list of documents. Mark each one 'I need to scan this quickly' (SQ) or 'I need to read this carefully' (RC). Then think of two other situations where you need to scan a document to find the information.
 - a A review of a play you are interested in ______
 - **b** A timetable for trains from Paris to Frankfurt.

 You want to go there tomorrow at around 9.00 a.m.
 - c A TV guide. You want to watch a show, but you don't know when it starts.
 - d A contract for a flat you want to rent
- Hassan and two colleagues are arriving from Dubai (Terminal 2) and travelling to Oxford for a conference. Scan the information and find answers to Hassan's questions.
 - a How much will it cost us for return coach tickets?
 - **b** How long is the journey to Oxford?
 - c Where do we catch the coach?





PLANNING AHEAD

Progress

Make a list of three things you learnt in this unit and three things to practise.

Things I can do	Things to practise
1	1
2	2
3	3

Compare your list with a classmate.

My learning plan for next week

Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

	Action: I plan to	Time () mins	Review after a week
1			
2			
3			
4			

- Share your learning plan with another classmate.
- At the end of next week, review your plan. Use these ideas.
 - Done Not done More practice Update learning plan

Communication in class

- How active are you in class? Rate yourself for each point.
- 2 How can you be more active in your classes next week?
 Write three ideas.

		res	NO
а	I ask questions when I don't understand.		
Ь	I help classmates when they don't understand.		
С	I speak in group tasks a lot.		
d	I answer questions when I know the answer.		

Example Ask classmates or my teacher at least two questions.

Share your ideas with a classmate.

Example In my next class, I plan to ask my teacher or classmates two or three questions.







What's your favourite food? When do you eat it? Why is it so good? Is there a difference between the food you eat at home and the food in restaurants?

Language skills

- Listening: Listening for main ideas
- Listening: Listening to identify photographs
- Writing: Writing survey questions
- Writing: Writing a quiz
- Speaking: Planning a dinner
- Speaking: Describing food and dishes

Vocabulary

• Natural food

Grammar

- Countable and uncountable nouns
- a lot of, many, much



- In pairs. Ask your partner about food in their country.
 - **Examples A** What food does your country produce?
 - **B** My country produces *rice* and *wheat*.
- A What food is popular in your country?
- **B** Couscous is very popular.
- 2 Put each food and drink word from the box in the correct group.

beef corn fruit juice grapes lamb maize onions peaches potatoes prawns tea tuna

FRUIT	CEREALS	MEAT	FISH AND SEAFOOD	VEGETABLES	DRINK
apples	rice	chicken	salmon	carrots	coffee

- In groups. Think of more food your country produces. Add them to the groups in 2. Share your list with the class.
- Underline the odd one out. Explain your answers.

Example Salmon is different. It is a type of fish.

- a beef, chicken, lamb, <u>salmon</u>
- b lemons, peaches, oranges, maize
- c lamb, carrots, potatoes, onions

- d grapes, tea, coffee, fruit juice
- e salmon, tuna, apples, sardines
- f rice, wheat, duck, corn





- 1 In pairs. Ask your partner these questions.
 - **Examples A** Do you eat biscuits as a snack?
 - B Yes, I do./No, I don't. I eat ...
- A Do you drink coffee for breakfast?
- **B** Yes, I do./No, I don't. I drink ...

FOCUS

Grammar

Countable and uncountable nouns

We can use numbers with countable nouns. We put 's' at the end of the word with plural nouns.

Examples one biscuit, two biscuits one cow, two cows

We do not use numbers with uncountable nouns. We do not put 's' at the end of the word.

Examples rice (two rices) milk (milks)



CRITICAL THINKING: Reading a photo

See page 140 →

- Are these nouns countable (C) or uncountable (U)?
 - a I never eat snacks (<u>C</u>) at work.
 - **b** I don't like pasta (_____).
 - **c** Would you like toast (_____) and eggs (_____) for breakfast?
 - d I don't have time (_____) for lunch today.
 - e These cakes (_____) look good.
 - f Do you want coffee (_____) or fruit juice (_____)?
 - **g** Peanuts (_____) and chocolate (_____) are bad for you.
- Are the foods in 2 (page 134) countable or uncountable? Write a list.

Examples Countable Uncountableapples rice



4	In pairs. Ask about other food	and drink.
	in pairs. Ask accertainer recen	ano ornik.

- **Examples A** Do you eat many eggs?
 - B No, I don't. I don't eat eggs.
 - A Do you drink much tea?
 - B Yes, I do. I drink a lot of tea.

Underline the correct words to complete the sentences.

- a Do you eat many / much rice in Vietnam?
- **b** We don't grow *many / much* vegetables in the mountains.
- c I don't have many / much time to cook in the evening.
- d How many / much people in the class are good cooks?
- e There aren't many / much fast-food restaurants in the small cities.
- f I don't have many / much information about the visit.

6 D 10.1 Listen to three students talk about food in their countries. Which countries do they talk about?

a ._____ c .___

b _____

7 D 10.1 Listen again. Are the statements about the conversations true or false?

- a There are lots of fast-food restaurants in Mumbai.
- **b** People in Argentina don't eat a lot of meat.
- c People in Algeria eat lots of sweet things with meals.

📵 ၇ In pairs. Ask and answer the questions.

- a Are there any Indian/Chinese/French restaurants where you live?
- **b** Do you eat a lot of fish/meat/fruit/vegetables?
- **c** Do you eat lots of sweet things/desserts/ice cream?

In pairs. Do a survey of people in your class. What types of food do they eat? What types of drink do they like?

- a Prepare four or five questions for your survey.
- **b** Work with another pair. Take turns to ask your questions.
- c Discuss your results. Decide how to present them to the class.



Grammar

a lot of, many, much

We use *a lot of* in positive sentences.

Example We eat *a lot of* fish.

We use *many* with countable nouns in questions and negative sentences.

Examples Do *many* people go to restaurants for lunch? There aren't *many* vegetables in the fridge.

We use *much* with uncountable nouns in questions and negative sentences.

Examples We don't have *much* time for lunch. How *much* water do you drink a day?

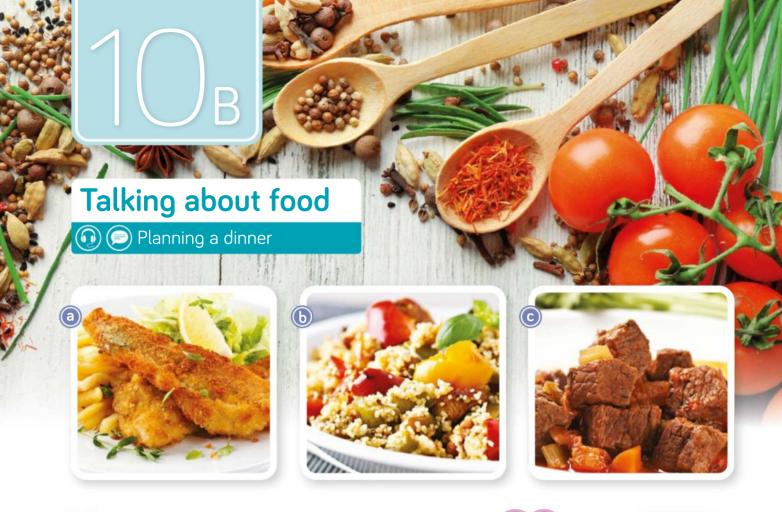


FOCUS

Pronunciation

> 10.2 Listen to the sentences and practise your pronunciation.

- a There's lots of sugar.
- **b** There are some oranges on the table.
- **c** Is there any rice? Yes, there is.
- **d** Are there any plates? No, there aren't.



1	Look at the photos.	Tick the food you can see
	Look at the photos.	Their time 1000 you can see

bread	fish	
carrots	lemon	
cheese	lettuce	
chips	meat	
couscous	peppers	
eggs	vegetables	

2 D 10.3 Listen to a conversation between two friends.
Which dish (photos a-c) in 1 do they talk about?

Which dish (photos a-c) in 1 do they talk about:

3 D 10.3 Listen again. Underline the words you hear.

Questions

- a What are you *making / doing*?
- **b** What's in / on it?
- **c** What do you *drink / eat* it with?
- **d** When / How do you eat it?
- e What does it taste / smell like?

FOCUS

Expression

Describing food

These are the main features of a dish:

- the name of the dish
- the taste
- what's in it (the ingredients)
- when you eat it
- what you eat it with

Match the features with the descriptions in 3.

Descriptions

It's name / called couscous salad.

It has / is made couscous and vegetables in it.

You eat it with *meat / fish* dishes.

We eat it for breakfast / supper.

It tastes *fresh / spicy*. It's delicious.

- Think of your favourite dish. Complete the sentences to describe it. Add your own ideas, e.g., It's cheap/difficult to make.
 - a It's called (koshari, tabbouleh, ...).
 - **b** It has (meat, vegetables, ...) in it.
 - c leat it with (bread, rice, ...).

- **d** I eat it (anytime, for breakfast, ...).
- e It tastes (spicy, fresh, ...).
- In pairs. Take turns to explain your dish.
- 6 You are planning a dinner for some guests from another country. What do you need? Put the words into the correct groups. Add more words to the groups.

bowls bread coffee crisps forks fruit juice glasses knives mineral water salads pizza soup





- What is important when choosing food for the dinner? Discuss in small groups.
 - a typical of your country e tasty
 - **b** easy to make
- f served cold
- c easy to eat
- g not expensive
- **d** unusual
- Work in different groups. Choose three dishes for the dinner. Follow the three steps:
 - **Step 1** Each person in the group explain your dish.
 - **Step 2** Everyone ask questions about the dishes.
 - **Step 3** Choose the three best dishes and give reasons.





In pairs. You are going to watch a slideshow called *Guess the country*. Look at the photos from the slideshow. What do they show? Which country is this? Share your ideas with another pair.







- In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- Watch the slideshow. Make notes. Which words from your word map did you hear?
- Discuss in pairs.

Are your ideas about the country correct? What information is most interesting? Are there any surprising facts?

- 5 Think about an interesting country. Research it on the internet and make notes.
 - · Where is it?
 - What is its population?
 - Does it have seasons?
 - What is the capital city?
- Does it have any big mountains, lakes, rivers or deserts?
- How many official languages does it have?
- · What kind of food do people eat?
- 6 You are going to write a 'Guess the country' quiz.
 - **Step 1** Find a few more fun or interesting facts. They are going to be your clues.
 - **Step 2** Test your clues on your partner. Which clues are hard? Which clues are easy?
 - **Step 3** Put your clues in the best order easy ones last!
- Quiz your classmates. Read each clue slowly, and give your partner time to think. Who can guess your country quickly? Who needs a long time?



Expression

Writing a quiz

- Choose a country that your classmates know.
- Make your quiz not too easy but not too hard.
- Use the present simple tense for your clues.
- Choose interesting facts, and also include some fun ones, too.



A CRITICAL THINKING: READING A PHOTO

Visual literacy is our ability to read images. By looking carefully at photos, we can get information and place the photo in its context. In today's visual world, it's important to develop this skill.



g the information in the photo, answer the questions. Compare your answers with r students.
, 5,555,115,
Which country and city is it?
Vhat season is it?
low is it similar or different from cities in your country?
e a table in your notebook. Complete it with words that describe the photo.
eople Places/Objects Activities

Look at the text about Greenland on page 128. Find three photos on the internet that will give the reader a clearer image of Greenland's climate and geography.



B CREATIVITY: PLANNING AN ASSIGNMENT

When you have a homework assignment, it's important to plan it carefully. Planning helps you organize your thoughts and finish your work on time.

1 Read the situation.

SITUATION

Your English homework project is to prepare a short report about a country that interests you. The project is for two students. You have a week to finish from today.

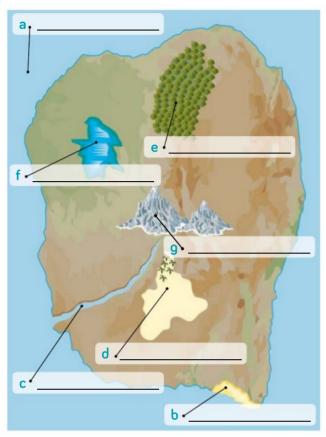
Complete the planning sheet.

PROJE	CT PLAN			
My goal I aim to		_		
Who will yo Where will	ou work with? you work? you do the work	ct. Make some notes		
Stage	Task	Time (due date)	People	Information
1				
2				
3				
4				
5				

3 Compare your plan for the project with other students' plans.



Label the features on the island.

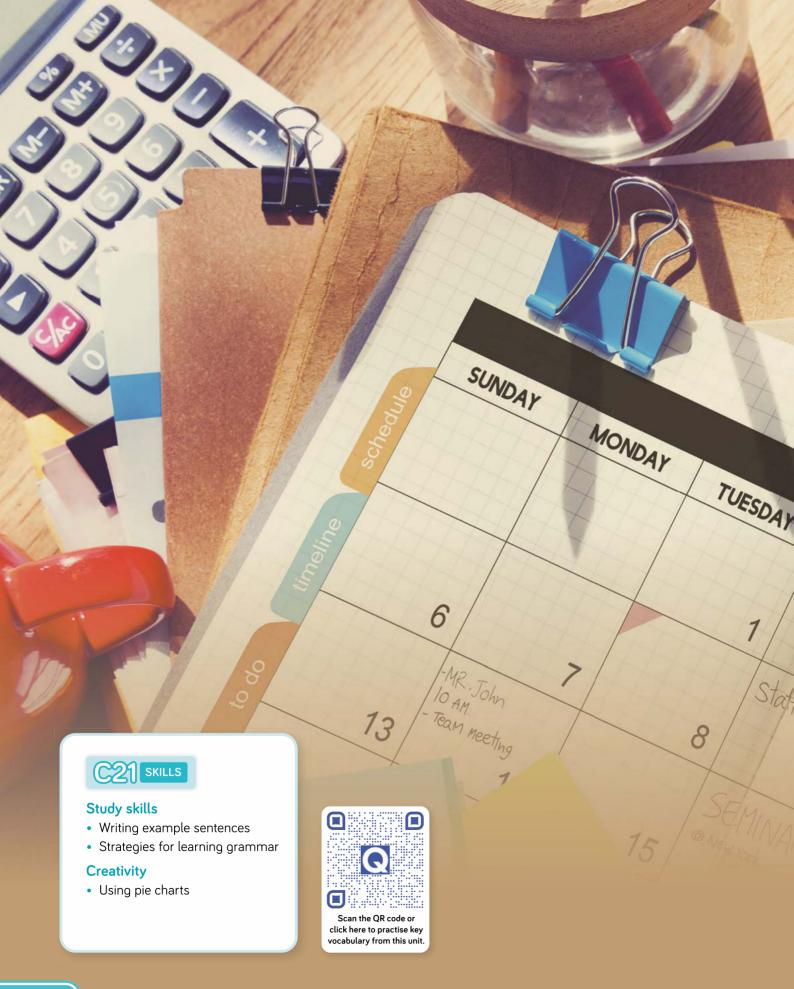


Read and complete the text with words from the box. Then add correct capital letters.

beaches	desert	January	Mountain	parks	
population	season	summer	temperature	warm	



Find the info	rmation in the t						
a the name	of the country	-		<u>_</u> _			
b the avera	ge temperature in	January _		<u></u>			
c the name	s of two oceans	s -					
d the popu	ation of Cape Tov	vn _					
e Cape Tow	n's famous moun	tain		<u> </u>			
f trips to ot	ner places near th	e city		10)			
Find the ing	redients in these	e anagrams fo	or a curry dis	h.			
a stomaoet			е	perspep			
b blam			f	setopota			
c scaortr	<u></u>		9	crie	<u> </u>		
Which two i	ngredients in 4 a	are uncountab	ole? b				
Which two i			Ь				
Which two i		with words fro	Ь	many	much	SO	tastes
Which two i Complete the any	e conversation v	with words fro easy	om the box.	many		SO	tastes
Which two i a Complete the any Marta I don	e conversation v	with words fro easy	om the box.	many		SO	tastes
Which two i a Complete the any Marta I doo Albert I know	e conversation of delicious	easy eaterole.	om the box.	many a lunch today.	much		
Which two i a Complete the any Marta I doe Albert I know Marta Mm	e conversation of delicious I't know what to easse	easy eaterole.	om the box. for lots	many a lunch today.	much		
Which two i a Complete the any Marta I don Albert I know Marta Mm Albert So, o	delicious 't know what to e w a beef casse n, no. I don't have	easy eaterole. ething quick an	bom the box. for lots	many a lunch today.	much		
Which two i a Complete the any Marta I don Albert I know Marta Mm Albert So, o Marta Yes,	e conversation of delicious If know what to easse where and the delicious where the delicious of the delic	easy eaterole. ething quick an	bom the box. for lots d easy?	many a lunch today. ime, and it isn't	much		
Which two i a Complete the any Marta I doo Albert I know Marta Mm Albert So, o Marta Yes, Albert OK.	e conversation of delicious If know what to each word a beef casse on, no. I don't have on you want some think	easy eaterole. ething quick an	for lots d easy? tuna a	many a lunch today. ime, and it isn't nd eggs?	much		° to make
Which two i a Complete the any Marta I don Albert I know Marta Mm Albert So, o Marta Yes, Albert OK. Marta Yes,	e conversation of delicious If know what to easse where and the delicious where the delicious of the delic	easy eaterole. ething quick an	bom the box. for lots d easy? tuna a of tuna, but I	many Iunch today. ime, and it isn't nd eggs? don't have	much	9	c to make eggs.







Are you organized? Are you ever late? Why is timekeeping important?

Language skills

- Listening: Listening to complete a table
- Speaking: Talking about timetables
- Speaking: Talking about data
- Reading: Reading to find true/false information
- Reading: Reading to understand a pie chart
- Writing: Completing a questionnaire

Vocabulary

- Timetables, days and parts of the day
- Verb and noun phrases

Grammar

- Prepositions on, in and at
- Adverbs and expressions of frequency



College days

- (A) (D) (E) Timetables, days and parts of the day
- Label the photos with words from the box.

lab session lecture seminar tutorial









2 11.1 Listen to three students talk about their courses at university. Complete the table.

	Contact hours a week	Lectures	Seminars	Lab sessions	Tutorials
Marcus	15	8			
Hamid					
Franco					

- In pairs. Ask and answer questions about the students in 2.
 - **Example A** How many lectures does Marcus have a week?
 - B He has eight lectures a week.



Verb and noun phrases

We often use these verbs and nouns together:

- do experiments
- get feedback on essays
- give presentations
- have group discussions
- take notes
- write a lab report
- 4 Match the phrases in the Focus box with the photos in 1. Add your own ideas.

	11111	
5	Сс	omplete the sentences.
	а	In lectures it's important to
	b	In seminars we
		and sometimes we
	С	In tutorials Iand assignments.
	d	In lab sessions we
	е	After a lab session we have
6		noose two of the verb + no

- _ lots of group discussions
- presentations.
- _____ feedback on my essays
- ____ a lot of experiments.
- _ a lab report.

C21 SKILLS	
STUDY SKILLS: Writing example s	entences
y .	See page 153 →

oun phrases in 4. Then use them to write two example sentences.

- Look at Zoran's university timetable. Are the sentences true or false? Correct any false information.
 - a He has six lectures, four seminars and two lab sessions a week.
 - **b** Five of his lectures are in the morning.
 - c On Monday evenings, he has basketball training.
 - d On Friday mornings, he goes to the fitness centre.

- e He has a tutorial every week and it's on Tuesday.
- f He doesn't have any lectures on Tuesdays.
- Wednesday is his busiest day.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00		Fitness centre			Fitness centre		
9.00	Chemistry lecture		Chemistry l ecture	Tutoria l			
10.00					Maths lecture		
11.00	Mathagannings		Mathaganinas	Chemistry lecture			
12.00	Maths seminar		Maths seminar	Maths lecture			
13.00				LUNCH			
14.00	Maths lecture	Chemistry	Chemistry				
15.00		seminar	seminar				
16.00				Chemistry lab session			
17.00							
18.00	Basketba ll						
19.00	training	Chemistry lab session	Cinema club				
20.00							

8 Complete the sentences with *on*, *in* or *at*.

a Monday is a busy day for Alana. She has two lectures
_______ the morning and a seminar
______ the afternoon. She also has a three-hour lab session ______ Monday evening.
b Bruno doesn't go out with his friends ______ the weekend, he studies for two hours ______ the mornings, and ______ the evenings he meets his friends.
c Sally meets her study group ______ Tuesday afternoons. She has drama club ______ Friday evenings and goes to the gym ______ Tuesday and Thursday mornings.

Prepositions on, in and at Look at the sentences in 7 on page 147. When do we use in and on? Complete the sentences and examples. We use ______ with days. Example I have lectures _____ Monday and _____ Wednesday. We use _____ with parts of the day.

We say at night and at the weekend.

all day!

Example I study _____ the

morning, _____

and ______. I study



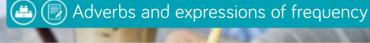


- In pairs. Prepare four questions about Zoran's timetable on page 147.
 - A What does he do on/in ...?
 - **B** He has ... and a ...
- Make a timetable to show all the activities you do in the week. Follow the instructions on page 176.





Good study habits





On weekdays, Franco usually gets up early, but not on Fridays because he doesn't go to college. He studies five hours a day, but he never studies after 7 p.m. He doesn't usually study at weekends, but he sometimes studies on Saturdays when he has an exam. He goes out with friends about four times a week. On weekdays, he is always in bed before 11 p.m., but at weekends he often stays out after midnight with his friends. Once a month he goes home to visit his parents. He plays football every Sunday.



1	Read about Franco. Are the sentences true or false?
	Correct the false sentences.

- a He gets up early every day.
- b He doesn't study late at night.
- c He sometimes studies at weekends.
- d He doesn't go out with friends at the weekend.
- e He's in bed before midnight every day.
- He plays football at the weekend.

FOCUS

Grammar

Adverbs and expressions of frequency

We use adverbs of frequency to say how often we do an activity.

Examples He *never* studies after 7 p.m. He is always in bed before 11 p.m.

We can use almost before never and always.

We also use other time expressions.

Examples I play football *once/twice/three* times a week. I eat out every

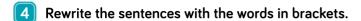
Sunday/day/week.

In pairs. Study Franco's profile in 1. Underline the correct words to complete the sentences. Find an example sentence in the profile for a-c.

- a Adverbs of frequency go before / after the verb be.
- **b** Adverbs of frequency go *before / after* other verbs.
- **c** Expressions like *once a week* go at the *start / end* of a sentence.

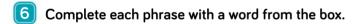
Complete the diagram with the words not usually and always.





- a I drink coffee late in the evening. (sometimes)
- **b** I go to bed after midnight on weekdays. (not usually)
- c I'm late for nine o'clock lectures. (often)
- d I skip breakfast on college days. (always)
- e My desk is neat and tidy. (never)
- f I have a coffee with my friends after class. (usually)





a year every never times twi	ce
------------------------------	----

- a _____ a month
- b four _____a week
- c once _____
- d ______year
- e almost _____

Put the words in the correct order to make questions.

- a in / How often / do / study / the library / you /?
- b meals / Do / skip / you / ever / ?
- c ever / Do / you / all night / work / ?
- d go/do/you/to/the gym/How often/?





FOCUS

Pronunciation

11.2 Listen to the phrases in 6. Notice the weak pronunciation of a in once a year and how the words run together.

11.2 Listen again and repeat each phrase. In pairs. Write a sentence for each phrase. Take turns to practise saying them.

Example I have a maths test twice a month.

8	11.3 Listen to the o	juestions in 7. Match (each question w	ith its reply.

Question	Reply
2	Not usually.
	About twice a week.
	Every day.
	Almost never.

- 9 On pairs. Ask and answer the questions in 7. Add three more questions of your own.
- Complete the questionnaire *How organized are you?*Circle one number for each statement (1 = never, 6 = always).



a I am on time for my classes and lectures.

1 2 3 4 5 6

b I lose things like books, my bag or my keys.

1 2 3 4 5 6

c My work area is neat and tidy.

1 2 3 4 5 6

d I use a weekly planner to stay organized.

1 2 3 4 5 6

e I do assignments at the last minute.

1 2 3 4 5 6

f I forget appointments and meetings.

1 2 3 4 5 6

g I do difficult tasks first.

1 2 3 4 5 6

h I have a study plan and I keep to it.

1 2 3 4 5 6



STUDY SKILLS:

Strategies for learning grammar

See page 154 →



- What does the pie chart show? How do we say the numbers in the chart?
- Are the statements about the chart true or false? Correct any false information.
 - a The blue sector on the pie chart shows the time students spend on travel.
 - **b** Students spend the most time on their studies.
 - c Students spend about the same time on socializing and sport as they do studying.
 - d On average, students have jobs for 1.5 hours a day.
 - Students spend an hour a day travelling to and from the university.

C21 SKILLS

CREATIVITY: Using pie charts

See page 154 →

Underline the correct words to complete the sentences.

- a I spend two hours homework / on homework after college.
- **b** I don't spend a lot of time to chat / chatting to friends on Facebook.
- **c** Jack spends a lot of time *research / researching* in the library.
- d How much time do you spend study / studying English?
- e How much time do you spend on lunch / lunch?
- In pairs. Ask and answer questions about the pie chart.
 - **Examples** A On average, how much time do students spend on meals?
 - B They spend one point five hours.
 - A On a typical weekday, how much time do students spend studying?
 - B They spend three point eight hours.
- The survey on page 177.

FOCUS

Expression

Sentence patterns with spend

We use the verb *spend* to talk about the time we use on different activities.

Examples Positive sentences

I spend about an hour on lunch every day. (noun)

I spend an hour a day travelling to work. (verb + -ina)

Questions

How much time do you spend *on* meals? How much time do you spend studying?



A STUDY SKILLS: WRITING EXAMPLE SENTENCES

Writing example sentences is a good way to:

- learn new words
- remember a word or group of words
- understand how to use words.

Try writing true sentences about you (personal sentences) or a simple explanation of the word.

Examples My brother works as a pilot for Singapore Airlines. (personal sentence)
A pilot flies aeroplanes. (simple explanation)

Read each sentence and mark it personal
sentence (P) or simple explanation (E).

- a I never watch sport on TV, but I do a lot of sport at the weekends.
- **b** My brother is a banker and he works for Citibank in New York.
- c Oranges and lemons are examples of citrus fruits.
- d The food in our canteen isn't very good.
- e My mother is divorced. She lives on her own.
- f When you like food, you say it's delicious or tasty.





2	Choose five new words from this unit and write an example sentence for each one. Then share your sentences with another student.

- 3 Look back at the vocabulary you have recorded in your vocabulary notebook for Units 1–11.
 - a Choose six to eight words and write a personal example for each one.
 - **b** Share your sentences with another student. Suggest improvements for each other's sentences.



B STUDY SKILLS: STRATEGIES FOR LEARNING GRAMMAR

There are many ways to learn grammar. Read about five strategies students use.

- 1 Underline the strategies each student uses. List them in your notebook.
- Tick the strategies you use. Highlight the ones you want to try.

Soraya

When I don't understand a grammar point, I ask my teacher about it after the class. I also ask my friend, Hamid. His mother's English so he speaks good English and he's good at explaining grammar.

Carlos

I do grammar exercises on an English language website twice a week for 20 minutes. I choose a grammar point for my level and do the exercises as many times as I like. It's great because it's easy to check the answers.

MARCIA

I have a page in my notebook for my mistakes. I write what I say and then the correction. It looks like this:

What I say
I not like sport.

Correction

I don't like sport.

Xaio

I listen to lots of spoken
English. For example, when
I listen to conversations on
the audio I pay attention
to the grammar. I learn a
lot because I hear how
people use grammar in
a real context.

Tamwad

After lessons I sometimes read the transcripts in my book. I highlight the grammar in the sentences and study them. I do the same for the reading texts. After the class I read them again and highlight examples of useful grammar.

C CREATIVITY: USING PIE CHARTS

Pie charts are useful when you want to show the parts of a whole. They work well when you have about six categories.

- 1 In pairs. Look at the pie chart and answer the questions.
 - a What does the pie chart show?
 - **b** Which items sell well?
 - c Which types of food don't sell well?
 - d How can this information help the manager of the café?
- 2 Create a pie chart to show the data in the table.
 Use software like Excel or Numbers.

Survey goal To find out the most popular type of film Number of people 20 (16–18 years old)

Action	Comedy	Drama	Romance	Science fiction	Total
6	5	4	4	1	20
30%	25%	20%	20%	5%	100%

- How easy is your pie chart to read? Use this checklist.
 - Does your chart have a title?
- Does it need a key?
- Do the colours work?





PLANNING AHEAD

Progress

Make a list of three things you learnt in this unit and three things to practise.

Things I can do	Things to practise
1	1
2	2
3	3

Compare your list with a classmate.

My learning plan for next week

Think about next week. How can you improve your English? Write four learning ideas for the next week. How much time do you need for each idea?

Example I plan to learn five new words, and write them in my vocabulary notebook (ten minutes).

	Action: I plan to	Time () mins	Review after a week
1			
2			
3			
4			

- Share your learning plan with another classmate.
- At the end of next week, review your plan. Use these ideas.
 - Done Not done More practice Update learning plan

Communication in class

- How active are you in class? Rate yourself for each point.
- How can you be more active in your classes next week? Write three ideas.

		Yes	No
a	l ask questions when I don't understand.		
ŀ	I help classmates when they don't understand.		
9	I speak in group tasks a lot.		
[I answer questions when I know the answer.		

Example Ask classmates or my teacher at least two questions.

3 Share your ideas with a classmate.

Example In my next class, I plan to ask my teacher or classmates two or three questions.







How important is time in our lives? What gives you this impression? Imagine you have two extra hours a day. What would you do with them?

Language skills

- Reading: Reading to match photos to texts
- Reading: Reading for detail
- Writing: Writing notes to complete a table
- Writing: Writing an email
- Listening: Listening for attitudes and detail
- **Speaking:** Showing interest and asking follow-up questions
- Speaking: Talking about your weekend

Vocabulary

- How to say the time
- Free-time activities
- Verb and noun phrases

Grammar

• Preposition at for time

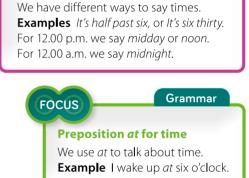




- 06.45
 18.05
 12.00
 18.15

 07.30
 12.30
 19.15
 18.55

 07.45
 19.50
 14.00
 11.20
- 4 ▷ 12.3 In pairs. Read about Yoshiko's morning. Can you work out the missing times? Then listen and check your answers.



How to say the time

Yoshiko is a university student in Tokyo. She gets up at ______a. She never has time for breakfast. She takes the train to Tokyo at 6.45. She lives five minutes from the station so she leaves home at about ______b.

The train journey takes 40 minutes and then there is a ten-minute subway ride.



5 🗘 In pairs. Ask and answer questions about your morning. Use phrases from the box.

get to college/work get up have your first class/lecture/meeting leave home

Example A What time do you get up? B At about seven o'clock.



- Answer the questions about your morning and evening routines. Share your answers with a classmate.

 Are your answers the same or different?
 - a What time do you prefer to get up?
 - **b** What time do you like to go to bed?
 - c What time of the day do you do your best work?
- 2 Read the magazine article. Then choose one of the photos for paragraph A and one for paragraph B.

LIFESTYLE Magazine | June

23

Are you a morning person or an evening person?

DO YOU like to get up early and have lots of energy in the morning? OK, you are probably a lark, or morning person. Larks typically wake up early, often before 6 a.m., and without an alarm. A typical lark always has time for breakfast and the gym. Larks are always first in the office and like to do important tasks in the morning. In the evenings, larks like to relax and are ready for bed between 9 and 10 p.m. Many successful larks have their own businesses.



DO YOU find it difficult to get up in the morning? Do you like to stay up late? OK, you are probably an owl, or an evening person. Owls like to get up late. They need an alarm clock to wake up, preferably with a snooze function. A typical owl skips breakfast and is always last to arrive at the office. Owls are full of energy in the late afternoon and evening and it's often the best time for them to do important work or to go to the gym.



An owl almost never goes to bed before midnight, often not until 1 or 2 a.m. Many creative people are owls, for example, writers, artists and poets.

ACCORDING TO a recent study, 20% of people are larks and 30% are owls. The rest of the population don't have a strong preference for the morning or the evening, and can change their waking and sleeping times without difficulty.

In pairs. How are larks and owls different? Write brief notes in the table for each of the points.

	Larks	Owls
wake-up time		late
alarm clock	don't need an alarm clock	
breakfast		
energy levels		
best time for work		
best time for exercise		evening
bedtime		

- Find these numbers in the article on page 159.
 What do they refer to?
 - a 20% _____
 - **b** 30%



In your country, are there more larks or owls?

Do you think life is easier for larks or owls?

I think it's easy/difficult to be a lark/owl because ...

- 6 Read about the CEO of a large international company. Answer the questions.
 - a Do you think he is a lark or an owl?
 - **b** Is the information written in the text?
 - c Underline clues in the text that support your opinion.



A day in the life of a CEO

Mike Jensen's day starts at around 7.30. He gets to the office at around 9 a.m. and works until about 6.30 p.m. When he gets home, he has dinner and spends time with his family.

From 8.30 p.m. he does more work. He reads briefing papers or writes reports until about 11.30 p.m. Then he usually reads a novel for half an hour before bed. He's usually in bed at about midnight or 12.30 a.m., and sometimes later.

12.4 Listen to Selma, Sam and Erik talk about their morning and evening routines. Do you think they are larks or owls?

	Lark	Owl	Not sure	Clues
1				
2				
3				

- 8 p 12.4 Make notes in the table to support your opinion. Then compare with another student.

Examples Do you prefer to get up early?

Do you usually have breakfast?



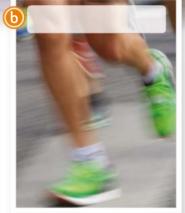
Time for me



- In pairs. Discuss these questions.
 - **a** How much free time do you have in a typical week?
 - **b** What do you do with it?
- 2 Label the photos.

do yoga go running go shopping play tennis







Expression

Verb and noun phrases

Some verbs and nouns go together.

do + noun individual sports and activities

go + verb + -ing sports and activities we

go somewhere to do

play + noun ball games, computer
games, board games



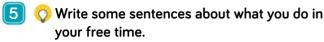


Complete the table with activities from the box.

aerobics	basketball	cycling	judo
shopping	swimming	video (games

do+	go+	play +	others
уода	running	tennis	watch TV

4 In pairs. Think of one more activity for each group. Then share your ideas with other pairs.



Examples I go swimming on Saturday mornings.

After dinner, I play tennis with my sister, Soraya.

- 6 > 12.5 Listen to three people talk about how they relax after a busy day. Tick the activities for each person.
- In pairs. Take turns to ask and answer the questions.
 - a What do you do to relax after a busy day?
 - **b** What do you do to keep fit?
 - **c** What do you do in your free time at the weekend?

Activities	Max	Vicky	Chen
chat to friends			
cook a meal	✓		
do yoga			
go running			
listen to the radio			
read a book			
watch TV			
go for a walk			

Showing interest and asking follow-up questions

- 12.6 Listen to the conversation and answer the questions.
 - a What does Mia do in her free time?
 - **b** When does the university sudoku club meet?
 - When does she play against people from other universities?



- Underline two phrases that tell you Jack is interested in the conversation. Underline two questions he asks to find out more.
 - **Jack** What do you do in your free time?
 - Mia Well, I play a lot of sudoku.
 - Jack Oh, yeah?
 - Mia Yes, I'm in the university sudoku club.
 - **Jack** Oh, really? When do you meet?
 - **Mia** Every Thursday at seven. On Saturdays, we play in sudoku tournaments, too.
 - **Jack** That's interesting! Do you win a lot?
 - Mia Yes, we're one of the best teams in our region.



	Alice	I go running every day before breakfast.	С	lgor	I like playing video games in the evenings.
	Jen	Really? / Wow! / Oh, yeah?		Jen	Oh, yeah? / Oh, really? / Wow!
Ь	Mario	The weekends are for my family. I have	Ь		Hove running. I'm training for the
		two small sons.			Dubai Marathon.
	Jen	Oh, really? / Wow! / Yeah?		Jen	Wow! / Interesting! / That's interesting.
		ten again to Jen's reactions in 3.			
Do	es her v	oice go up or down?			
а	B	в с	=		d
In	pairs. P	actise the conversations in 3.			FOCUS Pronunciation
					When we speak we use
Q	In three	es. Choose one topic and take turns to	o tal	k for a n	ninute. intonation (the way our
	Activitie:	I do to keep fit			voice rises or falls) to sound interested. Practise saying
Activities I do to relax in the week				the responses in 3.	
Pre	eparatio	Plan your talk. Write down some key v to help you.	vord:	S	
Stı	udent A	Talk for a minute. Start: <i>My topic is</i>			Activities I do to
Stı	udent B	Listen carefully and use some of the p	hras	es	•
		from the box in the C21 skills section of	on		
					▼ % =
٥.		page 167 to show you are interested.	0		
Stı	udent C	Write down the phrases that Student	B use	<u>2</u> S.	•
		, -	B use	<u>e</u> s.	
	mplete	Write down the phrases that Student	B use		I usually go camping in the summer holida
Co	omplete A At th	Write down the phrases that Student the follow-up questions.	B us€	d A	I usually go camping in the summer holida That's interesting. Where?
Co	omplete A At the	Write down the phrases that Student the follow-up questions. he weekend, I go to an art class.		d A B A	That's interesting. Where? To a national park near Barcelona.
Co	omplete A At th B Oh, A On S	Write down the phrases that Student the follow-up questions. he weekend, I go to an art class. weah? When the class?		d A B	That's interesting. Where? To a national park near Barcelona. It's really beautiful.
Co	A At the A At the A At the A At the	Write down the phrases that Student the follow-up questions. The weekend, I go to an art class. The class? The class? The class aturday mornings. It's a really good course.		d A B A	That's interesting. Where? To a national park near Barcelona. It's really beautiful. I really like rock climbing.
Co	Domplete A At the B Oh, A On S A At the B Oh,	Write down the phrases that Student the follow-up questions. The weekend, I go to an art class. The class? The class? The class at really good course weekend, I play football in the park.		d A B A	That's interesting. Where? To a national park near Barcelona. It's really beautiful.
Co	Domplete A At the B Oh, A On S A At the B Oh, A A gr	Write down the phrases that Student the follow-up questions. The weekend, I go to an art class. The class? The class? The class? The class that Student are ally good course weekend, I play football in the park. The weekend, I play football in the park. The weekend that sudent is the park.		d A B A	To a national park near Barcelona. It's really beautiful. I really like rock climbing.
Co	A At the B Oh, A At the B Oh, A At the B Oh, A agreement of the good	Write down the phrases that Student the follow-up questions. The weekend, I go to an art class. The class?		d A B A	That's interesting. Where? To a national park near Barcelona. It's really beautiful. I really like rock climbing. Really? What about it?

A Something quick – some pasta or chicken.

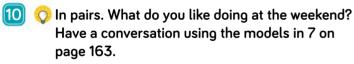
- 8 D 12.8 Listen and check your answers to 7.
- In pairs. Plan two or three different follow-up questions for each statement. Choose words from the box to start your questions.

Do you ...? What ...? When ...? When ...? Where ...? Who ...?

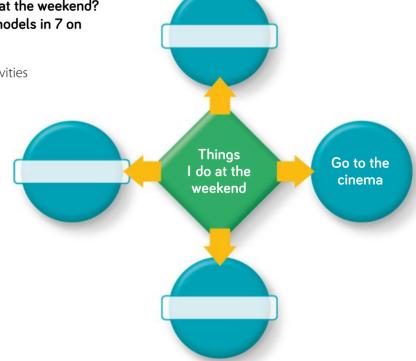
- a I really like going hiking at the weekends.
- **b** I do a lot of swimming to keep fit.
- c I play sports a lot in my free time.
- **d** I go to the cinema a lot.







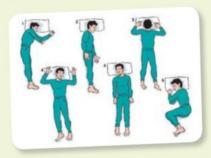
- **a** Make notes about two or three activities on the mind map.
- **b** Take turns to have a conversation. Use phrases to show interest and use follow-up questions.





In pairs. You are going to watch a slideshow called *Sweet dreams*. Look at the photos from the slideshow. What do they show? Share your ideas with another pair.







- In groups. Think of 10 words you will hear in the slideshow. Write them in a word map. Then share your ideas with the class.
- Watch the slideshow. Make notes. Which words from your word map did you hear?
- Discuss in pairs.

Do you like to sleep a lot? Or do you sleep little? Do you sleep well? Do you think your sleep position shows your personality? What information is most interesting? Are there any surprising facts?

- Think about your sleeping habits. Make notes.
 - When should you go to bed at night?
 - How many hours of sleep do you need?
 - When do you sleep badly?
 - What can you do to sleep better?
- You are going to write an email to a friend. She/He has trouble sleeping at night and needs advice.
 - **Step 1** Look at your notes from 5 and make a mind map.
 - **Step 2** Draft your email.
 - **Step 3** Share your draft with another student.
 - **Step 4** Complete the email.

FOCUS

Expression

Writing personal emails

- Use a subject line that describes the email.
- Start your email with Hi Gigi, or Hello Mihai, etc. Remember to use a comma after their name and put the next sentence on the next line.
- End the email with Love, See you soon or Talk to you later, and then your name.



A CRITICAL THINKING: INFERRING INFORMATION

When we infer information, we use what we know (our experience) and clues in the text to form our own conclusions. Inferring is an important skill for understanding a text at a deep level.

Read the conversation between Maggie and Frank.



Maggie OK. I'm leaving now. Do you know where my

car keys are?

Frank Yes, they're here.

Maggie Thanks. I'll be home late so can you pick the

kids up from school, and give them dinner?

Frank Late! Again. That's three times this week.

Maggie Yes. It's a busy time at work. We need to prepare

all the financial figures for the end of the year. I'm the manager and it's my responsibility.

Frank I know, but you're never at home. I don't have

time to write my novel.

Maggie Oh, I forgot to tell you. I have a meeting at head

office on Monday. My flight to Paris is at nine so

can you take the children to school?

Frank OK, I guess, but it's not ideal.

Are the sentences true? Find clues in the conversation to support your ideas.

		True	Clues
а	Frank is Maggie's husband.		
Ь	Maggie drives to work.		
С	She is the financial manager.		
d	She works for a French company.		

Write three other inferences about Maggie's and Frank's jobs and their relationship. Then share them with another student.

	Inference	How do you know? (the clues)
1		
2		
3		



B COMMUNICATION: REACTING TO INFORMATION

When people tell us about themselves and their lives, we react in different ways.

Showing interest Oh, really! **Positive reaction** That's great. **Negative reaction** That's terrible.

1 Put the phrases from the box in the correct column in the table. Some can go in more than one column.

Fantastic! Good news! How awful! Oh, no! Oh, really? Oh, yeah? That's great. That's interesting. That's terrible. Wow!

Show interest	Positive reaction	Negative reaction
Oh, really?	That's great.	That's terrible.

- Underline the phrase that cannot be used in each situation.
 - **a** A Suna's in hospital. She's very ill.
 - **B** That's interesting. / Oh, no! / That's terrible.
 - **b** A I have a new job. It's perfect for me.
 - **B** That's great. / How awful! / Really?
 - **c** A My brother's a doctor for the Red Cross. He's in Nepal.
 - B Nepal! / Oh, really? / That's terrible.
 - **d** A I have a place at my first university choice. I'm so pleased.
 - **B** Good news! / Fantastic! / That's interesting.



Complete the missing words in each sentence.

- a Nadine gets feedback in her one-to-one t______ every week.
- **b** There are eight other students in my s_____ group.
- c Tomas has a 3,000-word a______ to write this week.
- d After each laboratory s______, I write a report.
- e Simon's first I______ of the week is at 9 a.m. on Mondays.

 He's usually I_____.
- f We do e_____ in the laboratory on Wednesday mornings.

Put the words in brackets in the correct place in the questions.

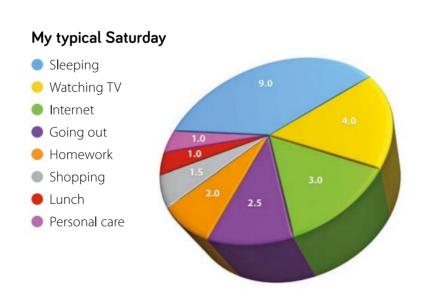
- a Are you late for class or work? (sometimes)
- **b** How do you forget appointments with your tutor? (often)
- **c** Do you skip meals? (ever)
- **d** Do you write your assignments at the last minute? (usually)
- e Are you on time for lectures? (always)

Match the answers with the questions in 2.

- a Yes, I sometimes miss breakfast.
- **b** Not always. My lectures start at 9.00 so I'm sometimes late.
- c Never. I always remember them.
- d No, I always finish my assignments early.
- e Yes, sometimes my bus is late.

Look at the pie chart and write seven sentences about a typical Saturday for Georgina.

Example Georgina spends nine hours sleeping on Saturday.



Progress (est) Units 11 & 12

Rewrite the times in two ways.

- a 11.30 __ It's half past eleven. It's eleven thirty. **b** 08.15 _ **c** 09.40 _ **d** 17.45 ₋ **e** 12.25 **_ f** 21.55
- Complete the sentences with do, go or play in the correct form.
 - a I like to _____ running in the evenings after work.
 - **b** We ______ tennis at the weekend.
 - **c** Sam and Leo _____ karate at school.
 - **d** My sister ______ video games in her bedroom.
 - e My dad never ______ any exercise. He is so unfit.
 - f No one in my family _____ cycling. We always go places by car.



Additional resources

Activities

These activities are an opportunity for you to practise your speaking. Don't worry about making mistakes. Just think about your message and how to interact with your activity partner.



Transcripts

Reading the transcript is another good way to review the language and skills you study. You can make photocopies and write notes on the pages to help you remember the meaning.



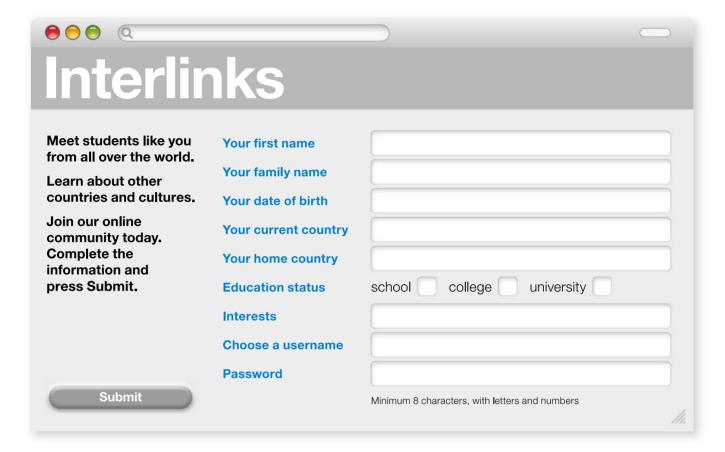
Word list

Use the word list to revise. You can translate the words into your own language and add example sentences. You can write your own examples or find examples from the unit.













Name				
College/Univer	rsity name			
oday's date				
·				
Academic a	nd career	Personal		
	nd career			
interests		interests		
nterests	Languages		Politics	
		interests		
usiness conomics	Languages	interests Art	Politics	
nterests Susiness	Languages Mathematics	interests Art Cinema	Politics Sports	
usiness conomics ducation	Languages Mathematics Medicine	Art Cinema Literature	Politics Sports Theatre	

- Complete the questionnaire. Then compare your answers with another student.
- Have a conversation about your interests.
 - **Example A** What subjects do you like?
 - **B** Hike ... and ...
 - A OK. And what are your career goals?
 - **B** I want a career in ...
 - A And finally, what are your personal interests?
 - **B** Hike ... and ...



- 6A
- Read about Takeshi and complete the notes.
- Ask questions to complete the notes about Sophia.
- Write a paragraph about Sophia.

PROFILE

Takeshi Yuda

Takeshi Yuda is an engineer. He works for Honda at the company's car plant in Swindon, in the UK. He lives near Swindon with his wife. Most of the day he speaks Japanese with the Japanese managers. He also speaks some English with his English colleagues and workers in the plant. He likes his job, but he doesn't like Swindon.



Job:

Company:

Lives in:

Languages at work:

Likes√:

Dislikes X:

PROFILE

Sophia Tradelli



Job:

Company:

Lives in:

Languages at work:

Likes√:

Dislikes X:





	Lee Jong-Man	Jens van Hal	c
Country	South Korea	Ho ll and	
Working week			
Days per week			
Working hours			
Lunch break			
Minutes/hour(s)			
Place, e.g., canteen			
Annual holiday			
Days a year			
Days he takes			
Other interesting details			

6B

In pairs. You want to know the time of a meeting tomorrow.

1 Complete the details about the meeting.

Student A	Student B
Time	Time
Room	Room

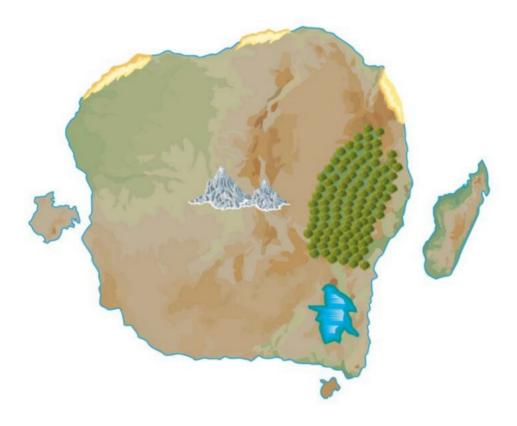
- 2 Take turns to have a conversation. Make sure you check details about the meeting and correct any wrong information.
 - A Do you know when the meeting is tomorrow?
 - **B** Yes, it's at ...
 - A Sorry, ...?
 - **B** At ... And the meeting is in room ...
 - A Room ...
 - B No, room ...
 - **A** OK. So ...
 - **B** That's right. See you then.





Student A

Write sentences about your island. Then read your sentences to your partner and find the differences.







Make a timetable to show all the activities you need to do in the week. Follow the instructions. Tick each instruction when you complete it.

Instructions

1	Record your classes on the timetable, or use the electronic planner on your mobile or laptop. Use different colours for different courses so the different activities are easy to see.	
2	Record other regular activities you do every week, e.g., clubs, societies, team sports, gym sessions.	
3	Add some study time, but make sure you leave time to relax and have meals.	
4	Share your timetable with a classmate.	
5	In pairs. Ask and answer questions about your timetables.	

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00					
9.00					
10.00					
11.00					
12.00					
13.00					
14.00					
15.00					
16.00					
17.00					
18.00					
19.00					
20.00					





How do you spend your time in a typical 24 hours?

Enter the time you spend for each activity (e.g., 6.0 hours, 0.5 hours). The total needs to be 24 hours. It's OK if you need to go back and change the numbers.

Activities	A You	В	c	Group average
Sleeping				
Study time/work (classes and study time)				
Meals				
Sports and exercise				
Socializing with friends (parties, cinema, etc.)				
Relaxing (things you do on your own, e.g., TV, video games)				
Travelling (to and from college or work)				
Personal care (washing, showering, etc.)				
Other				
Total number of hours per day	24	24	24	24

2	In threes. Take turns to ask questions to complete the information for each
	person in the group. Use phrases to check information that isn't clear.

- **Example A** How much time do you spend ...ing/on ...?
 - B 3.5 hours.
 - A OK./Got that./Sorry, can you repeat that?
 - **B** Yes, 3.5 hours.
- Work out the average time for your group for each activity. Use a calculator.
 - **Example A** OK. What is the average time for the group for sleeping?
 - **B** Just a minute, let me work it out. OK. It's 7.5 hours.
 - A OK./Got that.
- Present the results of your survey as a pie or bar chart. Use a package like Microsoft Excel to make your chart.
- Make a poster display of each group's chart. Are the results of the groups the same or different?





- Read about Sophia and complete the notes.
- Ask questions to complete the notes about Takeshi.
- Write a paragraph about Takeshi.

PROFILE

Sophia Tradelli

Sophia Tradelli is a hotel manager. She works in the UAE for the Marriott Hotel Group. She lives with her husband and son in a beautiful apartment block in Dubai, near the sea. Most of the day she speaks English with her colleagues. She speaks Italian at home and a little Arabic. She likes her Egyptian boss and her colleagues, but she doesn't like the long meetings.



Job:

Company:

Lives in:

Languages at work:

Likes√:

Dislikes X:

PROFILE

Takeshi Yuda



Job:

Company:

Lives in:

Languages at work:

Likes√:

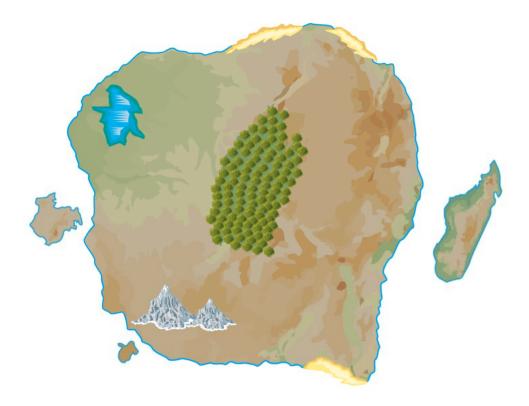
Dislikes X:





Student B

Write sentences about your island. Then read your sentences to your partner and find the differences.



Transcripts

Unit 1

1.1

Brazil, Brazilian, India, Indian, China, Chinese, Japan, Japanese, Spain, Spanish, Poland, Polish, Iraq, Iraqi, Oman, Omani

1.2

- a I'm Hitomi from Japan. I live in Kyoto.
- **b** And I'm Hassan El Masry. I'm Egyptian. I'm from Alexandria in Egypt.
- c Hi. I'm Indira. I'm from New Delhi in India.
- d Me? Oh, yes, my name is Felipe. I'm Spanish. I live in Madrid.

1.3

Mark Hello. I'm Mark, one of the teachers.

Rashid Hello. I'm Rashid.

Mark Where are you from, Rashid?

Rashid I'm from Oman.

Mark Are you from Muscat?

Rashid No, I'm not. I'm from Salalah.

1.4

I amI'mI am notI'm notyou areyou're

you are not you're not you aren't

we are we're

we are not we're not we aren't

1.5

- a Hi. It's my birthday tomorrow. I'm 20 years old.
- **b** My brother is 16 and I'm 17.
- c I start university next year when I'm 18.
- **d** In my country, we have a big celebration when you are 21 years old.

1.6

say	а	h	J	K				
she	b	C	d	е	g	р	t	V
ten	f	1	m	n	S	X	Z	
my	i	У						
go	0							
you	q	u	W					
car	r							

1.7

Tom	Hello. I'm Tom Sandos. I'm here for the
	conference.

Receptionist OK. Can I have your family name, please?

Tom Yes, it's Sandos.

Receptionist Can you spell that, please?

Tom Yes, S-A-N-D-O-S.

Receptionist Sorry, can you repeat that?

Tom S-A-N-D-O-S.

Receptionist Fine. And can you spell your first name?

Tom T-O-M. Receptionist OK, thanks.

1.8

Mariam Can I register for the film society?

Paul Yes, I just need some details. Can I have your

last name, please?

Mariam Yes, it's Nazari.

Paul OK. And your first name, please?

Mariam Mariam.

Paul OK. And what's your mobile number?

Mariam It's 0-8-4-3-2-6-6-8-5-4-1.

Paul OK. That's everything. I'll text you your

membership details.

1.9

Mariam Can I register for the film society?

Paul Yes, I just need some details. Can I have your last

name, please?

Mariam Yes, it's Nazari.

Paul OK. Sorry, is that with an s or a z?

Mariam With a z. N-A-Z-A-R-I.

Paul OK. And your first name, please?

Mariam Mariam.

Paul Can you repeat that, please?Mariam Mariam Nazari.

Paul And finally, your mobile number?

Mariam Yes, it's 0-8-4-3-2-6-6-8-5-4-1.

Paul Can you say that again, please?

Mariam Yes, 0-8-4-3-2-6-6-8-5-4-1.

Paul OK. I think that's everything. I'll text you your

membership details.

Unit 2

2.1

а

A What's her name?

B J. K. Rowling. She's a writer.

A Where's she from?

B She's from the UK.

b

A What's his name?

B José Mourinho. He's a football manager.

A Is he Brazilian?

B No, he isn't. He's Portuguese.

2.2

he is	he's	
he is not	he isn't	he's not
she is	she's	
she is not	she isn't	she's not
it is	it's	
it is not	it isn′t	it's not
thousara	thau'ra	

they are they're

they are not they aren't they're not

2.3

a He's a famous footballer.

b She isn't Japanese.

c It's a city in Kuwait.

d He isn't famous.

e They're from Germany.

f They aren't at university.

q Where's she from?

h What's his name?

2.4

Kay Dr Marlin. This is my friend, Jane. Dr Marlin is

my tutor.

Dr Marlin Hello. Nice to meet you, Jane.

Jane Nice to meet you, Dr Marlin.

Dr Marlin Are you a student here?

Yes, I'm a medical student.

Dr Marlin A medical student? Which year are you in?

Jane I'm in the first year. It's hard work.

Dr Marlin I know. I am the course director.

2.5

At my college, we use first names with other students. With teachers, titles are really important. It's always Dr Lewis or Ms Charles. It's not polite to use first names with teachers. At home, first names are OK with family and friends. With friends of my parents it's different. It isn't polite to use first names with older people, so I use the title and family name, for example, I say Mr Davies or Mrs Davies.

My father is a businessman. All the people in his company are young. It's a small company and very informal and everybody uses first names. I'm not sure about other companies.

2.6

а

Richard Hello, I'm the office manager. My name's Richard

MacDonald. But everyone calls me Mac.

Kim Hello, Mac. Nice to meet you. My name's Kim and I'm

an intern from Singapore University.

b

Dolores Hi, I'm the other intern. My name's Lola. It's short for

Dolores and I'm from Colombia.

Kim Hi, Lola. I'm Kim and I'm from Singapore.

c

Richard Have you got a moment, Hakim?

Hakim Yes, sure.

Richard Hakim, this is Kim, our new intern. **Hakim** Nice to meet you, Kim. I'm Dr Masoud.

Kim Nice to meet you, Dr Masoud.

d

Hakim Ginny, come over and meet our intern, Kim Lui.

Ginny Searle Oh, OK.

Hakim Kim, this is Mrs Searle. Mrs Searle is our

sales manager.

Kim Nice to meet you, Mrs Searle. **Ginny Searle** Nice to meet you, too, Kim.

Slideshow - Cool beauty

This is Shizuka Arakawa. She says: 'It's nice to meet you! How are you?'

Shizuka Gozen was a famous Japanese dancer a long time ago. That's why her name is Shizuka. Shizuka has another name – a nickname. It's 'Cool beauty'. Can you guess why?

She's from Shinagawa in Toyko, the capital of Japan. It's by the sea. Toyko is a very busy city. There are millions of people and thousands of shops. It's great.

For her job, Shizuka wears dresses and special boots. So, what does she do? Can you guess?

She has a degree from Waseda University. But she doesn't

study now. She has another job. Any ideas?

Shizuka has a pet dog. Her name is Charo. She's a shih tzu.

Shizuka misses Charo when she travels.

When she travels, Shizuka listens to music. She's a fan of Christina Aguilera. And she likes Beyoncé. They're singers from America. She really likes Mai Kuraki. She's Japanese, too. They're friends!

So, what does Shizuka do? Can you guess? Well ... She's a skater. That's right – an ice skater. Or, a figure skater. Ice skaters have strong legs and excellent balance. Shizuka's dancing is really beautiful. You see, Shizuka is the 2004 World Champion! And ... She's the 2006 Olympic Champion, too. She says: 'Wow! I can't believe it!'

Shizuka is very, very famous in Japan. Sometimes, she's in the newspapers. Everyone knows her! These days, she skates at ice shows. And she works with children. She loves it! She's very happy.

Unit 3

3.1

wife brother family father cousin daughter husband children granddaughter grandfather

3.2

Conversation 1

Amira Here's a picture of me with my mother and father.

Jen Is the little boy your brother?
Amira Yes, he's six and his name's Hakim.

Conversation 2

Sachiko Here's a picture of me and my grandmother. We're in the sitting room in our house. My grandmother

lives with us. She's very important to me.

Conversation 3

Brad

Here's a photo of me on holiday in Canada. That's my younger sister, Connie. She's 14 and we're at the same school in Toronto.

3.3

- a My mother's name is Sally.
- **b** My father's car is white.
- c My teacher's name is Phil.
- **d** My friends' names are Jamie and Sam.
- e My parents' house is old.
- f Our children's school is very good.

3.4

1

The girl with long dark hair is called Rosa. She's 17 and she is in her last year at school in Bogotá in Colombia. She's on an exchange programme with my school, and she's staying with my family.

2

The young woman with the black headscarf is a student at Princeton. Her name's Leila and we're on the same Business programme. She's very clever. She's one of the best students in our year.

3

The young man in the red T-shirt is called Cheng. He's from Kowloon in Hong Kong. He's 18 and he has his own business.

4

- Who's the guy with short hair and a beard?
- That's Marcus. He's a university student from Warsaw.
 He has a summer job in our company. He's a nice guy and very hard-working.

5

- Who's the man in the blue shirt with glasses?
- That's one of my colleagues. His name's Bo and he's from Singapore. He's very good at his job.

6

- The guy with brown hair in the blue shirt is my colleague, Marcel.
- Where's he from?
- He's from France. He's a friendly guy, and tells very funny stories. I like him a lot.

7

The woman in the white shirt with blonde hair is one of my teachers, Professor Hanson. She's an excellent teacher. All her lectures are very interesting.

3.5

Murat This is a photo of me taking a selfie with my three good friends. I am in the blue denim shirt, with the camera.

Anna And who's the young woman in the white top, with long hair?

Murat Oh, that's my wife. Her name's Hulya and she's a music teacher. She's a very good singer. The guy with a beard is my friend, Karem. Karem's a very clever guy. He's a medical student in his last year at Ankara University.

Anna OK. And who's the other girl?

Murat That's Hulya's friend, Melike. She's really nice. She's from Izmir like us, but she lives in London now. She has a job in a big department store. *Harrods*, I think.

Anna And are you a student, Murat?

Murat No, I have a job. I'm a website designer.

Anna Are you at work in the photo?

Murat No, we are all on holiday in Turkey.

3.6

a

Teacher OK. So open your books on page 45, and do exercise two.

Sonya Sorry, Mr Murray, can you repeat the exercise number, please?

Teacher Exercise two. It's on page 45. OK?

Sonya Fine.

b

Teacher So your project for this week is to find out about

a megacity.

Mia Megacity? Sorry, what's the meaning of 'megacity'?

Teacher Megacity is a word for a very big city; a city with

more than ten million people, for example, big cities

like Shanghai, Mumbai, London or São Paulo.

c

Sonya I know a good website about megacities.
It's perfect for our project. The address is

www.nationsonline.org.

Chen Sorry, can you say the address slowly, please?

I need to write it.

Sonya OK. It's www.nationsonline.org.
Chen Sorry, can you spell that, please?

Sonya Yes, w-w-w dot nations online. That's one word

n-a-t-i-o-n-s-o-n-l-i-n-e dot org.

d

Teacher OK. Can you get into groups of three and discuss

the two questions on the whiteboard? You need to make notes and report back to the class.

Mia I'm sorry, I don't understand the task. Can you

explain it again?

Teacher OK. The task is for groups of three. In your group,

discuss the two questions on the whiteboard. One person in the group takes notes, and then reports to

the class at the end of the lesson. OK?

Mia Fine.

3.7

Conversation 1

Brad This is a photo of my graduation in June. We're in the gardens at Princeton.

Sara Who's the girl in the gown?

Brad Ana Luiza. She's my girlfriend. We're getting married

in September.

Sara Where's she from?

Brad Colombia – a city called Medellín.Sara Really! And are those her parents?Brad No, that's my mother and father.

Sara They look very happy.

Brad Yes, it was a really great day.

Conversation 2

Ayisha This is a photo of me with my family.

Sara Is it your birthday?

Ayisha No, it's my son's birthday. We're in our living room in

Dubai. You can see all his presents on the table.

Sara That's a lot of presents. What's your son's name?

Ayisha Jamal.

Sara Jamal. That's a nice name. And the man with the grey

hair? Who's that?

Ayisha My father. He lives with us in our flat in Dubai.

Unit 4

4.1

Conversation 1

Maria Are you a student here?

Tom Yes, I am.

Maria What course are you on?Tom I'm on a Business course.Maria Is it an interesting course?

Tom Yes, it is.

Maria What do you like about it?
Tom The teachers are good.

Maria Oh. We have good teachers on my course, too ...

Conversation 2

Maria Are you a student here?

Tom Yes. I'm a business student. I'm in my second year.

Maria Is it an interesting course?

Tom Yes, very interesting. We have great teachers, and we have speakers from all the top companies in Canada.

How about you? What course are you on?

4.2

a

A Are you from a big family?

B No, I just have one sister. She's 24 and she's a teacher at an art school.

b

A Who's Fatima?

B She's my cousin. We're the same age and we're in the same class.

c

A Where's your friend Malik from?

B He's from Warsaw. He's an actor. He's in a lot of Polish films.

d

A Is your sister married?

B Yes, she is. Her husband's name is Ibrahim and they have a baby son.

e

A Who's Peter?

B He's one of the students on my course. He's a good football player. He's in a team with 11 friends from the university.

Slideshow - Look at me!

These days, selfies are everywhere on the internet. Every day, we post millions of them on Facebook, Twitter and Instagram.

We post selfies to share our lives with our friends.

But, sometimes, just sometimes, we post them to show off.

Look at this man! He has a selfie stick.

We can see many different types of selfie ... let's talk about some of them.

Some selfies say: 'Look at me – I'm on holiday'. In this one, some friends are in the mountains. It's sunny, the view is amazing and they are all happy.

And we see this type of selfie a lot ... some feet in the sea near a beautiful beach. The weather is so good. Such clear

water! We think: 'Ah \dots I want to go there!'

Some selfies say: 'Look at me – I met a famous person!' Here, a woman is very excited. Look at her smile! She's with George Clooney – he's a huge star.

And this one is very famous. It's Ellen DeGeneres at the Oscars in 2014. She's with lots of famous people. Who can you see?

Group selfies always look funny from behind!

Some selfies say: 'Look at me – I'm a bit different!' This man has wild hair, a red face and wide eyes.

Here, a man is in a cream shirt with black spots. He has glasses with thick, black rims. And he's wearing a pink and white bow tie! What a combination!

And these friends are pulling faces. Look at them! Crazy. Some selfies say: 'Look at me – I'm so brave!' This young man is high up over Rio de Janeiro. Why is he up there? Be careful, my friend!

Here, a man is standing near a grizzly bear! He looks terrified. This type of selfie is a very bad idea.

That's better!

Some selfies say: 'Look at me – aren't I beautiful?' This girl has frizzy yellow hair and pink lips. And she's pouting. Oh, dear. And some selfies say: 'Aren't I cool?' This man is wearing fashionable sunglasses. And he's very proud of his beard. This man is saying: 'Look at my strong arms!' He loves the gym, obviously! Maybe too much ... When someone is too proud of how they look, we call it 'vanity'.

Selfies are a fun way to share our lives online. But, next time you take a selfie, think: 'Why am I taking this?'

'Do my friends really want to see this?' So, have fun with selfies. But be careful! Don't turn into this guy ...

Unit 5

5.1

1

I'm a nurse in a hospital. The best thing about my job is the people. I have very friendly colleagues.

2

I'm a lawyer. I work for a German law firm. It's my first job after university so I have a lot to learn. I'm lucky I have a very helpful boss.

3

I'm an engineer in a factory. We're a large company with 2,000 people, and we make parts for cars.

4

I like my job. I'm a designer for an Italian fashion company in Milan. It's an expensive city so I'm lucky I have a high salary.

5

I'm a scientist. I work for a university. I work in a laboratory with six colleagues. The salary isn't good, but I have long holidays. That's important for me.

6

I think I have an interesting job. I'm a journalist for the *New York Times*. Every day is different. I'm in the office some days and some days I work at home.

7

I'm an architect and I work in the centre of London. I'm lucky I have flexible hours. I can change the time I start and finish work. I have small children so that's important for me.

8

Some days I work in the day and other days I work at night. I'm a police officer in the USA. It can be a dangerous job, especially at night.

9

I live in Stockholm in Sweden, but my job is in Dubai. I'm a construction worker for an international company. I work very long hours. I start early in the morning and finish late at night.

5.2

- a engineer
- **b** architect
- **c** scientist
- d police officer
- **e** nurse
- **f** designer
- g construction worker
- h lawyer
- i journalist

5.3

Conversation 1

Gina Do you have lunch at work?

Tomas Yes, I do. I have lunch in the cafeteria. And you?

Gina I don't stop for lunch. I have a sandwich at my desk.

Conversation 2

Sasha Where do you live?

Aisha I live with my parents. They have a house in town.

What about you? Do you live at home?

Sasha No, I don't. I live in a student residence. It's very nice.

5.4

- a Do you work in the city?
- **b** Where do you live?
- c Do you speak Spanish?
- d What do you do?
- e What do you study?
- f Do you like art?

5.5

a

- A Do you live with your parents?
- B No, I don't. I live in a student residence.

b

- A Do you like sports?
- B Yes, I do. I like all sports, especially basketball.

c

- A Do you have lunch at college?
- B No, we don't. We have lunch in a café near college.

d

- A Do you study English?
- B Yes, I do. I study English in a language school.

e

- A Do you speak Chinese?
- B No, I don't, but I speak a little Japanese.

5.6

architecture chemistry economics engineering

languages mathematics

medicine

science

tourism

tourisii

5.7 1

My name is Ahmed. I'm not sure what to study at university. I'm good at mathematics. In my free time, I like making things. One of my hobbies is making model aeroplanes. I don't want to work in an office all day.

2

My name is Cheng. I have good marks in all science subjects and my favourite subject is chemistry. My father and mother

are doctors, but I don't want to be a doctor. I'm not sure what to study.

3

My name is Isabel. I'm good at languages. My mother is from Singapore and we speak Chinese at home. I learn English and Spanish at school. I like travel and I want a job with people from other countries. I don't want to study languages.

5.8

Conversation 1

Thomas So, do you understand the task?

Sami Yes, I think so. We take turns to introduce ourselves.

Thomas OK. Who wants to go first?

Dorota I'll start. OK. Hi, I'm Dorota and I'm from Poland. I'm

a first-year student at Warsaw University. I'm doing a

degree in Business.

Sami Is it my turn now? Thomas Yes, you go next.

Sami OK. My name's Sami. I'm at school in Tunis, in my last

year. I'm 17. Hike animals and I want to be a vet.

Dorota Great, Sami. Your turn now, Thomas.

Conversation 2

Alexi Ms Davies, can you help me with exercise 3,

please?

Ms Davies Sure. What's the problem?

Alexi I don't know a word in guestion 1. What does

'canteen' mean?

Ms Davies It's a word for a restaurant in a company.

Alexi OK. Now I understand the question. OK. Is my

answer to question 4 right?

Ms Davies Let me have a look. Yes, that's correct. Well done!

Unit 6

6.1

Interviewer What does Keri Anderton do?

Man Keri's the International Sales Manager. She works

at the head office in Sydney.

Interviewer Does she travel a lot for her job?

Man Yes, she does. She visits the sales offices every

month, and goes to international trade fairs. She

has a very busy job.

Interviewer Does she speak other languages?

Man No, she doesn't, but she understands a little

Chinese and Japanese.

Interviewer What does Alex Yeo do?

Man He's the IT Manager in the Hong Kong office.

Interviewer Does he travel a lot in his job?

Man Yes, he does, but mostly in China. He also has

meetings at the head office every month.

Interviewer Does he speak good English?

Man Yes, his English is excellent. He doesn't use it

every day. But he needs it for emails and reports.

6.2

does

goes

organizes

sells

speaks

studies

travels

uses works

6.3

a Where does she work?

b Does she use English at work?

c Does he speak Chinese?

d How many employees does it have?

e What products does it sell?

f Does he travel on business?

6.4

a

A Who does Amy work for?

B She works for ATC Systems.

b

A What does ATC Systems do?

B It sells computer software.

C

A What does Amy do in her job?

B She organizes sales conferences.

d

A Does she use English at work?

B Yes, she does. She uses it every day.

e

A Where does Tomas work?

B He works in Mexico for DAS.

f

A How many employees does DAS have?

B It has 600 employees.

g

A Does he travel for his job?

B No, he doesn't. He works in the office all day.

6.5

Conversation 1

Fatima Hi, Martin. It's about the meeting tomorrow. Do you

know when it is?

Martin It's in the morning. Just let me check. OK. The meeting's

at 11.

Fatima Sorry, what time?

Martin Eleven o'clock. And it's in room six.

Fatima OK. Eleven o'clock in room six.

Martin That's right. See you there.

Fatima Thanks, Martin.

Conversation 2

Fatima Hi, Thomas. It's Fatima. I want to book a meeting

room for next Tuesday.

Thomas For next Thursday. Let me check.

Fatima No, for next Tuesday.

Thomas Next Tuesday. OK. And for how many people?

Fatima Eight people and me.
Thomas So a room for nine people?

Fatima That's right.

Thomas OK. That's fine, Fatima. I'll send you a

confirmation email.

Fatima Thanks. Bye.

6.6

a

A The meeting is on Friday morning.

B No, it's on Friday afternoon.

b

A The conference starts at 9.30.

B No, it starts at ten.

c

A The next course is on Friday at ten.

B No, it's on Friday at eleven.

d

A The visitor's name is Mike Smith.

B No, it's Mark Smith. M-A-R-K.

6.7

a

A I have my holiday in July.

B Sorry, what month?

b

A The meeting is at 9.30.

B Sorry, what time?

c

A The seminar is for 30 people.

B Sorry, how many people?

d

A Can we meet on the 1st of June?

B Sorry, what date?

e

A I have 18 days' holiday a year.

B Sorry, how many days?

Slideshow – Just the job

Are you confused about your career? Don't know what to do? Well, here are some ideas. Some of them are a little bit unusual ...

Do you enjoy working in a team? Are you good with food? Well, perhaps you could work as a chef ...

... on a submarine ...!

Paulo is a submarine chef. He cooks for 100 of his colleagues, three times a day. His food is healthy and delicious!

It's very tiring, and submarines are cramped and smelly. But, submarine chefs are well paid, and they have long holidays. So, what do you think? Is submarine chef the job for you? Not sure? OK, who's next ...?

Meet Oya. She's a window cleaner. She works outdoors, and she keeps fit and healthy at work.

She's also very good with heights! Her team works on skyscrapers. Her team spends most days hundreds of metres above the ground.

It's very dangerous, so they are very careful about safety. But, it's a fun job. The money is fine and the views are great. And there are always plenty of dirty windows. For example, the Burj Khalifa in Dubai has more than 24 thousand windows! There's always lots of work to do. So, skyscraper window cleaner? What do you think? ... Not for you? OK, what's next ...?

Do you dream of working in Hollywood? No good at drama? Well, don't give up yet ...

This is Marko. He works on sound effects. He's a Foley artist. He makes the sounds for movies in a recording studio.

His team uses fruit and vegetables, pots and pans, bats and balls – anything to get the sound just right. Foley artists are very creative, and have great imaginations.

They are well paid, and they meet lots of famous actors at film premieres. What a great life! Not for you? OK \dots

Are you good with computers? Do you like solving problems? Well, meet Jun. He's an ethical hacker.

That is, he's an ICT specialist with a big company. He tests and improves online security. Every day, he works on difficult problems.

He rarely stops for lunch and, sometimes, he has to work at weekends. It's very hard work. But it's well paid, challenging, and every day is different.

And he gets 36 days' holiday. He works in a huge, modern office with a canteen and a gym. It's a good career! Still not quite right? OK, last one ...

This is Katja. She has a very unusual job. She's a model. A hand model! Maybe you've seen her hands before.

They've been in adverts in newspapers, on billboards and on television.

She has very famous hands, and they are insured for a lot of money.

It's well paid, she travels a lot and the work isn't difficult. So, how does a career in hand modelling grab you?

Choosing a career is very difficult! There are so many to choose from! Doctor, lawyer, scientist, architect, designer,

engineer, writer ...

But don't forget ... There are lots of more unusual jobs to think about, which might just be perfect for you! Good luck!

Unit 7

7.1

bookshop

café

campus

cinema

library

restaurant

stadium

supermarket

7.2

Conversation 1

Sara How do you go to work, Ali?

Ali I go by car. First, I take my two daughters to school and

then I drive to the office.

Sara How long does it take?

Ali Around 30 minutes.

Conversation 2

Sara How do you go to work, Yoshiko?

Yoshiko I take a train to Tokyo Central Station and then I take

the subway. There's a station very near my office so

it's very easy.

Sara So how long does it take?
 Yoshiko About an hour and a half.
 Sara That's a long journey every day!
 Yoshiko Yes, especially when I finish work late.

Conversation 3

Sara Marti, how do you go to work?

Marti I live near the factory so most days I cycle, but when it

rains I go by bus.

Sara How long does it take?

Marti About 20 minutes. It's good exercise, too.

7.3

There's a cinema.

There are two hospitals.

7.4

Dan Hi, Tom. How are you?

Tom Oh, hi, Dan. I'm fine. How are you? Tell me about your

new apartment.

Dan It's really nice. You must come and see it.

Tom I will. Is it in a nice part of the city?

Dan Yes. It's only two minutes from a park.

Tom That's good. Are there any good restaurants nearby?

Dan Yes, there are three very nice restaurants. An Italian,

a French and a Japanese restaurant.

Tom Great.

Dan But there aren't any cafés.

Tom That's not so good. How do you get to the university?

Dan I go by bus.

Tom Is there a bus stop near the apartment?

Dan No, there isn't. It's ten minutes from here. And the

subway is really far, about 15 minutes.

Tom Are there any shops?

Dan Yes. There's a supermarket on the next street, about a

minute from here.

7.5

Sui

Jon It's Ahmed's birthday next Saturday so we need to

organize something for him. Any ideas?

Fatima How about going to a restaurant?

Jon Yeah! That's a good idea, Fatima. We can go to a

club afterwards.

Fatima What do you think, Sui?

No, I don't think it's a good idea. We always go to

restaurants. It's not very special.

Jon Any other ideas?

Sui Why don't we organize a party for him?

Jon Yes, I like that idea. We can do it at the school. What

do you think, Fatima?

Fatima Great idea! I know Ahmed loves parties.

Jon OK. So we'll organize a party for Ahmed.

Unit 8

8.1

Conversation 1

A Excuse me, where are the student rooms?

B The student rooms? They're on the third floor.

Conversation 2

A Is there a gym in this building?

B Yes, there is. It's in the basement. The stairs are over there.

Conversation 3

A I'd like a coffee. Is there a cafeteria on this floor?

B No, but there's one on the first floor.

Conversation 4

A I'm looking for the Ansley Lecture Theatre. Which floor is

B The Ansley Lecture Theatre? I think it's on the second floor.

Conversation 5

A I need a meeting room. Are there any free at the moment?

B I'm not sure. All the meeting rooms are on the ground floor. You need to ask at the office.

8.2

a It's near the park. It's on South Street and it's opposite the cinema.

b It's near the river, next to the River View Apartments.

c It's on Market Street. It's on the right of the supermarket.

d It's on the corner of City Avenue and Market Street, next to a gift shop.

8.3

Waterloo is one of the biggest universities in Ontario. It's famous for its Engineering programmes. The university is located in the city of Waterloo and is about 100 kilometres from Toronto – that's about 90 minutes by car. In total, there are about 36,000 students. That's with graduates and undergraduates. Most of our students are Canadian, but we also have a lot of international students. This year, there are students from around 120 different countries, mainly from countries in Asia and the Middle East. The university is well known for its excellent teaching and small class sizes. Today we have a teaching staff of about 1,100.

8.4

eighty
a hundred
a hundred and fifty
five hundred and eighty
a thousand
one thousand eight hundred
seven thousand six hundred
ten thousand
thirty thousand six hundred

8.5

- a two hundred and forty
- **b** six thousand seven hundred
- c seventeen thousand eight hundred
- **d** sixteen thousand nine hundred

8.6

- **a** Emirates flight 5109 is now boarding at gate 23. Please go to the gate now.
- **b** Passengers for the coach to Oxford, please go immediately to bay 14A. The coach will depart in five minutes.
- **c** We regret to inform passengers waiting for the 12.30 service to Edinburgh that the train is running 15 minutes late. The train is expected at 12.45 and will now leave from platform 7A.

8.7

- a fifty
- **b** a hundred and eighty
- c eight hundred and seventeen
- d a thousand and nineteen

8.8

Conversation 1

Jorge Which bus goes to the business park?

Jess Bus 50A, I think.

Jorge Sorry?

Jess Fifty A. That's five zero. OK? Jorge Yes, 50A. I've got that.

Conversation 2

Jorge I have the final numbers for the conference.

Maria Great. Just a minute, I need to write it down. OK.
Go ahead.

Jorge We have 560 people registered.

Maria That's five six zero.

Jorge That's right. It's a lot of people.

Slideshow – City of dreams

Hello! Welcome to my dream city. I call it 'Hypnopolis'. Here we are, looking down over Hypnopolis. Isn't it pretty? There are lots of mountains near the city. The scenery is beautiful.

It's a very green city. There is a large recycling centre outside the city.

And next to the recycling centre, there is a huge solar power station. It generates all the city's power.

There is a lovely beach. It's two kilometres long, and you can play volleyball and cricket. Or, you can go swimming, surfing or sailing.

There are lots of hotels by the beach. Some of them have swimming pools – and they are free for everyone!

Near the beach, there are lots of apartments. They're modern, but they aren't expensive. Actually, they're quite cheap.

There's a cool shopping area. It's a very fashionable city.

And everything is very convenient. For example, there are ATMs everywhere! You never wait.

There is a huge car park outside the city, and there aren't many cars inside Hypnopolis. In the city centre there are trams, or you can cycle. Or, you can walk.

There isn't an airport in Hypnopolis, but there is a lovely harbour.

In the city centre, there is a big square. At weekends, there is an amazing food market. It's buzzing!

Off the square, there's a library and a museum. And there are three art galleries.

There is a large university, with 15,000 students.

There are three cinemas and five theatres.

And there are lots of restaurants and cafés. You can eat anything here! In the summer, it's warm and you can sit outside.

In the evenings, there is live music in all the cafés. Jazz, folk, rock! It's so much fun. Hynopolis is an amazing place to live. So, that was my dream city. Now, how about yours?

Unit 9

9.1

the Sahara Desert the River Nile Bondi Beach the island of Crete the Atlantic Ocean Lake Titicaca Mount Everest the Amazon Rainforest

9.2

north

north-east

east

south-east

south

south-west

west

north-west

9.3

Nobody lives on Rock Island, but visitors come every day in the summer. You can take a boat to visit the island. It's a very beautiful island and perfect for walking and trekking. The big lake in the centre of the island is called Lake Lemon. On the west side, the Monkey Forest has some very old trees. For mountain climbers, Mount Apu in the north is very exciting.

The coast is very beautiful. The two big beaches in the south have very white sand. They are called Shark Beach and Coral Beach. In the summer, many visitors come by boat on day trips. Shark Beach is on the south-west side, and is very popular for swimming. You can also visit some of the islands. Seal Island is an interesting island for birdwatching on the east side of the main island.

Unit 10

10.1

a

Simon Amira

Are there any fast-food restaurants in Mumbai? Yes, now there are lots in all the big cities in India. Some students and office workers eat fast food at lunchtime. But it's expensive so many people still prefer to bring a lunch box from home, and just go to a fast-food restaurant once or twice a week.

Simon Do you eat a lot of meat?

Angelo Yes, Argentina's a big meat-eating country. We eat a lot of meat, especially beef on the barbecue. It's very good. We eat potatoes and a lot of salads, but we don't eat many vegetables.

Simon Rafik

Do you eat lots of sweet things in Algeria? Yes, we have a lot of delicious pastries and desserts, but during the week we don't eat lots of sweet things with meals. We just have fruit, a peach or some watermelon. The fruit here is really good.

10.2

- a There's lots of sugar.
- **b** There are some oranges on the table.
- **c** Is there any rice? Yes, there is.
- d Are there any plates? No, there aren't.

10.3

Miya What are you making, Rafik? Rafik It's called couscous salad. Miya Couscous salad? What's in it?

Rafik Well, it has couscous, of course, chickpeas, some raisins and lots of very small pieces of colourful vegetables.

Miya Sorry, what's couscous? Rafik Oh, it's a kind of wheat.

Miya OK.

Rafik The salad also has some red peppers, a red onion. and you mix everything with some olive oil and lemon juice.

Miya What do you eat it with?

Rafik You eat it with meat and cooked vegetables.

Miya And when do you eat it?

Rafik We eat it for lunch or supper. It's one of my favourite dishes.

Miva It looks difficult to make. **Rafik** Actually, it's easy to make. Miya And what does it taste like?

Rafik It tastes fresh. It's delicious. Why don't you try some?

Slideshow – Guess the country

How quickly can you guess the country?

Its population is about 53 million.

Its longest river is the Orange River. It flows west for 2,200 kilometres.

Its exports include gold, ...

... diamonds ...

... and fruit.

There is a dry season from May to September. In the dry season it is cool, there is almost no rainfall and humidity is very low.

The wet season is from October to April. It can be very hot, humid and stormy.

It has 11 official languages. (Only Bolivia and India have more.) Some people speak English.

There is a huge desert called the Kalahari.

It has coasts on the Atlantic Ocean ...

... and the Indian Ocean.

It is next to six countries, including Namibia ...

... and Zimbabwe.

It has three capitals - Pretoria, ...

... Cape Town ...

... and Bloemfontein.

Its most famous landmark is Table Mountain.

And its most famous person is Nelson Mandela.

So, can you guess? And the country is ...

... South Africa. Did you get it?

Unit 11

11.1

Marcus

My name's Marcus and I'm a psychology student in my third year. In a typical week, I have about 15 contact hours. I have eight lectures and two seminars, and a lab session of three hours. The rest of the time I study in the library or at home. In a typical week, I study for 30 hours. I really like the lab sessions. We do experiments and then we write a lab report about it later. It's a really interesting part of the course.

Hamid

I'm Hamid and I'm a first-year student on a Business programme. I have about 15 hours of teaching time, a mix of lectures and seminars. I have five courses this term, and for each course I have one lecture and one seminar a week. The lectures are an hour long and the seminars are two hours. The rest of the time I study on my own. I guess I study about 35 hours a week, including weekends. I really like the seminars. The groups are small, about 20 students, plus the teacher, of course. In the seminars, we have group discussions and sometimes we give presentations.

Franco

I'm Franco and I'm a second-year chemistry student. I have about 23 hours of teaching a week. In a typical week, I have six lectures, four seminars, and two lab sessions of four hours. Some of the lectures are very interesting, but there's never time to ask questions so I just listen and take notes. I also have a tutorial once a week. I like the tutorials. I get feedback on my essays and assignments, and I can talk about any problems with the course. The rest of the time I study on my own. I guess I study about six hours a day, so about 30 hours a week.

11.2

- a twice a month
- **b** four times a week
- c once a year
- d every year
- e almost never

11.3

a

- A How often do you study in the library?
- **B** Every day. It's always very quiet so it's a great place to work.

b

- A Do you ever skip meals?
- B Not usually. I sometimes skip breakfast when I have an early lecture.

c

- A Do you ever work all night?
- B Almost never. When I've a lot to do, I sometimes work until nine or maybe ten, but never later.

d

- A How often do you go to the gym?
- B About twice a week, but I cycle to work every day and that's very good exercise.

Unit 12

12.1

a

What's the time? It's quarter to six. It's five forty-five.

b

What's the time? It's twenty past seven. It's seven twenty.

c

What's the time? It's quarter past two. It's two fifteen.

d

What's the time? It's ten to nine. It's eight fifty.

e

What's the time? It's half past ten. It's ten thirty.

f

What's the time? It's six o'clock. It's six.

12.2

- a My train to work leaves at six forty-five.
- **b** I have a marketing seminar at midday today.
- **c** On weekdays, I usually get up at half past seven.
- **d** I usually leave the office at quarter past six and get the eighteen fifty-five train.
- **e** I have a meeting with the course director this morning, at eleven twenty.
- **f** A Is film club this evening?
 - B Yes, it starts at seven fifteen.
- **q** A What time do you have lunch?
 - **B** Late. About two usually.

12.3

Yoshiko is a university student in Tokyo. She gets up at quarter to six. She never has time for breakfast. She takes the train to Tokyo at six forty-five. She lives five minutes from the station so she leaves home at about six thirty. The train journey takes 40 minutes and then there is a ten-minute subway ride.

She gets to college at about ten to eight. First, she goes to the computer room to check her emails. Then, at about eight fifteen, she meets her friend Toru for coffee. At quarter to nine, she goes to the lecture theatre. She likes to have half an hour to read her notes before the first lecture at nine fifteen.

12.4

1

Selma

On weekdays, I'm always in the office early – most days before seven. It's the best time for me. It's very quiet and I do a lot of work before the other people arrive. At the weekends, I get up early too, and I go running or go to the gym before breakfast. I'm always in bed before ten thirty on workdays.

2 Sam

I really don't like getting up early. The alarm rings and rings and rings at seven thirty, but I never get out of bed before eight. I usually skip breakfast and I'm always in a rush to get to work for nine. My working day officially finishes at six, but I never leave the office before seven thirty. I like working in the evenings. The office is very quiet after everyone goes home, and I can do a lot of work. After dinner, I'm still full of energy and I often go out with friends. On workdays, I try to be in bed before midnight.

3 Erik

I'm a student at technical college. When I have tests or exams, I prefer to get up really early, at five or six in the morning, and study before breakfast. It's difficult for me to work late in the evening. I like to stop work about seven or seven thirty, have something to eat and relax. Some of my friends work until one or two in the morning, but I don't. If I go to bed really late, I feel terrible the next morning.

12.5

1

Anna What do you do to relax in the evening, Max?
 Max After a busy day at the office, I cook a nice meal, and then I watch a film on TV or chat to friends on my mobile.

2

Anna After a busy day, what do you do to relax, Vicky?Vicky It depends. Sometimes I do some yoga or I go for a walk. I find that very relaxing.

3

Anna What do you do to relax after exams, Chen?
 Chen When I get home, I put on my tracksuit and I go running in the park opposite my house. Then I listen to the radio or read a good book. That's the best way for me to relax.

12.6

Jack What do you do in your free time?

Mia Well, I play a lot of sudoku.

Jack Oh, yeah?

Mia Yes, I'm in the university sudoku club.

Jack Oh, really? When do you meet?

Mia Every Thursday at seven. On Saturdays, we play in sudoku tournaments, too.

Jack That's interesting! Do you win a lot?

Mia Yes, we're one of the best teams in our region.

12.7

а

Alice I go running every day before breakfast.

Jen Wow!

b

Mario The weekends are for my family. I have two small sons.

Jen Oh, really?

c

Igor I like playing video games in the evenings.

Jen Oh, yeah?

d

Hamid I love running. I'm training for the Dubai Marathon.

Jen That's interesting.

12.8

a

A At the weekend, I go to an art class.

B Oh, yeah? When is the class?

A On Saturday mornings. It's a really good course.

b

A At the weekend, I play football in the park.

B Oh, yeah? Who do you play with?

A A group of friends from college. It's really good fun.

c

A I like cooking at the weekends.

B Oh, really? What kind of food?

A Something quick – some pasta or chicken.

d

A I usually go camping in the summer holidays.

B That's interesting. Where do you go?

A To a national park near Barcelona. It's really beautiful.

е

A I really like rock climbing.

B Really? What do you like about it?

A It's really exciting.

Slideshow - Sweet dreams

Did you know – the average person spends 36% of their life asleep? Some people need lots of sleep – up to nine hours a night. But some people need much less.

We all have different sleep habits. Some people are larks – they usually go to bed early and get up early.

And some people are owls – they can't get up early, but they're wide awake at night.

But maybe you are different. Do you like to sleep a lot? Yes? Well, you're like a koala. Koalas spend more than 20 hours a day sleeping.

Or, maybe you need very little sleep, like a giraffe. Giraffes sleep for only two hours a night. But they often snooze during the day, standing up.

We call a short sleep for about 20 minutes a 'nap' or a 'catnap'. (Cats are very sleepy creatures, too.)

Dolphins have a cool trick. First, their left brain sleeps. Then, the right. They're never fully awake, and never fully asleep. That gives a whole new meaning to the phrase 'to be half asleep' ...

Did you know – sea otters sleep on their backs, floating on the water? Sometimes, they link paws with their partners so they don't drift apart. How sweet!

Some people think the positions we sleep in show our personalities. So, for example, they think that man number 2 here is easy-going and friendly. And man number 4 is quite shy, but a good listener! ... Hmmmm.

Sleep is very important for all animals. But why? Well, our bodies and minds need time to rest. Without enough sleep, we make more mistakes, ...

- ... we have more accidents ...
- ... and we get ill more often.

A lot of people can't sleep well. We call them 'insomniacs'. It's a big problem. One in three people suffer from insomnia during their life. It's horrible! Here are some tips to help you get a good night's sleep.

Are you stressed? In the evening, write down your problems. Next, write down some possible solutions. That way, your brain can relax when you go to bed.

We are very sensitive to light. So make sure your bedroom is dark. And don't look at your computer or phone for an hour before bed.

Regular exercise helps you sleep better. But don't exercise late in the evening. You need time to cool down.

Another temperature trick: have a bath or a long, hot shower just before bed. When you get out, your body cools down quickly. And that makes you sleepy.

One more tip: if you wake up and can't get back to sleep, get up. Walk around, ...

- ... do a puzzle, ...
- ... or make yourself a warm drink.

Do anything, but don't just lie there! (But remember – no bright screens!) Soon, you'll feel sleepy again.

So, there we are. Follow these tips, and soon you'll be sleeping like a baby! Sweet dreams!



Word	Section	Word type	Word	Section	Word type
Unit 1			give	В	verb
OTHE I			– go	C	verb
а	Α	article	good	В	adjective
age	В	noun	-		,
all over the world	C	phrase	have	C	verb
an	В	article	hello	В	exclamatior
and	A	conjunction	her	C	pronoun
at	В	preposition	home	C	adjective
	J		how	В	adverb
be	В	verb	Hungary	В	noun
big	В	adjective			
birthday	В	noun	<u> </u>	A	pronoun
Brazil	Α	noun	in	А	preposition
Brazilian	Α	adjective	India	Α	noun
business	C	adjective	Indian	Α	adjective
out	C	conjunction	information	C	noun
		-	interest	C	noun
can	C	verb	interested	C	adjective
capital city	Α	phrase	introduce	Α	verb
car	C	noun	Iraq	A	noun
celebration	В	noun	Iraqi	Α	adjective
check	A	verb	it	A	pronoun
China	A	noun	Italian	В	adjective
Chinese	A	adjective	italian	Ь	adjective
choose	C	verb	Japan	Α	noun
clear	C	adjective	Japanese	Α	adjective
	В		join	C	verb
college		noun	y =		
community	C	noun	Korea	C	noun
conference	C	noun	Korean	C	adjective
correct	Α	adjective			
country	Α	noun	learn	С	verb
course	В	noun	listen	Α	verb
culture	C	noun	live	Α	verb
current	C	adjective	look	C	verb
date of birth	C	phrase	main	C	adjective
	C	- 4:4:	map	Α	noun
easy	C	adjective	meet	C	verb
education status	C	phrase	member	C	noun
Egypt	Α	noun	my	C	determiner
eighteen	В	number			
English - ·	В	adjective	nationa l ity	A	noun
Ethiopia	Α	noun	near	Α	preposition
family	C	adioctiva	nineteen	В	number
family	C	adjective	no	В	exclamatior
first	C	adjective '	not	В	adverb
first/family/full name	C	phrase	now	C	adverb
footba ll	C	noun			
for	Α	preposition	old	В	adjective
form	В	noun	Oman	Α	noun
France	Α	noun	Omani	Α	adjective
French	Α	adjective	on	Α	preposition
friend	В	noun	online	C	adjective .
from	Α	preposition	other	Α	adjective
		, , , , , , , , , , , , , , , , , , , ,	our	C	determiner



assword eople erson lease oland olish ress	C A A C	noun noun noun	yes you	А В	exclamation
eople erson lease oland olish	A A C	noun noun	· · · · · · · · · · · · · · · · · · ·		CACIAITIALIOIT
erson lease oland olish	A C	noun	you		pronoun
ease bland blish	C			В	promoun
oland olish		adverb			
olish	A		Unit 2		
	Α	noun adjective			
ess	C		actor	A	noun
	C	verb	actress	А	noun
atari	А	adjective	Argentina	А	noun
			away	А	adverb
peat	Α	verb	baseball	Α	noun
L I	D		boy	A	noun
hool	В	noun	British	A	
venteen	В	number			adjective
are	A	verb	businessman	A	noun
e	C	pronoun	busy	Α	adjective
ort	В	adjective	children	Α	noun
teen	В	number	cinema	A	noun
me	C	determiner	club	A	noun
rry	C	exclamation	colleague	В	noun
uth	C	adjective			
ain	Α	noun	Colombia	A	noun
anish	Α	adjective	company	A	noun
eak	В	verb	contact	Α	noun
ell	C	verb	detai l s	А	noun
I	В	adverb	different	A	adjective
ıdent	Α	noun	director	В	noun
bmit	C	verb	drama	A	noun
veden	A	noun	Urarria	A	HOUH
vederi	, ,	110di1	Emirati	Α	adjective
iwan	Α	noun	everybody	В	pronoun
<e <<="" td=""><td>C</td><td>verb</td><td></td><td>_</td><td>p. 0.1.0 0.11</td></e>	C	verb		_	p. 0.1.0 0.11
acher	В	noun	face	Α	noun
e	Α	article	famous	Α	adjective
e USA	В	noun	fan	Α	noun
eir	В	determiner	favourite	Α	adjective
ey	A	pronoun	female	Α	adjective
day	C	adverb	film	Α	noun
morrow	В	adverb	first time	A	phrase
renty	В	number	friendly	A	adjective
•	В	number	,	, ,	a.a.j.cen.ee
venty-one	В	number	Germany	А	noun
venty-two	D	HUHIUEI	great	А	adjective
niversity	В	noun	_		
e	В	verb	happy	Α	adjective
ername	C	noun	hard	В	adjective
CITIGITIC	C	110011	he	А	pronoun
5	В	pronoun	his	А	pronoun
nat about you?	В	, phrase	loon	٨	
nen	В	adverb	important	Α	adjective
nere	A	adverb	informal	В	adjective
nich	A	pronoun	international	А	adjective
th	В	preposition	Lohanosa	٨	adiostica
	А	verb	Lebanese	Α	adjective
ork			magazine	А	noun
or l d rite	A A	noun verb	manager	A	noun



Word	Section	Word type	Word	Section	Word type
mark	А	verb	clever	C	adjective
					-
married	A	adjective	cousin	Α	noun
medical	В	adjective	dark	C	adjective
music	А	noun	daughter	A	noun
	٨	- 4:4:			
new	A	adjective	denim	C	adjective
nice	В	adjective	department store	C	noun
nice to meet you	В	phrase	excellent	С	adjactiva
	٨				adjective
opinion	А	noun	exchange programme	C	noun
Pakistan	Α	noun	father	Α	noun
parents	В	noun	funny	C	adjective
			Turniny	C	adjective
oart-time	A	adjective	glasses	C	noun
polite	В	adjective 	grandchildren	A	noun
Portuguese	Α	adjective	granddaughter	A	noun
profile	А	noun	grandfather		
•	٨			A	noun
quiz	Α	noun	grandmother	A	noun
Russia	Α	noun	grandparent	А	noun
nussia	A	noun	grandson	А	noun
Sales and Marketing	Α	phrase		6	
same	В	adjective	hair	C	noun
	A	noun	headscarf	C	noun
singer			holiday	C	noun
social networking	A	noun	house	В	noun
sport	A	noun	husband	Α	noun
(not) sure	В	adjective			
taana	٨	0.0110	impression	C	noun
team 	A	noun	its	В	determiner
tennis	A	noun			
tennis player	А	noun	jacket _.	C	noun
this	В	determiner	journa l ist	В	noun
tit l e	В	noun	المعام	٨	a dia ativa
Turkish	Α	adjective	little	A	adjective
tutor	В	noun	local	В	adjective
			long	C	adjective
very	Α	adverb	ma a la	٨	12.01.112
1	٨		male	A	noun
who	А	pronoun	mobile phone	A	noun
Yemen	Α	noun	mother	Α	noun
Telliell	^	HOUH	n aighbaur	٨	10.04.410
			neighbour	A	noun
Unit 3			niece _	В	noun
a lot	С	adverb	older	В	adjective
			popular	В	adjective
beard	C	noun			-
best	В	adjective	red	C	adjective
black	C	adjective	relationship	Α	noun
blond(e)	C	adjective	restaurant	В	noun
blue	C	adjective			
brother	Ā	noun	selfie	C	noun
	, ,	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	shirt	C	noun
call	В	verb	sister	Α	noun
camera	C	noun	sister-in-law	В	noun
children	A	noun	sitting room	A	noun
a march	/ \	110011	sitting room	$\overline{}$	HOUH



Word	Section	Word type	Word	Section	Word type
on	А	noun	science	А	noun
	C	verb	second	В	adjective
tay					-
treet	В	noun	stand	Α	noun
ummer	C	noun	taxi	В	noun
unglasses	C	noun	tell	В	verb
hink	٨	varb			
	Α	verb	text	A	verb
00	В	adverb	time	A	noun
pp	C	noun	top	Α	adjective
shirt	С	noun	total	А	noun
sitor	В	noun	useful	Α	adjective
ebsite designer	C	noun	writer	В	noun
hite	В	adjective			
vife	Α	noun	Unit 5		
ounger	В	adjective	academic	C	adiactiva
				C	adjective
liiiti. A			aeroplane	C	noun
Init 4			after	В	preposition
ftornoon	٨	noun	apartment	В	noun
fternoon	A	noun	architect	Α	noun
t	В	noun	architecture	C	noun
aby	В	noun	article	C	noun
иыу	U	HOUH	at night	A	phrase
areer	Α	noun	_		F 5.55
omputer	A	noun	basketba ll	В	noun
ost	A	noun	boss	Α	noun
reative	Α	adjective	café	В	noun
ifficult	Α	adjective	cafeteria	В	noun
		aajeeare	canteen	В	noun
mail	Α	noun	change	Α	verb
vening	Α	noun	chemistry	C	noun
vent	Α	noun	construction worker	A	noun
ast	Α	adjective	dangerous	А	adjective
nal	A	adjective	designer	A	noun
ee	Α	adjective	desk	В	noun
		aajeelive	digital media	С	phrase
ames	Α	noun			'
			dinner	В	noun
formation Technology (IT)	Α	noun	do	В	verb
aly	Α	noun	economics	C	noun
ob fair	Α	noun	engineer	А	noun
, D (MI)	, ,	HOGH	engineering	C	noun
ptop	Α	noun	especia ll y	A	adverb
vel	A	noun	copecially	, ,	444610
		110011	fact	C	noun
ake	Α	verb	factory	Α	noun
ionth	Α	noun	fashion	A	noun
- :-	•		finish	A	verb
age	Α	noun			
lace	Α	noun	firm	A	noun
			flexible	A	adjective
eputation	Α	noun	fluent	C	adjective
ght	Α	adjective			



Word	Section	Word type	Word	Section	Word type
goal	А	noun	confirm	В	verb
guess	В	verb	correct	A	verb
nelpful	A	adjective	day	А	noun
nigh	A	adjective	eat	Α	verb
nobby	C	noun	employee	A	noun
nour	Α	noun	every	A	determiner
kind	В	noun	Friday	В	noun
ab(oratory)	Α	noun			
anguages	C	noun	head office	A	noun
arge	Α	adjective	Ho ll and	А	noun
awyer	Α	noun	kid	А	noun
ucky	Α	adjective	Mu	/ \	HOUH
uncĥ	В	noun	leave	Α	verb
			let	В	verb
mathematics	C	noun			
nedicine	C	noun	many	A	determiner
nodel	C	noun	minute	A	noun
OURCO	Α	noun	mistake	A	noun
nurse	$\overline{}$	noun	morning	В	noun
ohotographer	C	noun	most	А	determiner
police officer	Α	noun	next	А	adjective
ooster	C	noun	normal	A	adjective
	-		Homful	/ \	aajeelive
elax	В	verb	presentation	Α	noun
eporter	C	noun		۸	
esidence	В	noun	regional	A	adjective
alary	Α	noun	report	Α	noun
ales	C	noun	sell	Α	verb
andwich	В	noun	software	A	noun
cientist	A	noun	Sunday	A	noun
tart	A	verb	system	A	noun
top	В	verb		, \	Hoan
study	В	noun	task	А	noun
rtuay	U	Houri	teenage	Α	adjective
elevision	В	noun	trade	Α	noun
hirty	В	number	trip	Α	noun
ourism	C	noun	typical	Α	adjective
ravel	С	verb	UAE	А	noun
weekend	В	noun			
vrong	В	adjective	Wednesday	Α	noun
Unit 6			Unit 7		
			any	С	determiner
alarm	A	noun	attractive	В	adjective
at the end of	В	phrase	actiactive	D	aajeetive
Australia	Α	noun	band	А	noun
oook (a room)	В	verb	beautiful	В	adjective
oook (a room) oreak			bicycle/bike	Α	noun
oreak oreakfast	A	noun	bookshop	Α	noun
neakiasi	Α	noun	building .	В	noun



buy A verb visit A verb campus A noun walk A verb centre B noun walk A verb centre B noun walk A verb coffee A noun walk A verb coffee A noun display C noun at the moment A phrase drink A verb avenue A noun drink A verb avenue A noun converbed bank A noun expensive B noun basement A noun basement A noun captable B noun fastfood A noun ground B noun forty B nounber green B adjective B noun ground B noun forty B nounber green B adjective B noun ground A noun ground A noun ground B noun market B noun ground B noun hour phrase meal B noun moder B adjective locate B noun multicultural B noun noun noun ground A noun ground B noun noun ground B noun noun phrase basement A noun ground B noun hour ground B noun noun phrase hours adjective locate B noun noun phrase noun ground B noun noun ground B noun noun phrase noun noun ground B noun noun phrase noun ground B noun noun phrase noun noun ground B noun noun phrase noun noun phrase noun noun noun phrase noun noun noun phrase noun noun noun noun noun noun noun nou	Word	Section	Word type	Word	Section	Word type
buy A resh visit A verb centre B noun walk A verb centre B noun walk A verb centre B noun walk A verb coffee A noun coffee A noun walk A verb coffee A noun display C noun at the moment A phrase drive A verb avenue A noun coun chiral basement A noun expensive B adjective C adverb climb C verb as a noun fast the moment A noun expensive B noun basement A noun coun expensive B noun fast food A adjective B noun fast food A noun forty B noun fast food A noun forty B noun for	bus	А	noun	usua ll y	А	adverb
campus A noun recentre B noun noun confective B noun discrive coffee A noun coffee A verb and coffee A verb avenue A noun display C noun at the moment A phrase drink A verb avenue A noun display C noun at the moment A noun driver A verb avenue A noun basement A noun basement A noun basement A noun consensive B noun adjective Glimb C verb adjective Glimb C verb adjective Glimb C verb Gracility B noun Gracility B	buy		verb	•		
Centre	•			visit	Α	verb
tentre b adjective coffee A noun yerb Asia B noun at the moment A phrase drive werb avenue A noun driver b avenue A noun basement A noun composite B noun forty B number adjective B noun ground A adjective B noun ground A noun basement A noun basement A noun composite B noun forty B number adjective B noun ground A adjective B noun ground A adjective B noun ground A noun between B noun forty B number adjective B noun ground A noun ground A noun ground A noun ground B noun ground A noun ground A noun ground B noun ground A noun ground B noun ground A noun ground A noun ground B noun ground A noun ground A noun ground B noun ground A noun ground A noun ground A noun ground B noun ground A noun ground A noun ground B noun ground A noun ground B noun ground A noun ground A noun ground B noun ground A noun ground A noun ground B noun ground B noun adjective lecture theatre A noun noun pley area C noun miss A verb noun safe B noun on the corner of A phrase problem B noun on the corner of A phrase problem B noun on the right/left of A noun safe B noun safe B noun seventy B number small B adjective seventy B number small B noun swimming pool A noun station A noun take the third right/left A phrase suppers A noun take the third right/left A phrase suppers A noun undergraduate B noun swimming pool B number take the third right/left A phrase things the first phrase suppers A noun undergraduate B noun suppers this to noun seventy and third A noun suppers the first phrase third right				walk	Α	verb
coffee A room Unit 8 cycle A verb Asia B noun display C noun at the moment A phrase dink A verb avenue A noun exercise A noun bank A noun expensive B adjective bank A noun facility B noun basement A noun far C adverb eighty B number facility B noun eighty B number far C adverb eighty B number far C adverb eighty B number green B adjective fifty B number green B adjective B number killomete A noun ground A adjecti				Walk	, ,	7670
display C noun at the moment A phase drive werb avenue A noun at the moment A phase drive A verb avenue A noun driver A verb avenue A noun driver A verb avenue A noun basement A noun expensive B adjective C c noun fast-food A adjective fifty B number forty B number fort				11 :: 0		
display C noun at the moment A phrase drink A verb avenue A noun display C noun at the moment A phrase drink A verb avenue A noun driver A verb avenue A noun driver A verb avenue A noun basement A noun on the right/left of A phrase problem B noun on the right/left A noun basement A noun base adjective sixty B noun station A noun swimming pool A noun station A noun base on time phrase A noun base over the B noun swimming pool A noun station A noun third A noun third A noun base out the total and the phrase based B noun base out third and adjective sixty B number station A noun third A noun base out the total and adjective sixty B number station A noun third A noun swimming pool A noun station A noun third A noun third A noun supper A noun third A noun supper A noun third A noun third the A noun third the A noun third the A noun third A noun supper A noun undergraduate B noun base out the total country the phrase the third right/left A phrase third right/left A noun third the noun undergraduate B noun third the trip the tite				Unit 8		
display C noun at the moment A phrase drive drive A verb avenue A noun exercise A noun bask A noun expensive B adjective climb C verb facility B noun climb C verb far C adverb eighty B number fast-food A adjective flfty B number green B adjective floor A noun green B adjective floor A noun kllometre A noun graduate B noun lecture A noun graduate B noun lecture A noun graduate B noun market B noun go hous B noun maket B	Cycle	A	vero	Asia	В	noun
drink A verb avenue A noun drive A verb bank A noun exercise A noun basement A noun expensive B adjective climb C verb facility B noun climb C verb facility B noun climb C verb facr C odverb elighty B number facr C odverb elighty B number facr C odverb elighty B number green B odjective floor A noun green B odjective floor A noun green B odjective B number killometre A noun gift A noun lecture A noun greature <td>display</td> <td>C</td> <td>noun</td> <td></td> <td></td> <td></td>	display	C	noun			
exercise	drink		verb			
exercise B adjective climb C verb facility B noun expensive B adjective climb C verb facility B noun facility B number fast-food A adjective fifty B number fast-food A noun forty B noun forther fight/left of A phrase for noun forther fight/left of A phrase forther fiver A noun forther fiver B noun five	drive		verb		, (moun
expensive B adjective climb C verb facility B noun fast-food A adjective fifty B number fast-food A adjective fifty B number green B adjective fiftor A noun gym B noun forty B number kilometre A noun gift A noun library A noun ground A adjective library A noun ground A adjective library B noun market B noun (a) hundred B number madel B noun modern B adjective locate B verb nearby C adjective meeting room A noun opposite B preposition miss A verb park C noun ninety B number party C noun on the corner of A phrase play area C noun on the right/left of A phrase problem B noun safe quiet B adjective region B noun safe B noun size B noun subvay A noun take the third right/left Supermixed Su				bank		noun
dimb climb C verb facility far C adverb eighty B number fast-food A adjective fifty floor A noun gym B noun forty B number floor A noun gym B noun forty B number floor A noun gym B noun graduate B noun graduate B noun How long? B phrase market B noun market B noun market B noun market B noun modern B adjective locate B verb nearby C adjective meating room A noun popposite B preposition miss A verb party C noun party A noun party A phrase party party A noun party A noun				basement	Α	noun
facility B noun fair C adverb eighty B number fast C adverb eighty B number fast-food A adjective filfry B number green B adjective filoor A noun grym B noun forty B number kilometre A noun graduate B noun graduate B noun ground A adjective library A noun ground A adjective library A noun ground A adjective library B noun (a) hundred B noun market B noun (a) hundred B noun market B noun (a) hundred B noun modern B noun dictutural B noun modern B noun modern B noun modificultural B adjective locate B verb nearby C noun ninety B noun noun play area C noun ninety B number noun play area C noun on the right/left of A phrase problem B noun on the fight/left of A phrase problem B noun safe B noun size B noun sixty B number safe B noun sixty B number space B noun take the third right/left A phrase supermarket A noun third A noun subway A noun take the third right/left A phrase supermarket A noun third A noun subway I noun take the third right/left A phrase supermarket A noun third A noun subway I noun take the third right/left A phrase supermarket A noun third Noun undergraduate B noun turner subvar	expensive	В	adjective	alina h	C	, corlo
far C adveb eighty 8 number fast-food A adjective fifty 8 number green B adjective floor A noun gym B noun forty B number kilometre A noun gift A noun lecture A noun graduate B noun market B noun (a) hundred B phrase made B noun (a) hundred B number meal B noun (a) ective B noun multicultural B adje	facility	R	noun	CIIIID	C	vero
fast-food A adjective fifty B number green B adjective floor A noun gym B noun forty B noun forty B noun forty B noun gym B noun forty B noun graduate B noun graduate B noun ground A adjective library A noun How long? B phrase market B noun (a) hundred B number meal B noun (b) hundred B noun modern B adjective locate B verb nearby C adjective meeting room A noun multicultural B noun miss A verb park C noun ninety B noun on the corner of A phrase problem B noun on the injulyleft of A phrase quiet B adjective roof A noun safe B noun series B noun series A noun series B noun on the injulyleft of A noun shopping centre B noun seventy B number small B adjective sixty B number small B adjective sixty B number small B adjective sixty B number small B noun seventy B number small B noun seventy B number small B noun size B noun size B noun stadium A noun subway A noun take the third right/left A phrase suppers A noun (a) thousand B number train A noun undergraduate B noun indegraduate B noun mitter the R noun indegraduate B noun mumber stater.				eighty	В	number
green B adjective floor A noun graduate B noun forty B number skilometre A noun graduate B noun graduate B noun graduate B noun ground A adjective library A noun ground A noun ground A noun ground B noun Galective Galective B noun Galective Galective Galective B noun Galective Galective Galective Galective B noun Galective Galect						
kilometre A noun gift A noun graduate B noun lecture A noun graduate B noun lecture A noun ground A adjective library A noun How long? B phrase noun lecture B noun (a) hundred B number number mall B noun (a) hundred B noun number lecture theatre A noun multicultural B adjective locate B verb nearby C adjective meeting room A noun opposite B preposition miss A verb park C noun number noun on the corner of A phrase problem B noun on the right/left of A phrase quiet B adjective region B noun safe B noun shopping centre B noun seventy B noun safe B noun seventy B noun safe B noun seventy B noun shopping centre B noun seventy B noun station A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun tundergraduate B noun turn right/left A phrase	1436 1004		,			
kilometre A noun gift A noun graduate B noun graduate B noun graduate B noun Adjective library A noun How long? B phrase market B noun B adjective locate B noun multicultural B adjective locate B verb noun multicultural B preposition miss A verb park C noun nother right/left of A phrase noun on the right/left A noun safe B noun safe B noun seventy B number noun safe B noun seventy B number noun safe B noun seventy B number noun station A noun subway A noun talke the third right/left A phrase supermarket A noun talker the third right/left A noun station A noun talker the third right/left A noun taransport A noun undergraduate B noun location and noun tutter.	green		adjective			
lecture A noun graduate B noun adjective library A noun How long? B phrase market B noun (a) hundred B number meal B noun multicultural B adjective locate B verb nearby C adjective meeting room A noun middle East B noun miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A noun safe B adjective region B noun safe B noun safe B noun serventy B noun safe B noun serventy B noun safe B noun serventy B noun station A noun take the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun third A adjective subvay A noun taker the third right/left A phrase supermarket A noun third A noun turn right/left A phrase train A noun undergraduate B noun litter.	gym	В	noun	forty	В	number
lecture A noun graduate B noun adjective library A noun How long? B phrase market B noun (a) hundred B number meal B noun multicultural B adjective locate B verb nearby C adjective meeting room A noun middle East B noun miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A noun safe B adjective region B noun safe B noun safe B noun serventy B noun safe B noun serventy B noun safe B noun serventy B noun station A noun take the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun taker the third right/left A phrase supermarket A noun third A adjective subvay A noun taker the third right/left A phrase supermarket A noun third A noun turn right/left A phrase train A noun undergraduate B noun litter.	kilomotro	٨	noun	aift	А	noun
lecture library A noun ground A adjective library A noun How long? B phrase market B noun (a) hundred B number meal B noun modern B adjective locate B verb nearby C adjective meeting room A noun multicultural B noun miss A verb miss A verb park C noun ninety B noun on the corner of A phrase problem B noun on the corner of A phrase problem B noun on the right/left of A phrase problem B noun on the right/left of A phrase problem B noun safe B adjective region B noun safe B noun seventy B number small B adjective shopping centre B noun station A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase train A noun take the third right/left A phrase supermarket A noun (a) thousand B number trainsport the room on the right/left A phrase adjective supermarket B noun take the third right/left A phrase supermarket B noun undergraduate B noun transport A noun undergraduate B noun the right/left A phrase number transport A noun undergraduate B noun the right/left A phrase number transport B noun undergraduate B noun the right/left A phrase number transport B noun undergraduate B noun the right/left A phrase number transport B noun undergraduate B noun the right/left A phrase number transport B noun undergraduate B noun therefore the right righ	Kilometre	A	HOUH			
library A noun How long? B phrase market B noun (a) hundred B number meal B noun How long? B number meal B noun How long? B number modern B adjective lecture theatre A noun multicultural B adjective locate B verb noun opposite B preposition miss A verb park C noun miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A phrase quiet B adjective region B noun safe B adjective roof A noun shopping centre B noun seventy B number shaping centre B noun seventy B number shaping centre B noun size B noun station A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase train A noun (a) thousand B noun turtor.	lecture	Α	noun	9		
Market B noun (a) hundred B number number meal B noun (a) hundred B number meal B noun modern B adjective locate B verb noun multicultural B adjective locate B verb noun opposite B preposition miss A verb park C noun number noun on the corner of A phrase problem B noun on the right/left of A phrase over there A noun river A noun safe B adjective sixty B number small B adjective sixty B number station A noun subway A noun take the third right/left A phrase train A noun (a) thousand B number trains port B noun (a) thousand B noun the right/left A phrase train A noun there there A noun the right/left A noun the right/left A noun subway A noun take the third right/left A phrase train A noun tutters and the connection of A noun tutters and the connection of A noun the right/left A phrase and the connection of A noun the right/left A phrase and the connection of A noun the right/left A phrase and the connection of A noun the right/left A phrase and adjective subway A noun take the third right/left A phrase train A noun undergraduate B noun the right/left A phrase the phrase and the connection of A noun the right/left A phrase the phrase and the phrase than the phrase than the phrase than the phrase than A noun undergraduate B noun the phrase that the phrase than t	library		noun	greatia	, (adjective
meal B noun solutions B adjective lecture theatre A noun multicultural B adjective locate B verb nearby C adjective meeting room A noun multicultural B preposition miss A verb park C noun miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A noun safe B adjective roof A noun seventy B noun station A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun take the third right/left A phrase supermarket A noun language.	·	_			В	
modern B adjective locate B verb nearby C adjective meeting room A noun Middle East B noun opposite B preposition miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase quiet B adjective region B noun safe B adjective region B noun safe B adjective shopping centre B noun seventy B number small B adjective sixty B number small B adjective sixty B number stadium A noun swimming pool A noun station A noun subway A noun take the third right/left A phrase supper A noun transport A noun undergraduate B noun undergraduate B noun undergraduate C adjective meeting room A noun noun noun noun ninety B number number number number number number number number number number number number number number number number number number number number number number number number number number number number number number number number numb				(a) hundred	В	number
multicultural B adjective locate B verb nearby C adjective meeting room A noun Middle East B noun opposite B preposition miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase quiet B adjective region B noun safe B adjective roof A noun shopping centre B noun seventy B number small B adjective sixty B number space B noun size B noun stadium A noun size B noun station A noun take the third right/left A phrase supermarket A noun transport A noun tuttor B noun undergraduate B noun undergraduate B noun				lo cturo the catro	٨	20112
nearby C adjective meeting room A noun Middle East B noun opposite B preposition miss A verb miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A phrase over there A noun safe B adjective roof A noun soon fiver A noun shopping centre B noun seventy B noun seventy B number small B adjective sixty B number space B noun swimming pool A noun station A noun take the third right/left A phrase supper A noun (a) thousand B number train A noun (a) thousand B number train A noun undergraduate B noun undergraduate B noun britter the B noun undergraduate B noun B noun thirtor B noun undergraduate B noun noun there are proof B noun britter.						
opposite B preposition miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase quiet B adjective region B noun safe B adjective roof A noun safe B noun seventy B number shopping centre B noun seventy B number space B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun transport A noun transport A noun undergraduate B noun undergraduate B noun undergraduate Middle East B noun miss A verb number B number region B noun region A noun seventy B number sixty B number number sixty B number number A noun take the third right/left A phrase turn right/left A phrase turn right/left A phrase	multicultural	В	adjective	locate	D	vero
opposite B preposition miss A verb park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase quiet B adjective region B noun safe B adjective roof A noun safe B noun seventy B number shopping centre B noun seventy B number space B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun third A adjective strain A noun transport A noun undergraduate B noun undergraduate B noun undergraduate B noun undergraduate B noun subvay A noun undergraduate B noun undergraduate B noun	nearby	C	adiective	meeting room	Α	noun
park C noun ninety B number party C noun on the corner of A phrase problem B noun on the right/left of A phrase quiet B adjective rain A verb river A noun shopping centre B noun seventy B number small B adjective sixty B number space B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supper A noun undergraduate B noun tutor B noun undergraduate train A noun undergraduate prose A noun tutor	ŕ				В	noun
party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A phrase quiet B adjective region B noun safe shopping centre B noun seventy B number small B adjective sixty B noun station A noun station A noun take the third right/left A phrase supper A noun undergraduate B noun undergraduate B noun undergraduate B noun turn right/left A phrase train A noun undergraduate B noun turn right/left A noun undergraduate B noun turn right/left A noun turn right/	opposite	В	preposition	miss	Α	verb
party C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A phrase quiet B adjective region B noun safe shopping centre B noun seventy B number small B adjective sixty B noun station A noun station A noun take the third right/left A phrase supper A noun undergraduate B noun undergraduate B noun undergraduate B noun turn right/left A phrase train A noun undergraduate B noun turn right/left A noun undergraduate B noun turn right/left A noun turn right/	nark	C	noun			1
play area C noun on the corner of A phrase problem B noun on the right/left of A phrase over there A phrase quiet B adjective region B noun rain A verb river A noun safe B noun seventy B number small B adjective sixty B number space B noun size B noun station A noun subway A noun take the third right/left A phrase supermarket A noun (a) thousand B number train A noun undergraduate B noun turor stutor B noun undergraduate B noun undergraduate B noun turor subvorted B noun undergraduate B noun turor subvorted B noun undergraduate B noun noun tutor	•			ninety	В	number
problem B				on the corner of	Α	phrase
quiet B adjective region B noun rain A verb river A noun safe B adjective shopping centre B noun seventy B number small B adjective sixty B number space B noun size B noun stadium A noun swimming pool A noun station A noun subway A noun take the third right/left A phrase supermarket A noun third A adjective super A noun (a) thousand B number train A noun undergraduate B noun tittor B noun over there A phrase region B noun segon B noun seventy B number sixty B number sixty B noun size B noun swimming pool A noun take the third right/left A phrase turn right/left A phrase						,
rain A verb river A noun safe B adjective shopping centre B noun seventy B noun space B noun seventy B number small B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun (a) thousand B number strain A noun undergraduate B noun transport A noun undergraduate B noun region B noun region B noun seventy B noun seventy B noun seventy B noun seventy B noun switty B noun take thet third right/left A phrase turn right/left A phrase	problem	U	Houri			
rain A verb river A noun safe B adjective roof A noun shopping centre B noun seventy B number small B adjective sixty B noun station A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun tird A adjective supper A noun (a) thousand B number turn right/left A phrase turn right/left A noun transport A noun undergraduate B noun tutor B noun	quiet	В	adjective			,
safe B adjective roof A noun shopping centre B noun seventy B number small B adjective sixty B noun space B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number train A noun undergraduate B noun transport A noun transport A noun transport B noun Toof A noun seventy B noun seventy B noun take thety sixty B noun size B noun take the third right/left A phrase turn right/left A phrase		٨		_		
shopping centre	rain	А	verb			
shopping centre B noun seventy B number small B adjective sixty B number space B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number turn right/left A phrase train A noun undergraduate B noun turn roun the roun the roun B noun	safe	В	adjective	roof	Α	noun
small B adjective sixty B number space B noun size B noun stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number turn right/left A phrase train A noun undergraduate B noun turn roun the roun the roun that the roun is a noun to the roun transport A noun undergraduate B noun the roun transport B noun				SAVANTV	R	numher
space B noun size B noun stadium A noun swimming pool A noun station A noun subway A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number train A noun transport A noun undergraduate B noun transport B noun						
stadium A noun swimming pool A noun station A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number turn right/left A phrase train A noun undergraduate B noun turn R noun turn R noun	space		•			
station A noun subway A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number train A noun transport A noun undergraduate B noun tutor B noun	stadium					
subway A noun take the third right/left A phrase supermarket A noun third A adjective supper A noun (a) thousand B number train A noun transport A noun undergraduate B noun tutor B noun	station			3Williaming pool	/ \	HOUH
supermarket A noun third A adjective supper A noun (a) thousand B number train A noun transport A noun undergraduate B noun transport B noun	subway			take the third right/left	Α	phrase
supper A noun (a) thousand B number turn right/left A phrase train A noun transport A noun undergraduate B noun tutor.				third	Α	adjective
turn right/left A phrase train A noun transport A noun undergraduate B noun tutor B noun				(a) thousand	В	number
transport A noun undergraduate B noun				turn right/left	Α	phrase
tutor B noun				المعارب والمحرور	D	m a
tutor B noun Niow A noun	transport			undergraduate	R	noun
VIEW A NOUTI	tutor	В	noun	view	Α	noun



Word	Section	Word type	Word	Section	Word ty
Unit 9			Peru	А	noun
UIIIL 9			– plant	C	noun
Africa	Α	noun	·		
America	Α	noun	rainforest	А	noun
animal	C	noun	sea	Α	noun
Apri l	В	noun	season	C	noun
	٨		southern	C	adjective
peach · .	A	noun	south-west	A	adjective
pird .	A	noun	sunny	В	adjective
ooat	A	noun			-
oorder	C	noun	tall	C	adjective
cat	C	noun	tasty	В	adjectiv
:hicken	В	noun	tea	В	noun
limate	В	noun	temperature	C	noun
oast	A	noun	temple	В	noun
old	В	adjective	tree	Α	noun
omfortable	В	adjective	tropical	C	adjective
		aajeelive	Tuesday	В	noun
ecember ecember	C	noun	·	0	
esert	Α	noun	United States	В	noun
lirty	В	adjective	vegetables	В	noun
ry	C	adjective	vegetables	U	Houli
lumpling	В	noun	warm	В	adjective
uring	В	preposition	weather	В	noun
			west	Α	adjective
ast	A	adjective	wild	C	adjectiv
lephant	C	noun	winter	В	noun
ngland	В	noun			
ırmer	С	noun	Unit 10		
eature	Α	noun			
orest	Α	noun	Algeria	Α	noun
		,	app l es	А	noun
iking	В	verb	assignment	В	noun
ot	В	adjective 	اء ۔ ۔ا	٨	
umid	В	adjective	bad	A	adjective
ce	C	noun	barbecue basef	A	noun
sland	A	noun	beef	A	noun
TOTTO	\cap	HOUH	biscuit	A	noun
ake	Α	noun	bowl	В	noun
			bread	В	noun
Лау	В	noun	cake	А	noun
Monday .	В	noun	carrot	A	noun
nountain	A	noun	cereal	A	noun
nuch	C	determiner	cheese	В	noun
atura l	Α	adjective	chickpea	В	noun
aturai Iepal		•	chips	В	noun
	A B	noun	chocolate	A	noun
oisy		adjective	cook	A	
north	A	adjective			noun varb
orth-east	А	adjective	cook	A	verb
ocean	Α	noun	corn	A	noun
			couscous	A	noun
er cent	C	noun	crisps	В	noun
erfect	В	adjective			
		•			



Word	Section	Word type	Word	Section	Word type
delicious	А	adjective	sme ll	В	verb
essert	A	noun	snack	A	noun
ish	В	noun	soup	В	noun
uck			•	В	
UCK	А	noun	spicy		adjective
gg	А	noun	sugar	A	noun
99	, ,	TTO GITT	sweet	Α	adjective
sh	А	noun	taste	В	verb
ork	В	noun	toast	A	noun
esh	В	adjective	tuna	A	noun
dge	Α	noun	twice	A	adverb
uit	Α	noun	twice	^	davero
	_		unusual	В	adjective
ass	В	noun			
ape	А	noun	waterme l on	Α	noun
e cream	Α	noun	wheat	Α	noun
	В				
gredient	D	noun	Unit 11		
ice	А	noun	Office 11		
			almost	В	adverb
nife	В	noun	always	В	adverb
1:	A		at the last minute	В	phrase
mb	A	noun	(on) average	C	noun
mon	A	noun	(on) average	_	noan
ttuce	В	noun	bag	В	noun
nch box	А	noun			
naize	А	noun	discussion	A	noun
		noun	do experiments	Α	phrase
ieat	A	noun	early	В	adverb
nilk	A	noun	•		
ninera l water	В	noun	essay	A	noun
ever	А	adverb	exam	В	noun
		3.3	fitness centre	Α	noun
live oil	В	noun			
nce	Α	adverb	get feedback	Α	phrase
nion	Α	noun	get up	В	verb
range	Α	noun			
3			keep	В	verb
asta	А	noun	late	В	adjective
astries	А	noun	lose	В	verb
each	А	noun	1030	D	VCIO
eanut	Α	noun	maybe	В	adverb
epper	В	noun	midnight	В	noun
ate	А	noun	_		
otato	Α	noun	neat	В	adjective
rawn	А	noun	often	D	advorb
refer	Α	verb		В	adverb
roduce	Α	verb	on my own	Α	phrase
			personal care	C	phrase
iisin	В	noun	pie chart	C	noun
ce	А	noun	plus	A	preposition
ula d	D	noun	psychology	A	noun
alad Janean	В	noun	psychology	/ \	HOUH
almon	A	noun	rest	Α	noun
irdine	A	noun			
eafood	A	noun	Saturday	Α	noun
erve	В	verb	sector	C	noun

Word list

Word	Section	Word type
Word	1 0000000	Word type
seminar	Α	noun
session	Α	noun
skip	В	verb
sleeping	C	verb
socializing	C	verb
sometimes	А	adverb
spend	C	verb
take notes	Α	verb
term	A	noun
Thursday	Α	noun
tidy	В	adjective
timetable	A	noun
training	A	noun
tutorial	А	noun
Unit 12		
aerobics	В	noun
artist	Α	noun
ball games	В	noun
bedtime	Α	noun
board game	В	noun
briefing paper	Α	noun
camping	В	verb
chat	В	verb
chess	В	noun
(it) depends	В	verb
eighteen fifty-five	Α	number
energy	А	noun
exciting	В	adjective
full	Α	adjective
function	А	noun
get to work/college	А	phrase
half past	Α	noun
journey	А	noun
judo	В	noun
lark	Α	noun
last	А	determiner
midday	Α	noun
mind map	В	noun
novel	А	noun
Oh, really?	В	exclamation
Oh, yeah?	В	exclamation
owl	Α	noun

Word	Section	Word type
poet	А	noun
probably	А	adverb
put on	В	verb
quarter past	A	noun
quarter to	A	noun
ready recent ride ring rock climbing routine running rush	A A A B A B	adjective adjective noun verb noun noun noun
six oʻclock	A	phrase
snooze	A	verb
stay up	A	verb
terrible	A	adjective
tournament	B	noun
tracksuit	B	noun
twenty past	A	noun
video games	В	noun
wake up	A	verb
watch TV	B	verb
win	B	verb
workday	A	noun
Wow!	B	exclamation
yoga	В	noun

Acknowledgements

Page 15:	Photograph of Kufa Mosque, iStock.com/rasoulali
rage 15.	Friologiapii oi Kuia Musque, islock.com/rasou

- Page 28: Photograph of J K Rowling, Everett Collection/Shutterstock. com; photograph of José Mourinho, iStock.com/Laszlo Szirtesi
- Page 29: Photograph of Bill Gates, iStock.com/EdStock; photograph of Oprah Winfrey, Krista Kennell/Shutterstock.com; photograph of Lakshmi Mittal, iStock.com/EdStock
- Page 30: Mercedes® is a registered trademark of Mercedes-Benz; photograph of Lionel Messi, Gines Romero/Shutterstock.com; photograph of Mercedes-Benz C63 AMG, iStock.com/kurmyshov; photograph of Angela Merkel, 360b/Shutterstock.com
- Page 31: Photograph of outdoor cinema, iStock.com/ollo; photograph of art gallery, Adriano Castelli/Shutterstock.com; photograph of Facebook homepage, iStock.com/contrastaddict
- Page 32: Instagram® is a registered trademark of Facebook, Inc.; Facebook® is a registered trademark of Facebook, Inc.
- Page 36: Photograph of Shizuka celebrating win, ZUMA Press, Inc./
 Alamy Stock Photo; photograph of Shizuka stretching, New
 York Daily News Archive/Contributor/Getty Images
- Page 39: Ferrari® is a registered trademark of Ferrari S.p.A.
- Page 42: Photograph of grandfather and grandson, iStock.com/ Donyanedomam
- **Page 58:** MacBook® is a registered trademark of Apple Inc., registered in the U.S. and other countries.
- Page 66: Photograph of window cleaners, iStock.com/chameleonseye
- Page 67: Photograph of window cleaners, iStock.com/chameleonseye
- Page 69: Petrobras® is a registered trademark of Petróleo Brasileiro S.A. Petrobras; Hewlett-Packard® is a registered trademark of Hewlett-Packard Company.; Toyota® is a registered trademark of Toyota Motor Corporation.
- Page 73: Photograph of social media icons on phone, iStock.com/biotunaonline
- Page 75: CNN® is a registered trademark of Cable News Network, Inc.
- Page 77: Kaspersky Lab® is a registered trademark of Kaspersky
- Page 82: Photograph of Sydney, iStock.com/JohnCarnemolla
- **Page 86:** Photograph of Android marshmallow, iStock.com/maislam
- Page 90: CNN® is a registered trademark of Cable News Network, Inc.
- **Page 91:** BMW® is a registered trademark of Bayerische Motoren Werke AG (BMW).
- Page 92: Photograph of Dubai Marina, Sophie James/Shutterstock.com

- **Page 94:** Photograph of Odeon cinema, iStock.com/Chris Schmidt; photograph of bookshop, iStock.com/AsianDream
- Page 96: Photograph of Guangzhou bus station, GuoZhongHua/ Shutterstock.com
- Page 97: Photograph of bicycles in Cambridge, iStock.com/ georgeclerk
- Page 98: Photograph of The Dubai Mall, iStock.com/filiz76
- Page 113: Photograph of the Burj Khalifa, Ilona Ignatova/ Shutterstock.com
- Page 115: Emirates® is a registered trademark of The Emirates Group.
- **Page 125:** Wikipedia® is a registered trademark of the Wikimedia Foundation, Inc., a non-profit organization.
- Page 129: The Lord of the Rings™ is a trademark of New Line Cinema Productions Inc.
- Page 139: Photograph of southern Africa, © NASA
- Page 140: Photograph of Seoul, South Korea, iStock.com/Artaporn Puthikampol
- Page 152: Facebook® is a registered trademark of Facebook, Inc.
- Page 153: Singapore Airlines® is a registered trademark of the Singapore Airlines Group; Citibank® is a registered trademark of Citibank National Association.
- Page 154: Excel® is a registered trademark of Microsoft® Corporation in the United States and other countries; Numbers® is a registered trademark of Apple Inc., registered in the U.S and other countries.
- Page 158: Photograph of Tokyo subway, iStock.com/Anna Bryukhanova
- **Page 161:** Photograph of people running, iStock.com/HasseChr
- Page 167: The British Red Cross Society is a registered charity in England and Wales (220949), Scotland (SC0949) and Isle of Man (0752).
- Page 173: Honda® is a registered trademark of Honda Motor Co., Ltd.
- Page 177: Excel® is a registered trademark of Microsoft® Corporation in the United States and other countries.
- **Page 178:** Marriott Hotel® is a registered trademark of Marriott International. Inc.
- Page 182: Harrods[®] is a registered trademark of Harrods Limited.
- Page 183: Twitter® is a registered trademark of Twitter, Inc.; Instagram® is a registered trademark of Facebook, Inc.; Facebook® is a registered trademark of Facebook, Inc.
- **Page 184:** The New York Times® is a registered trademark of The New York Times Company.
- **Page 188:** Emirates® is a registered trademark of The Emirates Group.

Published by

Garnet Publishing Ltd 8 Southern Court South Street Reading RG1 4QS, UK

Copyright © Nina O'Driscoll 2021

Nina O'Driscoll has asserted her right under the Copyright, Designs and Patents Act, 1988, to be identified as the author of this work.

All rights reserved.

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the Publisher. Any person who does any unauthorized act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

ISBN: 978-1-78260-781-6

British Library Cataloguing-in-Publication Data A catalogue record for this book is available from the British Library.

Production

Project manager: Rachel Finnie

Editorial team: Alice Beecham, Ella Brice-Jeffreys, Nina Elliott,

Grace Glendinning, Andrew Hornsby-Smith, Sarah MacDonald, Clare Roberts, Bruce Wade

Digital team: Rose Cunningham, Jasmine Damen,

Matthew George, Samuel Wiltshire

Design & layout: Mike Hinks, Madeleine Maddock, Mark Slader,

Alison Spiers Davis

Illustration: Doug Nash, Echelon Design

Photography: Alamy, Getty Images, ING Images, iStockphoto,

Shutterstock

Audio production: EFS Television Production Ltd,

Silver Street Studios

Additional material: Matthew George, Jalita Jacobsen

Printed and bound in Lebanon by International Press:

interpress@int-press.com



Suitable for:
CEFR: A1
Beginner
IELTS: 2.0

C21 is a five-level skill- and task-based course designed to prepare the 21st century learner to use English effectively in social, educational and professional contexts. *C21* is a unique research-based programme that has been developed in line with the latest educational trends and strategies. These include:

- a strong focus on independent learning, while at the same time actively highlighting the central role of collaborative learning
- essential 21st century skills highlighted in the 21st century framework, including those related to communication, study skills and life skills
- the key language skills that learners need to engage socially, academically and professionally with their surroundings.

Language skills: Vocabulary

Grammar

Four skills - listening, speaking,

reading and writing

21st century skills:

Collaboration, Communication, Creativity, Critical thinking, Study skills

and Life skills

Key features:

C21 follows an integrated approach to introducing and providing learning opportunities that emphasize 21st century skills together with communication skills; a combination that is now recognized as vital for success in the 21st century.

- skill- and task-based course
- > targeted specifically at college and university students
- contexts and content that cater for global citizens of the 21st century
- low-level entry point
- coverage of all essential vocabulary and competencies for pre-sessional students
- ideal for students wishing to improve their performance in international benchmark and skill-based examinations such as IELTS
- ongoing assessment and progress tests
- fully interactive course book and digital workbook

Course components:

Print Course Book with Slideshows and Audio

Teacher's Book Workbook Progress tests

Digital Interactive Course Book and Slideshows

Interactive Workbook and Slideshows

Teacher's eBook

Ongoing assessment tests Academic Skills material

Extra Vocabulary and Grammar material

Reading and Writing worksheets

For C21 resources: www.garneteducation.com/c21

Quizlet

Every unit opener features a unique QR code linked to Quizlet. Scan the code for extra practice of the key unit vocabulary. Alternatively, visit quizlet.info/garnet-c21-level-1 to access all 12 vocabulary sets.



