

**Jake Hughes** and **Katie Wood**  
with additional material by Paul Dummett  
Series Adviser **Catherine Walter**

# Navigate

**Coursebook**  
with video

**A2** Elementary

OXFORD

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**Elementary**





**OXFORD**  
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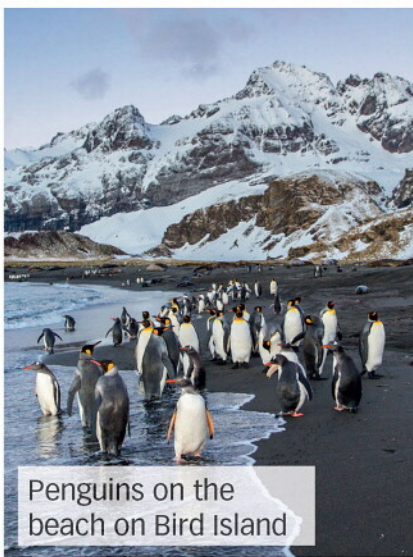
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# My day

## 2.1 A day in the life of a scientist

GOALS ■ Talk about everyday actions ■ Use the present simple positive to talk about your day

### Listening & Grammar present simple and adverbs of frequency



Penguins on the beach on Bird Island



Seals on Bird Island

1 Work with a partner. Look at the photos and information about Bird Island and answer the questions.

- 1 Where is Bird Island?
- 2 What animals live there?

2 2.1 ))) Melanie Szabo is a scientist on Bird Island. Listen to her talking about her day in the summer and in the winter. Tick (✓) the activities she mentions.

- |                           |                   |
|---------------------------|-------------------|
| 1 study penguins          | 7 have dinner     |
| 2 get up early            | 8 work in the lab |
| 3 have breakfast          | 9 write emails    |
| 4 go out in a boat        | 10 go to bed late |
| 5 visit different islands | 11 relax          |
| 6 take photos             | 12 read a book    |

3 2.1 ))) Listen again and complete the sentences with the correct verbs. Is Melanie talking only about today, or things she does every day?

- 1 In the summer, my days are long. I \_\_\_\_\_ early and \_\_\_\_\_ to the beach. I watch the penguins.
- 2 We \_\_\_\_\_ different islands and we \_\_\_\_\_ photos.
- 3 In the winter, we usually \_\_\_\_\_ more free time.

4a Work with a partner. Read the article about Melanie and her colleague, Sven. How are their jobs different?

### SCIENTISTS ON BIRD ISLAND

Bird Island is an important scientific research centre. Every year lots of scientists visit the island, but Melanie Szabo, a professor of zoology, works there all year. Sven Olafsson, who is from Bergen in Norway, also works on the island. He studies seals and Melanie watches penguins. The penguins come to the beaches on the north of the island and Melanie often works there alone. Sven never works alone – he always works with the other scientists because the male seals are big and sometimes dangerous! Sven loves his job, but he works very hard and he hardly ever has free time. For Melanie, her favourite time is Saturday night. One of the scientists usually makes a big dinner for the group and they watch a movie together, relax or play games.

b Work with a partner. Would you like to work on Bird Island? Why/Why not?

5 Work with a partner. Read the sentences and complete the rules in the Grammar focus box.

- 1 We visit different islands and we take photos.
- 2 Sven loves his job, but he works very hard and he hardly ever has free time.
- 3 Melanie watches penguins.

### GRAMMAR FOCUS present simple positive

- We use the present simple to talk about repeated actions and things that are always true.
- To make the present simple positive, we use:  
I/You/<sup>1</sup>\_\_\_\_\_/They + infinitive without to  
<sup>2</sup>\_\_\_\_\_/She/It + infinitive without to + (e)s
- When a verb ends in -ch, -sh, -ss, -s, -z, -x, we add <sup>3</sup>\_\_\_\_\_ to the third person he/she/it form.
- The third person he/she/it form of have is <sup>4</sup>\_\_\_\_\_.

→ Grammar Reference page 138

**PRONUNCIATION** third person -(e)s

- The third person -s is pronounced /s/ or /z/ with most verbs, e.g. *works, goes*.
- With verbs ending in -ch, -sh, -ss, -s, -z or -x, the third person he/she/it form is pronounced /ɪz/, e.g. *watches, washes*.

- 6a 2.2** ))) Listen to three sentences and repeat.
- 1 Melanie **watches** penguins. /ɪz/    3 Sven **loves** his job. /z/
- 2 Sven also **works** on the island. /s/
- b 2.3** ))) Listen and circle the final sound you hear in verbs 1-6.
- 1 goes /z/ /ɪz/    3 cooks /s/ /ɪz/    5 makes /s/ /ɪz/
- 2 teaches /z/ /ɪz/    4 relaxes /s/ /ɪz/    6 plays /z/ /ɪz/
- c 2.4** ))) Listen, check and repeat.

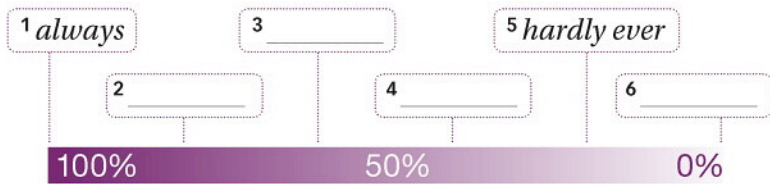
- 7a** Read the Grammar focus box about adverbs of frequency.

**GRAMMAR FOCUS** adverbs of frequency

- Adverbs of frequency, e.g. *always, never, sometimes*, etc. tell us how often or how frequently something happens.
- In the present simple, adverbs of frequency come **after** the verb *to be*, but **before** all other verbs.  
*In the winter, the weather **is always** very cold.*  
*Melanie **often works** there alone all day.*

→ **Grammar Reference** page 138

- b** Work with a partner. Underline the adverbs of frequency in exercise 4a. Write them in the correct place in the diagram.



- 8a** Read the sentences about a scientist's week and complete the sentences with the correct form of the verbs in the box.

arrive be go (x2) ~~get up~~ have relax return work

- 1 During the week, he gets up early and he \_\_\_\_\_ at a volcano at seven o'clock. (always/usually)
- 2 His work \_\_\_\_\_ dangerous and he \_\_\_\_\_ alone. (sometimes/never)
- 3 He \_\_\_\_\_ to the research centre at about 1 o'clock, and he \_\_\_\_\_ lunch in the lab. (usually/always)
- 4 On Friday and Saturday nights he \_\_\_\_\_ at home. He \_\_\_\_\_ out with friends and he \_\_\_\_\_ to bed early. (usually/hardly ever/often)

- b** Read the sentences in exercise 8a again and put the adverbs in (brackets) in the correct places.

- c 2.5** ))) Listen and check your answers.

**Vocabulary & Speaking** daily activities

- 9a** Work with a partner. Match illustrations 1-12 to the phrases in the box.

get up go home go to bed go to work/college  
have a shower have lunch/dinner listen to music  
make breakfast play video games read a book  
see friends watch TV/a film



- b 2.6** ))) Listen, check and repeat.

- 10a TASK** Tell your partner five things about your day, using the phrases in exercise 9a and adverbs of frequency. Give more information when you can.

*I get up at about eight o'clock.*  
*I (sometimes/always/never) have a shower ..., etc.*

- b** Work with a different partner. Tell them about your first partner's day.

*Alexa gets up at eight o'clock. She always has a shower.*

**▶ VOX POPS VIDEO 2**



# 2.2 Spending time

GOALS ■ Tell the time ■ Use the present simple negative

## Listening & Vocabulary telling the time

1a Work with a partner. Do you think sentences 1-3 are true (T) or false (F)?

- 1 It takes about a year to learn to be an astronaut. T / F
- 2 Some astronauts stay in space for over a year at a time. T / F
- 3 Astronauts don't need perfect eyesight. T / F

b Turn to page 127 and check your answers.



2 2.7 ))) Sanaa Diya is a trainee astronaut at the European Astronaut Centre (EAC) in Cologne, Germany. Listen and answer the questions.













- 1 What does she think about the training?
- 2 What subjects does she learn?

3 2.7 ))) Listen again and match activities 1-6 in Sanaa's day to times a-f.

- 1 She gets up
- 2 She has breakfast in the canteen
- 3 She goes to morning classes
- 4 She stops for a break in the morning
- 5 Classes finish in the evening
- 6 She goes to sleep

- a at quarter to eight.
- b at ten to seven.
- c at quarter to six.
- d at five past ten.
- e at quarter past eleven.
- f at half past eight.

4a Work with a partner. Write the times under the clocks.

		
1 <i>It's three o'clock.</i> _____	2 _____	3 _____
		
4 _____	5 _____	6 _____
		
7 _____	8 _____	9 _____
		
10 _____	11 _____	12 _____

b 2.8 ))) Listen, check and repeat.

## PRONUNCIATION saying the time

- When we say the time, we don't stress *past* or *to*, e.g. *twenty-five past three, ten to seven.*
- We don't pronounce the letter *l* in *half*, so we say /ha:f/.
- *Quarter* begins with a /k/ sound, so we say /kwɔ:tə/.

5a 2.9 ))) Listen to the times. Circle the words you hear.

- |                                    |                                       |
|------------------------------------|---------------------------------------|
| 1 <i>quarter / half past eight</i> | 4 <i>five / quarter to six</i>        |
| 2 <i>quarter to / past three</i>   | 5 <i>twenty to / past three</i>       |
| 3 <i>ten to / past ten</i>         | 6 <i>twenty / twenty-five to four</i> |

b 2.9 ))) Listen again and repeat.

6 Work with a partner. Talk about what time you do these things or what time they happen where you live.

- |                                      |                          |
|--------------------------------------|--------------------------|
| • the sun rises in summer            | • you have lunch         |
| • you get up                         | • the shops close        |
| • the shops open                     | • public transport stops |
| • your favourite TV programme starts |                          |

*The sun rises at about half past six.*

*Shops like the baker's open early, at eight o'clock.*

## Reading & Grammar present simple negative

- 7 Work with a partner. What's different about life on earth and life in space? Use the ideas in the box.

daytime and night-time washing sleeping

- 8a Read the article about Canadian astronaut Chris Hadfield and life in space. Check your ideas in exercise 7.

### A perfect day

When Chris Hadfield goes into space, he doesn't have a lot of free time. He works twelve hours a day and also does two hours' exercise. Life in space is very different to life on earth. Astronauts don't have showers like people on earth do - they wash with a cloth. They don't sleep in a bed - they sleep in special sleeping bags on the walls. It is difficult to know the time because in space the sun doesn't rise once a day - it rises once every 45 minutes. It's hard work, but most astronauts love being in space. Chris says it is amazing and he doesn't want to sleep. For him, every day in space is a perfect day!



- b Underline the negative verb forms in exercise 8a, e.g. *doesn't have*, and complete the rules in the Grammar focus box.

### GRAMMAR FOCUS present simple negative

To make the present simple negative, we use:

I/You/We/They + *do not* ( \_\_\_\_\_ ) + infinitive without *to*  
 He/She/It + *does not* ( \_\_\_\_\_ ) + infinitive without *to*

→ Grammar Reference page 139

- 9a Change these sentences from positive to negative. Use contractions.

- They have a lot of free time.  
*They don't have a lot of free time.*
- I go to classes in the evening.
- Chris has a shower in the morning.
- Sanaa sleeps in a sleeping bag.
- They speak to their families every day.
- He works eight hours a day.

- b 2.10 ))) Listen, check and repeat.

- 10a Work with a partner. Do you think these things usually happen or not in space?

- A *I don't think astronauts get sick on their first trip into space.*  
 B *Really? I disagree. I think they usually get sick.*

- get sick on their first trip into space
- wear special clothes in the space station
- change their clothes every day
- exercise a lot
- go on a spacewalk every day
- sleep a lot

- b 2.11 ))) Listen and check your ideas.

- 11a **TASK** Chris says every day in space is a perfect day for him. Describe a perfect day for you. Write down three things you do and three things you don't do.

*On a perfect day, I don't go to work. I have breakfast in bed at about half past nine - fresh fruit, coffee and a croissant - and I get up at ten o'clock.*

- b Compare your sentences with a partner. Is their perfect day similar or different to yours?  
 c Work with a different partner. Tell them about your first partner's perfect day.



## 2.3 Vocabulary and skills development

GOALS ■ Understand conjunctions in reading ■ Use verb + preposition phrases

### Reading & Speaking understanding conjunctions

- 1 Work in small groups. When do you think is the best time to do the things in the box? Why?

go to sleep   have breakfast   have dinner   wake up

- 2a Read the sentences about sleep. Look at the words in **bold** and answer questions 1–4.

- I usually only sleep five **or** six hours a night, **but** I sleep well.
- I sleep for a long time, **but** I don't always feel good in the mornings.
- I am often worried about something **and** wake up in the night.
- I never get enough sleep **because** I am always busy.

- 1 Which word joins two similar ideas?
- 2 Which word do we use to show something different?
- 3 Which word answers the question *Why*?
- 4 Which word joins two possibilities?

- b Read the information in the Unlock the code box about conjunctions. Check your answers to exercise 2a.

#### UNLOCK THE CODE understanding conjunctions

- Understanding conjunctions in sentences, e.g. *and*, *but*, *because*, and *or*, helps you understand a text.
- We use:
  - and** with similar ideas
  - or** with two or more choices or possibilities
  - because** to say why something happens
  - but** to contrast two different pieces of information.

- 3a Match beginnings 1–4 to endings a–d. Use the conjunctions to help you.

- |                               |                         |
|-------------------------------|-------------------------|
| 1 I have lunch at one or      | a have breakfast.       |
| 2 I wake up and               | b it's difficult!       |
| 3 People eat because          | c they're hungry.       |
| 4 I try to wake up early, but | d two in the afternoon. |

- b 2.12 ))) Listen, check and repeat.

- 4a Complete each sentence with a different conjunction.

- 1 Some scientists say to eat small meals often, \_\_\_\_\_ others say it is important to eat only three meals a day.
- 2 Some scientists believe it's a bad idea to drink tea \_\_\_\_\_ coffee late in the evening.
- 3 I go to bed early \_\_\_\_\_ I wake up early.
- 4 There is no perfect time to wake up \_\_\_\_\_ people are different.

- b Work with a partner. Discuss the sentences in exercise 4a.

- 5a Read the article and answer questions 1–5.

- 1 What can happen if we sleep or eat at the wrong time?
- 2 Is there a perfect time to sleep? Why/Why not?
- 3 When is the best time to sleep? Why is this often difficult to do?
- 4 When is the best time to eat?
- 5 '*... if you listen to your own body clock, you can live a healthier life.*' What does this mean?

- b Work in small groups. Do you agree with the ideas in the article?

## Know your body clock

Many of us get enough sleep and food, but still feel tired and hungry during the day. Perhaps this is because we sleep or eat at the wrong times.

There is no perfect time to sleep because everyone's body clock is different, but sleep expert Dr Michael Howell says the best sleep is six hours at night and two hours in the afternoon. The best time to have your afternoon sleep is six hours after you wake up, but this is not possible for most people because they are at work.

It is also useful to think about what time you eat. It is important to eat breakfast two hours after you wake up and dinner three hours before you go to sleep.

Perhaps the most important thing to remember is that if you listen to your own body clock, you can live a healthier life.

## Vocabulary & Speaking verb + preposition

6a Complete the two sentences with prepositions.

1 It is also useful to think \_\_\_\_\_ what time you eat.

2 ... if you listen \_\_\_\_\_ your own body clock, you can live a healthier life.

b Check your answers in the article in exercise 5a.

c Read the information in the Vocabulary focus box about verbs and prepositions.

### VOCABULARY FOCUS verb + preposition

- Some verbs have a preposition, e.g. *with, for, about, to*, after them. These verbs need an object after the preposition.  
I **listen to** music every day.  
He never **agrees with** her.  
Are you **looking for** your keys?
- We don't use a preposition when there is no object.  
Wait! NOT *Wait for!*  
Listen! NOT *Listen to!*

7a Work with a partner. Match beginnings 1–8 to answers a–h to make eight short conversations.

- I watch the news on TV every morning.
  - It's a good idea.
  - Do you pay for tea and coffee at work?
  - Do people often wait for buses and trains in your city?
  - I'd like to talk to you before the meeting tomorrow.
  - Do we have a reply from them?
  - It's not nice to laugh at other people.
  - Do students often ask for a discount?
- No, they want more time to think about it.
  - I listen to it on the radio.
  - OK, are you free after lunch?
  - I agree with you.
  - No, they're free, but we buy sandwiches at lunchtime.
  - I know, my grandmother always says that!
  - Yes, but they need to show their student card.
  - No, not often. They're usually on time.

b 2.13 ))) Listen and check your answers.

c Work with a partner. Take turns to practise the conversations.

8a Work with a partner. Complete sentences 1–8 with a verb and preposition phrase from the box. Change the form of the verb if necessary.

agree with   ask for   laugh at   listen to   pay for  
~~talk to~~   think about   wait for

- Tarik talks to his family on the phone every day.
- Kristofer never \_\_\_\_\_ funny films. He doesn't enjoy them.
- My sister never \_\_\_\_\_ people who are late.
- I usually \_\_\_\_\_ my friends but we sometimes have different ideas.
- Gregorja \_\_\_\_\_ pop and classical music.
- When he's alone, he \_\_\_\_\_ his friends and family.
- We always \_\_\_\_\_ our shopping in cash.
- Intira always \_\_\_\_\_ help when she doesn't understand something in class.

b 2.14 ))) Listen and check your answers.

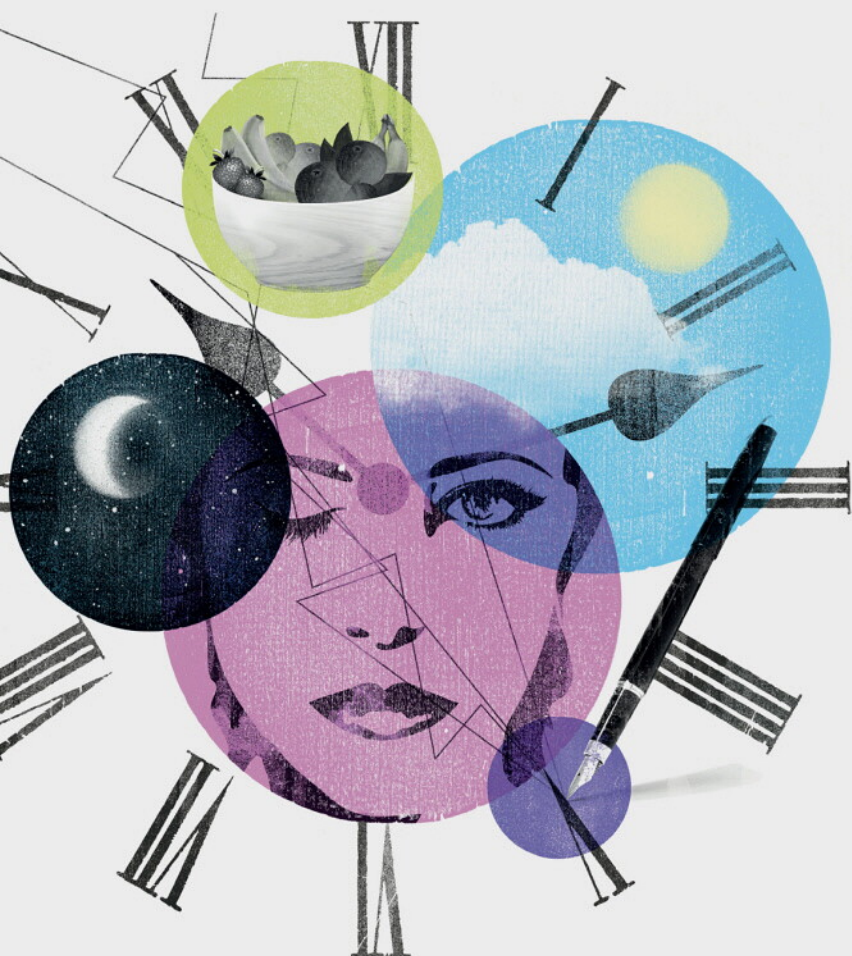
9a **TASK** Make the sentences in exercise 8a true for you. Give more information by using conjunctions.

*I don't talk to my family on the phone every day, but I talk to them every week.*

b Compare your sentences with a partner. Tell the class two things that are similar and two things that are different.

*We both talk to our families on the phone every day.*

### the International



# 2.4 Speaking and writing

GOALS ■ Make suggestions and arrangements ■ Describe where you live

## Listening & Speaking making suggestions and arrangements

1 Work in small groups. Discuss the questions.

- 1 What time do the shops and restaurants open and close where you live?
- 2 What do you think is a 24-hour city?

2a 2.15 ))) Karl Schmidt is from Germany and he is visiting Seoul for work. Bon Dae Kim, his Korean colleague, meets him at the airport. Listen and choose the correct answers.

- 1 Bon Dae Kim first invites Karl to go ...  
a shopping      b to a meeting      c to a restaurant
- 2 Bon Dae Kim first suggests they go at ...  
a midday      b midnight      c half past nine
- 3 Karl agrees to go at ...  
a midday      b half past nine      c five o'clock
- 4 Bon Dae Kim and Karl agree to go shopping ...  
a after dinner      b at 5 a.m.      c at 5 p.m.

b Compare your answers with a partner.

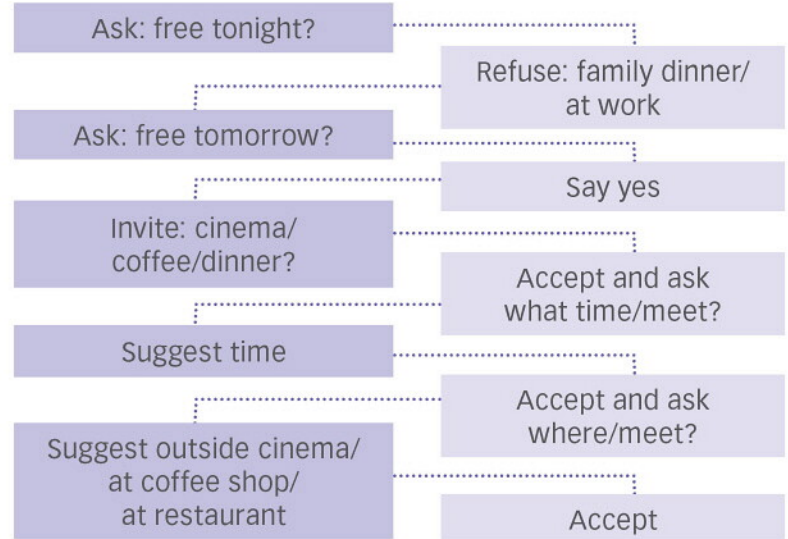
c Match questions 1–5 from the conversation to answers a–e.

- 1 Are you free tonight?
- 2 Would you like to go for dinner at Jinju Jip?
- 3 What time do you want to eat?
- 4 Do you want to do some shopping while you're here?
- 5 Where shall we meet?

- a Let's go at half past nine.
- b I will pick you up from your hotel.
- c Yes, that sounds nice.
- d Yes, I'd love to.
- e Yes, I am.

d 2.15 ))) Listen again and check your answers.

3 Work with a partner. Take turns to practise making suggestions and arrangements. Use the prompts and the Language for speaking box to help you.



### LANGUAGE FOR SPEAKING making suggestions and arrangements

#### Making suggestions and arrangements

- Are you free (tonight)?
- Would you like to (do) ...?
- Do you want to (do) ...?
- Let's (do) ...
- What time do you want to (do) ...?
- Where shall we (do) ...?

#### Accepting

- Yes, I'd love to.
- Yes, that sounds nice.

#### Refusing

- I'm sorry, but I'm busy this evening.
- Thanks, but I'm afraid I have plans tonight.

4 Work with a partner. Take turns to make suggestions and arrangements. Student A, turn to page 127. Student B, turn to page 132.



## Reading & Writing describe where you live

- 5 Work with a partner. Do you prefer to live in the town or the country? Talk about the good and bad things about each. Use the ideas in the box to help you.

buses/trains fresh air jobs noise prices  
things to do traffic

- 6a Read what three people say about where they live. Match a photo a–c to a description 1–3. Compare your answers with a partner.

1 I love it here! It's a very big city <sup>1</sup> \_\_\_\_\_ you don't need a car – the buses and trains are very good. I often have lunch outside a café or a restaurant and watch people walk past. Of course the food <sup>2</sup> \_\_\_\_\_ drink here is great but I sometimes have problems in the restaurants <sup>3</sup> \_\_\_\_\_ I don't speak very good French! (**and/because/but**)

2 It's a really beautiful place. In summer, there are lots of tourists, <sup>4</sup> \_\_\_\_\_ in winter it's very quiet. I live in a small town: it doesn't have many shops, restaurants <sup>5</sup> \_\_\_\_\_ museums, but for me that's not important. I love living near the sea <sup>6</sup> \_\_\_\_\_ I can go swimming or walk along the beach when I want to. (**because/but/or**)

3 We live in this city because our jobs are here. We don't always enjoy city life – it's sometimes noisy and dirty, <sup>7</sup> \_\_\_\_\_ it's exciting. It's a 24-hour city: you can go out shopping <sup>8</sup> \_\_\_\_\_ clubbing all night. My favourite place is the port. My office is there <sup>9</sup> \_\_\_\_\_ I love watching the ships arrive from all over the world. (**or/and/but**)

- b Work with a partner. Which place in exercise 6a would you like to live in? Why?

- 7a Read the information in the Language for writing box.

### LANGUAGE FOR WRITING using conjunctions

Use *and/but/or/because* to help the reader understand your ideas.

*Sydney has a lot of parks **and** museums.*

*It's a beautiful city, **but** it's very expensive.*

*You can travel by bus **or** train.*

*You need a car **because** the country is very big.*

- b Complete the descriptions in exercise 6a with the conjunctions in (brackets).



- 8a Complete these sentences about where you live using your own ideas.

- I like \_\_\_\_\_, **but** I don't like \_\_\_\_\_.
- At the weekend, I usually \_\_\_\_\_ **or** I \_\_\_\_\_.
- My two favourite things to eat are \_\_\_\_\_ **and** \_\_\_\_\_.
- I like/don't like big cities **because** \_\_\_\_\_.

- b Compare your sentences with a partner. What is similar and what is different?

- 9a **TASK** Work with a partner. Think about where you live or a place you both know well. Make a list of good and bad things about it.



- b Write a paragraph about the place (60–80 words). Leave gaps for the conjunctions.

- c Give your text to another pair to complete the sentences. Check their answers.

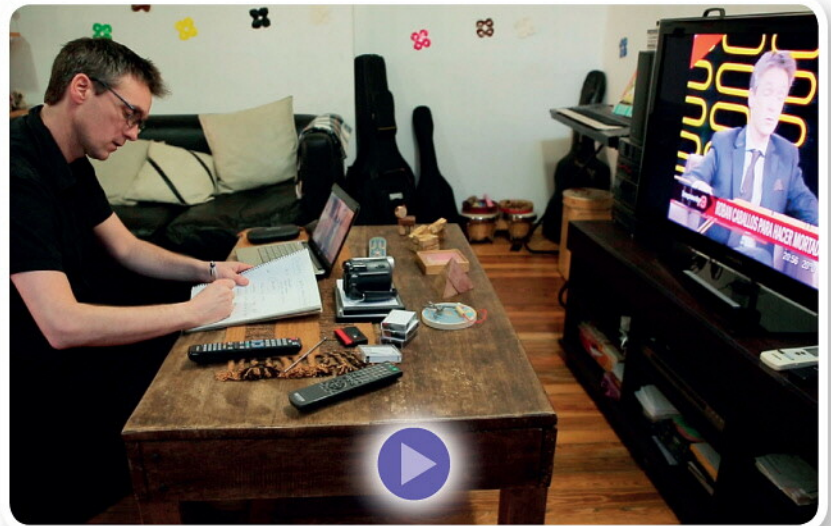
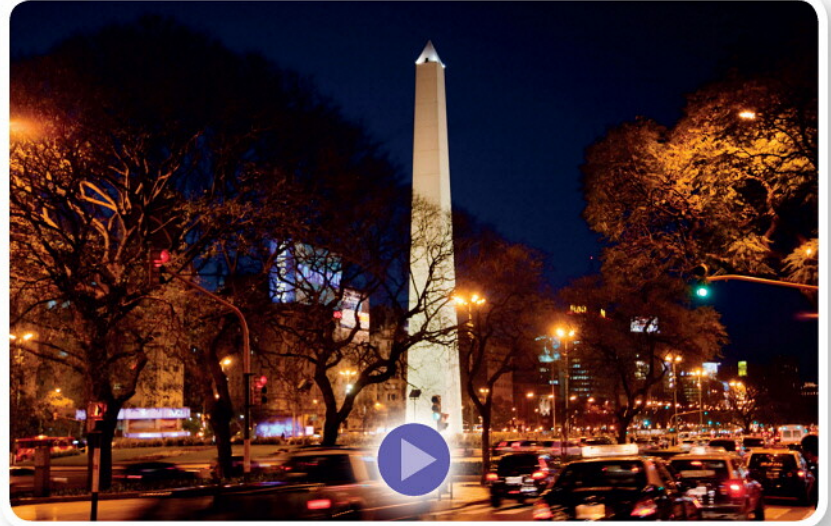
- 10 **TASK** Work in small groups. Read all your texts. Which places would you like to live in? Why/Why not?

## 2.5 Video

### The Menna family

- 1 Work with a partner. Look at the people in the photos and think about ...
  - what nationality they are
  - where they live
  - what they like eating
  - how old they are
  - what jobs they do
  - what they do at weekends
  
- 2  Watch the video about the Menna family. Check your ideas in exercise 1. What other information do you find out about the family?
  
- 3  Watch the video again. Choose the correct option. Sometimes more than one answer is possible.
  - a Roberto works *for a television network / for Channel 9 / at home*.
  - b Gabriela goes to work at 5.30 / 6.30 / 7.30 a.m.
  - c Milagros and Julieta *go to school by bus / go to the same school / go to different schools*.
  - d The girls get up at 8 a.m. / 9 a.m. / 10 a.m. on Saturdays.
  - e Gabriela drinks *chocolate milk / mate / coffee*.
  - f After breakfast the girls play *football / tennis / video games*.
  - g They go to the park *in the evening / in the afternoon / before lunch*.
  - h The family usually visits the girls' *aunt and uncle / cousins / grandparents* on Sundays.
  - i They eat *salad / pasta / rice* with their barbecue.
  - j On Sundays they go to bed *early / late / at 11 p.m.*
  
- 4a **TASK** Work with a partner. You are going to do a class survey to find out whose weekend is the most different to yours. Write 6-8 questions to find out about other students' weekend routines.
 

*Do you work at the weekend?*  
*What time do you get up on Saturdays?*
  
- b Ask other students in the class about their weekend routines. Whose weekend is the most different to yours?



# Review

- 1a** Complete the sentences with the present simple positive form of the verbs in the box.

go have like live study work

- 1 I \_\_\_\_\_ classical music.
- 2 After class, I \_\_\_\_\_ home by bus.
- 3 My friend \_\_\_\_\_ in a bank.
- 4 We \_\_\_\_\_ English on Mondays and Wednesdays.
- 5 In my country, people \_\_\_\_\_ their main holiday in August.
- 6 My classmate \_\_\_\_\_ in a flat in the city centre.

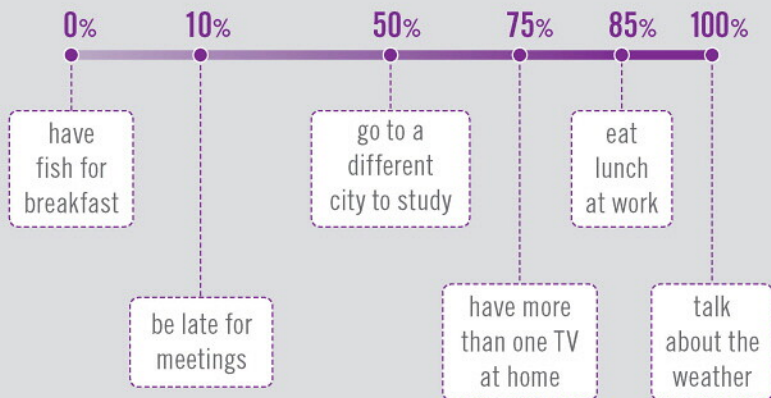
- b** Work with a partner. Make the sentences in exercise 1a true for you. Give more information.

*I don't like classical music. I like rock.*

- 2a** Look at the information and write sentences about people in the UK. Use words from the box.

always never sometimes hardly ever usually often

*They never have fish for breakfast.*



- b 2.16** ))) Listen and check your answers.
- c** Change the adverbs of frequency to make the sentences true for where you live. Compare your sentences with a partner. How many sentences are the same?

- 3a** Put the daily activities in the order people usually do them.

go to bed go to work get up have a shower  
have dinner go home have lunch watch TV

- b** Work with a partner. Think of three more daily activities. Decide where they go in your order from exercise 3a.

- 4** Work with a partner. Say what time you usually do the activities in exercise 3a. Do you do things at the same time as your partner?

*I usually get up at six o'clock, but at weekends ...*

- 5a** Match beginnings 1-6 to endings a-f to make questions.

- 1 What radio station do you
  - 2 Do you usually agree
  - 3 Do you normally
  - 4 Do you like waiting
  - 5 Who's the first person
  - 6 Do you pay
- a for public transport?
  - b for things in shops in cash or by credit card?
  - c with everything your family/colleagues say?
  - d you talk to in the morning?
  - e listen to?
  - f ask for directions when you are lost?

- b** Work with a partner. Ask and answer the questions in exercise 5a.

- 6a** Complete the conversation with the words in the box.

busy free like love let's plans shall want

- A** Are you <sup>1</sup>\_\_\_\_\_ after class today?  
**B** I'm sorry, but I'm <sup>2</sup>\_\_\_\_\_ this evening. But I don't have any <sup>3</sup>\_\_\_\_\_ tomorrow.  
**A** Would you <sup>4</sup>\_\_\_\_\_ to go out for a pizza?  
**B** Yes, I'd <sup>5</sup>\_\_\_\_\_ to. What time <sup>6</sup>\_\_\_\_\_ we meet?  
**A** Eight o'clock at Gino's? Or do you <sup>7</sup>\_\_\_\_\_ to meet at the station?  
**B** Yes, <sup>8</sup>\_\_\_\_\_ meet there at 7.45.  
**A** OK, see you then!

- b 2.17** ))) Listen and check your answers.

- c** Work with a partner. Use your own ideas and have a similar conversation.