ntents	FAST-TRACK ROUTE			
ESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
UNIT 1 page 6				
People and places	verb <i>be</i> - positive and negative	countries and nationalities	contractions with be	introduce yourself
All about me page 8	questions with <i>be</i>	question words	intonation in questions	ask and answer questions
For sale page 10	<i>this, that, these</i> and those	everyday objects 1	this, these	talk about things for sale
English in action page 12	tell the time			tell the time
nd reflect page 13 🔟 Go oi	nline for the Roadmap video.			
UNIT 2 page 14				
Families page 14	possessive adjectives and possessive 's	family members	possessive 's	describe your family
After the party page 16	<i>whose</i> and possessive pronouns	everyday objects 2	possessive pronouns	say who things belong to
Special things page 18	have got	adjectives describing objects	have/has	describe objects
English in action page 20	buy things in a shop			buy things in a shop
nication game Units 1–2 p	age 146			-
UNIT 3 page 22				
Free time page 22	present simple with <i>I</i> , <i>you</i> , <i>we</i> and <i>they</i> ; adverbs of frequency and time expressions	free-time activities 1	adverbs of frequency	talk about free-time activities
A night's work page 24	present simple with <i>he, she</i> and <i>it</i>	everyday activities	present simple with <i>he,</i> she and it	describe daily routines
Going out page 26	present simple questions	free-time activities 2	do/does	ask about free-time activiti
English in action page 28	buy tickets			buy tickets
nd reflect page 29 🔟 Go o	nline for the Roadmap video.			
UNIT 4 page 30				
A nice area page 30	there is/are	places in a city	linking	talk about your city
Homes page 32	articles	things in a home	the	describe your home
Be prepared page 34	<i>need</i> + noun, <i>need</i> + infinitive with <i>to</i>	equipment	weak forms	discuss what to take on a tr
English in action page 36	ask for information			ask for information
nication game Units 3–4 p	age 147			
UNIT 5 page 38				
What does he look like? page 38	position of adjectives	appearance	tonic stress on adjectives	describe people's appearan
How was it? page 40	was/were	adjectives to describe experiences	weak forms of <i>was/</i> were	describe an experience
You can do it!	<i>can/can't</i> for ability	skills	can/can't	describe your skills
page 42				
	UNIT 1page 6People and places page 6All about me page 8For sale page 10English in action page 12reflect page 13Co coUNIT 2page 14After the party page 16Special things page 18English in action page 20reflect page 21Co co coInterflect page 22A nice area page 30Homes page 32Be prepared page 34English in action page 36Interflect page 37Co co coInterflect page 3	UNIT 1 page 6 People and places page 6 verb be - positive and negative page 6 All about me page 8 questions with be page 8 For sale page 10 this, that, these and those page 10 English in action page 12 color the Roadmap video. UNIT 2 page 14 Page 15 possessive adjectives and possessive 's After the party page 16 pronouns Special things page 18 have got page 10 English in action page 20 oco online for the Roadmap video. INIT 3 page 22 Free time page 23 for online for the Roadmap video. INIT 4 page 22 Free time page 24 present simple with <i>l, you, we</i> and <i>time expressions</i> Anight's work page 29 present simple with <i>le, she</i> and <i>time expressions</i> Anight's work page 29 present simple with <i>le, she</i> and <i>time expressions</i> Anight's work page 30 present simple with <i>le, she</i> and <i>time expressions</i> Anight's work page 30 present simple with <i>le, she</i> and <i>time expressions</i> Anight's work page 30 present simple with <i>le, she</i> and <i>time expressions</i> Anight's work page 30 present simple with <i>le, she</i> and <i>tit</i> Going out page 30 </td <td>UNIT 1 page 6 verb be - positive and negative and nationalities All about me page 8 questions with be question words Page 8 questions with be question words page 8 this, that, these and those everyday objects 1 page 10 tell the time page 12 Constraint of the constraint of the Roadmap video. tell the time page 13 UNIT 2 page 14 page 15 possessive adjectives and possessive 's Families page 16 possessive adjectives and possessive 's Page 16 possessive 's After the party pronouns adjectives describing objects 2 page 20 thore got possessive adjectives describing objects page 21 Co conline for the Roadmap video. Interaction game Units 1 - 2 page 146 Tere time and they adverbs of frequency and time expressions Anight's work page 24 present simple with 1, you, we and it hey adverbs of frequency and it hey and it is 2 Going out page 29 present simple with he, she everyday activities 2 page 29 present simple with he, she and it Going out page 29 present simple with he, she everyday activities 2 page 29 and they adverbs of frequency and it Going out page 29</td> <td>UNIT 1 page 6 People and places page 6 verb be – positive and negative countries and nationalities contractions with be question words intonation in questions with be question words intonation in questions with be question words intonation in questions All about me questions with be page 10 this, that, these and those everyday objects 1 this, these English in action page 12 Go online for the Roadmap video. uerryday objects 2 possessive 3 VINT 2 page 14 page 14 possessive adjectives and possessive pronouns possessive 3 Parter the party phonouns adjectives describing hove/hos objects possessive 7 possessive 7 Special things page 18 hove got objects adjectives describing hove/hos objects possessive 7 Special things page 18 hove got objects adjectives describing hove/hos objects possessive 7 Special things page 21 Go online for the Roadmap video. interaction game Units 1-2 page 146 interactivities 1 adverbs of frequency and the expresions Free time page 21 Go online for the Roadmap video. free-time activities 2 d/d/des Coling ut present simple with h, you, we page 24 present simple with he, she and ht greand ht greand ht</td>	UNIT 1 page 6 verb be - positive and negative and nationalities All about me page 8 questions with be question words Page 8 questions with be question words page 8 this, that, these and those everyday objects 1 page 10 tell the time page 12 Constraint of the constraint of the Roadmap video. tell the time page 13 UNIT 2 page 14 page 15 possessive adjectives and possessive 's Families page 16 possessive adjectives and possessive 's Page 16 possessive 's After the party pronouns adjectives describing objects 2 page 20 thore got possessive adjectives describing objects page 21 Co conline for the Roadmap video. Interaction game Units 1 - 2 page 146 Tere time and they adverbs of frequency and time expressions Anight's work page 24 present simple with 1, you, we and it hey adverbs of frequency and it hey and it is 2 Going out page 29 present simple with he, she everyday activities 2 page 29 present simple with he, she and it Going out page 29 present simple with he, she everyday activities 2 page 29 and they adverbs of frequency and it Going out page 29	UNIT 1 page 6 People and places page 6 verb be – positive and negative countries and nationalities contractions with be question words intonation in questions with be question words intonation in questions with be question words intonation in questions All about me questions with be page 10 this, that, these and those everyday objects 1 this, these English in action page 12 Go online for the Roadmap video. uerryday objects 2 possessive 3 VINT 2 page 14 page 14 possessive adjectives and possessive pronouns possessive 3 Parter the party phonouns adjectives describing hove/hos objects possessive 7 possessive 7 Special things page 18 hove got objects adjectives describing hove/hos objects possessive 7 Special things page 18 hove got objects adjectives describing hove/hos objects possessive 7 Special things page 21 Go online for the Roadmap video. interaction game Units 1-2 page 146 interactivities 1 adverbs of frequency and the expresions Free time page 21 Go online for the Roadmap video. free-time activities 2 d/d/des Coling ut present simple with h, you, we page 24 present simple with he, she and ht greand ht greand ht

EXTENDED ROUTE

FOCUS

DEVELOP YOUR SKILLS LESSON

1A Develop your writing	write an online message	using capital letters and full
page 86		stops
1B Develop your listening	understand a simple	understanding question words
page 87	conversation	
1C Develop your reading	understand adverts	identifying specific information
page 88		

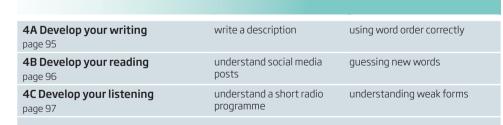
GOAL

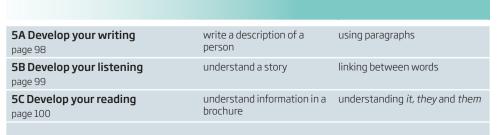


2A Develop your listening page 89	understand a conversation about family	and, too and but
2B Develop your reading page 90	understand online posts	understanding the important words
2C Develop your writing page 91	write a review of a product	using and, but and so

3A Develop your writing page 92	write an online profile	using commas and apostrophes
3B Develop your reading page 93	understand a factual text	using headings to find information
3C Develop your listening page 94	understand short talks	understanding key words









Bit make and answer quest GC Adjecter tworld questions) weths + prepatitions did you? ask and answer quest GC English in action give and accept an apology give and accept an apology give and accept an apology GC English in action give and accept an apology countable and uncountable countable and uncountable connected speech describe food shappin GC Food nouns countable and uncountable food and drink vowel sounds; connected speech describe food shappin GR Agrest time countable and uncountable food containers sentence stress create a dish GR Spopping now much/how many? + food containers sentence stress create a dish GR Agrest time present confinuous geography -larg order in a rafe GR Agrest time present confinuous geography -larg describe a thavel expe GR Agrest time present simple and present weether contactions describe a thavel expe GR Agrest time present simple and present weether contactions describe a thavel expe	Contents		FAST-TR	ACK ROUTE	
Function past simple (regular verbs) page 48 prepositions verbs) past simple (regular verbs) describe an event verbs) A different world page 50 past simple (regular verbs) page 50 past simple (regular verbs) insugular verbs verbs) a.k and answer ques verbs) D page 50 give and accept an apology insugular verbs verbs give and accept an apology D page 50 Go online for the Readmap videa connected specch describe food shorpin give and accept an apology The And reflect page 53 Connected specch connected specch create a dish page 54 The Connected specch connected specch create a dish page 54 create a dish page 54 The Stapping novem sch/how mon/h food containers sentence stress create a dish page 54 Durusual affes comparative adjectives describe page 54 order in a café Durusual affes connine for the Readmap video. order in a café order in a café Durusual affes page 62 connaite adjectives phases describing -lest Durusual affes page 62 connaite adjectives phases describing -lest <	MAIN LESSON	GRAMMAR/FUNCTION	VOCABULARY	PRONUNCIATION	SPEAKING GOAL
Page 46 vorbs Page 46 page 46 page 46 page 46 Agg 40 page 46 page 46 describe a good week vorbs describe a good week vorbs Stapp 46 page 50 page 50 page 50 give and accept an ap opp 20 give and accept an ap opp 20 Deck and reflect page 53 Cool on the first Readmap video. connected speech describe food shoppin connected speech Page 54 countable and uncountable and of and uncountable page 54 food and dink out of a speech vowel sounds; connected speech describe food shoppin connected speech Page 54 countable and uncountable of a spee 53 food and dink out of a speech vowel sounds; connected speech describe food shoppin connected speech Page 54 countable and uncountable of a spee 53 food contable food shoppin connected speech describe food shoppin connected speech Page 54 compartable and good week of a spee 53 compartable and good week of a spee 53 describe for a spee 53 Page 54 compartable and good week of a spee 53 gene 54 compartable and good week of a spee 53 gene 54 gene 54 <t< td=""><td>UNIT 6 page 46</td><td></td><td></td><td></td><td></td></t<>	UNIT 6 page 46				
Proceeds weths weths Comparison processo akk and answer quest Stronge Sto give and accept an apology give and accept an apology Stronge Sto English in action give and accept an apology Stronge Sto English in action give and accept an apology Stronge Sto Communication gene Units 5-6 page 148 VINIT 7 page 54 countable and uncountable Stronge Sto Countable and uncountable food and drink vowel sounds: Comparative adject/how many? + food containers sentence stress create a dish Page Sto comparative adject/how many? + food containers comparative adject/ws comparative adject/ws Page Sto comparative adject/ws describing places comparative adject/ws comparative adject/ws Page Sto comparative adject/ws give and accept an apology -ing onder in a cal ⁴ Page Sto comparative adject/ws describing places comparative adject/ws comparative adject/ws Page Sto give and accept an apology -ing describing adject/ws -ing adject/ws Page Sto	5A	past simple (regular verbs)	prepositions		describe an event
Description Sequence Note and accept an apology give and accept an apology SD English in action page 52 Coordine for the Roadmap video. UNIT 7 page 54 Coordine for the Roadmap video. Value and accept an apology page 53 Coordine for the Roadmap video. Value and accept an apology page 54 Coordine for the Roadmap video. Coordinations Sector alloss Coordinations Value and accept an apology page 50 Coordine for the Roadmap video. Coordinations Sector alloss Coordinations Value and action order in a café Coordine for the Roadmap video. Coordinations Sector alloss Coordinations Coordinations<		past simple (irregular verbs)	irregular verbs		describe a good weekend
Page 52 back and reflect page 53 Coonline for the Roadmap video. Communication game Units 5-6 page 149 Page 54 countable and uncountable nouns gome, onc, lots of and gints in some onc, lots of and gint some		past simple (questions)	verbs + prepositions	did you?	ask and answer questions
Communication game Units 5 – 6 page 148 UNIT 7 page 54 Food nouns game, mix, lots of and is of of food and drink connected speech describe food shoppin connected speech B Shopping page 56 how much/how mony?+ to car food containers sentence stress create a dish B Shopping page 56 comparative adjectives describing plees to car comparative adjectives comparative adjectives D English in action page 60 order in a café order in a café order in a café D page 62 Coonline for the Roadmap video. use the contractions describe a travel expresent to car D page 62 continuous geography -ling describe a travel expresent and transport D page 62 continuous geography -ling describe a travel expresent and transport D page 63 continuous geography -ling describe a travel expresent travel make aphone call D page 64 continuous geography -ling describe a travelexpre travel make aphone call <	-	give and accept an apology			give and accept an apology
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A page 54 noun; some, any, lots of and a lot of all o	UNIT 7 page 54				
98 page 55 quantifiers 90 Unusual cafes comparative adjectives describing places comparative adjectives comparative adjectives comparative adjectives order in a café 90 English in action order in a café order in a café order in a café 91 English in action order in a café order in a café order in a café 92 English in action page 62 order in a café order in a café 92 A great time present simple and present weather contractions describe a travel expe 93 Page 64 continuous geography -ing describe at ravel expe 94 Page 65 make aphone call page 68 order in a café make aphone call 94 Faglish in action make aphone call make aphone call make aphone call make aphone call 95 Faglish in action make aphone call be going to discus your goals for 96 Good advice should/shouldn't heaith should/shouldn't give advice 96 Should/shouldn't heaith should/sh	7	nouns; <i>some, any, lots of</i> and	food and drink		describe food shopping item
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Page 62 PB page 64 present simple and present weather contractions describe the weather Page 66 superlative adjectives phrases describing -iest compare places, activ Page 66 make a phone call make a phone call make a phone call make a phone call Page 68 Co online for the Roadmap video. make a phone call make a phone call Page 69 Co online for the Roadmap video. should/shouldn't give advice Contraction game Units 7 – 8 page 149 should/shouldn't health should/shouldn't give advice Page 70 should/shouldn't health should/shouldn't give advice give advice Page 70 should/shouldn't health should/shouldn't give advice give advice Page 70 should like/want activities with go tonic stress; weak forms describe what you wat page 70 Page 71 make arrangements and invitations make arrangements and invitations make arrangements and invitations make arrangements and invitations Page 73 Go online for the Roadmap video. sentence stress interview people	UNIT 8 page 62				
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page 78 Formal or casual? have to/don't have to clothes word stress; have to play a guessing game DB Formal or casual? have to/don't have to clothes word stress; have to play a guessing game DB Formal or casual? have to/don't have to clothes word stress; have to play a guessing game DC A digital world present perfect simple technology contractions talk about past exper DD English in action give a compliment give a compliment give a compliment Check and reflect page 85 Co online for the Roadmap video. understand understand understand	UNIT 10 page 78				
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Communication game Units 9–10 page 150	Communication game Units 9–10) page 150			
arammar bank page 116 Vocabulary bank page 136 Communication bank page 151 Irregular verbs page 159	irammar bank page 116 V	ocabulary bank page 136	Communication bank p	bage 151 Irregu	lar verbs page 159

EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON

FOCUS

6A Develop your reading page 101	understand reviews	understanding adjectives
6B Develop your listening page 102	understand a narrative	understanding the order of events
6C Develop your writing page 103	write a short story	using subject pronouns

GOAL





8A Develop your writing page 107	write a guide	using adjectives
8B Develop your listening page 108	understand a news report	understanding connected speech
8C Develop your reading	understand a short article	understanding paragraph topics



9A Develop your listening page 110	understand a short talk	dealing with unknown words
9B Develop your writing page 111	write an informal email	organising an email to a friend
9C Develop your reading page 112	understand a blog post	understanding because and so

10A Develop your writing page 113	write a personal profile	expressing likes and dislikes
10B Develop your reading page 114	understand an opinion article	identifying opinions
10C Develop your listening page 115	understand an interview	understanding time expressions



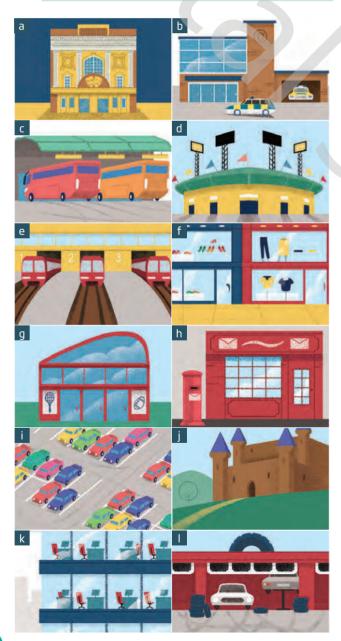
4A A nice area

- **Goal:** talk about your city
- **Grammar:** *there is/are*
- Vocabulary: places in a city

Vocabulary and listening

- 1 Look at photos A-D and discuss the questions.
 - **1** What can you see in the photos?
 - 2 Do you live in a small or a big place?
 - **3** Do you like your home town? Why/Why not?
- 2 Match the places in the box with pictures a-l.

bus station car park castle garage offices police station post office shops sports centre stadium theatre train station





- **3** a 4.1 Listen to the words in Exercise 2 and underline the stressed syllables. *bus station*
- b Listen again and repeat.
- 4 a Read the descriptions and match them with the places in Exercise 2. Sometimes more than one answer is possible.
 - **1** You play or watch sport there.
 - **2** You buy things there.
 - **3** You send letters from there.
 - **4** You travel somewhere from there.
 - 5 You take your car there when it has a problem.
 - b Choose three other places in Exercise 2. Write a sentence for each one describing what you do there.
 - c Work in pairs. Read your sentences for your partner to guess the place.
- **5** a **()** 4.2 Listen to someone talking about their city. Which places in Exercise 2 do they talk about?
 - b Listen again and choose the correct alternatives.
 - **1** There are *a lot of/some* shops.
 - **2** There isn't *a*/*some* bus station.
 - **3** There aren't *any/a* train stations in other parts of town.
 - **4** There are *any/a lot of* visitors to the castle.
 - **5** There's *some/any* green space near the centre.
 - Go to page 139 or your app for more vocabulary and practice.





Grammar

6 Read the grammar box and choose the correct alternatives.

There is/are

Use *There is(n't)/are(n't)* to introduce places and things. Use:

- **a** There is(n't) a/ an + ¹singular/plural noun **There's** a cinema in my area.
- There isn't a train station in my town.
- **b** There are some + ²singular/plural noun **There are some** big parks in my city.
- **c** Change *some* to *a lot of* + plural noun to describe a ³*small/big* quantity.

There are **a lot of** little shops.

- **d** There aren't any + 4 singular/plural noun
- There aren't any offices in this part of the city.
- e There is some/a lot of + ⁵countable/uncountable noun

There's some empty space in the centre.

7 a (1) 4.3 Listen and notice how the words link together.

- 1 There's a train station.
- 2 There aren't any offices.

b 4.4 Mark the linking in these sentences. Then listen and check.

- 1 There are some cafés.
- **2** There isn't a hospital.
- **3** There are a lot of parks.
- **4** There aren't any garages.

c Listen again and repeat.

8 Choose the correct alternatives.

I love my city. There *is/are* a lot of places for young people. In the centre, there are *any/some* cafés and there's *a/a an* big cinema. There aren't *a/any* shops in my area, but in the centre *there are/there's* a big shopping centre where you can spend time with friends. There *sisn't/aren't* a train station but there are *a lot of/any* buses so it's easy to get around. Come and visit!

9 a Complete the sentences with *a*, *an*, *some*, *any* and *lot*.

- 1 There's _____ hospital.
- 2 There isn't _____ train station.
- **3** There are a _____ of garages.
- 4 There are _____ cinemas.
- 5 There aren't ______ shops.
- 6 There isn't _____ police station.
- 7 There are a _____ of museums.
- b Work in pairs. Which of the sentences in Exercise 9a are true where you live?
 - There's a hospital but there isn't a police station.

Go to page 122 or your app for more information and practice.

Speaking

PREPARE

10 Work in pairs. You're moving house and you want to decide which place to move to. Student A: Turn to page 155. Student B: Turn to page 152. Follow the instructions.

SPEAK

- 11 a Work in pairs. Talk about Towns A and B. Make notes about your partner's town.
 - b Work in pairs. Decide which of the places you'd like to move to. Use the Useful phrases to help you.

Useful phrases

Town A is good because there are lots of ... What do you think? I don't like Town B. There isn't ... OK, so Town B?

Develop your writing page 95

4B Homes

- **Goal:** describe your home
- Grammar: articles
- **Vocabulary:** things in a home

Vocabulary

- **1** Discuss the questions.
 - 1 Do you live in a flat or house?
 - 2 How many rooms in a house can you name? kitchen, bedroom ...
- **2** a Match the words in the box with pictures A–J.

bath cupboard curtains downstairs fridge furniture garage garden shower upstairs wardrobe

b Complete the sentences with the words in the box in Exercise 2a.



- **1** The glasses are in the _____ next to the fridge.
- 2 We need some new _____. Maybe a new table and chairs.
- **3** Close the _____. It's dark outside.
- 4 The _____ isn't working. This milk isn't cold!
- 5 I don't need a _____, I always take a shower.
- 6 Put your clothes in the _____, not on the bed!
- 7 The weather is nice today let's sit in the _____
- c Look at the photos. Which of the things in Exercise 2a can you see?

Go to page 140 or your app for more vocabulary and practice.



Reading

- **3** a Read the advertisement. Who would need a house like this?
 - a a single person

To buy: A three-bedroom house, in Walkley, Kent An excellent home in a quiet area near good schools. The furniture in every room is new and the bathroom has a new

shower and a bath. Two bedrooms are large and one is small, but great for a young

child. All the bedrooms have wardrobes and beds. The kitchen has a big fridge and lots of cupboard space. There are also two garages and a big garden. The garden is perfect for parties in summer.



- **b** a family with children
- b Read the description again and answer the questions.
 - 1 Which things in the house are new?
 - 2 How many bedrooms does the house have?
 - **3** Which rooms in the house are big?
 - **4** What is in the kitchen?
 - 5 What is outside the house?
- c Work in pairs and answer the questions.
 - 1 What are the good things about the house?
 - **2** Are there any bad things?
 - **3** Is it a good place to live?

4B | Homes

Grammar

4 a Read the grammar box and complete 1–3 with *the*, *a*/*an* or *no article*.

Articles

a Use ¹_____ with a singular noun when we first talk about it. It means 'one'.
 This is an interesting house.

There's **a** big wardrobe in the bedroom.

- **b** Use ²_____ when there is only one of something and in some phrases, e.g. *at the weekend, in the evening, all the time, the first, the second.*
- The kitchen is big.

It's very dark in here in **the** morning. **The** first bedroom is nice, but the second one is small.

- C To mention something for the first time, use *a/an*. To mention it for the second time, use *the*.
 There's *a* big garden. *The* garden is great for summer parties.
- **d** Use ³_____ with plural countable nouns, uncountable nouns and some phrases, e.g. *at/to school, at/to work, at night.*

There are **curtains** in every room. You can work at **home**.

b Match sentences 1–5 with rules a–d in the grammar box. Use the underlined words to help you. You can use one rule more than once.

- **1** There are flowers in <u>the garden</u>.
- 2 It's cold in the evening.
- **3** There's <u>a really comfortable sofa</u> in <u>the living room</u>.
- 4 There are curtains in every room. The curtains are new.
- 5 It's nice to be <u>at work</u>.

5 a 4.5 Listen to the sentences. When is *the* a short sound? When is it a longer sound?

- 1 The bedroom's really big.
- **2** All the furniture in the house is very modern.
- **3** What's the address of the flat?
- **4** The apartment's very comfortable.

b Listen again and repeat.

- 6 Complete the sentences with a/an, the or no article (–).
 - 1 The bedroom has _____ big window.
 - 2 We have our breakfast outside at _____ weekend.
 - **3** There's _____ lovely tree in our garden.
 - 4 I like my flat, but _____ friends say it's small.
 - 5 There's ______ shower and bath in the bathroom. ______ shower's really good.
 - **6** We sit outside at _____ night in _____ garden.
 - 7 I go to _____ work by bus in _____ mornings.
 - 8 I do my work in _____ dining room in _____ evening.

7 a Complete the sentences so they are true about your home. Write *a*/*an*/*the* if necessary and a noun.

- **1** There's <u>a big sofa</u> in the living room.
- **2** _____ is my favourite room.
- **3** Outside, there's _____
- 4 I spend a lot of time in ____
- 5 I don't like _____ in my home.
- b Describe your home to your partner. Use your sentences in Exercise 7a to help you.

There are eight rooms in my house – four downstairs and four upstairs. There's a big sofa in the living room and a large TV. I love it. It's my favourite room.

Go to page 122 or your app for more information and practice.

Speaking

PREPARE

8 a (1) 4.6 You're going to describe a home. First, listen to Mark call an estate agent about a flat. Tick the things in the box he asks about.

the area nearby the cost of the flat the furniture the garden the neighbours the number of rooms parking what's in the bathroom

b Listen again and answer the questions.

- 1 How many rooms are there?
- 2 What furniture is in the living room?
- **3** What's in the bathroom?
- 4 Has the flat got a garden?
- **5** How far is the supermarket?
- **6** How much is the flat per month?
- Work in pairs. Student A: Turn to page 156. Student B: Turn to page 158. Read your information. Plan what to say.

SPEAK

9

10 a Work in pairs. Student B: Ask Student A for information about the flat. Student A: Answer Student B's questions. Use the Useful phrases to help you.

Useful phrases

Hello, (Cathy) speaking. I'm interested in the flat on (West Street). I'd like to ask some questions. Would you like to see the flat? Yes, please./No, that's fine, thank you.

b Student B: Report back to the class. Do you want to rent the flat or not? Why/Why not?

4C Be prepared

- **Goal:** discuss what to take on a trip
- **Grammar:** *need* + noun, *need* + infinitive with *to*
- **Vocabulary:** equipment

Vocabulary and listening

1 a Match photos A–C with places 1–3.

- 1 the Atacama desert
- 2 the Arctic
- **3** the Amazon rainforest

b Work in pairs. Discuss the questions.

- 1 Would you like to visit the places in Exercise 1a?
- 2 Are there any similar places in your country?
- **2** a Match the things in the box with pictures a–n.

backpack batteries blanket boots bowl can gloves hat knife map mirror sunglasses warm clothes water bottle













- b 🚺 4.7 Listen and check your answers.
- c Listen again and repeat.
- 3 Work in pairs. Discuss which things in Exercise 2a are useful in the places in Exercise 1a.

I think the warm clothes are good for the Arctic. A knife is useful for all three situations.

- 4 a 4.8 Listen to an interview with an expert about what to do in one of the places in Exercise 1a and answer the questions.
 - 1 Which place does he talk about?
 - 2 Which things in Exercise 2a does he mention?
 - b Listen again and complete the sentences with one word.
 - 1 First, you need warm _____
 - 2 You need to _____ warm.
 - **3** You need to _____ at night.
 - 4 You need a _____ so you can cover your head.
 - 5 You need to _____ help.
 - 6 Your body needs _____ to take food in.
 - c Work in pairs. Do you agree with the expert's advice? Why/Why not?

Go to your app for more practice.



Grammar

5 a Read the grammar box and choose the correct alternatives.

need + noun, *need* + infinitive with *to*

Use *need* + ¹*noun/infinitive* to say what objects are necessary in a situation.

You **need gloves**. It's cold outside.

We **need a knife** in the forest.

Adjectives go ²*between/before* 'need' and the noun. *I* **need warm clothes** in the desert at night.

You **need a big blanket** in the desert at night.

Use *need* + ³*noun/infinitive with to* to say what it is necessary to do in a situation.

You **need to stay** out of the sun.

We need to move at night.

Use *don't/doesn't need* to say what isn't necessary. We **don't need warm clothes**. It's very hot there. She **doesn't need to make** a fire in the day.

- b Look at the sentences in Exercise 4b again. Is *need* followed by a noun or infinitive with *to* in each one?
- **6** a **4**.9 Listen to the sentences. Are *to* and *a* stressed or unstressed?
 - 1 We need to leave early.
 - 2 I need a water bottle.
 - **3** He needs to wear a hat in the sun.
 - 4 You need a big knife.
 - **5** They need to walk at night.
 - 6 I need a blanket.
 - b Listen again and repeat.

- 7 Complete the sentences with *need* and the words in brackets.
 - 1 You _____ (walk) slowly in the day. You need to walk slowly in the day.
 - **2** I_____(bowl).
 - **3** She _____ (gloves) because it's cold.
 - **4** We _____ (stay) dry.
 - **5** You _____ (find) food.
 - **6** They _____ (water bottle) when it's hot.
 - 7 I don't _____ (take) a mirror.
 - 8 They don't _____ (hats or gloves).
- 8 a Write two sentences for each situation, one with need + noun, one with need + infinitive, to say what you need.
 - 1 in a city you don't know
 - I need a map.
 - I need to use public transport.
 - **2** somewhere very hot
 - **3** somewhere very cold
 - 4 on an English course
 - **5** at a job interview
 - **6** cooking a meal for friends
 - b Work in pairs and compare your sentences in Exercise 8a. Are your ideas the same?
 - Go to page 122 or your app for more information and practice.

Speaking

PREPARE

- 9 a 4.10 You're going to decide what things you need in a difficult situation. First, listen to Gavin and Kirsten deciding what they need. Which place in Exercise 1a are they talking about?
- b Listen again. Which four things do they decide to take?
- 10 You're lost on an island. Choose five of the objects in Exercise 2a that you need and decide why. Make notes.

SPEAK

11 a Work in pairs. Say which five objects you think you need and why. Agree on five things you need together. Use the Useful phrases to help you.

Useful phrases

First, we need to (find a place to sleep). So we need ... We can also use it to (cook with). How many things is that?

b Work with another pair. Decide on the five things you need.

English in action

Goal: ask for information





1 Look at the adverts and answer the questions.

- 1 What adverts can you see?
- **2** How much is the gym?
- **3** What time does the film start each evening?
- 4 What can you see at the museum in June?

2 a 4.16 Listen to three conversations. Match them with the adverts. What information does each person want?

b Listen again and complete the sentences.

- 1 Excuse me, is the museum _____
- 2 _____ I take photos in there?
- **3** Is ______a gift shop?
- 4 It's _____ the exit.
- 5 What time does the next film _____?
- **6** How much is a _____?
- **7** Where do I _____?
- 8 What time does the gym _____ tonight?
- **9** Are there ______ towels in the changing rooms?
- **10** _____ are the changing rooms?
- c Look at the Useful phrases and check your answers.

Useful phrases

Asking if something is near

Is there (a gift shop) (near here)? Are there (any towels) in (the changing rooms)?

Asking/saying where things are

Where are (the changing rooms)? The (gift shop) is near the exit.

Asking about times

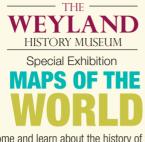
What time does the next film start? What time does (the gym) open/close (tonight/on Sundays)?

Asking about price

Is (the museum) free? How much is a ticket? Where do I pay?

Asking for permission

Can I take photos in (there/the museum)?



Come and learn about the history of the world with our amazing collection of maps!

Dates: 1–30 June Open: 10–4 Tuesday to Sunday Cost: Free

3 a 4.17 Listen to the Useful phrases. Underline the stressed words.

Is there a gift shop near here?

b Listen again and repeat.

4 a Write the question for each answer.

- **1** The next train arrives in six minutes. *When does the next train arrive?*
- 2 The ticket office is over there next to the café.
- **3** A ticket to London is £30.
- 4 Yes, there is a gym near here. It's on Wallis Street.
- 5 You pay at the ticket machines over there.
- 6 No, there aren't any cinemas in the town.
- **7** No, the concert isn't free. It costs £15.
- 8 No, you can't take food into the theatre.

b Make questions using the prompts.

- 1 What time / shops / open?
- **2** How much / a taxi / to the airport?
- **3** a swimming pool / near here?
- 4 where / I / pay for / a train ticket?
- **5** what time / the last bus?
- 6 any parks / near here?
- **7** where / the bus station?
- 8 the city museum / free?
- c Work in pairs. Take turns to ask and answer the questions in Exercise 4b.
- 5 You're going to practise asking for information. Work in pairs. Student A: Turn to page 156. Student B: Turn to page 153. Read the information and make notes about what to say.
- **6** a Practise your conversations.
 - b Work with a different partner. Swap roles and practise the conversations again.

Check and reflect

- Complete the sentences with places. You have the 1 first letter to help you.
 - **1** At lunchtime, I sit outside in the **p**_____ and have my lunch.

- 2 I need some stamps from the **p**____ ___0___
- 3 Let's go and watch a play at the t_____.
- 4 I go to the gym at the **s_____** three or four times a week.
- **5** The next bus leaves at ten from the **b**_____ S
- **6** Is the football match at the **s**_____ on Saturday?
- 7 There's a p____ ____ **s**_____ on the next street. The police officers there are very helpful.

2 a Complete the sentences with *is*, *isn't*, *are* or *aren't*.

- **1** There _____ any cinemas in my town.
- 2 There _____a big park.
- **3** There _____ a stadium because it's only a small town.
- _____ some lovely clothes shops. 4 There
- 5 There ____ ___ any expensive cafés.
- 6 There ______ some interesting museums.
- **7** There _____ any mobile phone shops.
- 8 There _____ a big post office.

b Work in pairs. Change the sentences in Exercise 2a so they are true for your town or city.

There are two cinemas in my town.

There isn't a big park but there are three small ones.

3 a Complete the sentences with one word.

- **1** There _____ a cinema here but there's one in the next town.
- 2 There _____ ____ two big supermarkets near my house.
- **3** The park here is lovely. _____ are a lot of beautiful trees and flowers.
- **4** There aren't _____ good restaurants in this area.
- **5** There _____ a library here but there's a book shop.
- **6** It's a small town but there are _____ interesting buildings.
- b Work in pairs. Talk about things in your town/city.

4 a Complete the text with *a*/*an*, *the* or no article (–).

My bedroom is my favourite room in my house. It's ____ big room. On one side, there's **²___** ____ double bed. On the other side, there's ³______ sofa and ___ big TV. I sit there and watch a film on ⁵__ 4 _TV in 6_____evenings. The view from 7_____ ____ window is pretty. There's 8_____ park and a lot of trees. In 9_____ winter, I sit at 10_____ home and look out of 11_____ window. I watch 12_____ people play football in the park. In 13_____ summer, I go to the park and sit in 14___ sun.

b Work in pairs. Describe your favourite room in your house.

My favourite room is my bedroom. There's a small double bed.

5 Complete the sentences with the correct words.

- 1 We don't have a g_____e, so it's difficult to park the car sometimes.
- **2** The bathroom has a s r, but it doesn't have a b h.
- **3** I have a few big w_____s, because I have so many clothes.
- 4 The c_____s in my kitchen are all full.5 The f_____e in my house is so old. I need a new sofa and a new table.
- **6** The c_____s in my bedroom are a horrible colour.
- **7** My f_____e is not cold enough. Sometimes the food goes bad quickly.

6 a Complete the sentences with the words in the box.

batteries blanket can gloves knife sunglasses

- ? My hands are cold. 1 Where are my ____
- 2 My radio is broken. Maybe it needs some new
- **3** The sun's bright outside. You need to wear your
- 4 I can't open this ____ _____ of soup. Can you help me?
- **5** Have you got a _____? I need to cut this meat.
- 6 It's cold tonight. Do you want an extra ____ for your bed?
- b Work in pairs. Which objects in Exercise 6a are useful for very cold places? Why?

Complete the sentences and questions with one word.

- we need to buy for dinner tonight? 1 What ____
- **2** You _____ need a coat. It's warm outside.
- 3 I_____ some water. I'm really thirsty.
- **4** Rob needs _____ buy some milk at the shop.
- **5** Sara's car is really old. She _____ a new one.
- 6 Ellie _____ need a new coat. Her old one is fine.

Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can talk about my city.
- I can describe my home.
- I can discuss what to take on a trip
- I can ask for information.

Want more practice? Go to your Workbook or app.



Develop your writing

- **Goal:** write a description
- Focus: using word order correctly



1 Look at the photo and discuss the questions.

- 1 Where do you think this town is?
- 2 What things can you see in the photo?
- 2 a Read about the city in the photo and check your ideas in Exercise 1.

Toruń – my home town

I live in a small city called Toruń, in the north of Poland. It's about three hours from Warsaw, the capital city. Toruń is a very old city - over a thousand years old! There's a castle in the old town and it's nearly 800 years old. There are a lot of attractive buildings in the city and it looks really beautiful at night.

There's a big train station and from here the trains go all over Poland. There's also a bus station near the old town. The buses go to many European cities, so it's easy to visit here. There's a famous speedway (motorbike racing) stadium and people go there with their families at the weekend. There are a lot of theatres, too: two drama theatres, two children's theatres, two musical theatres and several other theatre aroups.

My favourite thing in Toruń is the gingerbread. People come from many different places in Poland to eat it. There's even a gingerbread museum.

Toruń is a great place to live and visit. Come and say hello!

b Read the article again. Are the sentences true (T) or false (F)?

- 1 Toruń isn't a big city.
- 2 The city is nearly 800 years old.
- 3 Toruń has many nice buildings.
- 4 It's difficult to get to Toruń.
- 5 The writer's favourite thing about Toruń is the theatres.
- 6 There's a museum for a special type of food.

- 3 a Read the Focus box. Where do we put adjectives?
- Using word order correctly Basic word order is: Subject + verb + object like my home town. I Adjectives come before nouns. old buildings NOT buildings old a great place NOT a place great Or after the verb be. The hotel **is lovely**. The usual word order in long sentences is: who? + what? + where? + who with? + when? People go there with their families at the weekend.
 - **b** Find more examples of the word order in the Focus box in the article.
 - Put the words in the correct order to make sentences.
 - 1 live in / city / I /an / interesting I live in an interesting city.
 - 2 live and work / People / there
 - 3 beautiful / in the city / There / some / parks / are
 - 4 have lunch / in summer / in the parks / People
 - 5 every weekend / a museum or gallery / I / with my friends / visit
 - 6 with his partner / Jamie / to the theatre / after work / aoes
 - 7 is / The city centre / beautiful

Complete the sentences about your town or city.

- 1 There are a lot of ____
- 2 I don't like
- is a great place.
 new buildings.
- 5 People ______at the weekends.
- 6 The city centre ____

Prepare

5

- 6 a You're going to write a description of your favourite city. First, make notes about:
 - where it is
 - its size (small or big town/city)
 - who lives there
 - transport
 - places and buildings
 - things people do at the weekend
 - who visits the town/city and why
 - b Decide the order of the information for your description.

Write

7 Write your description. Use the article in Exercise 2 to help you.



Develop your reading

- **Goal:** understand social media posts
- **Focus:** guessing new words



- 1 Look at the photo and answer the questions. Where is the person? Why do you think they like this place?
- 2 Work in pairs. Read the first three social media posts. Which one describes the place in the photo?

1@Mel

I'm lucky, I have the sea on my doorstep. In the evenings, I walk five minutes and I arrive at the beach. I go there and watch the <u>sunset</u>. Other people go there to look at the sunset, too. We all enjoy the beautiful red and orange sky above the water. I love it! What place do you love? #theplacellove

²@Sam

My husband and I stay in a cottage every winter. It's in a pretty village in the countryside and it's very quiet there. The cottage is tiny. It's only got one very small bedroom, but it's old and beautiful. Every evening, we sit in front of an open fire and read books. We leave our phones and other technology at home. It's wonderful. #theplacellove

3@Lou

My job is stressful and I have a lot of things to think about. It's tough for me to relax in the evenings so I go to the gym. I love it there. I quickly relax and stop thinking about work. I go home and sleep well. #theplacellove

4@Carl

#theplacellove is a big tree in a park. I go there in my lunch hour at work. I have a picnic under the tree – two or three different types of food, nothing special. I read my messages and listen to the birds. It's lovely, except when it rains!

⁵@Andy

There's a fantastic café called Molly's. I go there every Saturday at 11 a.m. and have brunch. The people there are friendly and the brunch is great. I sit at a table in the window and people watch. It's fun! #theplacellove **3** a Read the Focus box. Use the questions and answers in the box to guess the meaning of *sunset* in the first post.

Guessing new words

If you see a word you don't understand, you can try to guess the meaning. Ask these questions to help you:

- What kind of word is it, e.g. a noun, a verb, an adjective?
- For example, *sunset* is a noun. It comes after *the*.
 Are there any more examples of the word? Underline them.

For example, watch the sunset / look at the sunset

 Look at the word. Do you understand any part of it? Is it like an English word you know or a word in your language?

For example, you probably know the word *sun* in *sunset*.

- Look at the words around the word. Can they help you understand the meaning?
 For example, in the evenings / enjoy the beautiful red and orange sky
- b Underline the word *cottage* in post 2 and the word *tough* in post 3. Answer each question in the Focus box about each word.
- c Answer the questions. Use your answers in Exercise 3b to help you.
 - 1 What does *cottage* mean?
 - **a** a country home
 - **b** a kind of room in a house
 - 2 What does *tough* mean?
 - a easy
 - **b** difficult
- 4 Read posts 1–3 again. Are the sentences true (T) or false (F)?
 - 1 Mel's home is near the beach.
 - 2 Mel watches the sunset alone.
 - **3** Sam's cottage is small.
 - 4 Sam spends time using a computer at the cottage.
 - 5 Lou has an easy job.
- 5 a Read posts 4–5. Write a list of words you don't know. For each word, answer the questions in the Focus box.
 - b Guess the meaning of the words in Exercise 5a. Then, check your ideas in a dictionary.
- 6 Use your understanding of the vocabulary in posts 4–5 to answer the questions.
 - 1 What kind of lunch does Carl have?
 - 2 When does Carl not like going to the tree?
 - **3** Why does Andy like Molly's café?
 - 4 What does Andy do at the café when he's eating?
 - Work in pairs and discuss the questions.
 - **1** What's your favourite place to be?
 - 2 Why is it special?

40 Develop your listening

- **Goal:** understand a short radio programme
- **Focus:** understanding weak forms



1 a Look at the photo and discuss the questions.

- 1 Where do you think the people are?
- 2 Is life easy or difficult in this place? Why?
- b 4.11 Listen to a radio programme about life in very cold places. Are the sentences true (T) or false (F)?
 - 1 It's sometimes -40°C in Calgary.
 - 2 People in Calgary need to wear sunglasses in winter.
 - **3** You can walk around Calgary for eight kilometres without going outside.
- 2 a Read the Focus box. How do you think we pronounce the words in bold?

Understanding weak forms

When we speak, we don't pronounce every word clearly. They often include a sound called schwa /ə/. For example:

Articles

I work in **an** office. People live in all kinds of unusual places around **the** world.

Prepositions

I walk **from** the train station **to** my office inside. **Verb be and** *do/ does* **in questions** How **are** the streets? How **do** people live?

and/but

It's warm **and** comfortable. It's cold here in winter **but** it's also sunny.

- 3 4.13 Listen to the sentences and select the words you hear.
 - of/an
 a/the
 - 4 the/those

3 to/for

- 4 a 4.14 Listen to the next part of the radio programme and answer the questions.
 - **1** What does the man do every day in winter?
 - 2 Why is there no snow on some roads in Reykjavik?
 - **3** How many hours of sunlight are there in Reykjavik in winter?
 - 4 How many hours of night are there in Reykjavik in summer?
 - **5** How long do people stay outside for in Yakutsk?
 - 6 What clothes does the man wear?
 - 7 What transport sometimes doesn't work in winter trains or cars?

b 🕦 4.15 Listen and complete the sentences.

- People don't need to pay _____ warm homes in winter.
- 2 I go outside every day and sit in _____ hot pool.
- **3** The hot water also helps with _____ roads.
- 4 It's not easy _____ drive around Iceland.
- 5 Natural hot water goes under some _____ our roads.
- 6 Some days it's -40°C here _____ people live normal lives.
- **7** _____ don't stay outside for very long.
- 8 Clothes _____ important in cold places.
- 9 Shops _____ schools usually stay open in winter.
- **10** One big problem is our cars. <u>don't always start</u> in winter.

5 Work in pairs and discuss the questions.

- 1 Would you like to live in a very cold place? Why/Why not?
- 2 What do you need to live in a cold place?



b 🚺 4.12 Listen and check.