



# ROADMAP™

STUDENTS' BOOK

Lindsay Warwick and Damian Williams



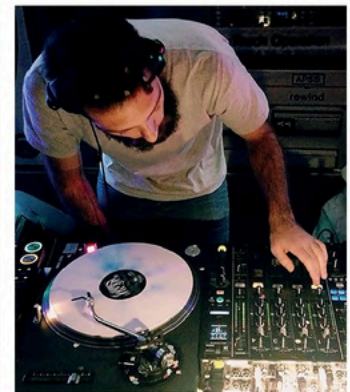
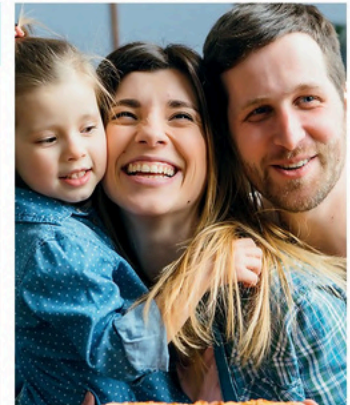
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## FAST-TRACK ROUTE

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<b>1B</b> page 8	<b>All about me</b> questions with <i>be</i>	question words	intonation in questions	ask and answer questions
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## EXTENDED ROUTE

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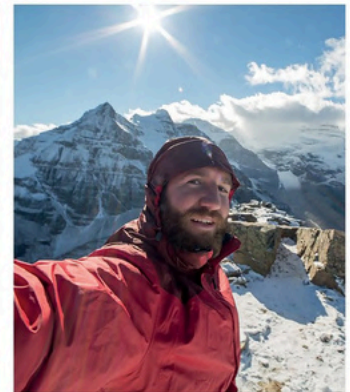
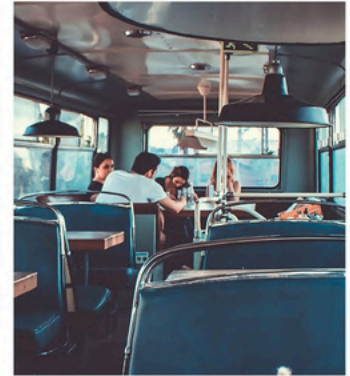
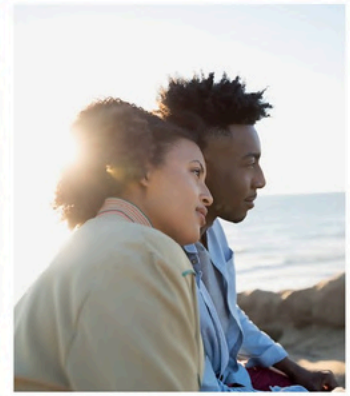
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## EXTENDED ROUTE

DEVELOP YOUR SKILLS LESSON	GOAL	FOCUS
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# 1A


## People and places

- › **Goal:** introduce yourself
- › **Grammar:** verb *be* – positive and negative
- › **Vocabulary:** countries and nationalities

### Listening

**1** Look at the photos. Where are the people?

a meeting a party university

**2 a**  **1.1** Listen to three conversations. Match them with the places in photos A–C.

**b** Listen again and choose the correct alternatives.

- 1 I'm from a small town in *Scotland/Wales*.
- 2 I'm from the *Melbourne/Sydney* office.
- 3 Ah, but you aren't *British/Australian*, right?
- 4 We're from the *Los Angeles/New York* office.
- 5 **A:** Where are you from, Daniel?  
**B:** I'm from *Argentina/Mexico*. And you?

**c** Work in pairs. Look at the names of the people from conversations 1–3. Where are the people from?


Alex Claire Daniel Gabriel and Angela  
Lewis Maya Rachel

### Grammar

**3** Read the grammar box and complete the table with the correct contractions. Use Exercise 2b to help you.

#### Verb *be* – positive and negative

+		
I	1 _____/am	Anna.
He/she/it	's/is	from Australia.
We/you/they	2 _____/are	Mexican.
-		
I	'm not/am not	from Scotland.
He/she/it	isn't/is not	Argentinian.
We/you/they	3 _____/are not	American.

**4 a**  **1.2** Listen to the sentences and notice how the contractions (*I'm, we're, etc*) are pronounced.

- 1 I'm British.
- 2 We're from New York.
- 3 It's cold in here.
- 4 They aren't American.
- 5 It isn't my first time here.
- 6 I'm not a student.

**b** Listen again and repeat.



**5 a** Complete the conversation with the correct form of *be*.

**A:** Hello, I <sup>1</sup> \_\_\_\_\_ Lena.

**B:** Hi, Lena. My name <sup>2</sup> \_\_\_\_\_ Nick. Nice to meet you.


**A:** And you.

**B:** This <sup>3</sup> \_\_\_\_\_ Melanie.

**A:** Hi, Melanie. Where <sup>4</sup> \_\_\_\_\_ you from?

**C:** We <sup>5</sup> \_\_\_\_\_ from Brent. It <sup>6</sup> \_\_\_\_\_ far from here, only one kilometre. What about you?

**A:** I <sup>7</sup> \_\_\_\_\_ from Witney. It <sup>8</sup> \_\_\_\_\_ a town near Oxford.

**b**  **1.3** Listen and check your answers.

**6 a** Work in groups of three. Practise the conversation in Exercise 5a.

**b** Repeat the conversation. Change the information so it's true for you.

 Go to page 116 or your app for more information and practice.

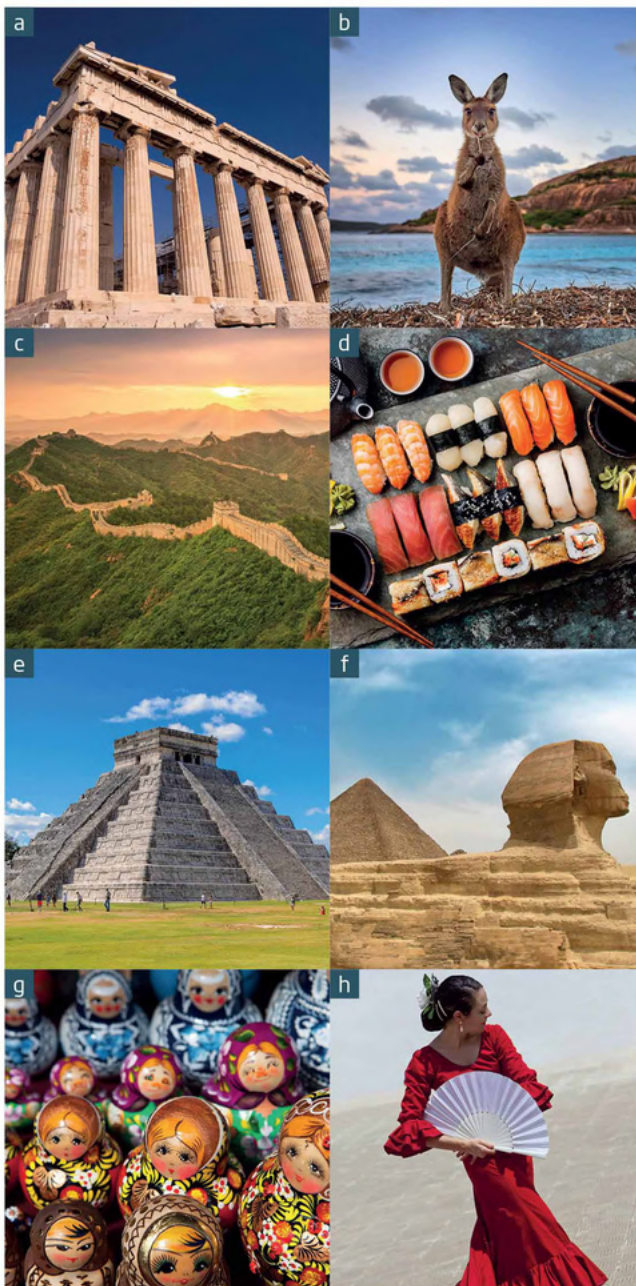


## Vocabulary

- 7 a** Work in pairs. Match the countries in the box with photos a–h. Can you think of any other people, things, food, etc. from these countries?

Australia China Egypt Greece Japan  
Mexico Russia Spain

- b** 1.4 Listen and check your answers.



- 8 a** Complete the table with the correct countries and nationalities.

Country	Nationality
Australia	-n/-an/-ian 1 _____
Brazil	Brazilian
Egypt	Egyptian
Mexico	2 _____
3 _____	Russian
the US	American
Poland	-ish Polish
4 _____	Spanish
5 _____	Turkish
the UK	British
China	-ese Chinese
Japan	6 _____
Greece	Irregular Greek

- b** 1.5 Listen and check your answers.

- 9 a** Listen again and underline the stressed syllables in the nationalities in Exercise 8a.

*Australian*

- b** Listen again and repeat.

- 10** Work in pairs. Where are these people and things from? Say the nationality.

**A:** I think Benedict Cumberbatch is British.

**B:** Yes, that's right. / I'm not sure. / No, he's American.

Benedict Cumberbatch Donald Trump kung fu  
pizza samba dancing sushi

- Go to page 136 or your app for more vocabulary and practice.

## Speaking

### PREPARE

- 11** You're going to introduce yourself at a conference. Think of a new name, a new nationality and the town or city you are from. Make notes.

### SPEAK

- 12 a** Introduce yourself to people at the conference.

**A:** What's your name?

**B:** I'm Isabel and this is Rafael.

**A:** Nice to meet you. Where are you from?

**B:** We're from Spain. What about you?

- b** Work in pairs. Share information about the other people at the conference.

Develop  
your  
writing  
page 86

# 1B

# All about me

## Pocket Calendar

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5															
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30
APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6														
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
JULY							AUGUST							SEPTEMBER						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
	1	2	3	4	5	6														
7	8	9	10	11	12	13	7	8	9	10	11	12	13	8	9	10	11	12	13	14
14	15	16	17	18	19	20	14	15	16	17	18	19	20	15	16	17	18	19	20	21
21	22	23	24	25	26	27	21	22	23	24	25	26	27	22	23	24	25	26	27	28
28	29	30	31				28	29	30	31				29	30					

- › **Goal:** ask and answer questions
- › **Grammar:** questions with *be*
- › **Vocabulary:** question words



## Listening and vocabulary

**1 a** Work in pairs. How many words do you know for each topic? Use the photos to help you.

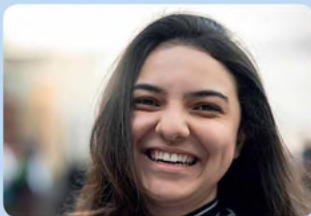
- colours *red; blue*
- months *January; December*
- hobbies *football; dancing*
- feelings (adjectives) *happy; tired*
- jobs *teacher; doctor*

**b** Work in groups of four and compare your answers. Are any the same?

**2** Complete Larissa's social media profile with the words in the box.

good November pink walking

### Friendly Face



**Larissa Norte**

Feeling <sup>1</sup> \_\_\_\_\_

From: Rio, Brazil

Birthday: 25th <sup>2</sup> \_\_\_\_\_

Hobbies: 😊 tennis, <sup>3</sup> \_\_\_\_\_

Favourite colour: <sup>4</sup> \_\_\_\_\_

Favourite actor: Jennifer Lawrence

Favourite food: Italian

**3 a** Match questions 1–7 with answers a–g. Use the words in bold to help you.

- 1 **What's** your favourite colour?
- 2 **Where** are you from?
- 3 **Who's** your favourite actor?
- 4 **When's** your birthday?
- 5 **What's** your favourite food?
- 6 **How** are you today?
- 7 **Are** you interested in reading?

- a I'm OK.
- b Chinese food. No, maybe it's Indian. No, it's Chinese.
- c I think Simon Pegg is really good.
- d Yes, I love it!
- e I'm from Napoli, in Italy.
- f It's in September.
- g It's blue.

**b** 1.6 Listen and check your answers.

**4 a** Complete the questions with the correct question words or form of the verb *be*.

- 1 \_\_\_\_\_ is your birthday?
- 2 \_\_\_\_\_ is your friend from?
- 3 \_\_\_\_\_'s your favourite food?
- 4 \_\_\_\_\_ your favourite actor Jude Law?
- 5 \_\_\_\_\_ is your teacher from?
- 6 \_\_\_\_\_ are you today? Are you OK?
- 7 \_\_\_\_\_'s your best friend?
- 8 \_\_\_\_\_ you interested in art?
- 9 \_\_\_\_\_ is your next English class? Is it today?
- 10 \_\_\_\_\_ it Friday today?

**b** Work in pairs. Ask and answer the questions.

Go to your app for more vocabulary and practice.





## Grammar

- 5 Complete the grammar box with the correct form of *be*. Use Exercises 3 and 4 to help you.

### Questions with *be*

#### Yes/No questions

Am/Is/Are	Subject	Other information	Short answers
1 _____	I	late?	Yes, I am. No, I'm not.
2 _____	he/she/it	Greek?	Yes, he/she/it is. No, he/she/it isn't.
3 _____	we/you/they	interested in art?	Yes, we/you/they are. No, we/you/they aren't.

#### Wh- questions

Question word	am/is/are	subject
Where	4 _____ / _____	your teacher from?
What	5 _____	your favourite films?

- 6 a 1.7 Listen to the sentences. Does the speaker's voice go up or down at the end?
- Are you from Argentina?
  - What's your favourite food?
  - Are you OK today?
  - Where is he from?
- b Listen again and repeat.

- 7 a Put the words in the correct order to make sentences.

- who / your / favourite singer / is ?  
*Who is your favourite singer?*
- are / your parents / the US / from ?
- photography / are / you / interested in ?
- is / your / birthday / when ?
- today / are / you / how ?
- why / are / in this class / you ?
- your / what's / favourite / month ?
- are / tired / today / you ?
- your / is / teacher / Spain / from ?
- second name / your / is / what ?

- b Work in pairs. Student A give an answer to one of the questions in Exercise 7a. Student B say the correct question. Swap roles.

A: *December.*

B: *What's your favourite month?*



Go to page 116 or your app for more information and practice.

## Speaking

### PREPARE

- 8 You're going to make a social media profile about your partner. First, write some questions to ask your partner. Use the ideas below to help you.
- name
  - nationality/country
  - hobbies/interests
  - favourite (actor/singer/food, etc)



### SPEAK

- 9 a Work in pairs. Ask and answer your questions. Use the Useful phrases to help you. Make notes of your partner's answers.

#### Useful phrases

OK, first question ...  
Next question ...  
That's interesting!  
Why is Iggy Pop your favourite singer?

- b Make a social media profile for your partner.  
c Look at your social media profile. Is all the information correct?

Develop  
your  
listening  
page 87

# 1c

## For sale

- > **Goal:** talk about things for sale
- > **Grammar:** *this, that, these and those*
- > **Vocabulary:** everyday objects 1



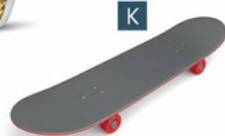
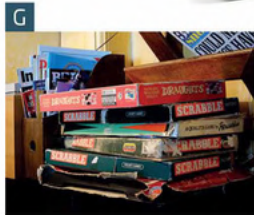
### Vocabulary

1 Look at the picture and answer the questions.

- 1 Is it a shop, market or supermarket?
- 2 Are the objects new or old?

2 a Match the words in the box with photos A–N.

bike board games books camera clock  
lamp laptop pictures rings skateboard  
suitcase sunglasses tennis racket umbrella



b 1.14 Listen and repeat the words.

3 Work in pairs. Close your books. How many objects in the photos in Exercise 2a can you remember?

Go to your app for more practice.

### Listening

4 1.15 Listen to Jake and Chris shopping at a market. What does Chris want to buy?

5 a 1.16 Listen to Jake and Chris talking to the seller. What do they buy?

b Listen again and complete the sentences with the correct information.

- 1 The bikes are about \_\_\_\_\_ years old.
- 2 The sunglasses cost £ \_\_\_\_\_.
- 3 The lamp costs £ \_\_\_\_\_.
- 4 Jake pays £ \_\_\_\_\_.

### Grammar

6 Read the grammar box and choose the correct alternatives. Then complete the examples.

#### *this, that, these and those*

	near	far
singular	<p><sup>1</sup> <i>this/these</i> _____ lamp is nice.</p>	<p>that <i>That's a nice bike.</i></p>
plural	<p><sup>2</sup> <i>this/these</i> Are _____ sunglasses only a pound?</p>	<p>those <i>Look at those bikes.</i></p>



7 a 1.17 Listen to the pronunciation of *this* and *these*. Which sound is short and which is long? Underline the phrase you hear.

- 1 *this book / these books*
- 2 *this laptop / these laptops*
- 3 *this lamp / these lamps*
- 4 *this printer / these printers*
- 5 *this bike / these bikes*

b Listen again and repeat.

8 a Choose the correct alternatives to complete the sentences about the pictures.

1 *That/This* clock is very big!



2 Are *these/those* rings for men or women?



3 *This/That* lamp's really nice.



4 *These/Those* laptops are all new.



b Work in pairs. Point to objects in the pictures in Exercises 6 and 8a for your partner to say what it is/they are.

A: *What's this?*

B: *It's a lamp. What are these?*

A: *They're rings.*

9 Put the words in the correct order to make sentences.

- 1 are / those / How much / shoes?
- 2 lamp / That / really / is / nice
- 3 is / How old / that / bike?
- 4 shoes new? / Are / these
- 5 That / ring / very pretty / is
- 6 Is / £5? / book / this
- 7 love / I / guitar / that
- 8 is / Where / clock / that / from?

Go to page 116 or your app for more information and practice.

## Speaking

### PREPARE

10 Work in pairs. You are at a market. Student A is selling things at the market, and Student B is buying things. Student A: Turn to page 151. Student B: Turn to page 154. Read the instructions.



### SPEAK

11 a Work in pairs. Student A: Ask the seller questions about the things for sale. Decide what you want to buy. Student B: Answer the customer's questions. Use the Useful phrases to help you.

#### Useful phrases

That's a nice book. How much is it?

That book is five pounds.

How old is that picture?

It's about 30 years old.

OK, I'll take it!

b Swap roles and repeat.

c Report back to the class. What objects do you have?

Develop  
your  
reading  
page 88

▶ Goal: tell the time



- 1 Look at the photos. What countries are the people from? What are their nationalities?

A: She's from Japan.  
B: Yes, she's Japanese.

- 2 a 1.18 Listen to a conference call. What's the time in each location? Choose the correct alternatives.

- It's 6.15 a.m./6.50 a.m. in Dallas.
- It's 10.15 p.m./2.15 p.m. in Moscow.
- It's 12.15 p.m./12.45 p.m. in London.
- It's 5.15 a.m./9.15 a.m. in Buenos Aires.
- It's 9.15 a.m./9.15 p.m. in Tokyo.

- b Listen again. Tick the phrases in the Useful phrases box that you hear.

### Useful phrases

#### Asking for the time

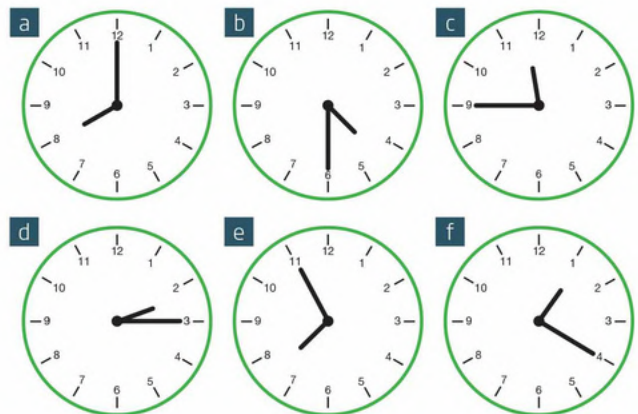
What's the time (in Buenos Aires)?  
What time is it (there)?

#### Telling the time

It's six fifteen in the morning. [6.15]  
It's four twenty p.m. [16.20]  
It's half past two in the afternoon. [14.30]  
It's three o'clock in the morning. [03.00]  
It's a quarter to six in the evening. [17.45]

- 3 a Match the times in the box with clocks a–f. Sometimes more than one answer is possible.

a quarter past two    a quarter to twelve  
eight o'clock    eleven forty-five    twenty past one  
five to eight    half past four    four thirty  
one twenty    seven fifty-five    two fifteen



- b 1.19 Listen and check. Then listen and repeat.

- 4 Choose the correct alternatives.

- A: What's *the/a* time?  
B: It's a quarter *two/to* six.
- A: What's the time *at/in* Nairobi?  
B: It's four *thirty/half* p.m.
- A: What time *it is/is it* there?  
B: It's *a half/half* past ten in the morning.
- A: What's the time *there/here*?  
B: It's seven twenty-five *a.m./in a.m.*

- 5 Work in pairs. Ask for and tell the time with the clocks in Exercise 3a. Tell the time in different ways.

A: *What's the time on clock a?*  
B: *It's eight o'clock. What time is it on clock e?*  
A: *It's seven fifty-five.*

- 6 You are going to have a conference call. First, think about:

- your name
- your location
- your nationality
- the time where you are now

- 7 a Work in groups. Have a conference call. Introduce yourself. Write down the names, locations, nationalities and times of the other people in your group.

- b Work in pairs. Tell your partner about the other people in your group in Exercise 7a.



Go online for the Roadmap video.

# Check and reflect

## 1 Choose the correct alternatives.

- 1 My name *are/s* Carla. I *m/s* American.
- 2 My mother *aren't/isn't* Italian. She *m/s* Spanish.
- 3 Kate and Graham *are/is* from a small town in Australia.
- 4 We *s/re* Spanish but our father *is/are* from Poland.
- 5 They *isn't/aren't* students.
- 6 My teacher *isn't/is* Japanese. He *s/are* from China.
- 7 I'm from the US but my boyfriend *isn't/is*. He *s/are* Italian.
- 8 This is Maria. She *s/are* from Brazil.

## 2 Complete each sentence with a country or nationality.

- 1 He's from the UK. He's \_\_\_\_\_.
- 2 They're from \_\_\_\_\_. They're Greek.
- 3 I'm from Poland. I'm \_\_\_\_\_.
- 4 She's from \_\_\_\_\_. She's Turkish.
- 5 We're from China. We're \_\_\_\_\_.
- 6 They're from \_\_\_\_\_. They're Mexican.
- 7 I'm from Australia. I'm \_\_\_\_\_.
- 8 You're from \_\_\_\_\_. You're Egyptian.

## 3 a Think of five famous people from different countries and write their names. Make sure you know which country they're from.

### b Work in pairs. Say the names of the famous people. Guess where your partner's people are from.

**A:** *Kate Winslet.*

**B:** *She's American.*

**A:** *No, she's from the UK.*

## 4 a Match questions 1–6 with endings a–f.

- |                  |                                  |
|------------------|----------------------------------|
| 1 What's         | a a doctor?                      |
| 2 Where are      | b parents now?                   |
| 3 Are you        | c favourite singer?              |
| 4 Who's your     | d your job?                      |
| 5 How old        | e you from?                      |
| 6 Where are your | f are your brothers and sisters? |

### b Work in pairs. Ask and answer the questions.

## 5 Choose the correct alternatives.

- 1 **A:** *Is/Are* her name Catherine?  
**B:** Yes, it *is/are*.
- 2 **A:** Where *is/are* you from?  
**B:** I *m/s* from Russia.
- 3 **A:** *Are/Am* they from Turkey?  
**B:** No, they *isn't/aren't*. They're from Spain.
- 4 **A:** What *are/s* your email address?  
**B:** It *s/re* *jaime21@email.uk*.
- 5 **A:** *Are/Is* you a nurse?  
**B:** No, I *s/m* not. I'm a doctor.

## 6 Choose the correct alternatives.

- 1 Don't go by car. Take your *bike/lamp*.
- 2 I want to play tennis but I don't have a *racket/sunglasses*.
- 3 It's raining – take your *umbrella/rings*.
- 4 I work on my *laptop/skateboard* in a café.
- 5 My son plays on his *umbrella/skateboard* every day.
- 6 My family sometimes play *board games/printer*.
- 7 On holiday, I sometimes read *suitcases/books*.
- 8 Take a photo with your *pictures/camera*.
- 9 The *camera/pictures* of your holiday are nice.
- 10 That *lamp/printer* is beautiful.

### b Work in pairs. Which of the objects in Exercise 6a do you have in your home?

*I have a camera, board games ...*

## 7 Choose the correct alternatives.

- 1 **A:** What's *this/these*?  
**B:** It's my pen. Do you like it?
- 2 **A:** I like *that/those* sunglasses.  
**B:** Thank you. They're from Italy.
- 3 **A:** Are *this/these* your keys?  
**B:** No, *that/those* are my keys over there.
- 4 **A:** What's *that/those* over there?  
**B:** It's my bag.
- 5 **A:** Hi Karen. *This/That* is Phil.  
**B:** Hi Phil. Nice to meet you.

## 8 Work in pairs. Take some objects out of your bag and put them on your desk. Ask and answer questions about them.

**A:** *This is my pencil, that's my mobile phone.*

*What are those?*

**B:** *These are my keys.*

## 9 Write the times.

- |         |        |         |
|---------|--------|---------|
| 1 08.15 | 3 6.45 | 5 09.00 |
| 2 03.00 | 4 3.30 | 6 11.20 |

*It's a quarter past eight in the evening.*

## Reflect

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

- I can introduce myself.
- I can ask and answer questions.
- I can talk about things for sale.
- I can tell the time.

Want more practice?

Go to your Workbook or app.

# 2A

# Families

- › **Goal:** describe your family
- › **Grammar:** possessive adjectives and possessive 's
- › **Vocabulary:** family members



## Vocabulary and listening

**1 a** Match quotes 1–4 with photos A–D.

- 1 *We're just a small family – me, my wife and our daughter.*
- 2 *There aren't any children in our family, but we still have lots of fun!*
- 3 *I have a very big family: lots of brothers and sisters, uncles and aunts!*
- 4 *My grandson and granddaughter live with me. My grandchildren are my world!*



**b** Work in pairs and discuss the questions.

- 1 Are you from a big or small family?
- 2 Where is your family from?
- 3 Who is your favourite person in your family?

**2 a** 2.1 Listen to Dominic talk about his family with his girlfriend Anna. Answer the questions.

- 1 Whose family do they talk about?
- 2 Do you think it is a big or small family?

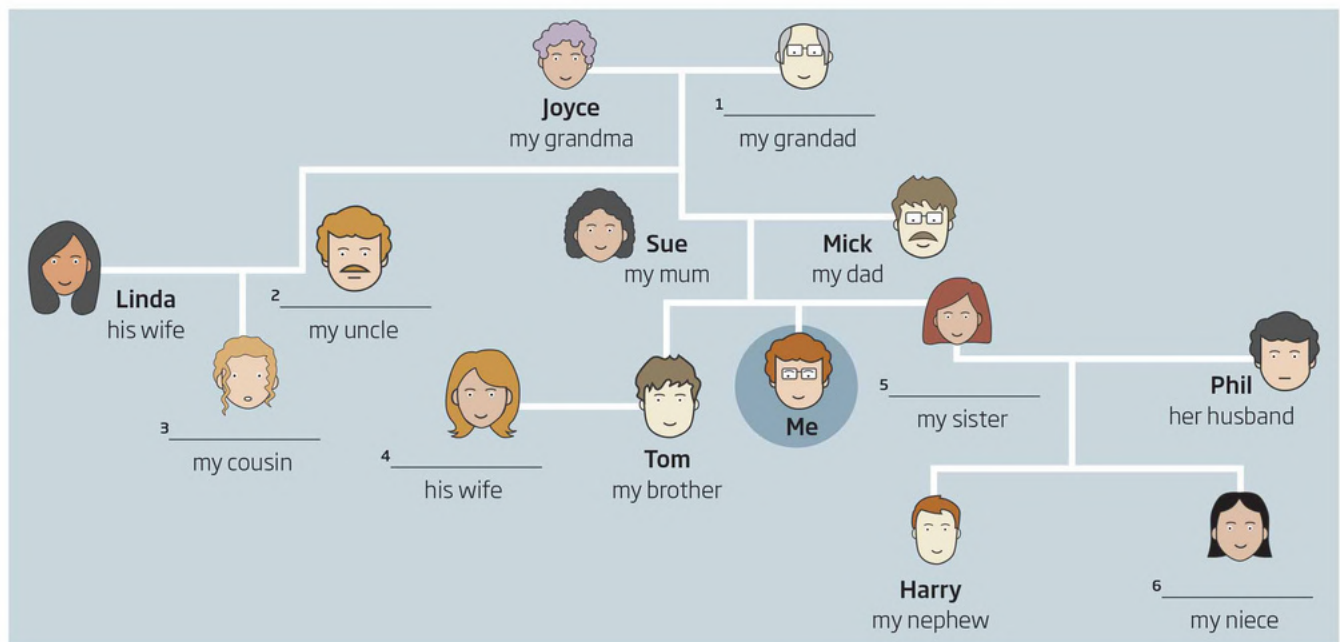
**b** Listen again and complete the family tree with the names in the box.

Arthur Charlotte Jack Kerry Lily Sally

**3** Match family members 1–8 with a–h.

- |                             |                 |
|-----------------------------|-----------------|
| 1 mother                    | a grandma       |
| 2 father                    | b parents       |
| 3 mother + father           | c mum           |
| 4 son + daughter            | d dad           |
| 5 grandfather               | e grandparents  |
| 6 grandmother               | f children      |
| 7 grandfather + grandmother | g grandchildren |
| 8 grandson + granddaughter  | h grandad       |

Go to your app for more practice.





## Grammar

- 4 a Read the grammar box and choose the correct alternatives in sentences 1–5.

### possessive adjectives and possessive 's

#### possessive adjectives

subject pronouns	possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- That's Tom, right? He's *you/your* brother.
- And that's *his/her* wife, Kerry?
- That's *my/I* sister Charlotte and *his/her* husband, Phil.
- Are those *they/their* children?
- They're *our/we* grandparents.

#### possessive 's

*Jack's wife*

NOT *the wife of Jack*

*My mother's brother*

NOT *the brother of my mother*

- b 2.2 Listen and check.

- 5 a 2.3 Listen to the sentences and notice the pronunciation of 's.

- This is Ana's husband.
- Is that Nick's mum?
- Georgia is Charlotte's cousin.
- Who is Maria's brother?

- b Listen again and repeat.

- 6 Choose the correct alternatives.

- A: Is that *Carl/Carl's* wife?  
B: No, it isn't. It's *his/her* sister!
- A: What's your *grandma's/grandma* name?  
B: *Her/His* name's Philippa.
- A: That's Melissa, *John is/John's* new girlfriend.  
B: Yes, I know. She's *their/our* manager at work.
- A: Is that *your/you* uncle?  
B: Yes, it is. And that's *her/his* wife and *they're/their* son, Kevin.

- 7 Complete the sentences with the correct possessive adjective.

- My brother lives in Boston with \_\_\_\_\_ wife.
- I live here with \_\_\_\_\_ sister.
- We like \_\_\_\_\_ teacher.
- My cousins live with \_\_\_\_\_ parents.
- She lives with \_\_\_\_\_ husband in Manchester.

- Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

- 8 a Your new friend is meeting your family or friends for the first time. First, write the names of eight family members or friends.

- b Make notes about each person. Think about:

- who they are in your family (e.g. *my brother's wife*)
- their age
- where they're from
- any other information about them

### SPEAK

- 9 a Work in pairs. Describe your family or friends to your partner. Use the Useful phrases to help you and ask questions to find out more information.

#### Useful phrases

Who's (Henj)?

She's my brother's wife.

They're my aunt and uncle.

Svetlana is their daughter.

- b Tell the class something interesting about your partner's family or friends.

Develop  
your  
listening  
page 89

# 2B

## After the party

- **Goal:** say who things belong to
- **Grammar:** *whose* and possessive pronouns
- **Vocabulary:** everyday objects 2

### Vocabulary

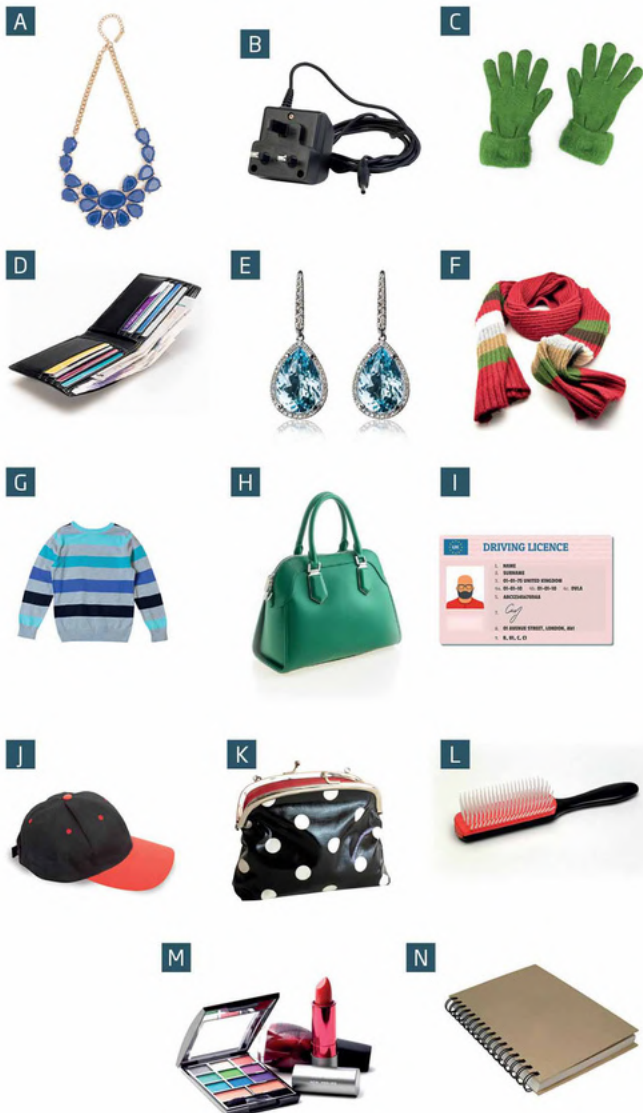
**1 a** Think of three objects you always take to each of these places.

- work/school
- a birthday party
- on holiday
- everywhere (in your bag)

**b** Work in pairs and compare your objects.

**2** Match the objects in the box with photos A–N.

cap driving licence earrings gloves hairbrush  
handbag make-up necklace notebook  
phone charger purse scarf sweater wallet



**3 a** 2.10 Listen to the words in the box in Exercise 2. How many syllables does each word have?

*cap - 1, driving licence - 4*

**b** Listen again and repeat.

**4** Work in pairs. Which of the objects in Exercise 2 ...

- can you see in the picture above?
- do you have in your bag?
- do you have at home?

Go to page 137 or your app for more vocabulary and practice.

### Listening

**5 a** 2.11 Listen to Dominic and Anna talking at the end of the party. Which objects in Exercise 2 do they mention?

**b** Listen again. Which objects belong to each of these people?

- Dominic's grandma  
*earrings, gloves*
- Charlotte
- Jack and Linda
- Harry
- Anna

### Grammar

**6** 2.12 Listen to the extracts from Dominic and Anna's conversation and choose the correct alternatives.

- Whose/Who* earrings are these?
- That scarf's *her/hers*, too.
- Whose notebook *are/is* this?
- Is it *theirs/their*?
- That cap is *his/he*, too.
- Is it *yours/you*?
- Yes, it's *mine/my*.





- 7 Read the grammar box and choose the correct alternatives.

### Whose and possessive pronouns

Ask about possession with *whose*.

*Whose cap is this? It's John's.*

*Whose headphones are these? They're Fiona's.*

Use possessive pronouns to talk about who things belong to.

*It's Catherine's handbag. = It's hers.*

*It's my parents' car. = It's theirs.*

Subject pronoun	Possessive adjective	Possessive pronoun
I	my	<sup>1</sup> my/mine
you	your	yours
he	his	his
she	her	<sup>2</sup> her/hers
it	its	its
we	our	<sup>3</sup> our/ours
you	your	yours
they	their	<sup>4</sup> their/theirs

Use possessive 's with people's names.

*They're Jack's.*

If there are two or more people, only add possessive 's to the last person.

*It's Harry and Sally's.*

- 8 a 2.13 Listen to the sentences and notice the sound of the letter s.

- 1 It's hers.
- 2 Those gloves are theirs.
- 3 Are these earrings yours?
- 4 This is his.
- 5 That charger's ours.

- b Listen again and repeat.

- 9 Complete the conversations with the correct possessive pronoun.

- 1 A: Is this Karen's handbag?  
B: Yes, it's \_\_\_\_\_. (she)
- 2 A: That's my sweater.  
B: No, it isn't. It's \_\_\_\_\_! (I)
- 3 A: \_\_\_\_\_ gloves are these? (who)  
B: They're \_\_\_\_\_! (you)
- 4 A: That's Anna and Sue's make-up.  
B: Yes, and that hairbrush is \_\_\_\_\_, too. (they)
- 5 A: Whose earrings are these?  
B: They're \_\_\_\_\_. (we)
- 6 A: \_\_\_\_\_ driving licence is this? (who)  
B: It's \_\_\_\_\_. (he)

- 10 a Work in groups. Choose three objects in your bag and put them on the table in the middle of your group.



- b Ask and answer questions about the objects.

A: *Whose pen is that?*

B: *It's hers. Whose hairbrush is this?*

C: *It's mine.*

Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

- 11 Work in pairs. You're going to talk about who things belong to. Student A: Turn to page 152 and follow the instructions. Student B: Turn to page 154 and follow the instructions.

### SPEAK

- 12 a Ask and answer questions about who the objects in your box belong to. Use the Useful phrases to help you.

#### Useful phrases

Whose cap is this?

Is this your hairbrush?

Are those Harry's gloves?

No, they're mine.

- b Show each other your boxes and check.

Develop  
your  
reading  
page 90

- › **Goal:** describe objects
- › **Grammar:** *have got*
- › **Vocabulary:** adjectives describing objects

## Reading and vocabulary


- 1** Work in pairs. What objects do you have with you today?

*a phone, a book and a bag*

- 2 a** Look at the adjectives in the box. Which of your objects in Exercise 1 do they describe?

*beautiful – my phone*

beautiful broken brown comfortable gold  
heavy large light modern old round  
soft special square useful

- b**  2.14 Listen and underline the stressed syllable in each word.  
*beautiful*
- c** Listen again and repeat.
- 3** Read about objects that are special to four people. Match photos A–D with each person. Why is their object special?

- 4** Work in pairs. Take turns to describe your objects in Exercise 1. Your partner will guess what you are describing.

*A: It's large and gold.*

*B: Your phone?*



Go to page 137 or your app for more vocabulary and practice.



## What things are IMPORTANT to you?

*We've all got a lot of things these days – clothes, shoes, jewellery, books, mobile phones, etc. Most of these things are useful for our everyday lives but some objects are also special to us for other reasons. Four of our readers tell us what objects are special to them.*

### Megan, 35

'I've got lots of photos of my husband, but there's one special photo I love. We're on holiday in Spain, he's got his favourite cap on, and he looks so happy. It's a beautiful photo.'



### Aisha, 25

'I've got a teddy bear called Bob. I'm 25 years old and he's the same age as me so he's an old friend. He's large, brown and soft and he's got big ears and big round eyes. I love him a lot. He's really important to me.'



### Nick, 44

'I'm a writer, so my laptop's very important. All my books are on there. It's small, light and modern and it's always with me. It's useful for my work and everything else, too.'



### Darius, 21

'I've got my grandad's old watch. I haven't got it with me today because it's broken, but I love it. It's heavy and not very comfortable, but it's different. It's gold and square.'

D



## Grammar

- 5 Read the grammar box then find other examples of *have/has got* in the article.

### have got

	+	-	?
I/You/We/ They	have got/'ve got <i>I've got a nice photo.</i> <i>We have got a laptop at home.</i> <i>They've got a big car.</i>	haven't got <i>You haven't got any pets.</i> <i>They haven't got a car.</i> <i>I haven't got a teddy bear.</i>	Have ... got? <i>Have you got a watch?</i> <i>Have they got a laptop?</i> <i>Have we got any money?</i>
He/She/ It	has got/'s got <i>He's got a large house.</i> <i>She has got five sisters.</i>	hasn't got <i>She hasn't got big ears!</i> <i>He hasn't got blue eyes.</i>	Has ... got? <i>Has he got a sister?</i> <i>Has she got a laptop?</i>

- 6 a Complete the questions and answers with *has* or *have*.

- A: \_\_\_\_\_ Evan got any sisters?  
B: Yes, he \_\_\_\_\_. He's got one.
- A: \_\_\_\_\_ you got a laptop?  
B: Yes, I \_\_\_\_\_. I've got an old one.
- A: \_\_\_\_\_ Maisie got any children?  
B: Yes, she \_\_\_\_\_. She's got two daughters.
- A: \_\_\_\_\_ they got a car?  
B: Yes, they \_\_\_\_\_. They've got an old Ford.

- b 2.15 Listen and check your answers.

- c Listen again and repeat.

- 7 a Make sentences using the prompts so they are true for you.

- I / a coffee maker.  
*I haven't got a coffee maker.*
- My family / three cars.
- I / a good camera on my phone.
- One of my good friends / a busy job.
- My brother or sister / tablet.
- My parents / a house in the countryside.
- I / reading glasses.
- My grandparents / a mobile phone.

- b Work in pairs and compare your answers.

*I haven't got a coffee maker. I don't like coffee.*

- 8 Work in pairs. Ask and answer questions using *have got* and the things or people in the box.

a bike brothers and sisters a cousin a large car  
a musical instrument a new phone  
an old teddy bear a pet

A: *Have you got a bike?*

B: *Yes, but it's not very good. It's so old.*



Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

- 9 a You're going to find out what objects are special to people in your class. First, think of three special objects you've got and write them down.
- b Write two or more adjectives to describe each object. Think about why these three things are special to you.  
*Watch - old, round, silver*

### SPEAK

- 10 a Talk to at least three people in the class. Tell them about your special objects. Use the Useful phrases to help you.

#### Useful phrases

I've got (an old camera).  
It's (large) and (heavy).  
It isn't (modern) or (light).  
It's around (ten) years old.  
It's special because (it's my dad's/it's useful/it's important for my job).


- b Report back to the class. What objects are special to your classmates? Why?

Develop  
your  
writing  
page 91

▶ Goal: buy things in a shop

1 Discuss the questions.

- 1 What kinds of shops do you go to every week?
- 2 Who do you go with?
- 3 What things do you buy?

2 a  2.16 Listen to four conversations in shops. Which conversation matches with the photo?

b Listen again and choose the correct alternatives.

- 1 Sorry, where are the *cakes/drinks*?
- 2 That's £1.25, *please/thanks*.
- 3 That's £8.75 *change/money*.
- 4 Have you got *any/some* medicine for a cold?
- 5 How *many/much* bottles would you like?
- 6 Can I *have/take* a cheese sandwich, please?
- 7 How much is *everything/that*?
- 8 Would you *like/want* a bag?
- 9 How *many/much* is this book?
- 10 *What/Where's* the café?

c Listen again. Tick the phrases in the Useful phrases box that you hear.

Useful phrases

**Asking questions: assistant**

How many (bottles) would you like?  
 Would you like a bag?  
 Anything else?  
 Here you are.

**Asking questions: customer**

Have you got any (medicine for a cold)?  
 Can I have (a cheese sandwich), please?

**Saying where things are: assistant**

The (drinks) are over there/on the third floor.

**Saying where things are: customer**

Where's the (café)?


**Paying for things: assistant**

That's (£1.25), please.  
 That's (£8.75) change.  
 Cash or card?

**Paying for things: customer**

Where do I pay?  
 How much is (this book)?  
 How much are (these pens)?  
 How much is that?  
 Can I pay by card?



3 a  2.17 Listen to five phrases in the Useful phrases box. Who is more polite each time, Speaker 1 or Speaker 2? How do you know?

b  2.18 Listen and repeat. Try to sound polite.

4 a Make conversations using the prompts.

- 1 A: you / sell / stamps?  
 B: yes / how many?  
 A: two  
 B: here. / else?  
 A: no. / how much?  
 B: £1.38

- 2 A: Where / the shoes?  
 B: over there  
 A: how much / these?  
 B: £28  
 A: where / I / pay?  
 B: here. / £28  
 A: here  
 B: £2 / change. bag?  
 A: No. / got one

b Work in pairs. Practise the conversations in Exercise 4a. Try to sound polite

5 You're going to buy something in a shop. Work in pairs. Student A: Turn to page 151. Student B: Turn to page 154. Follow the instructions.

6 a Work in pairs and practise the conversation in Part 1.

b Now practise the conversation in Part 2.



Go online for the Roadmap video.