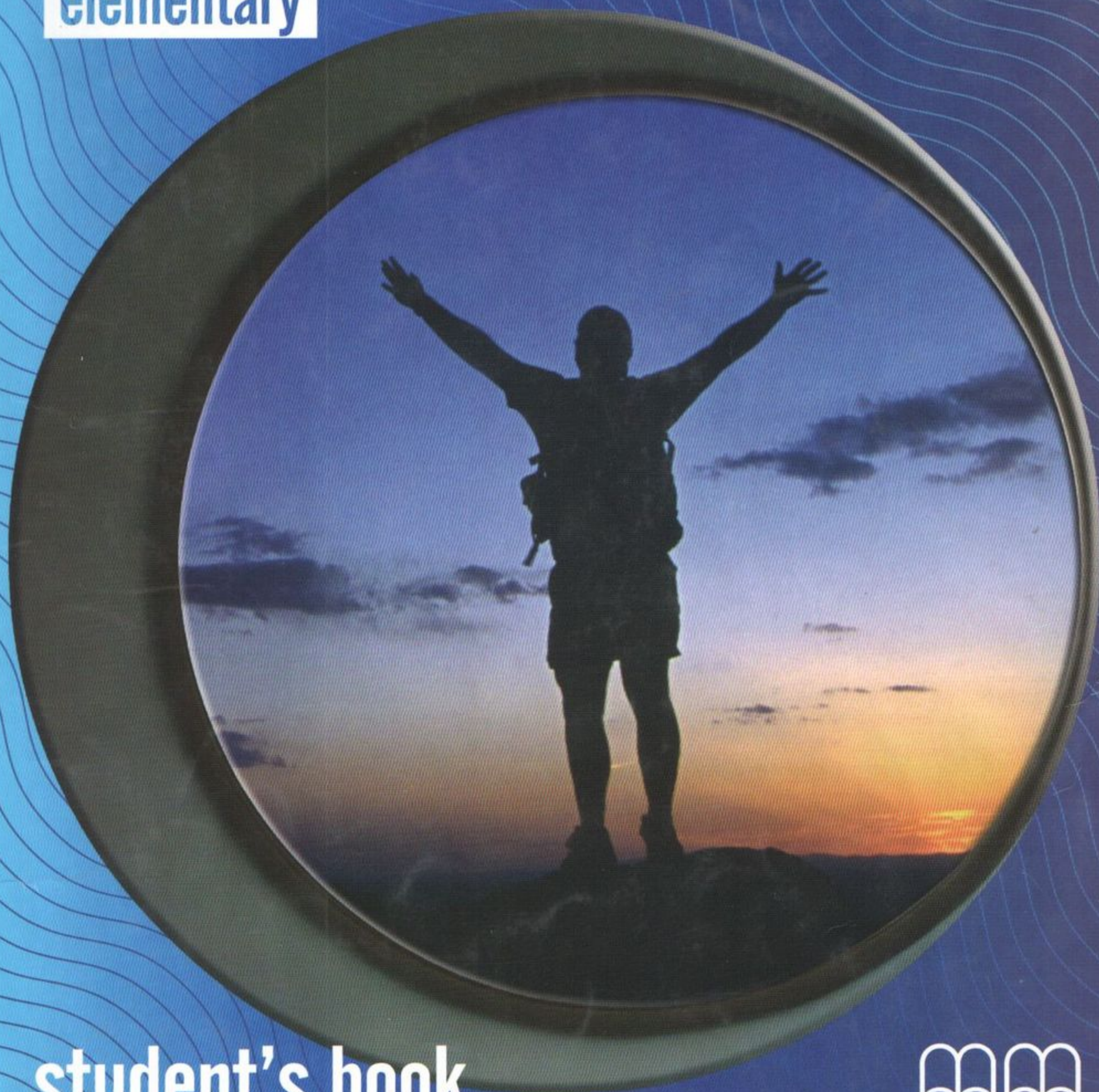


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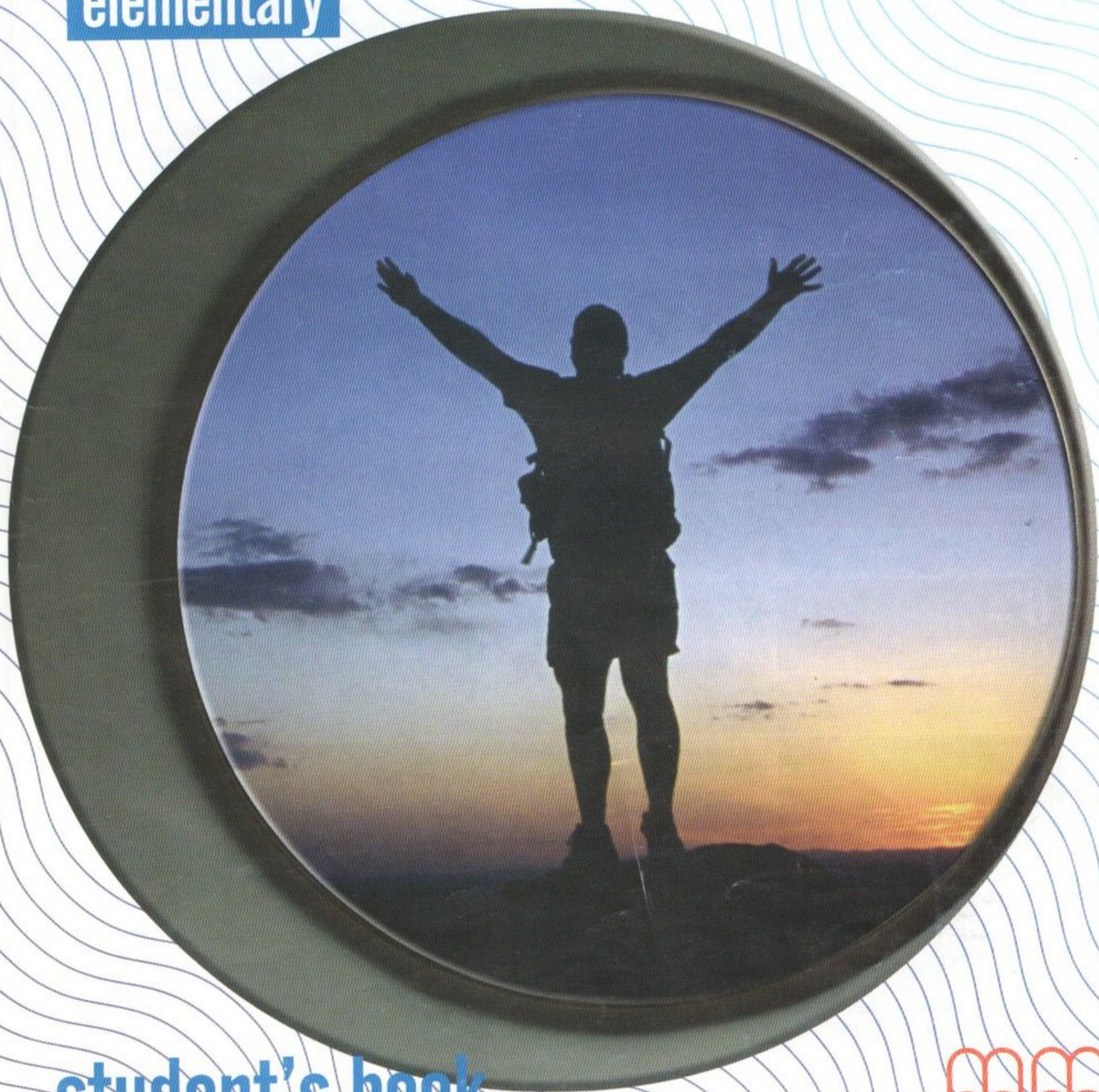


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Contents

Modules

Vocabulary

Grammar

Reading

Hello page 4

- Greetings
- Names
- Countries and nationalities
- Numbers (0-100)
- Classroom objects
- Classroom language

- What?/ How?/ How old?/ Where... from?
- this/that
- Imperative (affirmative-negative)

1 page 7 Me, myself and I

Culture page:
The history behind a name page 20

- Colours
- Personal items
- Jobs
- Adjectives
- Telling time

- The verb *be*
- These / Those
- Plurals
- Possessive adjectives
- Possessive case
- The verb *can*
- a/an
- Who...?

- A magazine article: *Favourite things*
- A website: *cyberpal.com*

2 page 21 Day by day

Cross-curricular page:
Phishing for danger page 34

- Everyday activities
- Days of the week
- Jobs
- Free-time activities
- Types of music
- Types of films
- Words/phrases related to technology

- Present Simple
- Prepositions of time
- would like to / want to
- like / love / enjoy / hate / can't stand + -ing
- Adverbs of frequency
- How often...? Once / Twice, etc.
- When...?

- A magazine article: *A helping hand*
- Quiz: *Do you spend your life in front of a screen?*
- An interview: *Mike Malik: Karate Champion*

3 page 35 Changes

Culture page:
Life in Tornado Alley page 48

- Family
- Furniture and appliances
- Rooms and parts of a house
- Prepositions of place
- Places in a town/city
- Seasons
- The weather
- Phrases for letters/e-mails

- Present Progressive
- Whose...?
- Possessive Pronouns
- There is / There are
- a(n) / the
- Present Simple vs Present Progressive
- Why?/ Because...

- A magazine article: *Montreal's underground city*
- An article about an unusual house

4 page 49 Feeling good

Cross-curricular page:
Healthy Smoothie recipes page 62

- Containers
- Food and drink
- Food courses
- Parts of the body
- Ailments
- Words/phrases related to fitness

- Countable / Uncountable nouns
- some/any/no
- How much...? / How many...?
- much/many/a lot of/lots of/a few/a little
- Object Personal Pronouns
- The verb *should*

- A magazine article: *A rainbow on your plate*
- A flyer: *Get involved: NEPAL*
- A problem page: *Keep fit, Stay fit*

5 page 63 Thinking back

Culture page: The British Education System page 76

- Education
- Academic subjects
- Holiday activities
- Professions
- Words/phrases related to crime
- Years

- Past Simple
- Past Simple of the verb *be*
- The verb *could*
- Adjectives-Adverbs of manner

- A magazine page: *Red in the face?*
- A magazine article: *They made it!*
- An extract from a book: *Who am I?*

6 page 77 Events

Cross-curricular page:
Animals in danger page 90

- Months and dates
- Ordinals
- Animals
- Wishes
- Word building (-er and -or endings for people)

- Future *be going to*
- *can, could, may, will, would* for requests
- The verb *have to* (affirmative)
- Compounds of *some, any, no, every*
- Let's... / How about...? / Why don't we/you...?
- Which...?

- A poster: *A music festival against piracy*
- An article: *Ready... Steady... Cheese!!!*
- Three e-mails: *Inviting, accepting and refusing an invitation*

7 page 91 One of a kind

Culture page:
Driving Around page 104

- Clothes and accessories
- Words related to money
- Words/Phrases related to appearance
- Means of transport
- Prepositions of movement
- Location and directions
- Adjectives describing personality

- one / ones
- too / enough
- Comparative Forms
- Superlative Forms

- A magazine article: *The other me!!!*
- A magazine article: *Different ways to get around*
- A magazine article: *Batman vs Superman*

8 page 105 Adventure

Cross-curricular page:
Ice Hockey page 118

- Geographical features
- Equipment
- Points of the compass
- Action sports
- Phrases related to misfortunes

- Present Perfect Simple (ever, never, before)
- Present Perfect Simple vs Past Simple
- Reported Speech (Commands-Requests)

- Quiz: *Are you adventurous enough?*
- A brochure: *All about Peru*
- A brochure: *Extreme Summer Camp*

Speaking Section - Pairwork Activities p.119

Songs p.126

Grammar Reference p.128

Learning Tips p.136

Irregular Verbs p.137

British and American English p.138

Word List p.139

Listening

Speaking (Pronunciation*)

- Pairwork

Writing

Functions

- Greeting and saying goodbye
- Introducing oneself
- Exchanging basic personal information
- Identifying objects
- Understanding classroom language
- Asking about one's health

<ul style="list-style-type: none"> • A short dialogue (understanding personal information) • A short dialogue (understanding specific information) • Three short dialogues (understanding specific information) 	<ul style="list-style-type: none"> • Pairwork • Game: Spot the differences • Presenting oneself * The alphabet * Intonation 	<ul style="list-style-type: none"> • Sentences about one's abilities • A paragraph about oneself giving personal information <p>Developing skills: Punctuation and capital letters</p>	<ul style="list-style-type: none"> • Introducing oneself and others • Exchanging basic personal information • Identifying objects and colours • Spelling • Describing people (personality) • Expressing possession • Expressing ability
<ul style="list-style-type: none"> • A dialogue (understanding gist and specific information) • A survey (understanding specific information) • An announcement (understanding gist and specific information) 	<ul style="list-style-type: none"> • Pairwork • Class survey * Third-person singular -s * Intonation of questions 	<ul style="list-style-type: none"> • Sentences about daily routines • A paragraph about working habits • A paragraph about free time • A paragraph about likes/dislikes <p>Developing skills: Word order</p>	<ul style="list-style-type: none"> • Discussing habitual actions and routines • Talking about jobs • Talking about free-time activities • Expressing likes and dislikes • Talking about forms of entertainment • Making plans • Stating a desire
<ul style="list-style-type: none"> • Three short dialogues (understanding specific information) • A monologue (understanding gist and specific information) • A dialogue (understanding specific information) 	<ul style="list-style-type: none"> • Guessing game • Pairwork * Word stress * /b/, /v/, /w/ 	<ul style="list-style-type: none"> • A paragraph giving news • An e-mail describing one's neighbourhood and house/flat <p>Developing skills: Set phrases for letters and e-mails</p>	<ul style="list-style-type: none"> • Talking about current activities, temporary states and future plans • Giving reasons • Expressing possession • Distinguishing between current events and habitual actions • Referring to location • Describing one's house and town • Giving news and responding to news
<ul style="list-style-type: none"> • Three short dialogues (understanding main ideas) • A telephone conversation (understanding specific information) • Three monologues (understanding gist and specific information) 	<ul style="list-style-type: none"> • Role play • Pairwork * /ɪ/, /i:/, /aɪ/ * Differentiating between the pronunciation of <i>should</i> and <i>shouldn't</i> 	<ul style="list-style-type: none"> • A paragraph about people's eating habits • A paragraph giving advice • An e-mail asking for advice <p>Developing skills: Linking words (and, but, so, because)</p>	<ul style="list-style-type: none"> • Ordering food and taking an order • Making, accepting and refusing offers • Talking about food preferences and eating habits • Asking and answering about quantity • Talking about ailments • Asking for and giving advice • Expressing opinion
<ul style="list-style-type: none"> • Two monologues (transferring from verbal to visual information) • A dialogue (understanding specific information) • The continuation of a story (understanding gist and specific information) 	<ul style="list-style-type: none"> • Pairwork • Information gap activity * -ed endings: /t/, /d/, /ɪd/ * The reduced form of <i>did you</i> 	<ul style="list-style-type: none"> • A paragraph about last year's holiday • A short biography • A story • An e-mail about a night out <p>Developing skills: Advice on how to write a story</p>	<ul style="list-style-type: none"> • Talking about past events / past holidays • Talking about school days • Narrating events / a story • Talking about famous people • Expressing ability in the past • Describing feelings • Describing the manner in which something happens
<ul style="list-style-type: none"> • A dialogue (understanding gist and specific information) • A part of a radio show (understanding specific information) • Four short dialogues (understanding main ideas) 	<ul style="list-style-type: none"> • Pairwork • Group work • Role play * Intonation * /æ/, /ʌ/, /ɑ:/ 	<ul style="list-style-type: none"> • An e-mail to a friend giving information about an event • An e-mail of invitation • An e-mail refusing an invitation <p>Developing skills: Set phrases to invite and accept or refuse an invitation</p>	<ul style="list-style-type: none"> • Talking about events and special days • Making future plans • Making requests and responding to them • Expressing obligation • Making suggestions • Inviting, accepting and refusing an invitation • Wishing people well in different situations
<ul style="list-style-type: none"> • A radio phone-in programme (understanding gist and specific information) • A dialogue (understanding gist/ understanding directions and locating places on a map) • Three monologues (understanding gist and specific information) 	<ul style="list-style-type: none"> • Role play • Pairwork • Presenting people * Sentence stress * /ɒ/, /ɔ:/, /əʊ/ 	<ul style="list-style-type: none"> • Sentences comparing people/films/books, etc. • A letter giving information about a place and giving directions • A description of a person <p>Developing skills: Paragraphing</p>	<ul style="list-style-type: none"> • Identifying and describing clothes • Expressing preference • Talking about prices and sizes • Asking for and giving opinion • Describing appearance / personality • Making comparisons • Asking for and giving directions • Distinguishing between British and American English
<ul style="list-style-type: none"> • A dialogue (understanding specific information) • A dialogue (understanding specific information) • A radio show (understanding specific information) 	<ul style="list-style-type: none"> • Pairwork • Group survey • Information gap activity * Silent h * /ʊ/, /u:/ 	<ul style="list-style-type: none"> • Sentences about one's experiences • A paragraph about a country • An e-mail to a friend giving news about a holiday <p>Developing skills: Using tenses / Avoiding repetition</p>	<ul style="list-style-type: none"> • Talking about experiences / misfortunes • Linking past and present time • Narrating past events • Expressing surprise • Reporting commands and requests • Talking about countries • Describing a holiday

Hello

1. WHAT'S YOUR NAME?

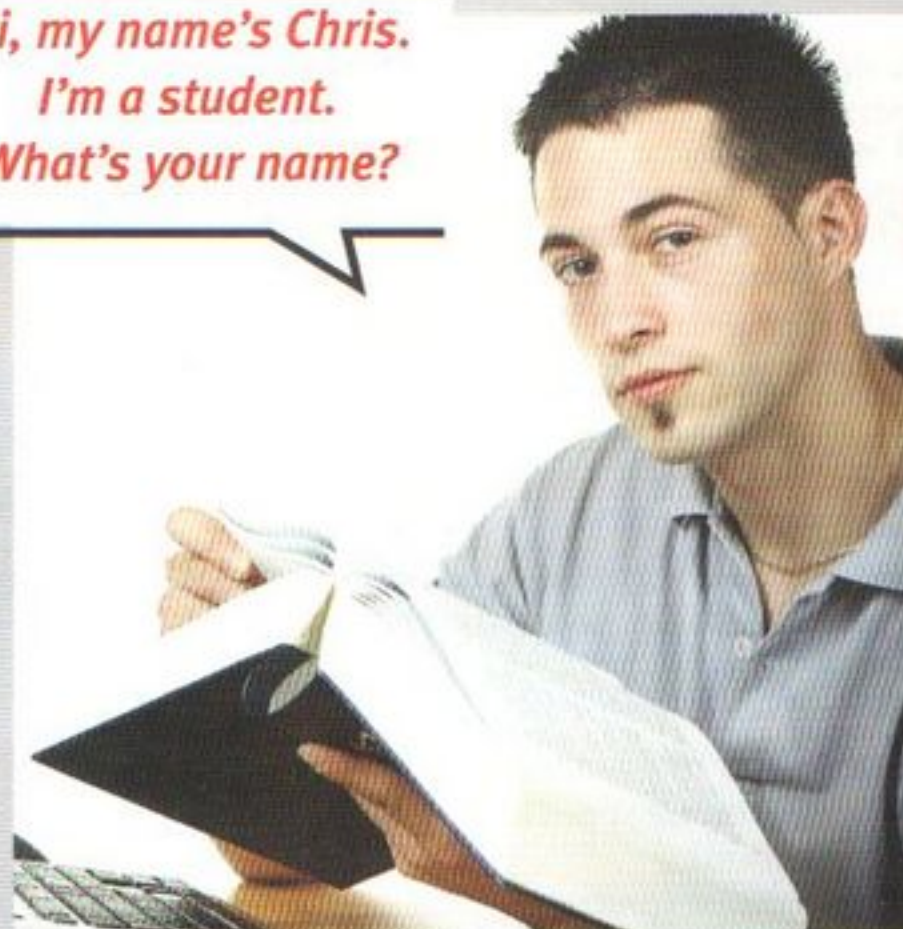


A. Listen and read.



*Hello, my name's
Miss Roberts.
I'm a teacher.*

*Hi, my name's Chris.
I'm a student.
What's your name?*



B. Talk in pairs as in the example.

Hello, I'm Fred. What's your name?

Hi, my name's Pauline.

NOTE

- Male: Mr +surname
- Female: Miss, Mrs, Ms +surname

2. GREETING AND SAYING GOODBYE



A. Listen and read.

Hello.
Hi.
Good morning.
Good afternoon.
Good evening.

How are you?
How's it going?
What's up?
How's everything?

Not bad.
So-so.
Not much.
I'm OK, thank you.
Great!
I'm fine.
I'm very well. And you?

Bye.
Goodbye.
Good night.
See you.
See you later.
See you tomorrow.
Take care.
Have a nice weekend.
Have a nice day.

B. Talk in pairs as in the example.

Hello.

Hi.

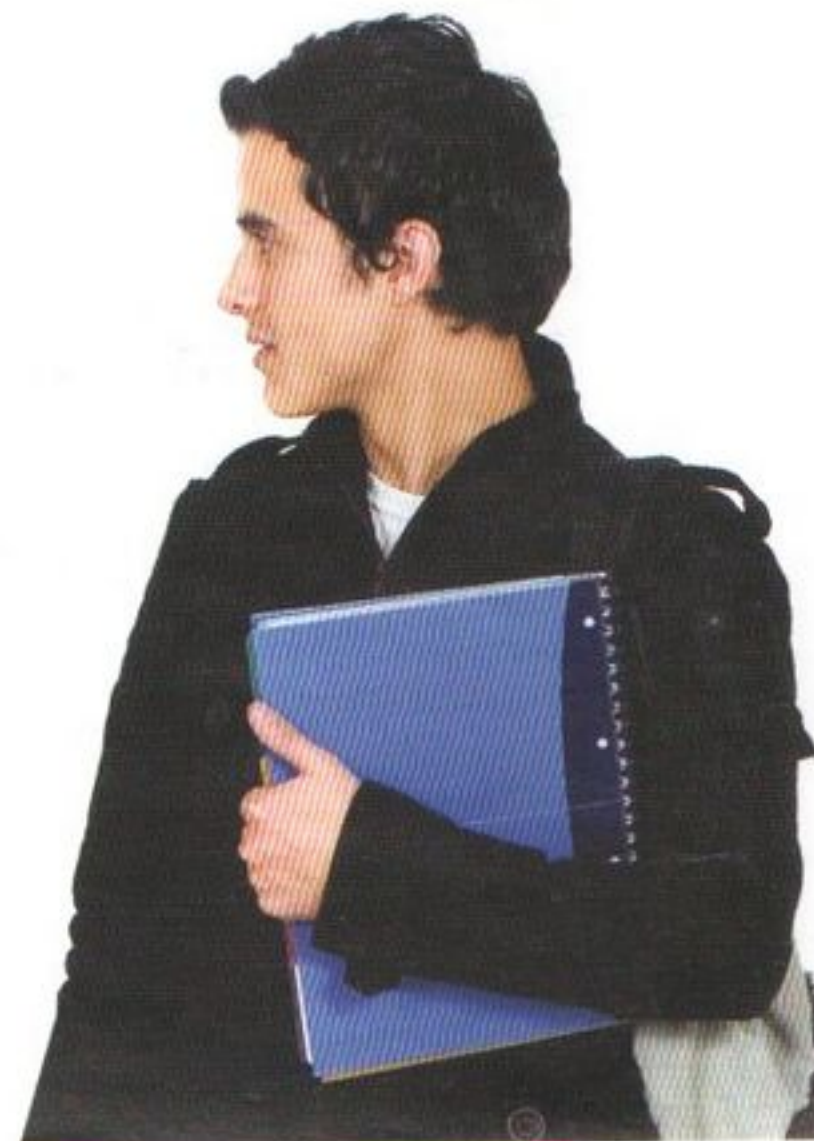
How are you?

I'm OK, thanks. And you?

I'm fine.

See you later, then.

Take care.

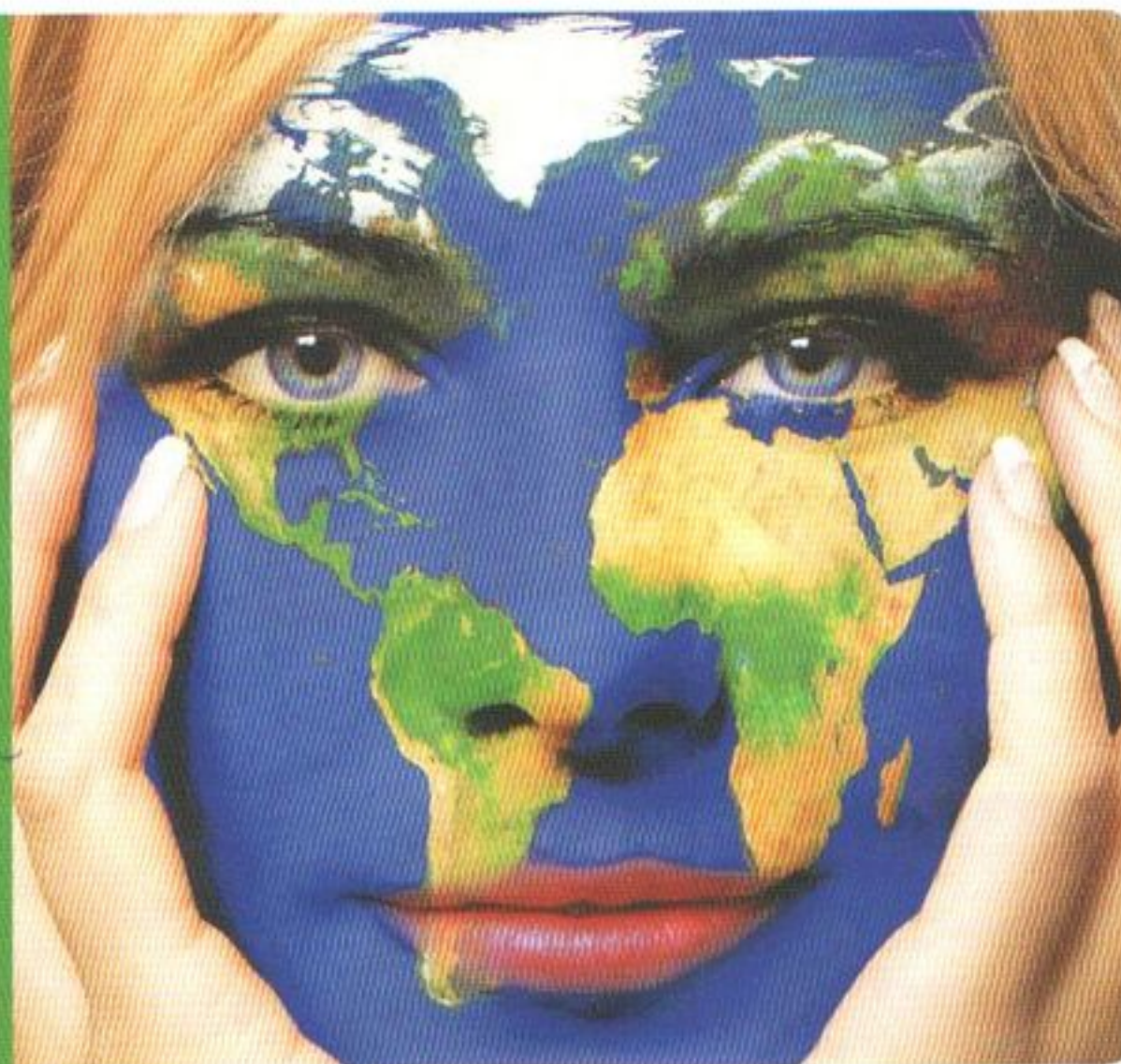


3. COUNTRIES AND NATIONALITIES



A. Match, then listen and check your answers.

COUNTRIES	NATIONALITIES
Australia	Spanish
Brazil	Mexican
Canada	British
China	Polish
Colombia	Hungarian
France	American
Hungary	Italian
Ireland	French
Italy	Chinese
Mexico	Venezuelan <i>Venezuelan</i>
New Zealand	South African
Peru	Peruvian
Poland	Australian
South Africa	Turkish
Spain	Brazilian
Turkey	Canadian
UK	Irish
USA	New Zealander
Venezuela	Colombian



B. Talk in pairs.

Where are you from?

I'm from... but/and I live in...

NOTE

in + city/country

I live in Boston.

4. NUMBERS



A. Listen and repeat.

0 zero

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

30 thirty

40 forty

50 fifty

60 sixty

70 seventy

80 eighty

90 ninety

100 one hundred

NOTE

21 twenty-one

33 thirty-three

45 forty-five

57 fifty-seven

68 sixty-eight

B. Talk in pairs.

What's your phone number?

01723 305 899

NOTE

for telephone numbers:

0 = oh, 99 = double nine

C. Talk in pairs.

How old are you?

I'm 26 (years old).

Hello

5. OBJECTS IN A CLASSROOM

A. Listen and repeat.



backpack
 hátizsák



book
 könyv



pen
 toll



chair
 szék



desk
 asztal



laptop



notebook



folder
 mappa



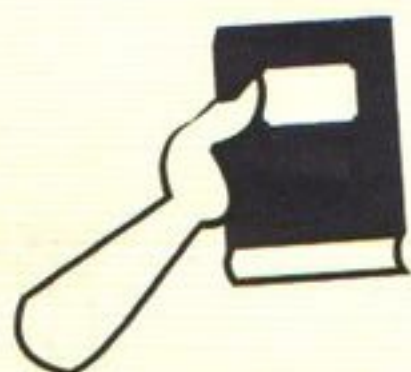
pencil
 ceruza



dictionary
 szótár

B. Read, then talk in pairs about objects in your classroom.

THIS



HERE

What's **this**?

It's a book.

THAT



THERE

What's **that**?

It's a pencil.

6. CLASSROOM LANGUAGE

Listen and repeat. Who usually says these things? Teachers, students or both?

Speak in English. Don't speak in ... I don't know.

Mi a válasz a kérdésre?
What's the answer to question...?

I don't understand. Can you speak more slowly?
Nem értem. Többet lassabban beszélj!

How do you say... in English?
Kérem, mondja el angolul!

What does this word mean? Can I go out?
Mit jelent ez a szó? Ki mehetek!

Write sentences. Look at the board.
Írjatek le a mondatokat! Nézz a táblára!

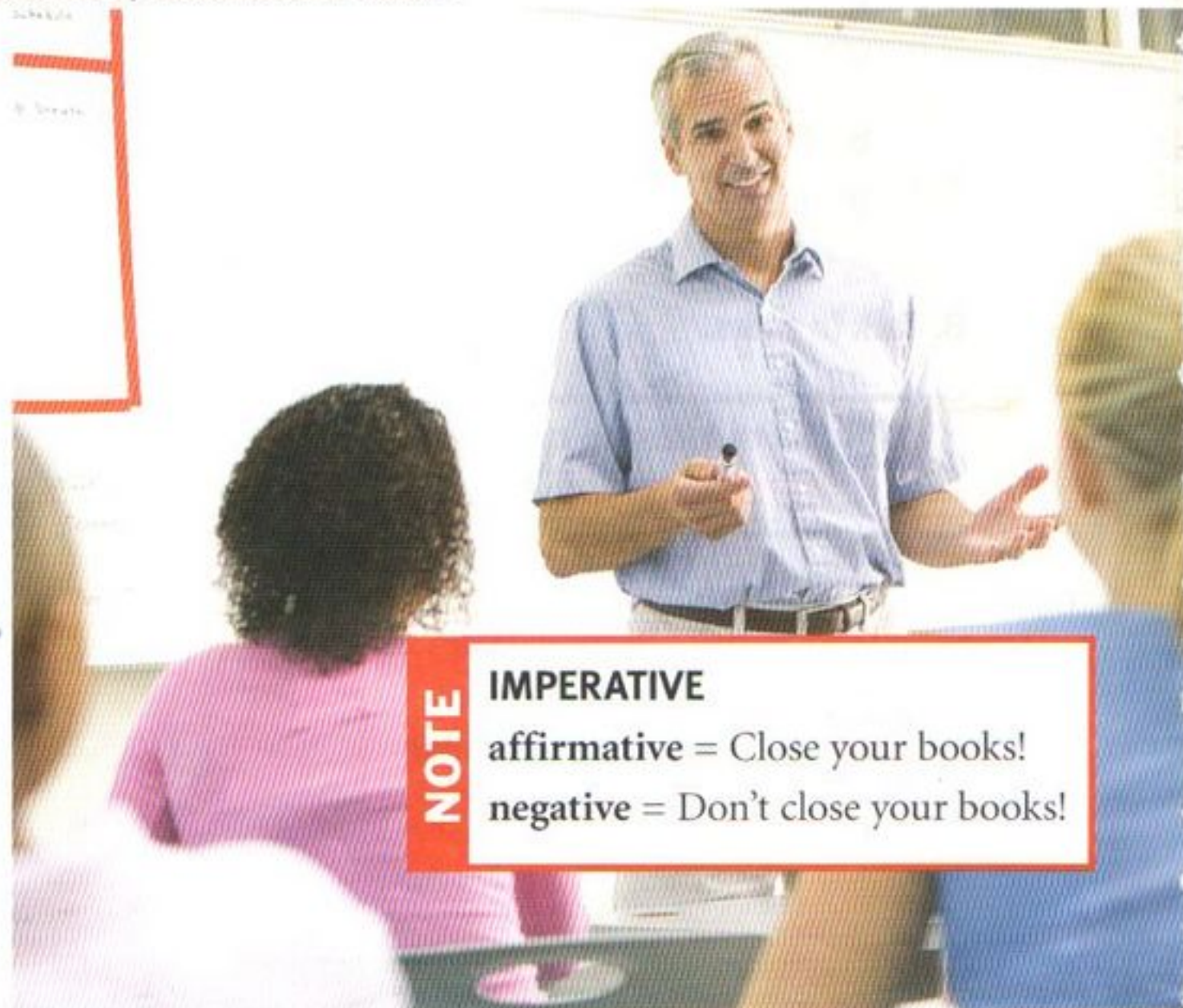
Be quiet, please. Can you repeat that?
Mondj csendesen, kérem! Ismételd meg!

Listen to the CD. Close your books.
Hallgass a CD-t. Zárjatek be a könyvet!

That's right. Read the text.
Helyes! Olvass a szöveget!

Open your books. Any questions?
Nyisd ki a könyved! Van kérdés?

Turn to page...
Fordulj a ... oldalra!



NOTE

IMPERATIVE

affirmative = Close your books!

negative = Don't close your books!

1

Me, myself and I



Discuss:

- ▶ What are your favourite things?
- ▶ Do you work?
- ▶ What kind of person are you?

Flick through the module and find...

- ▶ a survey about men's and women's favourite things
- ▶ a man and a woman talking on the phone
- ▶ 3 advertisements for part-time jobs
- ▶ friends on a website
- ▶ a college form asking for personal information

In this module you will learn...

- ▶ to introduce yourself and others
- ▶ to exchange basic personal information (job, address, e-mail, marital status)
- ▶ to talk about your possessions
- ▶ to talk about ability
- ▶ to tell the time
- ▶ to describe your personality
- ▶ to write about yourself

1a Pleasure to meet you

1. READ

A. Look at the picture. Where do you think the people are? Listen, read and check your answers.



Ellie Who's that with Laura?
Steve I don't know. Let's see... Hi, Laura.
Laura Hi, you two. This is Julio. He's a new student. Julio, this is Steve and Ellie.
Ellie Hi, Julio.
Steve Pleasure to meet you.
Julio Nice to meet you, too. Are we all on the same course?
Ellie Yes, we are. Erm... How do you spell your name? Is it with an H?

Julio No, it isn't. It's J-U-L-I-O. It's a Spanish name. I'm from Madrid.
Laura Julio lives in Southfields, Ellie.
Ellie Me too. Whereabouts?
Julio Near the park. At 24 Green Street.
Laura Hey, Steve. Julio plays football, you know.
Steve Really? We need players for the college team. The coach is Spanish, too. What's your e-mail?
Julio It's juliogomez28@yahoo.es
Steve Thanks.

B. Read again and answer the questions.

1. Who's new at the college?
2. Who's on the same course?
3. What's Julio's address?
4. Who's Spanish?
5. What's Julio's e-mail address?

NOTE

What's your address?

It's 57 Bell Street.

I live at 11 Thompson Road.

NOTE

maryevans12@hotmail.com

for e-mail addresses we say:

Mary Evans 12 'at' hotmail 'dot' com

2. GRAMMAR

THE VERB be

Read the examples. What do you notice about the formation of the negative and question form of the verb *be*?

A: Are you a football player?

B: No, I'm not. I'm the coach.

A: Are you Mexican?

B: Yes, we are. We're from Guadalajara.

A: Is Jack in your class?

B: No, he isn't. He's in class 4A.

A: Is Jill a teacher?

B: Yes, she is.

A: Who are they?

B: They're my friends.

A: Are they Hungarian?

B: No, they aren't. They're from Poland.

Grammar Reference p. 128

3. PRACTICE

Complete the dialogues.

1.

A: Who's that with Iris?

B: That's Vanessa. She is a student at the college.

A: Are Iris and Vanessa friends?

B: Well, yes, but they aren't best friends.

2.

A: Hello, my name's Alan.

B: Hi, I am Fred. Nice to meet you.

A: Fred? Is that from Alfred?

B: No, it isn't. It's from Frederick.

3.

A: Hello, Are you Simone Corbett?

B: No, I'm Sally Colby.

A: Oh sorry. Is your address 7 Faraday Street?

B: Yes, it's.

4.

A: Look! There's Greg and Bob.

B: Are they in the football team?

A: Yes, they are great players.

B: Who is that?

A: That's Don Davis. He is the coach.
 ed20

4. PRONUNCIATION



A. Listen and repeat the alphabet.



B. Now spell your name.

5. LISTEN



Listen and complete the form.

STANFORD COLLEGE

FIRST NAME: Sam

SURNAME: Philbert

ADDRESS: 78 Tamveller road

TEL No.: 07894562248

E-MAIL: samp33@yahoo.com

6. SPEAK

Talk in pairs. Exchange personal information and complete the table.

first name	
surname	
address	
phone number	
e-mail	

What's your name?

James Whitton.

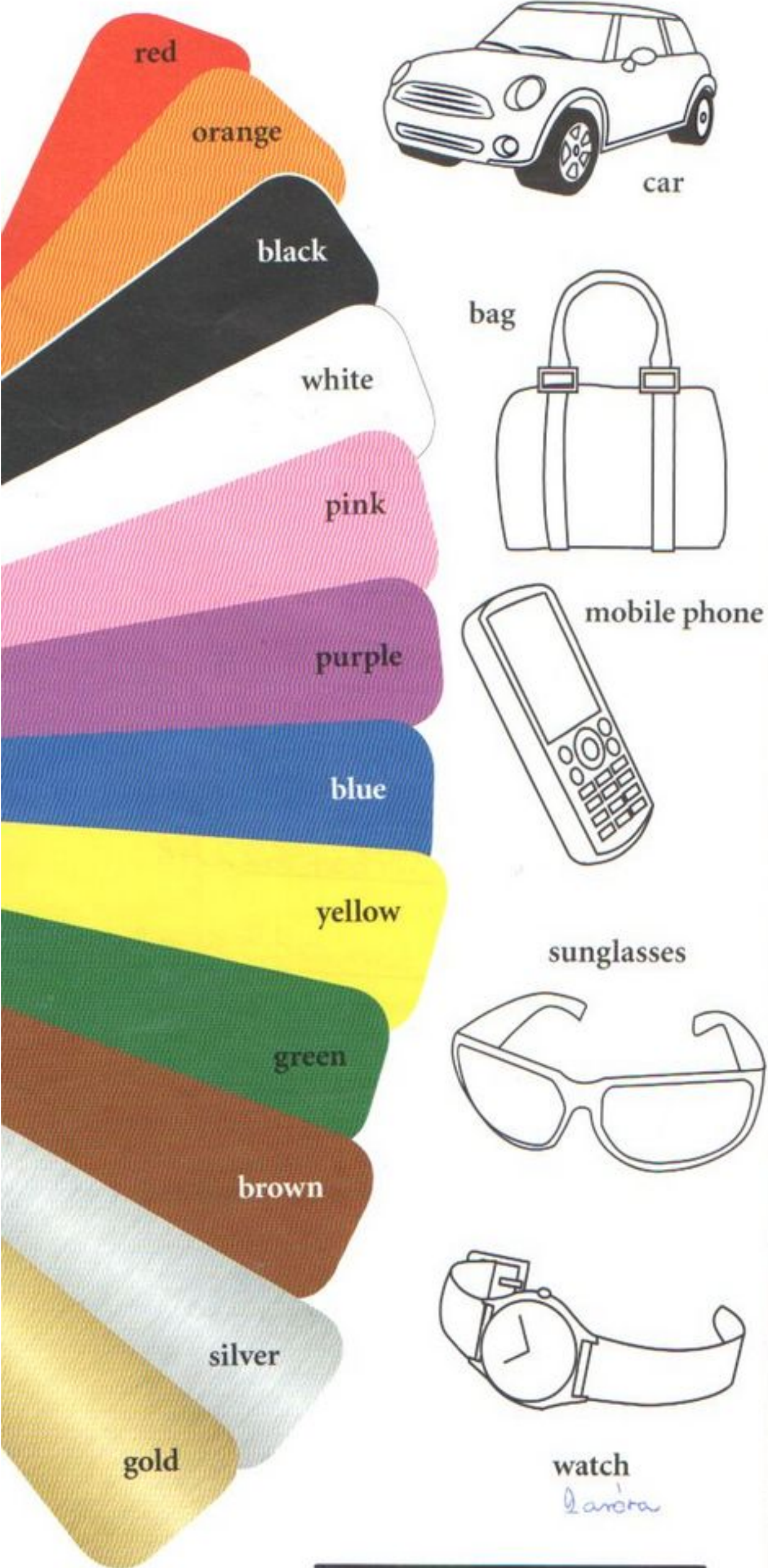
How do you spell your surname?

W-H-I-T-T-O-N

1b My favourites

1. VOCABULARY

Listen and repeat. Which of the things below do you have? What colour are they?



My car is red.

My sunglasses are black.

NOTE

light blue



dark blue



2. READ

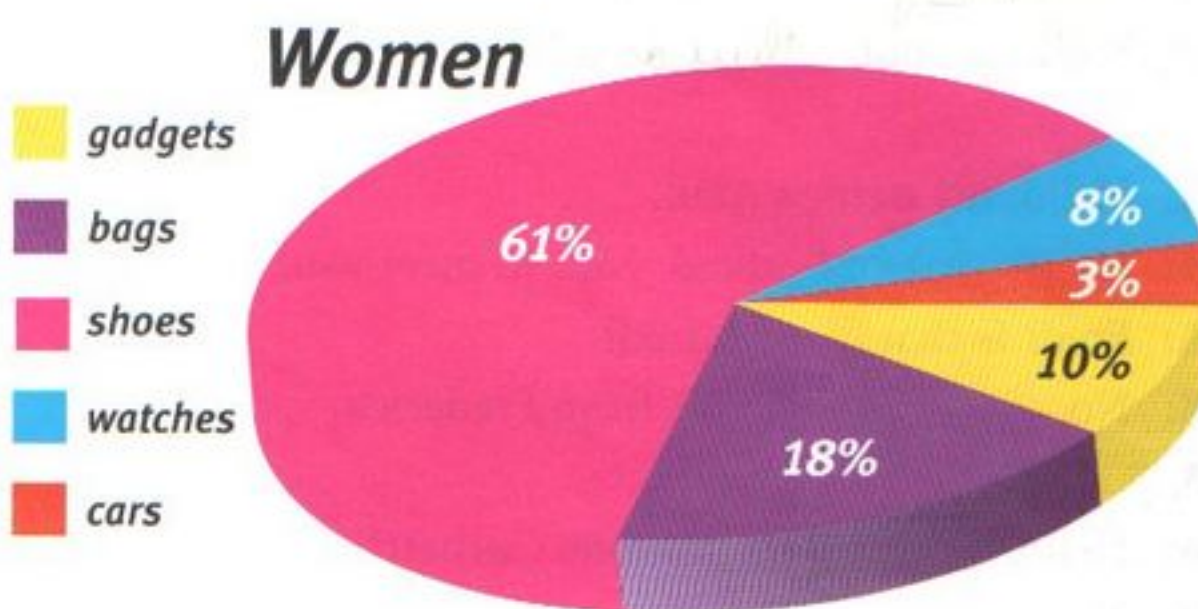
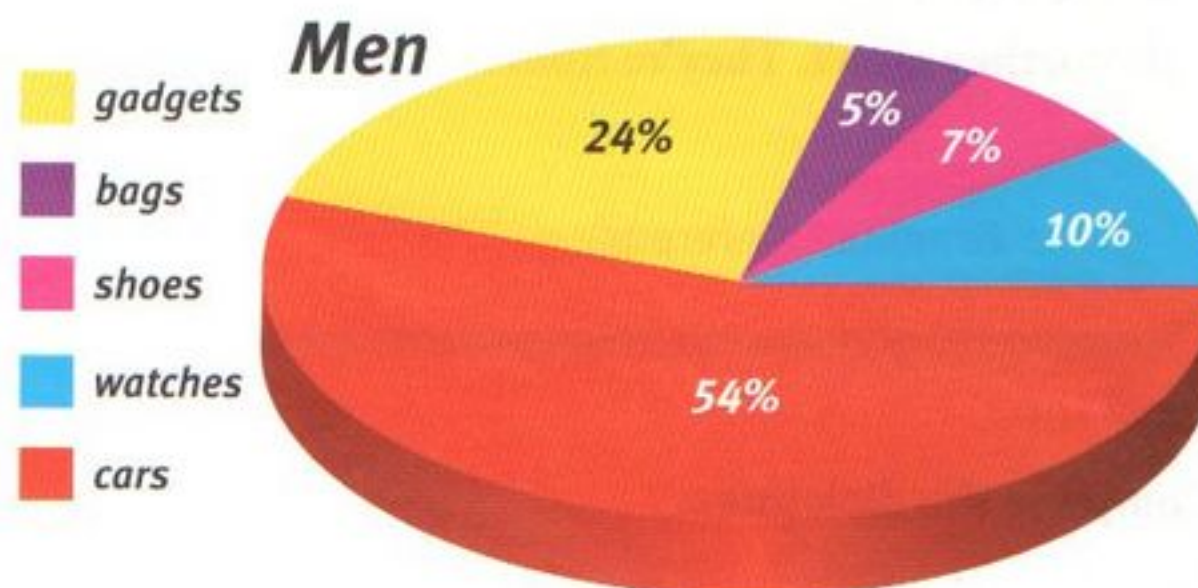
A. Look at the words in the box below and put them in order of preference. Do you think men and women prefer different things?

cars gadgets bags shoes watches

B. Listen, read and check your answers.

Favourite things

What do men like? What do women like? We asked 200 men and 200 women about their favourite things.



These are the results of the survey and they are not very surprising. It's a fact, women like shoes and bags, men like cars and gadgets. Women like shopping for shoes and they have about 19 pairs! Men like cars and their favourite colour is silver.

3. GRAMMAR

A. THESE/THOSE - PLURALS

Complete the table.

SINGULAR	PLURAL
This _____.	These are my watches.
_____ a silver car.	Those are silver cars.

NOTE

man - men
woman - women
child - children

B. POSSESSIVE ADJECTIVES

Match. What are the words in bold followed by?

I'm Diane.

Their coach is Mexican.

He's Italian.

Our address is 33 Banbury Road.

She's my best friend.

My e-mail is dia28@gmail.com

We're brothers.

His surname is Alberti.

They're football players. **Her** number is 020 8446 2035.

C. POSSESSIVE CASE

Match the phrases with the pictures.

my brother's book

my brother's books

my brothers' books



Grammar Reference p. 128

4. PRACTICE

Circle the correct words.

1.

A: Are these / those your bags over there?

B: No, they aren't. These / Those are my bags here.

A: Ah, I know. They're Ursulas / Ursula's.

2.

A: That's your sister's / sisters' car, right?

B: No, her / your car's light blue. That's dark blue.

A: Is that you / your car over there?

B: No, it isn't. It's my parents' / parent's car.

3.

A: Are these women's / womens' shoes?

B: No, they aren't. But these / those over there are.

A: Thanks.

4.

A: Is that Peters' / Peter's mobile phone?

B: No, His / He's mobile phone is silver. It's that man's / men's over there.

5. SPEAK

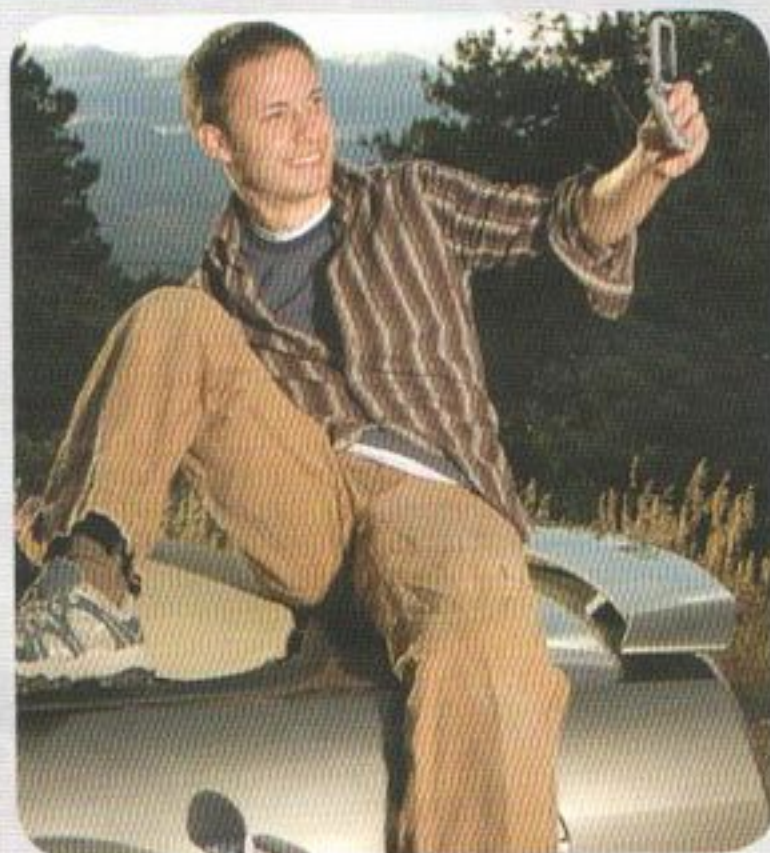
GAME

Talk in pairs.

Student A go to page 120.

Student B go to page 123.

Survey Survey Survey
Survey Survey Survey
Survey Survey Survey



This is Darren. He really likes gadgets. All of Darren's gadgets are up to date. "I have 5 mobile phones. This silver phone is my favourite."



This is Karen and these are her shoes. Some of her shoes are quite expensive. "I have 21 pairs of shoes. These red shoes are very nice and they're my favourite."

C. Read again and complete the sentences.

- 54% of men like _____.
- _____ of women like gadgets.
- 5% of _____ like bags.
- _____ of women like shoes.
- Darren has 5 _____.
- Karen has _____ pairs of shoes.

1c I can do it

1. VOCABULARY

Match. Then listen and check your answers.

What do they do?

NOTE

a waiter
an actor



photographer
tour guide
secretary
salesperson
actor/actress
delivery person
waiter/waitress
shop assistant

4
8
1
5
7
3
6
2



2. READ

A. Look at the pictures. What do you think the people are talking about? Listen, read and find out.

Stacey Hello, I'm Stacey Greenford. I'm here about the part-time photographer's job.

Woman Hello, Stacey. Can you use a computer?

Stacey Of course. I can do photo editing. I can type and look for information on the Internet, too.

Man And how old are you?

Stacey I'm seventeen. I still go to school, but I can work every day after school.

Woman I see.

Stacey I can take very nice pictures. Here, look.

Man Thank you, Stacey. We'll call you.



Mr Stewart Good morning. I'm Donald Stewart. I'm here about the job of a salesperson.

Woman Welcome to CarsEurope, Mr Stewart. How many languages can you speak?

Mr Stewart I can speak Spanish and I can understand French, but I can't speak it very well.

Woman I see. Can you drive?

Mr Stewart I can ride a motorbike.

Man Yes, but can you drive a car?

Mr Stewart No, but I can learn.

Man Well, leave your CV, please, and we'll call you.



3. GRAMMAR

THE VERB can

Read the examples. How do we form the negative and question form of the verb *can*?

James and Ryan **can** read and write in Italian, but they **can't** speak the language very well.

Can Anna ride a motorbike?
 Yes, she can.
 No, she can't.

Grammar Reference p. 128

4. PRACTICE

Complete the dialogues with *can* and the words in brackets. Give short answers where possible.

1.

A: What do you do, Ms Archer?

B: I'm a tour guide.

A: Can you speak (you / speak) Spanish?

B: No, I can't, but I

can speak (speak) French and Chinese.

A: Wow! Can you write (you / write) in Chinese, too?

B: No, I can't.

2.

A: Is Kelly a pizza delivery person?

B: Yes, she works at Pizza Palace.

A: Can she ride (she / ride) a motorbike?

B: Yes, she can.

B. Read again and decide what Stacey and Mr Stewart can and can't do. Tick (✓) or cross (X).

Stacey
 use a camera ☒
 use a computer ☒
 work full-time ☒

Mr Stewart
 speak Spanish well ☒
 speak French well ☒
 drive a car ☒
 ride a motorbike ☒

5. SPEAK

Talk in pairs. Read the advertisement below. Imagine that you work for Lifetek International and that you're looking for a new secretary. Each of you has interviewed an applicant for the job. Student A, go to page 120 and Student B, go to page 123. Discuss and decide who the best person for the job is.

Lifetek International needs a secretary

The ideal applicant:
 ▶ is between 20 and 35
 ▶ can use a computer well
 ▶ can speak two languages
 ▶ can drive
 ▶ can work full-time

Tel: 07789 245 226
 e-mail: lifetekint@business.com

6. WRITE

Read the advertisements below and imagine that you're applying for one of these part-time jobs. Write a few sentences about what you can and can't do.

INGLATERRA TOURS needs a tour guide

Can you speak Spanish?
 Can you work from 12pm to 4pm every day?

Call us at: 020 4445 7788

"Big Pasta Restaurant"

DELIVERY PERSON NEEDED

Can you ride a motorbike?
 Can you speak Italian?
 Can you work after 8pm?

Then this is the job for you!

THE EIFFEL TOWER CAFE

is looking for a waiter/waitress

Can you make nice coffee?
 Can you speak French?
 Can you work 9am-1pm?

Then this is the job for you!

1d What time?

1. VOCABULARY

A. Match. Then listen and check your answers.

What's the time?

It's two o'clock.



1. It's five past two.



2. It's a quarter past two.



3. It's half past two.



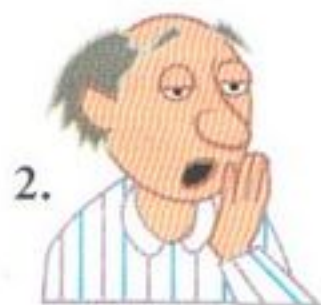
4. It's a quarter to three.



5. It's ten to three.

- a. It's two thirty.
- b. It's two forty-five.
- c. It's two-oh-five.
- d. It's two fifty.
- e. It's two fifteen.

B. Match the adjectives with the pictures. Then listen and check your answers.



busy 3
hungry 5
thirsty 4
tired 2
bored 1

2. READ

A. Listen, read and match the dialogues 1-3 with the pictures a-c.

1.

Woman Excuse me, what's the time?

Man Erm... it's ten past eight.

Woman Oh, it's a bit early. The shop opens in twenty minutes.

2.

Ted Hey, let's go out tonight.

Faith No, I'm tired and I start work at 8 tomorrow.

Ted Come on, I'm bored.

Faith OK, then. Let's go to the new café on Gilbert Street.

Ted Sounds good. Is half past nine OK with you?

Faith Isn't it a bit late?

Ted OK, what about half past eight?

Faith Fine. Meet you there.

3.

Mike Hey, Carla, what's the time?

Carla It's one o'clock. Half an hour till lunch break.

Mike I can't wait. I'm hungry!

Carla You're always hungry! Now stop talking. I'm busy.

NOTE

am = from midnight to noon
pm = from noon to midnight

B. Read again and answer the questions.
Choose a, b or c.

1. What time does the shop open?

- a. 8:10 b. 8:20 8:30

2. What time are Ted and Faith meeting?

- a. 8:00 8:30 c. 9:30

3. Who's tired?

- a. Ted Faith c. Ted and Faith

4. What time is lunch break?

- a. 12:30 b. 1:00 1:30

5. Who's hungry?

- Mike b. Carla c. Mike and Carla

a



b



c



3. PRONUNCIATION



Listen and repeat. Notice the pronunciation and rhythm.

- A: What's the time?
B: It's a quarter past two.
- A: What's the time?
B: It's half past twelve.
- A: What's the time?
B: It's ten to nine.

4. LISTEN



Listen to two friends talking and complete the sentences. Choose *a* or *b*.

- Tony is _____.
a. tired b. bored
- Maggie _____ late.
a. is b. isn't
- It's _____.
a. 6:50 b. 7:10

5. SPEAK

Talk in pairs. Make plans for tonight or tomorrow night. Use some of the phrases in the box.

Let's...
Is eight/nine, etc. o'clock OK with you?
Isn't it a bit late/early?
No, I'm tired/busy/hungry, etc.
What about...?
Sounds good.
Fine. Meet you there.

I'm bored. Let's go to Joe's café tonight.

Don't forget to use the prompts given.

TIP

1e Friends online

Write down new words in your notebook. Together with the English word write the translation in your language and an example sentence.

TIP

1. VOCABULARY

Look at the pictures and find opposite adjectives. Then listen and check your answers. Use some of the adjectives to describe yourself.



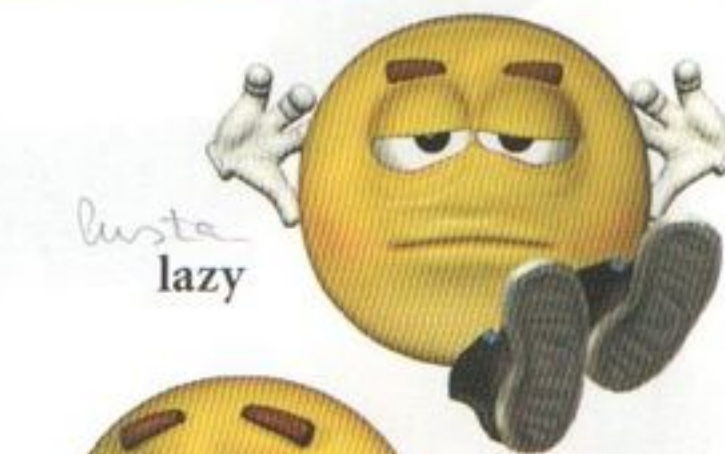
active

aktiv



funny

witzig



lazy

lustig



shy

schüchtern

2. READ

A. Look at the people in the profiles below. What can you tell about them? Listen, read and check your answers.

Profile ▼

Friends ▼

Inbox ▼

cyberpal.com

Search

All Friends

Emma

Gary

Jill

Fiona

Jessica

Andy

Alex

Profiles

Name Gary Hobbs

Age 23

About me I'm a student at university and I'm single. I live in New Zealand. I'm very active and I'm a sports freak. I love football, basketball and swimming. I also work part-time at the sports centre as a lifeguard. *Editor*

Name Fiona Goldsmith

Age 26

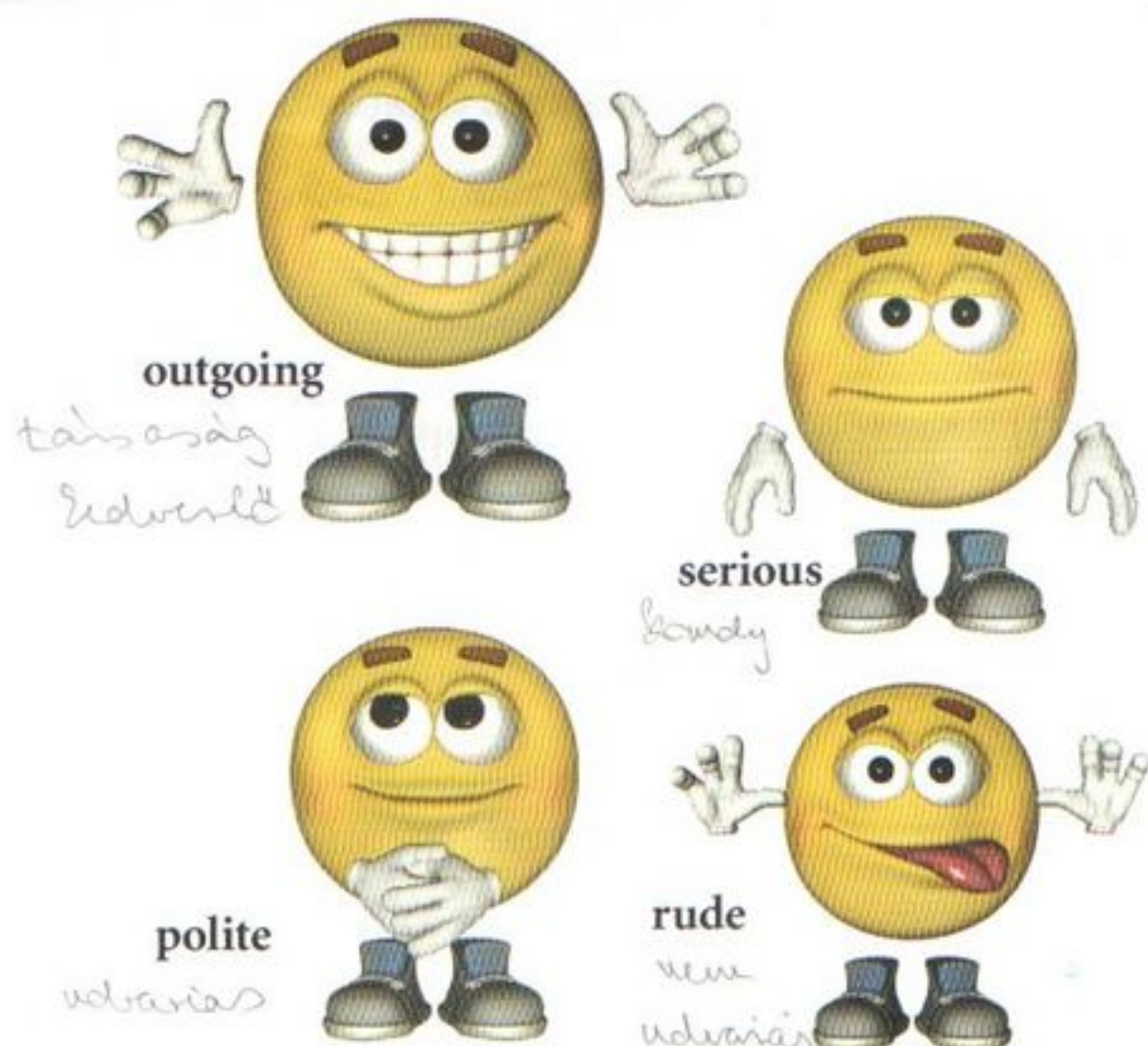
About me I'm newly married and my husband's name is Sam. We live in Dublin. Sam is 32 and he's wonderful. He's outgoing and very funny. We have so much fun together. *Ich werde dich mag*

Name Andy Ford

Age 28

About me I'm a musician and I live in Liverpool. I'm engaged to Julie Simms. I'm unemployed at the moment but I'm in a band called *The Target*. We're a hard-working band and we are brilliant on stage. Check out our website www.thetargetband.net

16



3. SPEAK

Complete the form below and present yourself to your partner or to the class.

age	
marital status	
job	
personality	

I'm 25 and I'm unemployed...

4. WRITE

Punctuation

In English:

- affirmative and negative sentences end with a full stop (.)
- questions end with a question mark (?)
- sentences that express strong feelings end with an exclamation mark (!)

Capital letters

Use capital letters:

- at the beginning of a sentence
- with names/surnames
- with Mr/Mrs/Miss/Ms
- with languages
- with cities/countries/nationalities
- with streets and roads
- with the personal pronoun *I*

A. Read the e-mail below and add punctuation and capitals.

what's up i'm very busy with my french my new french teacher is great his name is henry petit and he's from paris he can also speak a bit of chinese you see, mr petit is married to a woman from china they're very polite and funny they live near my house

B. Write a paragraph about yourself to include in a social networking website like *cyberpal* on page 16.

Remember to check punctuation and capital letters in your writing.

TIP

1 Round-up

VOCABULARY

A. Circle the correct words. *helps sb*

- My sister can take really nice pictures. She's a **photographer** / salesperson.
- This pair of **bags** / shoes is very expensive.
- Our teacher is very **funny** / rude. We like her a lot.
- I'm really **hungry** / busy. I can't wait till lunch break.
- Gill is a(n) **actress** / musician. The name of her band is GillC.
- Let's go out together **midnight** / tonight.
- James is really **hard-working** / lazy. He has a full-time job as a graphic designer and a part-time job as a waiter.
- Alan can't **ride** / learn a motorbike, so he can't work as a delivery person.

B. Complete the table.

5:05	<i>It's five past five / It's five-oh-five</i>
8:00	<i>It's eight o'clock</i>
<i>11:50</i>	It's ten to twelve. / It's eleven fifty.
9:15	<i>It's quarter past nine / It's nine fifteen</i>
<i>7:30</i>	It's half past seven. / It's seven thirty.
3:45	<i>It's quarter to four / It's three forty-five</i>

GRAMMAR

C. Choose a, b or c.

- Look at _____ watches over there. They're really nice!
a. these b. that **c. those**
- My _____ mobile phone is black. It isn't purple.
a. wife's b. wife c. wives'
- We live in Oxford. _____ address is 180 Banbury Road.
a. Our b. We c. Their
- _____ books here are my husband's.
a. These b. Those c. This
- That's my best friend. _____ name is Mary.
a. His b. She **c. Her**
- That is the _____ school over there.
a. children **b. children's** c. childrens'

D. Complete the dialogue with *can* and the words in brackets. Give short answers where possible.

- A: Hello, Mr Atkins. You're here about the job of a secretary, right?
- B: Yes.
- A: So, (1) Can you speak (you/speak) Chinese?
- B: No, (2) you can't. But I (3) can learn (learn).
- A: I see. How many languages (4) can you speak (you/speak)?
- B: Two. I (5) can speak (speak) French and Spanish.
- A: And (6) can you use (you/use) a computer?
- B: Of course. I (7) can type (type) and look for information on the Internet.
- A: Thank you, Mr Atkins. We'll call you.

E. Complete the dialogues.

- A: Are you an actor?
B: No, I'm not. I'm a waiter.
- A: Can you ride a motorbike?
B: No, I can't. This isn't my motorbike.
This is my brother's.
- A: That is my best friend, Ryan.
He's a football player.
B: Really? Is he British, too?
A: No, he isn't. He is Australian.
- A: Who are they? Are they actors?
B: Yes, they are.

COMMUNICATION

F. Complete the dialogues. Choose a or b.

- A: What do you do?
B: _____
a. I'm fine, thanks.
b. I'm a tour guide.
- A: What's the time?
B: _____
a. It's a quarter past two.
b. Let's meet at two o'clock.

3. A: What are you like?

B: _____

a. I'm polite and shy.

b. I like shoes and bags.

4. A: Is ten o'clock OK with you?

B: _____

a. In twenty minutes.

b. Sounds good.

5. A: Isn't it a bit late?

B: _____

a. Fine. Meet you there.

b. OK, what about nine?

G. Complete the dialogue with the phrases a-d.

a. Pleasure to meet you

b. I see

c. How do you spell that

d. Excuse me

A: (1) d, are you Mr Smith?

B: Yes. And who are you?

A: I'm Angela Thomas. (2) a.

B: Nice to meet you, too. Are you here about the job of a secretary?

A: Yes. I'm here to leave my CV.

B: Great! What's your name again?

A: Angela Thomas.

B: (3) c?

A: T-H-O-M-A-S. Thomas.

B: (4) b. Leave your CV here, and we'll call you.

A: Thank you.

H. Answer the questions.

1. What's your address?

It's 10/1 Sargate str.

2. What's your phone number?

It's 471-389

3. What's your e-mail address?

It's szaszabmw@gmail.com

4. What's your favourite colour?

It's blue and black

5. Are you married?

I'm married. Yes, I am

LISTEN



Listen to three dialogues and choose a or b.

1. What can Louise do?

a. use a computer

b. speak Chinese

2. What's Oliver like?

a. He's polite.

b. He's outgoing.

3. What colour is Craig's mobile phone?

a. silver

b. gold

SPEAK

Talk in pairs.

Student A: Use the prompts in the table below and ask Student B questions. Complete the table and decide which job from the ones in the box he/she is suitable for according to his/her answers.

tour guide

secretary

delivery person

shop assistant

	YES	NO
(be) married/single?		
(can) drive car?		
(can) ride motorbike?		
(be) outgoing/shy?		
(can) use computer/type		
(can) speak Chinese/Spanish		

Student B: Answer Student A's questions.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > introduce myself and others ☐
- > exchange basic personal information (job, address, e-mail, marital status) ☐
- > talk about my possessions ☐
- > describe objects ☐
- > talk about my and other people's abilities ☐
- > tell the time ☐
- > describe my and other people's personality ☐
- > write about myself ☐

A. Read the title of the text. Do you know anything about surnames? Listen, read and compare your answers.

The history behind a name

Do you know what your surname means? Surnames tell us about the history of a family.

Some surnames describe a man's job, like Carpenter, Taylor or Fisher.

Others are names of places, like Hill, Brook or Forest, and they describe the family's first home.

Other surnames describe people. For example, Kennedy means 'ugly head' in Gaelic, Armstrong means 'a person with strong arms' and Gotobed means 'lazy'.

In English-speaking countries, many surnames have the same beginning or ending. So surnames with the ending 'son' mean 'the son of'. Davidson and Robertson (the son of David and Robert) are very common. In the USA, different versions are more common for these surnames, like Davis instead of Davidson or Roberts instead of Robertson. In Ireland and Scotland, surnames with the beginning 'Mac' or 'Mc' mean 'the son of', too. For example, MacDonald is the son of Donald. In Ireland, they also have 'O' before names. 'O' means 'of', so O'Brien is the son of Brien.

What's your name

What
Name
What

[illegible]

B. Read again and complete the sentences.

1. Some surnames, like Fisher and Forest describe a person's _____ or _____.
2. The surname _____ describes a strong person.
3. Roberts means _____.
4. MacDonald is a common _____ or Scottish surname.

You can find more information on this topic in the Student's Area at www.mmpublications.com.

Day by day



Discuss:

- ▶ What's your daily routine like?
- ▶ What do you do when you're with your friends?
- ▶ What sort of free-time activities do you like?

Flick through the module and find...

- ▶ a woman on her first day at a new job
- ▶ a university student helping an elderly woman
- ▶ an interview with a karate champion
- ▶ a quiz about technology and gadgets
- ▶ a survey about free-time activities

In this module you will learn...

- ▶ to talk about your daily routine
- ▶ the days of the week
- ▶ to talk about your job
- ▶ to make arrangements for an evening out
- ▶ to talk about free-time activities
- ▶ to talk about your likes and dislikes
- ▶ to say how often you do things
- ▶ to write about your working habits
- ▶ to write about how you and people your age spend their free time

2a Home life

1. VOCABULARY

A. Listen and repeat. Which of the following do you do every day?



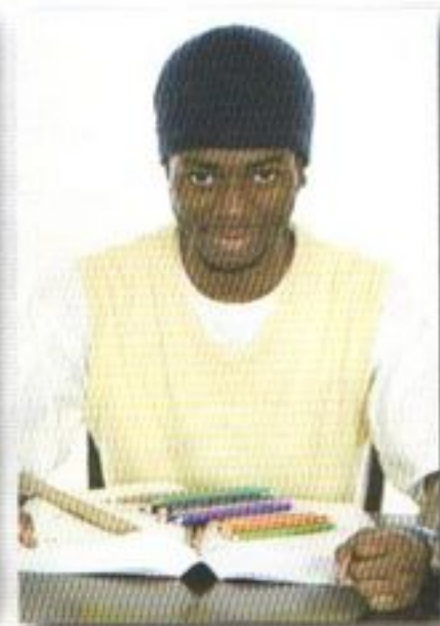
have breakfast /
lunch / dinner



hoover



do the washing-up



study / do homework



clean the windows



cook



mop the floor

B. Write the days of the week in order. Write 1-7.
Then listen and check your answers.

Wednesday 3 Friday 5 Monday 1

Saturday 6 Thursday 4

Sunday 7 Tuesday 2

2. READ

A. Look at the pictures in the magazine article. What do you think the young woman's daily routine is like? Listen, read and find out.

A helping hand

Anna Bishop is not like other university students. She starts her day early in the morning. She gets up at 7:30, but she doesn't go to the university. She goes to Mrs Griffin's house and they have breakfast together. Mrs Griffin is 78 years old and needs help around the house, but most of all she needs company. Anna does volunteer work and helps out elderly people.

"I cook, do a bit of housework, but Mrs Griffin and I also chat or go to the park. We go there every day and I help her walk," she says.

During the week, Anna doesn't see her friends. When she finishes work, she goes to the university. She goes home at about 8pm and then she studies. She has a busy day but she doesn't mind. "Mrs Griffin is like a grandmother to me. I can see my friends at the weekend."

Before you read, try to predict what the text is about with the help of the title and the pictures.

TIP



B. Read again and write T for True or F for False.

1. Anna goes to the university early in the morning. ☐
2. Anna has breakfast with Mrs Griffin. ☐
3. Anna helps Mrs Griffin to cook. ☐
4. Anna goes to the park with Mrs Griffin every day. ☐
5. Anna goes out with friends on weekdays. ☐

3. GRAMMAR

PRESENT SIMPLE (Affirmative-Negative) - PREPOSITIONS OF TIME

Read the examples. Look at the words in blue.
How do we form the third person singular?

- I get up **at** seven o'clock every morning.
- You work **from** nine **to** five.
- We don't do the washing-up **in** the evening.
- They don't have breakfast **during** the week.
- Harry gets up late **on** Saturdays.
- Julia works **until** eleven o'clock **at** night.
- Amanda doesn't do the washing-up **at** the weekend.
- Jack doesn't have breakfast **on** Saturday mornings.

Grammar Reference p. 129

Look at the words in red in the examples and complete the blanks below with prepositions of time.

- { Monday / Tuesdays, etc.
weekdays
Friday evenings, etc.
- { nine o'clock / half past three
the weekend
night / midnight
- the morning / afternoon / evening

4. PRACTICE

Complete the blanks with the Present Simple of the verbs in brackets and the boxes with prepositions of time.

- I don't play (not play) football at the weekend. I play (play) tennis.
- Henry finishes (finish) work at 3 o'clock in the afternoon.
- My parents don't cook (not cook) on Sunday evenings. They go (go) to a restaurant.
- Jack studies (study) from five to seven every day.
- Sheila doesn't do (not do) housework on weekdays.

5. PRONUNCIATION

A. Listen and repeat. What's the difference between a, b and c?

- a. cooks b. goes c. uses

B. Now listen and tick the sound you hear.

	cooks /s/	goes /z/	uses /ɪz/
needs			
meets			
finishes			
closes			
cleans			
mops			
drives			

6. SPEAK

A. Complete the chart below to indicate which activities you do. Then talk in pairs as in the example and note down your partner's answers.

	You	Your friend
get up early		
have a big breakfast		
do housework		
cook		
go to bed late		

I get up early on weekdays, but I don't get up early at the weekend. What about you?

I get up early...

B. Report your partner's answers to the class.

...gets up early...

7. WRITE

Write a few sentences using the information from activity 6, comparing your daily routines.

- I get up early on weekdays.
- ... gets up early at the weekend.

2b First day on the job

1. VOCABULARY

Match the jobs with the workplaces.
Then listen and check your answers.

hotel

hospital

newspaper office



doctor



receptionist



editor



reporter



housekeeper



graphic designer



chef



nurse



bellboy

2. READ

A. Look at the picture. What do you think the man's job is? Listen, read and find out.



- Elliot Good morning. Laura Walker?
 Laura Yes. Good morning.
 Elliot I'm Elliot Powell. Welcome to the Daily News. Do you know your way around?
 Laura No, I don't.
 Elliot OK, let me show you. That office over there is the photographers' office.
 Laura Do the reporters work there, too?
 Elliot No, they don't. They're on a different floor. Through those doors is the cafeteria.
 Laura When do we have a lunch break?
 Elliot Are you hungry already?
 Laura No, it's just...
 Elliot I'm only joking. Lunch is from 1:30 till 2:30. Now, the graphic designers are in that office and my office is just here.
 Laura And where's the editor's office?
 Elliot Erm...it's here.
 Laura Oh, so you're the editor. You're my boss.
 Elliot That's right. OK, let's go upstairs and find your desk.

B. Read again and answer the questions.

- Where are Elliot and Laura? *They are at the D.N.*
- Do the reporters and photographers work in the same office? *No, they don't.*
- Where do people at the Daily News have lunch? *at the cafeteria*
- What time does the lunch break start? *have 1:30*
- Does Laura work on the same floor as the editor? *No, she doesn't*

3. GRAMMAR

PRESENT SIMPLE (Questions)

Read the examples. How do we form questions in the Present Simple?

When do you start work?	When does Adam start work?
Do you work at a hotel? Yes, I do . / No, I don't .	Does Ellie work at a hospital? Yes, she does . / No, she doesn't .

Grammar Reference p. 129

4. PRACTICE

Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

- Andrew Does your husband work (work) at the hospital?

Karen Yes, he does. He's a doctor. He works (work) until 1am every day.

Andrew Really? And when does he start (start) work?

Karen He starts (start) at 3pm.
- Max When do you clean (clean) your house, Belinda?

Belinda Oh, I don't. You see, I live (live) with my sister and she does (do) all the housework. She doesn't (not work) work.

Max Really? Does she cook (cook), too?

Belinda Well, we cook (cook) together.

5. LISTEN

A. Listen to two people talking at a hotel and match the people with the jobs.

- | | |
|--------------|-----------------|
| 1. Mr Baxter | a. receptionist |
| 2. John | b. chef |
| 3. Tanya | c. housekeeper |
| 4. Pat | d. bellboy |

B. Listen again and write T for True or F for False.

- Mr Baxter doesn't work on Tuesdays. ☒
- John has a letter for the chef. ☐
- Mr Baxter has an office at the hotel. ☒
- John meets Mr Baxter at the hotel reception. ☐

6. SPEAK

Talk in pairs.



Student A: Imagine that you are doing a survey on people's working habits. Interview Student B and complete the form. Then ask Student B questions about a friend.

WORK SURVEY		
	STUDENT B	FRIEND
What / do ?		
Where / work?		
have / part-time or full-time job?		
When / start and finish / work?		
What time / have lunch break?		
like / job?		

Student B: Answer Student A's questions about your working habits. If you don't have a job, imagine that you do. Then answer the questions about a friend of yours.

7. WRITE

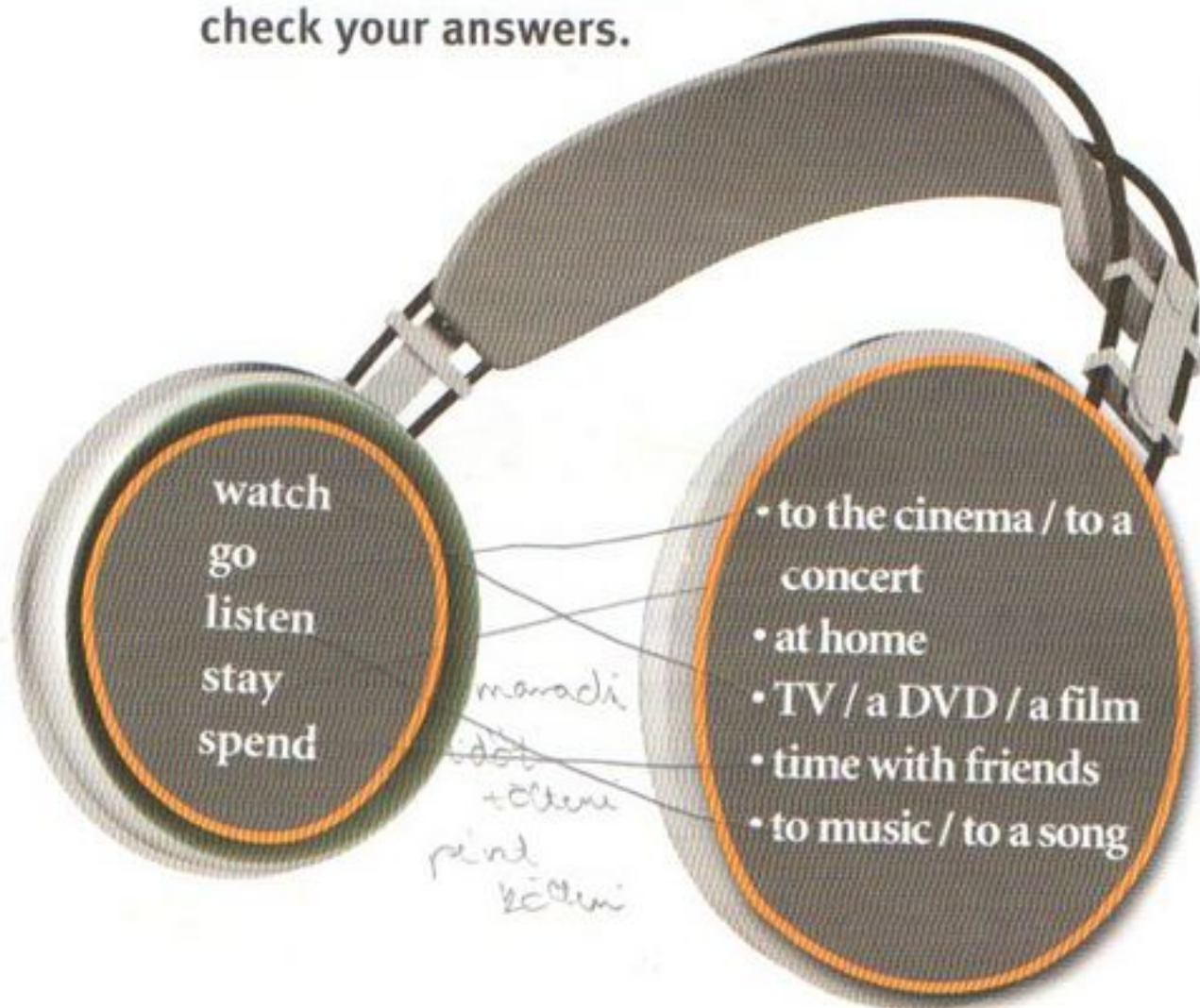
Write a paragraph about your working habits and a friend's working habits. Use the prompts in the previous activity.



I am a part-time waiter / waitress...

1. VOCABULARY

A. Match the two columns. Then listen and check your answers.

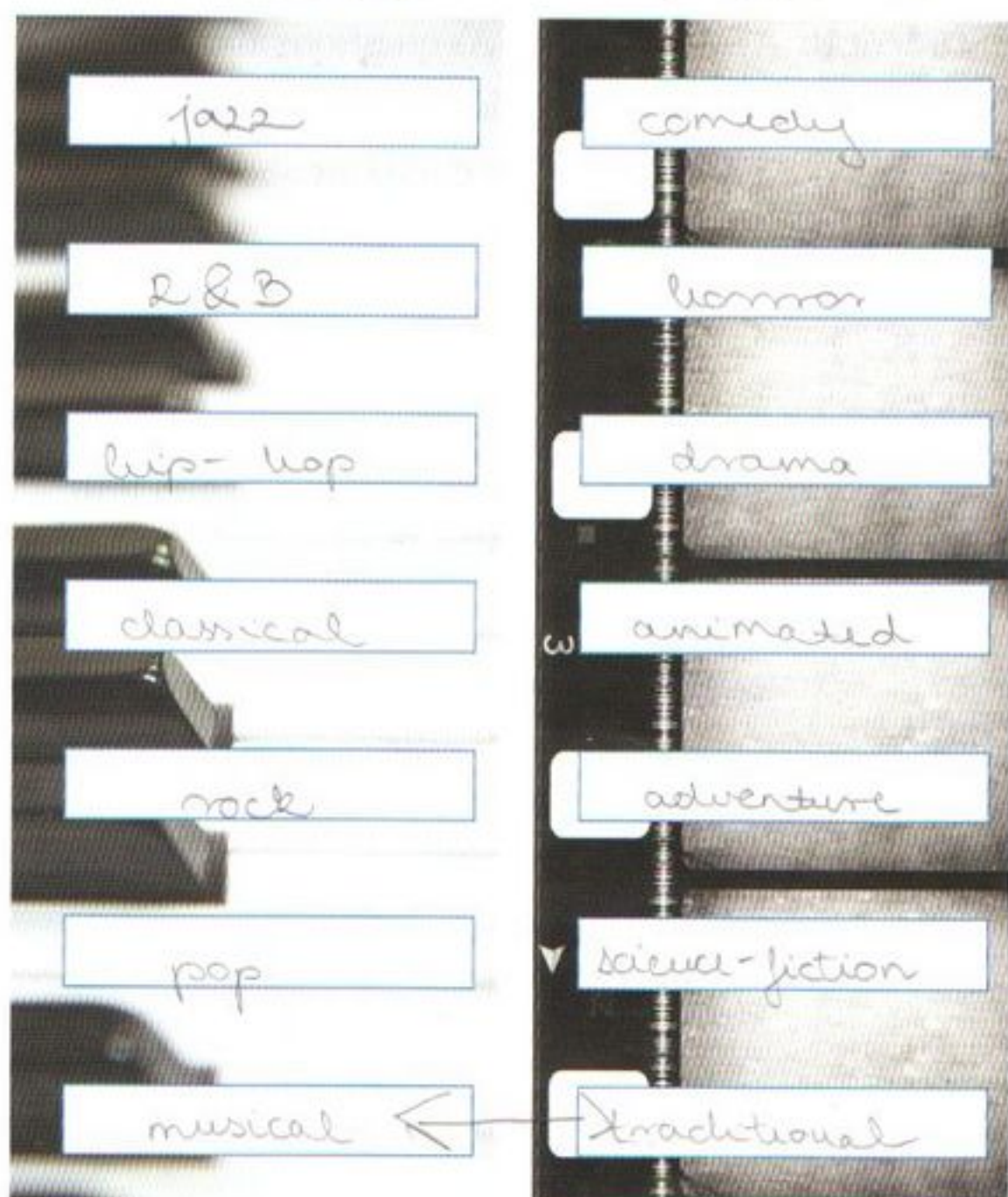


B. Write the words under the correct heading. Then listen and check your answers.

comedy jazz R&B horror hip-hop drama
classical animated rock adventure
science-fiction traditional pop musical

Music

Film



2. READ

A. Listen and read. Where would you hear these dialogues?

- Karen What about a romantic comedy?
Julie I don't know. I'd like to go home and watch a DVD tonight. I'm tired.
Karen Come on! Oh look! *The Eye of the Monster* is on. We can watch that.
Julie But that's a horror film. I can't stand horror films. They're horrible!
Karen OK, OK. Two tickets for *A True Friend*, please.
Julie Urghh!

- Trudy I'm out of breath!
Graham Me too. Let's stop dancing for a while.
Trudy In a bit. I love dancing to this song.
Graham So, what do you think of this place?
Trudy It's fantastic! And the music is brilliant.
Graham Yeah, the DJ's really good. Do you want to come again next week?
Trudy Sure! I'd love to.

- Brad Listen to this song. Isn't it great?
Ruth Yeah, but that's rock. Mark doesn't like that kind of music.
Brad What kind does he like?
Ruth Well, I know that he enjoys listening to R&B.
Brad What about this single here with Madonna and Justin Timberlake?
Ruth Good idea! I think Timberlake's his favourite singer.
Brad All right then. Buy it.

B. Read again and complete the sentences with names.

1. Mark doesn't like rock music.
2. Karen buys tickets for a film.
3. Karen likes horror films.
4. Trudy enjoys dancing.
5. Trudy doesn't want to go out.
6. Julie, Trudy want to go to the same place again.
7. Ruth likes R&B music.
8. Julie hates horror films.
9. Brad wants to buy something for a friend.
10. Karen wants to go to the cinema.

3. GRAMMAR

would like / want + to

like / love / enjoy / hate / can't stand + -ing

Read the examples. What's the difference between the two sentences?

I like going out.

I'd like to go out tonight.

Use the words below to replace the words in bold in sentences 1-5.

like don't like would like

1. We **hate** watching TV.
2. I **enjoy** listening to music.
3. George and Sophie **love** science-fiction films.
4. I **want** to go to a concert.
5. My parents **can't stand** R&B music.

Grammar Reference p. 130

4. PRACTICE

Complete with the correct form of the words in brackets.

1.

A: Would you like (you / like) to go to the cinema with me tomorrow?

B: Sorry, I can't. I want to spend (spend) some time with my sister tomorrow.

A: Your sister?

B: Yes. I like spending (spend) time with my sister.

A: OK. What about Monday?

B: That's fine. Do you like (you / like) musicals?

A: Not really. I enjoy watching (watch) science-fiction films only. I'd like to see (see) *Life in the Future*.

B: OK. Let's go see that then.

2.

A: Would you like to go (go) out tonight?

B: No, I'm tired. I'd like to stay (stay) at home.

A: Oh, OK. Do you want to watch (watch) a DVD?

B: Come on Ed. You know I can't stand watching (watch) DVDs.

5. LISTEN



Listen to a woman answering questions for a survey and complete the form.

SURVEY: FREE TIME

MALE ☐

FEMALE ☒

1. Do you like listening to music?

Yes ☒

No ☐

2. What kind of music do you like?

Pop ☐

Rock ☒

Jazz ☐

Classical ☐

Hip-hop ☐

R&B ☒

Traditional ☐

Other

3. Where do you listen to music?

Home ☐

Work ☒

Car ☒

Other

4. Do you enjoy going to the cinema?

Yes ☒

No ☐

5. What kind of films do you like?

comedy ☒

science-fiction ☐

adventure ☐

horror ☒

drama ☐

other

6. When do you go to the cinema?

On weekdays ☐

At the weekend ☒

6. SPEAK

Talk in pairs. Make plans for tonight.

What do you want to do tonight? /

Where would you like to go tonight?

I want to... / I'd like to...

OK. What do you think of...?

I think it's a great/horrible/etc. place.

OK then, let's go...

2d Techno world

1. VOCABULARY

Match. Then listen and check your answers.



2. GRAMMAR

ADVERBS OF FREQUENCY

Read the examples and use the words in bold to complete the blanks below. What do you notice about the position of adverbs of frequency?

- Chloe **always** helps me with the housework. She's great!
- I don't **often** download information from the Net.
- Daniel is **never** at home in the morning. He works from 8 to 5 every day.

	<input type="text"/>
	Usually
	<input type="text"/>
	Sometimes
	Rarely
	<input type="text"/>

Grammar Reference p. 130

3. SPEAK

Talk in pairs. Think about how often you do the things mentioned in the vocabulary activity.

I usually download music from the Net.

I rarely check my e-mails.

4. READ Do the quiz.

Do you spend your

1. How often do you watch video clips on your mobile?

- a. Never
- b. Twice a week
- c. Five times a day or more

2. How many DVDs do you watch a week?

- a. 0-2
- b. 3-5
- c. 6 or more

3. Do you watch downloaded TV programmes on your portable multimedia player?

- a. Never
- b. Sometimes
- c. Always

4. How often do you check your e-mails?

- a. Once a week
- b. Once a day
- c. Three times a day or more

life in front of a screen?

5. Do you play video games?

- a. Yes, every day
- b. No, never
- c. Sometimes

6. What's your idea of a good night out?

- a. A play at the theatre, then dinner at a restaurant.
- b. Coffee at a café, then a film at the cinema.
- c. A film at the cinema, then back home so you can fall asleep in front of the TV.

Your score is..

Mostly a's

You don't spend time in front of screens. Wake up, this is the 21st century. Technology can help you in many different ways.

Mostly b's

You have a nice balance. You don't spend all the hours of the day in front of a screen. You just use technology to help you in your daily life.

Mostly c's

You spend a lot of time in front of a screen. This is bad for your health and your eyes. Get a life and get out there in the real world.

5. PRONUNCIATION



A. Listen and repeat. What's the difference between *a* and *b*?

- a. Do you watch DVDs?
- b. How often do you watch DVDs?

B. Listen and repeat. Is the intonation rising ↗ or falling ↘ ?

1. When do you surf the Net?
2. Do you go to the theatre?
3. Does she play video games?
4. What do you download from the Net?
5. How do you spend your free time?
6. Are you a reporter?

6. SPEAK

Complete the chart below with information about yourself. Then talk in pairs. Ask and answer questions.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
check / e-mails							
watch DVDs							
surf / Net							
go / theatre							
go / cinema							
listen / MP3 player							

How often do you check your e-mails?

Every day. / Rarely. Only once a week.

How often do you watch DVDs?

Three times a week. / I never watch DVDs.

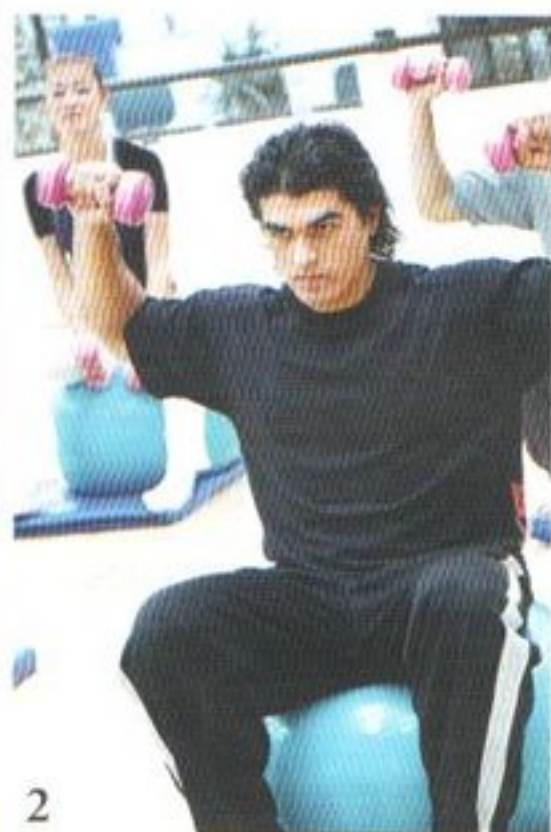
Don't be afraid to make mistakes when you speak.

TIP

2e At your leisure

1. VOCABULARY

Match the pictures with the phrases.
Then listen and check your answers.



take karate lessons

go shopping

hang out with friends



TIP

Learn whole phrases (eg. verb + noun) not just isolated words.

go to the gym/sports centre

talk on the phone

read a magazine/ newspaper



2. READ

A. Read the interview quickly and match the questions a-d with the paragraphs 1-4. Then listen and check your answers.

a. What do your students think about their famous karate champion teacher? 3

b. What about the future? 1

c. How do you spend your free time? 2

d. Mike, you are three times national karate champion. What's your secret? 4

Meet a sports star

This week we interview...

Mike Malik KARATE CHAMPION

1

Well, I train very hard every day. I also play sports and I go to the gym four times a week. And of course, I always eat healthy food.

2

Well, I don't have much. You see, I'm also a part-time teacher at a local school. I have my own little *Dojo* there, too. I teach children karate on Tuesdays and Thursdays. On Saturday mornings, I teach adults. Anyway, when I have some free time, I do the usual. I hang out with friends, I go to the cinema. And I love reading in the evenings.

3

People in the neighbourhood recognise me on the streets and say hello, but I can't say I'm famous. My students love me and they all want to become champions. I hope they do!

4

Well, I really want to go to the European championships next year. And after that, it's my dream to go to the Olympics.

3. LISTEN



A. Listen to an announcement. Where can you hear it? Choose **a**, **b** or **c**.

- a. on the radio b. on the telephone c. at a sports centre

B. Listen again and complete the sentences below.

- The gym is open twenty hours a day.
- You can play basketball, football and tennis at the sports centre.
- Karate lessons start at three o'clock on Saturday.
- You can hang out with your friends at the coffee.
- The sports centre is near Green Park.

4. SPEAK

CLASS SURVEY

A. Talk in groups of five. Look at the table below. In turn, ask each other questions to find out what people your age do in their free time.

	play sports	go / cinema	watch TV	go / restaurants
Do you like...?				
What (kind of)...do you like?				
How often do you...?				
Who do you...with?				

B. Report your group's answers to the class.

5. WRITE

Word order

In English, we always put the subject of a sentence before the verb and the object after the verb.

Subject + verb + object

Jack reads magazines in the evenings.

A. Make sentences by putting the words in the correct order.

- day / Tony / cooks / every / lunch
Tony cooks lunch every day
- stand / films / I / can't / science-fiction / watching
I can't stand watching sci-fi films
- to / an / my / become / editor / wants / brother
My brother wants to become an editor
- SMS / Susan / her / sends / to / messages / friends
Susan sends SMS messages to her friends
- windows / week / we / the / once / clean / a
We clean the windows once a week

B. A local magazine is doing a survey on how people spend their free time. Write a paragraph about how you and people your age spend their free time. Use ideas from activity 4.

Before you begin writing, make notes of the information you want to include. Write your first draft and correct it. Then write your final draft.

TIP

2 Round-up

VOCABULARY

A. Match.

- | | |
|-------------|-----------------|
| 1. do | a. shopping |
| 2. clean | b. dinner |
| 3. go | c. homework |
| 4. listen | d. with friends |
| 5. hang out | e. the windows |
| 6. have | f. to music |

B. Complete the sentences with the words in the box.

Fridays	receptionist	musical
comedy	graphic designer	Sunday

- I always do my homework on Sunday, just before the week starts.
- Don't watch that film. It's a comedy but it's not funny.
- My best friend is a receptionist at the Grand Hotel.
- I go to bed late on Fridays. You see, I don't work on Saturdays.
- The editor wants a new graphic designer for the magazine.
- This musical has a lot of nice songs. I really like it.

GRAMMAR

C. Complete the dialogues with the Present Simple of the verbs in brackets. Give short answers where possible.

1. A: Do you like (like) my new multimedia player?

B: Yes, I do.

A: It plays (play) music and videos, too.

B: Do you have (have) any good video clips on it?

A: No, I don't.

But I have (have) some great songs.

2. A: How often does Jake go (go) to the gym?

B: Well, he usually goes (usually/go) on weekdays. At the weekend, he plays (play) basketball with his friends.

A: What about football?

B: He doesn't like (not like) football.

D. Complete the sentences with the prepositions in the box.

at from on in during on at to

- Do you usually go to the cinema during the week, or at the weekend?
- My son plays video games every day, from 5:00 to 6:00.
- I never go out with friends on Sunday evening.
- What do you eat for breakfast in the morning?
- On Mondays, I teach karate at the sports centre.
- The jazz concert starts at 8 o'clock.

E. Use the prompts to write sentences.

1. Mary / never / do / housework / Sundays

Mary never does housework on S.

2. Andrew / want / go / concert

Andrew wants to go to a concert

3. David / usually / not work / Fridays

David doesn't usually work on F.

4. I / not eat / breakfast / with / husband

I don't eat breakfast with my h.

5. Andy / always / study / in front of / TV?

Does Andy always study in front of the TV?

6. Yolande / hate / walk / to work

Yolande hates walking to work

7. my sisters / enjoy / talk / on the phone

My sisters enjoy talking on the p.

8. you / would like / take / karate lessons?

Would you like to take karate lessons?

COMMUNICATION

F. Complete the dialogue with the phrases a-e.

a. I'm only joking.

b. All right.

c. What kind of film is it?

d. I'd love to.

e. Let me show you.

Joe Hey, there's a great film on at the cinema.
Let's go!

Kyle (1) c

Joe It's a science-fiction horror comedy.

Kyle What?

Joe (2) a It's a comedy with Ben Stiller.

Kyle I know that film. There's an article about it in
this magazine. (3) e

Joe Yes, that's it. So, do you want to go?

Kyle (4) d

Joe Meet you there at 7pm?

Kyle (5) b See you later.

G. Complete the questions for the answers below.

1. A: When does she leave dinner?

B: She always comes home late and has dinner at
around 9pm.

2. A: When do you go shopping?

B: We usually go on Saturdays.

3. A: Does he read magazines?

B: No, he doesn't.

4. A: What kind of music do you like?

B: R&B and rock.

5. A: How often do you do the
washing-up?

B: Twice a week only.

6. A: Do they take karate lessons?

B: Yes, they do. They love karate.

SPEAK

Talk in pairs about your likes and dislikes. Use the ideas given.

Free time

cinema	science-fiction / comedies / horror / etc.
clubbing	dancing / etc.
music	rock / jazz / R&B / etc.

At home

housework	clean windows / Hoover / etc.
friends	hang out / watch DVDs / listen music / etc.
computer	check e-mails / surf Net / download music / etc.

What do you like doing in your free time/ at home?

Do you like...?

Yes, I do. I love... / No, I don't. I can't stand...

What's your favourite...?

WRITE

Write a paragraph about your partner's likes and dislikes.



Lisa loves going to the cinema but




she can't stand...

SELF-ASSESSMENT

Read the following and tick the appropriate boxes.
For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about my daily routine ☐
- > talk about my free-time activities ☐
- > use the Present Simple ☐
- > use adverbs of frequency ☐
- > use prepositions of time ☐
- > talk about my likes and dislikes ☐
- > talk and write about my working habits ☐
- > make arrangements ☐
- > write about how I and other people my age spend their free time ☐

A. What do you think spamming and phishing are?
Listen, read and find out. 

Phishing for danger

The Internet is part of our everyday lives. It helps us a lot: we find information, we send e-mails, we buy things, etc. and it's easy to use. But be careful! There are lots of dangers, like spamming and phishing.

Phishing is a very big problem, because the 'phishers' want to get your personal information, like your bank or credit card numbers so they can use them. Phishers make a fake website that looks exactly like a real website and send it to people. People see it and think that it's from a bank, for example, and fill in their personal information. Phishing is common on social networking websites, like MySpace or Facebook. So, be careful!

Spamming is sending unwanted e-mails like advertising material over the Internet to a large number of people. You can get lots of spam even on your fax machine or on your mobile phone as SMS! Junk e-mail is a type of spam. These e-mails try to make you buy things.



B. Read again and answer the questions.

1. Where can you get spam?
2. What does junk e-mail want people to do?
3. What do phishers try to get?
4. What kind of websites do phishers use?

SONG

"Day by day"

Go to page 126.

You can find more information on this topic in the Student's Area at www.mmpublications.com.

Changes

Discuss:

- ▶ What do you consider to be big changes in your life?
- ▶ Do you enjoy changes? Or not?
- ▶ What would you like to change about your life?

Flick through the module and find...

- ▶ a man designing a 3D plan of his house on a computer
- ▶ a weather forecaster showing a funny picture
- ▶ a bus you can live in
- ▶ two friends talking
- ▶ a city with a difference

In this module you will learn...

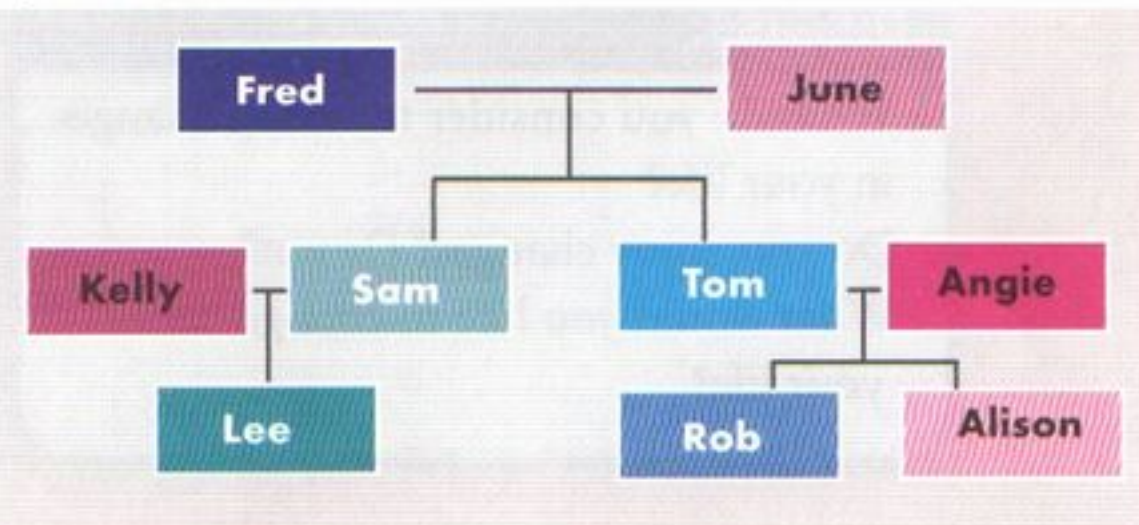
- ▶ to talk about your family
- ▶ to talk about things that are happening now
- ▶ to talk about temporary situations
- ▶ to talk about future arrangements
- ▶ to write an informal letter giving your news
- ▶ to talk about furniture, appliances and rooms
- ▶ to express possession
- ▶ to describe your neighbourhood/town/city
- ▶ to talk about the weather and seasons
- ▶ to write an e-mail describing your neighbourhood/house/flat
- ▶ to identify the location of objects

3a Life changes

1. VOCABULARY



Look at the family tree and complete the activity with the words in the box. Then listen and check your answers.



husband grandparents cousin sister
mother grandson wife daughter aunt

- Rob ↔ Alison
brother sister
- Fred ↔ Rob
grandfather grandson
June Alison
grandmother granddaughter
(grandparents) (grandchildren)
- Tom ↔ Rob
father son
Angie Alison
mother daughter
(parents) (children/kids)
- Sam ↔ Rob
uncle nephew
Kelly Alison
aunt niece
- Lee ↔ Rob
cousin cousin
- June ↔ Kelly
mother-in-law daughter-in-law
- Kelly ↔ Sam
wife husband

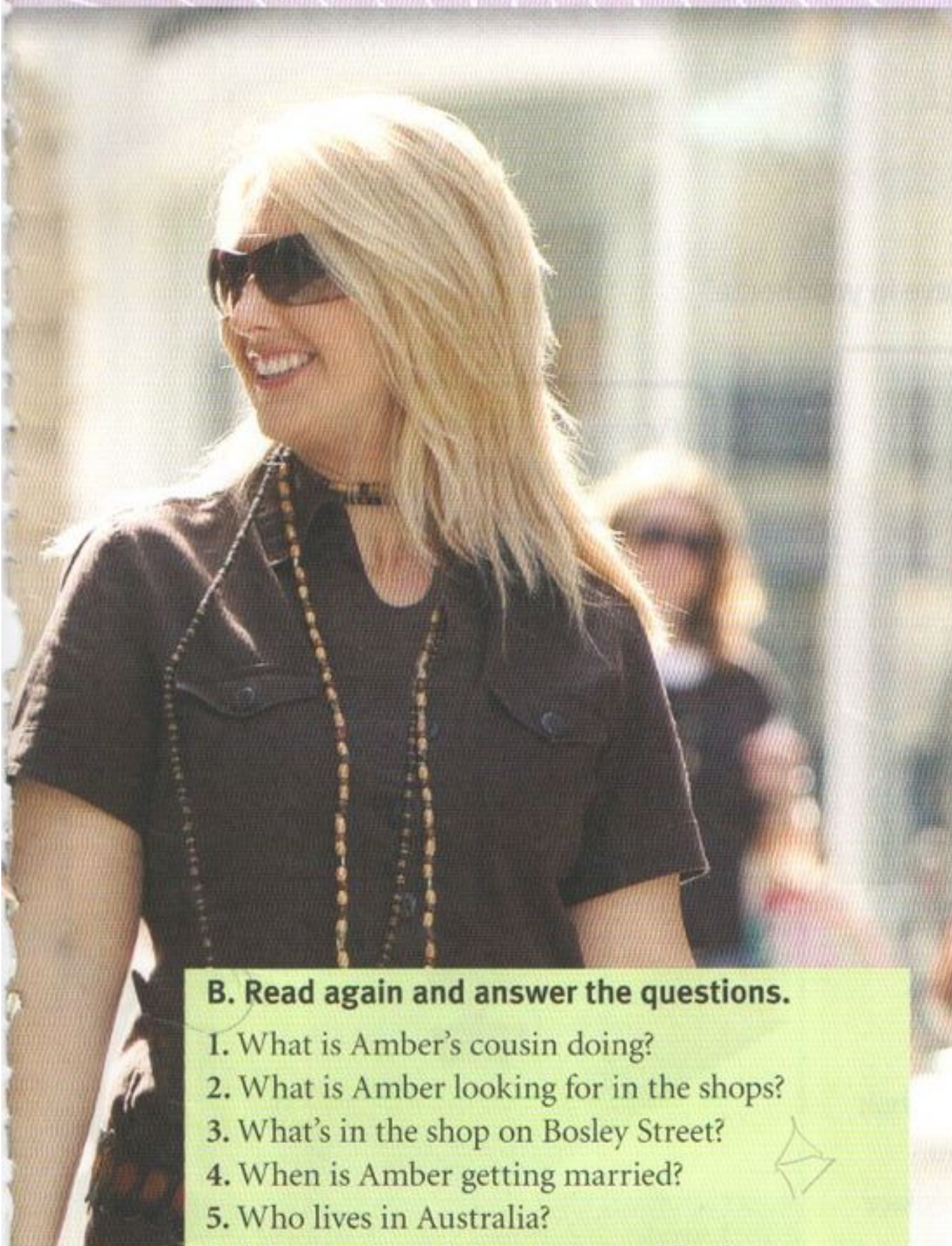
2. READ



A. Listen and read. What is Amber's big news?

- Lucy So, Amber. Long time no see! What are you doing here?
- Amber I'm shopping with my cousin. She's looking for a dress at the moment. She's in that shop over there.
- Lucy Do you have the day off?
- Amber The week off and I'm spending a lot of time in shops.
- Lucy Are you looking for anything in particular?
- Amber Actually I am. I'm looking for white shoes.
- Lucy There's a lovely pair of pink shoes in that shop on Bosley Street.
- Amber No, I need white. Wedding! Guess what! I'm getting married!
- Lucy Oh, that's wonderful news. Congratulations! When's the big day?
- Amber In two months. We're having the wedding in Swindon.
- Lucy So, who's coming?
- Amber Well, all my family, including my aunt and uncle from Australia. My friends from work are coming, and you're coming, right?
- Lucy Of course!
- Amber And you can bring your brother, too. The more, the merrier!





B. Read again and answer the questions.

1. What is Amber's cousin doing?
2. What is Amber looking for in the shops?
3. What's in the shop on Bosley Street?
4. When is Amber getting married?
5. Who lives in Australia?
6. Who can Lucy bring to the wedding?

3. GRAMMAR

PRESENT PROGRESSIVE

Read the examples. What do you notice about the formation of the Present Progressive?

I'm **doing** housework and the children **are eating** ice cream at the moment.

Lily **isn't going** to Italy next week. She's **going** in June.

Are you going shopping tomorrow?

Yes, I **am**. / No, I'm **not**.

Is your niece **studying** French at university?

Yes, she **is**. / No, she **isn't**.

What does the Present Progressive refer to?
Match.

1. My parents are having dinner at the moment. ☐ b
2. Mia is looking for a new job these days. ☐ c
3. I'm getting married next year. ☐ a

- a. it refers to the future *from now*
- b. it refers to something happening now *now*
- c. it refers to a temporary state *temporary*

Grammar Reference p.130

4. PRACTICE

Complete the dialogues with the Present Progressive of the verbs in brackets.

1.

Lynn Hey, what are you doing (do) at home? It's Saturday. Let's go out for coffee.

Joan I can't. I 'm cleaning (clean) the house. You see, my mother-in-law is coming (come) tomorrow.

2.

Josh Where are Uncle Harry and Aunt Beatrice?

Will They are getting (get) ready for their trip. *vacation*

Josh Where are they going (go)?

Will To China.

3.

Ethan Is Laura in her office?

Suzie No, she isn't. She isn't working (not work) this week.

Ethan Really?

Suzie Yes. She is looking for (look for) a new flat.

5. SPEAK

GUESSING GAME: WHO IS IT?

Go to page 119.

6. WRITE

Write a paragraph giving your news to complete the e-mail below. You can use some of the ideas in the box.

get engaged/married buy a car/house/flat
take karate/driving lessons
learn French/Spanish/Italian, etc. start university

⏮ ⏪ ✖

Dear ...,

How are you? I'm writing to tell you my news.

Guess what! I'm getting married next week

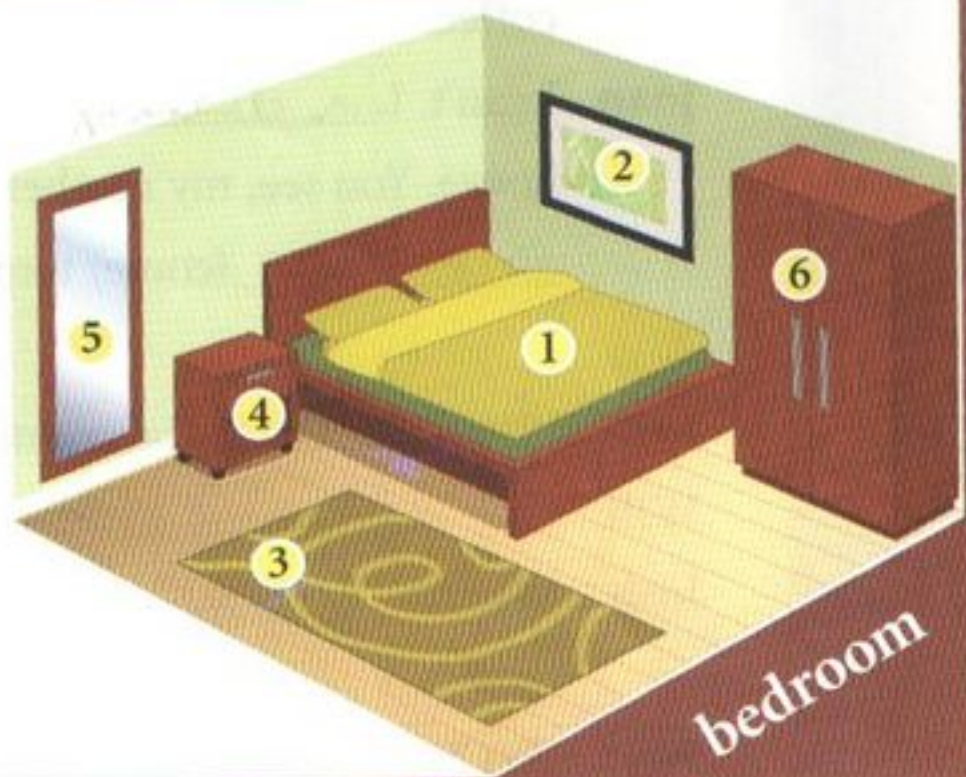
Take care,

3b Let's move it

1. VOCABULARY

A. Listen and repeat. Which of the items below do you have in your home?

1. bed
2. painting
3. rug
4. bedside table
5. mirror
6. wardrobe



Put words in groups to learn new vocabulary.

TIP



1. desk
2. bookcase
3. drawer
4. clock
5. wall



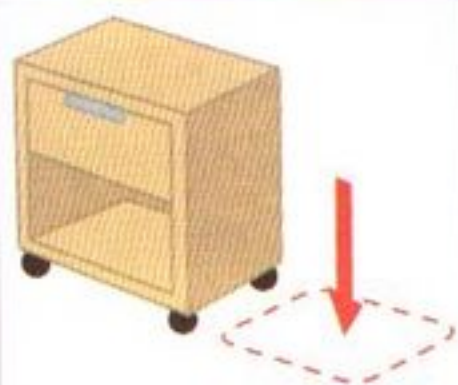
1. sofa
2. armchair
3. lamp
4. fireplace
5. coffee table
6. curtains

B. Look and label with the prepositions of place in the box. Then listen and check your answers.

in next to under on



in front of



next to



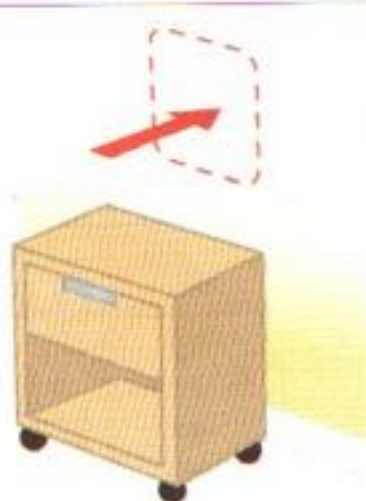
under



behind



in



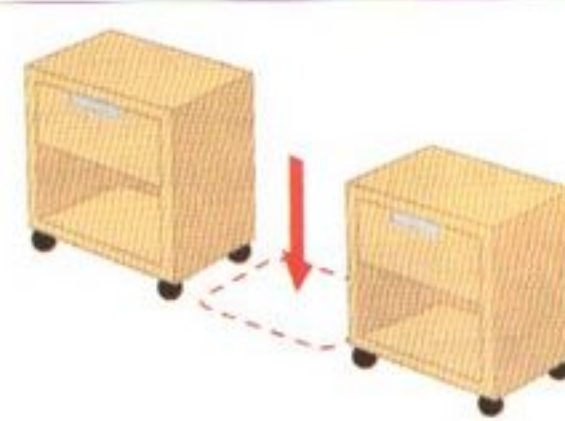
above



on



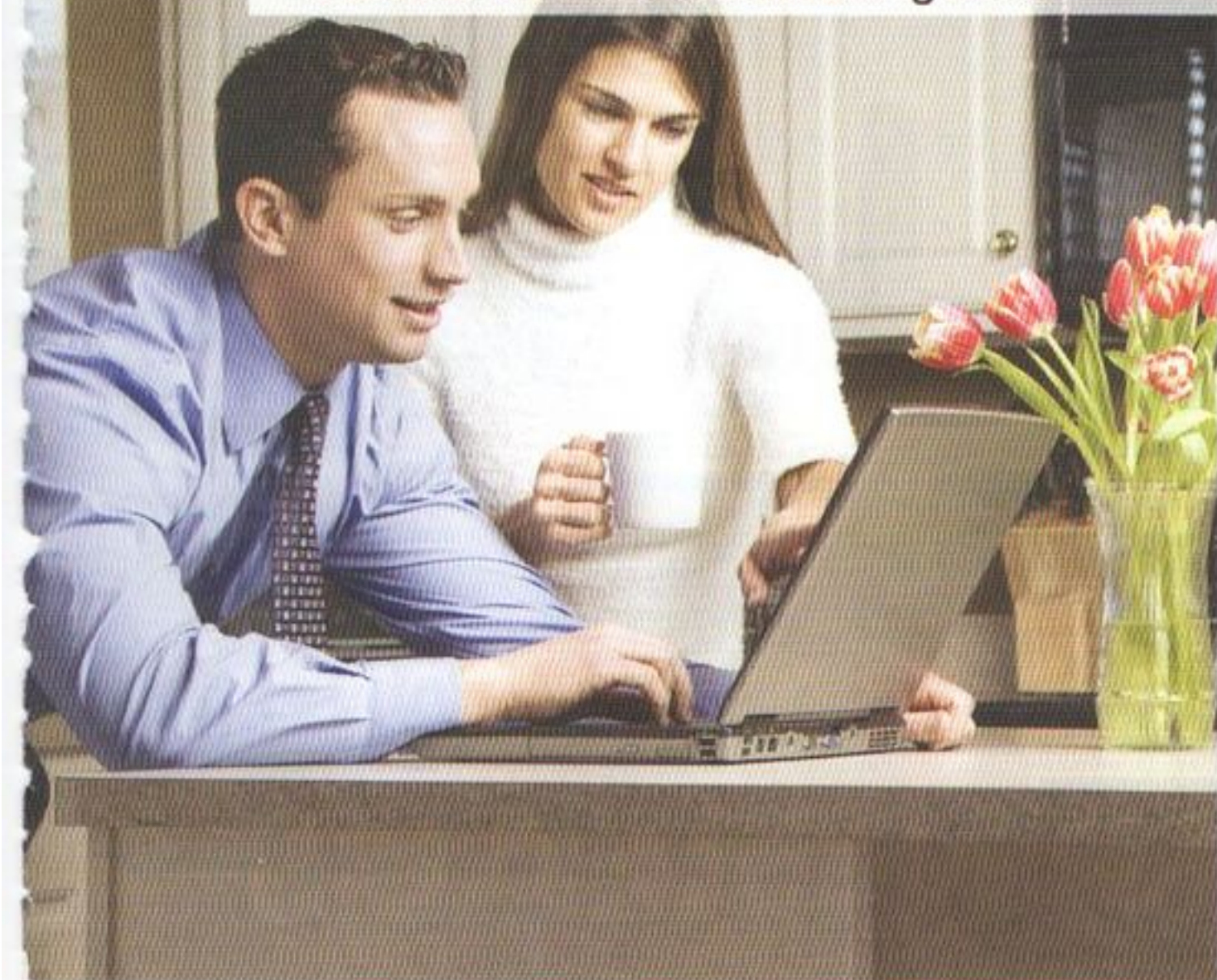
opposite



between

2. READ

A. Listen and read. Which two rooms from activity 1 are the man and woman talking about?



Reece Check this out! It's a 3D plan of our house.

Faith So what?

Reece It's a special computer program. It helps you rearrange the furniture in different rooms.

Faith That's good. We really need a change in here.

Reece Look. The sofa is next to the armchair now, right? Well, I can put it opposite the fireplace. How's that?

Faith Looks fantastic!

Reece OK. What about this room?

Faith Looks good, but I have a problem.

Whose computer is that on the desk? Is it yours or mine?

Reece Yours, of course.

Faith That's out of the question! I don't want my computer there. You work in the study after all.

Reece Oh, OK. Let's decide how to rearrange the furniture in the study, too.

Faith Great! I can help you with that and then we can move the furniture around.

B. Read again and answer the questions.

1. What's special about the computer program Reece has?
2. Who wants to rearrange the furniture?
3. Where's the armchair in their house now?
4. Where do they decide to put the sofa?
5. Who works in the study?

3. GRAMMAR

POSSESSIVE PRONOUNS

Read the dialogue below. What's the difference between *your* and *yours*?

Carol Whose mobile phone is this? Is it *your* mobile phone?

Tom No, it isn't. Isn't it *yours*?

Complete the table below with the words in the box.

his	my	yours	her	their	ours
POSSESSIVE ADJECTIVES			POSSESSIVE PRONOUNS		
				mine	
	your			yours	
	his				
				hers	
	its			-	
	our				
	your				
				theirs	

Grammar Reference p.131

4. PRACTICE

Circle the correct words.

1. A: Whose / Who's magazines are these?
B: They aren't my / mine. They're Kelly's.
2. A: Is this Leo's CD?
B: No, it isn't his / he's.
3. A: Whose / Who's that? Is he Amy's brother?
B: No, he's her / hers husband.
4. A: Is that the children's camera?
B: No, it isn't their / theirs. Their / Theirs camera is new.

5. LISTEN

Listen to three short conversations and choose the correct answer a, b or c.

1. What do the man and woman decide to buy?
a. a painting b. a mirror c. a painting and a mirror
2. Where do they put the rug?
a. next to the bookcase b. in front of the bed c. under the bed
3. Whose camera is in the drawer?
a. Karen's b. Lenny's c. Dad's

6. SPEAK

Talk in pairs. Go to page 119.

3c Around town

1. VOCABULARY

Match. Then listen and check.



1



2



3



4



5



6



7



8



9



10



11

stadium

3

bank

11

cathedral

1

shopping centre

10

bookshop

9

underground station

4

art gallery

8

museum

6

post office

7

library

2

car park

5

2. READ

A. Look at the pictures. What can you guess about Montreal's underground city? Listen, read and compare your answers.



MONTREAL'S UNDERGROUND CITY

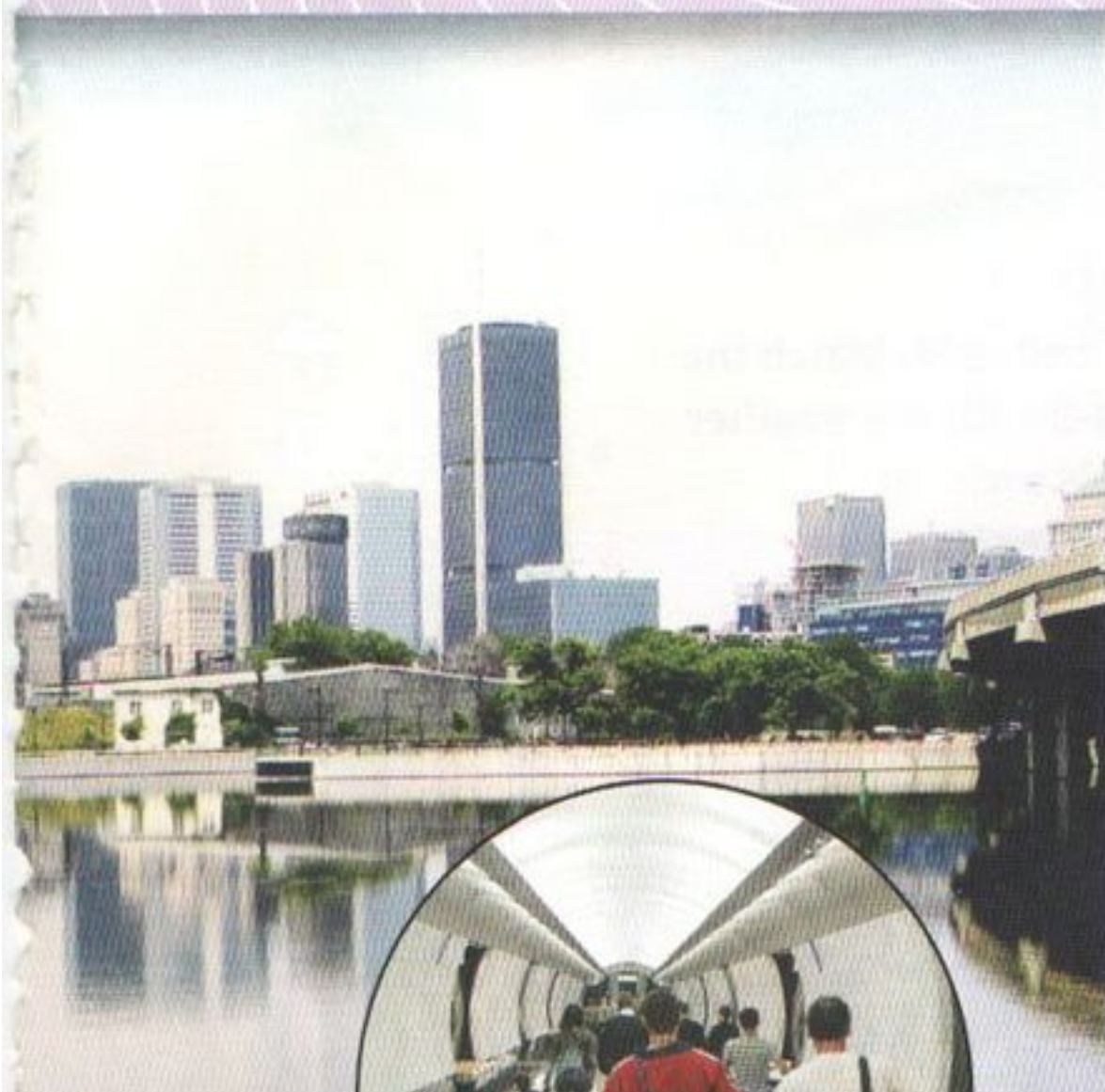
La ville souterraine is an underground city in and around the city centre of Montreal, Canada. The underground city is 12km² and has 32km of tunnels. It is the biggest underground complex in the world.

The tunnels link 10 underground stations, 2 bus stations, 1200 offices, 200 restaurants, 40 banks, 40 cinemas, 9 hotels, universities, entertainment places like *Place des Arts*, the *Bell Centre* and many others. As for shopping, there are 5 shopping malls and 2600 shops. In fact, there aren't many shops above the ground in the area any more. There are 200 entrances to the underground city and most parts open and close with the underground, from 5:30am to 1:00am.

500,000 people use the underground city every day and they find it very convenient. They don't need to go above the ground at all. It is very popular with Montrealers especially during the cold winter months, but many tourists also visit it.

B. Read again and complete the sentences.

1. Montreal's underground city is very big. It's 12km².
2. Montreal's underground city has 10 underground stations.
3. You can visit 2600 shops in Montreal's underground city.
4. Montreal's underground city has 200 entrances.
5. Most parts of Montreal's underground city close at 1:00.
6. Montrealers find the underground city convenient especially in winter.



3. GRAMMAR

A. There is/There are

Read and complete.

- There is **a** museum in **the** city centre. **The** museum is next to **a** supermarket.
- _____ two art galleries in **the** area.
- A: _____ **a** post office next to **the** cathedral?
B: Yes, there is. / No, there isn't.
- A: Are there two stadiums in **the** city?
B: Yes, there are. / No, _____.

B. a(n) vs the

Read the examples above again. What's the difference between *a(n)* and *the*?

Grammar Reference p.131

4. PRACTICE

Circle the correct form of *there is/are* and complete the blanks with articles where necessary.

1.
A: There's / Is there a car park near here?
B: Yes, there is / are two. There's / Is there a car park on Kingston Street and another one on Bell Road, but the car park on Kingston Street is — small.
A: OK, thanks.
2.
A: Hi, — Ryan! What are you doing here?
B: I need — books for my project on — China. I'm looking for a bookshop.
A: There is / isn't a bookshop in the shopping centre.
B: Really? Is / Are there an underground station near the shopping centre?
A: No, there isn't / aren't, but you can take bus B48.
B: Great!

5. LISTEN

A. Listen to a woman talking. What's the woman's job and where do you think she is?

B. Listen again and write T for True or F for False.

1. There are lots of shops on Church Street. ☒
2. Liverpool Cathedral is 100 years old. ☒
3. Liverpool Football Club is playing at the moment at Anfield. ☒
4. St George's Hall is next to the station. ☒
5. You can see paintings by German artists at the Tate Liverpool. ☒

6. SPEAK

Talk in pairs about your neighbourhood/town/city as in the example below.

Is there a library in your town?

Yes, there is.

Where is it?

It's next to the supermarket.

Are there two shopping centres in your town?

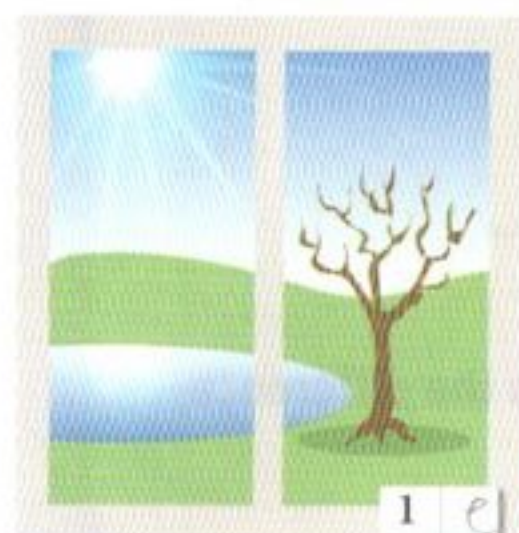
No, there aren't.

3d Rain or shine

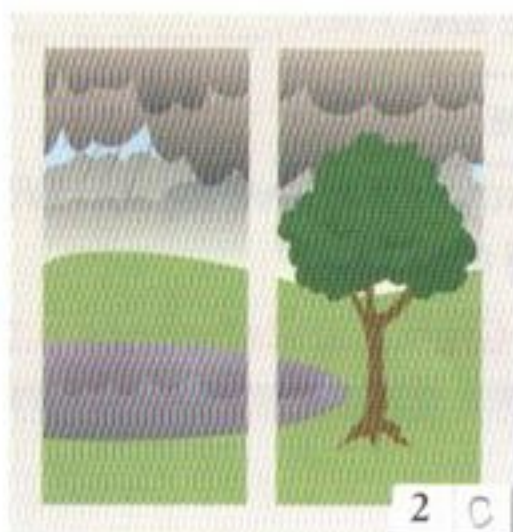
1. VOCABULARY

Match the pictures with the phrases. Then listen and check your answers.

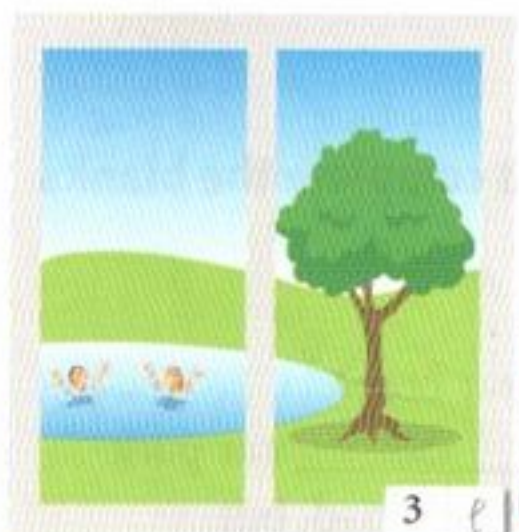
What's the weather like?



1 e



2 c



3 f



4 d



5 a



6 b



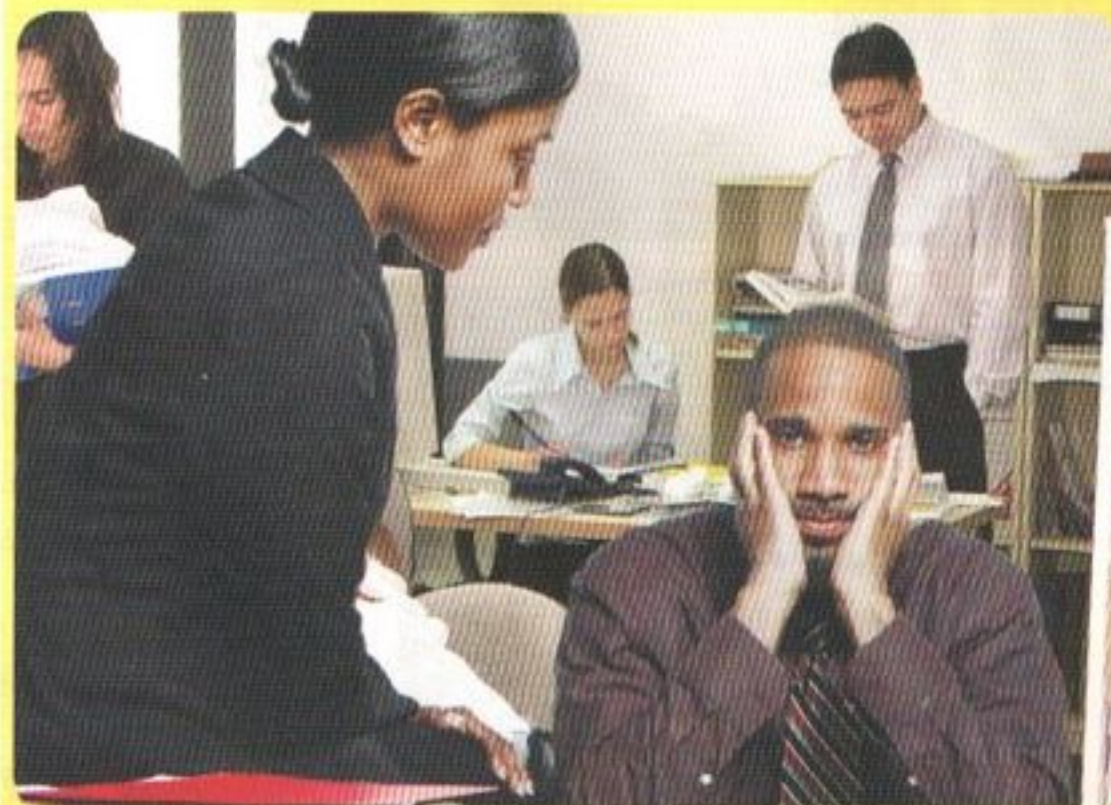
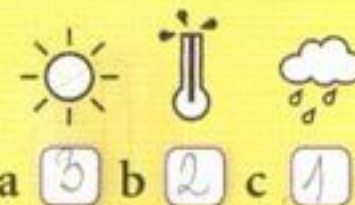
7 g



- Look! It's snowing.
- It's windy and it's raining.
- It's cloudy and I think it's starting to rain.
- It's not very cold. It's a bit chilly.
- It's winter, but it's warm and sunny today.
- It's very hot. The children are swimming!
- You can't see the lake today. It's foggy.

2. READ

A. Listen and read. Match the texts 1-3 with the weather symbols a-c.



1.

Nellie Hey, Steven, what's wrong with you?

Steven I'm a bit down, that's all.

Nellie Why?

Steven Because it's cloudy. I'm always depressed when the weather's like this.

Nellie It's raining now, too.

Steven Just great. I don't have an umbrella today.

Nellie Don't worry, I can give you a lift home.

Steven Really? That's kind of you.

Nellie No problem.



2.

Weather forecaster: And before I bring you the weather, here's a picture from Kenneth Robson of his cat eating an ice cream. Well, temperatures around Southern England are about 36°C and the usual temperature for this time of year is about 28°C. So, we're looking at a heatwave. OK, let's go to...

3. GRAMMAR

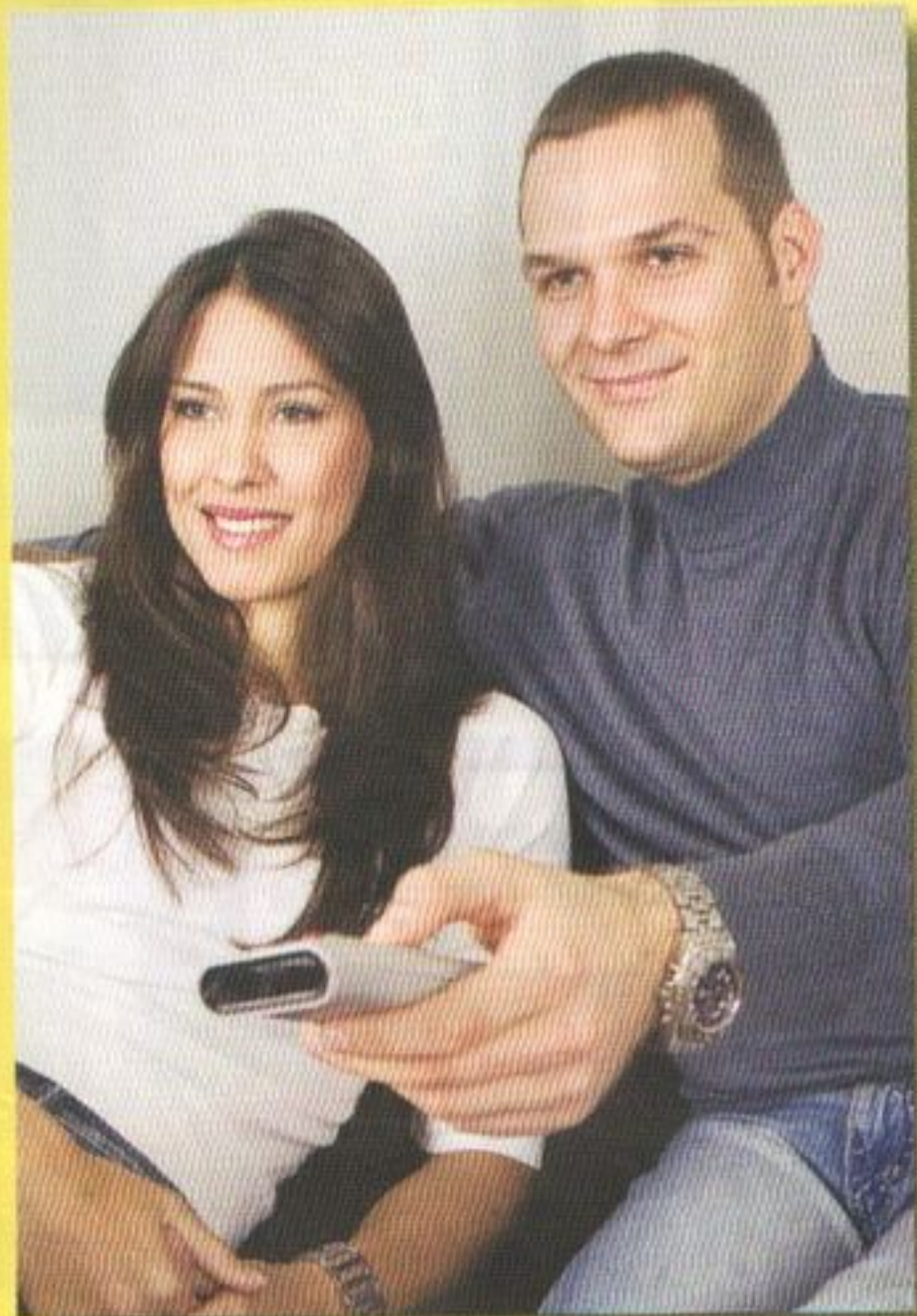
Present Simple vs Present Progressive

Read the examples. What's the difference between the two sentences?

My sister **goes** to the gym every day.

Now she's at home and she's **watching** TV.

Grammar Reference p.131



3.

Elsie Are you watching the news?

Colin No, it's a documentary about climate change.

Elsie Any good?

Colin Yes, it's quite interesting. I mean, just look outside. It usually rains at this time of year.

Elsie That's true, but it isn't raining today. It's a beautiful sunny day.

Colin Exactly.

B. Read again and find examples to prove that the following are wrong.

- Colin is watching the news.
- Steven likes cloudy weather.
- It's raining outside Colin and Elsie's house.
- The temperature in Southern England today is 28°C.
- Nellie doesn't have a car.

4. PRACTICE

Circle the correct words.

1.

A: Hey, Chris. What **do you do** / **are you doing** here?

You **never go** / **are never going** shopping on weekdays.

B: Well, I **don't work** / **'m not working** today.

A: That's great. Let's go and have lunch at Fabricio's.

B: I don't know. We **always go** / **are always going** there.

Let's go to the new Chinese restaurant near my place.

2.

A: Hey, look. It **snows** / **'s snowing**!

B: Yeah, it **always snows** / **'s always snowing** here in February.

A: Come on. Let's go out.

B: Oh, no. I **rarely go out** / **'m rarely going out** when it snows. I hate the snow.

5. PRONUNCIATION



A. Listen and repeat. Notice the syllable that is stressed in words **a** and **b**.

a. heatwave b. because

B. Read the following words and underline the stressed syllable. Then listen and check your answers.

temperature documentary around interesting
outside problem rarely beautiful

6. LISTEN



Listen to two friends talking and answer the questions.

- What's the weather usually like in Milan at this time of year?
- What's it like today?
- What is the temperature?
- What does Mary have in her bag?
- Who has Mary's umbrella?
- Who's meeting Mary at the airport?

7. SPEAK

Talk in pairs. Discuss the weather in the four different seasons and the weather today.

What's the weather like in spring?

It usually.../It's usually...

spring summer

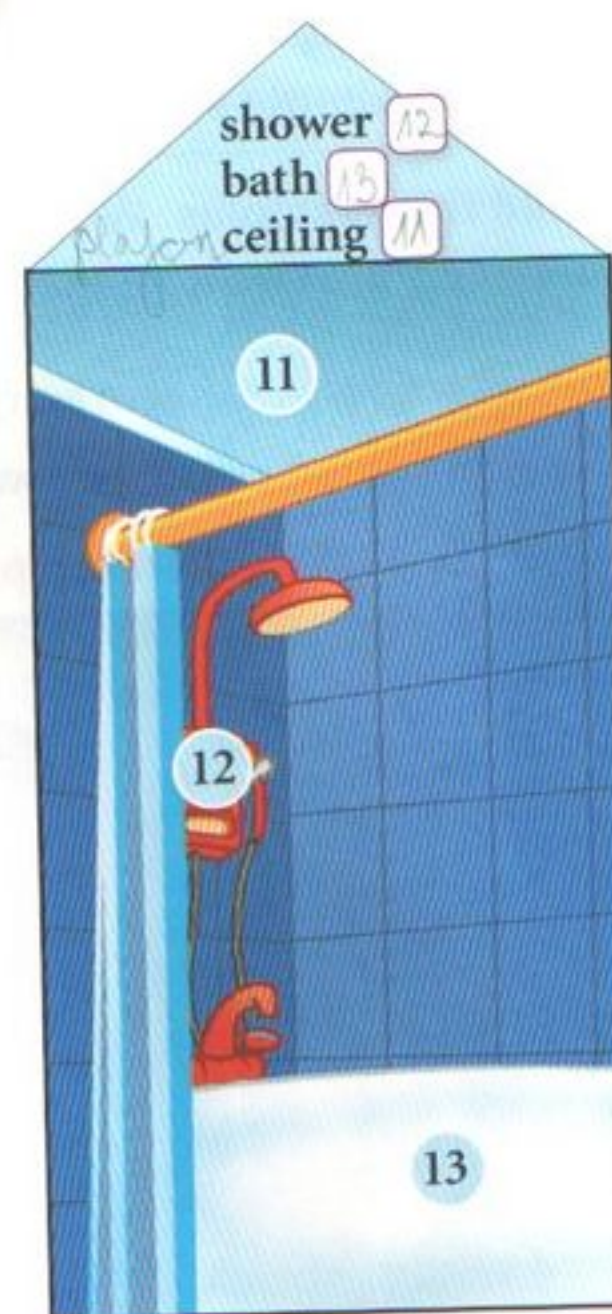
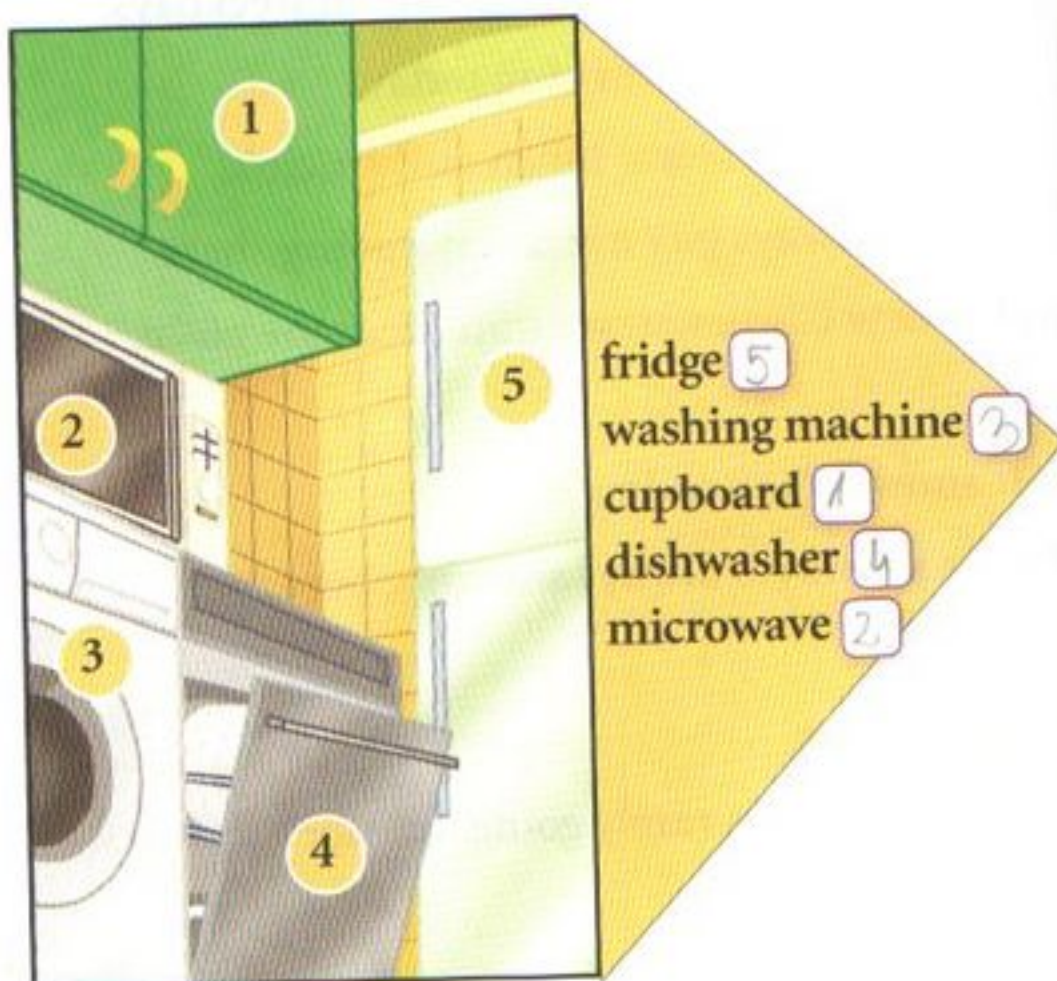


autumn winter

3e Home sweet home

1. VOCABULARY

Match. Then listen and check your answers.



2. READ

A. Read the text quickly and choose the best title *a*, *b* or *c*.

- a. Moving to a new house
- b. A house on wheels
- c. The life of a bus driver

B. Listen and read.

On the inside Derek Hobbs' house is quite normal. But ask Derek for his address and he answers "Wherever I can find a big parking space." You see, Derek's house is a bus; that's right, a red, 1978 double-decker bus.

Downstairs, there's a small bathroom with a shower, a kitchen and a living room. The living room has a leather sofa and a large TV. The kitchen has everything you need: a fridge, a microwave and there's even a washing machine!

Like all double-decker buses, Derek's bus has stairs to the upper deck. Here, you can find the bedrooms. There is a small bedroom with a single bed and a large bedroom with a double bed. They both have windows on the ceiling.

Derek is very happy with his house and he says, "If I don't like the view out of the window, I move the bus somewhere else."

Read the text quickly to understand the main idea.

TIP



3. PRONUNCIATION



A. Listen and repeat.

a. bed b. very c. window

B. Listen and tick the sound you hear. Then write the word you hear.

	bed /b/	very /v/	window /w/	Word
1				
2				
3				
4				
5				
6				
7				

4. SPEAK

Talk in pairs. Ask and answer questions using the prompts below.

- you / live / city centre or suburbs?
- what kind of buildings/ your neighbourhood / have?
- you / live / house or flat?
- what / it / be / like?
- you / like / your house/flat?

Do you live in the city centre or in the suburbs?

I live in the...

5. WRITE

Level 1 class

Set phrases for letters and e-mails

When you write a letter or an e-mail to family and friends, don't forget:

- to start with Dear or Hi/Hello + first name
Dear Aunt Mary, Hi Lucy, Hello Gary,
- to begin your letter/e-mail with set phrases:
How are you? How's it going? How's life?
I hope you're fine. Thanks for your letter/e-mail.
I'm writing to tell you about... Guess what! I have some great news.
- to end your letter/e-mail with set phrases:
Well, that's all for now. Say hello to everyone.
- to sign off with a set phrase and your first name under this
Yours, Love, Bye for now, See you soon,
Best wishes, Write back soon, Take care,



Read the text carefully to understand specific details

TIP

C. Read again and write T for True or F for False.

1. Derek Hobbs doesn't have an address. ☐
2. There is a bath on Derek's bus. ☐
3. The washing machine is in the kitchen. ☐
4. There's a small bathroom on the upper deck. ☐
5. Derek likes his house. ☐

A. Complete the parts of the letters/e-mails below with the words in the box.

back
tell
what
dear
going
life
all
fine

1. Guess what !
I have new furniture and I even have a new TV too.
2. Dear John,
How's life ? I hope you're fine.

3. Well, that's all for now.
Write back soon, Carla
4. Hi Alex,
How's it going ? I'm writing to tell you about my new house.

B. Write an e-mail to a friend or family member telling him/her about your neighbourhood and your house/flat.

Start and finish your e-mail in an appropriate way.

TIP

3 Round-up

VOCABULARY

A. Match.

- | | |
|------------|------------|
| 1. bedside | a. gallery |
| 2. living | b. room |
| 3. art | c. driver |
| 4. city | d. machine |
| 5. bus | e. table |
| 6. washing | f. centre |

B. Complete with the words in the box.

stadium uncle cloudy nephew drawer

- My nephew Timmy is my sister's son.
- Is that your uncle over there or your dad?
- England and France are playing at Wembley stadium tomorrow.
- Hey, come and see what's in this drawer!
- It isn't raining today but it's a bit cloudy.

C. Circle the correct words.

- Fay's flat is very **depressed** / **convenient** because it's near the underground station.
- It's a sunny day but the temperature is around 7°C so it's quite **warm** / **chilly**.
- Visit the cathedral. It's a beautiful **building** / **ceiling**.
- I love Paris, **special** / **especially** in the spring.
- My **son** / **daughter** has lots of fun when her cousins come to our house.
- Don't **decide** / **bring** your umbrella. It never rains at this time of the year.

D. Circle the correct words.

- Is my backpack **in** / **between** the cupboard?
- There's a book **under** / **opposite** the bed. Whose is it?
- The lamp is **between** / **on** the sofa and the armchair.
- My house is **above** / **opposite** a big park.

5. Put this painting **on** / **in** the wall **under** / **above** the bed.

6. Let's put the mirror **behind** / **next to** the bookcase.

GRAMMAR

E. Complete with the Present Progressive of the verbs in brackets.

- A: Hey, Kevin. What _____ you _____ (do)?

B: I _____ (get) my backpack ready for my trip.

A: Really? Where _____ you _____ (go)?

B: I _____ (visit) my cousin.

A: So, _____ you _____ (go) to Scotland?

B: Yes, I am. My brother and I _____ (go) together.
- A: _____ Kyle _____ (work) today?

B: No, he has the day off.

A: Oh, so where is he? _____ he _____ (visit) his parents?

B: No, he _____ (not visit) his parents. He's at the furniture shop. He _____ (look for) furniture for his new flat.

A: Really? _____ he _____ (buy) a new TV, too?

B: I don't know. Why?

A: Because I want his old one.

F. Choose a, b or c.

- This clock isn't _____. Is it yours?
a. ours b. our c. my
- There's John and Phillipa. I can see _____ car.
a. theirs b. their c. his
- A: _____ CD is this?
B: It's Jerry's.
a. Who's b. What c. Whose
- _____ three bedrooms in my new house.
a. There is b. There are c. They are
- My sister is getting married next month. _____ wedding dress is beautiful.
a. She b. Her c. Hers
- _____ an armchair in your study?
a. Are there b. Is there c. There is
- Is there _____ dishwasher in your kitchen?
a. a b. an c. the

G. Circle the correct words.

1.

A: Are you watching / Do you watch this documentary?

B: No, I'm not / I don't.

A: Let's watch the football then. Man Utd and Chelsea play / are playing tonight.

B: But you don't watch / aren't watching football.

A: I know, but it's a big game.

2.

A: Hey, Cindy. I rearrange / 'm rearranging the furniture in my bedroom today. Can you help?

B: Sorry, I can't. Tina and I spend / are spending the day together. We go / 're going shopping and then to an art gallery.

A: But you never go / are never going to art galleries!

B: Well, I am today. Where's your brother? Can't he help you?

A: No, he rarely helps / 's rarely helping around the house. He just cooks / 's just cooking.

COMMUNICATION

H. Complete the dialogue with the phrases a-e.

- a. Don't worry.
- b. Long time no see.
- c. No problem.
- d. What's wrong with you?
- e. That's kind of you.

A: Hi, Richie. (1) _____

B: Hello there. How's it going?

A: Great! Hey, I have a free ticket for a concert tonight. Do you want to come?

B: (2) _____ But I can't. You see, I'm going to the hospital tonight.

A: Why? (3) _____

B: Oh, I'm OK. (4) _____ My wife's coming home with our new baby.

A: That's great!

B: Yeah. Thanks anyway.

A: (5) _____ Maybe another time.

B: Sure.

SPEAK

Talk in pairs.

Student A: Imagine you have moved to the new house in the picture. Look at the picture and answer Student B's questions.

Student B: Look at the picture and ask Student A questions about his/her new house. Ask about:

- number of rooms
- balcony
- furniture in the house
- buildings in the neighbourhood



How do you like your new house?

How many rooms...?

There are...

Is there...?

Yes, there is... / No, there isn't...

What is there in the...?

There is...

What's the neighbourhood like?

WRITE


Write an e-mail to a friend giving him/her your news about your new house. Use the ideas you discussed in the speaking activity and mention what you are doing at the moment.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about my family
- > talk about things that are happening now
- > talk about temporary situations
- > talk about future arrangements
- > write to a friend giving my news
- > talk about furniture, appliances and rooms
- > talk about my possessions
- > describe my neighbourhood/town/city
- > talk about the weather
- > say where things are located

A. Read the title of the text and look at the picture.
What do you think the text is about? Listen, read
and check your answers. 

Life in Tornado Alley

Every year in the US there are about 500 tornadoes from Texas through Oklahoma, Kansas, Nebraska, Iowa and into South Dakota. That's why this area is called 'Tornado Alley'.

The 'tornado season' is usually in spring, but the people of 'Tornado Alley' are always ready for them and they always listen to the news. When the sirens go off, people use their disaster plans. At home, the best place is the basement, or a room with no windows, like the bathroom.

"At school we have frequent drills, so we never panic when there's a tornado," says Allan Taylor, a high school student from Texas. "There's no basement at my school so we usually go to the hallways on the lowest floors. Of course, we never sit near the windows."

After the tornado, people first check to see if it's safe to go out and then they check the buildings and the area for damages. And usually there is a lot of damage!

B. Read again and answer the questions.

1. How many tornadoes are there every year in 'Tornado Alley'?
2. Where is 'Tornado Alley'?
3. Where is the safest place to go during a tornado?
4. Is it safe to come out of the house right after the tornado?

You can find more information on this topic in the Student's Area at www.mmpublications.com.

Feeling good

Discuss:

- ▶ What do you do to stay healthy?
- ▶ Do you follow a specific type of diet? If yes, what is it?
- ▶ Do you eat out?
- ▶ What do you do for exercise?

Flick through the module and find...

- ▶ a man visiting a doctor
- ▶ two different ways to stay fit
- ▶ a flyer about an organisation that helps children in need
- ▶ a menu from a restaurant
- ▶ an article about fruit and vegetables

In this module you will learn...

- ▶ to give and take an order at a restaurant
- ▶ to ask and answer about quantity
- ▶ to talk about food preferences
- ▶ to talk and write about your eating habits
- ▶ to express opinion
- ▶ to ask for and give advice
- ▶ to talk about ailments
- ▶ to write a paragraph giving advice

4a What's on the menu?

1. VOCABULARY

A. Complete the menu with the words in the box.
Then listen and check your answers.

salads desserts drinks
starters main courses

poppy's restaurant

1. starters

chicken soup
mushroom soup



2. Salads

tomato salad
garden salad



3. main courses

steak and chips
vegetarian pizza
lasagne
grilled fish with rice
club sandwich



4. desserts

apple pie
ice cream
chocolate cake



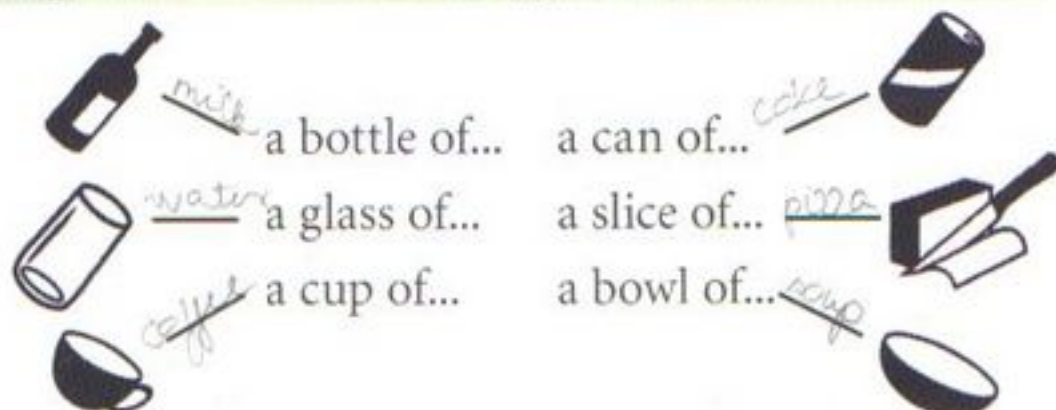
5. drinks

water
orange juice
coffee
tea
coke



B. Match to make as many phrases as possible.
Then listen and check your answers.

coffee water coke
pizza soup milk

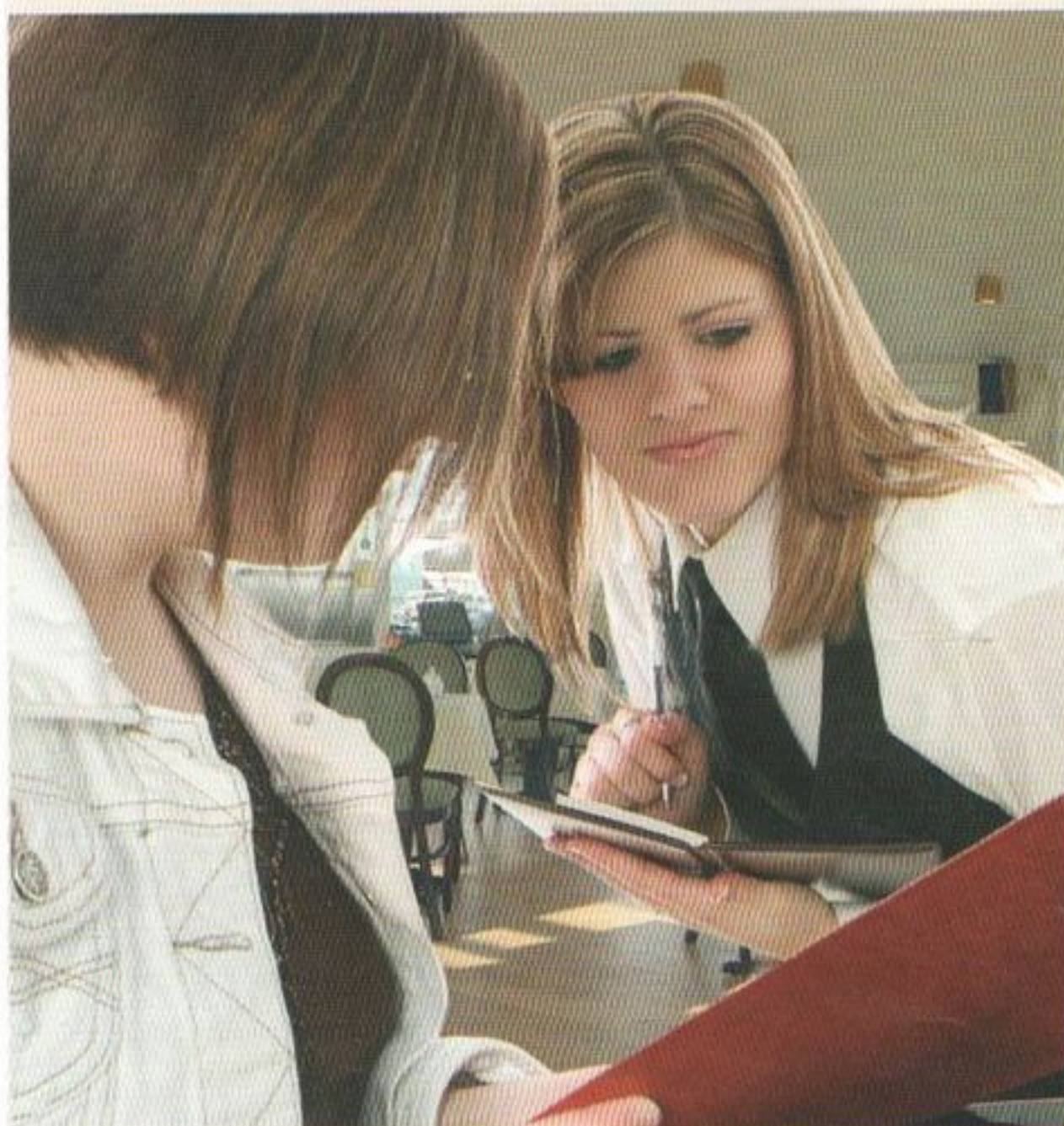


2. READ

A. Listen and read. What kind of restaurant are the people eating at?

B. Read again and write T for True or F for False.

1. Diane orders mushroom soup for a starter.
2. The Classic pizza has onions on it.
3. Diane and Oliver order mineral water.
4. There is some meat in the lasagne.
5. The lasagne comes with a garden salad.
6. Oliver orders dessert.



Waitress Are you ready to order?

Diane Yes, we're ready. I'd like some mushroom soup to start.

Waitress I'm afraid we don't have any mushroom soup. We only have tomato soup.

Diane OK. I'd like some of that. What toppings are on the Classic pizza?

Waitress It's just cheese and tomato.

Diane So, there aren't any onions on it.

Waitress No, but we can add some onions.

Diane Great. I'd like a medium, please.

Waitress Is that all?

Diane Yes, I think so.

Waitress What would you like to drink?

Diane We'd like a bottle of mineral water, please.

3. GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS some/any/no

Read the examples and complete the rules with **some, any, no**.

- There are **some** tomatoes in the fridge.
- There is **some** chicken on the pizza, but there aren't **any** mushrooms.
- Would you like **some** water?
- Is there **any** coke in the fridge?
- There are **no** onions in the salad.
- There is **no** cheese in the sandwich.

a. We use with uncountable and plural countable nouns in affirmative sentences and offers.

b. We use with uncountable and plural countable nouns in questions and negative sentences.

c. We use instead of *not any* with uncountable and plural countable nouns in affirmative sentences.

Grammar Reference p.131



Waitress And for you?

Oliver Is there any meat in the lasagne?

Waitress No, this is a vegetarian restaurant. There's no meat in our dishes.

Oliver OK. I'd like the lasagne. What does that come with?

Waitress All our pasta dishes come with a garden salad.

Oliver Good.

Waitress Anything else?

Oliver No, that's all.

Waitress Would you like to see the dessert menu?

Oliver Maybe later. One more thing. There's no salt and pepper.

Waitress Oh, I'm sorry... There you go. Can I take your menus?

Oliver Here you are.

4. PRACTICE

Complete the dialogues with **some, any or no**.

1. **A:** I'm hungry. What's for dinner?

B: I'm afraid there isn't any food here.
Let's order out.

A: No! You know I hate ordering food. Let's make some sandwiches.

2. **A:** Would you like some pizza?

B: Erm... are there any mushrooms on it?
You know I don't like mushrooms.

A: Don't worry. There are no mushrooms. Here take a slice.

3. **A:** Do you like the rice, Mum?

B: Well, it's not bad, but there's no salt in it.

4. **A:** Is there any orange juice in the fridge?

B: Let me see. Hmm... There's no orange juice but there is some coke.

5. SPEAK

ROLE PLAY

Talk in groups of three. Look at the menu in activity 1.

Student A: Imagine you are a waiter/waitress at Poppy's Restaurant. Take Student B's and C's orders. Use the phrases in the box.

Are you ready to order?
Anything else?
And for you?
I'm afraid we don't have any...
Would you like...?
Is that all?
What would you like to drink/for dessert?
Can I take your menus?

Students B and C: Imagine you are at Poppy's Restaurant. Look at the menu, decide what you want to eat and give Student A your order. Use the phrases in the box.

I'd like...
Yes, please. / No, thank you.
Is there any...?
What does that come with?
No, that's all.
Maybe later.

Are you ready to order?

Yes, I'd like some...

4b Eat right

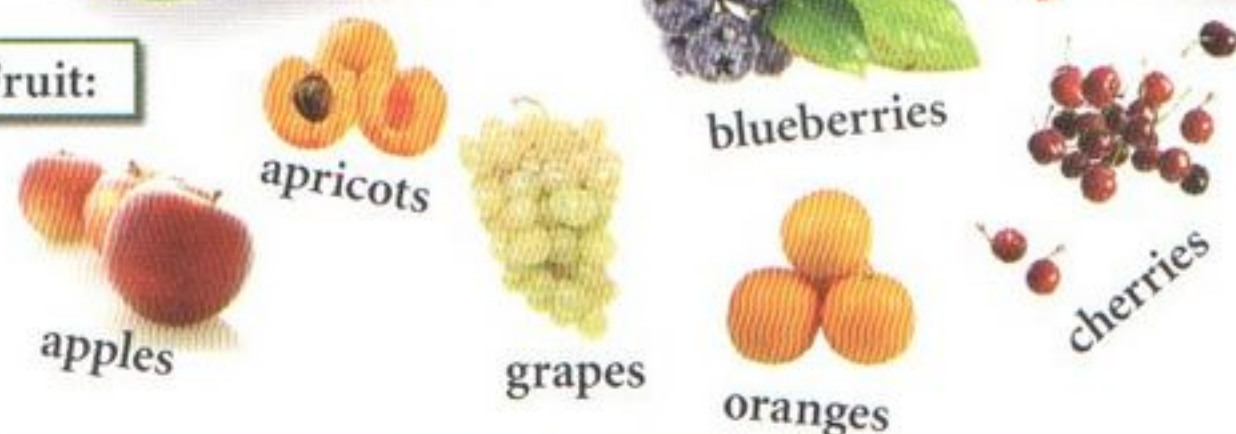
1. VOCABULARY

Listen and repeat. Which of the following do you like?

Vegetables:



Fruit:



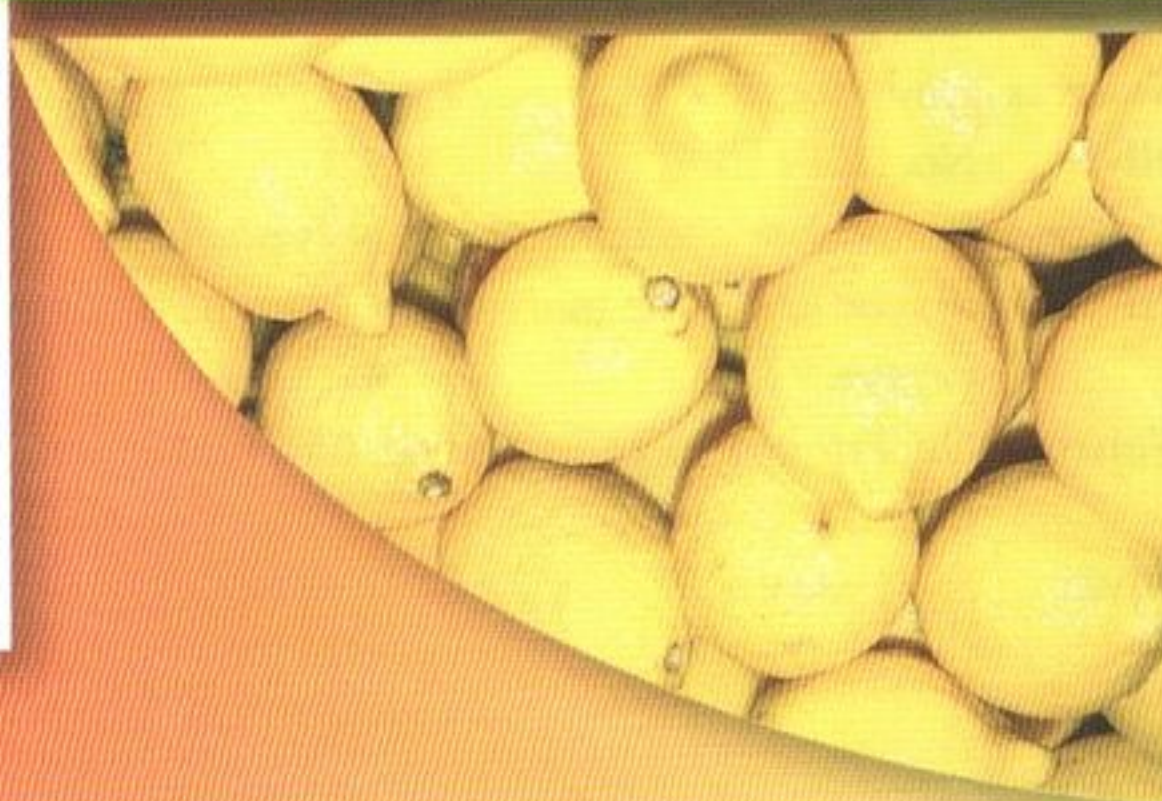
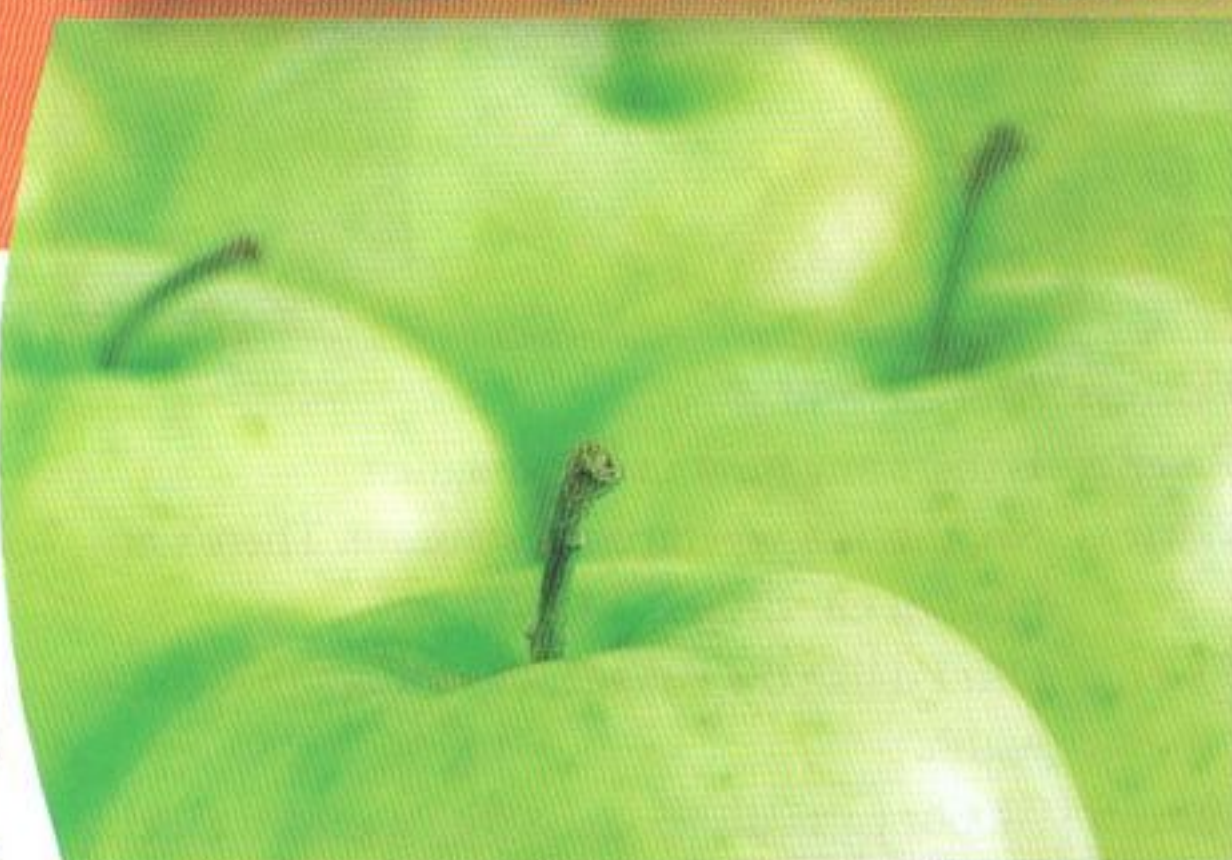
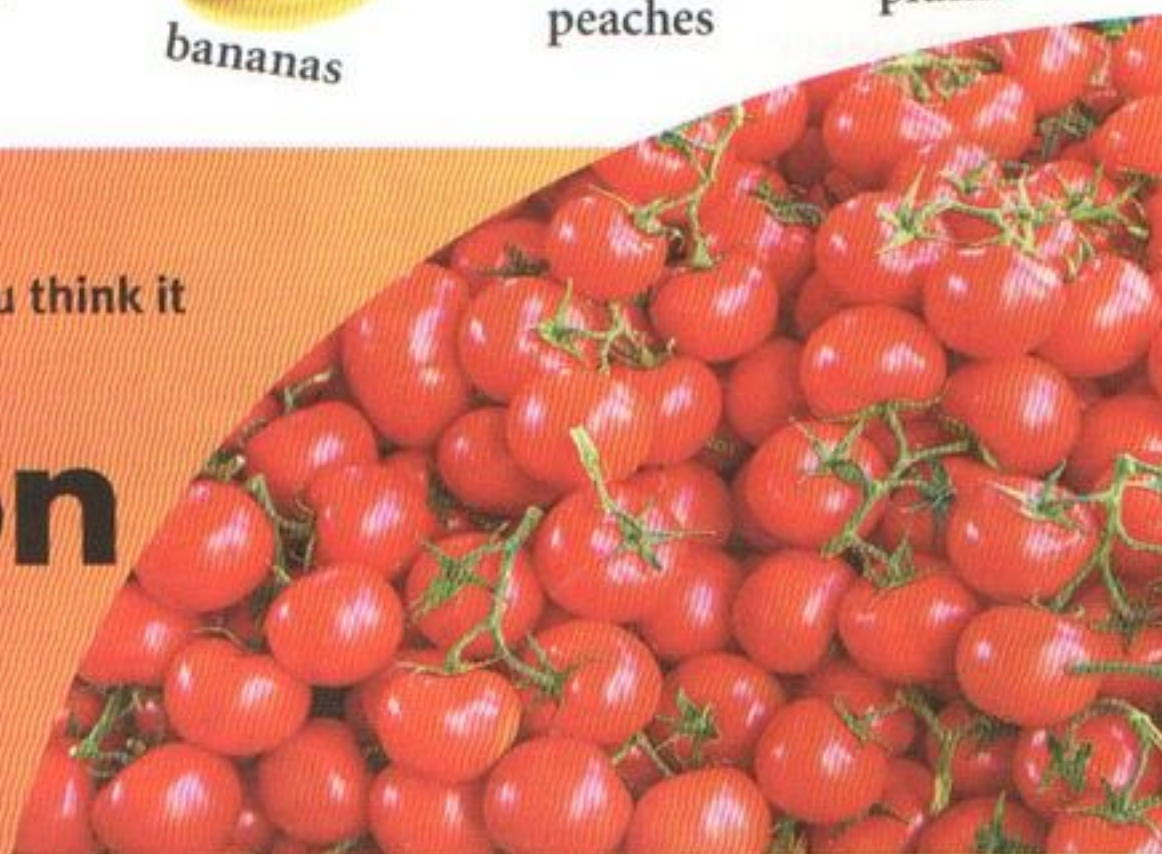
2. READ

A. Read the title of the magazine article. What do you think it means? Listen, read and check your answers.

A rainbow on your plate

"Eat five meals a day, including lots of fruit and vegetables," nutritionists say. It's important to include different kinds of fruit and vegetables in each meal. Try to make your meals colourful. It's easy!

- Red fruit and vegetables, like tomatoes and watermelon, protect you against some types of cancer. Some others, like strawberries and red grapes, help keep your heart healthy.
- A lot of orange and yellow fruit and vegetables, like carrots, are rich in vitamin A and help you have healthy eyes. They also protect you against some types of cancer and heart disease. Citrus fruit, like oranges, aren't rich in vitamin A, but they are rich in vitamin C and a type of B vitamin. They help keep your heart healthy.
- Green fruit and vegetables, like spinach, green peppers and green apples, help keep both your eyes and heart healthy, and protect you against some types of cancer.
- Blue and purple fruit and vegetables, like grapes and aubergines, protect you against some types of cancer and heart disease. Blueberries also help you have a good memory.



3. GRAMMAR

How much? / How many?

much / many / a lot of / lots of / a few / a little

Read the dialogues below. Look at the words in bold and complete the table.

- A: How **much** fruit do you usually eat?
B: I don't eat **much** fruit.
- A: How **many** tomatoes do you need for the salad?
B: I don't need **many** tomatoes.
A: Well, I usually eat **a lot of / lots of** tomatoes.
- A: Would you like **a few** peas in your salad?
B: No thanks, but I'd like **a little** lemon juice on it.
A: Me too, but I'd also like **a lot of / lots of** salt.
B: It's not good for you, you know.

COUNTABLE	UNCOUNTABLE	BOTH
How many		

Grammar Reference p.132

4. PRACTICE

Circle the correct words.

- Drink **a lot of / much** water in the summer. It's good for you.
- How **much / many** hours do you work every day?
- Let's go! We don't have **much / many** time.
- How **much / many** milk do you drink a day?
- A: We don't have **much / many** vegetables in the fridge.
B: Well, I can go to the supermarket and buy **a little / a few** carrots and some spinach.
- A: Do you want any salt on your salad?
B: Just **a little / a few**.

5. LISTEN

Listen to three short dialogues and complete the sentences. Choose **a** or **b**.

- White fruit and vegetables help keep our _____ healthy.
a. eyes b. heart
- The man and woman don't need to buy any _____.
a. strawberries b. cherries
- The man orders _____ for dessert.
a. a fruit salad b. ice cream

6. SPEAK

Talk in pairs.

Student A go to page 121.

Student B go to page 124.

7. WRITE







How healthy is your diet? Look at the questions below and write a paragraph about your eating habits.

- How many meals do you have a day?
- Do you eat fruit and vegetables?
- How much water do you drink?
- How much milk do you drink?
- Do you eat junk food?
- How much chocolate do you eat?

So,
add a
little
colour
to your
meals.

B. Read again and tick.

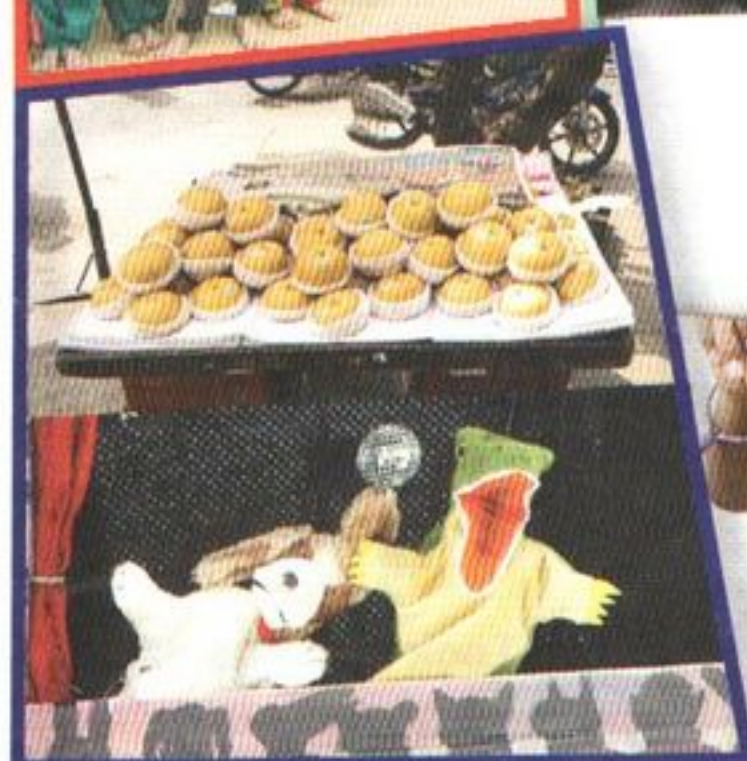
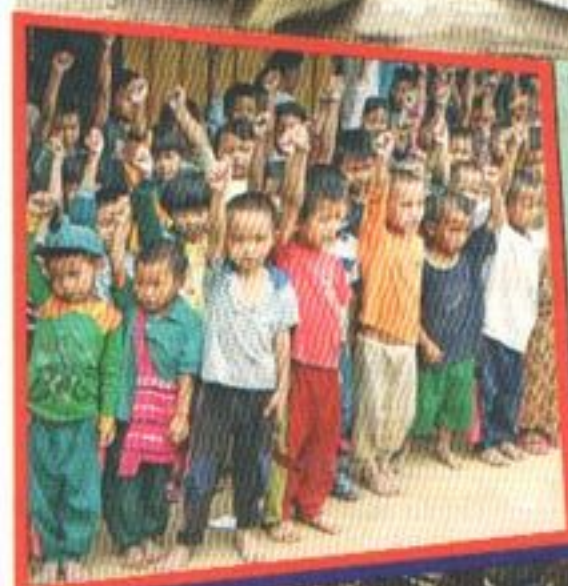
protect against cancer
protect against heart disease
help you have healthy eyes
help you have a good memory

					
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>				

4c Helping others

1. READ

A. Listen and read the flyer below. Would you like to become a member of this organisation? Why? / Why not?



Get involved: NEPAL

Become a volunteer and experience Nepali culture for 10 days!

Come and help us change children's lives!

Date:
25th November - 5th December

- visits to orphanages
- workshops:
Children make and learn how to play musical instruments.
Children learn how to paint pictures.
- Fund-raisers:
We organise puppet shows, plays, etc.
We make and sell cakes.



For more information contact:
info@getinvolved.net

B. Listen and read the e-mail. Why is Beth writing to Angela?



Dear Angela,

I have some good news. I'm officially a member of the 'Get involved' volunteer organisation. Let me tell you all about it.

'Get involved' helps orphans around the world. Volunteers visit different orphanages, they organise events to raise money, they have workshops, **they** even help build new schools in poor countries. This year about 20 volunteers are going to Nepal for ten days and I'm going with **them**. Can you believe it?

We need to work really hard to have everything ready but I'm really excited about going **there**. I'm doing the art workshop and I'm trying to find some interesting activities for the children. Any ideas? Another volunteer, Kelly, is organising the street puppet show. Maybe I can work with **her**.

That's all for now. See you when I get back. Wish me luck!

Take care,
Beth

C. Read again and answer the questions below.

1. Who is a member of 'Get involved'?
2. How does 'Get involved' raise money?
3. Where's Beth going and who with?
4. What is Beth looking for?
5. Does Beth know any other volunteers?

D. Read again and look at the words in bold. Who or what do these words refer to?

1. they _____
2. them _____
3. there _____
4. her _____

Words like *he, it, them, there, this*, etc. are very important in a text. Make sure you understand who or what they refer to.

TIP

2. GRAMMAR

OBJECT PERSONAL PRONOUNS

Read the examples. What do the words in bold refer to? What do you notice about their position in the sentences?

I don't understand this exercise. Can you help **me**?

Jim is going to the cinema tonight. I'm going with **him**.

Mary is my cousin. Do you know **her**?

My room is horrible. I want to paint **it**.

We want to go to the shopping centre. Can you take **us** there?

Those puppets are nice. Let's buy **them**, Mum!

Grammar Reference p. 132

4. PRONUNCIATION

A. Listen and repeat. What's the difference between *a, b* and *c*?

- a. wish b. need c. time

B. Listen and tick the sound you hear.

	wish /ɪ/	need /i:/	time /aɪ/
try			
build			
meal			
screen			
organise			
winter			
niece			
twice			

3. PRACTICE

Complete with subject or object personal pronouns.

1. Janet is Tom's sister, but I don't like her.
She is rude.
2. A: Where is my bag? I can't find it.
B: I think it's in your wardrobe.
3. A: Is Mike working today?
B: No, he has the day off. Let's call him.
4. A: These are my new shoes. Do you like them?
B: Yes, they're really nice.
5. A: Excuse me, I'm here for the job interview.
B: Of course. Please tell me your name.
6. Greg and I are members of an organisation that helps poor people and we want to raise money. Help us, please.

5. LISTEN

Listen to a telephone conversation between Angela and Beth from activity 1B and complete the sentences.

1. The children are making puppets.
2. The puppet show is on Saturday.
3. The children are painting people from all over the world on one of the orphanage walls tomorrow.
4. Beth doesn't have a camera with her.

Before you listen, try to predict what kind of information is missing.

TIP

4d Healthy body, healthy mind

1. VOCABULARY

Look and complete the bubbles with the words in the box. Then listen and check your answers.

backache
ill
stomach ache
toothache
headache
temperature
sore throat

My head hurts. I have a(n) (1) headache.

I have a(n) (2) temperature.

My back hurts. I have (3) backache.

My throat hurts. I have a(n) (4) sore throat.

I'm (5) ill. I think I have the flu.

My stomach hurts. I have a(n) (7) stomach ache.

My tooth hurts. I have (6) toothache.

I feel dizzy.

I have a rash.

2. READ

A. Listen and read. What advice does the doctor give to Mr Hill?

Doctor So, Mr Hill, what seems to be the problem?

Mr Hill Well, I have this rash on my arm.

Doctor Hmmm... Do you have any allergies?

Mr Hill I'm allergic to strawberries, but I never eat them.

Doctor Do you have any other problems?

Mr Hill I have a stomach ache at the moment and backache as well. But I'm taking painkillers for that and I'm OK.

Doctor Do you ever feel dizzy?

Mr Hill Actually, yes I do. What do you think it is, doctor?

Doctor I'm not sure. Maybe it's stress. Do you work long hours?

Mr Hill Yes, I have a lot of work these days and I don't sleep much. So, it's not serious, then.

Doctor You shouldn't say that. Stress can be very harmful.

Mr Hill What should I do?

Doctor Well, let's do some tests to check that you're OK. But you should try to find ways to relax. I find that exercise helps.

Mr Hill What about my rash? Should I take any medicine?

Doctor I can give you a cream.

Mr Hill Thank you very much.



3. GRAMMAR

THE VERB *should*

Read the examples. When do we use *should* and *shouldn't*?

A: I have backache. What *should* I do?

B: You *should* stay in bed and you *shouldn't* exercise today.

Grammar Reference p.132

4. PRACTICE

Write what the people *should* or *shouldn't* do.

1. Andy starts work at 9:00. It's 8:45 and he's still in bed.

(get up) *He should get up now.*

2. Sheila wants to play tennis but her arm hurts.

(play) *She shouldn't play tennis.*

3. Terry's car is very old.

(buy) *He should buy new.*

4. Ruth wants to go shopping but she has the flu.

(go) *She shouldn't go shopping.*

5. PRONUNCIATION



A. Listen. Notice the difference in pronunciation between *should* and *shouldn't*.

You *should* go to the gym.

You *shouldn't* go to the gym.

B. Listen. Do you hear *should* or *shouldn't*? Circle.

1. You *should* / *shouldn't* eat strawberries.

2. You *should* / *shouldn't* stay in bed.

3. You *should* / *shouldn't* take medicine.

4. You *should* / *shouldn't* get up early.

6. SPEAK

ROLE PLAY

Talk in pairs.

Student A: Imagine that you have one of the problems in activity 1 and that you go to Student B who is a doctor. Tell him/her what's wrong with you and ask him/her for advice.

Student B: Imagine that you are a doctor. Student A has a problem with his/her health. Ask what's wrong. Listen to him/her and give advice. Use *should* and *shouldn't* and some of the ideas in the box.

take medicine or a painkiller
drink / water
drink warm tea or milk
have / warm soup
eat fruit and vegetables
take vitamins
get some sleep
go / school or work
stay in bed
relax
work hard
go / gym
exercise
have / shower

B. Read again and answer the questions.

1. Why does Mr Hill go to the doctor?
2. Why doesn't Mr Hill eat strawberries?
3. What else is wrong with Mr Hill?
4. What does the doctor think the problem is?
5. What does the doctor give Mr Hill for his rash?

What seems to be the problem?

I'm not feeling very well. I...

Do you have any other problems?

Yes, I... /No. What should I do?

You should/shouldn't...

4e Get in shape

1. VOCABULARY

Read the sentences. Match the words in bold with their meanings a-d. Then listen and check.

1. I **work out** at the gym three times a week.
 2. My friends and I like dancing so we go to the gym and **do aerobics**.
 3. Janet wants to **take up** tennis or volleyball.
 4. John wants to **be fit** so he goes jogging every morning.
- a. to learn or start something (e.g. sport, hobby)
 - b. to be healthy and strong
 - c. to exercise
 - d. to do exercises usually in classes with music

2. READ

A. Read the letter Amy wrote to Kenny Adams. Can you suggest any solutions to Amy's problem? Then listen, read and compare your answers.

Keep fit, Stay fit

with Kenny Adams



Dear Kenny,
I really want to keep fit and stay healthy,
but I'm really lazy and exercise is boring!
I'm bored of the gym and I don't play sports
because I don't like them. What should I do?
Amy Willis, Falkirk

► This is a common problem and I often receive letters like this from my readers. Well, don't worry! Here are some interesting ideas.

Power Plate®

This machine is very trendy nowadays. You just sit or stand on it in different positions and it helps you work out. You don't get tired at all! And the best part? A ten-minute workout on Power Plate® is the same as working out for 60 minutes at the gym. Lots of famous people, like actors, models and sports stars use it. Are you interested? Make sure you ask your doctor before you try it out.

Dancercise

Aerobics is very good exercise but some people get bored of it after a while. A good idea is to do aerobics and dance at the same time. There are lots of different dances to choose from. R&B, hip-hop and rock are all very popular. Do you like Latin dances? Then 'Zumba' is for you. You can stay fit and learn some Latin dance moves at the same time.

B. Read again and write T for True, F for False or NM for Not Mentioned.

1. Amy Willis is very active. ☐
2. Kenny Adams reads many letters like Amy's. ☐
3. You should work out only for an hour on *Power Plate®*. ☐
4. Famous people go to the gym only to use *Power Plate®*. ☐
5. 'Zumba' is aerobics with R&B dancing. ☐

3. LISTEN

A. Listen to three people talking about leisure activities. What do they want to do? Match.

Drake wants to work out at the gym.
Lucy wants to buy some exercise machines.
Keith wants to take up a sport.

B. Listen again and complete the sentences.

1. Drake is a(n) _____ and works a lot.
2. Drake finishes work at _____.
3. Lucy's friends go to the gym and _____.
4. Lucy plays _____ on the computer.
5. Keith doesn't play football in _____.
6. At the new sports centre, Keith can work out and also _____.

4. SPEAK

Talk in pairs. Read about Andy's problem below and discuss what he should / shouldn't do. Use some of the prompts given.

I'm a graphic designer and I spend hours in front of my computer at work and at home. You see, I love playing all kinds of computer games. The problem is that I get bad headaches. I take painkillers but they don't work. What should I do?

spend hours / computer
play / computer games take up / sport
go / doctor take medicine relax get active
check / eyes do tests exercise sleep

I think he shouldn't spend...

You're right. Maybe he should...

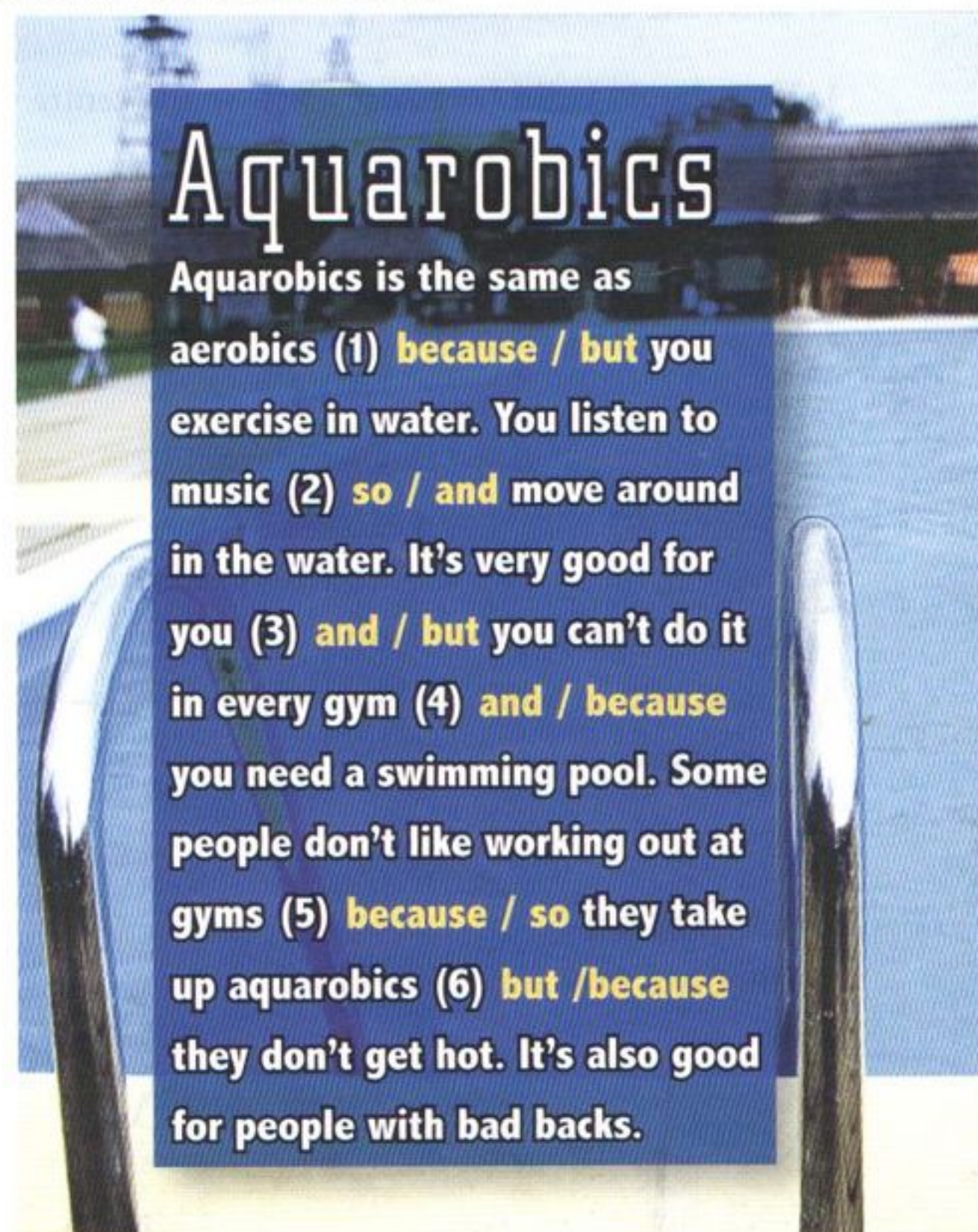
That's a good idea. He should...

5. WRITE

Linking words

- We use **and** to join similar ideas.
I think you should take your medicine and go to bed.
- We use **but** to join two opposite ideas.
My brother loves jogging, but I think it's boring.
- We use **so** to express result or consequence.
Julie wants to keep fit so she goes to the gym five times a week.
- We use **because** to show reason.
I'm bored of this computer game because I play it every day.

A. Circle the correct words.



Aquarobics

Aquarobics is the same as aerobics (1) **because** / **but** you exercise in water. You listen to music (2) **so** / **and** move around in the water. It's very good for you (3) **and** / **but** you can't do it in every gym (4) **and** / **because** you need a swimming pool. Some people don't like working out at gyms (5) **because** / **so** they take up aquarobics (6) **but** / **because** they don't get hot. It's also good for people with bad backs.

B. Write a short paragraph giving advice to Andy in activity 4.

Do not write very short sentences. Join your sentences with **and**, **but**, **so** or **because**.

TIP

4 Round-up

VOCABULARY

A. Write:

three vegetables

carrots, broccoli, potatoes

three kinds of fruit

bananas, grapes, peaches

three ailments

_____, _____, _____

three drinks

milk, coffee, tea

B. Circle the correct words.

1. They should **build** / **organise** a new sports centre in our town.
2. The volunteers want to **raise** / **change** money for the organisation.
3. No ice cream for Larry. He's **allergic** / **allergy** to chocolate.
4. I have a horrible **rash** / **flu** on my arm.
5. Mary always buys **strong** / **trendy** clothes.
6. Drinking the water from this river can be **harmful** / **dizzy** to your health.
7. Ronald is ill in bed. Give him this **bowl** / **bottle** of soup to eat.

GRAMMAR

C. Complete with *some*, *any* or *no*.

1.
A: Do you want some orange juice?
B: No, thanks. Do we have any coke?
A: Well, there's no coke in the fridge but there's a can in the cupboard.
B: No, thanks. I can't drink it warm.
2.
A: Let's make some chicken sandwiches.
We've got some chicken in the fridge.
B: Great. Oh no! We don't have any cheese.
A: Go to the supermarket and get some cheese, then.

D. Circle *a*, *b* or *c*.

1. There isn't _____ salt in the rice. I don't like it.
a. some **b. much** c. a little
2. My favourite dessert is ice cream with _____ blueberries on top.
a. a little **b. a few** c. a lot
3. _____ people are allergic to aubergines.
a. A little b. Much **c. Lots of**
4. Jack is shy and doesn't have _____ friends. I think only two.
a. many b. a few c. any
5. When I come back from the gym, I usually drink _____ glasses of water.
a. much **b. a few** c. a little
6. Would you like _____ milk in your tea?
a. a little b. much c. many

E. Complete with subject or object personal pronouns.

1. Diane and Tony go jogging every morning.
They love it.
2. A: Would you like some grapes?
B: No, thanks. I don't like them.
Sheila loves grapes. Give some to her.
3. Bring us a menu, please. We'd like to order.
4. A: How does Henry get to work?
B: Well, he doesn't have a car so Felicity gives him a lift every day.

F. Circle the correct words.

1. I like cherries, **but** / **so** I don't like cherry ice cream.
2. When I work long hours, I get tired **but** / **and** I have stress.
3. Hillary is really fit **but** / **because** she goes jogging every day.
4. I usually put lots of salt **but** / **and** pepper on my pasta.
5. I never finish a pizza, **so** / **because** I put some in the fridge for later.

COMMUNICATION

G. Complete the dialogues with the phrases a-f.

- a. What does that come with?
- b. What seems to be the problem?
- c. You shouldn't eat lots of chocolate.
- d. Are you ready to order?
- e. I'm afraid we don't have any today.
- f. What about the food you eat?

1.

- Waiter (1) d
- Woman Yes, I am. I'd like the lasagne.
- Waiter (2) e
- Woman That's OK.
- Waiter The mushroom soup is very good.
- Woman (3) a
- Waiter A garden salad.
- Woman OK, that sounds nice.

2.

- Man Good afternoon, Doctor.
- Doctor Hello. (4) b
- Man It's my head. I get headaches all the time.
- Doctor Do you work a lot?
- Man No, and I sleep for eight hours every night.
- Doctor (5) f
- Man I know I should eat lots of fruit and vegetables, so I do. But I also love chocolate.
- Doctor Hmm... (6) c It can give you headaches, you know.
- Man Really? I should stop eating it, then.

SPEAK

Look at the pictures, read the situations and talk in pairs.



Student A: You're at a restaurant with Student B and you want to decide what to order. Discuss.

Student B: You're at a restaurant with Student A and you want to decide what to order. Discuss.



Student A: You don't feel very well and you're at home. Student B is visiting you.

Student B: Student A is ill so you decide to visit him/her and help him/her out.

WRITE

You want to keep fit and you are thinking of taking up a sport or joining a gym. Write an e-mail to a friend asking for advice.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

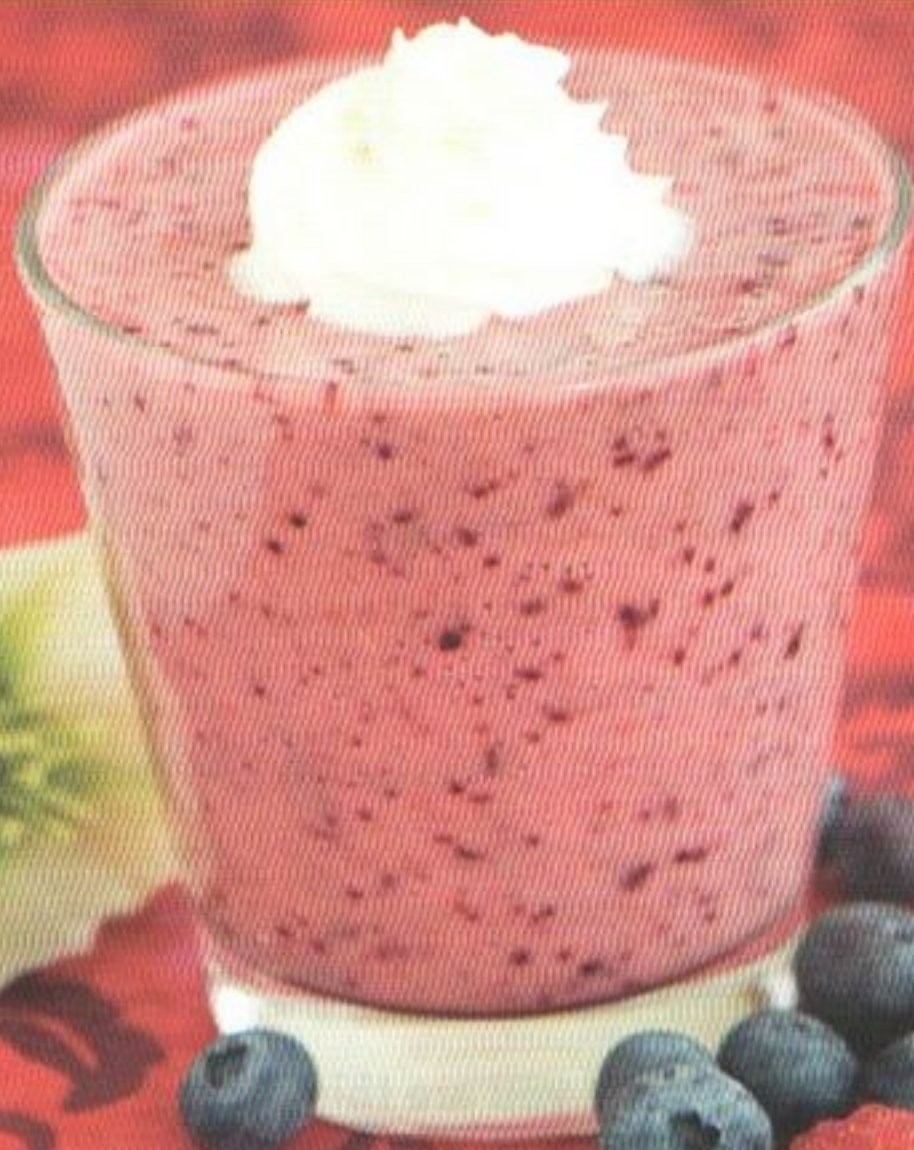
Now I can...	
> order food	<input type="checkbox"/>
> take an order	<input type="checkbox"/>
> talk about my food preferences	<input type="checkbox"/>
> offer something	<input type="checkbox"/>
> accept and refuse an offer	<input type="checkbox"/>
> talk and write about my eating habits	<input type="checkbox"/>
> ask and answer about quantity	<input type="checkbox"/>
> express an opinion	<input type="checkbox"/>
> ask for and give advice	<input type="checkbox"/>
> talk about ailments	<input type="checkbox"/>

A. What's a smoothie? Listen, read and check your answers.



Healthy Smoothie recipes

Do you eat enough fruit? Do you have milk or yoghurt every day? Well, here are a few delicious ideas to help you stay healthy. Check them out!



Blueberry Smoothie

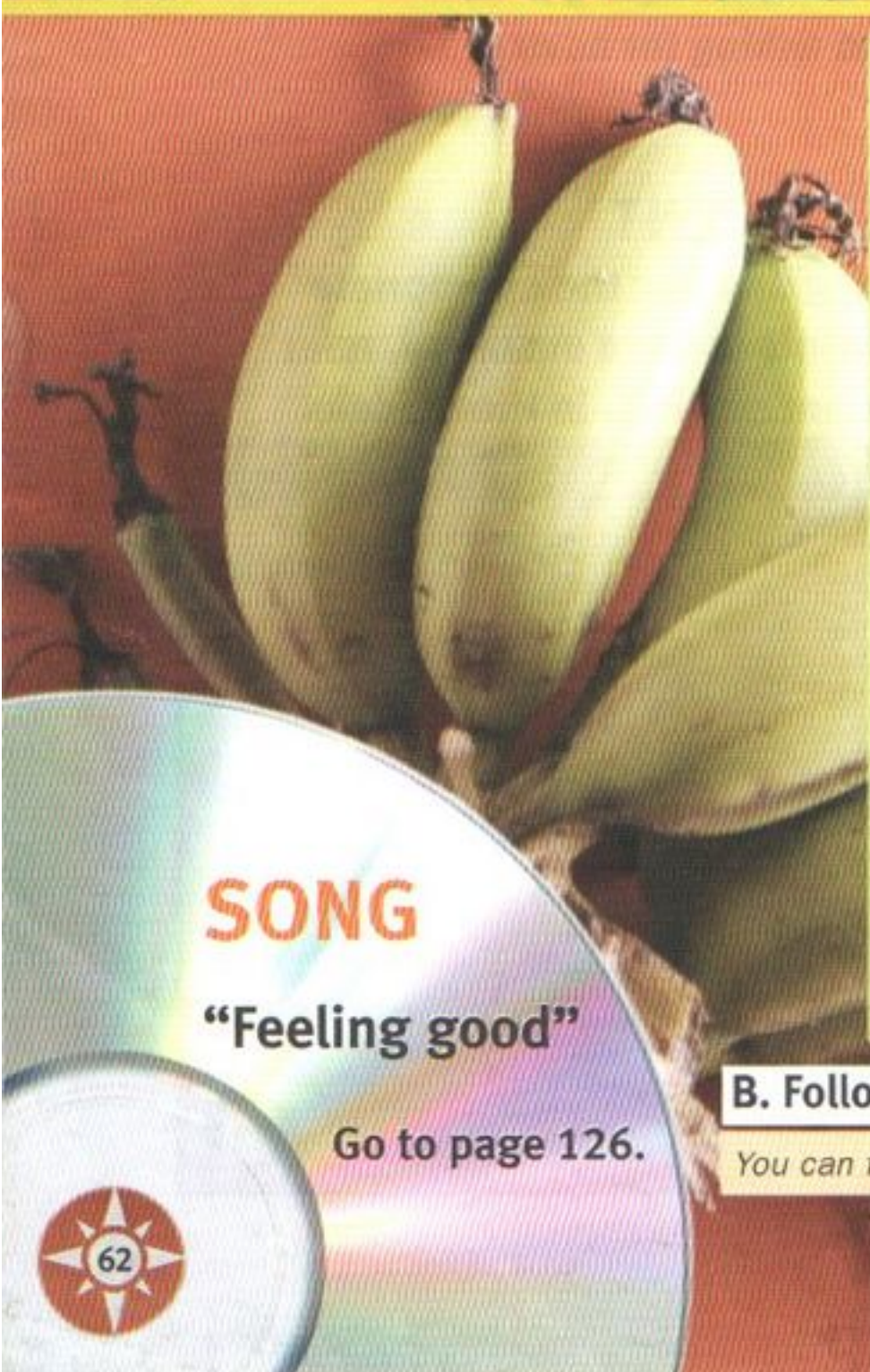
Blueberries have lots of vitamins. Why not enjoy blueberries and their great taste in a smoothie?

Ingredients

1 cup blueberries
½ cup yoghurt
1 cup full-fat milk

Instructions

Blend the blueberries with the yoghurt and milk for about five minutes and enjoy!



Banana Smoothie

For a tasty smoothie full of protein just use bananas.

Ingredients

1 banana
½ cup yoghurt
1 cup non-fat milk

Instructions

Blend the banana and milk together for 30 seconds at high speed. Add the yoghurt and blend for one more minute at high speed. Now you have a delicious high protein smoothie.



B. Follow the recipes for smoothies above and create your own.

Go to page 126.

You can find more information on this topic in the Student's Area at www.mmpublications.com.

5

Thinking back



Discuss:

- ▶ Was your life different ten years ago? Why?
- ▶ What is your earliest memory?
- ▶ Is there anything that you would like to forget?

Flick through the module and find...

- ▶ two people on a ski lift
- ▶ an extract from a book
- ▶ a magazine article about famous people
- ▶ someone who is allergic to mushrooms
- ▶ two people talking while shopping

In this module you will learn...

- ▶ to talk about past events/experiences
- ▶ to talk about embarrassing moments
- ▶ to talk about your school/college/university years
- ▶ to talk and write about past holidays
- ▶ to talk and write about famous people
- ▶ to express ability in the past
- ▶ to talk about talents and abilities
- ▶ to narrate a story
- ▶ to write a story

5a How embarrassing!

1. READ



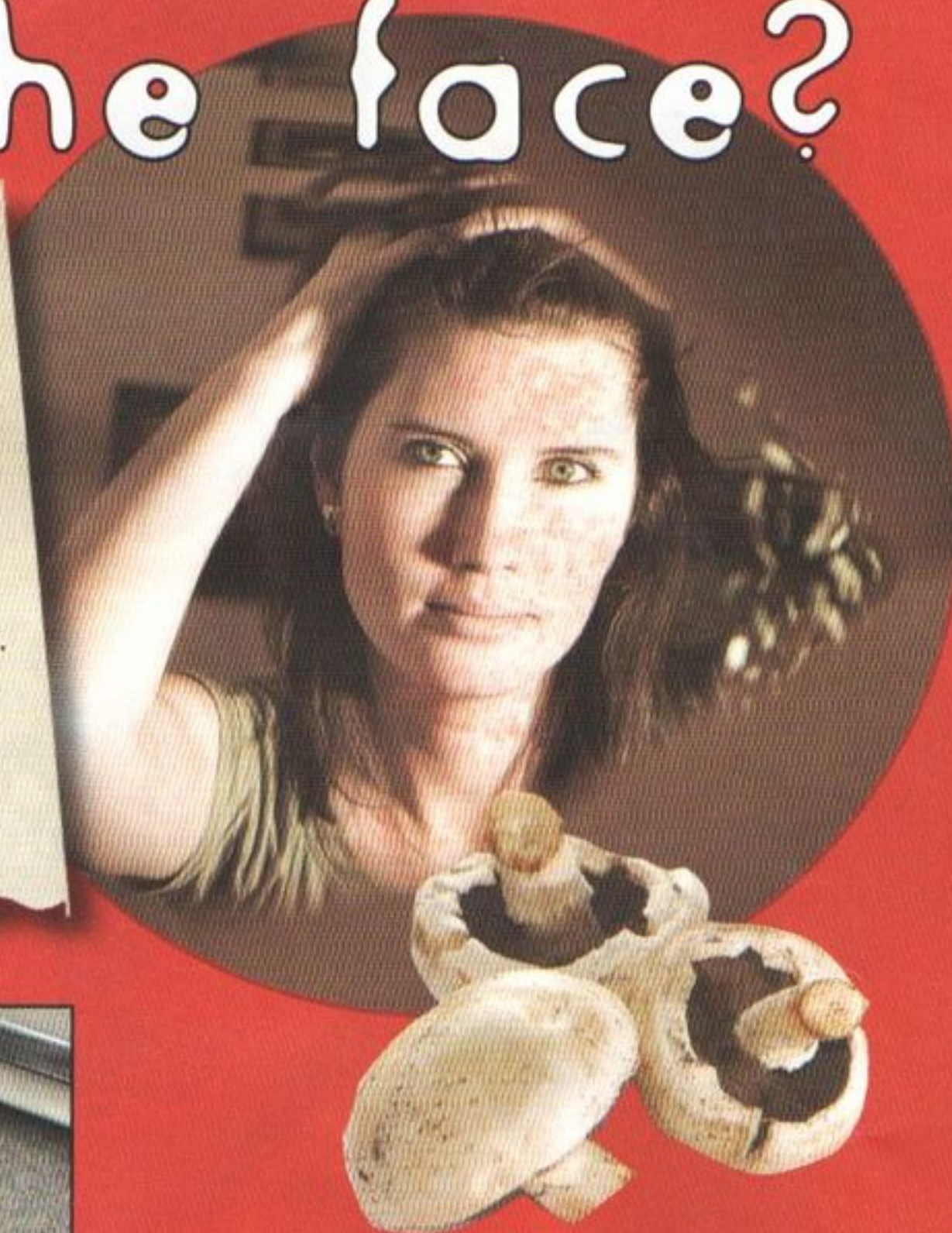
A. Read the title of the magazine page below and look at the pictures.

What is it about? Listen, read and check your answers.

Red in the face?

Just before a job interview, I ate a sandwich. Unfortunately, it had mushrooms in it and I'm allergic to them. Anyway, I went to the interview but when I got in the lift and looked in the mirror, I got scared. I had a terrible rash all over my face! I wanted to leave, but I didn't. I decided to explain my problem to the interviewer. Luckily, he saw the funny side of it and the interview went really well. In fact, I got the job.

Rosie



B. Read again and complete the sentences.

1. Before the interview, Rosie had a sandwich with mushrooms and got a itch.
2. She saw her face in the mirror.
3. Rosie went to the interview and, luckily, she got the job.
4. Carl started running on the treadmill when he saw some fit teenagers.
5. The treadmill stopped when the lights went out.
6. When the teenagers saw Carl fly into the window, they started laughing.

I went to the gym a couple of days ago. I started with the treadmill but I soon got tired. You see, I'm not very fit. Then, some fit teenagers came in, and I didn't want to look bad. So, I started running. Suddenly, the lights went out and the treadmill stopped. I went flying into the window and they all started laughing. Let's just say, I didn't look good.

Carl

2. GRAMMAR

PAST SIMPLE (affirmative – negative)

Read the dialogue below. How do we form the affirmative of the Past Simple? Which verb do we use in the negative form?

A: Last night I **stayed** at home. I **didn't** go out. What about you?

B: I **went** to the cinema with Mike, but we **didn't** like the film.

Regular Verbs

look → looked	stop → stopped
decide → decided	study → studied

Find irregular verbs in the texts on page 64 to complete the table below.

Irregular Verbs

have →	run → ran
get →	do → did
go →	come →
leave → left	eat →
see →	say → said

For a list of irregular verbs go to p.137

Time Expressions

- yesterday / yesterday evening, etc.
- last night / weekend / Friday, etc.
- two days / years, etc. ago

Grammar Reference p.132

3. PRACTICE

Complete the sentences with the Past Simple of the verbs in brackets.

- Kelly left (leave) work at 7 o'clock yesterday, but she didn't go (not go) home. She went (go) out with Peter.
- Andy and his wife had (have) a great time at the concert last night. They danced (dance) a lot.
- I'm really hungry. I didn't have (not have) breakfast this morning.
- Yesterday I surfed (surf) the Internet to find information about hotels in Paris.
- Last weekend Stacey painted (paint) her bedroom light blue, but she didn't like (not like) it. So, she changed (change) it to yellow.

4. PRONUNCIATION

A. Listen and repeat. What's the difference between a, b and c?

- a. looked b. loved c. started

B. Listen and tick the sound you hear.

	looked /t/	loved /d/	started /ɪd/
tried			
decided			
stopped			
enjoyed			
talked			
needed			
painted			
cleaned			
finished			

5. LISTEN

Listen to two people talking about their embarrassing moments and choose the correct picture, a or b.

1.



a



b

2.



a



b

Before you listen, look at the pictures carefully. Try to predict what the speakers are going to talk about.

TIP

6. SPEAK

Talk in pairs about a night out.

Last Saturday I went out with... We went to a restaurant and we ate... What about you?

I went to the cinema and I saw...

5b School days

1. VOCABULARY

A. Match the collocations with the pictures. Then listen and check your answers.



- a. take an Art course ☐ b. pass an exam / a test ☐
c. fail an exam / a test ☐ d. get a degree ☐

B. Label the pictures with the subjects in the box. Then listen and check your answers.

Geography Information Technology (IT)
History Maths Modern Languages



1 _____



2 Physical Education (PE)



3 Physics



4 _____



5 Biology



6 Chemistry



7 _____



8 _____



9 _____



10 Business and Management



2. READ

A. Listen and read. What is the relationship between Kyle and Jim?

- Jim** Hi, Kyle. Why didn't you come yesterday?
Kyle Where?
Jim The school reunion! The class of 1996!
Kyle Oh, I completely forgot about that.
Jim Well, you missed out. We had a great time.
Kyle Did lots of people go?
Jim Yes, they did. I met up with some of our old friends. Do you remember Alicia?
Kyle Yeah.
Jim Well, she took a course in Sports Science and now she's a PE teacher at the school.
Kyle Wow! What about teachers? Did you see Mrs Armstrong? She taught Biology.
Jim No, she left the school in 2001.
Kyle What about Mr Wilkins?
Jim Yeah, I spoke to him. He's exactly the same and he still teaches Geography. He told me to tell you "Suva", but I didn't really understand.
Kyle It's a city. Wow! How did he remember that?
Jim What?
Kyle Well, I failed an exam once because I didn't remember the capital of Fiji. I always found Geography difficult.
Jim Me too.



NOTE

1999 We say: nineteen ninety-nine
2009 We say: two thousand and nine
I got my degree **in** 2008.

B. Read again and answer the questions.

- Where did Jim go yesterday? *the school reunion*
- Who did Jim meet up with? *he met up with some of his old friends*
- What did Alicia do to become a PE teacher? *she took a course*
- When did Mrs Armstrong leave the school? *2001*
- Who is Mr Wilkins? *Geography teacher*
- Did Mr Wilkins remember Kyle? *Yes, he did.*
- Where is Suva? *the capital of Fiji*

C. Find the Past Simple of the verbs below in the dialogue.

take

fail

forget

find

tell

teach

speak

meet

3. GRAMMAR

PAST SIMPLE (Questions)

Read the examples and complete the blanks.

A: Who _____ you see at the reunion?

B: I saw Miss Charles, our Maths teacher.

_____ Mike fail the exam? Yes, he _____.
No, he _____.

Grammar Reference p.132

4. PRACTICE

Complete the dialogues with the Past Simple of the verbs in brackets. Give short answers where possible.

- A: Did you pass (pass) your Biology exam?
B: No, I didn't. I failed (fail).
A: Did you study (study) at all?
B: Yes, of course I did, but I found (find) it difficult.
- A: Did your dad get (get) his History degree at Columbia University?
B: No, he didn't. He went (go) to Harvard.
- A: What courses did you take (take) at college?
B: I took (take) Art History and Film Studies.
A: Did you like (like) them?
B: Yes, I did.

5. PRONUNCIATION

A. Listen and repeat. What do you notice about the pronunciation of **did you** in the question below?

Did you take an Art course?

B. Say the questions below. Then listen and check.

- When did you start school?
- Did you pass your exams?
- Did you go out last night?
- Who did you see at the reunion?
- Did you study for the test?

6. LISTEN

Listen to Adam and Jenny talking about their exam results and answer the questions.

- Who has his/her exam results?
- What did Adam pass?
- What course did Jenny take?
- Where does Adam want to study?
- What does Jenny want to become?

7. SPEAK

Talk in pairs. Use the prompts in the box to ask each other questions about your school years.

when / start / school?	go to college / university?
what subject / like best?	get / degree?
how many hours / study?	take / any courses? what?
when / finish / school?	like / courses?

When did you start school?

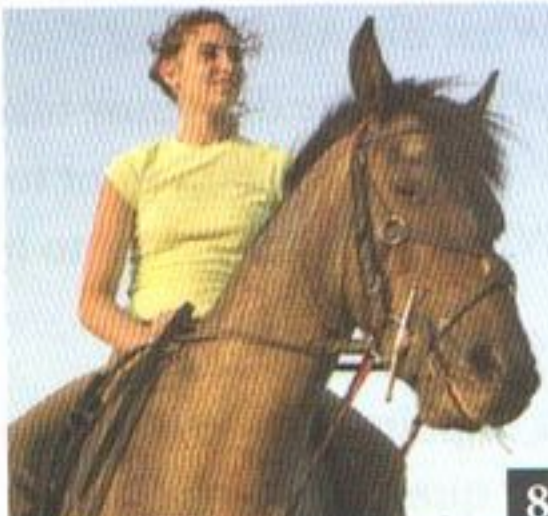
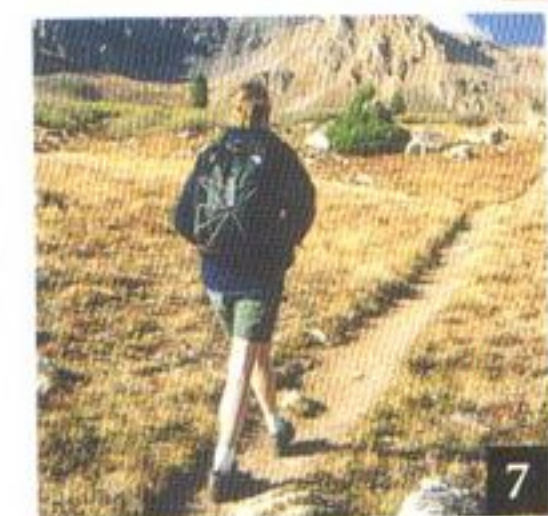
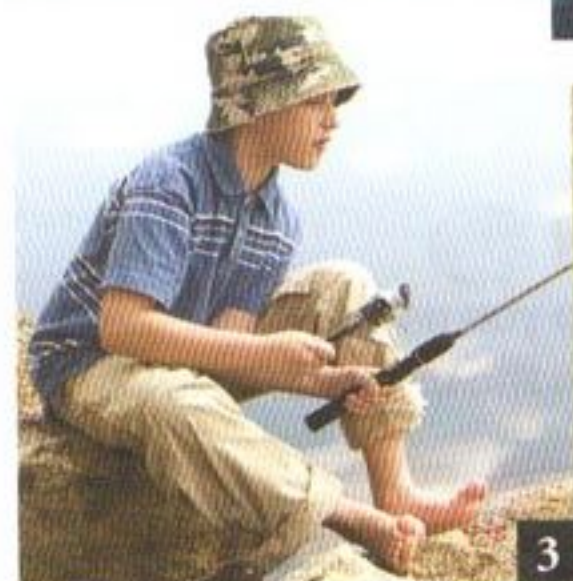
I started in ...

What subjects did you like best?

5c How was your holiday?

1. VOCABULARY

Match the holiday activities with the pictures. Then listen and check your answers. Which of these activities do you do when you go on holiday?



go hiking
go sightseeing
go scuba-diving
go skiing
go camping
go mountain biking
go horse riding
go windsurfing
go fishing

7
9
2
5
6
4
8
1
3



2. READ

A. Listen and read. Did Michelle have a good time on her holiday last year?



Lucas Wow! Nice view!

Michelle I suppose so.

Lucas What's the matter? Are you afraid of heights? Ha, ha, ha!

Michelle Don't laugh. I'm a bit scared, that's all.

Lucas I thought you liked skiing and all the adventure. You came here last year with Tonia.

Michelle Yeah, but you weren't here last year, so you don't know what happened.

Lucas Why? What happened?

Michelle It was our last day here, and we were on the ski lift. Suddenly, there was a loud noise and the ski lift stopped. We were stuck up here for three hours!

Lucas You spent three hours up here?

Michelle Yes. We were terrified! Tonia panicked and wanted to jump but we were 50 metres above the ground!

Lucas What did you do?

Michelle We waited. We just sat up here and sang. It was a terrible experience.

Lucas I can imagine.

Michelle Oh, why did I come skiing again?

Lucas OK, calm down. Let's think about next year. We can spend our holidays on a tropical island and sunbathe by the sea or do water sports.

Michelle OK, that doesn't sound dangerous.

B. Read again and write M for Michelle, L for Lucas or T for Tonia in the boxes.

- This person didn't know what happened last year. M
- This person didn't jump because they were high above the ground. M
- This person was at this place with a friend last year. M L
- This person is afraid of the ski lift. L
- This person would like to go to a tropical island. M L



C. Find the Past Simple of these verbs in the dialogue.

wait

happen

sit

spend

stop

think

sing

3. GRAMMAR

PAST SIMPLE of the verb *be*

Read the examples and complete the table with the correct form of the verb *be*.

A: Where **were** you yesterday?

B: I **was** at the beach.

A: The beach? **Were** there many people there?

B: No, there **weren't**. You see, it **was** a bit cold and it **wasn't** sunny at all.

	Affirmative	Negative
I/he/she/it		
we/you/they		
there	was/were	

Grammar Reference p.133

4. PRACTICE

Complete with *was*, *were*, *wasn't* or *weren't*.

1. A: Where were you last weekend?

B: I was in New York and it was fantastic!

A: Were you there with friends?

B: I was with Jack. We went sightseeing every day. The museums were wonderful.

2. A: We went horse riding with the kids yesterday.

B: And how was it?

A: Well, let's just say it was a good experience.

B: Why? What happened?

A: Well, Brian loved it, but the girls were terrified of the horses. Can you believe it?

3. A: Did you like the hotel?

B: No! It was horrible! There weren't any air conditioners and it was so hot.

And I also needed to check my e-mails but there wasn't a computer in the hotel!

5. SPEAK

Talk in pairs. Ask and answer questions about last year's holiday. Use the prompts below.

- Where / you / be / last summer / ?
- Who / you / be / with / ?
- Where / you / stay / ?
- How many days / you / stay / ?
- What / you / do / there / ?
- What / weather / be / like / ?
- there / be / lots of people / there / ?
- you / have / good time / ?

Where were you last summer?

I was...

Who were you with?

I was...

6. WRITE

Write a paragraph about last year's holiday. Use ideas from activity 5.



Last summer...

5d Fame

1. VOCABULARY

Match the professions with the sentences. Then listen and check your answers.

- Alexander Graham Bell invented the telephone.
- Mikhail Baryshnikov joined the New York City Ballet in 1978.
- Henri Matisse painted *The Dance* in 1909.
- Steven Spielberg directed *Indiana Jones and the Kingdom of the Crystal Skull*.
- George Orwell wrote *Animal Farm* in 1945.
- Lance Armstrong won the *Tour de France* 7 times.



- | | | | |
|--------------|----------------------------|-------------|----------------------------|
| 1. dancer | <input type="checkbox"/> b | 4. artist | <input type="checkbox"/> c |
| 2. writer | <input type="checkbox"/> e | 5. athlete | <input type="checkbox"/> f |
| 3. scientist | <input type="checkbox"/> a | 6. director | <input type="checkbox"/> d |

2. READ

A. Read the names on the books below. Do you know anything about these people?

B. Read and match the books with the paragraphs 1-5 below. Then listen and check your answers.

They made it!

1. ☐ d

He was born in 1879. He couldn't talk until the age of four. He couldn't read until he was nine. He failed the entrance exam to the *Swiss Federal Institute of Technology*, but he became a very important 20th century scientist.

2. ☐ a

He became famous in the late 1980s and he now stars in Hollywood films. When he was young, he couldn't speak clearly, but he got over his problem and became a very successful actor.

3. ☐ e

She was dyslexic, but she could write amazing stories. She wrote many mystery novels and they became best sellers. She

died in 1976 but her books still sell four million copies a year.

4. ☐ b

He was one of America's famous musicians. When he was five, he couldn't see very well and at the age of seven he was completely blind. Luckily, he never gave up. He went to school, he learnt how to write music and started working as a musician.

5. ☐ c

She has asthma, but she took up running at the age of seven. Today, she's a famous marathon runner. In 2003, she broke the world record and she won the New York City Marathon in 2004 and 2007.

BRUCE WILLIS



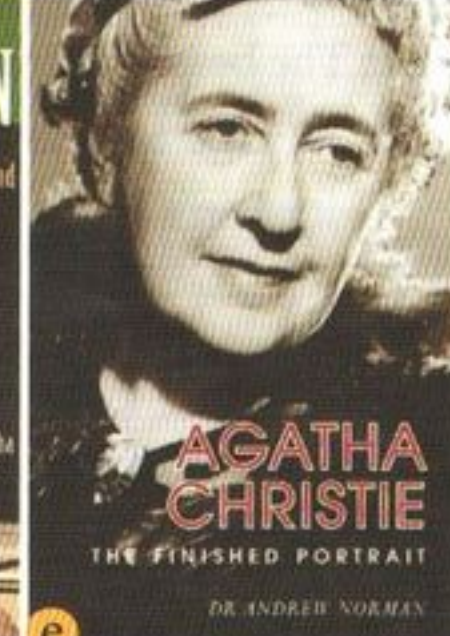
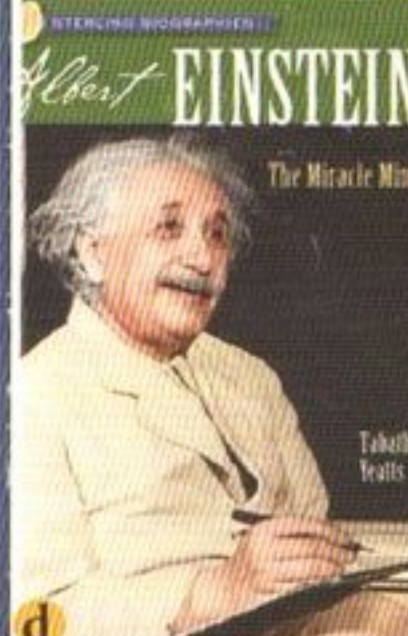
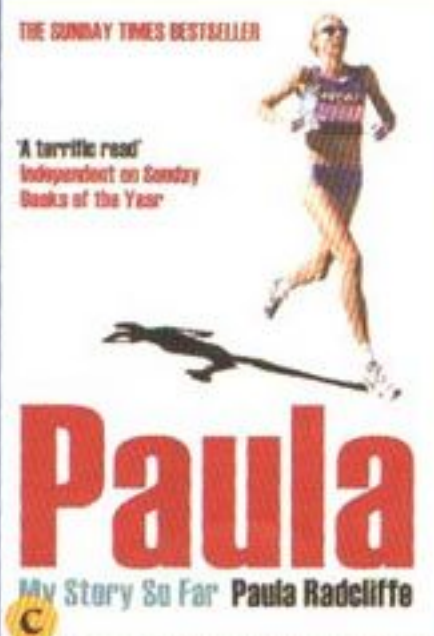
THE UNAUTHORISED BIOGRAPHY
a JOHN PARKER

RAY CHARLES

"I Was Born With Music Inside Me"



b



3. GRAMMAR

THE VERB could

Read the examples below. What's the difference between the first and the second dialogue?

A: Could Andy write at the age of 4?

B: No, he couldn't. But he could read.

A: Jessica is 4 years old now. Can she write?

B: No, she can't. But she can read.

Grammar Reference p.133

4. PRACTICE

Complete the dialogues with the correct form of *can* or *could* and the words in brackets. Give short answers where possible.

1.

A: Here is an old picture from a sports day.

B: Do you still go running? You could run (run) really fast at school. I remember.

A: No, I broke my leg last year, so I can't go (not go) running any more.

2.

A: Can you speak (you / speak) Japanese?

B: Yes, I can.

A: But you couldn't speak (not speak) Japanese a few years ago.

B: I know. I spent a year in Japan.

A: Can you write (you / write) in Japanese, too?

B: No, I can't.

C. Read again and write T for True, F for False or NM for Not Mentioned.

1. Albert Einstein's teachers helped him get over his reading problems. NM

2. Bruce Willis had problems speaking when he was young. T

3. All of Agatha Christie's books became best sellers. NM

4. Ray Charles was born blind. F

5. Paula Radcliffe was a good athlete from a very young age. NM

D. Find the Past Simple of the verbs below in the text.

<u>won</u> win	<u>became</u> become	<u>died</u> die	<u>learnt</u> learn
<u>gave</u> give	<u>wrote</u> write	<u>broke</u> break	

5. GRAMMAR

ADJECTIVES - ADVERBS OF MANNER

Read the examples below and complete the rules with the words in bold.

• This is a **nice** song and the singer sings it **nicely**.

• Kathy dances **terribly**. She's a **terrible** dancer.

 and are adjectives and define nouns.

 and are adverbs and describe how something happens.

Irregular Adverbs	
Adjectives	Adverbs
good	well
fast	fast
late	late
early	early

Grammar Reference p.133

6. PRACTICE

Circle the correct words.

1.

A: Your sister plays the piano **beautiful** / **beautifully**.

B: Yes, she's very **good** / **well**. She learnt from my uncle.

A: Really? Does he play **good** / **well**, too?

B: Yes, he does.

2.

A: Dave gave me a lift home last night. He drives very **bad** / **badly**.

B: I know. He's **dangerous** / **dangerously**.

A: And you know, he passed his driving test **easy** / **easily**.

B: You're joking!

7. SPEAK

INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 121.

Student B go to page 124.

8. WRITE

Use the information from activity 7 about Anthony Quinn and write a short biography about him.

5e A story to tell

Try to guess the meaning of unknown words.

TIP

1. VOCABULARY

Look, listen, read and guess what the words in bold mean.

There was a **burglary** at the museum last week.

A man **stole** a golden statue.

The **security guard** saw him. He **shouted** "Stop!" but the man **got away**.

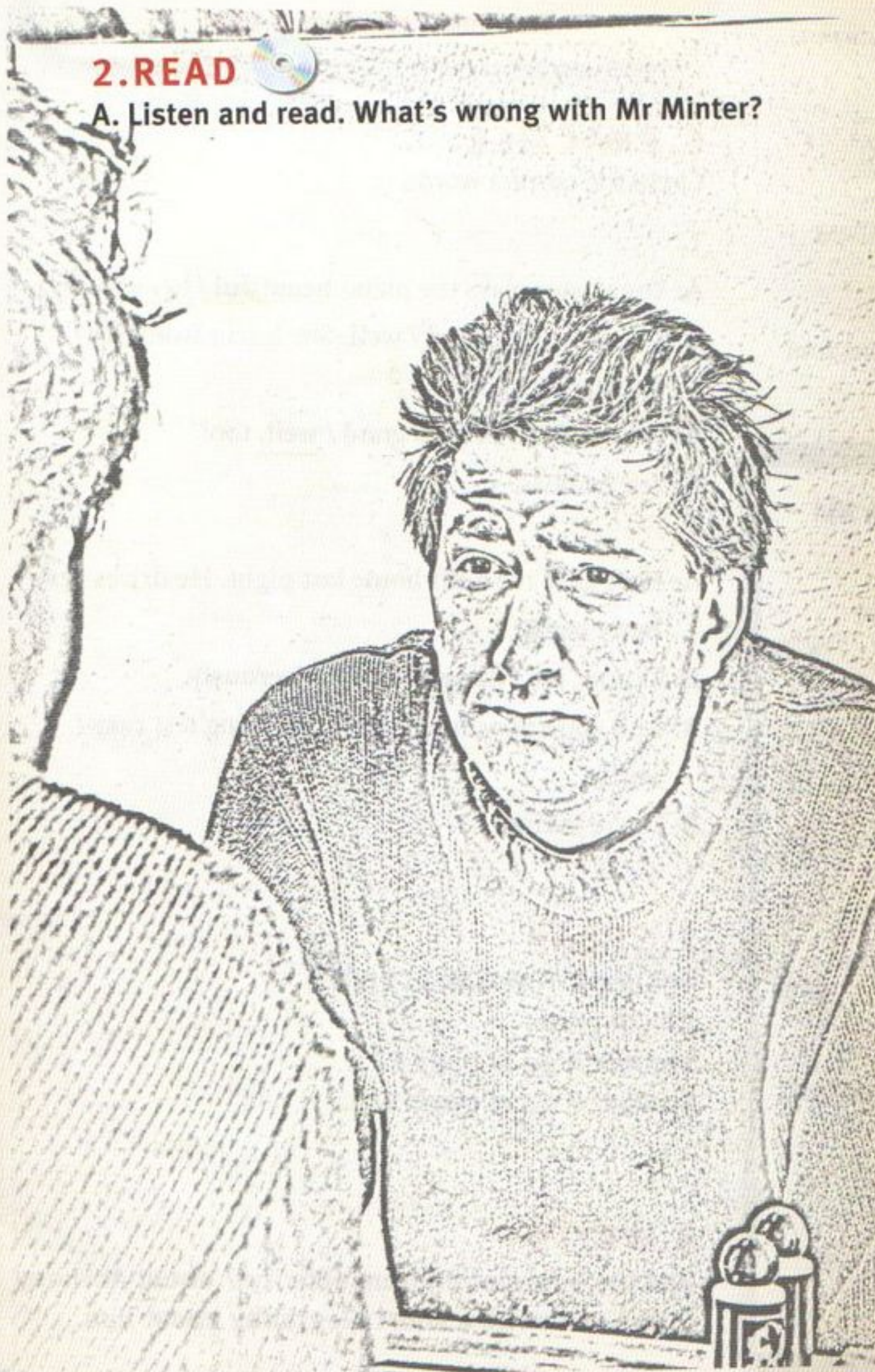
He went to the park but there, he **fell** down and **hit** his head.

And luckily the police **caught** him.



2. READ

A. Listen and read. What's wrong with Mr Minter?



Chapter 1: Who am I?

Suddenly, I woke up. My head really hurt but there was something else wrong. Where was I? I looked around the bedroom. Was it mine? I couldn't remember a thing. But why? How did I lose my memory? I looked in the mirror and I was shocked. Who was that man? I had a huge bump on my head. Who am I? I wondered.

Suddenly, the phone rang. I picked it up slowly and heard an excited voice: "Oscar! Morning mate! Are you ready? I'm downstairs. Come on!"

I looked outside. There was a man in the driveway next to a sports car. He waved at me and I waved back. Suddenly, four men dressed in black ran out from behind the trees. "Look out!" I shouted, but they grabbed him and pointed a gun at him.

One of the four men ran into the house. I heard him coming up the stairs. I panicked and looked for a place to hide, but he entered the room in no time. "It's OK Mr Minter. You're safe now. It was a trap. He wanted to kill you, but, luckily, we caught him." All I could say was "Thanks." Then he left the room.

3. LISTEN

A. Listen to the continuation of the story on page 72. Who is Mr Minter talking to?

B. Listen again and write T for True or F for False.

1. Mr Minter and the man go downstairs to talk. ☐
2. The house isn't Mr Minter's. ☐
3. Mr Minter works at a hotel. ☐
4. Mr Minter saw the burglar. ☐
5. Mr Minter remembers something from his life. ☐
6. The burglar hit Mr Minter in the face with his gun. ☐
7. The burglar stole money from the hotel. ☐

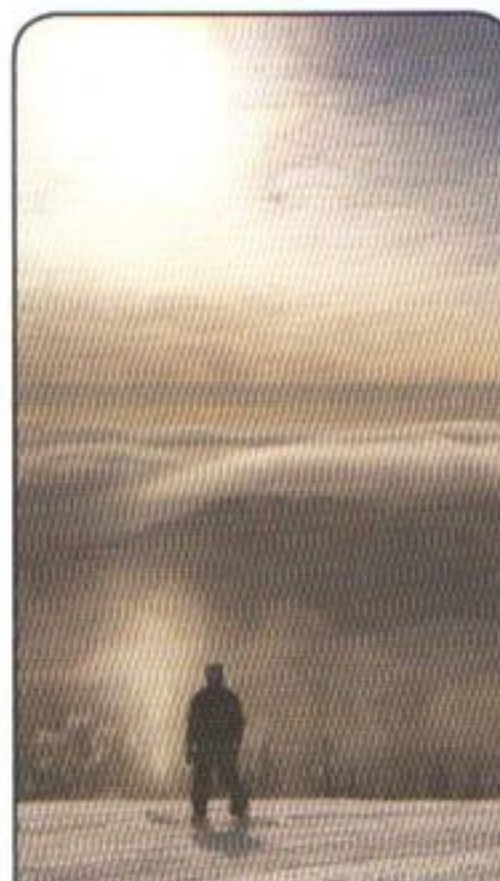
4. SPEAK

Talk in pairs. Imagine you were at one of the places below and something strange happened. Ask and answer questions using the prompts and the words given.



strange man burglar
museum steal police

- When / it / happen?
- Where / be / you?
- Who / be / with you?
- What / happen?
- What / you / do?
- How / you / feel?
- What / you / do / in the end?



mountain skiing
accident hurt
dark cold

B. Read again and put the pictures in order. Write 1-5.



a 4



b 2



c 5



d 1



e 3

5. WRITE

A story

When writing a story:

- use adverbs like **suddenly**, **luckily**, **unfortunately**.

Suddenly, four men dressed in black ran out from behind the trees.

He wanted to kill you, but **luckily**, we caught him.

The burglar hit me on the head and, **unfortunately**, I lost my memory.

- use **direct speech** to make it more interesting.

"Look out!" I shouted, but the man didn't hear me.

A. Complete with **suddenly**, **luckily** or **unfortunately**.

1. I was shocked when I saw the burglar but, luckily, he didn't see me.
2. Unfortunately, Debbie lost her concert ticket.
3. Yesterday, I was at a friend's house. Suddenly, the lights went out.
4. We were in the park when suddenly, we saw a huge ^{very} dog in front of us. We were terrified!
5. Last weekend I decided to go swimming but, unfortunately, it started raining.

B. Choose one of the pictures in activity 4 and write a story.

Write the events in chronological order.
Use the Past Simple and the adverbs
suddenly, **luckily**, **unfortunately**.

TIP

5 Round-up

VOCABULARY

A. Match.

- | | |
|--------------|-----------------|
| 1. pass | a. of heights |
| 2. go | b. a record |
| 3. be afraid | c. the phone |
| 4. do | d. water sports |
| 5. break | e. an exam |
| 6. lose | f. my memory |
| 7. pick up | g. sightseeing |

B. Circle the correct words.

- What courses did you **get** / **take** at college?
- Shhh! **Hide** / **Wave** in the wardrobe and don't come out! There's a burglar in our house!
- When did Agatha Christie **die** / **kill**?
- That man over there **stole** / **sold** my bag! Let's call the police.
- Who **stars** / **wins** in *The Dark Knight*? Is it Christian Bale?
- Chris Carter **invented** / **directed** *The X-Files: I want to believe*. It's an interesting film.

C. Choose a, b or c.

- _____, when I got to the gym last night, the lights went out and I couldn't work out.
a. Unfortunately b. Luckily c. Suddenly
- Fred Astaire was a great _____, singer and actor. His musicals were very popular.
a. burglar b. writer c. dancer
- Please, don't _____ to ring Kelly tonight.
a. remember b. imagine c. forget
- This mystery _____ is a best seller. It sold over a million copies last year.
a. story b. course c. novel
- It's not _____ to swim in the sea when there isn't a lifeguard on the beach.
a. successful b. safe c. shocked

- My sister was born blind but she never _____. She went to school, got a degree in Biology and now she's a scientist.
a. gave up b. got over c. got away

GRAMMAR

D. Complete with the Past Simple of the verbs in brackets.

1.

A: Guess what! I (1) saw (see) Mrs Jackson last night!

B: Who's she?

A: Don't you remember her? She (2) was (be) the Maths teacher at our school.

B: Really? I (3) thought (think) her name was Jones.

A: No. Mrs Jones (4) taught (teach) English.

B: Oh, yeah you're right! I (5) wasn't (not be) very good at Maths. I (6) failed (fail) lots of Mrs Jackson's tests.

2.

A: What's wrong? You look very tired.

B: I (7) didn't sleep (not sleep) well last night.

A: Why? (8) Did you have (you/have) work to do?

B: No, but I (9) heard (hear) a loud noise at around 2am and (10) woke up (wake up). I (11) couldn't (not can) sleep after that.

A: What (12) was (be) it?

B: I don't know.

E. Circle the correct words.

- Charlie speaks Japanese very **good** / **well**. He lived in Japan when he was a teenager.
- Tom wants to become a **successful** / **successfully** marathon runner and break the world record some day.
- Vicky is still a baby. She can't speak **clear** / **clearly**.
- That lift isn't **safe** / **safely**. We should use this one.
- The music is really **loud** / **loudly** in here. Let's go outside. I need to talk to you.
- I can **easy** / **easily** pass the Biology test but I need your help in Physics.

F. Choose a, b or c.

- _____ run fast when you were 5 years old?
a. Can you b. Could you c. Were you
- Kathy _____ terrified after the burglary at her house.
a. wasn't b. were c. was
- Ben and Harry got their degree three years _____.
a. last b. ago c. yesterday
- What time _____ Jack leave this morning?
a. was b. could c. did
- Did you _____ up basketball at the age of seven?
a. take b. took c. taking
- Mary _____ her sunglasses. Do you know where they are?
a. could find b. can't find c. can find

COMMUNICATION

G. Choose a or b.

- I was very tired and fell asleep in class yesterday.
a. How embarrassing!
b. For a couple of hours.
- I'm going to the school reunion tonight!
a. Look out!
b. Have a great time!
- What's the matter?
a. You missed out.
b. I failed the test.
- Oh, no! There's a burglar in the house!
a. OK. Calm down and call the police!
b. All I could say was 'Help!'
- The phone is ringing.
a. Pick it up!
b. Give up!

H. Complete the questions for the answers below.

- A: Did you get your degree?
B: I got it in 2003.
- A: Did we go to fishing yesterday?
B: No, we didn't, but we went scuba-diving.
- A: Could you read when you were four years old?
B: No, of course I couldn't read!
- A: When were you born?
B: I was born in 1992.
- A: Where did the police catch the burglar?
B: The police caught him in the park.

SPEAK

Talk in pairs.

Student A: Imagine that you went out with your cousins last night. Tell Student B about it.

Student B: Student A went out with his/her cousins last night and you want to know about his/her night out. Ask him:

- where they went
- what they did
- who else was with them
- if anything interesting happened

WRITE

Write an e-mail to a friend of yours giving him/her your news about the night out you discussed in the speaking activity.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- | | |
|---|--------------------------|
| > use the Past Simple | <input type="checkbox"/> |
| > talk about past experiences and events | <input type="checkbox"/> |
| > talk about my school/college/university years | <input type="checkbox"/> |
| > talk and write about past holidays | <input type="checkbox"/> |
| > talk and write about famous people | <input type="checkbox"/> |
| > say what I could do in the past | <input type="checkbox"/> |
| > talk about my talents and abilities | <input type="checkbox"/> |
| > tell a story | <input type="checkbox"/> |
| > write a story | <input type="checkbox"/> |

A. Look at the pictures and the title of the text. What do you know about the education system in your country? Do you know anything about the British education system? Listen, read and check your answers.



The British Education System

In England, Wales and Northern Ireland about 10 million students go to one of the 30,000 schools.

Primary Education

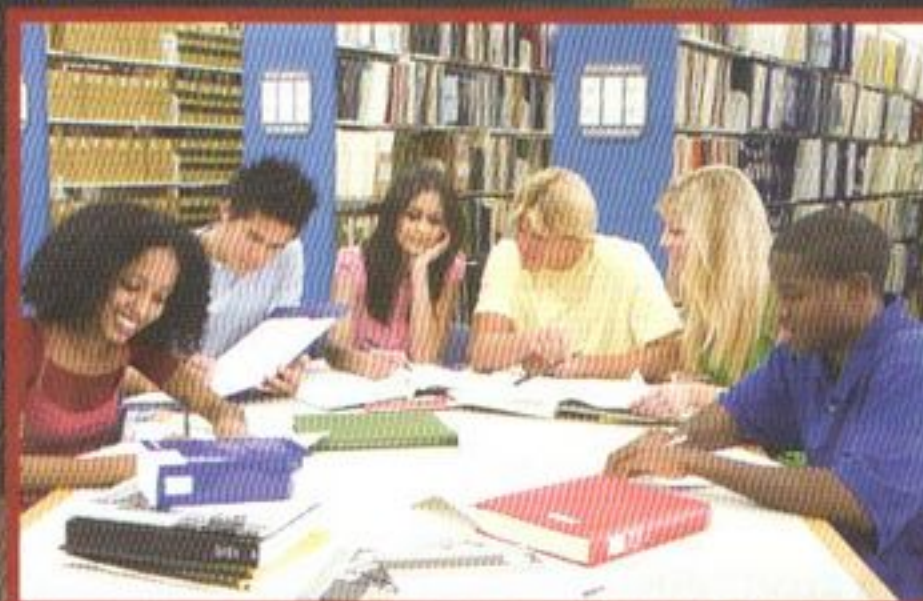
Primary education starts at the age of 5. Primary schools consist of infant schools for students five to seven years old, junior schools for children seven to eleven years old and combined infant and junior schools for both age groups.

Secondary Education

For most students, secondary education starts at the age of eleven. From the age of 11-14 students study subjects like Music, Maths, Science, English, etc. At the age of 14, they enter a two-year process until they take their GCSE exams. The GCSE is the end of compulsory education for students in the UK. After that, they can leave school and look for a job. Or they can continue studying for two years and do their A-levels. A-levels are common entrance exams for university.

Higher Education

About 1/3 of young people go on to higher education at the age of 18. You usually need three years to get a degree. Nearly all UK universities and colleges are public institutions and they have a good reputation worldwide. The most famous universities are Oxford and Cambridge.



B. Read the text again and complete the chart below.

5-7	infant	primary education
	general subjects	secondary education
	GCSE	
16-18		
18+	university - college	

You can find more information on this topic in the Student's Area at www.mmpublications.com.

Discuss:

- ▶ What kind of events do you attend?
- ▶ Do you celebrate important events in your life with other people?
- ▶ How do you celebrate important events in your life?

Flick through the module and find...

- ▶ a protest march
- ▶ people talking on the phone
- ▶ an e-mail inviting someone to a party
- ▶ a strange race
- ▶ a poster advertising a music festival

In this module you will learn...

- ▶ to talk about future arrangements
- ▶ to write an e-mail giving information
- ▶ to make requests and respond to them
- ▶ to express obligation
- ▶ to describe an event
- ▶ to make suggestions
- ▶ to talk about animals
- ▶ to wish people well in different situations
- ▶ to invite someone to an event
- ▶ to accept and refuse an invitation
- ▶ to write an e-mail of invitation

6a Don't miss it!

1. VOCABULARY

Complete with the missing words. Then listen and check your answers.

NOTE

Dates:

We write: 23 May or 23rd May

We say: the twenty-third of May

in + seasons/months

on + dates

M	T	W	T	F	S	S
1 st first	2 nd second	3 rd third	4 th <input type="text"/>	5 th fifth	6 th sixth	7 th seventh
8 th eighth	9 th ninth	10 th <input type="text"/>	11 th eleventh	12 th twelfth	13 th thirteenth	14 th fourteenth
15 th fifteenth	16 th sixteenth	17 th seventeenth	18 th eighteenth	19 th nineteenth	20 th twentieth	21 st twenty-first
22 nd twenty-second	23 rd twenty-third	24 th twenty-fourth	25 th <input type="text"/>	26 th twenty-sixth	27 th twenty-seventh	28 th twenty-eighth
29 th twenty-ninth	30 th thirtieth	31 st <input type="text"/>				

January
February
March
<input type="text"/>
May
June
<input type="text"/>
August
<input type="text"/>
October
<input type="text"/>
December

tenth
July
November
thirty-first
twenty-fifth
April
fourth
September

2. READ

A. Read the poster. Then listen and read the dialogue. Which of the events are Dylan, Max and Connor going to attend?

A music festival against piracy DON'T MISS IT!

Monday, 19th June

'The Brunettes' - 9pm

Come and enjoy some cool jazz music!

Tuesday, 20th June

'Shark Attack' - 8.30pm

For all you rock lovers out there!

Wednesday, 21st June

'The Doggy Bags' - 10pm

For pop music fans!

Thursday, 22nd June

'Lemon-aid' - 12pm

'Q-T' - 5pm

A whole day party with two R&B bands, a song competition and interesting prizes!

BILTON PARK

19th - 22nd June

**Protect
artists!
Stop music
piracy!**

At the
festival
find out
about:

- how bad music piracy is for artists and their music
- how to protect music and artists against piracy
- how to download music safely

3. GRAMMAR

FUTURE *be going to*

Read the examples and complete the rule.

A: What **are** you **going to do** this summer?

B: I'm **going to visit** my cousins in Canada in July.

A: Is the concert **going to take place** next weekend?

B: Yes, it is, but it **isn't going to take place** at the stadium. It's **going to take place** in the park.

verb *be* + _____ + base form of verb

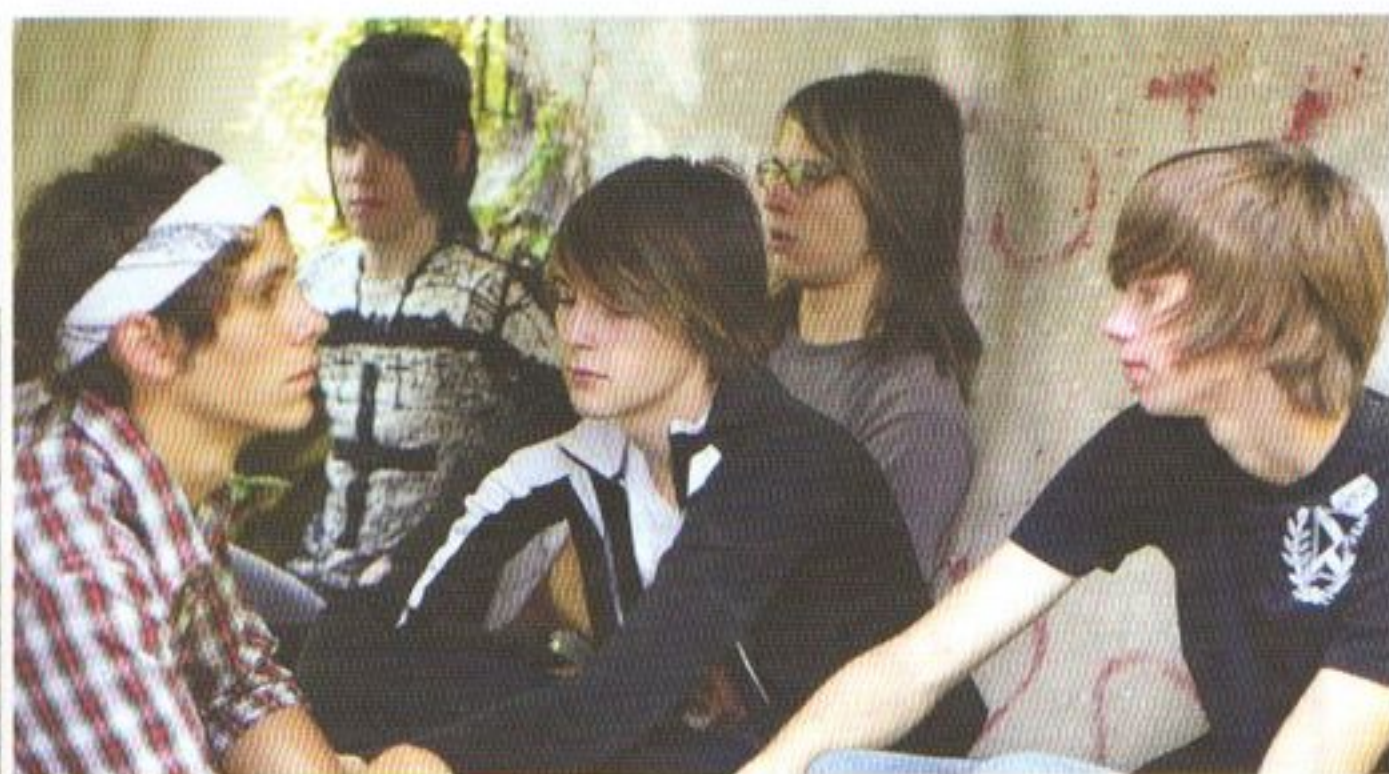
Grammar Reference p.133

4. PRACTICE

Complete the sentences with the Future *be going to* and the verbs in the box.

build not buy be have come not attend

1. What time _____ you _____ your lunch break?
2. They _____ a new supermarket in my neighbourhood next year.
3. Beth _____ the concert next Saturday because she's working.
4. We _____ the tickets this week because we don't have the money.
5. I _____ in Madrid from 10th to 13th May.
6. _____ Tony _____ with us to the festival?



Dylan Hey, did you see the poster about the festival?

Max What festival?

Dylan The music festival against piracy.

Max Sounds interesting. When is it going to take place?

Dylan Next week.

Max Which bands are going to be there?

Dylan *Shark Attack*, *The Doggy Bags*, *Lemon-aid...*

Max We can't miss *Shark Attack*, that's for sure.

Connor Yeah, they're performing on Tuesday, I think.

Dylan We're definitely going. There's also going to be a song competition on the last day, and I'm going to enter.

Connor What? Are you actually going to get on the stage and sing?

Dylan Yes, I am and I'm going to win first prize.

Connor Yeah, right.

Max You're just going to embarrass us!

B. Read again and answer the questions.

1. When can jazz fans go to the music festival?
2. What kind of music do *The Doggy Bags* play?
3. When's the party?
4. How did Dylan find out about the festival?
5. On which day(s) is Dylan definitely going to attend the festival?
6. According to Dylan's friends, is Dylan going to win?

5. SPEAK

Talk in pairs.

Student A: Look at the poster in activity 2 and decide which events you are going to attend.

Then answer Student B's questions about your plans for next week.

Student B: Ask Student A questions about his/her plans for next week. Use the prompts given.

- What / do / next week?
- Which / bands / perform?
- Which day(s) / attend?
- What time / go?
- Who / go / with?

What are you going to do next week?
I'm going (to go) to a music festival.

6. WRITE

Write an e-mail to a friend giving him/her information about the music festival and telling him/her about the events you are going to attend. Use ideas from activity 5.

6b Can you do me a favour?

1. VOCABULARY

Listen to the pairs of sentences. Can you guess what the highlighted words/phrases mean?

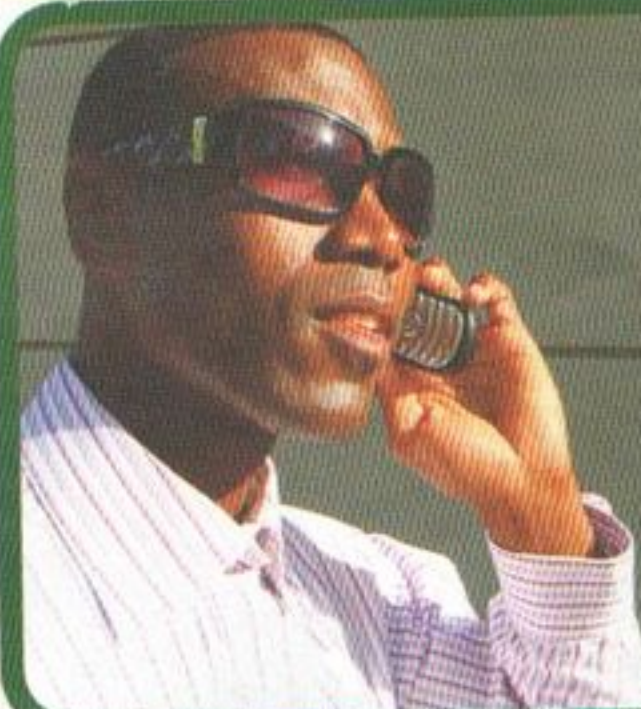
- Please **take** my dress to the dry-cleaner's. It's dirty.
Please **pick up** my dress from the dry-cleaner's.
- I sometimes **borrow** CDs from my friends because I don't have many.
I sometimes **lend** CDs to my friends.
- Jake **made/arranged** an appointment with the dentist for next Monday.
Jake **cancelled** his appointment with the dentist because he had work to do.

TIP

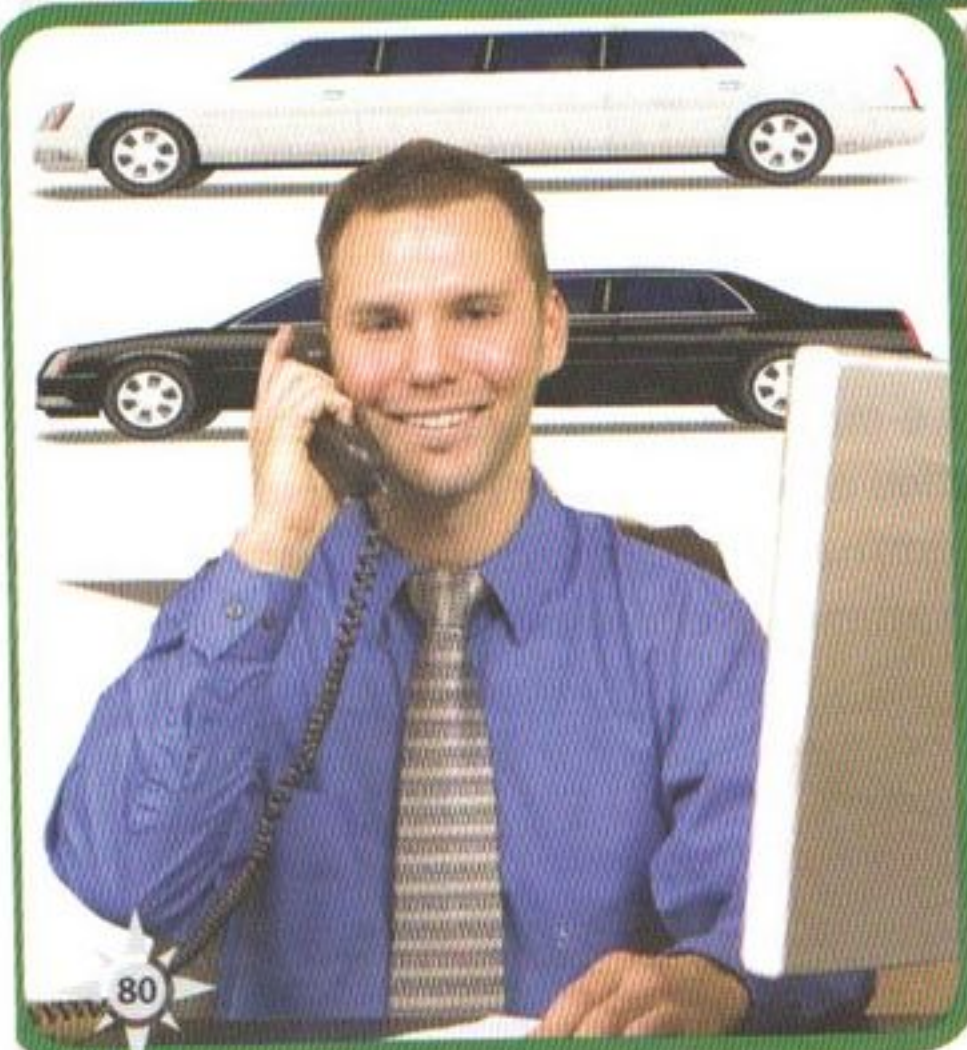
Learn new words in context (in sentences describing situations). This way, it is easier to remember them.

2. READ

A. Listen and read. What does Cindy do?



- Fox** Hello?
- Cindy** Hi, Fox. It's me Cindy. Can you talk?
- Fox** Sure, what's up, Cindy? Is everything ready for the awards ceremony?
- Cindy** Almost, I just have to make a couple of phone calls.
- Fox** Could you pick up my suit from the dry-cleaner's?
- Cindy** Of course. Anything else?
- Fox** Will you arrange a meeting with my manager for tomorrow?
- Cindy** Of course, I will.
- Fox** And did you book a limo for the awards ceremony?
- Cindy** But I'm going to give you a lift there. It's not far.
- Fox** No, I have to arrive in a limo, Cindy. It's my big night. Can you arrange it?
- Cindy** Let me see what I can do.



- Alan** Good afternoon. Alan's Limos, how may I help you?
- Cindy** Hello, I need a limo for the evening of the 17th. Could you...
- Alan** I'm afraid we're fully booked for that evening. Is it for the awards ceremony?
- Cindy** That's right. What am I going to do? Fox isn't going to be happy. I have to find a limo for him.
- Alan** Is that Fox Marshall? The actor?
- Cindy** That's right. I'm his PA.
- Alan** Listen, a friend of mine is a big fan of Fox, and he owns a limo company, too.
- Cindy** Would you give him a call for me?
- Alan** Certainly. Don't worry, we can't let Fox arrive without a limo, can we?
- Cindy** Great.

3. GRAMMAR

A. *can, could, may, will, would* for requests

Look and complete the dialogues with the phrases in the box. Can you think of any other answers to the requests?

Can I Can you Will you May I Would you Could I Could you



Grammar Reference p.134

B. THE VERB *have to* (affirmative)

Read the examples. When do we use the verb *have to*?

- When you go to the cinema, you **have to** buy a ticket.
- Mark **has to** get up early tomorrow because he has a meeting at 9am.

4. PRACTICE

Write requests and then write answers refusing and giving an excuse with *have to*. Use the prompts given.

- A: give me / lift / station?
B: sorry / go shopping
A: Could you give me a lift to the station?
B: I'm sorry, I have to go shopping.
- A: borrow / MP3 player?
B: afraid / give / to / brother
A: _____
B: _____
- A: come / dentist / with me?
B: sorry / study
A: _____
B: _____
- A: lend / car?
B: afraid / pick up / parents / from station
A: _____
B: _____

B. Read again and answer the questions.

1. What is happening on the evening of the 17th?
2. Who is Fox Marshall?
3. Who does Fox want to meet tomorrow?
4. How does Fox want to arrive at the ceremony?
5. Why does Cindy call Alan?
6. What is Alan going to do to help Cindy?

5. PRONUNCIATION

Listen and repeat. What do you notice about the intonation of the questions below?

1. May I have a glass of water?
2. Could you drive us to the shopping centre?
3. Would you please help me with the housework?
4. Can you lend me some money?
5. Will you pick up the children from school?
6. Could I please borrow this jacket?

6. LISTEN

- A. Listen to a conversation. What's the relationship between the man and the woman?
- B. Listen again and tick the things Ms Atkinson has to do today.

Monday 21st	
phone John Dawson	<input type="checkbox"/>
meet Mr Hunter	<input type="checkbox"/>
go to dentist's	<input type="checkbox"/>
phone Dad	<input type="checkbox"/>
pick up daughter from school	<input type="checkbox"/>

7. SPEAK

Talk in pairs. Make requests and respond to them.

Can you do me a favour? Will you give me a lift to...?
Sure... / I'm sorry, but...

6C Join in the fun

1. READ

A. Read the title of the text and look at the pictures. Can you guess which event this is?
Do you know anything about it? Listen, read and compare your answers.

Ready...



Steady...

Cheese!!!

Every year, on the last Monday of May, the people of Brockworth, in Gloucestershire, England, organise quite an unusual event: the *Cooper's Hill Cheese Rolling*.

This event is at least 200 years old. People chase a round block of cheese down a steep hill. The aim is to catch the rolling cheese. It's not easy and this rarely happens because the cheese moves at a speed of 70mph. So, the winner is the first person to cross the finish line at the bottom of the hill.

There are cheese rolling races for all ages so everybody can take part.

All you have to do is stand at the top of the hill, wait for the command and be quick and careful, because you can end up rolling downhill just like the cheese. Seems dangerous? Well, competitors and even spectators can get injured during the races, so there are paramedics everywhere, at the top and bottom of the hill. For something a bit safer, try the uphill race. In this race, all competitors just run up the hill.

The winners of all the races get a cheese as a prize. The competitors in second and third place receive a small amount of money (adults: £10 - £5 / children: £5).

So? Are you a daredevil? Just remember! Choose the right footwear and join in the fun!



2. VOCABULARY

Complete the sentences below. Use the words in bold and the endings **-or** and **-er**. Then listen and check.

- Jonathan can **swim** very well. He's a great .
- Matt **runs** really fast. He wants to become a .
- A lot of people **visit** Paris every year. All want to go to the Eiffel Tower.
- I'm sure that John is going to **win** this race. He was last year's , too.
- Adam is never happy when he **loses** a match. He doesn't like being a .

3. GRAMMAR

COMPOUNDS of *some, any, no, every*

Read the examples. Which one refers to people, which to things and which to places? What is the difference between *anything* and *nothing*?

- Mark came fifth in the race so he didn't win **anything**.
- I have **nothing** to wear to the interview.
- **Everyone** at the park wanted to take part in the race.
- Let's go **somewhere** tonight. It's my birthday.

Complete the table.

	PEOPLE	THINGS	PLACES
some	someone somebody	<u> </u>	somewhere
any	anyone <u> </u>	<u> </u>	<u> </u>
no	no one <u> </u>	<u> </u>	nowhere
every	<u> </u> <u> </u>	everything	<u> </u>

Grammar Reference p.134

4. PRACTICE

Circle the correct words.

- Kelly went shopping last Saturday but she didn't buy **something** / **anything** / **nothing**. **Everything** / **Everywhere** / **Something** was expensive.
- A: I'm really hungry. I'd like to have **something** / **anything** / **nothing** for lunch.
B: Let's go **somewhere** / **anywhere** / **something** together.
A: Sorry, but I can't go **anybody** / **nowhere** / **anywhere** right now. I have a meeting.
- A: Where's John?
B: Look in his room.
A: I did, but there's **someone** / **anyone** / **no one** there. He's **anywhere** / **everywhere** / **nowhere** in the house.
- I called **everywhere** / **everybody** / **somebody** and told them to come to my party on Sunday. I have **anything** / **everything** / **nothing** ready and I'm really excited!

5. LISTEN

Listen to part of a radio show. A reporter is talking about a race. Complete the flyer below.

WORLD IRONMAN CHAMPIONSHIP

in Kailua-Kona in (1)

(2) 3.8km!

Ride (3) km!

(4) 42km!

Date: 17th (5)

B. Read again and complete the sentences.

- Cooper's Hill Cheese Rolling* takes place every May, in .
- The first cheese rolling race took place about ago.
- The can't always catch the cheese because it moves very fast.
- There are paramedics at the race because people can .
- The winner's prize is .

6. SPEAK

Talk in pairs. Discuss an event that takes place in your city/town. Talk about the following:

- What is the event called?
- When does the event take place?
- What do people do during the event?
- Who takes part in the event?
- Is it dangerous at all?
- What does the winner get?

6d Take action

1. VOCABULARY

Listen and repeat. Which of these animals are farm animals, wild animals or both?



cow



giraffe



shark



monkey



rabbit



sheep



bear



chicken



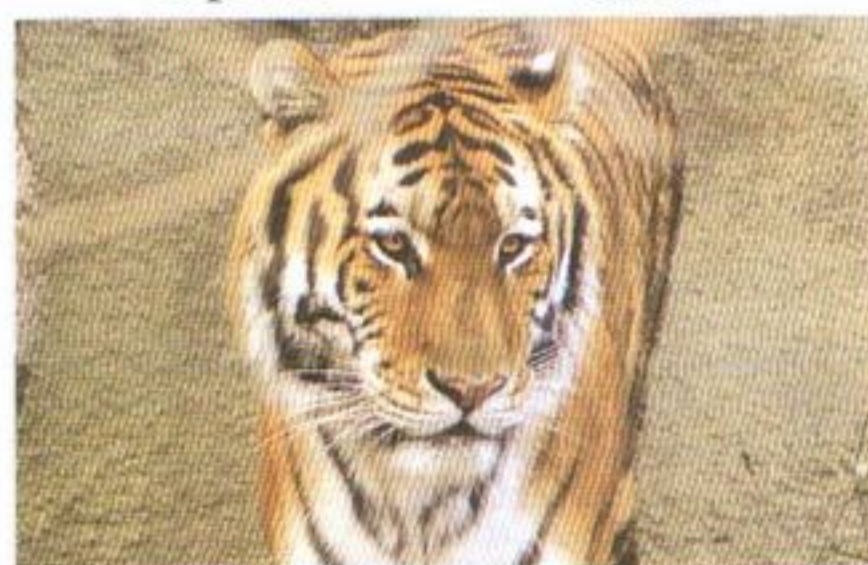
duck



ostrich



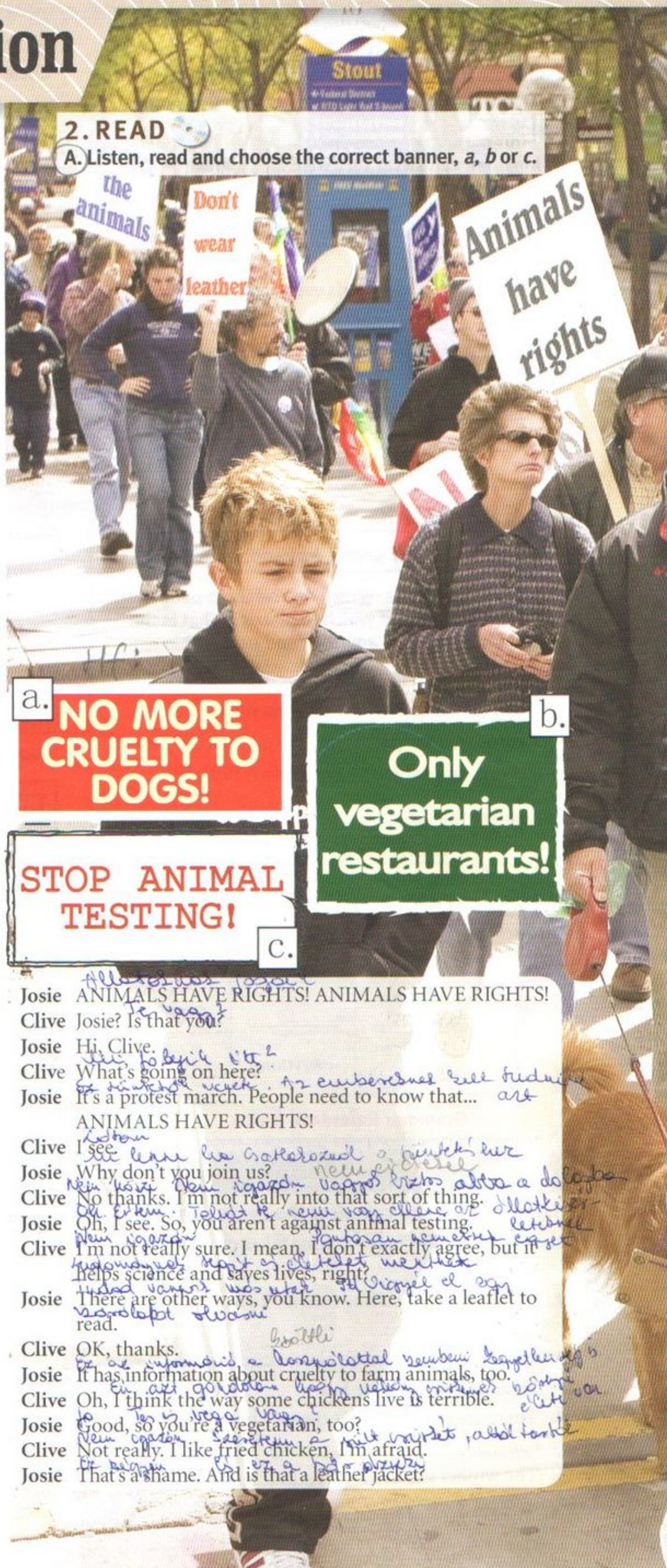
elephant



tiger

2. READ

A. Listen, read and choose the correct banner, a, b or c.



a. **NO MORE CRUELTY TO DOGS!**

b. **Only vegetarian restaurants!**

c. **STOP ANIMAL TESTING!**

Josie: *Animals have rights!* ANIMALS HAVE RIGHTS! ANIMALS HAVE RIGHTS!

Clive: Josie? Is that you?

Josie: Hi, Clive.

Clive: What's going on here?

Josie: It's a protest march. People need to know that... *animals have rights!*

ANIMALS HAVE RIGHTS!

Clive: I see. *Why are you protesting?*

Josie: Why don't you join us?

Clive: No thanks. I'm not really into that sort of thing.

Josie: Oh, I see. So, you aren't against animal testing.

Clive: I'm not really sure. I mean, I don't exactly agree, but it

helps science and saves lives, right?

Josie: There are other ways, you know. Here, take a leaflet to

read.

Clive: OK, thanks.

Josie: It has information about cruelty to farm animals, too.

Clive: Oh, I think the way some chickens live is terrible.

Josie: Good, so you're a vegetarian, too?

Clive: Not really. I like fried chicken. I'm afraid.

Josie: That's a shame. And is that a leather jacket?

3. GRAMMAR

LET'S... , HOW ABOUT...? , WHY DON'T WE/YOU...?

Complete the sentences below with **join** or **joining**.
When do we use the expressions in bold?

Let's _____ the protest march.

How about _____ the protest march?

Why don't we _____ the protest march?

Grammar Reference p.134

4. PRACTICE

Complete with **Let's**, **How about** or **Why don't**.

A: It's Amy's birthday tomorrow and I need to get her something. (1) _____ giving me a few ideas?

B: (2) _____ you get her a leather jacket?

A: She doesn't like wearing leather. And I don't want to buy her clothes again.

B: Then (3) _____ getting her a pet this year?

A: Fantastic idea! (4) _____ go to the pet shop.

B: I think I saw a nice little rabbit there yesterday.

(5) _____ you buy her that?

A: Maybe. (6) _____ visit the pet shop for ideas.

B: OK.

Clive Ermm... It's not mine, actually. But it is very warm.
Josie *Can you really wear that, you know?*
Clive I suppose it did. Listen, are you free later?
Josie *Yes, why?*
Clive *Well, I have a plan.*
How about having lunch together?
There's a place round the corner with great burgers.
Josie *Oh, yes, I can go.*
Clive I don't think so.
Josie *Oh, right. They have salads, too!*
Josie!

B. Read again and write J for Josie, C for Clive or B for Both.

- This person is taking part in a protest march. ☐
- This person is against testing on animals. ☐
- This person believes that some farm animals live in terrible conditions. ☐
- This person is probably a vegetarian. ☐
- This person is wearing something made from an animal. ☐
- This person asks the other out. ☐

5. PRONUNCIATION

A. Listen and repeat. What's the difference between **a**, **b** and **c**?

a. cat

b. duck

c. farm

B. Listen and tick the sound you hear.

	cat /æ/	duck /ʌ/	farm /ɑ:/
march	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
rabbit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
lunch	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
jacket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
giraffe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
thanks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
monkey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. SPEAK

Talk in small groups. Look at the picture. Imagine that you and your friends want to do something to save the river and the fish. Discuss and make suggestions using the prompts, as in the example.



- make / posters
- organise / protest march
- give out / leaflets
- write article / newspaper
- clean / river
- ask / people / for help

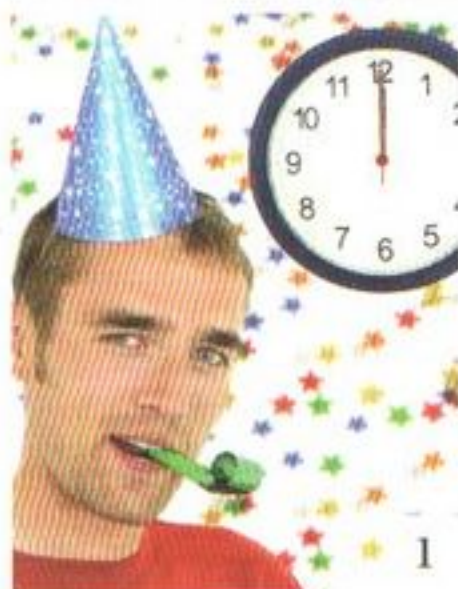
Let's do something to save the river.
OK. How about making...?
Great idea. Why don't we also...?

6e Special days

1. VOCABULARY

Match the phrases a-f with the pictures 1-6. Then listen and check.

- a. Happy New Year! ☐
- b. Congratulations! ☐
- c. Have a nice trip! ☐
- d. Get well soon! ☐
- e. Happy Birthday! ☐
- f. Good luck! ☐



2. READ

A. Listen and read the e-mails below. Who accepts Caroline's invitation and who refuses it?

Hi everyone,

Just a quick e-mail to let you know that I'm organising a graduation party. The official graduation party is on Friday 20th, but it finishes early so, we're going to continue in my back garden. Don't worry, I'm going to take care of everything. There's going to be food, drinks, music and dancing. Actually, I had an idea and I want you to help me out. There are going to be people from all over the world there, so why don't we each bring a CD from our own country? I'm going to have Blog 27's latest album, of course! That's all. I hope you can come. I'm sure it's going to be great.

Waiting for a reply,

Caroline



Hello Caroline,

Your party sounds perfect, but I'm sorry I can't make it. You see, I'm flying back to Spain early on the 21st. I hope you have a great time. I can lend you my Enrique Iglesias CD if you want. And I want to see lots of pictures, OK?

Sorry again,

Emilio

Hi Caroline,

Thanks for inviting me to your party. I'd love to come! Who else is going to be there? I'm going to bring *The Mint Chicks*, New Zealand's best band! I'm really looking forward to it. It's going to be brilliant!

See you later,

Brett

3. LISTEN



Listen to Kate inviting four friends to a party and match the names with the sentences.

- | | |
|---------|--|
| Freddie | a. would like to go but can't. |
| Will | b. doesn't want to go and isn't going. |
| Ursula | c. wants to go and is going. |
| Diane | d. doesn't want to go but is going. |

While listening, try to understand the general idea, not every single word.

TIP

4. SPEAK & WRITE

Set phrases to invite and accept or refuse an invitation

Inviting

AT THE BEGINNING

- Would you like to come to...?
- How about coming to...?
- I'm writing to invite you to...
- I'd like to invite you to...
- I just want to let you know that I...

AT THE END

- I hope you can make it.
- I really want you to come.
- Waiting for your reply.

Accepting

- I'm writing to thank you for the invitation.
- Sounds great/perfect/brilliant!
- Thanks for inviting me.
- I'd love to come.
- How could I say no?
- I'm really looking forward to it.

Refusing

- I'm sorry but I have to...
- I'm afraid I can't make it because...
- I'd like to come but... Maybe some other time.
- It was nice of you to invite me but...

A. ROLE PLAY

Talk in groups of three. Use expressions from above.

Student A: Invite your friends to an event / on a night out / on a holiday. Tell them all about your plans and answer their questions.

Student B: Refuse Student A's invitation and give a reason.

Student C: Accept Student A's invitation and ask him/her questions to find out:

- | | |
|--------------------|---------------------|
| • Where / go? | • Who / go with? |
| • When / go? | • Where / meet? |
| • What / do there? | • What time / meet? |

Would you like to...?

I'm afraid I...

Sure! Sounds...

B. Write an e-mail to a friend inviting him/her to an event / on a night out / on a holiday.

Don't forget to use set phrases to invite in your e-mail.

TIP

B. Read again and complete the e-mail below written by one of the party guests.

I had a great time at Caroline's last (1) _____.
She had a party after (2) _____. It was in
her (3) _____ and there were lots of people
there. Brett came and he brought (4) _____
CD. They are a band from (5) _____ and
they're really good. Unfortunately, (6) _____
couldn't come because his flight back to
(7) _____ was early on Saturday morning.

6 Round-up

VOCABULARY

A. Write:

three months

three animals

three ordinals

B. Choose a, b or c.

1. The _____ of the competition gets £2000.

- a. winner b. spectator c. loser

2. Can you _____ the kids from school? I'm very busy.

- a. arrange b. pick up c. attend

3. Max, can you _____ an appointment with Zoe for tomorrow? I have to see her.

- a. cancel b. take c. arrange

4. Can I _____ your pencil? I don't have one.

- a. borrow b. lend c. own

5. Charlie sent me a(n) _____ to his wedding.

- a. graduation b. invitation c. leaflet

6. All _____ to the zoo want to see the sharks.

- a. people b. visitors c. visits

7. The concert is going to be great. Don't _____ it!

- a. miss b. cancel c. lose

8. My brother wants to take _____ in the pizza eating competition.

- a. up b. place c. part

GRAMMAR

C. Complete the dialogues with the Future *be going to* of the verbs in brackets.

1.

A: Let's go to the protest march tomorrow.

B: I'm afraid I can't. I _____ (visit) my cousin Sophia tomorrow.

A: Come on! You have to come.

B: Where _____ it _____ (take) place?

A: In the city centre. So, _____ you _____ (come)?

B: OK, but I _____ (go) to Sophia's first.

2.

A: _____ you _____ (take) part in the race, Mark?

B: Of course. And I _____ (win) first prize. The winner _____ (get) £1000.

A: Really? Then I _____ (take) part, too.

B: _____ you actually _____ (swim) for two hours?

A: No, I'm only joking.

D. Complete the dialogues with compounds of *some, any, no* and *every*.

1.

A: There's _____ here. What time is the meeting?

B: In five minutes. Where did _____ go?

A: Maybe they went to the office upstairs. Come on let's check it out. I think I can hear _____.

2.

A: Where did you go last weekend?

B: _____ . I stayed at home.

A: What did you do?

B: _____ much. I was very tired and I slept all day.

A: You're so lazy. Get up! Let's do _____ or go _____ tonight.

3.

A: I can't find my sunglasses _____.

B: Did you look under the furniture?

A: Yes, I did. I looked _____. I even looked in the car.

B: Maybe _____ took them.

A: Who?

B: Your sister.

A: No, I don't think so. She never takes _____ without telling me.

E. Circle the correct words.

1. Tina can't go out. She **have to** / **has to** study.

2. **Can** / **May** you book a hotel room for us in Boston?

3. Greg is ill. How about **give** / **giving** him a call?

4. Why don't you **wear** / **wearing** your leather jacket tonight?

5. **Will** / **May** I use your phone?

6. Let's go to bed. We have to **get** / **getting** up early tomorrow morning.

COMMUNICATION

F. What would you say in the following situations? Use the words in bold.

1. You want a glass of water. (**could**)
2. A colleague wants to go out with you, but you can't make it tonight. (**afraid**)
3. You want to invite a friend to a music festival. (**how**)
4. You want your PA to arrange a meeting with the bank manager. (**will**)
5. A friend wants you to go shopping with her, but you have an appointment with the dentist. (**have to**)
6. You want to borrow your friend's camera. (**can**)

G. Match.

1. Which concert are you going to attend?
2. I'm not looking forward to my trip.
3. Don't miss the awards ceremony tonight.
4. Do me a favour, please.
5. I'm taking part in an art competition.
- a. Good luck!
- b. Certainly.
- c. That's a shame.
- d. Well, I'm definitely going to *Lemon-Aid*.
- e. I'm going to watch it from the start. That's for sure.

SPEAK

Talk in pairs. Use the ideas below and make up a conversation.

Student A

Answer the telephone.

Greet your friend and ask him/her how he/she is.

Tell your friend that you have something to do, but that you are free tomorrow night.

Accept the invitation and ask where he/she wants to go.

Discuss the places and choose where you want to go.

Thank your friend and say goodbye.

Student B

Greet your friend and say it's you speaking on the phone.

Say how you are and then ask your friend what he/she is doing tonight.

Invite your friend to go out with you tomorrow night.

Suggest different places.

Agree with your friend's choice.

Say goodbye.

WRITE

Look at Amanda's e-mail below and write an e-mail to reply. In your e-mail you should:

- thank Amanda
- say that you can't go
- give an excuse
- suggest going somewhere with her next weekend

Hi!
I'm bored of studying and studying all the time. Why don't you come over for dinner and a DVD on Saturday evening? I'm thinking of inviting Jessica and Amy, too. I'm going to make pizza. I hope you can make it.
Amanda

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > make future arrangements
- > write an e-mail giving information
- > make requests and respond to them
- > express obligation
- > talk about an event in my city/town
- > make suggestions
- > talk about animals
- > wish people well in different situations
- > invite someone to an event
- > accept and refuse an invitation
- > write an e-mail of invitation

A. What do extinct, extinct in the wild and endangered mean? Listen, read and find out.

ANIMALS in DANGER

● extinct ● extinct in the wild ● endangered

The Thylacine, also called the Tasmanian Tiger or Wolf, became extinct in Australia thousands of years ago, but continued to live on the island of Tasmania until the 20th century. People hunted them till extinction and the last one died in a zoo in 1936.



At the Charles Darwin Research Station on the island of Santa Cruz there is a giant tortoise. His name is Lonesome George and he is the last known Pinta island tortoise in the world. He is 60-90 years old and he is in good health. He is quite lonely, though.



Dodos lived on the island of Mauritius and they became extinct in the 17th century. When sailors first arrived on the island, they didn't hunt them very much because they didn't taste nice. But the sailors destroyed the forest and brought other animals, like dogs, cats and rats onto the island. These animals ate dodo eggs and now dodos don't exist any more.



The snow leopard lives high in the mountains of Central Asia. There are 4500-7000 snow leopards in the wild but people rarely see them. They are great hunters and can jump 14 metres.



The blue whale is the biggest animal

ever to live on Earth. Blue whales can be 33 metres long and weigh 180 tonnes. They're endangered because people (whalers) hunt them.



There are about 150 Barbary lions in the world and they all live in zoos. They are very big animals and can weigh up to 270kg. There were



Barbary lions in the Tower of London from the 13th century until 1835 when zookeepers moved them to London Zoo.

B. Read again and answers the questions.

1. When did the Thylacine become extinct?
2. Why didn't the sailors hunt dodos?
3. How many Barbary lions are there in the world today?
4. Where does Lonesome George live?
5. Where do snow leopards live?
6. Why are blue whales an endangered species?

SONG

"Do me a favour"

Go to page 127.

You can find more information on this topic in the Student's Area at www.mmpublications.com.

One of a kind

Discuss:

- ▶ Do you enjoy visiting unique places?
- ▶ What characteristics make someone unique?

Flick through the module and find...

- ▶ two superheroes
- ▶ unusual means of transport
- ▶ pets and their owners
- ▶ people shopping
- ▶ one of the highest buildings in the world

In this module you will learn...

- ▶ to talk about prices
- ▶ to express preference
- ▶ to talk about clothes
- ▶ to ask for and give an opinion
- ▶ to use language related to shopping
- ▶ to identify and describe objects
- ▶ to talk about sizes
- ▶ to make comparisons
- ▶ to ask for and give directions
- ▶ to read a map
- ▶ to talk and write about places in a city/town
- ▶ to describe people (physical appearance, personality)
- ▶ to write a description of a person
- ▶ to distinguish between British and American English

7a A perfect fit

1. VOCABULARY

A. Look and match. Then listen and check your answers.

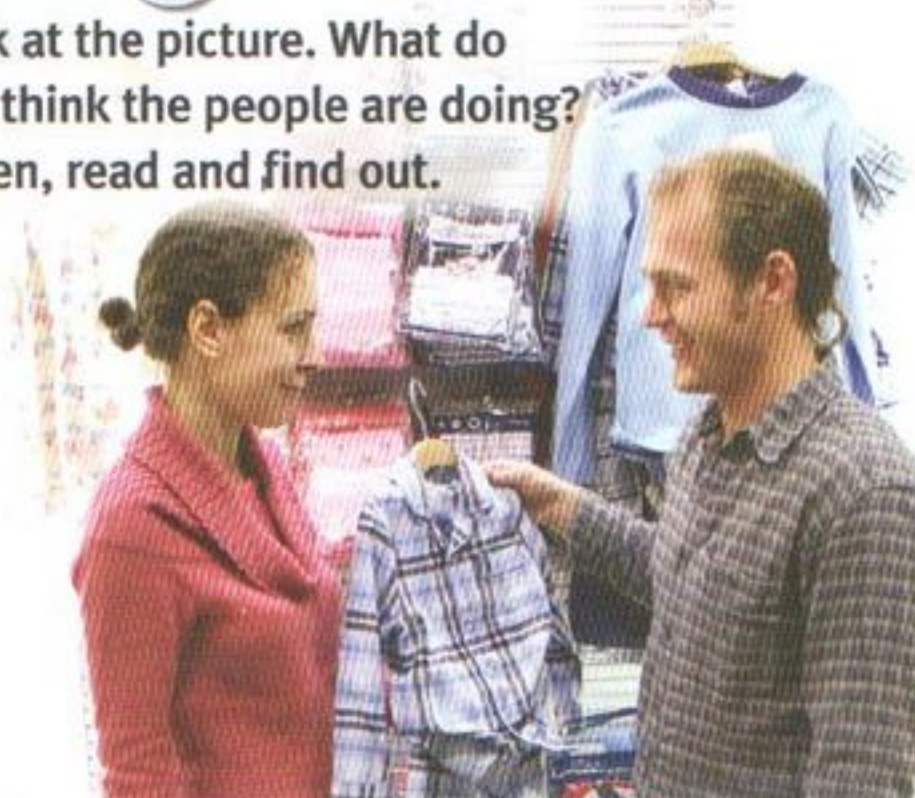
boots	<input type="checkbox"/>	top	<input type="checkbox"/>	earrings	<input type="checkbox"/>
sandals	<input type="checkbox"/>	shirt	<input type="checkbox"/>	hat	<input type="checkbox"/>
trainers	<input type="checkbox"/>	shorts	<input type="checkbox"/>	tie	<input type="checkbox"/>
skirt	<input type="checkbox"/>	jumper	<input type="checkbox"/>	scarf	<input type="checkbox"/>
trousers	<input type="checkbox"/>	belt	<input type="checkbox"/>	gloves	<input type="checkbox"/>

Fashion



2. READ

A. Look at the picture. What do you think the people are doing? Listen, read and find out.



- Emma How about new pyjamas for Tommy?
 Robbie Good idea. These checked ones are nice and they're quite cheap.
 Emma Are they cotton?
 Robbie 80%, and 20% polyester.
 Emma That's OK.
 Robbie What size is he? These ones don't look big enough for him.
 Emma They're OK. They're for children aged between five and six years old. Look, they also have them in light green.
 Robbie Nice! Let's get those green ones then.

B. Read again. Which pyjamas do they buy?
 Complete the tag below.

Colour: _____ checked
 Material: _____ & _____
 Size: 5-6 yrs

B. Listen and repeat.
 Then say how much the clothes on the left cost in your country.

Prices

£16.99 =
 sixteen pounds and
 ninety-nine pence

€285.50 =
 two hundred and eighty-
 five euros and fifty cents

\$1430.70 =
 one thousand four
 hundred and thirty
 dollars and seventy cents



C. Listen and read. What does the woman buy?



- Shop assistant: So, did you find a skirt?
 Woman: Yes, I like this red one.
 Shop assistant: What size did you choose?
 Woman: Medium. The large one was too big on me. I also tried on this white top and it fits me very well.
 Shop assistant: Nice. And we have a 30% discount on those tops.
 Woman: Really? How much is it, then?
 Shop assistant: Let me see... It costs £20.
 Woman: Great.
 Shop assistant: Would you like to pay in cash or by credit card?
 Woman: Credit card.
 Shop assistant: OK. That's £95 altogether.
 Woman: Oh no! I don't have it with me. It's OK, here's £100.
 Shop assistant: Thank you very much. Here's £5 change and your receipt.

D. Read again and complete the missing information on the receipt.

ITEM	COLOUR	SIZE	DISCOUNT	PRICE
Skirt			0%	75
		small		
TOTAL:				95
CASH:				
CHANGE:				

3. GRAMMAR

A. one / ones

Read the examples. What do the words **one** and **ones** refer to?

The black jacket is nice but I like the blue **one**.

I think these gloves are horrible. I prefer the red **ones**.

B. too / enough

Read the examples. What's the difference between **too** and **enough**?

This T-shirt doesn't fit me.

It's too small. / It isn't big enough.



Grammar Reference p.134

4. PRACTICE

Circle the correct words.

- A: Look at those beautiful boots!
 B: Which (1) **one** / **ones**?
 A: The brown (2) **one** / **ones** over there.
 B: Oh, yes. They're lovely and you can wear them with a skirt.
 A: Yeah with my brown (3) **one** / **ones**.
 B: The short (4) **one** / **ones**, right?
 A: Yes, how much are they?
 B: €160.
 A: Oh! That's (5) **too** / **enough** expensive for me. Come on, let's look somewhere else.
- A: Did any of those dresses fit you, or were they all (6) **too** / **enough** long?
 B: I don't think I'm tall (7) **too** / **enough** for this kind of dress.
 A: This yellow (8) **one** / **ones** was OK.
 B: No, I didn't like that (9) **one** / **ones**. Yellow isn't my colour.
 A: Don't worry, I can find something else for you.
 B: Take these shorts, too. Could you please try to find some green (10) **one** / **ones**?
 A: OK.

5. PRONUNCIATION



A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

I prefer the **red** skirt. (I don't want any other colour.)

I prefer the red **skirt**. (I don't want any other item of clothing.)

B. Listen and repeat. Underline the stressed word in the sentences.

- I don't have a leather bag.
- I think Melanie has a purple hat.
- Donna has short black hair.
- How much are the brown sandals?
- I'd like the cotton shirt, please.
- Can I try on the silver earrings?

6. SPEAK

ROLE PLAY

Student A go to page 122.

Student B go to page 125.

7b Good looks

1. VOCABULARY

Match the pictures with the sentences. Then listen and check your answers.

- a. Brooke is a beautiful slim woman with long wavy brown hair. ☐
- b. Tony isn't young. He's in his 50s. He's overweight. ☐
- c. Connor is a handsome tall man in his late 20s. He has short dark hair. ☐
- d. Sandy is quite chubby and she has fair hair. ☐
- e. William is Sandy's son. He has curly fair hair. ☐
- f. Maya is a middle-aged woman with medium-length straight black hair. ☐



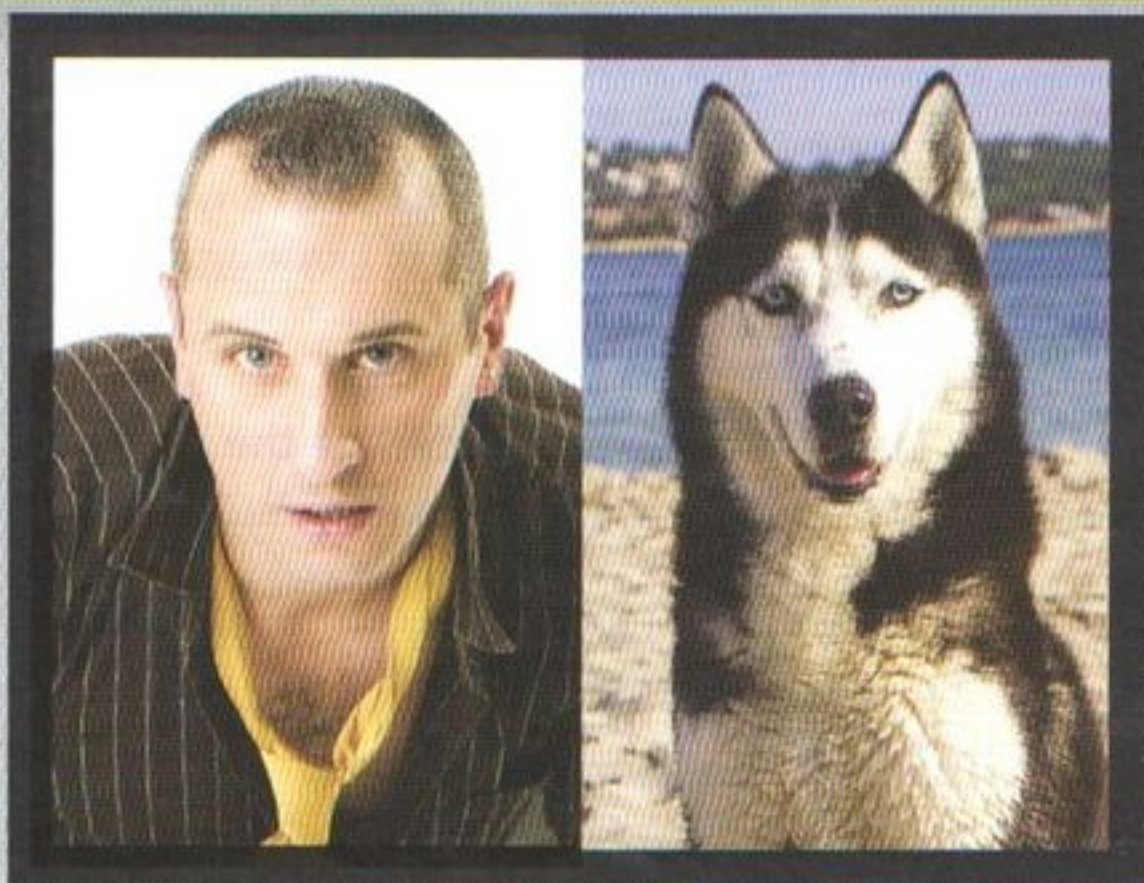
2. READ

A. Read the title of the article and look at the pictures. What do you think the text is about? Listen, read and check your answers.

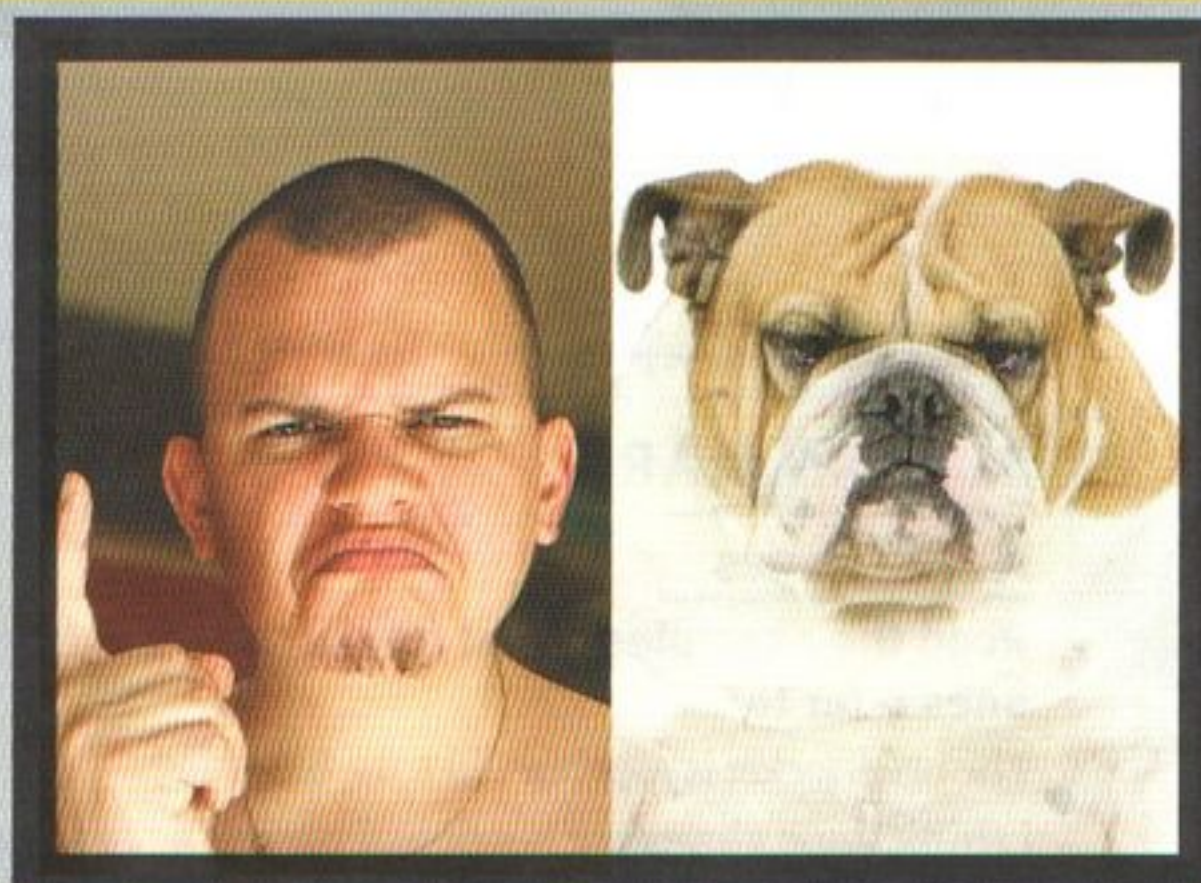
The other me!!!



A lot of psychologists say that dogs look like their owners, but is this true? The weekly magazine 'Petz' took separate pictures of 30 dog owners and their dogs. The readers' task was to find the true match. It was easier than we thought. Have a look at some of our matches. It's really interesting!



Gary is in his late 30s. He's tall and slim and he loves going for long walks on the beach with his best friend, Diesel. "We love the sea," says Gary. They both have beautiful blue eyes, but Gary admits that Diesel is more handsome than he is. Everybody wants to play with him when they go out together.



Tyler is a bit chubby and so is his dog, Buster. They can both be very aggressive sometimes, but they calm down easily. "People always tell me that Buster and I have similar characteristics, and I find it really funny. I sometimes say that he's my younger brother, ha, ha," says Tyler.

3. GRAMMAR

COMPARATIVE FORMS

Read the examples below. How do we form the comparative form of adjectives?

Mike and Tom are brothers. Mike is **tall** but Tom is **taller than** him.

Lucy and Helen are sisters. Lucy is **good-looking** but Helen is **more good-looking than** her.

Complete the table with the correct form of the adjectives.

	Comparative Form
short	
old	
	funnier
	bigger
	more handsome
good	better
bad	worse
much/many	more
far	farther/further

Grammar Reference p.134

Madison is a good-looking young woman in her early 30s. Her short curly black hair made it easy for the readers to match her picture with Lady, her pet dog. "We spend a lot of time together and, in fact, Lady is my best friend. She's a great listener and it's easier for me to talk to her than any other friend of mine," admits Madison.



B. Read again. Who or what do the sentences refer to?

1. This person is in his/her 30s.
2. This person is like his/her dog in character.
3. This dog enjoys its owner's free-time activities.
4. This person thinks his/her dog is more than a pet.
5. People love this dog.
6. This person believes that his/her dog is more good-looking than he/she is.

4. PRACTICE

Complete with the comparative form of the adjectives in brackets.

1. A: Who's that woman over there? Harriet?
B: No, I don't think so. Harriet's _____ (short) and a bit _____ (chubby). Also her hair is _____ (long) than that woman's.
A: Yeah, you're right and I think Harriet is _____ (beautiful) than her.
2. A: So? What did you think of the Maths exam?
B: Well, it was _____ (difficult) than the Physics exam. I'm sure I'm going to fail again.
A: I thought it was _____ (easy) than last year.
3. A: So, which sofa should we buy?
B: I like this red sofa. It's _____ (big) and _____ (modern) than that blue sofa.
A: Yeah, but I think I like this one here. It's _____ (colourful).

5. SPEAK

Talk in pairs. Look at the pictures of the two women below and take turns to compare them using some of the adjectives in the box.



Amy is younger than Sue.

Yes, she is. And I think she's taller.

6. WRITE

Write a few sentences to compare the women above.

7c Getting there

1. VOCABULARY

Match the pictures with the phrases. Then listen and check your answers.



1



2



4



5



6



7

by plane

☐

by bus

☐

by ship

☐

by train

☐

by underground

☐

on foot

☐

by tram

☐

2. READ

A. Listen and read. Do you know any other unusual means of transport?

Different ways to GET AROUND

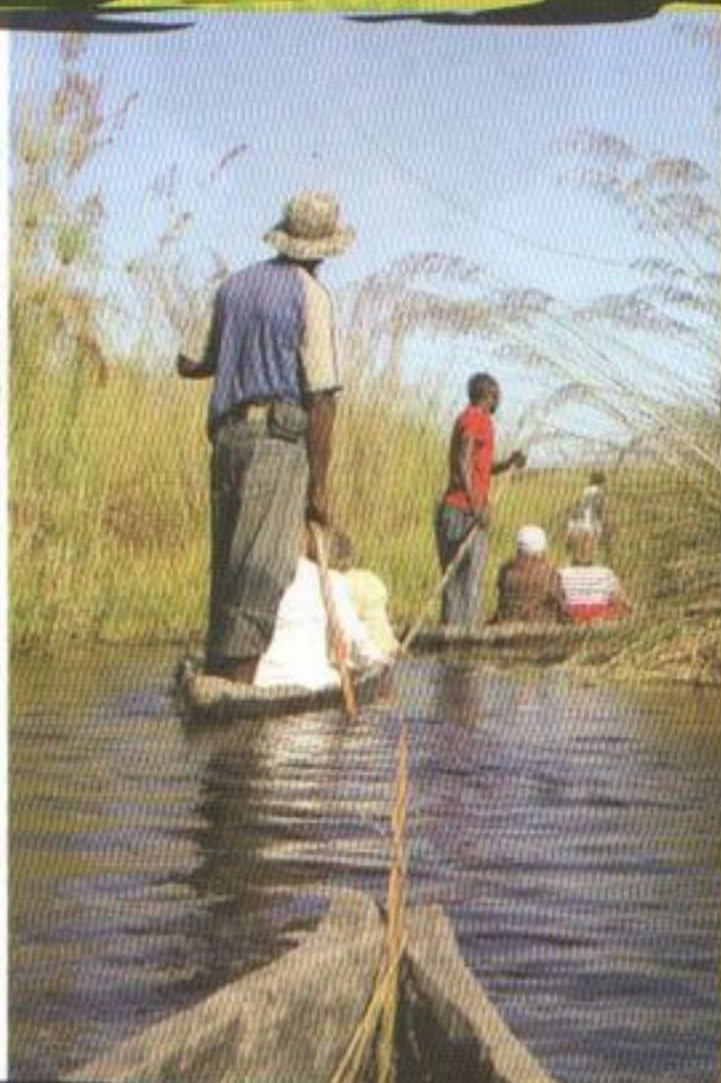
Daniel

A couple of years ago I visited my cousin in the States. That was when I first rode the *Segway PT*, and I was amazed. You see, the *Segway* is the best and quickest way to get around the city. You can avoid crowded buses and heavy traffic and it is environmentally friendly too. So, when I got back home, I ordered one over the Net. Of course, I couldn't afford the latest model so I got the cheapest one on the market. The *Segway* is so convenient!



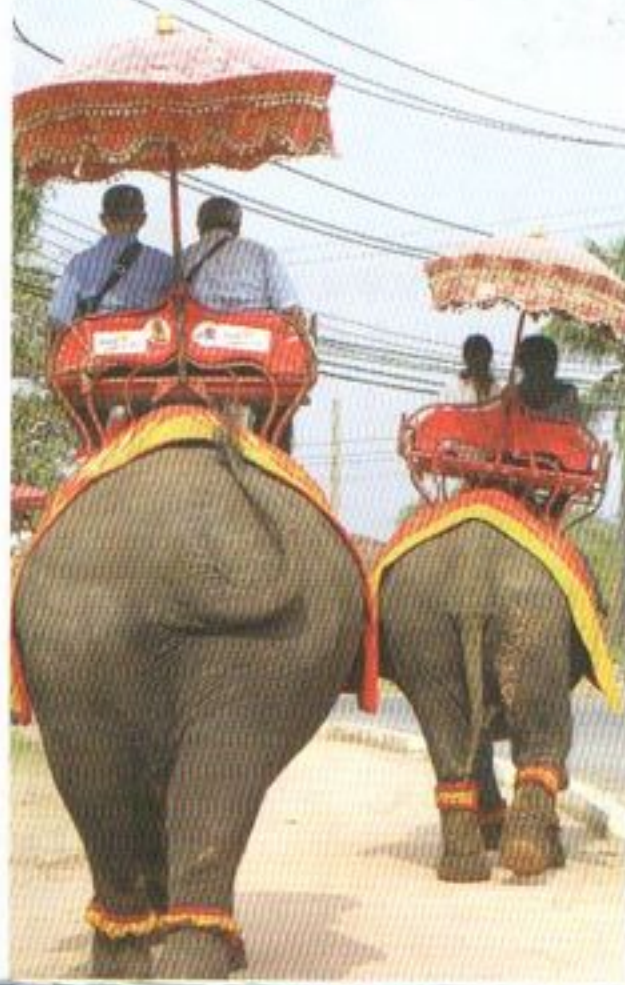
Ethan

Last year my wife and I were in Botswana. There, it's common for people to travel around the Okavango Delta on a *Makoro*. For tourists, this is the most popular way to visit the delta but it's also quite dangerous. Why? Well, we were on a *Makoro* when a hippopotamus attacked us. Luckily, nothing happened, but we were terrified. I don't think I want to go anywhere by boat again.



Zoe

My family and I visited Thailand last June and we had an unbelievable experience. It is an amazing place and it looks even better when you are on top of the largest land animal in the world. Elephant rides are popular with tourists, but they're also the most expensive way to travel. The truth is that it was worth every penny.



B. Read again and find what the words in bold refer to.

1. Daniel saw the **Segway** **there** for the first time.
2. Daniel would like to avoid **these**.
3. Daniel didn't have money for **one**.
4. Ethan was in Botswana with **her**.
5. Tourists travel on **this** when they visit the delta.
6. Ethan doesn't want to use **this means of transport** again.
7. Zoe was **there** with **them** last year.
8. In Thailand you can travel on **this**.

3. GRAMMAR

SUPERLATIVE FORMS

Read the examples below. How do we form the superlative form of adjectives?

The underground is cheaper than a taxi, but the bus is **the cheapest** of the three.

The underground is more expensive than the bus but a taxi is **the most expensive** of the three.

Complete the table with the correct form of the adjectives.

	Comparative Form	Superlative Form
warm	warmer	
rude	ruder	
		the laziest
big		
different		the most different
		the best
bad		the worst
much/many		
	farther/further	

Grammar Reference p.134

4. PRACTICE

Complete with the correct form of the adjectives in brackets.

1. It was the _____ (terrible) experience of my life. I was terrified and I don't think I can do water sports again.
2. One of the _____ (convenient) ways to get around the city is by bus.
3. The film is _____ (bad) than I thought. I think we should go home. There's another film on TV and it's _____ (interesting) than this one.
4. I usually go to work by bike. It's _____ (quick) than other means of transport and it's also the _____ (cheap).

5. LISTEN

A. Listen to three people calling a radio phone-in programme and match the names with the means of transport. There is one extra means of transport which you do not need to use.

Lenny	by car
Isabel	by bus
	on foot
Sean	by underground

B. Listen again and match the names with the phrases. There is one extra phrase which you do not need to use.

Lenny	thinks that everybody should take part in Car Free Day.
Isabel	would like every day to be Car Free Day.
Sean	thinks that people travel by car because buses are too crowded.
	believes that people in cities don't need cars.

6. SPEAK

Talk in pairs. Discuss the following.

- Which means of transport do you usually use? Why?
- Which means of transport do you like or don't like? Why?

I usually travel by... because it's cheaper than...
I go everywhere by... but I don't like it because...

7d Worth visiting

1. READ

A. What kind of information would someone ask at the entrance and at the top of the Empire State Building? Listen, read and compare your answers.

At the entrance...

Guard Hi, welcome to the Empire State Building.

Woman Good morning. Which way do I go?

Guard Just go straight and take the escalators up to the second floor. Then, go through security.

Woman OK, can I leave my bag anywhere?

Guard I'm sorry, there's no coatroom here.

Woman It's OK, I can carry it. Where do I go after security?

Guard Turn right and go straight to the ticket purchase line. Then, follow the rest of the people to the elevators.

Woman Thanks a lot.

Guard You're welcome.

At the top...

Woman Wow! This is brilliant. Is that Central Park over there?

Guide Yes, it is. And that's Fifth Avenue going towards Harlem.

Woman I know, I went shopping there yesterday.

Guide You should go to Macy's, too.

Woman Where is it?

Guide Can you see that red sign down there?

Woman Yes.

Guide Well, that's Macy's. When you come out of the main entrance, turn left and then left again. That's 34th Street. Go straight, past Broadway, and Macy's is on your right. You can't miss it. It's the world's largest store! It's pretty awesome.

Woman Thanks a lot.

B. Read again and match the American words from the text with their British equivalents below.

- | | |
|-------------|--------------|
| 1. line | a. brilliant |
| 2. elevator | b. shop |
| 3. store | c. queue |
| 4. awesome | d. lift |




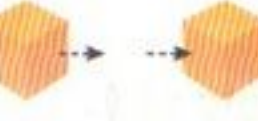







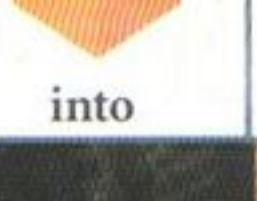


C. Read again and answer the questions.

1. What do visitors use to get to the second floor?
2. Where can visitors leave their bags?
3. What do visitors have to do after security?
4. What street can you take to get to Harlem?
5. What did the woman do yesterday?
6. Where is Macy's?

2. VOCABULARY

Look and label with the prepositions of movement in the box. Then listen and check your answers.

from down around out of

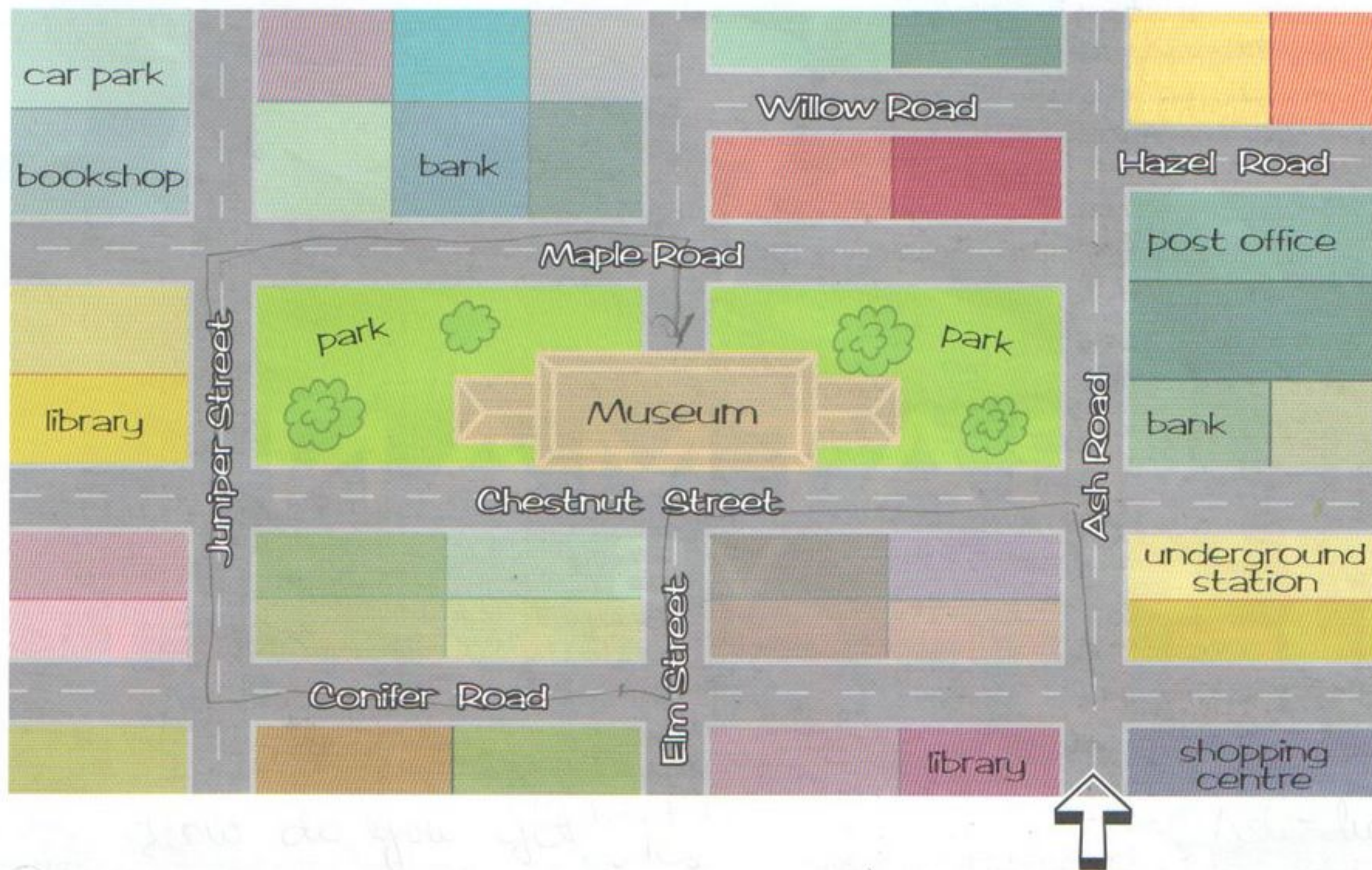
 up	 <input type="text"/>	 through	 <input type="text"/> to	 into	 <input type="text"/>	 <input type="text"/>
 towards	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 past

3. LISTEN

A. Listen to two people talking. Where are they?

- a. in a taxi b. in their car c. walking down the street

B. Listen again and draw the route on the map below.



4. SPEAK

Talk in pairs.

Student A: Look at the map above and complete it with names of different places to visit. Student B is visiting your city but doesn't know where to go. Suggest places and give him/her directions. Use the phrases in the box.

- Go down...
- Walk towards...
- Go past...
- Go straight (on/ahead).
- Turn left/right at the... / into... Street.
- It's on your left/right.

Student B: You are visiting the city shown on the map above, but you don't know where to go. Ask Student A for suggestions and directions.

So, what's there to see in your city?

Why don't you visit the...?

That's a good idea. How do I get there?

Go down Ash Road and...

5. WRITE

Below is part of a letter you have received from a friend who wants to visit your town/city for a weekend. Write a reply telling him/her about a place to visit and giving him/her directions. Answer the questions below.

Unfortunately, I'm going to stay for a weekend only, but we're definitely going to meet. I'm staying at a hotel in the city centre. Which place can I visit? Is there anything near the hotel, like a museum or something that I can visit?

- Where is this place?
- What's it like?
- Why is it interesting?
- What can you do there?
- How do you get there?

7e What a character!

1. READ



A. Look at the two superheroes. What do you know about them? Listen, read and check your answers.

CHRISTIAN MICHAEL HEATH GARY AARON MAGGIE MORGAN
BALE CAINE LEDGER OLDMAN ECKHART GYLLENHAAL FREEMAN

BATMAN VS SUPERMAN

SUPERMAN
RETURNS

THE DARK KNIGHT

Batman and Superman are two of the most popular superheroes of all time. Do you know everything about them? Have a look at some of the most frequently asked questions some of our readers had:

Q: How old are they?



Bruce Wayne (Batman), is a handsome, tall, slim, 34-year-old billionaire. But is he actually 34 years old? Well, the first Batman appeared in comics in 1939.



Superman's secret identity is Clark Kent. His first appearance as Superman was in 1938, at around the age of thirty.



As a child Clark lived in Smallville. Together with his foster parents, he discovered his superpowers and soon became Superboy. He started fighting crime. After his parents' death in 1938, he moved to Metropolis and went to Metropolis University. During those years, he changed his name to Superman.

Q: What do we know about when they were young?



At the age of 14, Bruce Wayne was in Europe. He spent some time at Cambridge University, at the Sorbonne in Paris, at Berlin School of Science and other schools. At the age of 20, he joined the FBI for six weeks, but he soon realised how boring that job was for him.



Batman, just like his alter ego, Bruce Wayne, likes working alone, he never trusts people and he is devoted to what he does, fighting crime.



Superman isn't shy like Clark Kent. He is a peace maker and he has great self-control.

2. LISTEN

A. Before you listen, discuss the following using the words in the box:

- Did you enjoy reading comics or watching films with superheroes as a child?
- What did you think of superheroes as a child and what do you think of them now?



funny fantastic silly childish
clever boring exciting (un)realistic

B. Listen to three people talking about superheroes and match the speakers with the opinions.

- John a. silly and not realistic.
Carla thinks they're b. exciting and clever.
Phil c. boring and childish.

C. Listen again and complete the sentences below.

1. John buys a comic every _____.
2. John has a collection of _____ comics.
3. Carla saw _____ last week.
4. Carla doesn't like Batman's _____.
5. Phil thinks superheroes are OK because they _____ and _____.

B. Read again and write BM for Batman, SM for Superman or B for Both.

1. He first appeared in the late 1930s. ☐
2. He spent his teenage years in different countries. ☐
3. He moved to another city when his parents died. ☐
4. He was bored at one of the jobs he had. ☐
5. He studied at an institution of higher education. ☐
6. He isn't very outgoing. ☐

C. Check what the following words mean in a dictionary:

billionaire identity realise foster
crime death alter ego devoted

Use a dictionary to find out what unknown words in a text mean.

TIP

3. PRONUNCIATION

A. Listen and repeat. What's the difference between a, b and c?

- a. honest b. short c. old

B. Listen and tick the sound you hear.

	honest /ɒ/	short /ɔ:/	old /əʊ/
alone			
small			
boring			
comic			
job			
walk			
though			
hero			
dog			

4. SPEAK

Think of someone you admire and present him/her to the class. Answer the questions below. Use some of the words in the box.

- Why do you admire this person?
- What is he/she like?

honest funny friendly kind outgoing
helpful clever shy serious hard-working

5. WRITE

Paragraphing

When writing a description of a person, group relevant information together and put it in the same paragraph.

Paragraph 1:

- Say who this person is.
- Write about his/her appearance.

Paragraph 2:

- Write about his/her character.

A. Read the sentences and decide which paragraph each sentence should be in. Write 1 or 2.

- a. He's friendly and kind. ☐
- b. She's my favourite cousin. ☐
- c. I met him at the gym. ☐
- d. She has long fair hair. ☐
- e. He's a bit shy but he's very hard-working. ☐

B. Write a description of somebody you know. Write two paragraphs as shown above.

Remember to check the word order in your writing:

- adjective + noun
Steve is a funny person.
- verb be + adjective
Steve is funny.

TIP

7 Round-up

VOCABULARY

A. Cross out the odd word. Then add one more.

1. earrings - trousers - jumper - skirt - _____
2. hat - scarf - belt - top - _____
3. overweight - owner - handsome - chubby - _____
4. plane - tram - traffic - ship - _____

B. Match. Then use the phrases to complete the sentences.

have	around
go	in cash
get	a look
go	for a walk
pay	straight ahead

1. I don't have my credit card with me so I'd like to _____.
2. A: Excuse me, where's the post office?
B: Turn left here and then _____. It's on your left, next to a supermarket.
3. A: How do you usually _____ in the city?
B: By bus.
4. A: How do you relax?
B: I usually _____ in the park with my dog.
5. A: _____ at this word. Do you know what it means?
B: No, I don't. Where's the dictionary?

C. Circle the correct words.

1. Don't **trust** / **fight** Susan. She isn't an honest person.
2. You can't **avoid** / **afford** to buy a new car. You just got a new house.
3. Excuse me, you didn't give me a **receipt** / **change** for the shirt.
4. Go **through** / **past** the cathedral and the museum is on your right.
5. I was really **amazed** / **unbelievable** when I heard that Jack passed the test.

6. Thank you very much for the information. It was very **kind** / **helpful**.
7. Martha's husband is a tall, **slim** / **wavy** man in his late 20s.
8. The man walked **towards** / **into** the bank, but he didn't enter. Suddenly, he turned **down** / **around** and left.

GRAMMAR

D. Complete with *one* or *ones*.

1. A: Which earrings are you going to buy?
B: The silver _____, I think. I like them better.
A: Yeah, the gold _____ don't match your clothes.
2. Carol has two brothers. The _____ with the short wavy hair is Alex, and the _____ with the straight hair and green eyes is Paul.
3. A: I'm getting a club sandwich. Are you getting _____, too?
B: I don't know.
A: They also have burgers. Do you want _____?
B: No, I want two of those sandwiches over there.
A: Do you mean the _____ with chicken?
B: Yes.

E. Complete with the words in brackets and *too* or *enough*.

1. A: Why don't you get this jumper?
B: I can't afford it. It's _____ (expensive) for me.
2. I can't stand this place. The music here is _____ (loud).
3. I didn't have _____ (money) to go out this weekend. So I stayed at home and invited some friends over.
4. Last night it was _____ (hot) and I couldn't sleep.
5. I can't wear this hat. It's not _____ (trendy) for me.
6. This dress doesn't look good on you. It isn't _____ (big).

F. Complete with the comparative or superlative form of the adjectives in brackets.

- Karen's dog, Bruce, is the _____ (aggressive) dog in our neighbourhood.
- Jim has lots of friends. He's the _____ (friendly) boy at school.
- I have to take the bus to work every day. My house is _____ (far) from work than yours.
- Martha is _____ (young) than her sister Pam, but Martha is _____ (tall) than Pam.
- Barbara and Kirsten didn't pass the Biology test. It was _____ (difficult) than last year's.
- I don't want to learn how to ride a motorbike. I think it's the _____ (dangerous) way to get around.
- Dennis is one of the _____ (good) players in the team and Gary is one of the _____ (bad).
- The underground is the _____ (popular) means of transport. It's also _____ (fast) than other means of transport.

COMMUNICATION

G. Complete the dialogue.

- Shop assistant (1) _____ ?
- Woman Yes, (2) _____ this dress in black?
- Shop assistant Yes, we do.
- Woman Great! Can I try it on?
- Shop assistant Sure. (3) _____ ?
- Woman Small.
- Shop assistant Here you are.
-
- Shop assistant So, (4) _____ ?
- Woman Yes, I think it fits me very well. (5) _____ ?
- Shop assistant There's a discount, so it's €70.
- Woman Great.
- Shop assistant (6) _____ ?
- Woman In cash. Here's €100.
- Shop assistant Thank you very much. (7) _____ and your receipt.
- Woman Thanks.

SPEAK

Discuss in pairs and complete the sentences below.

HOW WELL DO YOU KNOW YOUR CLASSMATES?

- _____ is the funniest person in the class.
- _____ is the friendliest person in the class.
- _____ is the trendiest person in the class.
- _____ is the most helpful person in the class.
- _____ is the kindest person in the class.
- _____ is the most good-looking person in the class.
- _____ is the youngest person in the class.
- _____ is the tallest person in the class.
- _____ is the shyest person in the class.
- _____ is the most interesting person in the class.
- _____ is the best student in the class.

Who do you think is the funniest person in the class?

I think it's...

Well, ... is funny, but I think ... is funnier than him/her.

WRITE

Choose two people, two buildings, two films, two characters or two books and write a paragraph comparing them.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- | | |
|--|--------------------------|
| > identify and describe clothes | <input type="checkbox"/> |
| > talk about sizes | <input type="checkbox"/> |
| > talk about prices | <input type="checkbox"/> |
| > express preference | <input type="checkbox"/> |
| > ask for and give an opinion | <input type="checkbox"/> |
| > use language related to shopping | <input type="checkbox"/> |
| > make comparisons | <input type="checkbox"/> |
| > ask for and give directions | <input type="checkbox"/> |
| > read a map | <input type="checkbox"/> |
| > talk and write about places in a city | <input type="checkbox"/> |
| > describe people (physical appearance, personality) | <input type="checkbox"/> |

A. Look at the title of the text and the pictures. What are a few of the driving laws in your country? Listen, read and compare your answers.



Driving Around

Do you think that driving laws are the same all over the world? Well, they aren't and this sometimes makes driving difficult.

Similarities

- Traffic lights mean the same thing everywhere. Red means stop, green means go and amber means get ready to stop.
- You have to wear your seat belt at all times.
- You have to keep to the speed limit. You also have to drive slowly in front of schools.

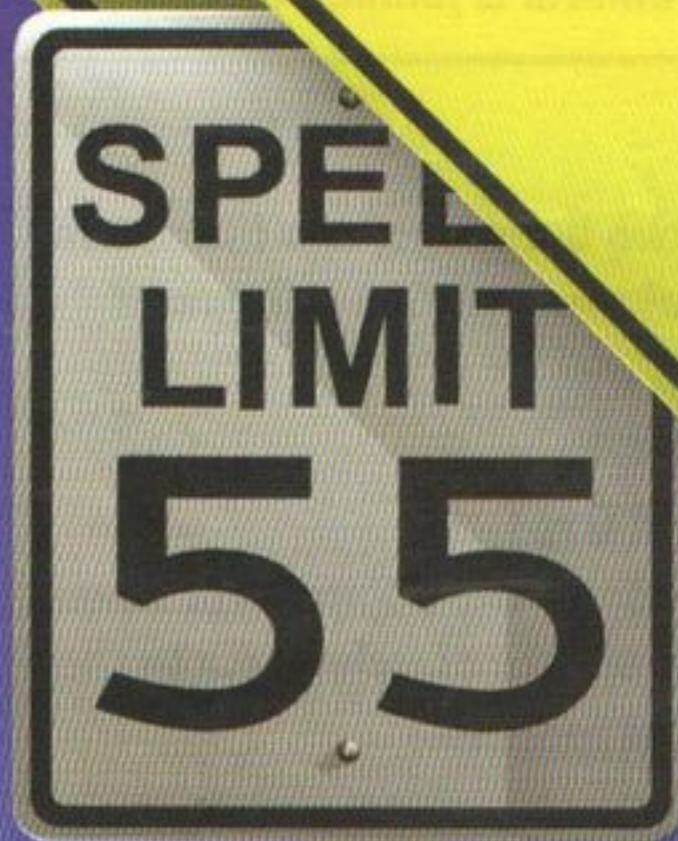
Differences

- In most parts of the world, including the US and Canada, people drive on the right side of the road, but in the UK, Australia, and other places they drive on the left!

- In Europe and Canada, there are many roundabouts. In the US, there aren't any, so when people from the US go to Europe or Canada, it's hard for them to drive around them!

- The US has an organisation called the Automobile Association of America (AAA or Triple A), and the UK has a similar organisation to help drivers called The Automobile Association (the AA).

- In the US and Canada, you have to be at least 16 to drive. In the UK you have to be 17, and in Australia, from 16 to 18, depending on where you live.



B. Read again and answer the questions.

1. In which country do people have to wear their seat belt?
in all countries
2. Where do they drive on the left side of the road?
3. Where can you find roundabouts?
4. What is the Automobile Association?
5. At what age can people in Australia start driving?

You can find more information on this topic in the Student's Area at www.mmpublications.com.





Adventure



Discuss:

- ▶ Do you enjoy doing adventurous things?
- ▶ How do they make you feel?
- ▶ Would you like more adventure in your life?

Flick through the module and find...

- ▶ a couple going on a sailing trip
- ▶ a holiday destination for extreme campers
- ▶ a man with car problems
- ▶ a quiz about how adventurous you are
- ▶ a text about a South American country

In this module you will learn...

- ▶ to talk about experiences you have had
- ▶ to make a questionnaire about experiences
- ▶ to report commands and requests
- ▶ to talk about different countries
- ▶ to write information about a country
- ▶ to write an e-mail to a friend giving your news

ch. Then listen and check. Can you
e any famous geographical features?



desert
forest
island
mountain
volcano
lake
waterfall
river
cave

☐
☐
☐
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READ
to the quiz.

Are you adventurous enough?

Have you ever explored a dark cave?



Have you ever camped out in the wild all night long?



Have you ever climbed up a really steep mountain?



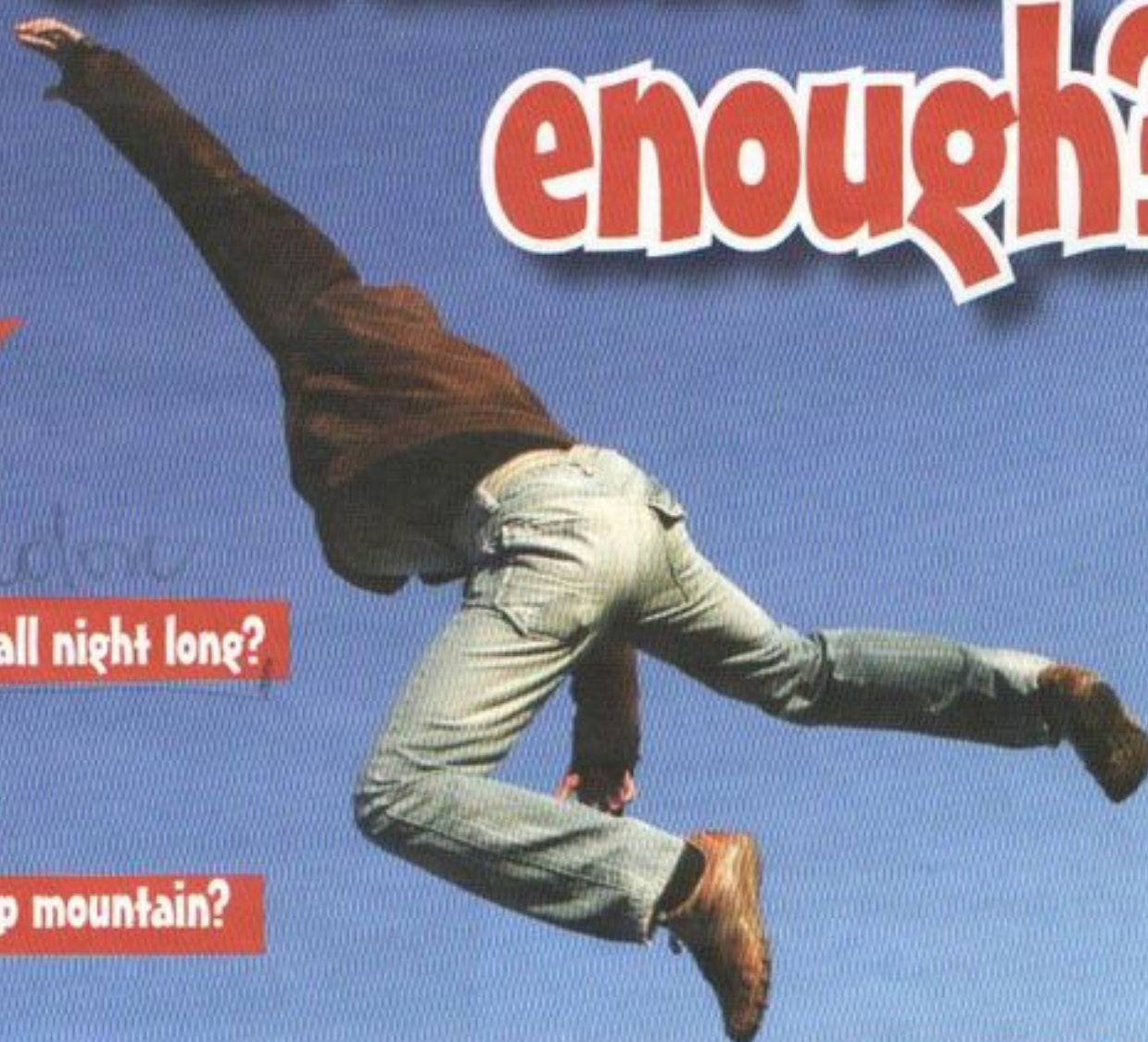
Have you ever jumped off the top of a waterfall?



5. Have you ever swum in a river?



6. Have you ever eaten a spider or a snake?



3. GRAMMAR

PRESENT PERFECT SIMPLE

Read the dialogues below. How do we form the Present Perfect Simple of regular and irregular verbs?

A: Have you ever travelled by plane?

B: Yes, I have. I've travelled by plane twice. What about you?

A: I haven't travelled by plane, but I've always wanted to.

A: Jack wants to come horse riding with us.

B: Has he ridden a horse before?

A: No, he hasn't, but he can ride a motorbike and he's never had an accident.

B: Well, it's not the same thing!

Complete the table below.

Irregular verbs		
Base Form	Past Simple	Past Participle
ride	rode	
swim	swam	
see		seen
have	had	
eat	ate	
drive		driven
do	did	
meet		met
spend		spent

For a list of irregular verbs go to page 137
Grammar Reference p.135

Mostly

What a daredevil! You can't stand living a boring life. After all, you think that life is too short and you should live it to the full. You have tried some adventurous things but you're willing to do more. There are so many things you've always wanted to try. Why not? Just be careful!

Mostly

Why don't you look up the word 'adventure' in a dictionary? You have never done anything really exciting in your life, right? What are you waiting for? Just try to make your life a bit more interesting. Don't be predictable!

B. Discuss the results of the quiz.

4. PRACTICE

Complete the dialogues with the Present Perfect Simple of the verbs in brackets. Give short answers where possible.

1.

A: _____ you _____ (ever / spend) your summer holidays in the mountains?

B: Yes, _____, and I _____ (camp) in the mountains once, too. What about you?

A: No, _____. We always go to an island in the summer.

2.

A: Dennis _____ (visit) Egypt twice, but he _____ (not visit) the Pyramids.

B: Really? I have, but I _____ (never / ride) a camel.

3.

A: _____ Sam _____ (ever / try) windsurfing?

B: No, _____. Actually, he _____ (never / do) any water sports. He hates the sea.

A: I _____ (not meet) anyone like him before.

5. SPEAK

Talk in pairs. Use the ideas below and your own to make a questionnaire for your partner. Then ask and answer questions.

- climb: volcano/tree
- swim: lake/with sharks
- see: wild animal
- ride: elephant/motorbike/horse
- explore: desert/forest
- spend the night: cave/forest/park
- eat: camel/ostrich
- try: scuba-diving/mountain biking/horse riding



6. WRITE

Use your partner's answers from activity 5 and write a few sentences about him/her.

8b That's life!

1. VOCABULARY

Listen and repeat. Have any of these things ever happened to you?



The lift is out of order and I'm stuck in it.



I'm lost.



My car has broken down and I can't fix it. I need a mechanic.



I've lost my keys and wallet. I've lost my purse.



I've run out of petrol.



2. READ

A. Look at the pictures. What do you think happened to the man? Listen, read and check your answers.

Harry Where have you been?

Steve It's a long story.

Harry You missed the 10 o'clock meeting. You've never missed a meeting before.

Steve I know, I know. Where's Mr Miller?

Harry He's gone to the bank. He was really angry when you didn't show up.

Steve Well, it wasn't exactly my fault.

Harry What happened?

Steve I had a car accident on my way to the office.

Harry Are you OK?

Steve Yeah, I'm fine, and the car is OK, too. The other guy's car is pretty bad, though.

Anyway, I drove off and about 100 metres down the road, I got a flat tyre.

Harry No! How unlucky!

Steve Tell me about it! I had a nightmare trying to change it. Have you ever changed a tyre?

Harry Yes, I have, many times.

The last time I changed one was last year when I was on holiday.

Steve Well, it was my first time and I had trouble changing it. It took me about an hour.

Harry So, that's why you're late.

Steve You haven't heard it all. After the tyre, I drove down the road a bit and the car just stopped.

Harry Why?

Steve No petrol. So, I pushed it to the side of the road and walked to a petrol station.

Harry Unbelievable!

B. Read again and write T for True or F for False.

1. Steve wasn't at the 10 o'clock meeting.
2. Mr Miller is Steve's boss.
3. Steve had an accident on the way home from work.
4. Steve couldn't drive his car after the crash.
5. It was Steve's first time changing a tyre.
6. Steve had to push his car because he ran out of petrol.

3. GRAMMAR

PRESENT PERFECT SIMPLE vs PAST SIMPLE

Read the examples. What's the difference between the two sentences?

I've **lost** my sunglasses. Can you help me find them?

I **lost** my sunglasses at the beach yesterday. Now I have to buy new ones.

NOTE

Diane **has gone** to the dentist. = She is there **now**.
Lucy **has been** to the dentist twice this year. =
She has visited the dentist twice but she is not there now.

Grammar Reference p.135

4. PRACTICE

Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

1. A: Where were you this morning?
B: I _____ (go) to the art gallery.
A: I _____ (always / want) to go there but I _____ (never / be). What's it like?
B: Very interesting.
2. A: Let's have pasta for dinner.
B: But we _____ (eat) pasta three times this week.
A: Yeah, but we _____ (not have) pasta last night.
B: OK then. Make some pasta.
3. A: Oh no! I can't find my credit card!
B: What?
A: I _____ (never / lose) my credit card before. What do I do now?
B: Don't worry, my husband _____ (lose) his last year. All you do is call the credit card company.
A: OK. Give me the phone.

5. PRONUNCIATION

A. Listen and repeat. What do you notice about the pronunciation of the letter *h* in the word *have*?

Where have you been?

B. Listen and repeat.

1. How many times have you run out of petrol?
2. Where did he go?
3. Which places have you visited?
4. Can you tell her?
5. What have you lost?
6. Has he ever ridden a camel?

6. LISTEN

Listen to two people talking and write R for Rick, J for Joanne or B for Both.

1. This person has got stuck in a lift.
2. This person has got lost in a forest.
3. This person has lost his/her keys.
4. This person has lost a wallet.

7. SPEAK

Student A: Choose one of the misfortunes from the box and answer Student B's questions.

be / stuck in lift
lose / keys / wallet / purse / mobile, etc.
run out of petrol
have / accident
car / break down
have / flat tyre
get lost

Student B: Ask Student A questions to find out about his/her misfortune. Use the prompts in the box.

- where / happen?
- when / happen?
- what / do?
- who / call?

Has your car ever broken down?

Yes, it has.

Where did it happen?

It happened in the city centre.

Before you speak, make sure you understand the task and how you should use the prompts.

TIP

8c All aboard

1. VOCABULARY

Listen and repeat. Have you ever used the items shown in the pictures?



helmet



rope



compass



penknife



seat belt



life jacket



whistle

2. READ

A. Look at the pictures. Who do you think the man is? What are the couple doing? Listen, read and find out.

Wear your life jackets at all times, but don't use the whistle. It's for emergencies only. You can find life jackets on the port side. Please, wait here. I need to get some more rope.

Sally I have to say, our sailing instructor is a bit scary.

Keith A bit? He looks like a pirate. He knows what he's doing, though.

Sally That's true. I hope we don't get seasick.

Keith No, the sea doesn't look rough at all.

Sally OK. Let's get our life jackets.

Keith But we're still in the port.

Sally He told us to wear them at all times.

Keith OK, OK. Where did he say they were?

Sally They are on the port side.

Keith What does that mean?

Sally Don't you pay attention to anything? Port means left and starboard means right.

Keith Why can't we just say left and right?

Sally Because that's what sailors say. Here's a life jacket. Put it on.

Keith Give it here. Ah, here's the whistle. *Phhhh!*

Sally Don't blow it. He told us not to use it. Only in an emergency. Besides, it's bad luck to blow a whistle on a boat.

Keith How do you know?

Sally I read it somewhere. You know, you're starting to annoy me. I'm going for a walk.

Keith But he asked us to wait here.

Sally I'm not going far.



Look for key words/
phrases to understand
the main ideas.

TIP

B. Read again and find phrases that prove the following.

1. The sailing instructor has an unusual appearance.
2. Sally is worried about not feeling well during the trip.
3. Sally wants to do exactly what the instructor said.
4. Keith didn't pay attention to what the instructor said.
5. Sailors speak differently.

3. GRAMMAR

REPORTED SPEECH (Commands-Requests)

Read the examples below and answer the questions.

Sam, give me
the rope, please.

Betty **asked** Sam to give
her the rope.

Wear your life
jacket. Don't forget
that!

The instructor **told** her to
wear her life jacket. He
told her **not to forget** that.

- Which verb do we use to report requests and which one to report commands?
- How do we report **Don't**?

Grammar Reference p.135

4. PRACTICE

Look, read and report what the people said.

1. "Use your compass, Ken," said James.
James told Ken _____.
2. "Don't blow the whistle, Jessica," said Jessica's father.
Jessica's father told her _____.
3. "Get me a glass of water, please," said Mr Kent to his grandson.
Mr Kent asked his grandson _____.
4. "Please pay attention, Carol," said the teacher.
The teacher asked Carol _____.

5. LISTEN

Listen to a sailing instructor talking to a man and complete the form below.

Name: Ian Nelson

Age: _____

Experience: _____ years

Equipment:

life jacket ☐

penknife ☐


compass ☐

Boat size:

7-9m ☐

10-13m ☐

14m+ ☐



6. SPEAK

Talk in pairs.

Student A: Imagine you are one of the people below and think of five commands or requests they might say. Then tell Student B.

- sailing instructor
- gym instructor
- teacher
- boss
- doctor

Student B: Listen to Student A's commands or requests and report them to the class.

Please put your life jacket on.

The sailing instructor asked me to put my life jacket on.

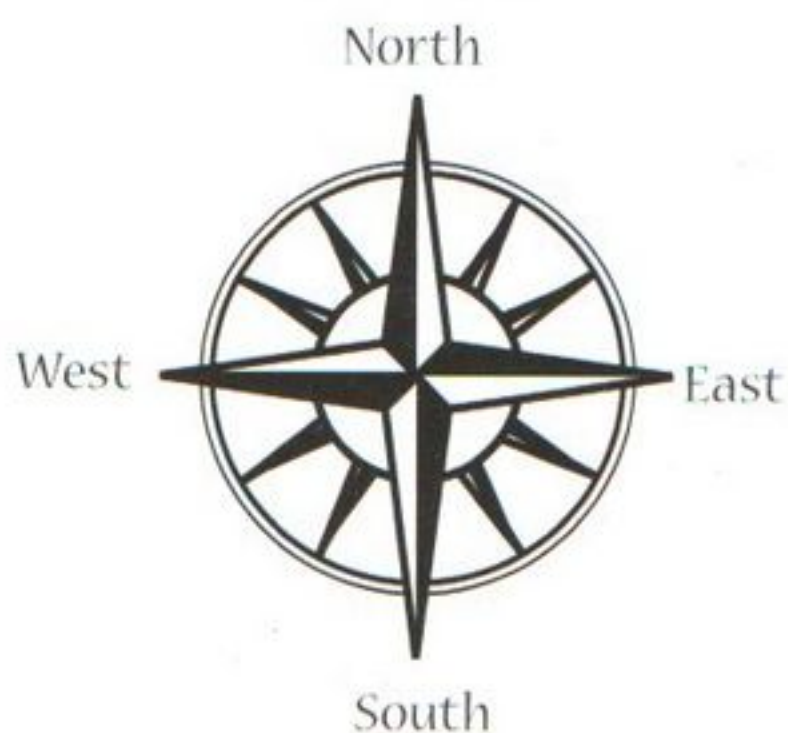
While speaking,
use vocabulary and
language you've learnt.

TIP

8d Exciting places

1. VOCABULARY

Listen and repeat. Then talk about your country.



2. READ

A. Look at the words in red in the text below.
Do you know anything about Peru? Listen,
read and check your answers.

ALL ABOUT

Peru is a country in western South America. Its population is about 28 million and the official language is Spanish. Lima is the capital city of Peru and it is also the largest city in the country.

The Andes lie on the western coast of South America and are the longest mountain range in the world. The highest mountain in the Peruvian Andes is Huascarán at 6768m.

Llamas are very common in the Andes. These clever and gentle animals are from the camel family. The Incas used them to carry things, as people still do today.

The Inca Trail was an ancient road system, but today it is a true hiker's paradise. It starts from the Sacred Valley of the Urubamba River, and ends at the ancient city of the Incas, Machu Picchu. Machu Picchu is about 2350 metres above sea level and is one of Peru's most popular tourist attractions.

Lake Titicaca is on the border of Bolivia and Peru and it is the largest in South America. There are 42 artificial islands and on them live a group of people called the Uros.

The Nazca Desert is home to some mysterious geometrical shapes, called the Nazca lines. Who created them and why? Nobody knows.

The Peruvian Amazon is the second largest jungle in the world. Over 70% of all living species live in this part of the Amazon rainforest.





PERU

B. Read again and complete the fact file below.

PERU

Location:

Capital:

Population:

Official language:

Highest mountain:

Largest lake:

Decide in which part of the text you can find the information you need.

TIP

C. Read again and complete the sentences.

1. The Andes are _____ in the world.
2. People in Peru use _____ to carry things.
3. Tourists go hiking on _____.
4. _____ is an ancient Inca city.
5. The Uros live on _____ in Lake Titicaca.
6. Tourists go to the Nazca Desert to see the _____.
7. The part of the Amazon rainforest in Peru is called _____.

3. PRONUNCIATION

A. Listen and repeat. What's the difference between *a* and *b*?

a. foot

b. food

B. Listen and tick the sound you hear.

	foot /ʊ/	food /u:/
scuba		
cook		
put		
group		
canoe		
push		
tooth		
suitable		

4. LISTEN

A. Answer the questions about South America below.

How much do you know about South America?

1. Which South American country's name means 'Cold Water'?
a. Chile b. Venezuela
2. Which is the smallest country in South America?
a. Ecuador b. Suriname
3. Which country in South America has the biggest population?
a. Brazil b. Colombia
4. How many countries are there in South America?
a. 10 b. 12
5. Where hasn't it rained for 400 years?
a. Atacama Desert b. Nazca Desert
6. Which vegetables grew in the Andes thousands of years ago?
a. mushrooms b. potatoes
7. Which is the highest waterfall?
a. Angel Falls b. Tugela Falls

B. Listen and check your answers.

5. SPEAK

INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 122.

Student B go to page 125.

6. WRITE

Use the information from activity 5 to write about one of the countries.

8e Action sports

1. VOCABULARY

Listen and repeat: Have you ever tried any of the activities below? Which one would you like to try?



surfing



white-water rafting



rock climbing



bungee jumping



waterskiing



hang-gliding



diving

2. READ

A. Read the brochure quickly and match the headings with the paragraphs. Then listen, read and check your answers.

- a. Survival skills
- b. Staff
- c. Fun in the water
- d. Aim of the programmes
- e. Useful information
- f. Extreme fun

EXTREME SUMMER CAMP

Do you want to add some adventure to your summer holidays and have an unforgettable experience? Join one of our extreme sports programmes. They're suitable for kids, teenagers, adults and the whole family.

1.

All programmes help campers learn survival skills and build their self-confidence. Of course, the staff makes changes to the activities according to the age of the campers. This means there are simpler activities for the young ones and more difficult ones for the older campers.

2.

Extreme Summer Camp has a group of well-trained instructors. All of them have had training in first aid and CPR, and are here to help the campers. And, of course, they are all experienced group leaders.

Activities:

3.

Go camping in the forest and learn how to survive outdoors: make a fire, use a compass, build a shelter.

4.

Feel the excitement and thrills we have to offer. Try everything from rock climbing to hang-gliding and bungee jumping and feel your adrenaline rising.

5.

Sea lovers can do water sports like surfing or waterskiing or explore the underwater world and learn all its secrets. The scuba-diving instructors can help you learn everything you need to become a professional.

6.

Each programme has a different price. The staff can help you choose the best holiday for you! Registration starts on 15th April 6-8pm.

B. Read again and answer the questions below.

1. Who can become a camper at *Extreme Summer Camp*?
2. Are the programmes the same for all ages?
3. Who knows first aid and CPR at the camp?
4. What do campers learn so they can survive outdoors?
5. What extreme sports can people do at the camp?

C. Read again. What do the following words refer to?

1. They (intro.): _____
2. their (par.1): _____
3. ones (par.1): _____
4. them (par.2): _____
5. here (par.2): _____
6. its (par.5): _____

3. WRITE

Using tenses

When writing, be careful which tenses you use.

- Use the **Present Simple** to describe a place or to say what people usually do there.
- Use the **Present Progressive** to mention what you are doing, and for your future arrangements.
- Use the **Past Simple** to describe what you did and when you did it.
- Use the **Present Perfect Simple** to talk about what you have already done.
- Use the **Future going to** for your future plans.

A. Write as many time expressions as you can under each heading.

Present Simple	Present Progressive	Past Simple	Present Perfect	Future going to
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Avoiding repetition

When writing, don't use the same words all the time.

Use words like:

- he/she/it/we/they
- here/there
- him/her/it/us/them
- this/that

There's a beautiful forest near here.

We're going camping in the forest next weekend.
there

B. Replace the words in red in the sentences below.

1. My friends and I went surfing last week. **My friends and I** had a fantastic time!
2. My cousins are going white-water rafting tomorrow. Can I go with **my cousins**?
3. This is a wonderful camp. We come **to this camp** every summer.
4. I'm going rock climbing with some people from work and I'm looking forward to **going rock climbing**.

C. Imagine you are at the Extreme Summer Camp for your holiday. Write an e-mail to a friend telling him/her about it. Use the ideas below and the brochure in activity 2.

- Mention where you are.
- Say what the camp is like and what people usually do there.
- Say what you are doing at the moment.
- Say what you did yesterday / what you have done so far.
- Say what you are going to do today / tomorrow.
- Say how you feel.

TIP After you finish, check your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

8 Round-up

VOCABULARY

A. Match.

- | | |
|-----------|-------------|
| 1. petrol | a. tyre |
| 2. life | b. aid |
| 3. seat | c. station |
| 4. flat | d. jumping |
| 5. bungee | e. climbing |
| 6. rock | f. belt |
| 7. first | g. jacket |

B. Complete with the words in the box.

down up out on to on of up at

- Yesterday evening we ran _____ of milk and I had to go to the supermarket to get some.
- You can't use that lift. It's out _____ order.
- Last Tuesday was a nightmare. My car broke _____ and I was late for an important meeting.
- Charlie is late but don't worry. He's _____ his way.
- Why don't you put _____ your jacket? It's a bit chilly.
- Cindy is really angry because Tom didn't show _____ at her party last night.
- When you ride your motorbike, you should wear your helmet _____ all times.
- According _____ sailors' language, *port* means left.
- Where's the dictionary? I need to look _____ a word.

C. Circle the correct words.

- This TV programme isn't **suitable** / **useful** for children.
- Brazil has the largest **attraction** / **population** in South America.
- At the camp we learnt how to build a **shelter** / **leader**. It was really interesting.
- I don't know anything about our new neighbours. They're a bit **adventurous** / **mysterious**.
- Martha, I'm trying to sleep. Tell James to stop **fixing** / **blowing** his whistle. I hate that noise.
- The **mechanic** / **instructor** told us to use our compass when sailing.

GRAMMAR

D. Complete with the Present Perfect Simple of the verbs in the box.

see camp climb run not make

- I _____ a fire before so I don't know how to do it. Can you help me?
- _____ you ever _____ in the forest?
- Janet _____ never _____ a real horse in her life. Can you believe it?
- Our group leader _____ Mount Fuji twice. He's a really active person.
- My parents _____ never _____ out of petrol, but I have.

E. Complete with the Present Perfect Simple or the Past Simple of the verbs in brackets.

- A: _____ you _____ (ever / try) any extreme sports?
B: Yes. In fact, last summer I _____ (be) at an adventure camp and _____ (do) lots of water sports.
A: _____ you _____ (try) scuba-diving?
B: Yes, I _____ (love) it!
- My parents _____ (travel) to the Amazon rainforest two years ago. They _____ (enjoy) their trip, but they _____ (think) it was quite a dangerous place. I _____ (not be) there, but I don't think I want to go. I'm not that adventurous.

F. Complete with *been* or *gone*.

- A: Dennis and Karen sent me an e-mail last night. They've _____ to Beijing on holiday.
B: But they've _____ there twice before.
A: Well, they love China.
- A: Is Billy here?
B: No. He's _____ to the dentist. He had a terrible toothache this morning.
A: Oh, I haven't _____ to the dentist lately but I have to because I have a terrible toothache, too.
- A: Has Julie ever _____ to that new Italian restaurant?
B: No. She doesn't like Italian food but I've _____ there once and I just loved the food.

G. Circle the correct words.

1. Carla hasn't tried waterskiing **ago** / **before**.
2. John took his car to the mechanic **yesterday** / **before** morning.
3. Have you **ever** / **once** had a flat tyre?
4. I lost my keys two days **ago** / **before** and I still can't find them.
5. I've **ever** / **never** explored a cave, but I'd really love to experience something like that.
6. Where were you **last** / **before** night?

H. Rewrite the sentences using Reported Speech.

1. "Wear your seat belt," Dad said to Kelly.

2. "Look up the words in your dictionaries," the teacher told the students.

3. "Help me build a shelter, please," Ben said to Lynn.

4. "Turn left and go straight ahead," the security guard told us.

5. "Tell me your secret, please," Jessica said to Mike.

COMMUNICATION

I. Complete the dialogue with the phrases a-e.

- a. You don't have much time left, I have to say.
- b. I'm going to study all night long.
- c. Tell me about it.
- d. I have no trouble studying at night.
- e. It took me almost a week.

Sue This project is really difficult.

Tia (1) _____ I finished mine last night and I was so tired.

Sue Really? How long did it take you?

Tia (2) _____

Sue Oh no, we have to give it to Mr Baxton in two days.

Tia (3) _____

Sue Don't worry, I can do it.

Tia How? What are you going to do?

Sue (4) _____

Tia I can't study during the night.

Sue I can. (5) _____

Tia You're lucky.

SPEAK

GROUP SURVEY

A. Talk in groups of four. Use the prompts in the table and ask each other questions. Note down the answers in the table.

	You	Student 1	Student 2	Student 3
try / ever / white-water rafting				
meet friends last weekend				
go camping / last summer				
visit / ancient city				
go shopping / two days ago				
use / ever / compass				

Have you ever tried white-water rafting?

Yes, I have. / No, I haven't.

Did you meet...?

Yes...

B. Report your answers to the class.

Two people in my group have tried white-water rafting.

WRITE

Write about five things you've always wanted to do but never have.

I have always wanted to try bungee jumping but I've never tried it. I've been too scared.

SELF-ASSESSMENT

Read the following and tick the appropriate boxes. For the points you are unsure of, refer back to the relevant sections in the module.

Now I can...

- > talk about my experiences ☐
- > report commands and requests ☐
- > talk and write about different countries ☐
- > write an e-mail to a friend giving my news using different tenses ☐

A. What do you know about ice hockey? Listen, read and check your answers.



ICE HOCKEY

History

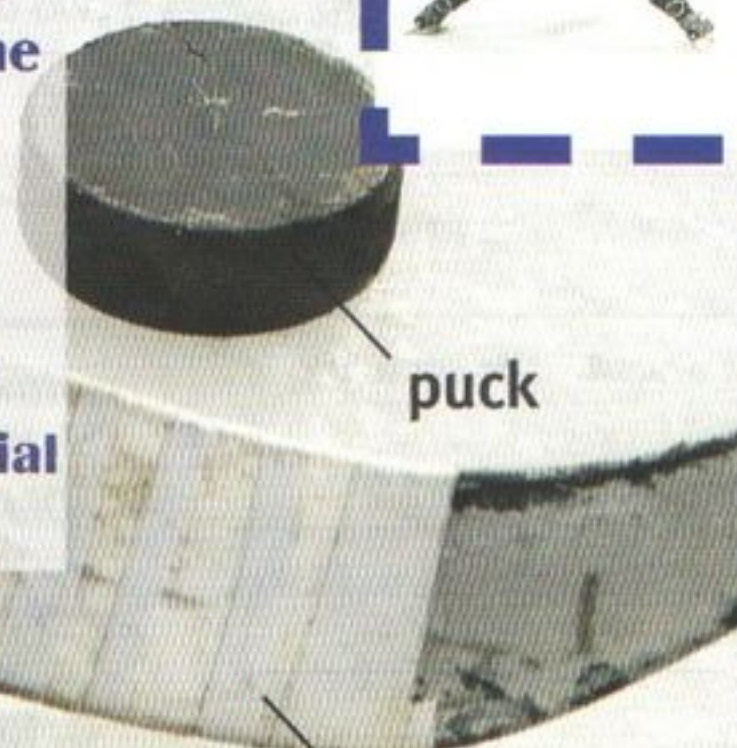
Ice Hockey, or hockey, is an exciting winter sport played on an ice rink. The modern game started in Montreal, on March 3rd, 1875. In the U.S.A., the first hockey game was between Yale University and Johns Hopkins University in 1893. Today, the National Hockey League (NHL) is the largest organization for the sport in the U.S. and Canada, and hockey is the official winter sport of Canada.

The game

There are six players on each team. Players skate on the ice and try to score a goal by shooting the puck into the other team's goal. There are three twenty-minute periods. If there is a tie at the end, there can be an extra "sudden death" overtime period, or even a shootout. In a shootout, the players take turns trying to shoot the puck into the other team's goal.

Rules

There are referees and officials on and near the ice to make sure no one breaks the rules. When players break the rules, they go to the "penalty box" and sit there (for two, four or five minutes) until their penalty is over. Examples of offenses are: moving the puck with your hands, raising your stick too high (high-sticking) or tripping another player.



puck



stick

skates

B. Read again and write T for True or F for False.

1. Two universities played in the first hockey game in the U.S.A. ☐
2. You can score a goal by hitting the puck into the other team's goal. ☐
3. A game is usually about an hour long. ☐
4. All games end with a shootout. ☐
5. High-sticking can send a player to the penalty box. ☐

SONG

"Wonderful world"

Go to page 127.

You can find more information on this topic in the Student's Area at www.mmpublications.com.

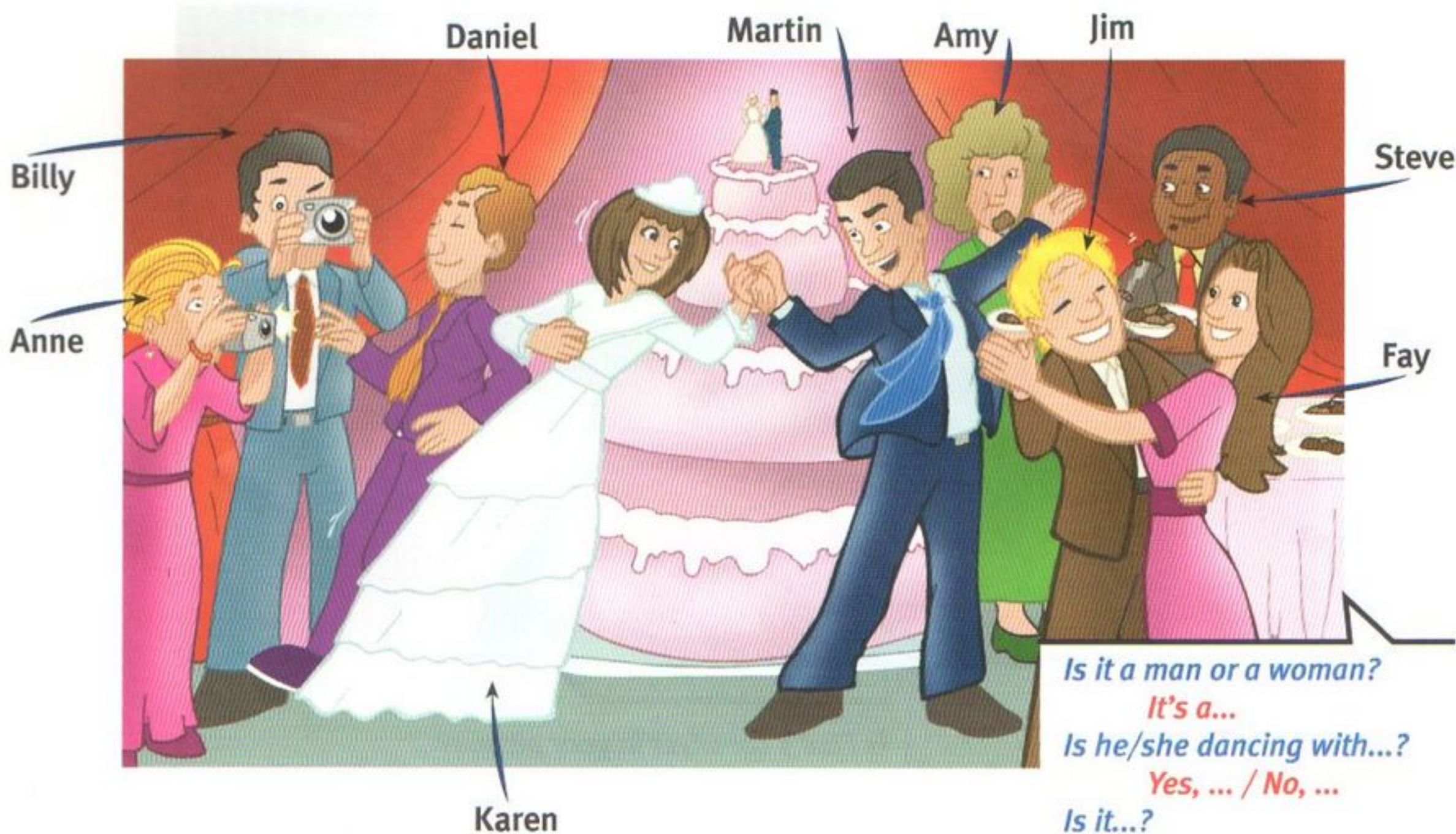
Pairwork activities

3a

Talk in pairs.

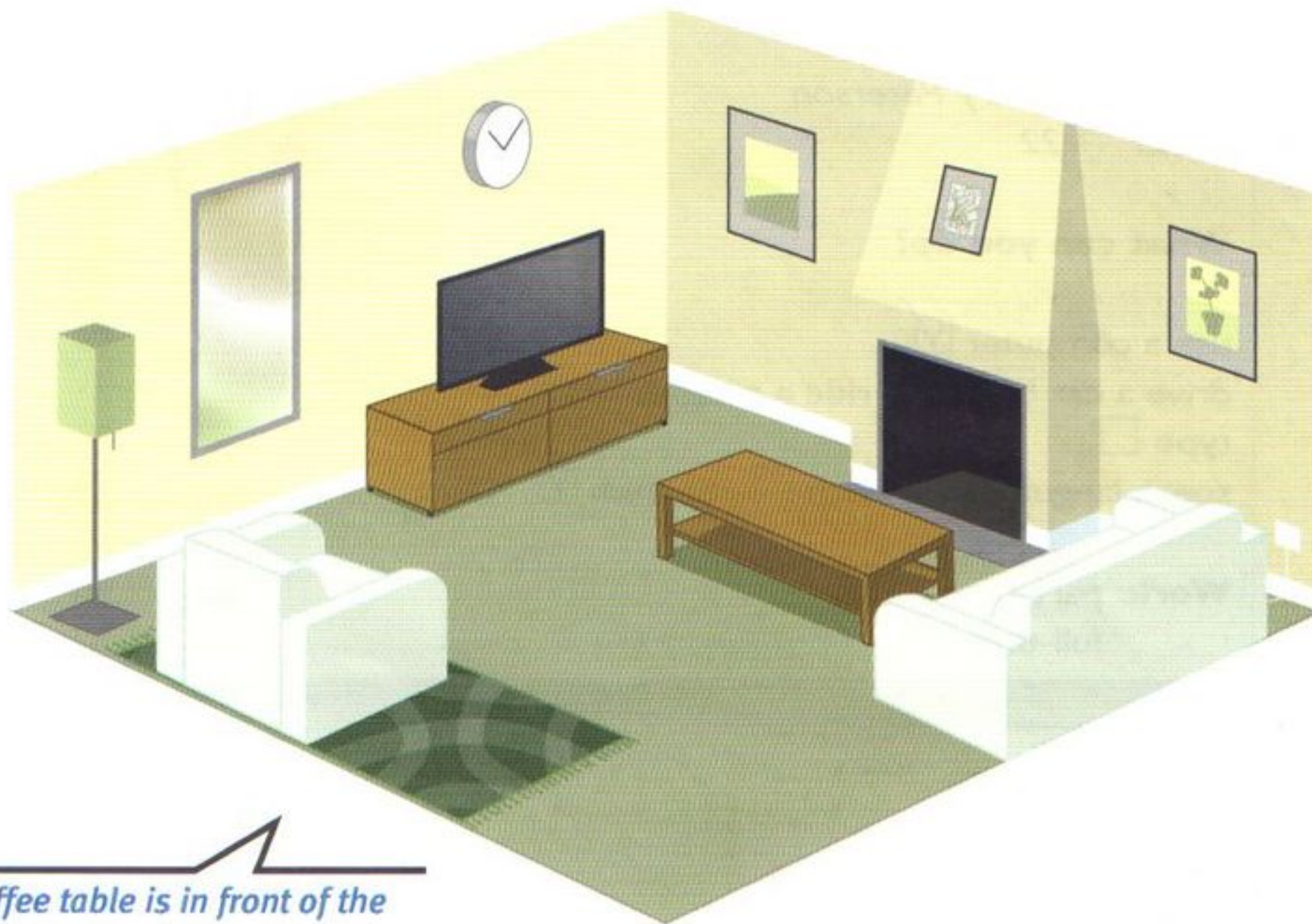
STUDENT A: Choose a person from the picture, but don't tell Student B. Answer Student B's questions.

STUDENT B: Ask questions to find out who Student A has chosen, as in the example.



3b

Talk in pairs. Look at the picture below. Imagine that you and your partner are flatmates and you want to rearrange the furniture in the room. Discuss as in the example.



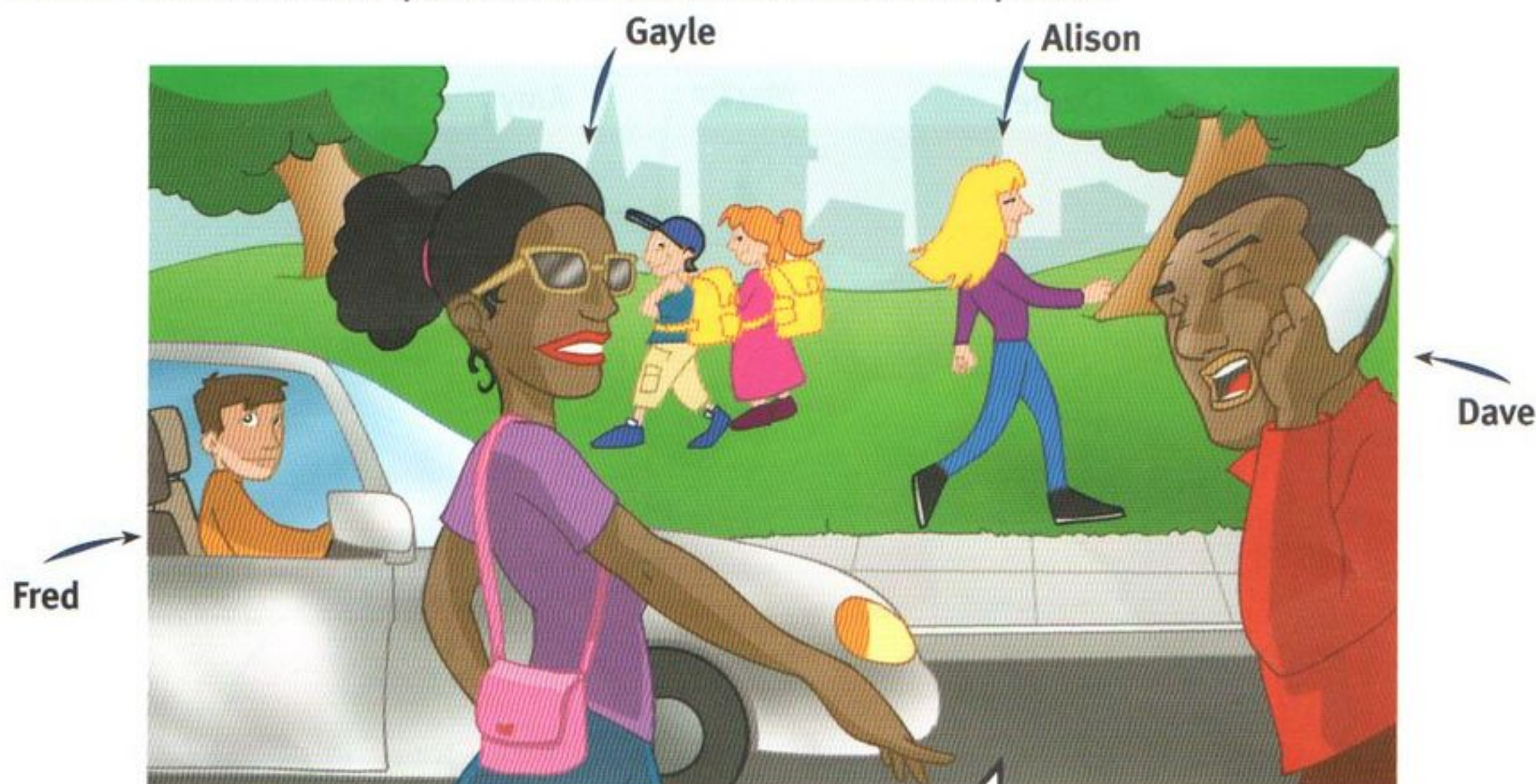
The coffee table is in front of the fireplace. Let's put it next to the...
That's fantastic/horrible. Let's...

Pairwork activities

1b

STUDENT A

Ask and answer questions to find five differences in the picture.



Is Fred's car silver in your picture?

No, it isn't. It's black./His car is black.

1c

STUDENT A

You have interviewed Henry Peterson. Talk to Student B as in the example.

JOBSEARCH

NAME: Henry Peterson

AGE: 22

What can you do?

use a computer ☒

drive a car ☐

ride a motorbike ☒

type ☐

speak languages: French ☐ Spanish ☒ Other ☐ Italian

Work: part-time ☒

full-time ☐



Henry Peterson is 22 years old.

Can he...?

...Now, what about Joanna Miles?

...

... is the best person for the job.

4b

STUDENT A

Imagine that you and Student B want to make the salad in the recipe book below. Ask Student B how much / how many of the ingredients you have.



Ingredients

- 2 tomatoes
- 1 carrot
- 1 onion
- 3 peppers
- cheese
- 5 mushrooms
- chicken

How much/many... do we have?

We have a few / lots of, etc.

OK then. Let's buy... / We don't need any...

5d

STUDENT A

A. Look at the information about Anthony Quinn and answer Student B's questions.

Name: Anthony Quinn

Born (when, where): in _____, in Mexico

Career: actor, painter, writer

Successful films: *La Strada* (_____)

The Guns of Navarone (1961)

Lawrence of Arabia (_____)

Zorba the Greek (1964)

Awards: 2 Oscars (1952 and 1956)

Number of children: _____

Died (when, where): in 2001, in _____



B. Ask Student B questions about Anthony Quinn and complete the missing information. Use the prompts given in the box.

- When / born?
- When / star in /...?
- How many children / have?
- Where / die?

7a

STUDENT A

Imagine that you are in a clothes shop and you want to buy some clothes. Decide what items and colours you want. Student B is the shop assistant. Talk with him/her using some of the phrases in the box.

Do you have any...?

I'd like...

I'm looking for...

Can I try it/them on?

Do you have it/them in...?

It's/They're too...

It/They isn't/aren't... enough.

I think it/they fits/fit me very well.

I prefer the... one/ones.

How much is/are...?

How much does it / do they cost?



8d

STUDENT A

A. Read the information about Argentina and answer Student B's questions.

Argentina

Capital: Buenos Aires
 Population: about 40 million
 Official language: Spanish
 Longest river: Paraná
 Highest mountain: Aconcagua



B. Now ask Student B questions about Brazil to complete fact file.

Brazil

Capital: _____
 Population: _____
 Official language: _____
 Longest river: _____
 Highest mountain: _____



What is the capital city of Brazil?

It's...

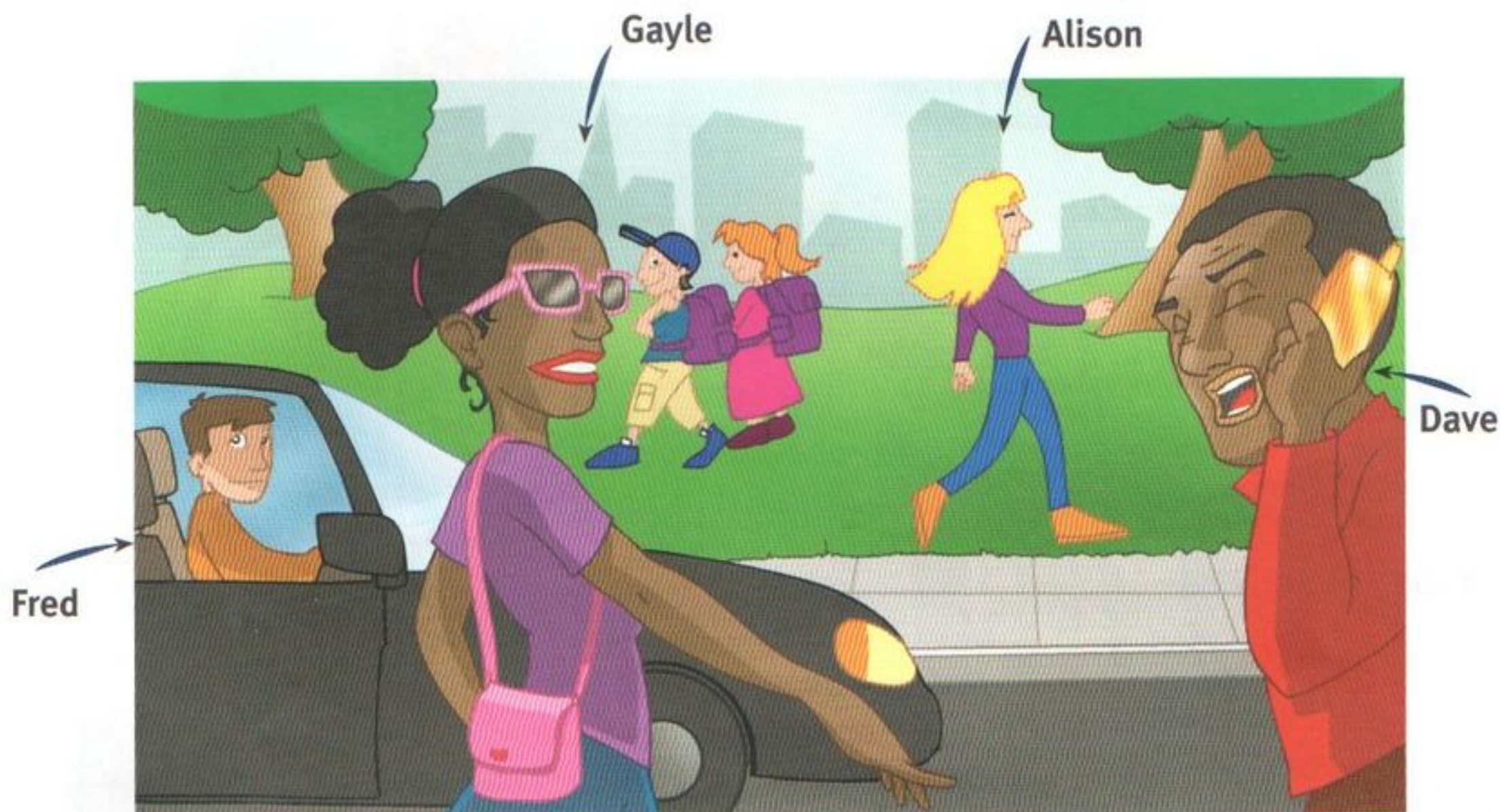
1b

STUDENT B

Ask and answer questions to find five differences in the picture.

Is Fred's car black in your picture?

No, it isn't. It's silver./His car is silver.



1c

STUDENT B

You have interviewed Joanna Miles. Talk to Student A as in the example.

JOBSEARCH

NAME: Joanna Miles

AGE: 34

What can you do?

use a computer ☒

drive a car ☒

ride a motorbike ☐

type ☒

speak languages: French ☒ Spanish ☐ Other ☐ Italian

Work: part-time ☐

full-time ☒



Joanna Miles is 34 years old.

Can she...?

...Now, what about Henry Peterson?

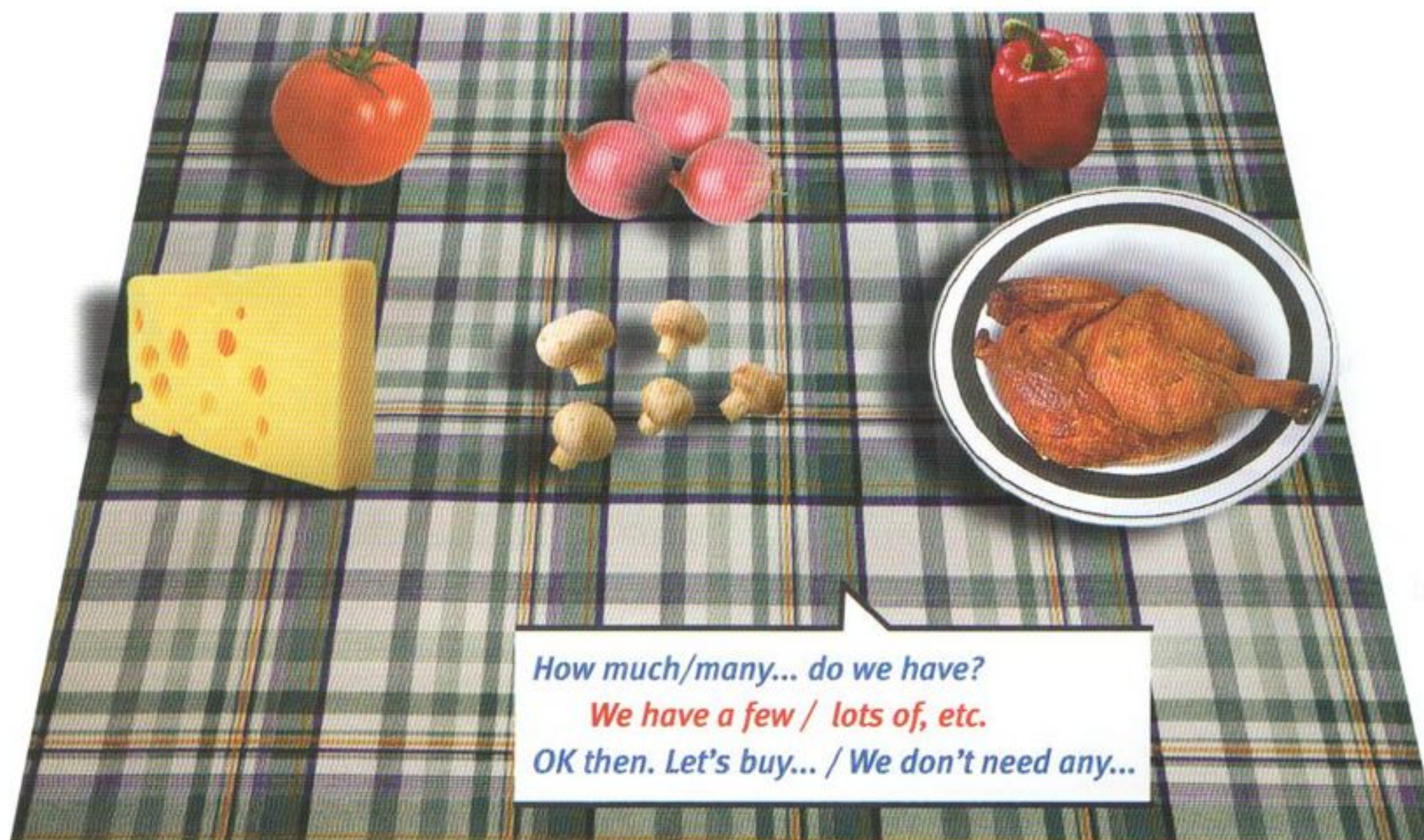
...

... is the best person for the job.

4b

STUDENT B

Imagine that you and Student A want to make a salad. Look at the picture and answer Student A's questions.



How much/many... do we have?
 We have a few / lots of, etc.
 OK then. Let's buy... / We don't need any...

5d

STUDENT B

A. Ask Student A questions about Anthony Quinn and complete the missing information below. Use the prompts given in the box.

- Where / born?
- When / star in /...?
- How many Oscars / win?
- When / die?



Name: Anthony Quinn

Born (when, where): in 1915, in _____

Career: actor, painter, writer

Successful films: *La Strada* (1954)

The Guns of Navarone (_____)

Lawrence of Arabia (1962)

Zorba the Greek (_____)

Awards: _____ Oscars (1952 and 1956)

Number of children: 13

Died (when, where): in _____, in the USA

STUDENT B

B. Look at the information about Anthony Quinn and answer Student A's questions.

7a

STUDENT B

Imagine that you are a shop assistant in a clothes shop and that you sell the items shown in the pictures. Student A is a customer. Talk with him/her using some of the phrases in the box.

Can/May I help you?
What size are you?
We have it/them only in...
I'm afraid we...
Would you like to try it/them on?
Does it /Do they fit you?
What do you think of...?
How about this/these... one/ones?
Here you are.
We have a...% discount.
Would you like to pay in cash or by credit card?



8d

STUDENT B

A. Ask Student A questions about Argentina to complete the fact file.

Argentina

Capital: _____
Population: _____
Official language: _____
Longest river: _____
Highest mountain: _____



What is the capital city of Argentina?

It's...

B. Now read the information about Brazil and answer Student A's questions.

Brazil

Capital: Brasília
Population: about 190 million
Official language: Portuguese
Longest river: Amazon
Highest mountain: Pico da Neblina



Circle the correct words. Then listen and check your answers.



MONDAY
Day

TUESDAY
by

WEDNESDAY
day

THURSDAY



SA

Monday/Sunday mornings, off to work I go
Tuesdays, I do karate/housework, you know
On Wednesdays, I hang out with friends
And Thursdays, I'm at the house/gym till ten

Day by day, day by day
Life's so great, let me hear you say
Day by day, day by day
Life's so great, in every way

Friday nights/mornings, I go out with friends
Then comes the best time, the weekend/evening!
On Saturdays, I get up very early/late
Sundays, I read the paper all day

Day by day, day by day
Life's so great, let me hear you say
Day by day, day by day
Life's so great, in every way

Complete with the words in the box. Then listen and check your answers.



MODULE 4

FEELING GOOD

fruit good harmful go
work people should place

There's something we all know
But few _____ really do
So, come on everyone, let's _____
Get in shape, it's _____ for you

Something else you _____ do
Stop eating food that's _____
And always eat healthy food
Like lots of _____ and
vegetables!

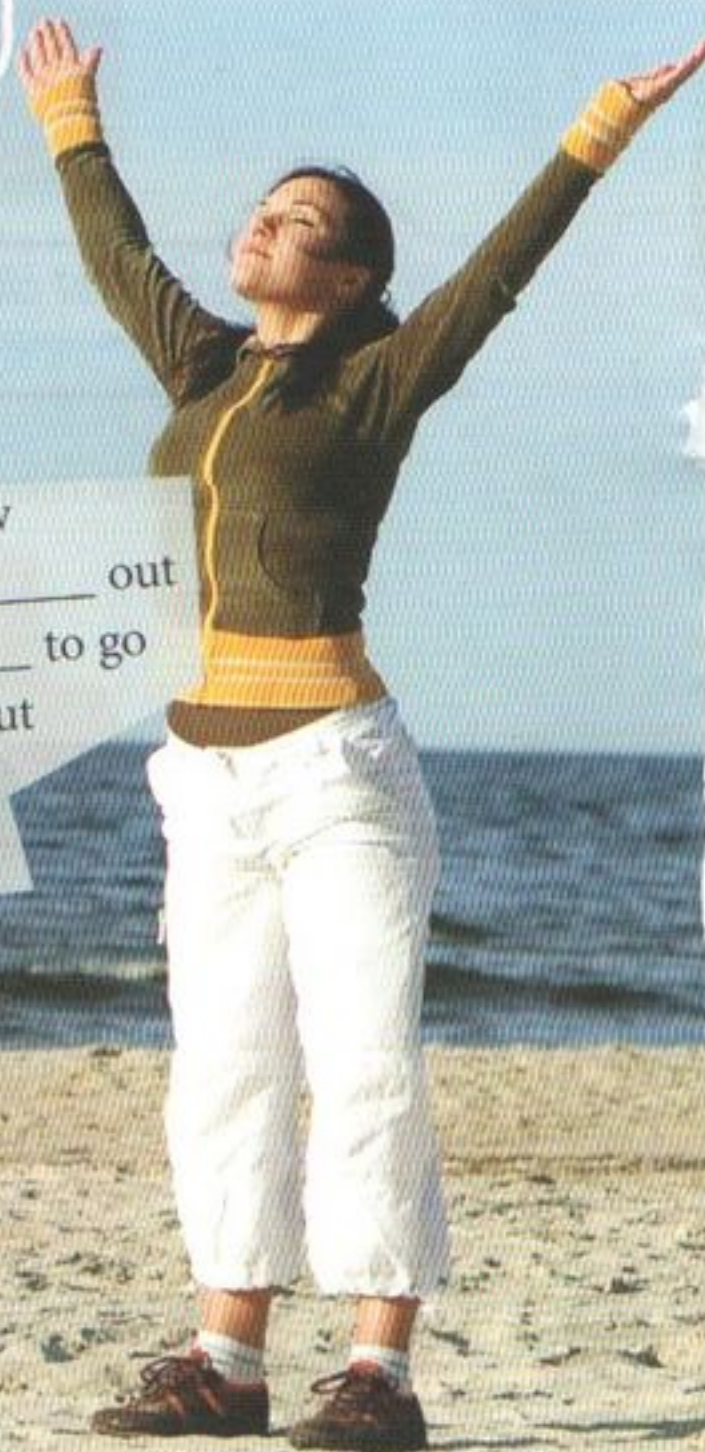
Feeling good
Just like you should
Get in shape
And feel real good




Feeling good
Just like you should
Eating well
And feeling good

The last thing you need to know
Are different ways to _____ out
The gym's a good _____ to go
But don't forget when you go out
to DANCE! DANCE! DANCE!

Feeling good
Just like you should
Dancercise
And feel real good



MODULE 6

Circle the correct words. Then listen and check your answers. 

Do me a favour

Could you do me a **job/favour**? Can you help me, please?

What's your problem? Tell me what you **need/like**

My **laptop/car** is broken. Can I borrow yours?

Sure, no problem. What do you need it for?

I have a **huge/great** project, for work to do.

help

Do you need a **printer/screen**? Borrow that, too.


You're the best! How can I **help/thank** you?

Please don't thank me. You'd do the **unusual/same** for me, too.

What's yours is mine
What's mine is yours.

Doing favours, that's what best friends are for

MODULE 8

Complete with the words in the box. Then listen and check your answers. 

Wonderful world

friend world Asia places sit trip

Do you ever _____ alone in your room
And wonder what there is to do?
Well, my friend, don't worry at all
The _____ is out there waiting just for you!
Africa! _____! Where do you wanna be?
Pyramids and temples
There are lots of things to see

So many continents
Full of people, places, and things
It's a wonderful world out there
It makes you wanna sing!

Do you want to take an interesting _____
But don't know where to go?
Well, my _____, don't worry at all
I can tell you about all the _____ I know
Europe! America! Or even Down Under!
What else is left?
There's always Antarctica!

Grammar Reference

Hello

★ this/that

- We use **this** to point out a person, an animal or a thing that is close to us.
This is my pen.
- We use **that** to point out a person, an animal or a thing that is far from us.
That is a book.

★ Imperative

- We form the **affirmative** imperative with the base form of the verb.
Listen to the CD!
- We form the **negative** form with **don't+base form**.
Don't speak!
- We use the **imperative** to ask someone to do something. We can use "please" to be more polite.
Open your books, please!

Module 1

★ The verb be

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Questions	Short answers	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

I'm not a teacher. I'm a police officer.

- We use short forms when we speak and full forms when we write.

★ these/those

Singular	Plural
this	these
that	those

- We use **this/these** to point out people, animals or things that are close to us.
This is my pen. These are my pens.
- We use **that/those** to point out people, animals or things that are far from us.
That is a book. Those are books.

★ Plural nouns

Regular nouns
<ul style="list-style-type: none"> Most nouns take -s. bag → bags, pen → pens Nouns ending in -s, -ch, -sh, -x, -o take -es. box → boxes, watch → watches Nouns ending in a consonant + y, drop the -y and take -ies. country → countries BUT boy → boys Nouns ending in -f or -fe take -ves. wife → wives

Irregular nouns

man	→ men
woman	→ women
child	→ children
foot	→ feet
tooth	→ teeth

★ Possessive Adjectives

Personal Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive Adjectives go before nouns, without articles.
She is my friend.
Her name is Emma.

★ Possessive Case

- We use the **possessive case** to express possession.

Formation	
Singular nouns take 's.	<i>This is the girl's bag.</i> <i>This is Tom's car.</i>
Regular plural nouns take '.	<i>That's my parents' house.</i>
Irregular plural nouns take 's.	<i>Here's the children's room.</i>

★ a/an

- We use **a** when the next word begins with a consonant sound (s, t, x...).

a book a student

- We use **an** when the next word begins with a vowel sound (a, e, i, o, u, etc.).

an actor an electrician

★ The verb can

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I can dance	I cannot dance	I can't dance
You can dance	You cannot dance	You can't dance
He can dance	He cannot dance	He can't dance
She can dance	She cannot dance	She can't dance
It can dance	It cannot dance	It can't dance
We can dance	We cannot dance	We can't dance
You can dance	You cannot dance	You can't dance
They can dance	They cannot dance	They can't dance

Questions	Short answers	
Can I dance?	Yes, I can.	No, I can't.
Can you dance?	Yes, you can.	No, you can't.
Can he dance?	Yes, he can.	No, he can't.
Can she dance?	Yes, she can.	No, she can't.
Can it dance?	Yes, it can.	No, it can't.
Can we dance?	Yes, we can.	No, we can't.
Can you dance?	Yes, you can.	No, you can't.
Can they dance?	Yes, they can.	No, they can't.

We use **can**:

- to express ability.
He can swim.
- to offer help.
Can I help you?
- to make a request.
Can I speak to Dan, please?

The verb **can** is a modal verb. It doesn't take an -s in the third person singular, it doesn't form the negative and question form with *do/does*, and it is always followed by the base form of the verb.

★ Question Words

- Who? :** We ask about people.
Who's that? My friend, Kim.
- What?:** We ask about things, animals and actions.
What's your favourite sport? Basketball.
- Where... from?:** We ask about places.
Where are you from? I'm from Madrid.
- How?:** We ask about the way in which something happens.
How are things at work? Boring, as usual.
- How old?:** We ask about ages.
How old are you? Twenty-four.
- When / What time?:** We ask about time.
When do you relax? At the weekend.
What time do you finish work? At 5:30.

Module 2

★ Present Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I work	I do not work	I don't work
You work	You do not work	You don't work
He works	He does not work	He doesn't work
She works	She does not work	She doesn't work
It works	It does not work	It doesn't work
We work	We do not work	We don't work
You work	You do not work	You don't work
They work	They do not work	They don't work

Questions	Short answers	
Do I work?	Yes, I do.	No, I don't.
Do you work?	Yes, you do.	No, you don't.
Does he work?	Yes, he does.	No, he doesn't.
Does she work?	Yes, she does.	No, she doesn't.
Does it work?	Yes, it does.	No, it doesn't.
Do we work?	Yes, we do.	No, we don't.
Do you work?	Yes, you do.	No, you don't.
Do they work?	Yes, they do.	No, they don't.

NOTE No -s in the 3rd person singular after **does/doesn't**.

Formation of the 3rd person singular (he/she/it)

• Most verbs take -s. I eat → He eats I like → He likes
• Verbs ending in -ss, -sh, -ch, -x, -o take -es. I watch → He watches I go → He goes
• Verbs ending in a consonant + y, drop the -y and take -ies. I tidy → He tidies BUT I play → He plays

We use the **Present Simple**:

- for habits or actions that happen regularly.
I watch TV every day.
She goes out at the weekend.
- for situations that are always the same.
We live in Bristol.
I like ice cream.
- for daily schedules.
She starts work at 8:30 every day.

★ Prepositions of time

- at:** at six o'clock/at two thirty
at noon/at night/at midnight
at the weekend/at the weekends
- in:** in the morning/afternoon/evening
in my free time
- on:** on Friday, etc.
on Friday morning,
on weekdays, etc.

NOTE

- till/until**
We usually work till 5pm.
- during**
I never go out during the week.
- from...to...**
Jack works from Monday to Friday.

★ Present Simple (Yes/No questions, Wh-questions)

- Questions which start with **Do/Does** have a Yes/No answer.
A: *Do you like ice cream?*
B: *Yes, I do. / No, I don't.*
- We use **Who, What, Where, When, etc.** to ask questions and request information.
A: *When do you go to the cinema?*
B: *On Sundays.*

★ like / love / enjoy / hate / can't stand + -ing
would like / want + to

like / love / enjoy / hate / can't stand + -ing

I enjoy listening to music.

Pablo can't stand going to art galleries.

like / love / enjoy / hate / can't stand + noun

I like rock music. Sam hates clubs.

would like / want + to

I'd like to go to the theatre.

Beth wants to go to the cinema.

NOTE

We use **like + -ing** to:

- say what we like in general:
I like going to clubs.
Do you like playing tennis?

We use **would like** to:

- to say what we want to do and to make offers, invitations and requests.
I'd like to go to the cinema.
Would you like to play tennis with me this afternoon?

★ Adverbs of frequency

	*	**	***	****	*****
never	rarely	sometimes	often	usually	always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.
John often plays football on Saturdays.
Peter doesn't always eat breakfast.
- **after** the verb *be*.
Sheryl is never late for school.

★ How often...?

We use **How often...?** to ask about the frequency of an action:

A: *How often do you go out?*

B: *I go out twice a week, but I never go out on Fridays.*

Module 3

★ Present Progressive

Affirmative	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

Negative

FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

Questions

Short answers

Am I playing?	Yes, I am.	No, I'm not.
Are you playing?	Yes, you are.	No, you aren't.
Is he playing?	Yes, he is.	No, he isn't.
Is she playing?	Yes, she is.	No, she isn't.
Is it playing?	Yes, it is.	No, it isn't.
Are we playing?	Yes, we are.	No, we aren't.
Are you playing?	Yes, you are.	No, you aren't.
Are they playing?	Yes, they are.	No, they aren't.

- We use the **Present Progressive** for actions that are happening at the moment of speaking.
What is Kelly doing now? *She's talking on the phone.*
- for temporary states.
I'm working at a supermarket these days.
- for future arrangements.
We're going on holiday to Spain next year.

★ Formation of -ing

Most verbs take -ing.	<i>talk → talking</i>
Verbs ending in -e, drop the -e before the -ing.	<i>come → coming</i>
Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ing.	<i>stop → stopping</i>
Verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the -ing.	<i>begin → beginning</i> BUT <i>answer → answering</i>
Verbs ending in one vowel + -l, double the -l before the -ing.	<i>travel → travelling</i> BUT <i>sail → sailing</i>
Verbs ending in -ie take -ying.	<i>die → dying</i>

TIME EXPRESSIONS

now, at the moment
today, these days
tomorrow, next week, etc.

★ Whose...?

- We use **whose** to ask about possession.
A: *Whose book is this?*
B: *It's my book.*

★ Possessive Adjectives - Possessive Pronouns

Possessive Adjectives	Possessive Pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- **Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.
- **Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns. They can be used as short answers to questions starting with *whose*.
Your bag is brown, but mine is black.
That cat is hers.
Whose is this ball? It's his.

★ There is / There are

	Affirmative		Negative	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
Singular	There is	There's	There is not	There isn't
Plural	There are	×	There are not	There aren't
	Questions		Short answers	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
Singular	Is there...?	Yes, there is.	No, there isn't.	
Plural	Are there...?	Yes, there are.	No, there aren't.	

- We use **there is** before singular nouns.
There's a bedroom downstairs.
- We use **there are** before plural nouns.
Are there two armchairs in the room?

★ Articles: a(n) vs the

a/an + singular nouns
• when we mention something for the first time <i>There's a microwave in the kitchen.</i>
• when we talk about jobs <i>He's a doctor.</i>
no a/an before plural nouns <i>Dogs are great pets.</i>
the + singular or plural nouns
• when we talk about something specific <i>There are two dogs outside. The black dog is called Butch.</i>
• when we talk about something unique <i>The sun is hot.</i>
no articles
• before possessive adjectives <i>My cat is white.</i>
• before proper nouns <i>Fiona is thirteen years old.</i> <i>London is in England.</i>
• when we talk about something in general <i>Dogs are friendly animals.</i>

★ Present Simple vs Present Progressive

- We use the **Present Simple** for habits, repeated actions and permanent states.
Stuart plays table tennis every day.
- We use the **Present Progressive** for actions happening at the moment of speaking, for temporary states and for future arrangements.
Stuart is playing table tennis now.

Time Expressions	
Present Simple	Present Progressive
usually, always, often, etc.	now, at the moment,
every day/week, etc.	today, these days,
in the morning/spring, etc.	this week/year, etc.
on Mondays/Monday morning, etc.	tonight, tomorrow, etc.
at the weekend, etc.	next week, year, etc.
once/twice/three times, etc.	
a week/day, etc.	

★ Why? / Because...

- We use **why** to ask the reason why something happens.
- We use **because** to give the reason why something happens.
A: *Why did you open the window?*
B: *Because it's hot in here.*

Module 4

★ Countable and Uncountable nouns

- **Countable nouns** have both a singular and a plural form and we can count them. We use *a/an* and numbers before countable nouns.
a table - two tables
- **Uncountable nouns** only have a singular form and we cannot count them.
cheese - meat - milk
- We don't use *a/an* or numbers before uncountable nouns but we often use *some* and *any*.
A: *Is there any milk?*
B: *No, but there's some yoghurt.*

	Singular	Plural
Countable nouns	a carrot	carrots
Uncountable nouns	milk	×

★ some/any/no

- **some + uncountable / plural countable nouns** in affirmative sentences and offers.
There is some orange juice in the fridge.
Would you like some chips?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

★ How much...? / How many...?

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much water is in the bottle?
- We use **How many...?** with plural countable nouns to ask about the number of something.
How many students are there in the classroom?

★ much/many/a lot of/lots of/a little/a few

- We use **much** with uncountable nouns, in questions and in negative sentences.
We don't have much money.
- We use **many** with plural countable nouns, usually in questions and in negative sentences.
There aren't many books in the bookcase.
- We use **a lot of/lots of** with uncountable and plural countable nouns, usually in affirmative sentences.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences.
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences.
There are a few magazines on the table.

★ Object Personal Pronouns

Personal Pronouns	
subject	object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- Subject personal pronouns** are used as subjects and go before the verb.
Look at that girl. She's beautiful!
- Object personal pronouns** are used after verbs as objects or after prepositions.
Look at him! He's my brother.

★ The verb should

Affirmative	
I / You / He / She / It / We / You / They	should go
Negative	
I / You / He / She / It / We / You / They	shouldn't go
Questions	
Should I / you / he / she / it / we / you / they	go?

- We use **should**:
- to ask for and give advice.
What should I do? You shouldn't work so hard.
 - to express an opinion.
I think the children should eat more fruit.
 - to make a suggestion.
We should go to the cinema. There's a nice film on.

Module 5

★ Past Simple of regular verbs

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

Questions	Short answers	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

Formation of the Past Simple of regular verbs	
Most verbs take -ed .	<i>start → started</i>
Verbs ending in -e , take -d .	<i>dance → danced</i>
Verbs ending in a consonant + -y , take -ied .	<i>try → tried</i> BUT <i>play → played</i>
Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ed .	<i>stop → stopped</i>
Verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the -ed .	<i>prefer → preferred</i> BUT <i>answer → answered</i>
Verbs ending in one vowel + -l , double the -l before the -ed .	<i>travel → travelled</i> BUT <i>sail → sailed</i>

★ Past Simple of irregular verbs

- Irregular verbs don't take **-ed** in the Past Simple.

Affirmative	I/You/He/She/It/We/You/They	went
Negative	I/You/He/She/It/We/You/They	didn't go
Questions	Did I/you/he/she/it/we/you/they	go?

NOTE Look at the list of irregular verbs on page 137.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- completed actions that happened one after the other in the past.
Yesterday I got up at 8:00, had breakfast and left for school.

TIME EXPRESSIONS

yesterday / yesterday morning, etc.
in + years / centuries
last night / week / month / year
last Wednesday / Friday, etc.
last summer / winter, etc.
two days / a week / three months ago

★ Past Simple (Yes/No questions, Wh-questions)

- Questions which start with **Did** have a Yes/No answer.
A: *Did you go to Charlie's house last night?*
B: *Yes, I did. / No, I didn't.*
- We use **Who, What, Where, When, etc.** to ask questions and request information.
A: *What did you do last night?*
B: *I stayed at home.*

★ Past Simple of *be*

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

Questions	Short answers	
Was I?	Yes, I was.	No, I wasn't.
Were you?	Yes, you were.	No, you weren't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

★ There was / There were

Affirmative	Negative	Questions	Short Answers
There was	There wasn't	Was there?	Yes, there was. No, there wasn't.
There were	There weren't	Were there?	Yes, there were. No, there weren't.

★ The verb *could*

Affirmative	Negative
I He/She/It We/You/They	I He/She/It We/You/They
could drive.	could not couldn't drive.

Questions

Could I
he/she/it
we/you/they drive?

Short answers

Yes, I he/she/it we/you/they could.	No, I he/she/it we/you/they couldn't.
---	---

- We use **could** to talk about ability in the past.
My sister could play the violin when she was seven.

★ Adjectives

- We use adjectives **before nouns** and **after the verb *be***.
That's a beautiful jacket. That jacket is beautiful.
- Adjectives are the same in singular and in plural.
I have a trendy shirt. I have trendy shirts.

★ Adverbs of manner

- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding <i>-ly</i> to the adjective.	quiet → quietly careful → carefully
Adjectives ending in a consonant + <i>-y</i> , drop the <i>-y</i> and take <i>-ily</i> .	easy → easily
Adjectives ending in <i>-le</i> , drop the <i>-e</i> and take <i>-y</i> .	terrible → terribly
Irregular adverbs	good → well fast → fast hard → hard late → late early → early

Module 6

★ Future *be going to*

Affirmative	
FULL FORMS	SHORT FORMS
I am going to work	I'm going to work
You are going to work	You're going to work
He is going to work	He's going to work
She is going to work	She's going to work
It is going to work	It's going to work
We are going to work	We're going to work
You are going to work	You're going to work
They are going to work	They're going to work

Negative

FULL FORMS	SHORT FORMS
I am not going to work	I'm not going to work
You are not going to work	You aren't going to work
He is not going to work	He isn't going to work
She is not going to work	She isn't going to work
It is not going to work	It isn't going to work
We are not going to work	We aren't going to work
You are not going to work	You aren't going to work
They are not going to work	They aren't going to work

Questions	Short answers	
Am I going to work?	Yes, I am.	No, I'm not.
Are you going to work?	Yes, you are.	No, you aren't.
Is he going to work?	Yes, he is.	No, he isn't.
Is she going to work?	Yes, she is.	No, she isn't.
Is it going to work?	Yes, it is.	No, it isn't.
Are we going to work?	Yes, we are.	No, we aren't.
Are you going to work?	Yes, you are.	No, you aren't.
Are they going to work?	Yes, they are.	No, they aren't.

We use the **Future going to** to express future plans.
Ben is going to buy a car next week.

TIME EXPRESSIONS

tomorrow, tonight
next week/month/Monday, etc.
soon
in an hour/a year, etc.

NOTE

It isn't necessary to say or write **to go** with the Future **going to**.
Ted's going (to go) swimming next weekend.

★ Which?

- We use **which** when we want to select one from a group of things or people.
A: Which colour do you like for the kitchen?
B: I like yellow.

★ can / could / may / will / would for requests

The verbs **can, could, may, will, would**:

- are followed by the base form of the verb.
- are the same in all persons in the singular and plural.
- do not form the question and negative forms with **do**.

- To make polite requests and ask for a favour we use:
Can I/you...?, Could I/you...?, May I...?, Will you...?, Would you...?
Could and would are more polite than will and can.
May I open the window?
Can / Will / Would you help me with the exercise?
Could/ Would you please get me a glass of water?

★ The verb have to (affirmative)

Affirmative	
I/We/You/They	have to study.
He/She/It	has to study.

- We use **have to** to express obligation in the present and in the future.
Molly has to do the washing-up today.

★ Compounds of **some, any, no** and **every**

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds always go with singular verbs.
Someone is behind the door.
- We use the compounds of **some, no** and **every** in affirmative sentences.
Everybody here works very hard.
- We use the compounds of **any** in questions and negative sentences.
I can't find my glasses anywhere.

★ Let's... / How about...? / Why don't we/you...?

To make suggestions we use:

- let's + the base form of the verb.**
Let's go out tonight.
- How about...? + -ing form.**
How about going to the cinema?
- Why don't we/you...? + the base form of the verb.**
Why don't we go shopping today?

Module 7

★ one / ones

- We use **one** when we don't want to repeat a singular countable noun.
Which coat is yours? The black one.
- We use **ones** when we don't want to repeat a plural countable noun.
Which shoes do you like? The brown ones.

★ too / enough

- We use **too** before adjectives and adverbs. *Too* has a negative meaning and it means 'more than necessary'.
This coffee is too hot. I can't drink it.
- We use **enough** after adjectives and adverbs, but before nouns. *Enough* has a positive meaning.
The weather is warm enough for a picnic.
There's enough food in the fridge.

★ Comparative and Superlative forms

- We use the **comparative** of adjectives when we compare two people, animals or things.
- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION

Comparative: adjective + **-er** } + than
more + adjective
John is older than Peter.
My watch is more expensive than yours.

Superlative: the + adjective + **-est** } + of / in
most + adjective
John is the oldest boy in his class.
This watch is the most expensive of all.

All one-syllable and most two-syllable adjectives take -er / -est.	short - shorter - shortest
One-syllable adjectives ending in -e take -r / -st.	safe - safer - safest
One-syllable adjectives ending in one vowel + one consonant, double the consonant before the -er / -est.	big - bigger - biggest
Adjectives ending in consonant + -y drop the y and take -ier / -iest.	easy - easier - easiest
Adjectives with three or more syllables and some two-syllable adjectives take more + adjective / most + adjective.	dangerous - more dangerous - most dangerous

Irregular forms		
Positive form	Comparative form	Superlative form
good	better	the best
bad	worse	the worst
far	farther	the farthest
	further	the furthest
many / much	more	the most

Module 8

★ Present Perfect Simple

Affirmative	
FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

Negative	
FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

Questions	Short answers	
Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

- We form the **Present Perfect Simple** with *have/has* and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + **-ed**).
- For a list of irregular verbs go to page 137.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.
I've visited the National History Museum, so I don't want to go there again.
- for actions that happened in the past and their results are obvious in the present.
Look! Jerry has broken his leg!

Time Expressions

always, ever, never, before, once, twice, etc.

★ Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:	We use the Past Simple:
<ul style="list-style-type: none"> for actions that happened in the past, but we don't say when exactly. <i>I have visited Rome.</i> with the time expressions: ever, never, before, always, once, twice, etc. 	<ul style="list-style-type: none"> for actions that happened at a definite time in the past. We say when. <i>I visited Rome last year.</i> with the time expressions: yesterday, in 1995, ago, last week/month, etc.

NOTE

- have/has gone** means that someone has gone somewhere and is still there.
Beth has gone to the supermarket. (She's still there).
- have/has been** means that someone has visited a place but has come back.
Beth has been to Barcelona. (Now she's back).

★ Reported Speech (Commands-Requests)

- When we repeat the exact words that someone said, we usually use the verb **say** and put the words in quotation marks. This is called Direct Speech.
Martin said, "Call Mr Roberts at the office."
- We use Reported Speech when we report the meaning of what somebody said, but not with the exact words.
Martin told me to call Mr Roberts at the office.
- We usually use **tell** when we report commands and **ask** when we report requests.

	Direct Speech	Reported Speech
Affirmative	"Give me a lift to the station," said Joe.	ask or tell + to + base form of the verb <i>Joe asked me to give him a lift to the station.</i>
Negative	"Don't use the computer," said Harry.	ask or tell + not to + base form of the verb <i>Harry told me not to use the computer.</i>

Learning Tips

In class

How to learn better in class

- Look at the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pairwork and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.
- Read websites in English.
- Listen to songs in English.
- Watch TV programmes and DVDs in English.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
 - In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Use a dictionary to find out what unknown words in the text mean.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Do not write very short sentences. Join your ideas with *and*, *but*, *or* and *because*.
- When you write to a friend, start and finish your letter/e-mail in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like *suddenly*, *luckily*, *unfortunately* to make your writing more interesting.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

Irregular verbs

left - bal

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	leave	leagani	left
become	valni v. nise	became	lend	lolasduashi	lent
begin	elisedani	began	let	megugedni	let
blow	fijni	blew	lose	lovanitani	lost
break	tami	broke	make	isotitani	made
bring	leoni	brought	mean	gudani	meant
build	dpitani	built	meet	talaloni	met
buy	vebavchi	bought	pay	fisatani	paid
catch	elkapni	caught	put	tenni	put
choose	vilandani	chose	read	chami	read
come	jenni	came	ride	visetani	ridden
cost	kenil v. miz	cost	ring	sengetani	rang
do	onidani	did	run	futani	ran
draw	rajzani	drew	say	mandani	said
drink	inai	drank	see	latani	saw - mb
drive	vesetani	drove	sell	cladni	sold
eat	enni	ate	send	zildani	sent
fall	soni /dt, cl	fell	show	metatani	showed
feed	etetani	fed	sing	cheselani	sang
feel	chazani	felt	sit	itani	sat
fight	haradani	fought	sleep	aludani	slept
find	taladani	found	speak	berelani	spoke
fly	repitani	flew	spend	zaltani, tottanis	spent
forget	elfeletani	forgot	stand	allani	stood
get	lapni, oladani	got	steal	lapni	stole
give	acani	gave	swim	isani	swam
go	meni	went	take	vinani	took
grow	lani, temelani	grew - gne	teach	tanitani	taught
hang	lani, felatani	hung	tell	meslani	told
have	visatani	had	think	gudani	thought
hear	hallani	heard	throw	clani	threw
hide	cladani, clatani	hid	understand	cltani	understood
hit	atani	hit	wake	chredani	woke
hurt	megrestani	hurt	wear	visani	wore
keep	tastani	kept	win	ugani	won
know	tuchani	knew	write	clani	wrote
learn	lanilani	learnt / learned			written

British and American English

spelling

British English	American English
cancelled	canceled
centre	center
colour	color
doughnut	donut (also doughnut)
favour	favor
favourite	favorite
grey	gray
lasagne	lasagna
metre	meter
neighbour	neighbor
offence	offense
organise	organize
organisation	organization
programme	program
pyjamas	pajamas
recognise	recognize
stomach ache	stomachache
theatre	theater
tyre	tire
traveller	traveler
yoghurt, yogurt	yogurt

grammar and usage

British English	American English
I have backache	I have a backache
I have toothache	I have a toothache
at the weekend	on the weekend
in hospital	in the hospital
in the team	on the team
4 January	January 4
4th January	January 4th
It's ten past six.	It's ten after six.
Turn right into Bell Street.	Turn right onto Bell Street.

words and phrases

British English	American English
angry	mad
athletics	track and field
aubergine	eggplant
autumn	fall
bath	bathtub
bedside table	nightstand
bellboy	bellhop
bin	garbage can
biscuit	cookie
brackets	parentheses
café	coffee shop
car park	parking lot, parking garage
chemist's	drugstore
chips	french fries, fries
cinema (the building)	movie theater
city centre	downtown, downtown area
clever	smart, intelligent
come round	come over
comics	comic books
cooker	stove, oven
crisps	potato chips
CV	resumé
do the washing	do the laundry
do the washing-up	do the dishes
exclamation mark	exclamation point
fair (hair)	blonde (hair)
film	movie (also film)
flat	apartment
flatmate	roommate
flick	flip
football	soccer
free, spare time	spare time
fridge	refrigerator
full stop	period
garden	yard
go to the cinema	go to the movies
ground floor	first floor
handbag	purse
have a shower	take a shower
holiday	vacation
horse riding	horseback riding
hoover (verb)	vacuum
I have a temperature	I have a fever
ill	sick
jumper	sweater
lift	elevator
Live life to the full	Live life to the fullest
Maths	Math
match	game
mobile phone	cell phone
motorbike	motorcycle
mum / mummy	mom / mommy
opposite	across from
painkiller	painreliever
PE	Gym
penknife	pocketknife
petrol	gas
primary school	elementary school, grade school
rubbish	garbage, trash
shop	store
shop assistant	salesperson
shopping centre	shopping mall, mall
soft drink	soda, pop
starters	appetizers
stay fit	stay in shape
surname	last name
tick (✓)	check (✓)
tidy my room	clean my room
torch	flashlight
trainers	sneakers
trousers	pants
TV programme	TV show
underground	subway
use the underground	ride the subway
wardrobe	closet

Hello

but
here
student
surname
teacher
there

Numbers 0-100

Countries-Nationalities

Australia – Australian
Brazil – Brazilian
Canada – Canadian
China – Chinese
Colombia – Colombian
France – French
Hungary – Hungarian
Ireland – Irish
Italy – Italian
Mexico – Mexican
New Zealand – New Zealander
Peru – Peruvian
Poland – Polish
South Africa- South African
Spain – Spanish
Turkey – Turkish
UK – British
USA – American
Venezuela – Venezuelan

Classroom objects

backpack
book
chair
desk
dictionary
folder
laptop
notebook
pen
pencil

Classroom language

Any questions?
Be quiet, please
Can I go out?
Can you repeat that?
Can you speak more slowly?
Close your books
How do you say...in English?
I don't know
I don't understand
Listen to the CD
Look at the board
Open your books
Read the text
Speak in English
That's right
Turn to page...
What does this word mean?
What's the answer to question...?
Write sentences

Greeting and saying goodbye

And you?
Bye
Good afternoon
Good evening
Good morning
Good night
Goodbye
Great!
Have a nice day
Have a nice weekend
Hello
Hi

How are you?
How's everything?
How's it going?
I'm fine
I'm OK
I'm very well
Not bad
Not much
See you
See you later
See you tomorrow
So-so
Take care
Thank you
Thanks
What's up?

Phrases

How old are you? I'm... (years old).
I live in...
What's your name? I'm.../My name's...
What's your number?
Where are you from? I'm from..

Titles

Mr
Mrs
Miss
Ms

1a

all
coach
college
course
first name
near
new
park
play
player
road
same
street
team
with

Phrases

How do you spell?
I live at + address
Me too
Nice to meet you (too)
Pleasure to meet you
Really?
This is...
What's your address?
What's your e-mail?
Who...?
You know,...

1b

a pair of
about
bag
car
child - children
dark
expensive
favourite
gadget
have
light
like
man - men
mobile phone
per cent (%)

really
shoes
shopping
some
sunglasses
thing
up to date
very
watch (n)
woman - women

Colours

black
blue
brown
gold
green
orange
pink
purple
red
silver
white
yellow

1c

call (v)
camera
do
drive
full-time
information
Internet
language
learn
look for
motorbike
part-time
photo
ride
still
take pictures
type
use
work

Jobs

actor
actress
delivery person
photographer
salesperson
secretary
shop assistant
tour guide
waiter
waitress

Phrases

How many?
I see
Of course
Welcome to...
What do you do?

1d

a bit
bored
busy
go out
hungry
lunch break
thirsty
tired

Words/phrases related to time

am
at/past/to
early
half
half an hour
late
midnight
minute
noon
now
o'clock
pm
quarter
till
tonight
What's the time?

Phrases

Come on
Excuse me
I can't wait
Is... OK with you?
Let's...
Meet you there
OK, then
Sounds good
Stop talking
What about..?

1e

age
also
band
basketball
brilliant
called
check sth out
engaged
have fun
husband
lifeguard
love
married
musician
single
sports centre
sports freak
swimming
together
unemployed
university
website
wife
wonderful

Personality adjectives

active
funny
hard-working
lazy
outgoing
polite
rude
serious
shy

Phrases

What is... like?

2a

about
chat
during
every day
finish
from...to...
help (out)
in the morning
afternoon/evening
mind
need
or
other
people
say
start
then
until
walk
weekday
weekend
when

Everyday activities

clean the windows
cook
do homework
do housework
do the washing-up
get up
have breakfast/lunch/
dinner
hoover
mop the floor
study

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

2b

boss
cafeteria
different
door
find
floor
hospital
hotel
just
newspaper
office
so
upstairs

Jobs

bellboy
chef
doctor
editor
graphic designer
housekeeper
nurse
receptionist
reporter

Phrases

I'm only joking
Let me show you

Over there
When...?

2c

again
brilliant
buy
can't stand
come
DJ
enjoy
fantastic
for
good idea
hate
horrible
place
romantic
singer
song
ticket
want to
watch
would like

Free-time activities

dance
go clubbing
go to a concert
listen to music
spend time with friends
stay at home

Types of music

classical
hip hop
jazz
pop
R&B
rock
traditional

Types of films

adventure
animated
comedy
drama
horror
musical
science-fiction

Phrases

All right
I think...
I'd love to
In a bit
In my free time
Sure
What do you think of...?
What kind of...?

2d

a lot of
eyes
fall asleep
get
health
life
more
play (n)
portable
theatre
TV programme
wake up
way

Adverbs of frequency

always

usually
often
sometimes
rarely
never

Words/phrases related to technology

check e-mails
download information
multimedia player
play video games
screen
send SMS messages
surf the Net
video clip

Phrases

How often? Once/Twice/...
times a day/week...

2e

adult
anyway
become
champion
eat
famous
food
future
hard
hope
interview (v)
little
my own
neighbourhood
next year
recognise
sports star
teach
train (v)

Free-time activities

go shopping
go to the gym
hang out with friends
read a magazine
take karate lessons
talk on the phone

Phrases

Well,...

3a

actually
at the moment
bring
dress
get married
have a day off
lovely
month
news
wedding

Family

aunt
cousin
daughter
grandchildren
granddaughter
grandparents
grandson
kids
mother-in-law
nephew
niece
sister-in-law

son
uncle

Phrases

Congratulations!
Guess what!
Long time no see

3b

after all
bedroom
curtains
decide
drawer
fireplace
living room
move
problem
put
rearrange
special
study (n)
wall

Furniture

armchair
bed
bedside table
bookcase
clock
coffee table
lamp
mirror
painting
rug
sofa
wardrobe

Prepositions of place

above
behind
between
in
in front of
next to
on
opposite
under

Phrases

How's that?
It looks...
So what?
That's out of the question
We need a change
Whose...?

3c

any more
area
around
bus
city centre
convenient
especially
ground
in fact
many
popular
tourist
town
visit
world

Places in a city

art gallery
bank
bookshop
car park
cathedral
library
museum
post office
shopping centre/mall
stadium
underground station

3d

at this time of year
beautiful
because
depressed
documentary
exactly
give sb a lift
interesting
lake
outside
quite
the news
today
umbrella

Seasons

spring
summer
autumn
winter

Words related to the weather

chilly
cloudy
cold
degrees
foggy
heatwave
hot
rain
snow
sunny
temperature
warm
windy

Phrases

Any good?
Don't worry
I mean...
I'm a bit down
No problem
That's all
That's kind of you
That's true
What's wrong (with you)?
Why...?

3e

answer (v)
ask
balcony
bath
bathroom
both
building
bus driver
ceiling
cupboard
downstairs
even
garage

garden
happy
inside
kitchen
large
leather
shower
stairs
suburbs
tell
view

Appliances

air conditioner
dishwasher
fridge
microwave
washing machine

Phrases for letters/e-mails

Best wishes
Bye for now
Dear...
How's life?
Say hello to everyone
Write back soon
Yours

4a

add
dish
drink
medium
menu
slice
take
vegetarian

Containers

a bottle of...
a bowl of...
a can of...
a cup of...
a glass of...

Food and drink

apple pie
cheese
chicken
chips
club sandwich
coke
fish
lasagne
meat
milk
mushroom
onion
orange juice
pasta
pepper
rice
salad
salt
soup
steak
tea
tomato
water

Food courses

starters
main course
dessert

Phrases

Anything else?
Are you ready to order?

Here you are
I think so
I'm afraid...
Is that all?
Maybe later
One more thing
There you go
What does that come with?
Would you like...?

4b

cancer
colourful
each
easy
healthy
heart
important
include
keep
meal
memory
plate
protect (against)
try
type of
vitamin

Fruit

apple
apricot
banana
blueberries
cherry
grapes
lemon
orange
peach
plums
strawberry
watermelon

Vegetables

aubergine
carrot
lettuce
peas
peppers
potato
spinach

4c

activity
another
believe
build
change (v)
culture
event
excited about
experience (v)
get involved
member
musical instrument
organisation
organise
orphan
paint
poor
puppet show
raise money
sell
visit (n)
volunteer (n)

Phrases

Any ideas?
Wish me luck

4d

allergic
as well
cream
do tests
exercise
feel
give
harmful
hurt
medicine
painkiller
relax
sleep
stress
way

Parts of the body

arm
back
head
stomach
tooth

Ailments

allergy
backache
dizzy
headache
ill
rash
sore throat
stomach ache
temperature
the flu
toothache

Phrases

What seems to be the problem?

4e

after a while
at all
be/get bored of
before
boring
choose
common
interested
letter
machine
make sure
model
nowadays
receive
sit
stand
strong
trendy

Words related to fitness

be/keep fit
do aerobics
go jogging
take up (a sport)
work out

5a

a couple of
ago
all over
explain
face
get scared

get tired
go out (lights)
last week, etc.
laugh
leave
lift (n)
luckily
run
side
suddenly
teenager
terrible
treadmill
unfortunately
yesterday

Phrases

How embarrassing!

5b

exactly
exam result
fail an exam/a test
find sth difficult
forget
get a degree
have a great time
pass an exam/a test
remember
reunion
take a course

Academic subjects

Biology
Business and Management
Chemistry
Geography
History
Information Technology (IT)
Maths
Modern Languages
Physical Education (PE)
Physics

Phrases

You missed out

5c

be afraid of heights
be stuck
dangerous
experience (n)
happen
imagine
island
jump
loud
noise
panic (v)
sea
sing
ski lift
sunbathe
terrified
tropical

Holiday activities

do water sports
go camping
go fishing
go hiking
go horse riding
go mountain biking
go scuba-diving
go sightseeing
go skiing
go windsurfing

Phrases

Calm down

I suppose so
What's the matter?

5d

amazing
at the age of
be born
blind
break a record
century
clear
completely
die
direct
fast
get over
give up
invent
join
million
mystery
novel
sell
star (v)
story
successful
win
young

Professions

artist
athlete
dancer
director
runner
scientist
writer

5e

bump
dressed in
enter
fall (down)
hear
huge
in no time
lose my memory
mate
pick up the phone
point
ring (v)
safe
security guard
shocked
shout
slow
tree
voice
wave (v)
wonder (v)

Words related to crime

burglar
burglary
catch
get away
grab
gun
hide
hit
kill
police
steal

Phrases

All I could say was...
Look out!

6a

attend
competition
cool
definitely
embarrass
enter (a competition)
fan
festival
find out
miss
perform
poster
prize
stage
take place
whole

Months

January
February
March
April
May
June
July
August
September
October
November
December

Ordinals

first
second
third, etc.

Phrases

That's for sure
Which...?
Yeah right

6b

almost
appointment
arrange
arrive
awards ceremony
book (v)
borrow
cancel
company
dentist
dirty
do sb a favour
dry-cleaner's
far
fully booked
give sb a call
lend
make a phone call
manager
meeting
own (v)
pick up sb from a place
suit
without

Phrases

Certainly
How may I help you?

6c

amount
at least
bottom
chase
competitor
down

each
get injured
hill
lose
loser
match (n)
quick
race
spectator
speed
swimmer
take part (in)
top
unusual
up
visitor
winner

6d

agree
be against
be into
farm
jacket
leaflet
protest march
rights
round the corner
save
science
wear

Animals

bear
chicken
cow
duck
elephant
giraffe
monkey
ostrich
rabbit
shark
sheep
tiger

Phrases

Are you free?
Not really
That's a shame
What's going on?

6e

album
all over the world
continue
fly
graduation
invitation
invite
latest
perfect
reply
take care of

Wishes

Congratulations
Get well soon
Good luck
Happy Birthday
Happy New Year
Have a nice trip

Phrases

How could I say no?
I can't make it
Let me know
I'm really looking forward
to it
Maybe some other time

7a

cotton
fit (v)
polyester
prefer
probably
total
try on
very much

Clothes and accessories

belt
boots
earrings
gloves
hat
jumper
pyjamas
sandals
scarf
shirt
shorts
skirt
tie
top
trainers
trousers

Words related to money

cash
change
cheap
cost
credit card
discount
pay
price
receipt

Phrases

How much is it?
What size are you?

7b

admit
aggressive
go for a walk
have a look
look like
match
owner
similar

Words/phrases related to appearance

chubby
curly
fair
good-looking
hair
handsome
in his early/late 20s, etc.
long
medium-length
middle-aged
overweight
short
slim
straight
tall
wavy

7c

afford
amazed
attack
avoid

crowded
get around
heavy
hippopotamus
model
on foot
on the market
traffic
travel
unbelievable

Means of transport

boat
plane
ship
train
tram

7d

avenue
carry
entrance
escalator
follow
queue
main
the rest

Prepositions of movement

around
down
from... to
into
out of
past
through
towards
up

Directions

Go straight on/ahead
It's on your left/right
Turn left /right at/into...

Phrases

You're welcome

7e

alone
appear
billionaire
comics
crime
death
discover
exciting
fight (v)
hero
move (house)
realise
realistic
though
trust (v)

Adjectives describing personality

childish
clever
friendly
helpful
honest
kind
silly

8a

adventurous
be willing to
camel

camp (v)
climb
dark
explore
in the wild
look up
snake
spider

Geographical features

cave
desert
forest
island
lake
mountain
river
volcano
waterfall

Phrases

What a daredevil
Live your life to the full

8b

angry
be lost
break down
fault
fix
flat tyre
guy
have trouble + ing
keys
mechanic
nightmare
on one's way
out of order
petrol
petrol station
pretty (bad)
purse
push
run out of
show up
wallet

Phrases

How unlucky
It took me...
It's a long story
Tell me about it

8c

annoy
at all times
besides
blow (v)
emergency
get seasick
instructor
pay attention
port
put on
rough
sailing
sailor
scary

Equipment

compass
helmet
life jacket
penknife
rope
seat belt
whistle (n)

Phrases

I have to say

8d

ancient
attraction
border
capital city
coast
continent
create
end (v)
gentle
group
high
hiker
jungle
mountain range
mysterious
official language
paradise
part
population
rainforest
shape

Points of the compass

east
north
south
west

8e

according to
aim
camper
excitement
experienced
extreme
first aid
leader
make a fire
offer
outdoors
professional
secret
shelter
simple
staff
suitable
survive
thrill
underwater
unforgettable
useful
well-trained

Action sports

bungee jumping
diving
hang-gliding
rock climbing
surfing
waterskiing
white-water rafting

