

# 1 Can you speak English?

## First meetings

1 (U) Two people meet for the first time. Listen and number the photos 1 to 4.



'I only speak a little English.'  
'Me too. Just a little, so ..... 1.'



'It's ..... 2.'  
..... 3 for your machine.'



'Hi, I'm Eduardo Santez.'  
'Hello. Nice ..... 4.'



'It's ..... 5 pass.'

2 (U) Listen again. Write the missing words under the pictures.

3 Match a sentence (1–7) to the correct reply (a–g).

- 1 Welcome to São Paulo.
  - 2 Nice to meet you.
  - 3 What's this?
  - 4 Is this manual in Portuguese?
  - 5 Can you speak English?
  - 6 Please speak slowly.
  - 7 Thank you.
- a OK, no problem.
  - b You're welcome.
  - c It's a manual for your machine.
  - d Thanks.
  - e Nice to meet you, too.
  - f Yes, just a little.
  - g No, it's in English.

4 Which words are missing in these conversations? Work with a partner. Have similar conversations.

- 1 A Excuse me. Are you ...?  
B Yes, I ...  
A Hello, I'm ...  
B Hi, nice to ...  
A Nice to ..., too.
- 2 A Welcome to ...  
B Thanks  
A Can you speak ...?  
B No, I'm sorry. Can you ... English?  
A Just a ..., so please ... slowly.  
B OK, no ...
- 3 A What's ...?  
B ... manual. It's for you.  
A ... very much.  
B You're ...  
A Is it in ...?  
B No, it's in English.

# Reference and telephone numbers

- 1 Count from 1 to 10 in English. Now count backwards: ten, nine, ...



- 2 Listen and write the numbers.

1 

2 

3 

4 

5 

- dash / slash 33 double 3 0 oh / zero

- 3 Say these numbers.



- 4 What parts does your telephone number have?

**+44 1865 356767 ext 4260**

country code    area code    number    extension

- Write your contact numbers in the table.
- Ask other students for their numbers and write them in the table.

What's your home telephone number?

	HOME	WORK	FAX	MOBILE PHONE*
My numbers				
Student 1:				
Student 2:				
Student 3:				

mobile phone BrE - cell phone AmE

# Identifying things

1 Match the words and pictures. Write the number in the box next to the word.




- ☐ ..... a manual
- ☐ ..... an electronic organizer
- ☐ ..... pen
- ☐ ..... apple
- ☐ ..... mobile phone
- ☐ ..... passport
- ☐ ..... English dictionary
- ☐ ..... bag
- ☐ ..... electronic pass
- ☐ ..... map
- ☐ ..... pencil
- ☐ ..... torch\*
- ☐ ..... key

- ☐ ..... orange
- ☐ ..... umbrella
- ☐ ..... ticket
- ☐ ..... battery
- ☐ ..... identity card
- ☐ ..... alarm clock
- ☐ ..... newspaper

torch BrE – flashlight AmE

1 one	2 two	3 three	4 four	5 five
6 six	7 seven	8 eight	9 nine	10 ten
11 eleven	12 twelve	13 thirteen	14 fourteen	15 fifteen
16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty



- 2  Listen and write a or an in front of the words in 1. Look at the words. When is it a? When is it an? Complete the rules by writing a or an.

### a or an?

With vowel sounds (a, e, i, o, u), use .....  
With other sounds (b, c, d, f, etc.), use .....

- 3 Work with a partner. Test each other. Point to things in the picture. Ask and answer questions.

A What's this?  
B It's a ... / an ...

- 4 Ask your teacher to name things in the room.




A What's this in English?  
B It's a chair.

- 5 Test some other students.



A What's this in English?  
B I can't remember.  
C It's a window.








- 6  Listen to eight sounds. Write down what each sound is, then check your answers in file 2 on page 103.

### Is / Isn't

+ It's an alarm clock. (it + is = it's)  
- It isn't a siren. (is + not = isn't)  
? Is it a keyboard?  
✓ Yes, it is. / ✗ No, it isn't.

## International words

- 1 Complete the chart.

	The word in English	The word in my language
	robot	
	video	
	engineer	
	taxi	
	television	
	kilometre	
$y = \frac{a}{x} + \frac{x}{a}$	mathematics	
	football	


- 2 The word robot is an international word. It's the same or similar in many languages. Think of more international words.







# 2

## How do you spell that?

### Spelling

- 1  Listen to the English alphabet. Practise saying the letters.

	Pronunciation	Memory help	The NATO phonetic alphabet	My phonetic alphabet
A			Alpha	apple
B		bee 	Bravo	book
C		sea 	Charlie	
D			Delta	
E			Echo	
F			Foxtrot	
G			Golf	
H			Hotel	
I			India	
J		JFK	Juliet	
K			Kilo	
L			Lima	
M			Mike	
N			November	
O			Oscar	
P			Papa	
Q			Quebec	
R		are	Romeo	
S			Sierra	
T			Tango	
U		you 	Uniform	
V			Victor	
W			Whisky	
X			X-ray	
Y		why?	Yankee	
Z			Zulu	

- 2 Say these groups of letters. Why are they in these groups?

1 B C D E G P T V      3 F L M N S X  
2 A H J K                4 Q U W

- 3 Which letters are difficult to remember? Think of things to help you remember. Write them in 'Memory help' in the table.

- 4 Invent another phonetic alphabet and write it in the table.

Example

A for apple, B for book, C for coffee, D for ...

- 5 Work with a partner. A – say a word. B – say the first letter.

A Foxtrot.

B That's F.

A That's right.

- 6 (2.2) Say these company names. Then listen to eight people say who they work for. Write the number next to the correct company name.

☐ BBC      ☐ SHV      ☐ LTV  
☐ SAP      ☐ GEC      ☐ NBC  
☐ WSY      ☐ KAO      ☐ CSX  
☐ NKK      ☐ CBS      ☐ IBM  
☐ BTR      ☐ TJX      ☐ ICI

- 7 Work with a partner. Test each other. A – say a company name. B – point to the name.

- 8 (2.3) A visitor spells her name. Listen and fill in line 2 of the form.



- 9 (2.3) Listen to the receptionist again. Complete the sentences.

1 Good .....

2 ..... your name, .....?

3 How ..... you ..... that?

4 And your ..... name?

5 And ..... are you with?

6 Thank you. Please ..... a .....

- 10 Work with a partner. Act out similar conversations. Use your names and companies. Take turns to fill in lines 3 and 4 of the form in 8.

- 11 Work in two teams. Play a spelling game. Team one – say an English word. Team two – spell it.

Team one battery

Team two B-A-T-T-E-R-Y

### VISITORS: 19 April

Visitor no.	First name	Last name	Company	To see
1	Jorma	Makinen	Lidoform	Alberto Rodriguez
2				John Heath
3				
4				
5				
6				



# One to a hundred

## 1 Count around the class.

- 1 Count from 1 to 20. One, two, three ...
- 2 Count down from 20. Twenty, nineteen, eighteen ...
- 3 Count to 100 in fives. Five, ten, fifteen ...
- 4 Count down from 100 in threes. A hundred, ninety-seven, ninety-four ...

You can find the numbers on page 116.

## 2 Listen and write the numbers.

- |         |         |         |
|---------|---------|---------|
| 1 ..... | 4 ..... | 7 ..... |
| 2 ..... | 5 ..... |         |
| 3 ..... | 6 ..... |         |

## 3 Practise saying these numbers. Change the syllable stress.

14 fourteen 40 forty



## 4 Play bingo with two or three students.

A – say the numbers in the box.

14, 45, 21, 83, 11, 76, 13, 54, 7, 16, 50, 67, 28,  
98, 30, 89, 17, 48, 71, 6, 12, 33, 70, 8, 69

B – look at file 3 on page 103.

C – look at file 20 on page 107.

D – look at file 34 on page 114.

## 5 Complete the puzzle. Write these numbers in words.

1	10	11	12	2	20	3	13
90	4	40	5	50	16	7	8

F				S		T		N
		F		V				
	W					O		
Y								
				T	E		T	Y
E		Y						
			F					
				L				
T			R			N		

## Checking an order

- 1 Look at this order for some equipment. Some information on the order is wrong. Listen to a telephone call and correct the mistakes.

	Quantity	Item	Ref. / Part no.
1	16	S-hooks	IE-983
2	85	Size 12 U-bolts	MTG/62
3	72	Spring clamps	Q8236
4	40	Nylon ropes	Y-958
5	64	G-clips	WRA577
6	80	Size 18 washers	JSH 86

Contents	page
 hooks	5
 bolts	9
 clips and clamps	13
 ropes	19
 springs	23
 washers	29

- 2 Match each comment to the correct reply. Then listen again and check your answers.

- 1 There are six items.
  - 2 Are you ready?
  - 3 Sixteen?
  - 4 ... MTJ slash six two.
  - 5 How many again?
  - 6 And that's it.
- a Slash six two. OK, got it.
  - b OK, so that's ...
  - c All right, what are they?
  - d Yes, ready.
  - e That's right, sixteen.
  - f Fourteen.

- 3 Work with a partner.

A – look at the information below.

B – look at file 12 on page 105.

A

This is your order. It's correct. Your partner has a copy, but it has some mistakes. Read your order so they can correct it.

QUANTITY	ITEM	REF. / PART NO.
18	S-hooks	EI-143
60	Size 10 Q-bolts	MTJ/62
12	Spring clamps	Q8236
23	Nylon ropes	Y-742
32	E-clips	WRA644
40	Size 14 washers	GSH 21



# 3 What do you want?

## Buying food

1 Look at the menu and find the items on the order form.

MENU									
MAIN MEALS					SIDE ORDERS				
									
DRINKS					DESSERTS				
									

ORDER	Burger		Cheeseburger		Hot dog		French fries		Sandwiches		Coke / Diet Coke		Juice		Shake		Coffee	
							small	large										
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Work with a partner. Ask and answer questions about the menu.

- A Do you want a burger?  
 B Yes, please.  
 A And what about a doughnut?  
 B No, thanks.

3 <sup>(3.1)</sup> Listen to two people talking about the menu. Does the man want:

- |                      |          |
|----------------------|----------|
| 1 three burgers?     | Yes / No |
| 2 two cheeseburgers? | Yes / No |
| 3 a hot dog?         | Yes / No |
| 4 fries?             | Yes / No |
| 5 a Coke?            | Yes / No |
| 6 a shake?           | Yes / No |
| 7 a doughnut?        | Yes / No |

4 (3.2) Listen to the order and write it on the order form in 1. How much is the order?

5 Who says these things, the server (S) or the customer (C)? Circle S or C.

- |   |       |
|---|-------|
| <input type="checkbox"/> That's \$18.67.  | S / C |
| <input type="checkbox"/> Yes, two cheeseburgers and one chicken sandwich, please. | S / C |
| <input type="checkbox"/> Coming right up.   | S / C |
| <input type="checkbox"/> Yes, a medium shake.                                     | S / C |
| <input type="checkbox"/> How much is it?  | S / C |
| <input checked="" type="checkbox"/> Can I help you?                               | S / C |
| <input type="checkbox"/> Thanks. Have a nice day.                                 | S / C |
| <input type="checkbox"/> And something to drink?                                  | S / C |
| <input type="checkbox"/> Great. Here you are.                                     | S / C |

6 (3.2) Put the sentences in 5 in order. Number the boxes 1 to 9. Listen again and check your answers.

7 Work with a partner. One person is the server. The other is the customer.

- 1 Act out a conversation. Use the words and pictures below to help you.



- 2 Look at the menu in 1. Give and take more orders.

## Saying what you want

1 (3.3) Listen to different people saying what they want. Number these things in the order you hear them.

..... a newspaper	..... a break
..... voicemail messages	..... a map

2 (3.3) Use words from the list to complete the sentences. Listen again and check your answers.

check	open	listen to	call	read
look at	work	write down	use	have

- 1 a I want to ..... my office.  
b No problem. .... my phone.  
c Thank you. I just want to ..... my voicemail messages.
- 2 a Can I ..... some paper? I want to ..... this address.  
b Do you want to ..... a street map or metro map?
- 3 a Is this your newspaper?  
b Yes, do you want to ..... it?  
c Yes, I want to ..... the football results.
- 4 a Do you want to ..... the window?  
b ..... on a different job?

3 Work with a partner. Make up conversations with these words.

Example

- A Can I use your phone?  
B Do you want to call the office?  
A No, I want to order a pizza.

- |                         |   |
|-------------------------|---|
| 1 the telephone         | call the office / order a pizza                           |
| 2 the manual            | read the instructions / look at the diagram               |
| 3 the radio             | listen to the news / check the football results           |
| 4 this pen              | write down the part number / correct my spelling mistakes |
| 5 your keys             | use my car / open the office                              |
| 6 the computer password | work on your emails / play a game                         |

# Specifying

- 1 Read the sentences about the light bulb. Complete the sentences about the cable.



The bulb is sixty watts.  
It's a sixty-watt bulb.



The cable is .....  
It's a ..... cable.

- 2 Make two sentences about these items.

Example

The battery is six volts. It's a six-volt battery.

- 1 battery  
6 volts



- 7 pump  
5 litres



- 2 hard drive  
10 gigabytes



- 8 fuse  
3 amps



- 3 engine  
2 litres



- 9 ruler  
15 centimetres



- 4 tank  
10 gallons



- 10 guarantee  
6 months



- 5 truck  
2 tonnes



- 11 weight  
4 pounds



- 6 screw  
3 centimetres



- 12 ladder  
6 feet\*



\*Irregular plural: one foot, but two **feet**.

- 3 Work with a partner. **Make up** conversations about the items in 2.

A Do you want this **battery**?  
B Is it six volts?  
A Yes, it is.  
B That's no good. I need a ten-volt **battery**.  
A Oh, I see.  
  
A Do you want this ...?  
B Is it ...?  
A Yes, it is.  
B That's no good. I need a(n) ....  
A Oh, I see.

- 4 Complete the sentences. Write s or nothing.

Example

This ladder's six metre...s...

Do you have a five-metre..... cable?

- 1 Do you have a ten-year..... passport?  
2 This bulb's 80 watt.....  
3 Is this a twenty-gigabyte..... hard drive?  
4 Do we have a six-foot..... ladder?  
5 The guarantee is for six month.....  
6 It's a four-hundred page..... manual.  
7 Do you have twenty dollar.....?  
8 I need a twenty-dollar..... bill.

- 5 Look at this table of measurements. What do the abbreviations mean?

Example

km = kilometre

The answers are in file 4 on page 103.

LENGTH	VOLUME	WEIGHT
1 km = 1,000 m	1 L = 1,000 ml	1 g = 1,000 mg
1 cm = 10 mm	1 gal = 8 pints	1 tonne = 1,000 kg
1 ft = 12 in		1 lb = 16 oz
1 yd = 3 ft		

- 6 Work with a partner. Ask and answer questions about the table.

A What's one kilometre?  
B It's a thousand metres.



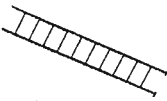









**7** Play a game with a partner. **A** – look at the information below. **B** – look at file 1 on page 102.

**A**  
 You and your partner both have storerooms. There are ten different items in each storeroom. The first person to find them all is the winner.

Find out what's in your partner's storeroom and write it in the correct square. Take turns to ask and answer questions like this:

A I'll go first. What's in J16?  
 B Nothing! You missed. OK, it's my turn. What's in H18?

**My storeroom**

	8	15	18	50	80
H				 12 ft ladder	
I	 6 m cable	 7 mm screw			 12 m rope
A			 10 volt battery		
E	 2 L pump		 4 oz weight		 13 amp fuse
R	 2 cm bolt		 100 watt bulb		

**My partner's storeroom**

	7	16	17	60	70
G					
B					
J					
P					
Y					

# Review and Remember 1

## The verb *be*

+ / - / ?

The verb *be* has three forms: *am*, *are*, and *is*.  
The contractions are *'m*, *'re*, and *'s*.  
Use *not* to make negatives. Contraction – *n't*.  
Change the word order to make questions.  
*You are hungry.* → *Are you hungry?*

1 Write the two forms of these contractions  
(*am not* has only one contraction).

- |                 |                    |                    |
|-----------------|--------------------|--------------------|
| 1 I am not.     | <i>I'm not.</i>    | _____              |
| 2 You are not.  | <i>You're not.</i> | <i>You aren't.</i> |
| 3 He is not.    | _____              | _____              |
| 4 She is not.   | _____              | _____              |
| 5 It is not.    | _____              | _____              |
| 6 We are not.   | _____              | _____              |
| 7 They are not. | _____              | _____              |

2 Write the questions.

- |                            |                        |
|----------------------------|------------------------|
| 1 You're hungry.           | <i>Are you hungry?</i> |
| 2 He's French.             | _____                  |
| 3 It's an electronic pass. | _____                  |
| 4 They're correct.         | _____                  |
| 5 We're ready.             | _____                  |
| 6 The numbers are wrong.   | _____                  |
| 7 The manual's in English. | _____                  |

✓ / ✗

To answer 'yes', don't use contractions. Yes,  
*she is*, not ~~*Yes, she's.*~~  
To answer 'no', use contractions. No, *she isn't*.










3 Complete the answers.

- |                      |                       |
|----------------------|-----------------------|
| 1 Is she English?    | Yes, <i>she is</i> .  |
| 2 Is he English?     | No, <i>he isn't</i> . |
| 3 Is it my turn?     | Yes, _____.           |
| 4 Are we ready?      | No, _____.            |
| 5 Are the cables OK? | Yes, _____.           |
| 6 Is this room 962?  | No, _____.            |
| 7 Are you hungry?    | No, _____.            |

## Classroom instructions

Complete the instructions with verbs from the list.

Say	Spell	Listen to
Write	Check	Look at
Read	Open	Work with

- |   |                               |
|---|-------------------------------|
| 1  | <i>Read</i> the instructions. |
| 2  | _____ your book.              |
| 3  | _____ the picture.            |
| 4  | _____ the cassette.           |
| 5  | _____ the word.               |
| 6  | _____ the word.               |
| 7  | _____ the number.             |
| 8  | _____ a partner.              |
| 9  | _____ your answers.           |

## At reception

- 1 Complete the conversation with words and phrases from the list

What's your name	no problem	Sorry
what company	do you spell	to see
here you are	Thanks	room
a little English		

- A Good morning.  
 B Good morning. I'm here .....<sup>1</sup>  
 Emma Tanner.  
 A .....<sup>2</sup>, please?  
 B Svenson. Ulf Svenson.  
 A How .....<sup>3</sup> that?  
 B S-V-E-N-S-O-N.  
 A And .....<sup>4</sup> are you with?  
 B Sundsvall Engineering.  
 A Is this your first visit?  
 B .....<sup>5</sup>?  
 A Is this your first visit here?  
 B Yes, it is. Sorry, I only speak  
 .....<sup>6</sup>.  
 A OK, .....<sup>7</sup>. Do you have a  
 passport?  
 B Yes, .....<sup>8</sup>.  
 A .....<sup>9</sup>. That's fine, Mr Svenson.  
 Emma Tanner is in .....<sup>10</sup> 406.

- 2 Read the conversation with a partner.

## Parts and equipment

- 1 Match the words in the list to the correct picture in the grid below.

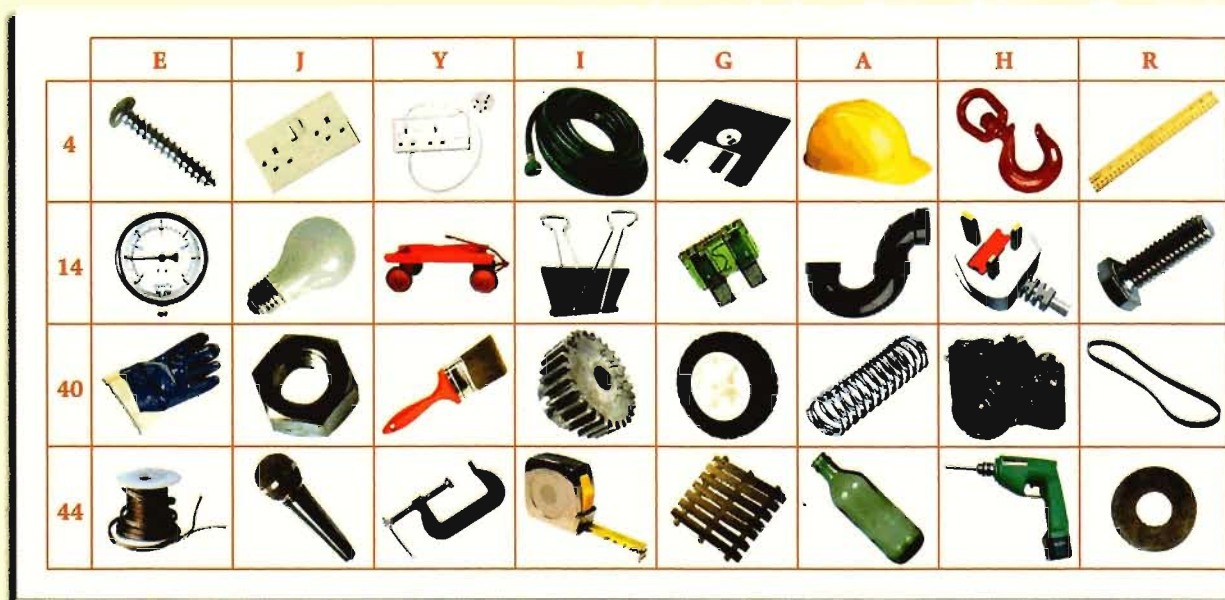
Write the square number. (You can ask your teacher for help or use a dictionary.)

screw	E4	socket	.....
washer	.....	tape measure	.....
spring	.....	ruler	.....
clip	.....	hard hat	.....
hook	.....	glove	.....
belt	.....	microphone	.....
nut	.....	camera	.....
bolt	.....	disk	.....
clamp	.....	bulb	.....
cog	.....	cart	.....
gauge	.....	lead	.....
fuse	.....	pallet	.....
drill	.....	bottle	.....
cable	.....	pipe	.....
hose	.....	paintbrush	.....
plug	.....	wheel	.....

- 2 Work with a partner. Take turns to test each other.

Example


- A What's E4?  
 B It's a screw.





# 4 Is that correct?

## Email addresses

- 1  Listen to someone saying an email address. Tick the correct address.

- 1 j-luc@redtop.co.fr ☐
- 2 j-luc@redtop.com.fr ☐
- 3 j\_luc@redtop.co.fr ☐
- 4 j\_luc@redtop.com.fr ☐

### Email addresses

**J\_Jarvie-67@topleft.com**

underscore hyphen at all one word dot

We say com (not C-O-M), co (not C-O), net (not N-E-T), and org (not O-R-G).


- 2 Say these email addresses.

- 1 m.parks@callserve.com
- 2 kazuo@raper.net.jp
- 3 wills6328@yahoo.co.uk
- 4 user-info@tech.store.com.br
- 5 f\_orth@t-lightwork.org.de

- 3 Work in groups. One person says their email address. The others write it down.



## Telephone messages

- 1  Listen to someone taking a telephone message. Write the message.

**Message for:** Maria


**Please call:**

**Telephone no:**

- 2 Complete the sentences with a phrase from the list.

I'm afraid    do you    a second    Can I  
Can you    I need    This is

- 1 ..... speak to Maria, please?
- 2 ..... she's not here.
- 3 ..... take a message?
- 4 Sure. Just .....
- 5 ..... a pen.
- 6 ..... Don Sinclair.
- 7 How ..... spell that?

- 3  Listen again and check your answers.

### Correcting

To correct someone, stress the information that's different.

- A So that's 4989 287 9806.
- B No, 9826.

- 4 Work with a partner. Take turns to be **A** and **B**.

A So that's 6741.

B No, 6743.

1 A So that's 6741. B No, 6743.

2 A So that's 8529. B No, 9529.

3 A So that's 3290. B No, 3490.

4 A So that's 1168. B No, 1164.

5 A So that's 344742. B No, 347742.

6 A So that's 652880. B No, 642880.

- 5 Write these phrases in the correct place in the table.

*How do you spell that?*

*The code is ...*

*Just a second. I need a pen.*

*Thanks very much.*

*This is Jean-Luc.*

*So that's ...*

### Useful telephone phrases

#### Starting the call

Hello.

Is that the Research Department?

..... 1

Can I speak to ..., please?

#### Messages

Can you take a message?

Are you ready? .....

2

#### Giving numbers

My number is ...

..... 3

#### Spelling

..... 4

J-I-M. Then new word ...

#### Checking

Sorry? .....

5

#### Ending the call

..... 6

You're welcome.

Goodbye.

- 6 Work with a partner. Use the words in the boxes to make another call. Take turns to be **A** and **B**.

**A** – write the message.

**B** – use your real name and telephone number.

A	B
Sales Department.	... speak to Thomas?
... not here.	... a message?
Sure. ... a second. ... pen.	... ready?
Yes.	Please ask Thomas to ... This is ... <give your name>
How ... spell that?	It's ... <spell your name>
So that's ... <spell the name>?	That's right. And my number is ... <give your number>
So that's ... <say the number>?	That's right. Thanks.

- 7 Work with a partner.

**A** – look at the information below.

**B** – look at file 5 on page 103.

**A**

You work for Allied Engineering. You work with Teresa Harris, but she isn't here today. Someone calls you. Take a message and write it here.

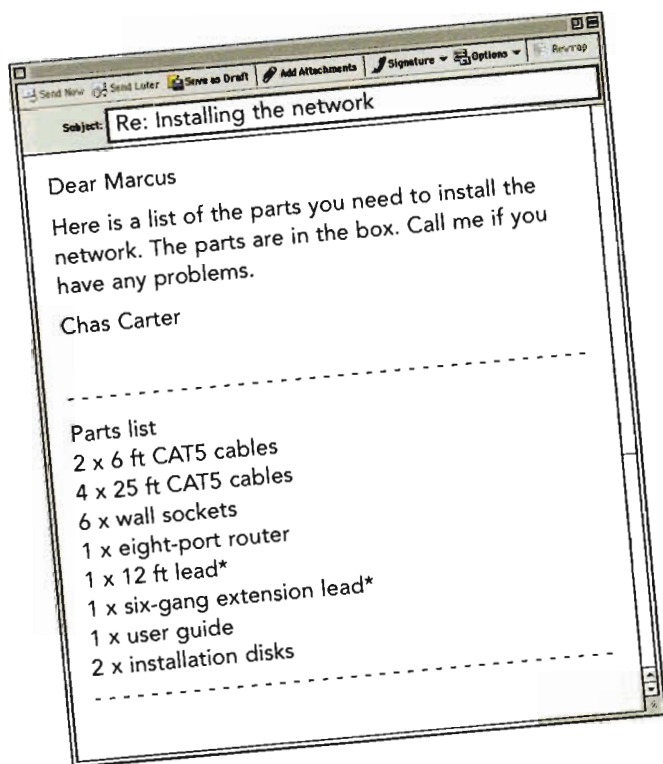
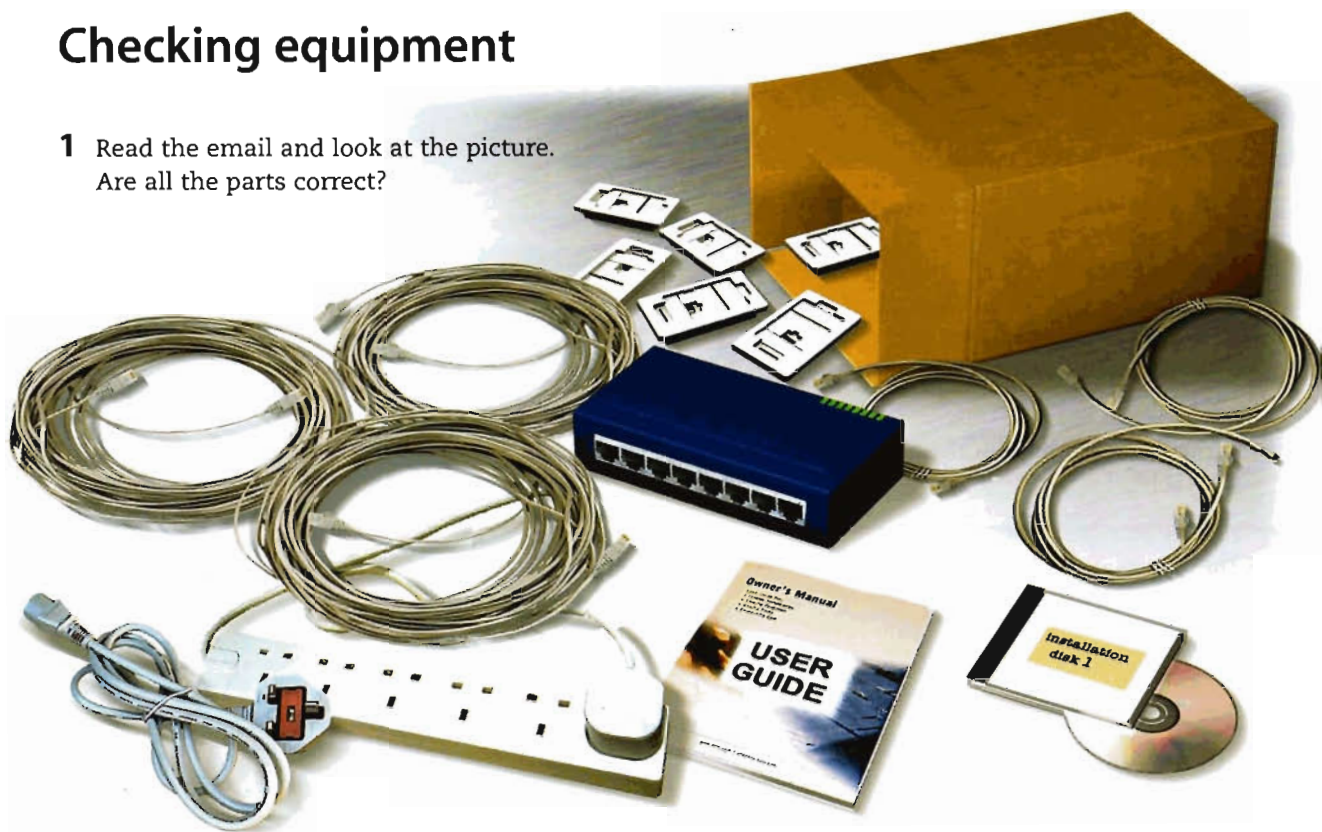
Message for: .....

Please contact: .....

Contact information: .....

# Checking equipment

- 1 Read the email and look at the picture.  
Are all the parts correct?



lead **BrE** – power cord **AmE**

six-gang extension lead **BrE** – six-outlet power strip **AmE**

- 2 Work with a partner. Check the parts against the list.

A Do we have two six-foot cables?  
B No, we have three!  
A Do we have ...?

- 3 Marcus calls Chas, but Chas is out. Marcus leaves this message. Complete the message with the words from the list.

disk	network	six	three
need	have	call	don't

'Hi, Chas! It's Marcus. Thanks for your email about installing the .....<sup>1</sup>. I'm afraid we .....<sup>2</sup> a problem. We .....<sup>3</sup> have enough twenty-five-foot cables. We need four, but we only have .....<sup>4</sup>. We have an extra .....<sup>5</sup>-foot cable, but that's no good. And we have another problem. We only have one installation .....<sup>6</sup>. I think we .....<sup>7</sup> two. Please .....<sup>8</sup> me about this. Thanks a lot. Bye.'

- 4 Listen and check your answers.



5 Work with a partner. **A** – look at the information below. **B** – look at file 8 on page 104.

**A**  
You need these things for a job. Ask your partner if they have them. Tick (✓) the things they have.

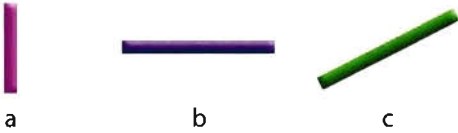
Do you have ...?



torch **BrE** – flashlight **AmE**

# Following instructions

- 1 Look at these lines. Which is:
- 1 horizontal?
  - 2 diagonal?
  - 3 vertical?



- 2 Listen to some instructions and draw the lines on the grid. What is it?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- 3 Work with a partner.  
**A** – look at the information in file 9 on page 104.  
**B** – look at the information in file 36 on page 114.

# 5 Where is it?

## Describing controls

- 1 Look at this control panel. Read the text and find these controls.

- |                |           |            |
|----------------|-----------|------------|
| 1 levers       | 4 clock   | 7 air vent |
| 2 LCD displays | 5 sockets | 8 knobs    |
| 3 key pad      | 6 gauges  | 9 switches |



There are three levers at the top on the left. There are two LCD displays on the right in the centre and there is a key pad at the bottom on the right. There is also a clock and an air vent and there are six sockets, four gauges, three knobs, and five switches.

- 2 Listen and repeat the words.  
sockets switches knobs gauges levers
- 3 When is it there is ... and when is it there are ...? Complete the rule by choosing the right answer.

### there is / there are

- For one thing, use *there is* ... / *there are* ...
- For two or more things, use *there is* ... / *there are* ...

We write *there is* ..., but we say *there's* ...

- 4 Underline the words *in*, *on*, and *at* in the text in 1. Then complete the phrases below with *in*, *on*, or *at*.

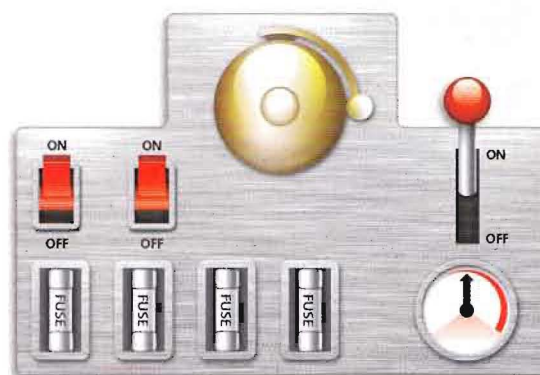
### Describing position

- |                  |                  |
|------------------|------------------|
| ..... the top    | ..... the bottom |
| ..... the right  | ..... the left   |
| ..... the centre |                  |

- 5 Work with a partner. Ask and answer questions about the controls.

- A Where's the clock?  
B It's in the centre on the left.
- A Where are the switches?  
B They're on the right at the top.

- 6 Read about some more controls and look at the picture. There are some mistakes in the text. Find the mistakes and correct them.



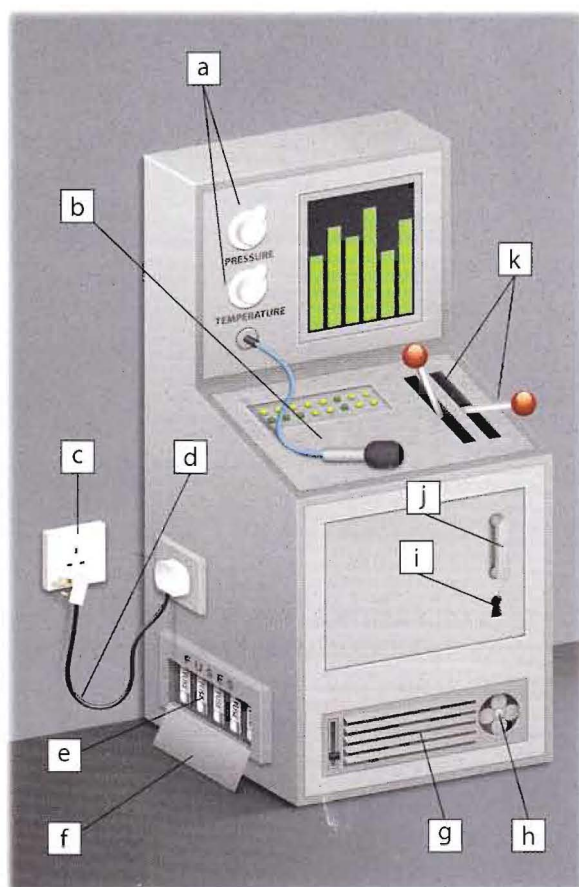
There's an alarm bell in the centre at the bottom, and there are four fuses at the bottom on the right. There are two switches at the top on the left. There's a gauge at the top on the right and a lever at the bottom. The switches are off and the lever is down.

Example

There's an alarm bell in the centre at the <sup>top</sup> ~~bottom~~ ...



- 7 Match the parts of this control station with the words in the list.



microphone	fuse	fan
handle	socket	lock
air vent	cover	lead*
levers	knobs	

lead BrE – power cord AmE

- 8 Look at the control station in 7 again. What do we:

- 1 open and close?
- 2 pull and push?
- 3 lock and unlock?
- 4 plug in and unplug?
- 5 turn clockwise and anti-clockwise\*?
- 6 turn on and turn off?
- 7 remove and replace when they burn out?

anti-clockwise BrE – counter-clockwise AmE

Example

open and close – the air vent, the cover

- 9 Read these instructions. Point to the correct part of the control station.

- 1 Close the air vent.
- 2 Turn off the fan.
- 3 Pull the lever.
- 4 Unlock the cover.
- 5 Plug in the control station.
- 6 Turn the knobs clockwise.
- 7 Remove the fuse.

- 10 Give the opposite instructions.

Example

Close the air vent. – **Open** the air vent.

- 11 Watch your teacher mime some of the instructions. Say the instructions.

- 12 Work with a partner. **A** – give the instructions. **B** – mime the instructions.

- 13 Work with a partner. **A** – look at the information below. **B** – look at file 11 on page 105.

**A**

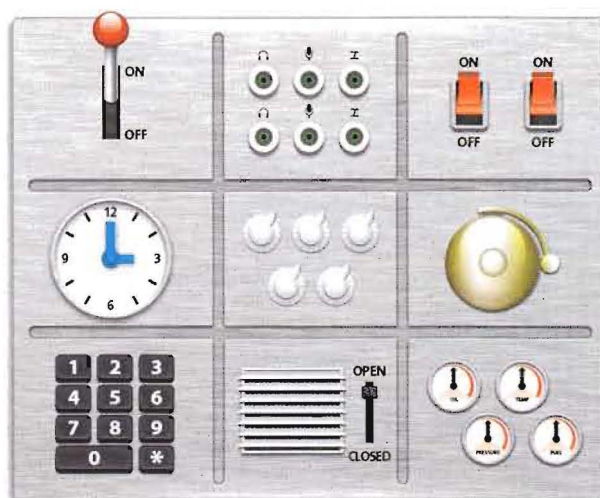
Here's another control panel. Your partner has a similar picture, but there are six differences. Describe your control panel to your partner. Find the differences.

A There are two switches.

B Where are they?

A On the right at the top.

B Are they on or off?



Where is it?

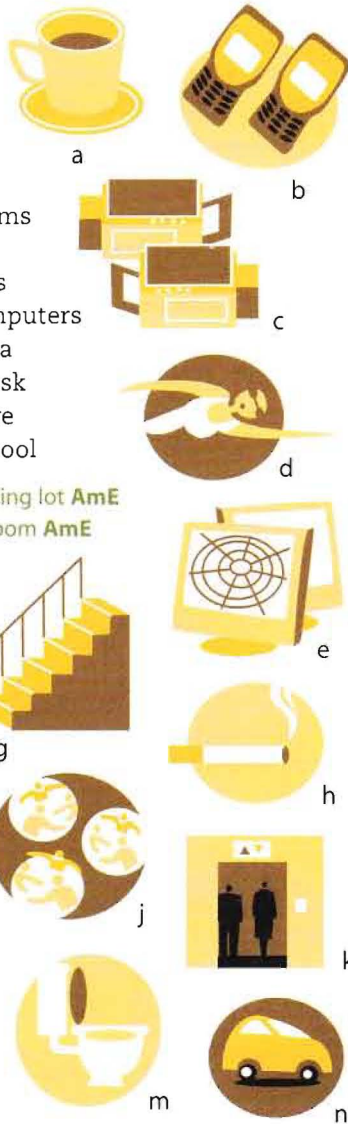
23



# Describing facilities

1 Match these facilities to the correct symbol.

- 1 restaurant
- 2 stairs
- 3 telephones
- 4 car park\*
- 5 elevator
- 6 toilets\*
- 7 meeting rooms
- 8 coffee bar
- 9 photocopiers
- 10 Internet computers
- 11 smoking area
- 12 reception desk
- 13 fitness centre
- 14 swimming pool



car park **BrE** – parking lot **AmE**  
toilets **BrE** – bathroom **AmE**

2 A hotel guest wants five things. What are they? Listen and find out.

3 What facilities are there at the hotel? Is there:

- 1 a restaurant in the hotel?
- 2 24-hour room service?
- 3 a restaurant near the hotel?
- 4 a minibar in the room?
- 5 an elevator?

4 Listen again and complete the questions. Then answer them.

- 1 ..... 's the hotel restaurant?
- 2 ..... room service?
- 3 ..... restaurants near the hotel?
- 4 ..... minibar in my room?
- 5 ..... elevator?

5 When is it *Is there ...* and when is it *Are there ...*? Complete the rules by choosing the right answer.

**Is there a(n) ...? / Are there any ...?**

- For one thing ask *Are there any ...?* / *Is there a(n) ...?*
- For two or more things ask *Are there any ...?* / *Is there a(n) ...?*

6 Work with a partner. Ask and answer questions about the facilities of the building you're in now. Use the symbols in 1.

- A *Is there a restaurant?*  
B *No, there isn't.*  
A *Are there any stairs?*  
B *Yes, there are.*

What other facilities are there?

7 Work with a partner again. Look at this elevator sign. Ask and answer questions about these facilities.

- reception desk
- coffee bar
- fitness centre
- Italian restaurant
- car park
- swimming pool
- cocktail bar
- meeting rooms

- A *Where's the reception desk?*  
B *It's on the first floor.*

The Prince Regent Hotel	Floor
Rooftop Pool	23
President's Fitness Club	22
Fazio's Pizzeria	12
Hawaii Nights Cocktail Bar	11
Executive Meeting Rooms	3 and 4
Rio Coffee Lounge	2
Reception	1
Parking	Lower level

# Describing tests



1 Look at the pictures. How many vehicles and people are there? Are they real people?

2 Complete the conversation. Write *there's*, *there isn't*, *there are*, or *there aren't*.

## Picture 1

Q How many people are there in the car?

A None, but .....<sup>1</sup> three dummies. ....<sup>2</sup> a dummy of a man at the front and a woman and child at the back, but .....<sup>3</sup> any real people.

Q It's just a test?

A Yes, it's a 56 km/h crash test.

## Picture 2

Q Where are the car doors?

A .....<sup>4</sup> any. We want to see the dummies move.

Q What about seat belts?

A .....<sup>5</sup> a seat belt at the front, and .....<sup>6</sup> an air bag too. But .....<sup>7</sup> a seat belt at the back.

## Picture 3

Q Is this a dummy too? .....<sup>8</sup> circles on its clothes.

A Yes, it's another test. ....<sup>9</sup> sensors in its body too. They help us measure its movement.

Q Is there a fire here?

A No, .....<sup>10</sup>. It's an air bag.

3 Underline the plural words in the questions and answers in 2.

Example

How many people are there in the car?

## Plurals

1 Add -s if there is more than one thing.  
one door – two doors, one belt – three belts

2 Some plurals end with -es or -ies.  
If a word ends -sh, -s, -ch, -x, or -z, add -es.  
crashes, addresses, switches, faxes

3 If a word ends with a consonant +y, remove -y and add -ies.  
dummy → dummies, battery → batteries.

4 Some plurals are irregular.  
one person – two people

4 Write the plurals of these words. Add -s, -es, or -ies.

- |                 |                     |
|-----------------|---------------------|
| 1 battery       | <u>batteries</u> .. |
| 2 sandwich      | .....               |
| 3 box           | .....               |
| 4 lock          | .....               |
| 5 key           | .....               |
| 6 security pass | .....               |
| 7 dictionary    | .....               |

5 These words have irregular plural forms. What are they? Ask your teacher for help or use a dictionary.

- |          |                     |
|----------|---------------------|
| 1 person | <u>people</u> ..... |
| 2 man    | .....               |
| 3 woman  | .....               |
| 4 child  | .....               |
| 5 foot   | .....               |
| 6 tooth  | .....               |



# 6 Tell me about it

## Describing features

- 1 What kind of car do you have (a Ford, a BMW, etc.)? Is it very old?
- 2 Look at the photos in 4. What kind of car is this? Write the numbers of these parts.

- |                  |               |
|------------------|---------------|
| 1 wheels         | 5 windscreen* |
| 2 steering wheel | 6 brake pedal |
| 3 seats          | 7 fins        |
| 4 windows        |               |

Does it have a gear lever\*?

windscreen **BrE** – windshield **AmE**

gear lever **BrE** – stick shift **AmE**

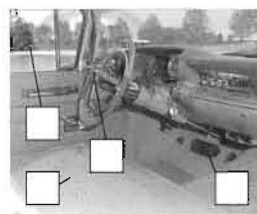
- 3 This Cadillac Sedan de Ville was very advanced for 1959. It has automatic transmission (not manual) and a lot of other features. Look at the features below. Which features does it have? What do you think?

Does it have:

- |   |                 |
|---|-----------------|
| 1 manual transmission?                          | Yes / <u>No</u> |
| 2 electrically powered windows?                 | Yes / No        |
| 3 a central locking system?                     | Yes / No        |
| 4 power brakes?                                 | Yes / No        |
| 5 power steering?                               | Yes / No        |
| 6 air bags?                                     | Yes / No        |
| 7 cruise control?                               | Yes / No        |
| 8 a heater?                                     | Yes / No        |
| 9 a telephone?                                  | Yes / No        |
| 10 a GPS (global positioning satellite) system? | Yes / No        |
| 11 air-conditioning?                            | Yes / No        |
| 12 a CD player?                                 | Yes / No        |
| 13 a six-cylinder engine?                       | Yes / No        |
| 14 an eighty-litre fuel tank?                   | Yes / No        |
| 15 fins?  | Yes / No        |
| 16 other features? (what?)                      | Yes / No        |

- 4 Read about the Sedan de Ville and check your answers.

The Sedan de Ville has all the advanced engineering features of a 1959 Cadillac. It has power brakes and electrically powered windows. Its radio has



an electrically powered antenna\*. An electric switch locks and unlocks all the doors from the driver's seat. Driving is easy with its automatic transmission, and it has power steering, so parking is easy too. There's a heater for cold weather and air-conditioning for hot weather. And the Sedan de Ville is powerful. It has an 8-cylinder, 390-in<sup>3</sup> (6.4-litre) engine and a 21-gallon (80-litre) fuel tank. With the Sedan de Ville, you can save money on fuel because it has automatic cruise control.



aerial **BrE** – antenna **AmE**

- 5 Work with a partner. Ask and answer questions about your cars. Ask about the features in 3.

A Does your car have automatic transmission?

B No, it doesn't. It's manual.

A Does it have ...?

### have / has

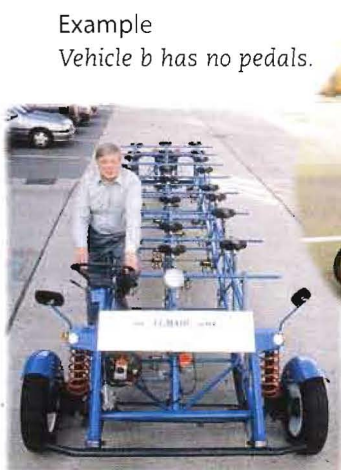
- + It has fins.
- It doesn't have fins.
- ? Does it have fins?
- ✓ Yes, it does. / ✗ No, it doesn't.



- 6 Look at some more vehicles. Say what's unusual about them.

Example

Vehicle *b* has no pedals.



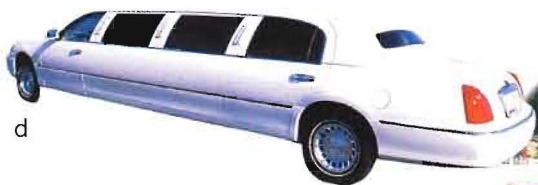
a



b



c



d



e



f



g



h

- 7 Which vehicle has:

- 1 no wheels?
- 2 just one wheel?
- 3 a lot of windows?
- 4 a lot of steering wheels?
- 5 no seats?

And which vehicles have:

- 6 no pedals?
- 7 several seats?
- 8 a lot of seats?
- 9 unusual wheels?
- 10 an unusual body?

### Quantities

*a(n)* = one

*several* = some (more than two, but not a lot)

*a lot of* = many (a large number)

- 8 Play a game with some other students. One student chooses a vehicle. The others ask questions to find out which one. The first student can only answer Yes, No, or *I'm not sure*.

*Does it have a lot of steering wheels?*

*No, it doesn't.*

*Does it have a brake?*

*I'm not sure.*

*Does it have several ...?*

# Materials

- 1 Stand up and walk around the room with your teacher. Ask what things are made of.

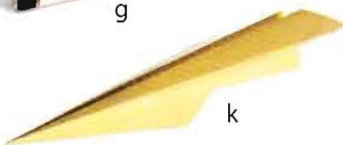
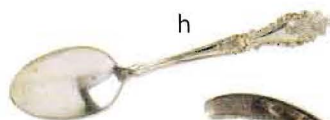


You What's this made of?  
Your teacher It's made of glass.



You What are these made of?  
Your teacher They're made of leather.

- 2 What are these things made of?



- 3 Work with a partner. Point at different pictures and test each other.

A What's this made of?  
B It's made of plastic.

- 4 Which materials:

- 1 are metals?
- 2 come from trees?
- 3 come from animals?
- 4 are synthetic (man-made, not natural)?

- 5 Find sixteen materials in the puzzle. Read across →, down ↓, and diagonally ↗ ↘.

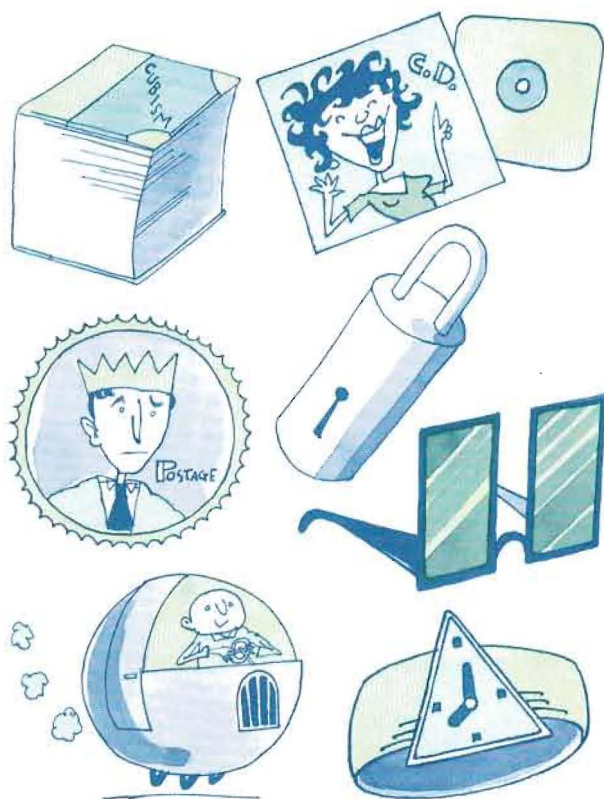
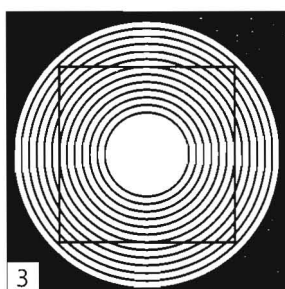
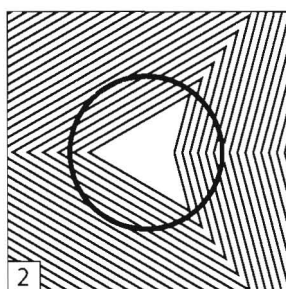
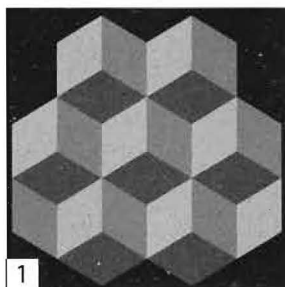
X	L	X	X	W	O	O	D	X	X	X
C	E	R	A	M	I	C	X	R	M	W
P	A	X	N	X	X	C	X	U	X	O
A	T	R	X	Y	I	X	I	B	G	O
P	H	X	D	T	L	N	R	B	O	L
E	E	X	S	B	I	O	O	E	L	S
R	R	A	X	M	O	X	N	R	D	T
X	L	X	U	G	L	A	S	S	X	E
P	O	L	Y	S	T	Y	R	E	N	E
X	A	S	I	L	V	E	R	D	X	L



# Shapes

1 What shapes can you see in these pictures? Answer the questions. You can check your answers in file 7 on page 103.

- 1 How many cubes can you see?
- 2 Is the circle really circular?
- 3 Is the square really square?



2 Complete the table using words from the list.

semi-circle	sphere	triangular	oval
cylindrical	square	rectangular	cube

The shape

The description



It's a circle.



It's circular. / It's round.



It's a square.



It's .....<sup>1</sup>.



It's a triangle.



It's .....<sup>2</sup>.



It's a .....<sup>3</sup>.



It's semi-circular.



It's a rectangle.



It's .....<sup>4</sup>.



It's an .....<sup>5</sup>.



It's oval.



It's a .....<sup>6</sup>.



It's spherical.



It's a .....<sup>7</sup>.



It's cubic.



It's a cylinder.

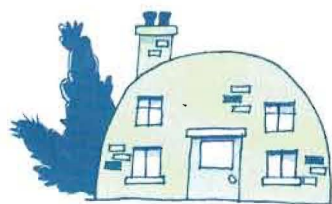


It's .....<sup>8</sup>.

3 Work with a partner. Ask and answer questions about these things.

What shape is the car?  
It's spherical.

What shape is the watch?  
It's triangular.







## Review and Remember 2

### The verb *have*

+ / ? / -

- 1 Use *have* with I, you, we, and they.   
You *have* mail.
- 2 Use *has* with he, she, and it.   
It *has* an attachment.
- 3 Use *do* or *does* to make questions.  
Do you *have* my email address?  
Does the email *have* an attachment?
- 4 Use *don't* or *doesn't* to make negative sentences.  
I *don't* have your email address.  
It *doesn't* have an attachment.

Complete this conversation, then read it with a partner.

- A Do we .....<sup>1</sup> everything?  
 B Yes, we're ready to go.  
 A .....<sup>2</sup> you have the microphones?  
 B Yes, and I .....<sup>3</sup> the lights and the video camera.  
 A .....<sup>4</sup> you have the batteries for the camera?  
 B No, the camera .....<sup>5</sup> have batteries.  
 I think they're missing.  
 A .....<sup>6</sup> it have a lead?  
 B Yes, it .....<sup>7</sup> a 12-foot lead.  
 A That's OK, then.  
 B There's one thing we .....<sup>8</sup> have.  
 A What's that?  
 B Lots of time. Come on. Hurry up!

#### *have* and *have got*

English speakers use *have* and *got* in different ways. For example, people say:  
 Do you *have* a problem? Yes, I *do*.  
 Have you *got* a problem? Yes, I *have*.  
 You *gotta* problem? Yeah, I *do*.  
 They mean the same thing.

### First, second, third

- 1 Number the days of the week.

- |  |                                   |
|--|-----------------------------------|
| <input type="checkbox"/> Tuesday             | <input type="checkbox"/> Thursday |
| <input type="checkbox"/> Friday              | <input type="checkbox"/> Saturday |
| <input type="checkbox"/> Wednesday           | <input type="checkbox"/> Sunday   |
| <input checked="" type="checkbox"/> 1 Monday |                                   |

- 2 Number the months of the year.

- |   |                                    |
|---|------------------------------------|
| <input type="checkbox"/> October              | <input type="checkbox"/> April     |
| <input type="checkbox"/> July                 | <input type="checkbox"/> September |
| <input checked="" type="checkbox"/> 1 January | <input type="checkbox"/> March     |
| <input type="checkbox"/> June                 | <input type="checkbox"/> November  |
| <input type="checkbox"/> February             | <input type="checkbox"/> May       |
| <input type="checkbox"/> December             | <input type="checkbox"/> August    |

- 3 Number the seasons of the year.

- |                                  |
|----------------------------------|
| <input type="checkbox"/> autumn* |
| <input type="checkbox"/> winter  |
| <input type="checkbox"/> summer  |
| <input type="checkbox"/> spring  |

autumn BrE - fall AmE

- 4 Work with a partner. Take turns testing each other.

- A What's the first day of the week?  
 B Monday. What's the eighth month of the year?  
 A August. What's the ...?

See page 116 for a list of ordinal numbers.

# Opposites

Complete the crossword puzzle. Use words with opposite meanings.

Example

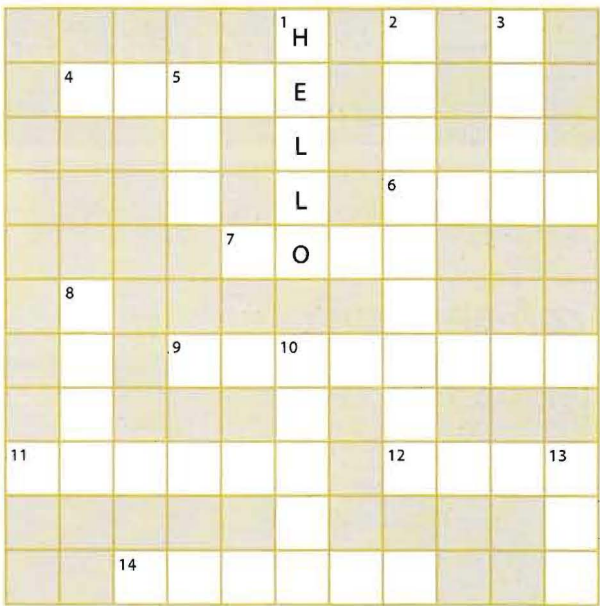
1 down – The opposite of goodbye is hello.

**Across**

- 4 open
- 6 hot
- 7 unlock
- 9 horizontal
- 11 plug in
- 12 difficult
- 14 top

**Down**

- 1 goodbye
- 2 anti-clockwise
- 3 push
- 5 on
- 8 up
- 10 left
- 13 no



# What's missing?

1 What things are missing in these pictures?

1

2

3

4

5

6

7

8

9

10

11

12

13

14

Johnsmith@hotmail.com

MariaTechTalk.net

Helen@work.org

AB Systems  
24 Canal Street  
London SW10 4JP

AB Systems  
24 Canal Street  
London SW10 4JP

1

2

3

4

5

6

7

8

9

10

11

12

13

14

2 Write sentences about what's missing.  
Check the list for help.

Example

2 They don't have tails.

10 It doesn't have a floor 13.

floor 13	@ symbols	taps	tails
wheels	pedals	stamp	plug
antenna	handles	key pads	lens