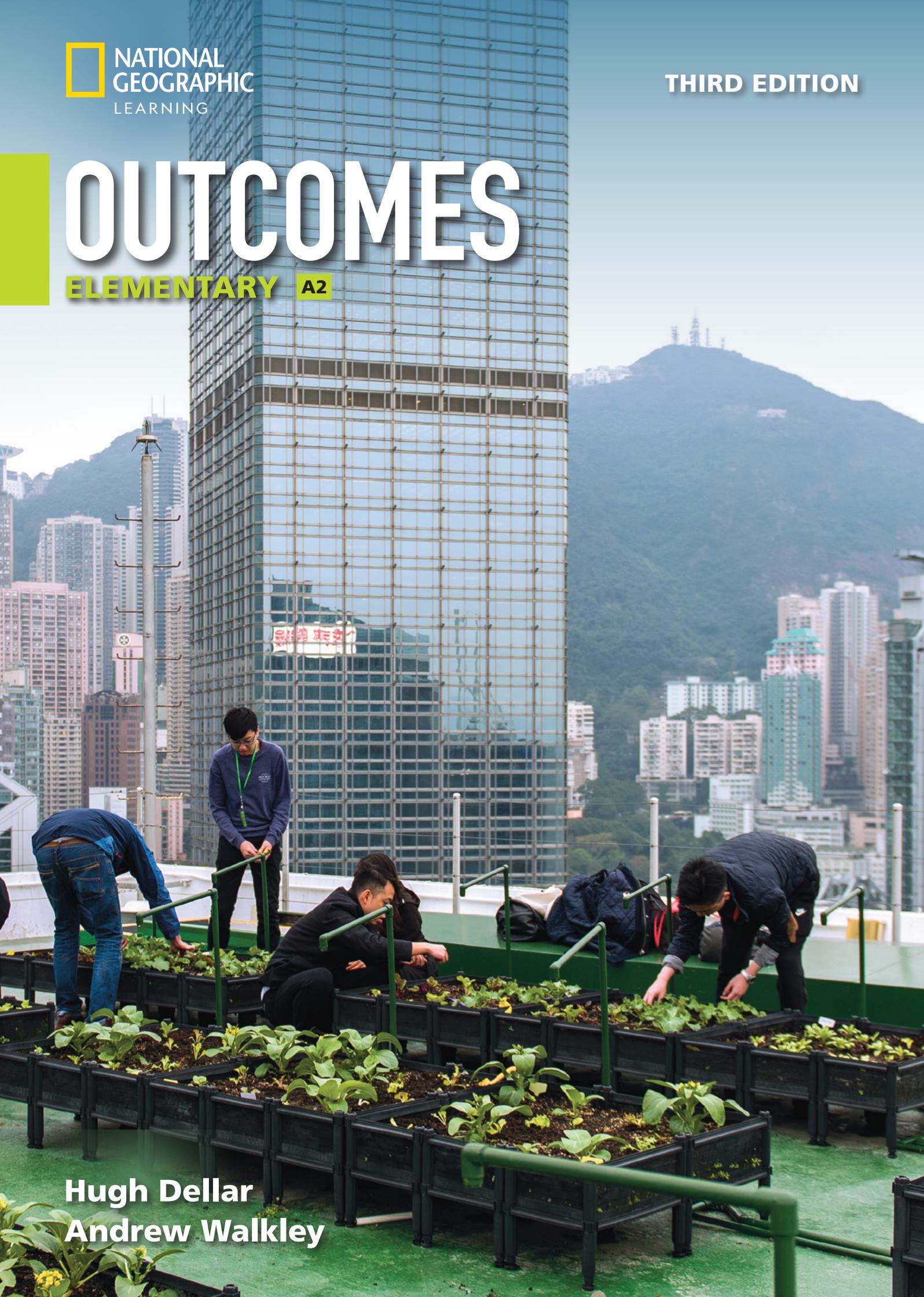


OUTCOMES

ELEMENTARY **A2**

Hugh Dellar
Andrew Walkley



ON THE COVER

Staff members looking after plants in an office rooftop garden, Hong Kong. © Xaume Olleros

THIRD EDITION

STUDENT'S BOOK



OUTCOMES

ELEMENTARY

Hugh Dellar
Andrew Walkley

 **NATIONAL
GEOGRAPHIC**
LEARNING

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<ul style="list-style-type: none"> • Verb patterns (<i>-ing</i> or infinitive with <i>to</i>) • Adverbs of frequency • Countable and uncountable nouns 	<ul style="list-style-type: none"> • Daily activities • In the classroom 	<ul style="list-style-type: none"> • An article about how people spend their free time 	<ul style="list-style-type: none"> • Two conversations about free time • Three conversations in an English class
<ul style="list-style-type: none"> • Prepositions of place • Possessives • <i>Can / Can't</i> 	<ul style="list-style-type: none"> • Places for things you need • Homes and family • Problems in the home 	<ul style="list-style-type: none"> • Two blog posts about films 	<ul style="list-style-type: none"> • Three conversations where people ask about places • Three conversations about problems in a shared home
<ul style="list-style-type: none"> • Past simple positive • Past simple negative • Past simple questions 	<ul style="list-style-type: none"> • Holidays • Public holidays 	<ul style="list-style-type: none"> • Messages about a holiday 	<ul style="list-style-type: none"> • Four conversations about what people did at the weekend • A school podcast about public holidays
<ul style="list-style-type: none"> • <i>This / These / That / Those</i> • Present continuous • <i>A, an</i> and <i>the</i> 	<ul style="list-style-type: none"> • Size and quantity • Money and shopping • In a shopping centre 	<ul style="list-style-type: none"> • A newspaper article about how two shops are doing 	<ul style="list-style-type: none"> • Three conversations in markets • Four conversations in a shopping centre
<ul style="list-style-type: none"> • Comparatives • Modifiers 	<ul style="list-style-type: none"> • Studying • Courses 	<ul style="list-style-type: none"> • An article about languages and education 	<ul style="list-style-type: none"> • Three conversations about studying • Four people talk about courses they're doing
<ul style="list-style-type: none"> • Short answers • <i>Have to</i> 	<ul style="list-style-type: none"> • Relationships • Parents and kids • Talking about friends 	<ul style="list-style-type: none"> • Forum posts about being a working parent 	<ul style="list-style-type: none"> • Three conversations about families • Five people talk about friends and family
<ul style="list-style-type: none"> • <i>Going to</i> • <i>Would like to</i> 	<ul style="list-style-type: none"> • Plans for the week • Discussing plans • In my life 	<ul style="list-style-type: none"> • A local website discussion about government plans 	<ul style="list-style-type: none"> • Three conversations about plans • Four people talk about things they want to do

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GRAMMAR	VOCABULARY	READING	LISTENING
<ul style="list-style-type: none"> • Present perfect questions (<i>been, tried</i>) • Present perfect positive and negative 	<ul style="list-style-type: none"> • Visiting places • Words with different meanings 	<ul style="list-style-type: none"> • A blog post about bucket lists 	<ul style="list-style-type: none"> • A conversation between a local person and two tourists • A radio show about experiences of getting help
<ul style="list-style-type: none"> • Explaining quantity • <i>Me too, me neither</i> and auxiliaries 	<ul style="list-style-type: none"> • In a restaurant • Food 	<ul style="list-style-type: none"> • An article about public health in Finland 	<ul style="list-style-type: none"> • Two tourists order food in a restaurant • Three conversations connected to food
<ul style="list-style-type: none"> • <i>Too much, too many</i> and <i>not enough</i> • Superlatives 	<ul style="list-style-type: none"> • Travel and tickets • Guided tours 	<ul style="list-style-type: none"> • An article about solutions to traffic problems 	<ul style="list-style-type: none"> • A conversation in a train station ticket office • Extracts from a guided tour
<ul style="list-style-type: none"> • <i>Should / Shouldn't</i> • <i>Because, so, before</i> and <i>after</i> 	<ul style="list-style-type: none"> • Health problems • In the news • Feelings 	<ul style="list-style-type: none"> • Articles from local newspapers 	<ul style="list-style-type: none"> • Five conversations about health problems • A podcast about being happy
<ul style="list-style-type: none"> • <i>Be going to</i> and <i>might</i> • Present perfect and <i>how long</i> 	<ul style="list-style-type: none"> • Weather • Animals 	<ul style="list-style-type: none"> • A blog post giving strong opinions about where to live 	<ul style="list-style-type: none"> • Three conversations where people make plans • Three conversations about pets and animals
<ul style="list-style-type: none"> • <i>It's</i> + adjective + <i>to</i> + verb • <i>Will / Won't</i> for predictions 	<ul style="list-style-type: none"> • Describing films, plays and musicals • Life in different places 	<ul style="list-style-type: none"> • An article about people who have moved to different countries 	<ul style="list-style-type: none"> • Two conversations about a film and a musical • A news report
<ul style="list-style-type: none"> • <i>Be thinking of</i> • Descriptive adverbs 	<ul style="list-style-type: none"> • Choosing a phone • What technology does • Technology going wrong 	<ul style="list-style-type: none"> • A newsletter describing three types of technology 	<ul style="list-style-type: none"> • Two conversations where people ask for advice about buying things • Four people answering questions about technology
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1

People and places

IN THIS UNIT, YOU:

- have a conversation about yourself when you arrive in a place
- talk about what's good / bad about the place you're from
- talk about the jobs people in your class do

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. Where are the people – in a café / on holiday / at home / at work / somewhere else?
- 2 Do the people know each other?
- 3 Do you like talking to people you don't know?
- 4 Do you know other people in your class?

2 Look at these sentences. Which do you say when you first talk to someone you don't know?

- 1 Hi. How are you?
- 2 Hi. I'm **Chet**. How are you?
- 3 Hi. I'm **Chet**. Nice to meet you.
- 4 Hi. Where do you work?
- 5 I'm **Chet**. I'm from **Thailand**.
- 6 I'm **Chet**. What's your name?
- 7 It's hot today, isn't it?
- 8 Are you enjoying **your trip**?

3 Talk to different people in the class. Use sentences from Exercise 2. Change the words in purple.

4 Work in pairs. Say the names of other people in the class.

A: The man next to me is Chet, then the woman next to him is Andrea then you have Jan. I don't know the next woman.

B: I think her name is Maria.



Travellers eat together in a hostel in Patagonia, Chile.



Where are you from?

IN THIS LESSON, YOU:

- have a conversation about yourself when you arrive in a place
- talk about where you're from and where places are
- practise listening to people talk about where they're from
- use the verb *be* to talk about yourself and others

SPEAKING

- 1  Work in pairs. Listen to the conversation between a taxi driver in Paris and a tourist. Then say it.

A: Hi. How are you?

B: Good, thanks.

A: Where are you from?

B: **Spain**.

A: Oh, nice. Where exactly?

B: **Tarragona**. Do you know it?

A: No. Where is that?

B: It's in the **north-east**.

A: OK. Is it nice?

B: **Yeah**. I **like** it. It's **on the coast**.

A: Is this your first time in **Paris**?

B: No. It's my second time.

A: Well, welcome back!

- 2 Change the words in purple. Use a dictionary if you need to. Then practise your new conversation with your partner. Exchange roles and repeat.

VOCABULARY *Where?*

V See Vocabulary reference 1A. 

- 3 Match the words in bold with the photos (a-i).

- 1 I'm from Salvador in Brazil. It's **on the coast**.
- 2 I'm from Jinan **in the east** of China.
- 3 I'm from a place in the **north-west** of Italy. It's not far from Turin.
- 4 I'm from a little place **in the countryside**.
- 5 My mum is from Ghana in west **Africa**. She's from the capital, Accra.
- 6 My grandparents are from a little place **in the mountains**.
- 7 I'm from Japan. I'm from a quiet, little place on the south **island**, Kyushu.
- 8 They're from the west coast. It's a **rich** part of the country.
- 9 A lot of people from other **parts of Asia** visit Bali.



4 **P** ▶ Listen to the words from Exercise 3 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

5 Work in pairs. Think of one or two places for different words in bold in Exercise 3.

Barcelona is on the coast. Rio de Janeiro is on the coast.

New York is in the east of the US. Kenya is in east Africa.

LISTENING

6 ▶ Listen to a conversation between a taxi driver (Gede) and a tourist (Nancy). Which of these places are they from?

Bali	Denpasar	Kuala Lumpur	Liverpool	Malaysia
Neston	the North	Thailand	the UK	

7 ▶ Listen again. Are the statements true (T) or false (F)?

- It's Nancy's first visit.
- Nancy is tired after her flight.
- Nancy's parents are from Kuala Lumpur.
- Nancy is from a big city.
- Nancy is a student.
- Nancy doesn't like quiet places.

8 Work in pairs. Tell your partner about you and people you know. Use these words and patterns. Change the words in purple.

- I'm from **Turkey**, but I live in **Germany**.
- I'm Spanish, but I was born in **Peru**.
- My **dad** was born in **Liverpool**.
- I was born in **Rome**, but I moved here when I was **two**.
- My **sister** lives in **Chile**.

DEVELOPING CONVERSATIONS

Where exactly?

When people say where they live or where they're from, we sometimes ask *Where exactly?* to get more information – especially if you know the place.

A: *Where are you from?*

B: *I'm from Mexico.*

A: *Oh, OK. **Where exactly?***

B: *Chihuahua. Do you know it?*

9 Work in pairs. Have conversations using these ideas. Ask: *Where exactly?*

- Argentina / Córdoba
A: *Where are you from?*
B: *Argentina.*
A: *Where exactly?*
B: *Córdoba. Do you know it?*
- New Zealand / Wellington
- Turkey / İzmir
- the south of Italy / Bari
- here / the north of the city

10 Work with a new partner. Have the conversations from Exercise 9 again and continue.

A: *Córdoba. Do you know it?*

B: *Yes! My wife is from there. / Yes! It's really nice. / No. Where is that? / No. I only know Buenos Aires.*

GRAMMAR

Present simple be

In the present simple, *be* has three forms: **am** (short form 'm), **are** ('re) and **is** ('s).

I'm from Australia.

You're / We're / They're late.

He's / She's / It's / That's American.

We make a negative by adding **not** (**n't**).

I'm not from here.

Bali isn't very big.

To make questions, use *be* + subject (**Am I / Are you / Is it**, etc.).

Are you from here?

Where **is that**?

11 Write complete sentences. Use the correct form of *be*.

1 My name / Taylor.

My name is Taylor.

2 I / not / good at English.

3 you / from Paris?

4 My grandmother / very old. She / 92.

5 She / from the South. It / not / a rich part of the country.

6 Mario / my boyfriend. We / not / married.

7 This / my first time here. it / always so hot?

8 How old / you? you / still at school?

12 Write sentences about you and your family with the verb *be*. How many different sentences can you write? Then work in groups. Compare your ideas.

G See Grammar reference 1A.

CONVERSATION PRACTICE

13 **M** Work in pairs. Roleplay conversations between a taxi driver and a tourist. Begin the conversation like this and continue. Take turns to begin.

A: *Hi. Let me take your bag.*

B: *Thanks.*

A: *My name is _____.*

B: *Hi. I'm _____.*

A nice place to live

IN THIS LESSON, YOU:

- talk about what's good / bad about the place you're from
- describe places you know
- read about people on a course and where they live
- explain what there is in a place

SPEAKING

1 Work in pairs. Tell your partner:

- 1 your favourite place in the world.
- 2 your favourite place in your country.
- 3 your favourite place near where you live.

VOCABULARY Describing places

2 Work in pairs. Check you understand the words in bold. Use a dictionary if you need to.

- 1 It's nice to walk in the city because there are a lot of **lovely** parks and **trees**.
- 2 A **river** goes through the town, but people don't swim in it because the water is **dirty**.
- 3 It's on the coast, so I often go to the beach and swim in the **sea**. It's lovely and warm.
- 4 There's a new part of the city with a lot of tall, modern **buildings**.
- 5 It's quite **boring** because there's nowhere to go out at night.
- 6 A lot of **tourists** come here. We have a lot of famous old buildings.
- 7 It's quite **noisy** at night – restaurants and bars close late and there's a lot of traffic.
- 8 The beaches are quite dirty. There's a lot of **rubbish** on them.
- 9 There's a beautiful **bridge** over the river where tourists like to take photos.

3 Which of the words in Exercise 2 describe your favourite places from Exercise 1?

READING

4 Work in pairs. What do you see in the photos on page 11? Where do you think the places are?

5 Read how people introduce themselves on an online course on page 11. Match the people with the photos (a–d).

6 Work in pairs. Read again. For each sentence, choose Jeff (J), William (W), Rocío (R) or Barbora (B).

- 1 Who lives in a city near nice countryside?
- 2 Who was born in a different place to where they live?
- 3 Who gets a lot of tourists in their city?
- 4 Who likes living in a quiet place?
- 5 Who likes going out to local bars and restaurants?
- 6 Who lives in a place which is never cold?
- 7 Who thinks their place is a bit boring?
- 8 Who swims outside in winter?

7 **M** Work in groups. Which place do you like the most / the least? Why?

GRAMMAR

There is / There are

We use *there + be + noun* to explain what things a place has / doesn't have.

There + is + singular noun

There's a big supermarket.

There isn't any rubbish.

Is there a cinema near here?

There + are + plural noun

There are mountains and a lot of quiet places.

There aren't any big shops or noisy bars.

Are there any places to go out at night?

8 Look at the examples in the Grammar box. Complete the sentences with the correct form of *there is / there are*.

- 1 _____ an airport near here. You need to take the train.
- 2 _____ a university in your town?
- 3 _____ enough places for kids to play. _____ a park, but it's very small.
- 4 _____ a famous restaurant near here. It's very expensive!
- 5 _____ some beautiful buildings in the old part of the city.
- 6 _____ some nice little places to eat next to the river.
- 7 _____ a lot of rubbish on the streets near my house.
- 8 _____ any schools in the village. We go to the next town.

9 Work in pairs. Complete the sentences with your own ideas about where your school is.

- 1 There's a good _____ near here.
- 2 There aren't any good _____ .
- 3 There aren't enough _____ .
- 4 I'm happy there isn't _____ here.
- 5 It's bad that _____ a lot of _____ here.
- 6 It's great that there _____ .

G See Grammar reference 1B.

10 Work in groups. Compare your sentences from Exercise 9. Do you agree?

SPEAKING

11 Think about your answers to these questions. Write some notes. Use a dictionary if you need to.

- 1 What are the good / bad things about the place you are from or the place you live?
- 2 Which places in your country are very good / bad to live in? Why?

12 Work in pairs. Discuss the questions in Exercise 11.

READING



Hi, everyone! I'm Jeff, your teacher. Welcome to the course. Can you all say something about where you live? So, for example:



I live in a little place called New Romney on the south coast. I'm from London, but I moved here because my wife is from here and it's cheaper to live. The town has one main road with some small shops and restaurants. There's a big supermarket where people from other villages come to do shopping. But for me, there aren't enough things to do here. There's a beach, but I don't like swimming in the sea – it's too cold and a bit dirty.



Hi! I'm William. I'm a student in Cuiabá. I was born here. People from outside Brazil often don't know Cuiabá, but it's quite big. It's famous for its food and culture. Now, there are quite a lot of tall buildings and there's a big modern stadium, but I like the old parts of the city and all the parks and trees. Cuiabá is the capital of the Mato Grosso region, which has lots of beautiful rivers and forests. It's very hot here all year and it rains a lot from October to April.



Hi, I'm Rocío. I live in a little village in the north-east of Spain called Arnedillo. I went to university in Zaragoza but I prefer it here. There aren't any big shops or noisy bars. People from other parts of Spain and Europe visit here because there are beautiful mountains and quiet places to relax. Arnedillo is also famous for natural hot water and I sometimes go in the river in the winter when it's 0 degrees outside.



Hi. I'm Barbora. I'm from Prague, the beautiful capital of the Czech Republic. I live in the centre, not far from the famous Charles Bridge. People from all over the world come here. My parents are sometimes unhappy because they say there's rubbish from the tourists and it's noisy at night because places close late. But I don't agree with them – I don't think it's dirty and it's good to have lots of places to meet friends at night.



What do you do?

IN THIS LESSON, YOU:

- talk about the jobs people in your class do
- say what you like / don't like about jobs
- practise listening to people asking about what other people do
- ask and answer questions about your normal life now



A shop in Chennai, south India.

VOCABULARY Work

V See Vocabulary reference 1C.

- 1 Work in groups. How many jobs can you write in English in one minute?**
 - 2 Work in pairs. Match the descriptions (1–6) with the jobs (a–f).**
 - I work in a local school – ten minutes from my home. I love it. It's **hard work**. The children are noisy sometimes, but it's great when they learn new things.
 - I work in a big clothes shop in town. I'm interested in **fashion** and I enjoy helping **customers**. But the money's not very good – I need to **earn** more.
 - I work in lots of different places. I enjoy meeting people and **showing** them our beautiful country, but I work **long hours**. I sometimes travel with a group for one week and I work from seven in the morning until ten at night.
 - I work in the centre of town. I enjoy the job **most of the time**. It's nice when I can help people, but sometimes it's **dangerous** and you see sad things.
 - I work in a small company that makes computers. I answer emails. It's a job – it's not very interesting but the money's OK. My **boss** is nice and I like **the other people** at work.
 - I **look after** my baby and two-year-old boy. It's hard work because I'm **alone** with them most of the time and don't have any help.
- a a parent d an office worker
 b a teacher e a police officer
 c a tour guide f a shop assistant

3 Work in groups. Which is better?

- a job that is always boring or a job that is sometimes dangerous
- having a good boss or being the boss
- working in the same place or travelling a lot for work
- being an office worker or looking after little kids at home
- working alone or working with lots of other people
- working long hours and earning a lot or having more free time and earning less

LISTENING

- FS** ▶ **Do you can sound different in slow and fast speech. Listen to five questions said twice. Which is faster: a or b?**
- ▶ **Listen to four conversations about jobs. What job does each person do?**

1 Jana	3 Marta
2 Lewis	4 Marc
- ▶ **Listen again. Are the statements true (T) or false (F)?**
 - Jana works in a hospital in Warsaw.
 - She doesn't enjoy it.
 - Lewis teaches English in a school in Bristol.
 - He enjoys his job all of the time.
 - Marta works in an office in Cali.
 - She doesn't work long hours.
 - Marc doesn't like his job now.
 - Marc is a police officer.

7 Work in pairs. Ask and answer these questions. Use the ideas in Exercise 2.

- 1 What do you do?
- 2 Where do you work?
- 3 Do you enjoy it?

A: *What do you do?*

B: *I'm a guide.*

A: *Oh, yes? Where do you work?*

B: *Lots of places. I travel with people and show them different places.*

A: *Do you enjoy it?*

B: *Yes, most of the time. I like meeting new people, but sometimes I work very long hours.*

GRAMMAR

Present simple

Use the present simple to talk about people's normal life now – their home, their job, their likes, their habits.

I **work** in Cali.

She **works** in an office.

We make the negative using *don't / doesn't + verb*.

I **don't speak** French.

He **doesn't like** his job now.

For questions, use *do / does + subject + verb*.

Where **do you work**?

Does your town have any museums?

8 Look at the examples in the Grammar box. How are the forms different for talking about he / she / it?

9 Complete the text with the present simple form of the verbs in brackets.

My wife ¹_____ (work) for a local newspaper. I ²_____ (not see) her a lot because she ³_____ (do) very long hours. She ⁴_____ (get up) early and she sometimes works all night. When she ⁵_____ (have) free time, we ⁶_____ (not go) out because she only ⁷_____ (want) to sleep! But she ⁸_____ (not want) a different job because her job ⁹_____ (be) very interesting and she ¹⁰_____ (like) it a lot.

10 Write about three people you know, answering the questions in Exercise 7. Then tell a partner.

My friend Juan is a shop assistant. He works in a bookshop. He doesn't like it. He says it's boring and he doesn't earn enough money.

11 Put the words in the correct order to make questions.

- 1 A: What / do / do / you / in / your free time ?
B: I look after my dog. I watch videos. I sometimes read.
- 2 A: Who / with / you / do / live ?
B: I live alone.
- 3 A: How / come / do / to class / you ?
B: I drive here.
- 4 A: What time / you / do / get up ?
B: At half past seven.
- 5 A: When / to bed / you / go / do ?
B: At about 12 o'clock most nights.
- 6 A: How many / languages / you / speak / do ?
B: Two – French and Arabic.

12 Work in pairs. Ask and answer the questions in Exercise 11.

G See Grammar reference 1C.

SPEAKING TASK

13 M You're going to find out information about the people in your class. Follow the instructions:

- 1 Work in pairs. Decide what question(s) you need to ask to find out the information for a–f.
 - a How many people are from the same place?
Where are you from?
 - b Who lives close to each other now?
 - c Do most people like where they live?
 - d Does anyone do the same job or work together?
 - e Do most people enjoy their job?
 - f Does anyone want a different / new job?
- 2 Ask your questions to people in the class.
- 3 With your partner, compare what you learned about the other people in the class. Can you answer questions a–f?

MY OUTCOMES

Work in pairs. Discuss the questions.

- 1 What did you enjoy talking about in class?
- 2 What words and phrases about people and places did you learn?
- 3 What part of this unit was easy / difficult for you?
- 4 How much time do you have to practise English this week?



2

Daily life

IN THIS UNIT, YOU:

- plan where and when to meet
- talk about what you do in your free time
- explain how much time you spend doing things

SPEAKING

1 Work in pairs. Discuss the questions.

- 1 Look at the photo. What are the people doing?
- 2 What are two things you like doing with friends in your free time – and two things you like doing on your own? Use a dictionary if you need to.

2 Tell your partner which sentences are true for you.

- 1 Reading is boring.
- 2 Watching TV is interesting.
- 3 Going to concerts is expensive.
- 4 Shopping is great.
- 5 I'm good at dancing.
- 6 I'm not very good at sports.

3 Change one part of each sentence in Exercise 2 to make six sentences that are true for you.

Reading is great. / Cooking is boring.

4 Work with a new partner. Share your ideas. Does your partner agree?





Many people like having picnics in the parks of Ankara, Turkey.

Do you want to come?

IN THIS LESSON, YOU:

- plan where and when to meet
- practise listening to people talking about what they do in their free time
- discuss what you like / don't like doing

SPEAKING

- 1  **Work in pairs. Listen to the conversation. Then say it.**

A: Do you like **sports**?

B: Yeah, I do.

A: Oh, great. Do you want to **play basketball** tonight?

B: OK. What time?

A: Is **seven** OK?

B: Yeah, fine. Where do you want to meet?

A: **In the park near the station.**

B: OK. See you later.

- 2 **Change the words in purple. Use a dictionary if you need to. Then practise your new conversation with your partner. Exchange roles and repeat.**

LISTENING

- 3 **Look at the people in the pictures. What activities do you think they like / don't like?**



- 4  **Listen to the two people talking about what they do in their free time. Complete the table with DL (= doesn't like), OK (= thinks it's OK) and L (= loves).**

	Woman	Man
doing sports	1 _____	2 _____
walking	3 _____	DL
playing video games	4 _____	5 _____
going to the cinema	L	6 _____

- 5 **Work in pairs. Ask each other Do you like ...? questions. Reply with I love it; It's OK; or No, not really.**

A: *Do you like reading?*

B: *Yes, I do. I love it. What about you?*

A: *I love it too. Do you like cooking?*

B: *It's OK, but I'm not very good at it. What about you?*

GRAMMAR

Verb patterns (-ing or infinitive with to)

a After some verbs, we use the *-ing* form.

*I really enjoy **playing** tennis.*

b After some verbs, we use the infinitive with *to*.

*Do you **want to see** I Want You Back?*

- 6 **Look at the Grammar box. Which of these sentences are the same as pattern a? Which are the same as pattern b?**

- 1 He really likes swimming.
- 2 I need to go now.
- 3 I love working from home.
- 4 I want to learn to drive.
- 5 Try to use the words you learn.
- 6 I hate living in the city.

- 7 **Write complete sentences. Use the notes.**

- 1 My daughter / want / get / a new phone.
- 2 you / like / dance?
- 3 I / try / study English / every day.
- 4 I / not / enjoy / shop.
- 5 We / need / buy / some things later.
- 6 I / really hate / cook.

- 8 **Complete the sentences to make them true for you.**

- 1 I love _____ .
- 2 I don't really like _____ .
- 3 This week I need _____ .
- 4 I want to learn _____ .
- 5 I don't really enjoy _____ .

G See Grammar reference 2A.

DEVELOPING CONVERSATIONS

Making plans

We can make future plans using the present simple.

A: **Do you want** to go shopping on Saturday?

B: OK. What time?

A: **Is ten** OK?

B: Yeah, fine. Where **do you want** to meet?

A: Outside the book shop on Main Street.

B: Great. See you then.

9 Match these questions with the pairs of possible answers in 1–5.

Do you like going to the cinema?

Do you want to see the new *Avatar* film on Sunday?

What time does the film end?

What time do you want to meet?

Where?

1 A: _____

B: Is four good? / Is seven OK? The film starts at eight.

2 A: _____

B: I'm not sure. About seven, I think. / About 11:30. It's a long film.

3 A: _____

B: OK, that sounds nice. / Sorry, I'm busy then.

4 A: _____

B: Yes, it's OK. / No, not really.

5 A: _____

B: Outside the train station. / Outside the cinema.

10 Listen to two conversations where Declan makes plans with his friends. Choose the correct words to complete the notes.

25
SAT

- Watch ¹match / film with Cara
- Meet outside ²café / North Street station at ³four / five

26
SUN

- Lunch with Tina
- ⁴French / Italian restaurant
- Meet ⁵one / two o'clock outside the ⁶station / restaurant

11 Work in pairs. Which of the two days in the conversations do you think sounds best – Saturday or Sunday? Why?

CONVERSATION PRACTICE

12 Decide two things you want to do at the weekend (on Friday night, Saturday or Sunday). Decide where you want to meet and when.

13 **M** Work in pairs. Roleplay conversations about making plans. Agree to do something together at the weekend.



Friends meet in a café on a cold day in London, UK.

I usually finish at five

IN THIS LESSON, YOU:

- talk about what you do in your free time
- discuss daily activities
- explain how often you do things
- read an article about how people spend their free time

VOCABULARY Daily activities

V See Vocabulary reference 2B.

- 1** When do people usually do these activities? Put them in the three groups in the table.

check your phone	do homework	do some exercise
get home from work	go to bed	go to the supermarket
have a coffee	have a little sleep	have a shower
leave work	prepare dinner	tidy your flat / house

in the morning	in the afternoon	in the evening

- 2** Work in pairs. Compare your answers. Do you agree?

GRAMMAR

Adverbs of frequency

We use some adverbs to show how often we do something. We usually use them before the main verb in a sentence.

*I **always** have a shower in the morning.*

*I **usually** go to bed at midnight.*

- 3** Complete the table with these adverbs.

always	never	often	sometimes
100%	1 _____		
	usually		
	2 _____		
	3 _____		
	not often		
0%	4 _____		

- 4** Tick (✓) the sentences that are true for you. Change the adverbs in the other sentences to make them true for you.

- I always check my phone in the morning.
- I sometimes have a little sleep after lunch.
- I never have a coffee in the evening.
- I don't often read the news.
- I often listen to music when I go to bed.
- I sometimes go to rock concerts.
- I always do my homework for my English class.
- I usually go swimming at the weekend.

- 5** Work in groups. Take turns to say your sentences. Who is the most similar to you?

- 6** Write four true sentences. Use these phrases and an adverb. Then say them to a partner.

- cook dinner for friends
- use English outside class
- go to the cinema
- work at the weekend

G See Grammar reference 2B.

READING

- 7** **M** Read the article on page 19 about how four people spend their free time. Then work in pairs. Discuss these questions.

- Who is the most similar to you? Why?
- Who do you think is the happiest person? Why?

- 8** Read again. Answer the questions.

- Who plays a sport?
- Who spends a lot of money?
- Who is usually tired at the weekend?
- Who likes watching TV?
- Who enjoys being outside?
- Who has a busy social life?
- Who goes to bed quite early?
- Who has friends who like different things?

- 9** Complete the sentences with the prepositions in bold in the article.

- I always go running _____ Sunday mornings.
- I don't usually work _____ Fridays. It's great. I get up _____ 9 or 10.
- I sometimes have a little sleep _____ the afternoon.
- We don't usually do much _____ the weekend.
- The film starts _____ 8 and ends _____ 10:30.
- I'm usually very tired _____ the morning. I need to have a coffee!

SPEAKING

- 10** Work in groups. Discuss the questions.

- What do you usually do on Friday nights?
- What do you usually do on Saturdays?
- What do you usually do on Sundays?
- Do you go out in the evening during the week? When? What do you do?



Playing basketball in the park in Bologna, Italy.

TELL US ABOUT YOUR FREE TIME

Many of us spend most of our time working or studying. Then there's sleeping, eating and sitting on buses or trains! So how much free time do our readers around the world have? And what do they do in it? Here's what they told us:

→ ERASMO, MEXICO

I do something most nights. **On** Mondays and Wednesdays, I go to my English class, and on Tuesdays, I usually go to the cinema with friends, because the tickets are cheap then. On Thursdays, I always go to the gym. I usually go out dancing on Saturday nights. I often get home **at** four or five in the morning, so on Sundays, I sleep! I sometimes get up at three **in** the afternoon.

→ LENA, SWITZERLAND

Free time? I don't have any free time because I have my own business. I sometimes go to rock concerts, but not very often – maybe once or twice a year – and I sometimes go shopping at the weekend. I like buying nice things with the money I make. I have an expensive new car and a very big TV. I like watching sport.

→ IBRAHIM, EGYPT

I'm a student and I'm lucky because I have a lot of free time. I try to do some exercise most days. I often go running in the morning and on Tuesdays and Thursdays I play basketball in the park. I usually prepare dinner for my family. I like cooking and everyone says I'm good at it. My friends often play video games, but I don't like them. In the evening, I usually tidy my room, answer emails and then read.

→ MALEE, THAILAND

I don't go out much during the week. I usually study for two hours in the evening. I never watch TV, really. I usually play the piano every day. It helps me relax. Then I go to bed at nine or ten and listen to music. **At** the weekend, I go out with my family to a park or to the countryside, and we go for a walk. I sometimes go to a shopping centre with friends, but I don't usually buy much!

A lot of homework!

IN THIS LESSON, YOU:

- explain how much time you spend doing things
- discuss courses and studying
- use classroom language
- practise listening to three classroom conversations

SPEAKING

1 Work in pairs. Discuss the questions.

- Do you like doing courses in your free time?
- Is this your first English course?
- Do you like:
 - doing homework?
 - watching films or TV shows in English?
 - listening to songs in English?
 - reading in English?
 - finding new words in a dictionary?
 - practising your pronunciation?

VOCABULARY In the classroom

V See Vocabulary reference 2C.

2 Match the first part of the phrases with the second part. Match 1–4 with a–d and 5–8 with e–h.

- | | |
|-------------------|---|
| 1 write | a to the front / in and
sit down |
| 2 turn off | b your phones / the light |
| 3 take | c in pencil / it in your notebook |
| 4 come | d a break / notes |
| 5 check | e your scissors / a rubber |
| 6 use | f the answers / the meaning in your dictionary |
| 7 bring | g and find a new partner / and move around the room |
| 8 stand up | h a pen tomorrow / it here |

3 P Listen to the words in bold from Exercise 2 and practise saying them on their own and in a phrase. Which words / phrases do you find hard to say? Practise saying them again.

4 Work in pairs. Take turns to practise.

Student A: Don't look at Exercise 2.

Student B: Say a verb from Exercise 2, e.g. *write*.

Student A: Say a phrase, e.g. *write in pencil*.

LISTENING

5 Listen to three conversations in an English class. Which conversation (1–3) happens:

- at the beginning of the class?
- in the middle of the class?
- at the end of the class?

6 FS In fast speech, the word *is* sometimes sounds like /ɪz/, but often we use the contracted form 's and you just hear /z/ or /s/. Listen to eight sentences from the conversations. Which include *is* / 's?

7 Listen again. Are the statements true (T) or false (F)?

- Kasia has money for two coffees.
- The break is 25 minutes long.
- They need to do two exercises for homework and learn some words.
- Simon wants a lot of homework.
- Simon sits next to Kasia.
- Kasia gives him her dictionary.

8 Work in pairs. Discuss the questions.

- Do you think Kasia and Simon are good or bad students? Why?
- Do you like the way Matty teaches? Why? / Why not?
- How often:
 - are you late?
 - do you forget things?
 - do you do homework?

GRAMMAR

Countable and uncountable nouns

Countable nouns have both singular and plural forms, e.g. *pencil / pencils* and *book / books*.

Before singular countable nouns, we usually use *a / an*.
Do you have a pencil?

Before plural countable nouns, we can use *some, a lot of, many* and *any*.

I try to watch some films in English.

Uncountable nouns have no plural form, e.g. *food, help* and *music*.

Before uncountable nouns, we can use *some, a lot of, much* and *any*. We don't use *a / an*.

I have a lot of work to do.

I don't have much free time.

9 Write down all the countable and all the uncountable nouns you see in these sentences.

- Do you have an **exam today**?
- Do you need any **help**?
- I need some **paper to take some notes**.
- There's a lot of **rubbish in the street**.
- I want to be a **teacher**.
- There's some **very nice countryside near here**.
- We don't have much **time. We need to be quick**.
- We don't have many **tourists here**.
- There are a lot of **parks in my town**.
- Do we have any **homework for tomorrow**?