



beginner

C O U R S E B O O K

INTERPRISE



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1



Express Publishing

Contents

	GRAMMAR	VOCABULARY	READING
MODULE 1	UNIT 1 Hi! (pp. 6 - 11)	a - an; the verb <i>to be</i>	countries & nationalities; ordinal/cardinal numbers; jobs
	UNIT 2 A Friend in Need... (pp. 12 - 17)	the verb <i>have (got)</i> ; the verb <i>can</i> (ability, polite requests)	people's appearances; abilities; colours
	UNIT 3 Home Sweet Home (pp. 18 - 23)	<i>there is/there are; this/these - that/those</i> ; plurals (-s, -es); prepositions of place (in front of, in, on, next to, behind, under)	houses/homes; furniture & appliances
	STORY 1: THE LOCH NESS MONSTER – EPISODE 1: THE ACCIDENT (pp. 24 - 25)		
MODULE 2	UNIT 4 Like Father, like Son (pp. 26 - 31)	possessive case; possessive adjectives/ pronouns; whose/who's; present simple	family relationships; free-time activities; days of the week
	MODULE SELF-ASSESSMENT 1 – UNITS 1, 2, 3, 4 (pp. 32 - 33)		
	UNIT 5 An Early Bird or a Night Owl? (pp. 34 - 39)	adverbs of frequency; prepositions of time (<i>at, in, on</i>)	daily routines; telling the time; months; pros/cons of jobs
	UNIT 6 Birds of a Feather (pp. 40 - 45)	question words; irregular nouns	describing animals; colours; sizes
MODULE 3	STORY 1: THE LOCH NESS MONSTER – EPISODE 2: THE WRONG PHOTOGRAPH (pp. 46 - 47)		
	UNIT 7 Come Rain or Shine (pp. 48 - 53)	present continuous; present continuous vs present simple	weather conditions/climate; clothes
	UNIT 8 Enjoy your Meal (pp. 54 - 59)	plurals; countable/uncountable nouns; <i>a/an/some; how much/how many; a few/ a little; some/any</i>	types of food/drinks; meals; restaurants
	MODULE SELF-ASSESSMENT 2 – UNITS 5, 6, 7, 8 (pp. 60 - 61)		
MODULE 4	UNIT 9 Times Change... (pp. 62 - 67)	<i>was/were, had, could</i> ; prepositions of place (in front of, opposite, next to, on, between, etc)	places/buildings in a town; giving directions; abilities
	STORY 2: THE EXPEDITION – EPISODE 1: THE WATERFALL (pp. 68 - 69)		
	UNIT 10 The Price of Fame (pp. 70 - 75)	past simple; asking questions	famous people and their achievements; full dates
	UNIT 11 All's Well that Ends Well (pp. 76 - 81)	past simple; joining sentences; prepositions of movement; adjectives/ adverbs	feelings & reactions; danger & emergencies
MODULE 5	UNIT 12 See New Places, Meet New Faces (pp. 82 - 87)	comparisons; <i>quite, too, very, much</i>	towns/cities; transport; holidays
	STORY 2: THE EXPEDITION – EPISODE 2: THE JIVARO INDIANS (pp. 88 - 89)		
	MODULE SELF-ASSESSMENT 3 – UNITS 9, 10, 11, 12 (pp. 90 - 91)		
	UNIT 13 Time will Tell (pp. 92 - 97)	<i>be going to; will</i> ; present continuous (future meaning); <i>it/there will be</i>	future plans/intentions; arrangements; future predictions
MODULE 6	UNIT 14 Dos and Don'ts (pp. 98 - 103)	<i>should/shouldn't</i> (advice), <i>must</i> (obligation), <i>mustn't</i> (prohibition), <i>can</i> (giving permission), <i>can't</i> (refusing permission)	the environment; health tips; house rules/school rules
	UNIT 15 Take a Break (pp. 104 - 109)	present perfect; revision of all tenses	holidays/sightseeing; describing a city
	STORY 3: STRANGE VISITORS (pp. 110 - 113)		
	MODULE SELF-ASSESSMENT 4 – UNITS 13, 14, 15 (pp. 114 - 115)		
2	IRREGULAR VERBS (p. 116)		
	PHOTO FILE SECTION		
	CULTURE CLIPS (pp. 153 - 163)		
	AMERICAN ENGLISH-BRITISH ENGLISH GUIDE (pp. 164 - 166)		

LISTENING & SPEAKING	COMMUNICATION	WRITING
asking for personal information; talking about landmarks; Pronunciation — names of countries and capitals	introducing people	Project — famous landmarks; introducing ourselves and other people
radio programme about missing people; describing people; spelling; Pronunciation — /i:/, /ɪ/	greetings; saying goodbye	Project — descriptions of people; an Internet advertisement for a pen-friend
describing a house/flat; talking to an estate agent; Pronunciation — /ɑ:/, /æ/	asking for and giving addresses and phone numbers	Project — letter to a friend describing your house and room; advertisements for a house/flat to rent
days you like/hate; talking about a person; Pronunciation — /s/, /z/, /ɪz/	identifying people	Project — family tree; a letter to a pen-friend
daily routine; interviewing a celebrity; Pronunciation — /θ/, /ð/	telling the time	Project — opening hours in your country; article about a celebrity's daily routine
identifying animals through sounds; describing animals; quiz about animals; Pronunciation — /ɛ/, /ɜ:/	asking about pets	Project — descriptions of animals; facts about animals
identifying actions through sounds; fashion show — describing clothes, making comments on clothes; Pronunciation — /n/, /ŋ/	buying clothes	Project — different seasons in your country; a postcard to a friend
offering; ordering food at a restaurant/ fast food restaurant; Pronunciation — /s/, /z/, /ɪz/	ordering food; accepting/refusing offers	Project — article about eating habits in Britain; advertisement for a restaurant
talking about changes in a place; talking about past abilities; Pronunciation — /s/, /ɪ/	giving directions; asking for information	Project — what you were like at the age of seven; a “then-and-now” article
painters and paintings/composers and music; Vivaldi's life; Pronunciation — /t/, /d/, /ɪd/	asking personal questions about the recent past	Project — biography of Mozart; biography of Vivaldi
sequence of events; telling a story; Pronunciation — /ʌ/, /ɒ/	reporting emergencies	Project — beginning/ending for a story; a story about a fire
geography quiz; deciding on a hotel; Pronunciation — /tʃ/, /dʒ/	making comments; making suggestions	Project — description of your town; article describing Antwerp
tomorrow's weather forecast; asking for personal information; Pronunciation — /h/ pronounced or silent	accepting/refusing invitations	Project — next week's horoscopes; letter to a friend about your future plans
advice about healthy living; house rules, school rules; Pronunciation — /r/ pronounced or silent	giving advice; giving/refusing permission; expressing obligation/prohibition	Project — letter giving advice; leaflet giving advice to people at the beach
telephone conversation; meeting a friend abroad; identifying correct responses; Pronunciation — /ʃ/, /tʃ/	making a reservation; inviting sb out; buying souvenirs	Project — letter to a friend; letter to a friend from a holiday destination reporting your experiences

People & Homes

Read, listen, talk and write about...

Hi!



Unit 1

- people; countries; nationalities; landmarks
- jobs



A Friend in Need!

Unit 2

- people's facial features
- colours
- abilities



Module 1

Units 1 - 4

Home, Sweet Home!

Unit 3

Learn how to ...

- introduce people
- greet; say goodbye
- ask for and give addresses & phone numbers
- identify people

Practise ...

- a-an/plurals
- to be/have (got)/can
- this/these - that/those
- there is/there are
- possessive adjectives/ pronouns
- possessive case
- prepositions of place
- present simple

- houses around the world & their special features
- furniture & appliances

Like Father, Like Son!

Unit 4

- families & relationships
- likes & dislikes

UNIT 1

Hi!

A

They are

Lead-in

- 1 Look at the pictures. Which people are from: *Spain, India, Scotland or Brazil?*

- 2 a) Listen and repeat.

I am from Edinburgh, Scotland.

I'm forty years old.

I'm not married.

They're friends and they're from Brazil.

I'm a student at an English boarding-school.

My favourite sport is golf.

Where is he from?

What's his job?

How old is he?

- b) Can you explain what the sentences above mean?

- 3 Listen and match the letters to the numbers you hear.

B

I'm a

C

They are

Reading

- 4 Read the texts and label the pictures with the correct word in **bold**. Then, answer the questions.

- a) Where is Fergus from? What's his job?
b) How old is Diego? What's his favourite sport?
c) Where are Carlos and Rosa from? How old is Carlos? How old is Rosa?
d) Where is Veena from? What's her favourite sport?

1 Hello! I'm Fergus and I'm from Edinburgh, Scotland. I'm forty years old. I'm a **musician**. I'm not married. My favourite sport is golf.

2 This is Diego and this is Marco. They're friends and they're from Brazil. Diego is thirty-five years old and Marco is twenty-seven years old. They are **farmers**. Diego's favourite sport is football and Marco's favourite sport is basketball.

3 This is Carlos and this is Rosa. They're friends and they're from Spain. Carlos is twenty-two years old and Rosa is twenty years old. They are **dancers**. His favourite sport is football and her favourite sport is tennis.

4 Hi there! I'm Veena from New Delhi. It's in India. I'm twelve years old and I'm a **student** at an English boarding-school in Manchester. My favourite sport is volleyball.

D

I'm a

• Speaking

- a) Look at the short texts, then ask and answer questions, as in the example.

S1: *Where's Fergus from?*

S2: *He's from Edinburgh, Scotland.*

How old is he and what's his job?

S3: *He's forty and he's a musician.*

What's his favourite sport?

S4: *His favourite sport is golf.*

- b) Read the texts. Copy and complete the table.
Look at your notes and talk about each person, as in the example.

	Origin	Age	Job	Favourite Sport
Fergus	<i>Edinburgh, Scotland</i>	<i>forty</i>	<i>musician</i>	<i>golf</i>
Diego				
Marco				
Carlos				
Rosa				
Veena				

Fergus is from Edinburgh, Scotland. He's forty years old and he's a musician. His favourite sport is golf.

Language Development

• Vocabulary

- 5 Match the cardinal numbers to the ordinal numbers, then listen and check. Listen again and repeat.

(1) one	second (2nd)	(7) seven	eleventh (11th)
(2) two	fourth (4th)	(8) eight	ninth (9th)
(3) three	sixth (6th)	(9) nine	twelfth (12th)
(4) four	first (1st)	(10) ten	seventh (7th)
(5) five	third (3rd)	(11) eleven	eighth (8th)
(6) six	fifth (5th)	(12) twelve	tenth (10th)

- 6 Write the numbers, then listen and repeat.

thirteen .13.	fifteen	seventeen ..	nineteen
fourteen	sixteen	eighteen ...	twenty

- 7 Write the missing numbers as words, then listen and repeat.

20	twenty	69	.....
21	... <i>twenty-one</i> ...	70	seventy
30	thirty	76	.....
34	.....	80	eighty
40	forty	87	.....
45	.....	90	ninety
50	fifty	98	.....
52	.....	100	one hundred
60	sixty	200	two hundred

- 8 Fill in the gaps with words from the list, then make sentences, as in the example.

Brazil, Mexico City, Argentina, Japanese, Greek, Spain, Finland, American, Canada, Turkey

Paolo is Brazilian. He's from Brasilia, Brazil.

	Name	Nationality	Capital	Country
	Paolo	Brazilian	Brasilia	<i>Brazil</i>
	Pablo	Spanish	Madrid	.....
	Jason	Canadian	Ottawa	.....
	Ito	.....	Tokyo	Japan
	Thomas	Argentinian	Buenos Aires	.....
	Mike	.....	Washington DC	the USA
	Costas	.....	Athens	Greece
	Hans	Finnish	Helsinki	.....
	Rico	Mexican	.....	Mexico
	Ali	Turkish	Ankara	.....

- 9 Look at the pictures and fill in the capital of each country. Then, ask and answer questions, as in the example.

*Moscow, Cairo, Warsaw, Rome,
Budapest, Beijing, Paris*

S1: Where is Cairo?

S2: In Egypt. It's the capital of Egypt.



1 Egypt
Cairo



2 France
.....



3 Italy
.....



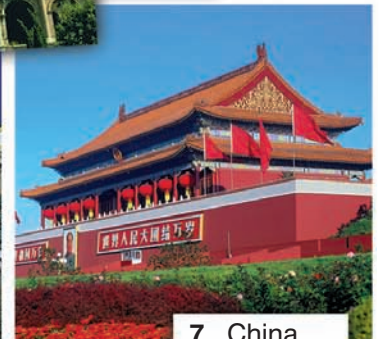
4 Poland
.....



5 Hungary
.....



6 Russia
.....



7 China
.....

• Grammar: The verb "to be" (present simple)

Affirmative		Negative	
Full form	Short form	Full form	Short form
I am	I'm	I am not	I'm not
you are	you're	you are not	you aren't
he is	he's	he is not	he isn't
she is	she's	she is not	she isn't
it is	it's	it is not	it isn't
we are	we're	we are not	we aren't
you are	you're	you are not	you aren't
they are	they're	they are not	they aren't

Interrogative	Short Answers
Am I ...?	Yes, I am. / No, I'm not.
Are you ...?	Yes, you are. / No, you aren't.
Is he ...?	Yes, he is. / No, he isn't.
Is she ...?	Yes, she is. / No, she isn't.
Is it ...?	Yes, it is. / No, it isn't.
Are we ...?	Yes, we are. / No, we aren't.
Are you ...?	Yes, you are. / No, you aren't.
Are they ...?	Yes, they are. / No, they aren't.
Are you from Spain? No, I'm not.	

- 10 Fill in 'm, 's, 're, 'm not, isn't or aren't.

- She isn't from Spain. She ...'s... from Mexico.
- You Hungarian. You are Italian.
- My favourite sport is tennis. It football.
- I am British. I French.
- We aren't musicians. We students.
- I a musician. I'm not a teacher.
- Tony's sixteen years old. He sixty years old.
- They aren't from Egypt. They from Brazil.

- 11 Fill in: is, are, 's, 're, 'm, aren't or isn't.

- A: ...Is... he from Mexico?
B: No, he He from Japan.
- A: they Spanish?
B: No, they They Canadian.
- A: What your favourite sport?
B: My favourite sport tennis.
- A: she twenty years old?
B: No, she She twenty-two.
- A: Stella from Hungary?
B: Yes, she She from Budapest.
- A: How old you?
B: I twenty-three.



the Taj Mahal (Agra)

the Pyramids
(Cairo)Big Ben
(London)the Eiffel
Tower
(Paris)the Parthenon
(Athens)the White House
(Washington DC)St Basil's
Cathedral
(Moscow)the Sydney Opera House
(Sydney)the Statue of Liberty
(New York)

Pronunciation

12 Listen and repeat.

Australia, New Delhi, Edinburgh, Egypt, Hungary, Moscow, Beijing, Russia, Turkey, Warsaw

• Game

13 You are the leader. Pretend you are from one of the countries in the list below. Write it on a piece of paper. The other students try to guess which country you are from by asking questions, as in the example. The student who guesses correctly goes next.

Britain, India, Russia, France, Germany, Holland, Turkey, Brazil, Italy, Poland, Egypt, Australia

*S1: Are you from Italy? | S2: Are you from Egypt?
L: No, I'm not. | L: Yes, I am.*

• Speaking

14 Look at the pictures. Ask and answer questions, as in the example.

*the Pyramids — Brazil?
the Taj Mahal — India?
Big Ben — England?
the Eiffel Tower — Italy?
the Parthenon — Poland?
the White House — the USA?
St Basil's Cathedral — Hungary?
the Sydney Opera House — Canada?
the Statue of Liberty — the USA?*

*S1: Are the Pyramids in Brazil?
S2: No, they aren't. They're in Egypt. Is the Taj-Mahal in India?
S3: Yes, it is. Is ...*

Writing (Project)

Use the pictures from the Photo File section and write sentences, as in the example.

The Pyramids are in Cairo, Egypt.

• Grammar: the indefinite article a/an

a - an

We use **a/an** before singular nouns. **a dancer, an actor**

We use **a** before consonant sounds (b, c, d, f, etc).

He's a teacher.

We use **an** before vowel sounds (a, e, i, o, u).

She's an actress.

15 Add *a* or *an* to the words in the list, then label the pictures. Finally, in pairs, ask and answer questions, as in the example.

artist, astronaut, doctor, engineer, pilot, postman, vet, waiter

SA: *What's his name?*

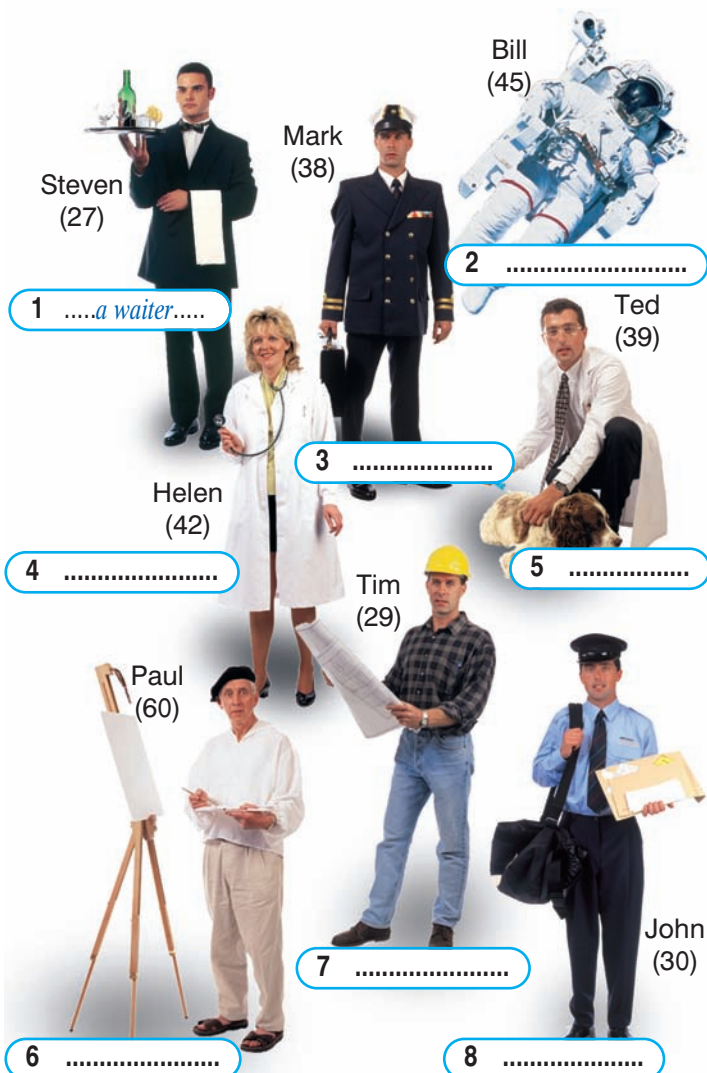
SB: *Steven.*

SA: *How old is he?*

SB: *Twenty-seven.*

SA: *What's his job?*

SB: *He's a waiter.*



16 Read the dialogue, then listen and fill in the missing words. In pairs, read out the dialogue.

A: Nice party, isn't it?

S: Yes, it's great.

A: I'm Alison, by the way. **1)** your name?

S: I'm Steve, Steve Blair. Nice to meet you.

A: Nice to meet you, too. **2)** are you from?

S: I'm from Scotland.

A: Where exactly?

S: Glasgow. What about you?

A: I'm from Birmingham. **3)** your job?

S: I'm a doctor. And you?

A: I'm a student.

S: Really? **4)** old are you?

A: I'm twenty-one. And you?

S: Well, I'm thirty-five.

A: Thirty-five! Are you really?

S: Yeah!!!

17 a) Listen to the dialogue and repeat it. In pairs, use your names to act out similar dialogues.



Tony: Excuse me. Are you Rita Brian?

Rita: Yes, I am.

Tony: Hi. I'm your new neighbour, **Tony, Tony Brown.**

Rita: Oh, hello, **Tony.** Nice to meet you.

Tony: Nice to meet you, too.

b) Listen to this dialogue and put it into the correct order.

☐ **Jane:** Hello, Patrick. Patrick, this is Lucy. She's my friend from America.

☐ **Lucy:** Pleased to meet you, too.

☐ **Patrick:** Hi, Jane.

☐ **Patrick:** Pleased to meet you, Lucy.

• Communication: Introducing People

- 18 Write the sentences in the correct speech bubbles, then listen and check. Finally, act out the dialogues.

- *Pleased to meet you.*
- *Pleased to meet you, too.*
- *Mr Potter, this is Mr Jackson.*
- *I'm Gillian Jones, but please call me Gill.*
- *Hello! I'm Frank Smith. What's your name?*



• Vocabulary Revision Game

- 19 Work in two teams. Take it in turns to choose words from the list and make sentences. Each correct sentence gets one point. The team with the most points is the winner.

musician, years old, name, favourite, pleased, neighbour, capital, married, farmers, where, job

*Team A S1: Fergus is a **musician**.*

- 20 Listen and fill in the missing information, then talk about some of the teachers who work at Mortimer College, as in the example.



Hello!
I'm Rashid Al Hibb. I'm from Alexandria, Egypt. I'm sixteen years old and I'm a student at Mortimer College.



Mary Stuart
Dublin, Ireland
.....30..... years old
English teacher



John Parry
Glasgow, Scotland
..... years old
Maths teacher



Bob Davis
Swansea, Wales
..... years old
History teacher

This is Mary Stuart. She's from Dublin, Ireland. She's thirty years old and she's an English teacher at Mortimer College.

Writing

You are a foreign student at Mortimer College. You are responsible for the college magazine and this is the first page of the first issue. Introduce yourself to the readers. Start with: *Hello! I'm ...*. Then, introduce some of the teachers who work at the college. Start with: *This is ... He/She is ...*. Use the information from Ex. 20 and the pictures from the Photo File section, as well as a picture of yourself.

Words of Wisdom

Read this sentence. What does it mean?

- A stranger is a friend you haven't met yet.



A Friend in Need ...

Reading

Lead-in

1 Look at the pictures. Who's got ...
brown, curly hair? brown, wavy hair?
short grey hair? long straight fair hair?
dark hair? a moustache? a beard and a
moustache?

2 Fill in the names of the people in
the pictures.

- 1 is old.
- 2 is quite tall and slim.
- 3 is short and quite slim.
- 4 is middle-aged and
Pierre is young.
- 5 is well-built.
- 6 is fat.

3 Read the sentences, then
listen and match the sentences to
the speakers.

- 1 "I love playing computer
games."
- 2 "I like playing the guitar."
- 3 "I like skiing."
- 4 "Hope to hear from you
soon."

Speakers

Mario
Pierre
Anna

4 Read the Internet advertisements for pen-friends and answer the
questions. Then, explain the words in bold.

- 1 What can Pierre do?
- 2 How old is Mario?
- 3 Who has got brown eyes?
- 4 Who is tall and well-built?
- 5 Is Mario's hair curly?
- 6 What can Anna do?
- 7 What is the last sentence in
each advertisement?

1



Hello. My name's Pierre and I'm seventeen years old. I live in
Paris, France. I have got short straight dark hair and **brown**
eyes. I'm **quite tall** and **slim**. I **love playing computer games**
and I can play tennis **very well**. I like reading too. Please **e-**
mail me today!

2



Hi! My name is Anna and I am eleven years old. I live in
Moscow, Russia. I have got long straight fair hair and **green**
eyes. I'm **quite short** and I like skiing. I can **play the piano**
quite well. Please be my e-mail **pen pal**.

3



Hi! My name's Mario and I'm twenty-six years old. I live in
Florence, Italy. I'm tall and well-built with brown, wavy
hair and brown eyes. I like playing the **guitar** and I love
dancing. I can speak French too. **Hope to hear** from you
soon.

• Speaking

Read the advertisements again. Copy the table below and complete it. Then, look at your notes and talk about the people, as in the example.

	Pierre	Anna	Mario
Age:	17		
Lives in:	Paris, France		
Hair:	short straight dark		
Eyes:	brown		
Height:	quite tall		
Build:	slim		
Likes/ Loves:	playing computer games, reading		
Can:	play tennis very well		

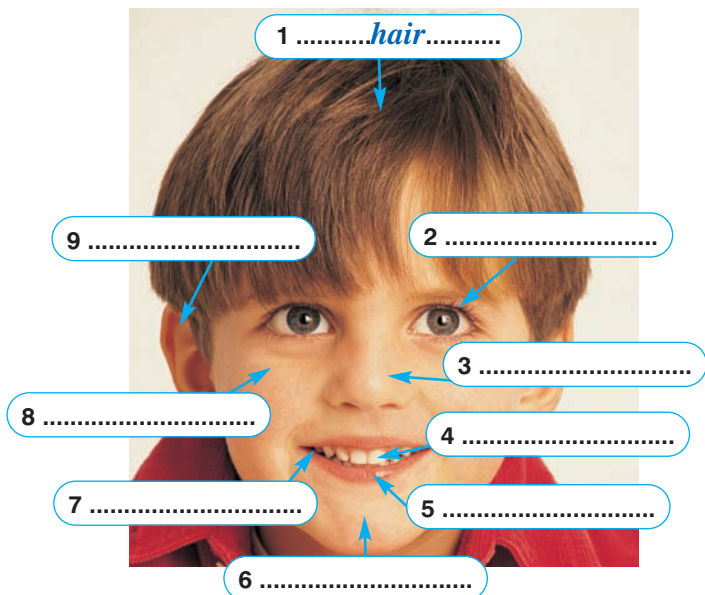
Pierre is seventeen years old. He lives in Paris, France. He has got short straight dark hair and brown eyes. He is quite tall and slim. He likes playing computer games and reading. He can play tennis very well.

Language Development

• Vocabulary

- 5 Label the different parts of the face, then point to them on your face and name them.

cheek, chin, ear, eye, hair, mouth, nose, teeth, lips



- 6 Use the words in the list to write the opposites of the phrases below.

small, short, fair, thin, curly, fat

- 1 tall boy \neq *short boy* 5 dark hair \neq
 2 slim girl \neq 6 full lips \neq
 3 long hair \neq 7 big nose \neq
 4 straight hair \neq 8 big eyes \neq

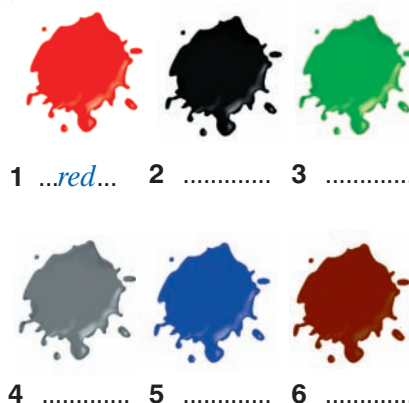
Now use some of these phrases to describe your partner.

Ted is tall and slim. He's got short dark hair and thin lips. He's got ...

- 7 Label the colours.

green, blue, black, red, brown, grey

Which of these adjectives are often used to describe: a) hair? b) eyes? c) both?



• Grammar: have got ('ve got) has got ('s got)

Affirmative

I/you/we/they **ve got**
 he/she/it **'s got**

Negative

I/you/we/they **haven't got**
 he/she/it **hasn't got**

Interrogative and Short Answers:

Have I/you/we/they **got ...?** **Yes, I/you/we/they have.**
No, I/you/we/they haven't.
Has he/she/it **got ...?** **Yes, he/she/it has.**
No, he/she/it hasn't.

We use **have got/has got** to express possession.
I've got a dog. My dog has got long ears.

- 8 Read the advertisements in Ex. 4 again and complete the sentences using: *have, haven't, has or hasn't*.

- 1 ...*Has*... Pierre got a beard? No, he
 2 Mario and Pierre got brown eyes?
 3 Anna got long hair?
 4 Mario got a beard?
 5 Anna got brown hair.
 6 Mario and Pierre got fair hair?

- 9 The pictures show people from the Wessex area who are missing. Look at their pictures and describe them.

🔊 Listen and label them with their names from the list.

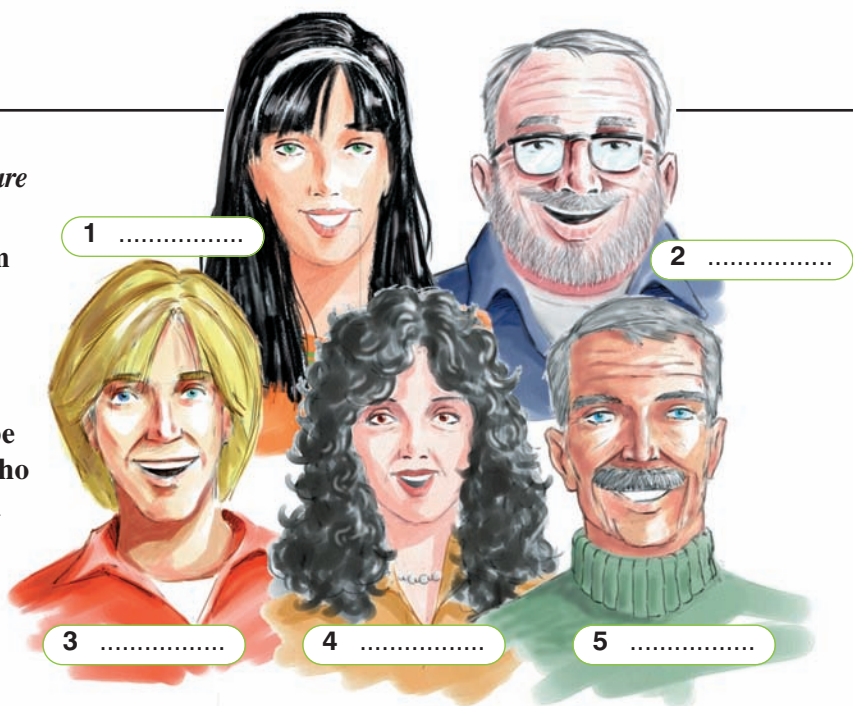
Chris, Sally, Jim, Peter, Mary

• Game

- 10 Choose one of the people in Ex. 9 and describe him or her to your classmates. The student who guesses correctly chooses another person and the game continues. Use these words:

young, middle-aged, curly, long, straight, slim, well-built, beard, moustache, big nose

• Reading & Listening



- 11 a) Which of the pictures show someone with:
 1 a pale complexion? — (D)
 2 light brown skin?
 3 very dark skin and a wide, flattish nose?
 4 dark slanting eyes and a yellowish complexion?
 5 dark brown eyes and dark skin?
 b) 🔊 Listen and match the numbers to the pictures.
 c) Read the texts and answer the questions.
 d) Read the texts again and explain the words in bold.



1 People from countries such as Denmark, Norway and Sweden are usually tall with fair hair, blue eyes and a **pale complexion**.

2 Most people in **Mediterranean countries**, such as Italy, Spain and Greece, are rather short. They have usually got black or dark brown hair, brown eyes and **light brown skin**.

3 Most people from **central and southern** parts of Africa have got black curly hair and very **dark skin**. They have also got dark brown eyes, full lips and a **wide, flattish** nose.

4 People from Arab countries such as Saudi Arabia, Iraq and Libya have usually got dark hair and dark brown eyes. They have also got **dark skin**.

5 The northern Chinese are quite short, with thick black hair and dark, **slanting eyes**. They have got a small nose and a yellowish complexion.

Questions

- What do people from these areas look like?
 - Denmark, Norway and Sweden
 - Mediterranean countries
 - central and southern parts of Africa
 - Arab countries
 - northern China
- What do people from your country look like?

Writing (Project)

Use the pictures from the Photo File section and write descriptions of the people. Write about their *age, hair, eyes, height and build*.

Grammar: can

Affirmative:

I/you/he/she/it/we/they **can** run.

Negative:

I/you/he/she/it/we/they **can't** run.

Interrogative:

Can I/you/he/she/it/we/they run?

Short answers:

Yes, I/you/he/she/it/we/they **can**.

No, I/you/he/she/it/we/they **can't**.

Can is the same in all persons. We use **can** + the **base form of a verb** to express **ability** or a **polite request**.

Tom can play football. (ability)

Can you help me, please? (polite request)

Can (expressing ability)

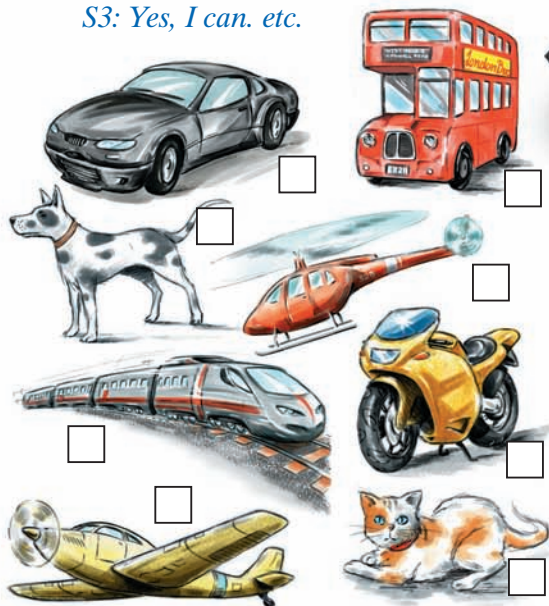
- 12 a) Look at the pictures and the list of words below. Ask and answer questions, as in the example.

guitar, car, train, piano, bus, dog, cat, computer, helicopter, motorbike, plane

S1: Can you see a guitar?

S2: No, I can't. Can you see a car?

S3: Yes, I can. etc.



- b) Look at the pictures in Ex. 12 again and listen to the sounds. First tick (✓), then say what you *can* or *can't* hear.

I can hear a cat, but I can't hear a motorbike.

- 13 Match the phrases in the list to the pictures. Then, in pairs, ask and answer questions to find out what your partner *can* or *can't* do, as in the example.

a. cook well b. dance well c. speak English well d. run fast
e. walk fast f. read fast g. swim fast h. type fast

S1: Can you cook?

S2: Yes, I can cook **quite well**.

Can you dance?

S3: No, I can't. Can you dance?

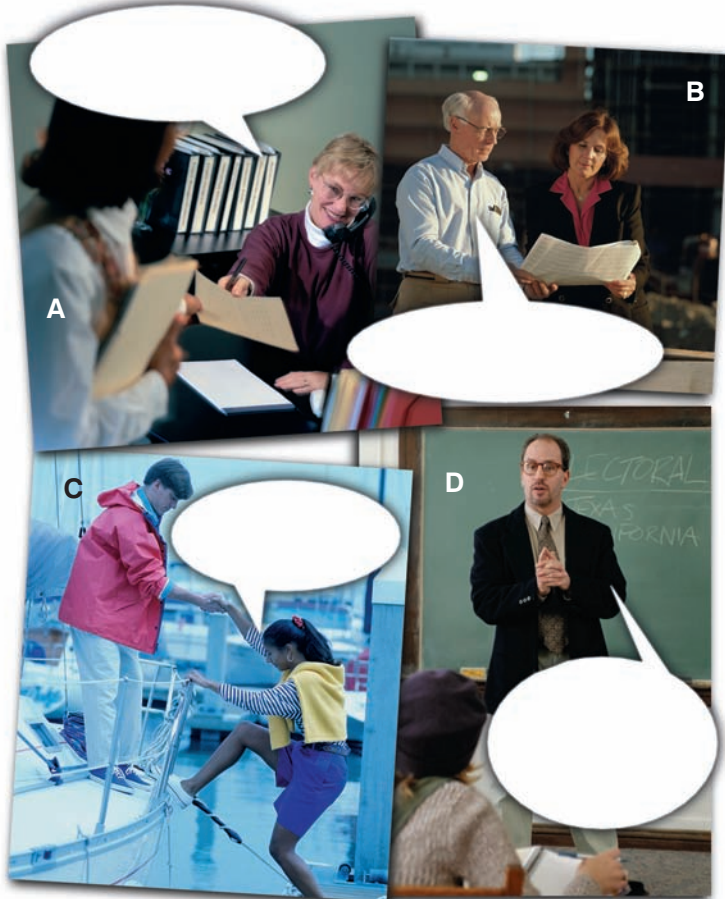
very well/ fast	95%
quite well/ fast	70%
not very well/fast	40%
no	0%



• Can (making requests)

14 Fill in the speech bubbles with sentences from the list.

Can you help me up, please?
 Can you give this to Mr Harris, please?
 Can you read this for me, please?
 Can you open your books at page 7, please?



15 Listen. Read the dialogue and fill in the missing words. Then, listen and check. In pairs, act out similar dialogues using your name, address and phone number.

A: Good morning, madam. Can I help you?
 B: Yes please. I'd like to join the tennis club.
 A: Certainly, madam. What's your 1)?
 B: Mavis Steed.
 A: Can you spell it, please?
 B: Yes, of course. M - A - V - I - S ... S - T - double E - D.
 A: And 2) are you?
 B: I'm thirty-two years old.
 A: Right. 3) your home address?
 B: 7, Green Street.
 A: Thanks. And your phone number?
 B: 720644.
 A: 4), Ms Steed. Here's your card. Please, sign it here.

• Spelling

16 Listen to the dialogue and repeat it. Then, in pairs, use the prompts below to make similar dialogues, as in the example.

A: What's your name, please?

B: *Anna Hughes.*

A: How do you spell it?

B: *A - double N - A ... H - U - G - H - E - S.*

1 ...*Anna Hughes*...

4 ...Vivienne Brown...

2 ...Jimmy Stuart...

5 ...Frank Williams...

3 ...Wendy Clarke...

6 ...Quentin Phillips...

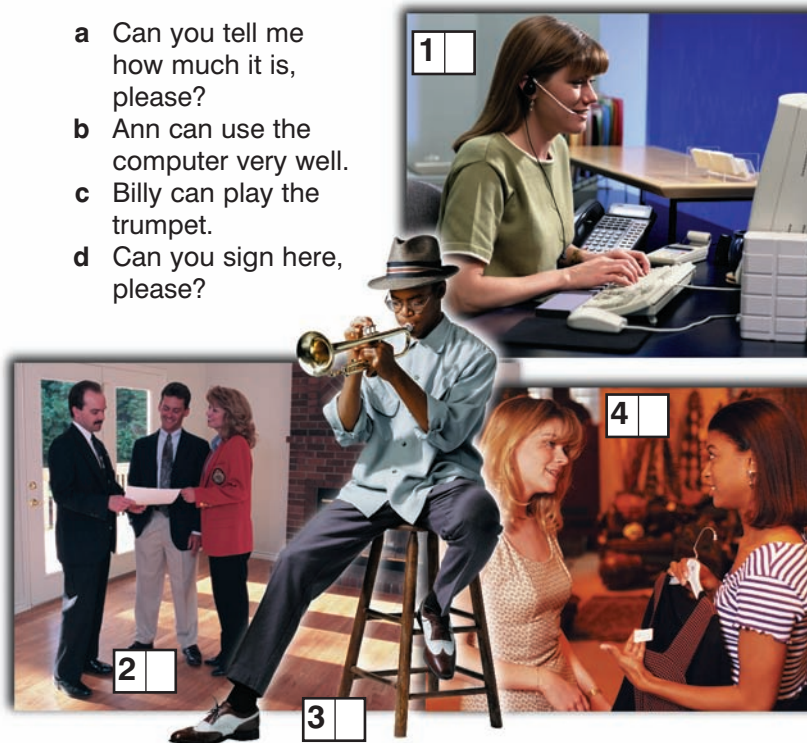
• Vocabulary revision

17 Fill in the correct word(s).

- 1 He hasn't got long hair. He's got hair.
- 2 She hasn't got dark hair. She's got hair.
- 3 Sarah and Kate are twenty-four old.
- 4 Gordon isn't He's short.
- 5 He hasn't got big eyes. He's got eyes.
- 6 Tony is short and slim and he a beard.
- 7 you dance well?
- 8 Hope to from you soon.
- 9 I in Edinburgh, Scotland.
- 10 He can run quite

18 Match the sentences to the pictures. Which express ability? Which express a polite request?

- a Can you tell me how much it is, please?
- b Ann can use the computer very well.
- c Billy can play the trumpet.
- d Can you sign here, please?




• Vocabulary Revision Game

- 19** Work in two teams. Take it in turns to choose words from the list and make sentences. Each correct answer gets one point. The team with the most points is the winner.

slim, full lips, moustache, straight hair, beard, with, wavy, well-built, speak Italian, yellowish complexion, skin, flattish nose, swim, slanting eyes, quite fast, sign, very well, very dark skin

• Communication

20 a. Greetings

 Listen to the dialogues and fill in the missing words. Listen again and repeat. In pairs, act out the dialogues.

- A: Good morning, Paul. 1) are you?
B: Very well, thanks. And 2)?
A: I'm fine.
- A: Hello. How are things?
B: 3), thanks. How are you?
A: All right.
- A: Hi! How are you?
B: 4) bad. And you?
A: Okay.

b. Saying Goodbye

Read and fill in the speech bubbles with the sentences below.

You too. Goodbye. Bye, Mum. See you.

 Now, listen and repeat. Finally, close your books and act out similar dialogues in pairs.



Pronunciation

- 21**  Listen and tick. Listen again and repeat.

	/i/	/I/
six		
read		
three		

	/i/	/I/
slim		
teacher		
singer		

Writing

Complete the table with information about *yourself*, then write an Internet advertisement for a pen-friend. Use the texts in Ex. 4 as a model. Start with: *Hello!/Hi!...* Finish with: *Please e-mail me today./Please, be my e-mail pen pal/Hope to hear from you soon.*

Words of Wisdom

Read these sentences. What do they mean?

- A friend in need is a friend indeed.
- Lend your money and lose your friend.