

CAMBRIDGE



THINK

STUDENT'S BOOK 2

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

B1

THINK

STUDENT'S BOOK 2

Herbert Puchta, Jeff Stranks & Peter Lewis-Jones

B1



CAMBRIDGE
UNIVERSITY PRESS

CONTENTS

Welcome p 4 **A** Introducing yourself; Answering questions; The weather; Families **B** Meeting people; Irregular past participles; losing things; furniture
C Buying and talking about food; In a restaurant; Shops; Things you have to do **D** Plans and arrangements; Sports and sport verbs; Travel plans

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Amazing people p 12	Talking about things you have and haven't done Offering encouragement Role play: Good causes	Present perfect with <i>just, already</i> and <i>yet</i> Present perfect vs. past simple	Personality adjectives Collocations WordWise: Phrases with <i>just</i>
Unit 2 The ways we learn p 20	Asking and giving / refusing permission Role play: Asking permission	Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> or no article	School subjects Verbs about thinking
Review Units 1 & 2 pages 28–29			
Unit 3 That's entertainment p 30	Comparing things and actions Asking for and offering help	Comparative and superlative adjectives (review) (<i>not</i>) <i>as ... as</i> comparatives Making a comparison stronger or weaker Adverbs and comparative adverbs	Types of films Types of TV programmes WordWise: Expressions with <i>get</i>
Unit 4 Social networking p 38	Giving advice	Indefinite pronouns (<i>everyone, no one, someone, etc.</i>) <i>all / some / none / any of them</i> <i>should(n't), had better, ought to</i>	IT terms Language for giving advice
Review Units 3 & 4 pages 46–47			
Unit 5 My life in music p 48	Asking about feelings Role play: Helpful suggestions	Present perfect continuous Present perfect simple vs. present perfect continuous	Making music Musical instruments WordWise: Phrasal verbs with <i>out</i>
Unit 6 Making a difference p 56	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not)</i> for prediction First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy
Review Units 5 & 6 pages 64–65			
Unit 7 Future fun p 66	Checking information Agreeing	Future forms Question tags <i>Nor/Neither / So</i>	Future time expressions Arranging a party WordWise: Phrases with <i>about</i>
Unit 8 Science counts p 74	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	Past simple vs. past continuous (review) <i>used to</i> Second conditional <i>I wish</i>	Direction and movement Science
Review Units 7 & 8 pages 82–83			
Unit 9 What a job! p 84	Accepting and refusing invitations Role play: Inviting friends to join you	The passive (present simple, past simple, present continuous, present perfect)	Jobs <i>work as / in / for</i> <i>work vs. job</i> WordWise: Time expressions with <i>in</i>
Unit 10 Keep healthy p 92	Talking about your health	Past perfect simple Past perfect continuous Past perfect simple vs. past perfect continuous	Time linkers Illness: collocations
Review Units 9 & 10 pages 100–101			
Unit 11 Making the news p 102	Reporting what someone has said Expressing feelings: anger	Reported statements Verb patterns: object + infinitive	Fun More verbs with object + infinitive WordWise: Expressions with <i>make</i>
Unit 12 Playing by the rules p 110	Talking about permission Following and giving simple instructions	<i>be allowed to / let</i> Third conditional	Discipline Talking about consequences and reasons
Review Units 11 & 12 pages 118–119			
Pronunciation pages 120–121 Get it right! pages 122–126 Speaking activities pages 127–128			

PRONUNCIATION	THINK	SKILLS
Intonation and sentence stress	Values: Human qualities Self-esteem: Personal qualities	Reading Online survey responses: Who do you admire most? TV programme preview: Britain's Smartest Kids Photostory: The new café Writing A short passage about someone you admire Listening Playing a guessing game
Word stress	Values: Learning for life Train to Think: Learning about texts	Reading Article: An education like no other Article: Learning is brain change Culture: A day in the life of ... Writing An email describing your school routine Listening Conversation about a book
Words ending in /ə/	Values: Spending wisely Self-esteem: The film of my life	Reading Article: Big movies on a small budget TV listings: different types of programmes Photostory: Extras Writing A paragraph about your TV habits Listening Interview with a teenage filmmaker
The short /ʌ/ vowel sound	Values: Responsible online behaviour Train to Think: Logical sequencing	Reading Article: Think before you act online Short texts: Different types of messages Culture: Communication through history Writing A web page giving advice Listening Conversation about installing a computer game
Been: strong /bi:n/ and weak /bɪn/	Values: Following your dreams Self-esteem: Music and me	Reading Online forum: Singer songwriter: Any advice? Article: John Otway – Rock's greatest failure Photostory: Pop in the park Writing The story of your favourite band Listening Interviews about music
/f/, /v/ and /b/ consonant sounds	Values: Caring for the world Train to Think: Different perspectives	Reading Article: Hot topic: The environment Leaflet: Small changes, BIG consequences Culture: Stop! Before it's too late Writing An article for the school magazine Listening Interviews about a town project
Intonation of question tags	Values: Believe in a better future Self-esteem: Personal goals	Reading Newspaper articles: The world today Web chat: arranging a party Photostory: Weekend plans Writing An invitation Listening Interviews with two newsmakers
The /ju:z/ sound	Values: How science helps people Train to Think: Using criteria	Reading Blog article: Why aren't people more interested in science? Web forum: What should science do next? Culture: Great scientists Writing A blog entry Listening The things kids believe!
/tʃ/ and /dʒ/ consonant sounds	Values: What's important in a job? Self-esteem: I'd rather be ...	Reading Article: Dream jobs Article: Obsolete jobs Photostory: For a good cause Writing A short essay about jobs that will soon be obsolete Listening People with disabilities and their jobs
/tʃ/ and /ʃ/ consonant sounds	Values: Never give up Train to Think: About health	Reading Article: 8,000 birds to see before you die Article: Miracle operations Culture: Keeping healthy – stories from around the world Writing A story about a sports event Listening A presentation on the benefits of exercise
Intonation: rude or polite?	Values: Being able to laugh at yourself Self-esteem: Giving an award	Reading Article: April Fool's Day Article: A tale of two Guys Photostory: The journalist Writing A news report Listening Profile on an extreme weather journalist
Silent consonants	Values: The importance of rules Train to Think: Play <i>rock, paper, scissors</i>	Reading Article: Hard times to be a kid Website contest: The best 50-word stories Culture: Strange laws around the world Writing A set of rules Listening The game <i>rock, paper, scissors</i>

WELCOME

A GETTING TO KNOW YOU

Introducing yourself

- 1 Read the letter quickly. Write the names under the photos.

Hi Paulo,

My name's Nicola and I'd like to be your pen pal. I got your name from my teacher, Miss Edwards. She lived in Brazil for three years, and she's a good friend of your mother's.

So what would you like to know about me? I'm 15 years old. I live in a small house in Manchester with my mum and my two little brothers. They're OK, but they can be annoying sometimes. I go to Bluecoat High School. I quite like school, but my teachers always give us too much homework. I usually do it when I get home from school, but I'm not doing that today - that's because I'm writing to you!

I like listening to music and playing games on the computer. I also like playing the guitar. I play in a band with some of my friends. I like sport, too. I play volleyball and tennis. I'm in the school tennis team. We usually play matches on Saturday mornings. That's a bit of a problem because I don't really like getting up early at the weekend.



But what about you? I hope you'll want to write to me. There are lots of questions I want to ask you. Things like: what's life like in Brazil? Do you like your school? What's it like? What's the weather like in Rio? Have you got a big family? All that sort of stuff, to help me get to know you. Miss Edwards says you like surfing, but that's all I know about you.

So please write. I'd love to have a Brazilian friend.

Best

Nicola

- 2 Read the letter and complete the form about Nicola.

Name Nicola Hometown _____
 Age _____ Family _____
 Likes _____
 Dislikes _____

Asking questions

- 3 Match the questions with the answers to make mini-dialogues.

- 1 What do you do?
- 2 What are you doing?
- 3 What do you like doing?
- 4 Do you like studying English?
- 5 Where are you from?
- 6 Are you 14?

- | | |
|--------------------|--------------------------|
| a I'm watching TV. | d I'm a student. |
| b Yes, it's great. | e No, I'm 13. |
| c I'm from Italy. | f I love playing tennis. |

- 4 **SPEAKING** Work in pairs. Ask and answer the questions in Exercise 3. Give answers that are true for you.

- 5 Choose the next line for each of the mini-dialogues in Exercise 3.

- 1 What's your teacher's name?
- 2 Do you live in Rome?
- 3 What school do you go to?
- 4 When is your birthday?
- 5 Would you like to go out and do something with me?
- 6 Me too. Do you want to come over and play the new Angry Birds game?

- 6 **SPEAKING** Work in pairs. Think of one more line for each dialogue. Then practise your dialogues.

What do you do?

I'm a student.

What school do you go to?

St Mark's High School in York.



Miami



London



Oslo



Rio



Istanbul

The weather

1 What kind of weather do you love, like or hate? Draw a 😊, ☹️ or a 😞 next to each one.

- | | | | | | |
|-----------------------------------|-----------------------|--------------------------------|-----------------------|---------------------------------|-----------------------|
| <input type="checkbox"/> sunny | <input type="radio"/> | <input type="checkbox"/> wet | <input type="radio"/> | <input type="checkbox"/> cloudy | <input type="radio"/> |
| <input type="checkbox"/> warm | <input type="radio"/> | <input type="checkbox"/> cold | <input type="radio"/> | <input type="checkbox"/> windy | <input type="radio"/> |
| <input type="checkbox"/> humid | <input type="radio"/> | <input type="checkbox"/> rainy | <input type="radio"/> | <input type="checkbox"/> dry | <input type="radio"/> |
| <input type="checkbox"/> freezing | <input type="radio"/> | <input type="checkbox"/> hot | <input type="radio"/> | <input type="checkbox"/> foggy | <input type="radio"/> |

2 **SPEAKING** Work in pairs. Tell your partner.

I love rainy weather.

3 **1.02** Listen to the weather forecast for the UK. Tick (✓) the weather words in Exercise 1 that you hear.

4 **1.02** Listen again. What is the weather going to be like in Manchester, Birmingham and London?



5 **SPEAKING** Work in pairs. Look at the pictures. Ask and answer questions.

What's the weather like in Miami?

It's windy and very wet.

Families

1 Look at the family words. Complete the pairs.

- | | |
|---------------------|---------------------|
| 1 mother and _____ | 4 grandma and _____ |
| 2 brother and _____ | 5 husband and _____ |
| 3 aunt and _____ | 6 cousin and _____ |

2 **1.03** Listen to Nicola talking to Paulo on Skype. How are these people related to Nicola?

- | | |
|----------------|---------------|
| 1 Colin _____ | 6 Mike _____ |
| 2 Luke _____ | 7 Jamie _____ |
| 3 Sharon _____ | 8 Kai _____ |
| 4 Becky _____ | 9 Shay _____ |
| 5 Jodie _____ | 10 Joe _____ |

3 **SPEAKING** Work in pairs. Ask each other about your families.

Have you got any cousins?

What's your uncle's name?

B EXPERIENCES

Meeting people



1 Put the parts of dialogue in order. Write 1–10 in the boxes.

- A Really! Where? When?
- A What book was it?
- A Did he give you one?
- 1 A Have you ever met a famous person?
- A Did you say anything to him?
- B It was my English course book, believe it or not. I had it with me to help me with my English.
- B Yes, he was really nice. I didn't have any paper with me, so he signed a book that I was carrying.
- B It was last summer. We were on holiday in LA. We were walking out of a restaurant when he walked in.
- B Yes, I did. I asked him for an autograph.
- B Yes, I have. Bradley Cooper.

2 1.04 Listen and check.

3 **SPEAKING** Work with a partner. Practise the conversation. Change names, places and other details.

4 Underline examples of the following tenses in Exercise 1.

- 1 A past simple positive statement.
- 2 A past simple negative statement.
- 3 A past simple question.
- 4 A past simple short answer.
- 5 A past continuous statement.
- 6 A present perfect question with ever.
- 7 A present perfect short answer.

Irregular past participles

1 Write the past participles of these irregular verbs.

- | | |
|---------------|---------------|
| 1 think _____ | 7 eat _____ |
| 2 drink _____ | 8 make _____ |
| 3 wear _____ | 9 run _____ |
| 4 see _____ | 10 win _____ |
| 5 lose _____ | 11 read _____ |
| 6 hear _____ | 12 ride _____ |

2 Complete the questions with eight of the past participles in Exercise 1.

- 1 Who's the most famous person you've ever seen ?
- 2 What's the strangest food you've ever _____ ?
- 3 What's the best book you've ever _____ ?
- 4 What's the funniest joke you've ever _____ ?
- 5 What's the most expensive thing you've ever _____ and never found again?
- 6 What's the best prize you've ever _____ ?
- 7 What are the most embarrassing clothes you've ever _____ ?
- 8 What's the longest phone call you've ever _____ ?

3 Answer the questions in Exercise 2 with your own information. Give details.

The most famous person I've ever seen is Lionel Messi.

4 Work in groups of eight. Each person takes one of the questions from Exercise 2 and thinks of two more questions to ask.

*Who's the most famous person you've ever seen?
Where did you see him/her?
Did you say anything to him/her?*

5 **SPEAKING** Ask the other students in your group your questions.

6 **SPEAKING** Report back to the group.

The most famous person Carla has seen is Lionel Messi. She saw him outside a shop in Barcelona. She didn't say anything to him.



Losing things

- 1 Read the story and find the answer to the question.

What was in the wrong container?

People often complain about airline companies losing their suitcases when they fly. It's never happened to me, but something a lot worse happened to my family recently.

About ten years ago my mum got a job teaching at a university in Indonesia. At first she only went for six months, but she really liked it and agreed to stay longer, so we all went to live with her. We had a great time, but last year my parents decided that they wanted to return to the UK. Because we'd been there so long we had loads of things we wanted to take back with us – all the furniture from our house in fact.

So mum and dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchair and sofas, the TV, wardrobes, desks, even all the carpets and curtains. Our whole house was inside that big green metal box.

We flew back to the UK and waited for the container to arrive. About ten weeks later we were having breakfast one morning when a big lorry arrived outside our house. On the back was a big green metal box. We were so excited. The men opened the container and started to take out our things. But they weren't our things. The container was full of motorbikes. It was the wrong one. My parents were so annoyed. But the story has a happy ending. The men took the container and motorbikes away, and about two months ago our things finally arrived.

- 2 Read the story again and answer the questions. Use the word in brackets in your answer.

- When did Liam's mum start her job in Indonesia? (ago)
- When did the family move to Indonesia? (later)
- How long did they stay there? (about)
- When did they decide to move back to the UK? (last)
- How long after they were back in the UK did the first container arrive? (about)
- When did the correct container finally arrive? (ago)

- 3 **WRITING** Write a short story about something you lost. Use these questions to help you.

- When did it happen?
- What was it?
- Where did you lose it?
- What did you do?
- How did you feel?
- Did you find it? If so, when and where?

Furniture

- 1 Tick (✓) the items mentioned in the story.



- 2 **SPEAKING** Name the other items. Which of these do you think Liam's parents probably didn't put into the container?

They probably didn't put the toilet into the container.

- 3 **Discuss in small groups.**

Your family is moving to the other side of the world. They are packing the house things into a container, but there is only room for five items. What five items of furniture from your house are you going to choose?

C EATING AND DRINKING

Buying and talking about food

1 1.05 Listen and complete each space with one word.

- ASSISTANT Morning, can I help you?
 CUSTOMER Yes, please. Um, I want ¹ _____ onions.
 ASSISTANT OK, how many?
 CUSTOMER Two kilos. And can I have ² _____ mushrooms too, please? About half a kilo?
 ASSISTANT OK. Anything ³ _____ ?
 CUSTOMER Oh, yes – tomatoes. A kilo of tomatoes, please. And ⁴ _____ olives.
 ASSISTANT Sorry, we haven't got ⁵ _____ olives today. Try the ⁶ _____ across the street.
 CUSTOMER OK, thanks.
 ASSISTANT Here are your tomatoes. So, are you going to make pizza tonight with all this?
 CUSTOMER No, I'm not. I'm making ⁷ _____ 'à la grecque'. It's a French dish. I had it on holiday in France. I loved it!
 ASSISTANT What about lemons? You don't ⁸ _____ to put lemon juice in it, but it's a ⁹ _____ good idea!
 CUSTOMER Oh, right. No, it's OK, thanks. I've ¹⁰ _____ got lemons at home. So how ¹¹ _____ is that?
 ASSISTANT Let's see. That's £4.35, please.
 CUSTOMER Here you are – £5.
 ASSISTANT And 65p ¹² _____. Thanks. Enjoy your dinner!



2 Complete each sentence with *some* or *any*. Then match the sentences with the pictures. Write the numbers 1–8.

- There's _____ yoghurt in the fridge.
- There are _____ mushrooms in the kitchen.
- There aren't _____ mushrooms in the pizza.
- I'd like _____ of those potatoes, please.
- Sorry, there aren't _____ potatoes.
- I'd like _____ coffee, please.
- Oh, there isn't _____ yoghurt.
- No, I don't want _____ coffee, thanks.

3 **SPEAKING** Which of these things would you always / never / sometimes see on a pizza?



carrots | onions | peppers | yoghurt | pears
 pineapple | chicken | mushrooms | tomatoes
 cheese | olives

There's always cheese on a pizza – but you never see ... !

4 **ROLE PLAY** Work in pairs. Use your sentences from Exercise 3 to do a role play.

In a restaurant

- 1 1.06 Read the sentences. Mark them W (waitress) or C (customer). Listen and check.



- 1 Can we see the menu, please?
- 2 Is everything OK?
- 3 There's too much salt in the soup!
- 4 The bill, please.
- 5 A table for two? This way, please.
- 6 We'd both like the fish, please. And the soup to start.
- 7 It's very noisy here. There are too many people.
- 8 Are you ready to order?

- 2 Complete each phrase with *much* or *many*.

- 1 too _____ sugar
- 2 too _____ salt
- 3 too _____ mushrooms
- 4 too _____ money
- 5 too _____ people
- 6 too _____ things on the menu

- 3 Complete the mini-dialogues with a phrase from Exercise 2.

- 1 A This soup is horrible.
B I know! There's _____ in it.
- 2 A Ugh! I can't drink this coffee.
B I know! There's _____ in it.
- 3 A This pizza isn't so good.
B I know! I like mushrooms, but there are _____ on it!
- 4 A This is horrible. We can't talk.
B I know! There are _____ here.
- 5 A I don't know what to choose.
B I know! There are _____.
- 6 A Look! €30.00 for a pizza!!
B I know! It's _____.

Shops

- 1 Look at the shops below. What things can you buy in each place? Think of as many things as you can.

newsagent's	<input type="checkbox"/>	shoe shop	<input type="checkbox"/>
chemist's	<input type="checkbox"/>	post office	<input type="checkbox"/>
bookshop	<input type="checkbox"/>	supermarket	<input type="checkbox"/>
clothes shop	<input type="checkbox"/>	sports shop	<input type="checkbox"/>

- 2 1.07 Listen. Which shop is each person in? Write the number of the dialogue next to the correct shop in Exercise 1. There are three shops you won't need.

- 3 1.07 Listen again. In which shop do you hear these words?

- 1 You don't have to wait in a queue. _____
- 2 You have to wear them two or three times. _____
- 3 You don't have to buy a larger size than you need. _____
- 4 You have to fill in this form. _____
- 5 You don't have to pay for the third one. _____

Things you have to do

- 1 Read the sentences below. For each one, think of possibilities for a) who said it and b) who to.

- 1 *You don't have to eat it.*
- 2 *You have to give it to me tomorrow morning.*
- 3 *I don't have to listen to you!*
- 4 *I have to finish this tonight.*
- 5 *You don't have to put mushrooms on it.*
- 6 *It's fantastic! I have to buy it!*

- 2 **SPEAKING** Work in pairs. Choose three of the sentences in Exercise 1. Act out a mini-dialogue for each sentence that you choose.

Chicken? Again? That's boring.

Well, you don't have to eat it.

Can I have something else?

No, we've only got chicken.

OK then – I'll eat the chicken.



Hi Susana

I was really happy to get your email saying that you're coming to visit us next weekend. It's great news, and you're going to be here at just the right time!

Next weekend our town is having its special weekend gala. There is one every year. What's a gala? Well, it's like a party but with sports and other events, too. There are lots of different activities. We're going to join in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony at lunchtime, and in the afternoon, there are things for kids – races and games and things. And at six o'clock there's a football match – our town team are playing against another town near here. Then in the evening, a local band is playing in the town square.

On Sunday morning there's a charity run – it's about eight kilometres. It starts in the park and goes past the railway station and through the main shopping area, then finishes at the park again. And guess what? I'm running in the race! (Would you like to run too? I think we can get you in – let me know asap, OK?) And on Sunday afternoon, there's a big street party with games and things. The weather forecast says it's going to be sunny, so I'm going to wear my new summer clothes.

So we're looking forward to seeing you here. Oh, I almost forgot! On Sunday evening we're having a party at our place for my sister's 18th birthday! We're going to make it a really special party. Please say you don't have to leave on Sunday evening!

Anyway, let me know more about your plans. When are you arriving on Friday?

See you soon,
Belinda

D LOOKING AHEAD

Plans and arrangements

1 Read the email. Match the times and the events.

- | | |
|----------------------|--------------------------|
| 1 Saturday lunchtime | <input type="checkbox"/> |
| 2 Saturday afternoon | <input type="checkbox"/> |
| 3 Saturday evening | <input type="checkbox"/> |
| 4 Sunday morning | <input type="checkbox"/> |
| 5 Sunday afternoon | <input type="checkbox"/> |
| 6 Sunday evening | <input type="checkbox"/> |
- a kids' games and races
b party for Belinda's sister
c opening ceremony
d local band
e charity run
f street party

2 Read the sentences. What do the underlined verbs express? Write A (arrangement) or I (intention).

- | | |
|--|--------------------------|
| 1 In the evening, a local band <u>is playing</u> in the town square. | <input type="checkbox"/> |
| 2 <u>I'm running</u> in the race. | <input type="checkbox"/> |
| 3 <u>We're going to join in</u> . | <input type="checkbox"/> |
| 4 <u>I'm going to wear</u> my new summer clothes. | <input type="checkbox"/> |
| 5 <u>We're going to make</u> it a really special party. | <input type="checkbox"/> |
| 6 <u>We're having</u> a party at our place. | <input type="checkbox"/> |

3 **Underline** other examples of present continuous for arrangements in Belinda's email.

4 **SPEAKING** Work in pairs. Ask and answer questions about plans you have for next weekend.

What are you doing on Saturday morning?

I'm going running. / I'm not doing anything. Why?

Sports and sport verbs

1 Complete the table with the sports in the list.

running | football | tennis | gymnastics
athletics | rock climbing | karate | skiing

play	do	go

2 **SPEAKING** Work in pairs. Which sports do you do often / sometimes / never? Talk to your partner.

I often go running, but I never do karate.

Travel plans

1 1.08 Put the parts of the dialogue in order. Then listen and check.

- A Great idea. OK, see you soon. We're going to have a lot of fun this weekend!
- A Oh dear, 5.30 is difficult for me. Is it OK if I don't meet you at the station?
- 7 A Hey, Susana. What time are you arriving on Friday?
- A Well, sometimes the train's late. If it's late, I'll meet you.
- B OK. As soon as the train leaves London, I'll send you a text message.
- B 5.30 – I'm going to catch the four o'clock train from London.
- B I know. It's going to be great!
- B Of course. I can take a taxi. No problem.

2 Complete the sentences with the correct form of the verbs in brackets.

- If I _____ (miss) the train, I _____ (catch) the next one.
- If the train _____ (arrive) late, I _____ (take) a taxi.
- If there _____ (not be) any taxis, I _____ (walk) to your place.
- I'll send you a text message when I _____ (get) to the station.
- As soon as I _____ (get) to your place, we _____ (start) having a good time.
- If we _____ (not have) a good time, I _____ (not visit) you again!

3 Lola travelled a lot last year. Complete the sentences with the past simple of the verbs in the list.

take | catch | drive | fly | miss | ride



0 She took a taxi in Paris.



1 She _____ the train in Munich.



2 She _____ the train in Vienna.



3 She _____ to Rome.



4 She _____ to Madrid.



5 She _____ a bike in Athens.

4 Complete the sentences with *be going to* and the verbs in the list.

visit | take | not visit | get up | try | buy

- We don't like flying so we _____ a train.
- I want to go to New York. I _____ my ticket online.
- My plane leaves at 6.00, so I _____ very early tomorrow.
- We'll only be in Paris for one day, so we _____ any museums.
- When we're in London, we _____ my cousins.
- We love Spanish food, so we _____ all the best restaurants in Madrid!

5 Imagine you can take a holiday wherever you want, any time you want. Make notes about your plans:

- where you're going to go
- where you're going to stay
- how long your holiday is going to be
- what you're going to do
- who you're going to go with
- what you're going to eat
- what time of year you're going to go

6 **SPEAKING** Work in pairs. Ask and answer about the holiday you planned in Exercise 5.

Where are you going to go on holiday?

New York. And I'm going to stay in an expensive hotel.

1 AMAZING PEOPLE

OBJECTIVES

FUNCTIONS: talking about things you have and haven't done; offering encouragement

GRAMMAR: present perfect with *just*, *already* and *yet*; present perfect vs. past simple

VOCABULARY: personality adjectives; collocations; phrases with *just*



READING

1 Look at the photos. What is your first impression of these people? What adjectives could you use to describe them?

caring | friendly | boring | serious | cheerful
funny | intelligent | cool | confident | easy-going

2 **SPEAKING** Discuss the photos in pairs.

He seems friendly.

She looks like a cheerful person because she's smiling.

3 **SPEAKING** Use the adjectives in Exercise 1 and other adjectives to describe people you know. Give reasons.

My brother is very easy-going. He doesn't get angry very often.

4 Read the responses to an online survey quickly. Write the name of each person under the photos.

5 **1.09** Read and listen to the responses again. Mark the sentences T (true) or F (false). Correct the false information.

- 1 Mrs Marconi has a dangerous job. ____
- 2 She isn't very popular with Bia's friends. ____
- 3 Mr Donaldson has a problem controlling his students. ____
- 4 Jacob thinks Mr Donaldson will be famous one day. ____
- 5 Alex's grandmother is older than she looks. ____
- 6 Gwen thinks it's important to enjoy life. ____
- 7 Oliver's aunt had a car accident. ____
- 8 Oliver's uncle changed after the accident. ____