



KSA - Edition **Traveller 1**

English Language

Secondary Stage

Credits System

Compulsory Program

Level One

نظام المقررات

البرنامج المشترك

المستوى الأول

Semester System

Preparation Course

English Language 1

اللغة الإنجليزية

المرحلة الثانوية

النظام الفصلي

الإعداد العام

اللغة الإنجليزية ١

كتاب الطالب Student's Book





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كتاب الطالب **Student's Book**

H. Q. Mitchell - Marilena Malkogianni

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Listening	Speaking	Writing	Functions
			<ul style="list-style-type: none"> • Greeting and saying goodbye • Introducing oneself • Asking about sb's health • Exchanging basic personal information • Talking about school subjects • Understanding and using classroom language • Asking about and identifying the location of objects • Identifying objects • Expressing possession • Asking for, understanding and giving directions • Reading a map • Making suggestions
<ul style="list-style-type: none"> • Part of a competition • A conversation between two people • People talking in different situations 	<ul style="list-style-type: none"> • Making plans • Talking about past habits • Discussing likes and dislikes • Talking about friends and friendship • Asking and answering about personal information (questionnaire) 	<ul style="list-style-type: none"> • A short text presenting oneself • A description of a person 	<ul style="list-style-type: none"> • Talking about routines, habitual actions and permanent situations in the present and past • Distinguishing between permanent and temporary situations • Describing people • Expressing like and dislike
<ul style="list-style-type: none"> • A conversation between two friends about a strange experience • People talking about living in a foreign country • People talking in different situations 	<ul style="list-style-type: none"> • Asking and answering about experiences • Talking about strange food • Telling a story based on visual prompts and guessing the ending • Discussing what helps when learning English • Making up a story based on visual and verbal prompts 	<ul style="list-style-type: none"> • A story • An e-mail giving news 	<ul style="list-style-type: none"> • Narrating events and stories • Describing feelings and emotions • Referring to time • Giving news
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<ul style="list-style-type: none"> • People talking in different situations • People giving their opinion about mobile phones • A conversation between two friends about gifts 	<ul style="list-style-type: none"> • Speculating and making a decision • Making predictions about the future • Defining objects, jobs and places (guessing game) • Discussing positive and negative aspects and expressing opinion 	<ul style="list-style-type: none"> • Notes and messages • A paragraph expressing an opinion 	<ul style="list-style-type: none"> • Making predictions, promises, offers and requests • Talking about the future • Understanding notes and messages • Defining people, things and places

Hello

Hi, how are you? I'm Ahmed. I'm from Saudi Arabia. This is my second year at Mayfield College. I'm studying Information Technology. What's your name?

1. MAKING FRIENDS



A. Listen, read and answer the questions.

1. Do the students know each other?
2. Where is Ahmed from?
3. Who is a new student?

Nice to meet you! My name's Frank. This is my first day at Mayfield College. I'm studying Modern Languages. I love reading and writing and I want to become a writer!

B. Listen and repeat.

Hello.

Hi.

Good morning.

Good afternoon.

Good evening.

How are you?

How's everything?

Not bad.

So-so.

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.

C. Talk in pairs as in the example.

Hello.

Hi.

How are you?

I'm OK, thanks. And you?

I'm fine.

What's your name?

I'm... / My name's...

Where are you from?

I'm from...

How old are you?

I'm... years old.

OK. See you later.

Take care.

2. BACK TO SCHOOL



A. Label the pictures with the school subjects below. Then listen and check your answers.

Geography Information Technology (IT) Maths Arabic History Modern Languages

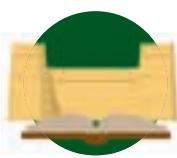


1. _____

2. *Islamic Studies*

3. _____

4. *Physical Education (PE)*



5. *Physics*

6. _____

7. *Biology*

8. *Chemistry*



9. _____

10. _____

11. _____

12. *Business and Management*

B. Talk in groups of four. Ask each other the following questions and then report to the class.

What's your favourite subject? Why?

Who's your favourite teacher?

Which of the above subjects do you think are difficult/easy?

When do you study?

C. Listen and repeat the following phrases. Who says them? Write S for Students, T for Teachers or B for Both.

1. Speak in English. Don't speak in Arabic.
2. Can I go out?
3. Open your books, please.
4. I don't understand.
5. What does this word mean?
6. Can you repeat that?
7. Listen to the CD.
8. Read the text.
9. What's the answer to the first question?
10. Turn to page 13.
11. Any questions?

12. I don't know.

13. Be quiet, please.

14. How do you say this in English?

15. Write sentences.

16. Can you speak more slowly?

17. Close your books.

18. That's right.

NOTE

IMPERATIVE

affirmative = Close your books!

negative = Don't close your books!

Hello

3. WHAT A MESS!

A. Listen, read and choose the correct picture.

Picture A



Picture B

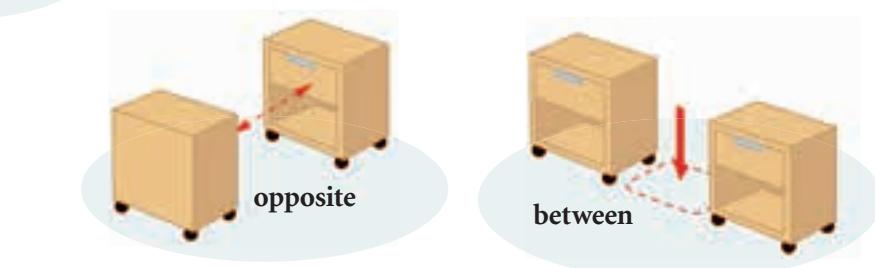
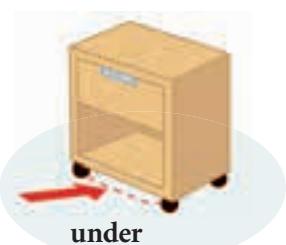
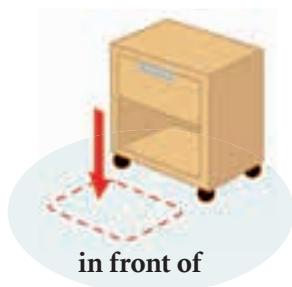


This is my room. I know it's kind of messy. As you can see, my clothes are on the floor next to the bed and my shoes are under my bed. Oops, there's also a shirt on my lamp! Many books are on the shelf, but some are on my desk. I love reading magazines, so I have lots. They're all over the place. There's a huge mirror in my room. The mirror is above my TV and I put all my photos there.

B. Guessing game: Where is it? Talk in pairs.

Student A: Think of an item in Picture A, but don't tell your partner. Answer his/her questions with yes/no answers only.

Student B: Ask five questions and try to guess which item your partner has chosen based on his/her answers. Use the prepositions below.



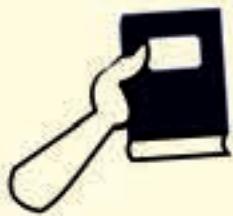
Is it next to the desk?

No, it isn't.

4. WHAT'S THIS?

A. Read and then talk in pairs about objects in your classroom.

THIS



What's **this**?

HERE

It's a book.

THAT



What's **that**?

THERE



It's a pencil.

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

this that these those

NOTE

this book → these books
that pen → those pens

1.



A: What's _____?

3.



A: What's _____?

B: It's a mobile phone.

B: It's a mobile phone.

2.



A: What are _____?

4.



A: What are _____?

B: They are pens.



B: They are pens.

C. Look at the pictures below and write sentences as in the example. Use the words in the box.

camera cherry watch scarf newspaper
wallet fish handbag dictionary tomato



In picture 1 there is one handbag.



In picture 2 there are four watches.

Hello

5. WHOSE IS IT?



A. Listen, read and match the names with the objects. Whose are they?

Salman Thanks for helping me move, Yusef.
Yusef No problem. Are we using your car?
Salman No, it's too small. I'm using Dad's.
Yusef Oh, good... Wait! What's in this box?
This isn't your camera.
Salman No, it isn't mine.
Yusef Whose is it?
Salman It's Dad's. I'm borrowing it.
Yusef Oh, OK! But this is my backpack.
Salman Oops. It is yours. Here you are.
Yusef Thanks. Come on, let's go.
Salman Wait! Don't forget your mobile.
Yusef That's not mine. I have a new mobile
and it's white.
Salman Oh, yes. That's Dad's mobile.

A



Salman

B



Yusef

C



Dad



2.

1.



3.



4.



5.



6.

B. 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

Nancy **Whose** backpack is this?

Linda It isn't **my** backpack. **Mine** is blue.

Grammar Reference p.83

C. 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 mobile?
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.

D. Match the phrases with the pictures.

1. my brother's book
2. my brother's books
3. my brothers' books



E. Guessing game.

Put a personal item in a box. In turn, take the box around the classroom and try to find the owner for one of the objects in the box. Ask and answer questions as in the example.

Is this your mobile?

No, it isn't.

Is this yours?

No, but I think it's Lucy's.

Hello

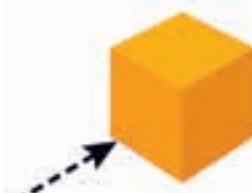
6. WHERE ARE WE?

A. Look and label with the prepositions of movement in the box. Then listen and check your answers.

from down around out of



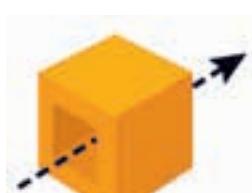
1. up



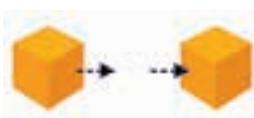
2. towards



3. _____



4. through



5. _____ ... to



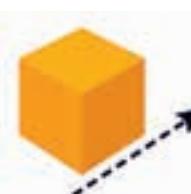
6. into



7. _____

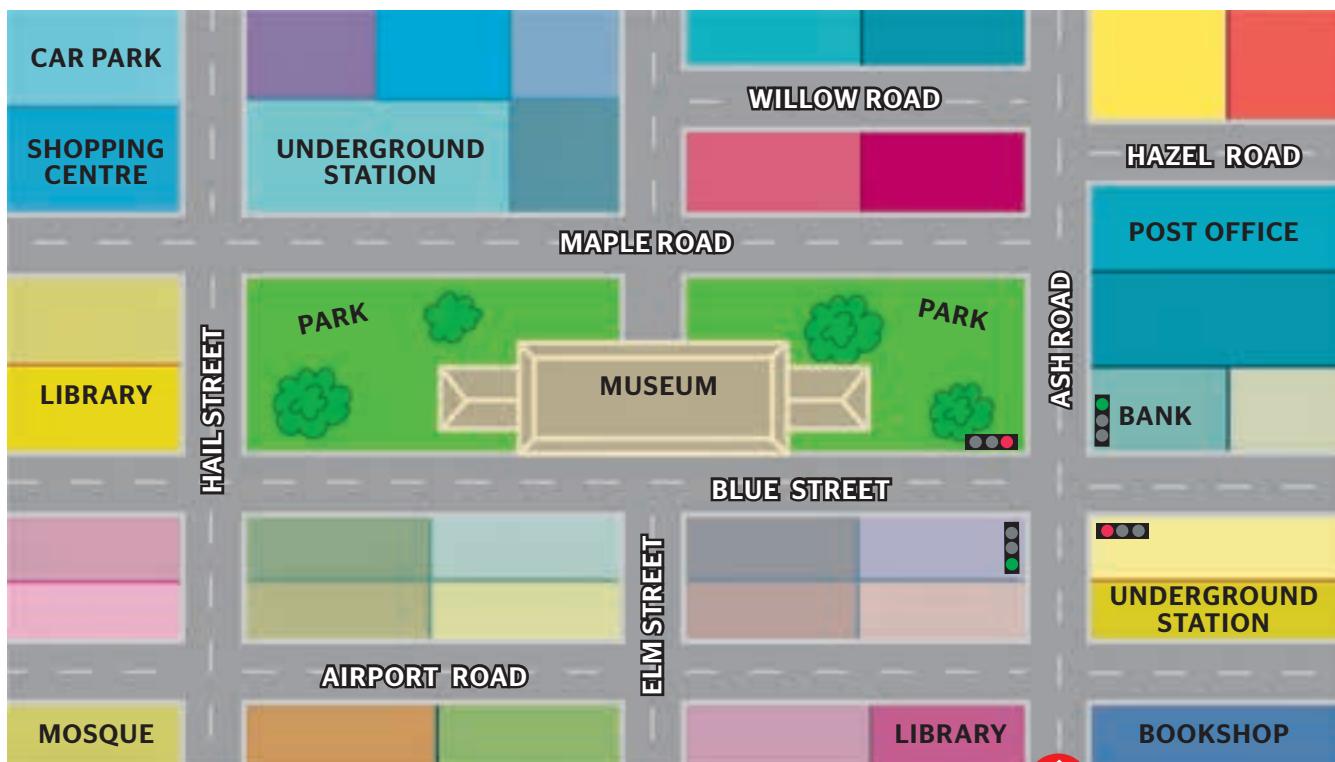


8. _____



9. past

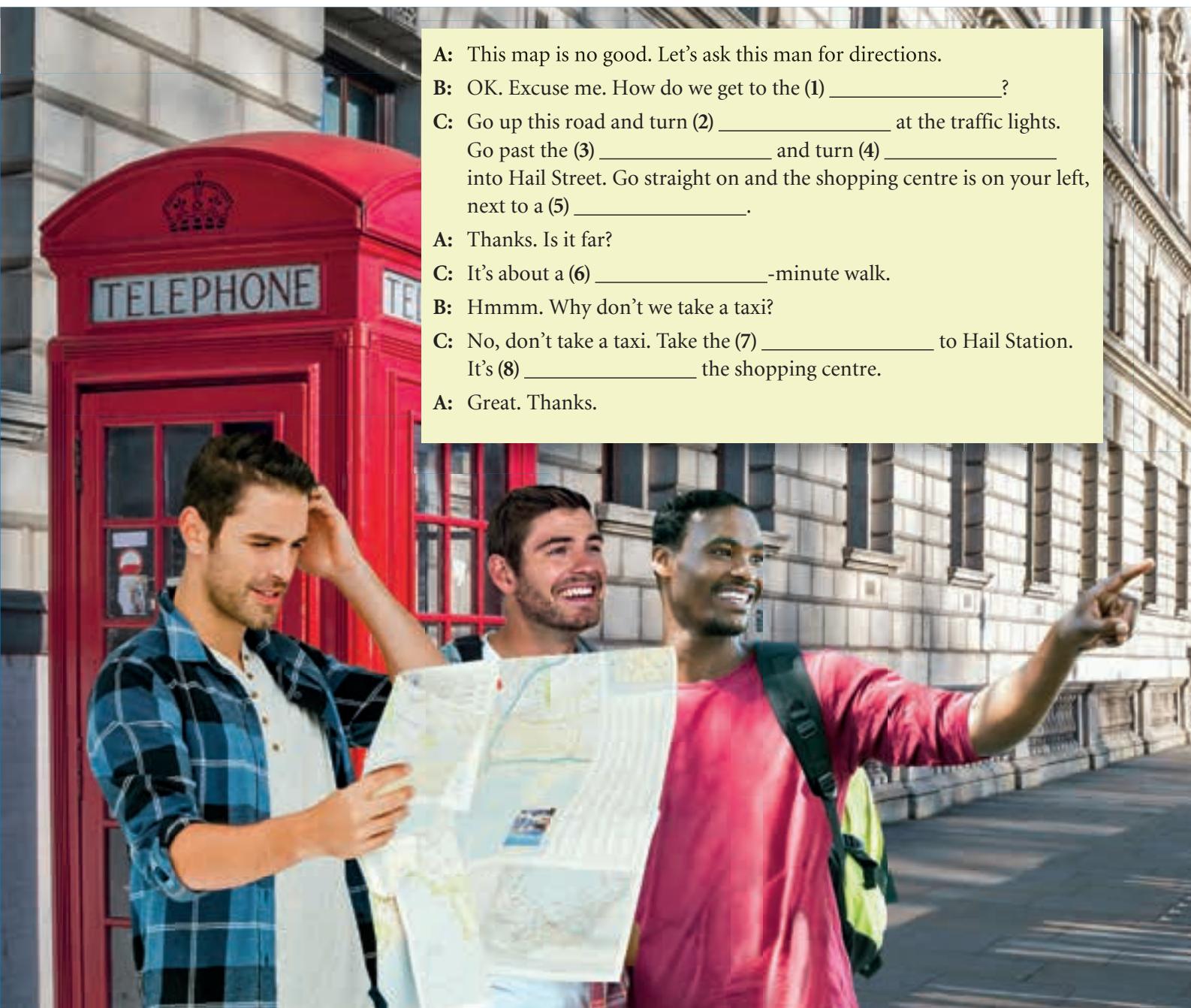
B. Look at the map below. Then listen to a dialogue and draw the correct route on the map.



 You are here

C. Listen to the dialogue again and complete with the missing words.

- A: This map is no good. Let's ask this man for directions.
B: OK. Excuse me. How do we get to the (1) _____?
C: Go up this road and turn (2) _____ at the traffic lights.
Go past the (3) _____ and turn (4) _____
into Hail Street. Go straight on and the shopping centre is on your left,
next to a (5) _____.
A: Thanks. Is it far?
C: It's about a (6) _____-minute walk.
B: Hmm. Why don't we take a taxi?
C: No, don't take a taxi. Take the (7) _____ to Hail Station.
It's (8) _____ the shopping centre.
A: Great. Thanks.



D. Talk in pairs.

Student A: Look at the map on page 10 and complete it with different places to visit. Student B is visiting your city, but doesn't know where to go. Suggest places and give him/her directions. You are at the arrow. Use the phrases in the box.

- Go down...
- Walk past...
- Go straight (on/ahead).
- Turn left/right at... / into... Street.
- It's on your left/right.

Student B: You are visiting Student A's city, but you don't know where to go. Ask Student A for suggestions and directions.

NOTE

To make suggestions and arrangements,
use the following structures:

Let's visit...

How about visiting...

Why don't we visit...

So, where can I go in your city?

How about visiting the...?

That sounds good. How do I get there?

Go down...



Youth culture



Going places



Nowadays





1

Youth culture

Discuss:

- ▶ What are popular activities for young people in your country?
- ▶ How do young people today keep in touch with friends and family?

Flick through the module and find...

- ▶ a page from a school yearbook
- ▶ information about two role models for young people
- ▶ conversations between young people on the phone
- ▶ an article about a popular way to communicate nowadays
- ▶ a description of a new student at college

In this module you will...

- ▶ learn to talk about the present and past
- ▶ learn to talk about past habits
- ▶ discuss different ways of communicating
- ▶ talk about what you and other people you know like and dislike
- ▶ learn to use quantifiers
- ▶ talk about friends and friendship
- ▶ describe people (physical appearance, personality)
- ▶ learn to write a description of a person
- ▶ learn to present yourself
- ▶ learn to link your ideas with *and, but, so, because* and *or*



1a What's up?

1. LISTENING & READING

A. Discuss.

- Do you talk with your friends on the phone a lot?
- What do you usually talk about?

B. Listen and number the pictures.

1 Ed Hey, are you watching telly?

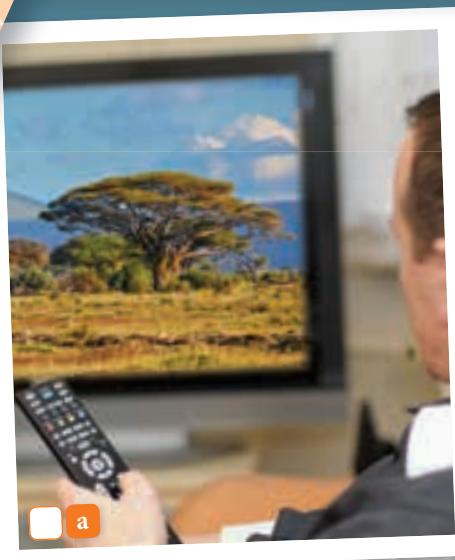
Paul Yeah, why?

Ed Switch over to *SportPlus* channel.

Paul No, thanks. I don't want to watch sports right now.

Ed Just do it.

Paul OK, hold on... Wow! Isn't that your brother? He's quite good. I didn't know he could play football.



2 Steve ...and what about *Race Craze*, the computer game? I'm thinking of buying it.

Bob You can't be serious! That game is about ten years old!

Steve So what? It's very popular.

Bob Well, why don't you get *Race Rage*? It's new and it's not very expensive.

Steve Good idea. I heard it's pretty cool.

Bob At least we agree on something.



3 Saleh Hi, mate. What are you up to?

Mahmud Not much. I'm just sending a few e-mails.

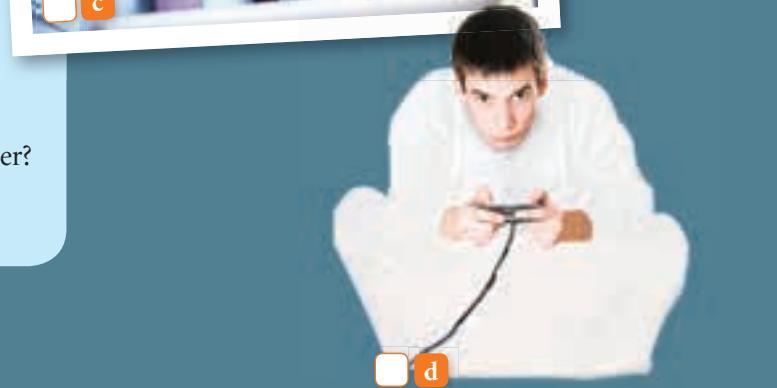
Saleh You never send e-mails to me.

Mahmud That's because we talk on the phone all the time.

Saleh I suppose so. Do you fancy watching TV later?

Mahmud Sorry, I have other plans.

Saleh No problem.



4 Tom Hi, Ken, how's it going?

Ken Not bad. Are you calling from work?

Tom No, I'm on the train home.

Ken But you usually finish late on Tuesdays.

Tom Yes, but I'm not working this week.

Ken Nice one! Do you want to go for coffee later?

Tom Sure, why not? Got to go! We're going into a tunnel.

Ken So?

Tom Mobiles don't work in tunnels.

Ken Of course... Tom? ...Tom?

C. Read the dialogues and answer the questions.

1. What can you see on *SportPlus* channel now?
2. What does Steve think is cool?
3. What doesn't Bob like about *Race Craze*?
4. Why doesn't Mahmud send e-mails to Saleh?
5. Where is Tom calling from?
6. Why can't Tom speak to Ken any longer?

2. VOCABULARY

CONVERSATIONAL ENGLISH

Match the phrases 1-5 from the dialogues with their synonyms a-e.

1. Hold on.
2. You can't be serious!
3. What are you up to?
4. How's it going?
5. Nice one!

- a. Great!
- b. How are you?
- c. I don't agree with you.
- d. What are you doing at the moment?
- e. Wait.

3. GRAMMAR

PRESENT SIMPLE vs PRESENT PROGRESSIVE

Read the examples and match them with the phrases a-d.

Present Simple

1. We **talk** on the phone all the time.
2. Mobiles **don't work** in tunnels.

Present Progressive

3. I'm just **sending** a few e-mails.
4. I'm **not working** this week.

a. right now

b. usually or repeatedly

c. as a general rule

d. this period of time

STATIVE VERBS

Read the examples and answer the question that follows.

- I **don't want to** watch sports right now.
- I **like** it.

Want and like are stative verbs. Which tense do we usually use with stative verbs, the Present Simple or the Present Progressive?

Grammar Reference p. 84

4. PRACTICE

Complete with the Present Simple or the Present Progressive of the verbs in brackets.

1.

A: What (1) _____ (you / do) here, Dave?

B: I (2) _____ (wait) for the underground, just like you.

A: I (3) _____ (know) that.

I (4) _____ (mean), where

(5) _____ (you / go)? You

(6) _____ (usually / not use)

the underground. You (7) _____

(have) a motorbike, right?

B: Yeah, but I (8) _____ (want) to go to the city centre and the underground is the best way. No traffic!

A: Yeah, I (9) _____ (hate) driving in traffic, too.

2.

A: Where's Gordon today?

B: He (10) _____ (not work) in the office this week.

A: I (11) _____ (not understand).

B: Every year, Mr O'Brien (12) _____ (send) people to London for seminars.

A: That sounds interesting.

B: (13) _____ (you / want) to go next year? I can talk to Mr O'Brien for you.

A: Thanks.

5. SPEAKING

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use some of the phrases in the boxes and the ideas given.



Sure, why not?
Of course. I'd love to.
Sounds brilliant!
Nice one!
That would be great.
How could I say no?

Hi, how's it going?

Not bad.

What are you doing...?

Nothing much.

Do you want to...?

...

Sorry, I have other plans.
I'm afraid I'm busy.
Maybe some other time.
No, thanks.
I'd like to come, but...
I'm afraid I can't make it because...

1b Keep in touch

1. READING



A. Discuss.

- Do you use the Internet to keep in touch with friends and family?
- How did people use to communicate in the past?

B. Read the text and compare the information in it with your answers.



From the letter box to the inbox

In the good old days, friends used to visit you when you were unwell. These days, you'll probably just receive a virtual 'Get well' card!

A few decades ago, people wrote letters, visited or called each other **regularly** to keep in touch. Then the Internet appeared, and communication was never the same again. With e-mails, Net users can communicate with each other by sending and receiving e-mails **instantly**, while **online** phone calls are another option.

Whether you live next door or on the other side of the world, it doesn't take time to contact your friends or family; it just takes a few clicks of the mouse. Also, until very recently, people had to print their holiday pictures and **display** them in albums. Now, you can attach the pictures to an e-mail and send them.

It's easy to keep in touch with friends online, but when it comes to receiving gifts, real ones are better than virtual ones!

C. Read again and answer the questions.

1. What changed communication in recent years?
2. How can Net users communicate with each other?
3. Is it slow to contact friends who live far away online?
4. Where did people use to keep their photos?

D. Look at the highlighted words in the text and choose the correct meaning **a** or **b**.

- | | |
|----------------|--------------------|
| 1. regularly | 3. online |
| a. usually | a. on the phone |
| b. suddenly | b. on the Internet |
| 2. instantly | 4. display |
| a. soon | a. take |
| b. immediately | b. show |

E. Discuss.

- What do you think are the advantages and disadvantages of technology?

2. VOCABULARY

PHRASES RELATED TO COMMUNICATION

Read the sentences below and match the phrases in bold with the definitions a-g.

1. I left university last year, but I try to **keep in touch** with people through e-mail.
2. **Give me a call** when you get home, OK?
3. I left a message for Dave, but he hasn't **returned my call**.
4. I'm not sure what my cousin is up to. We've **lost touch**.
5. I'm sorry I haven't written to you. I promise to **drop you a line** soon.
6. Can I **have a word with** you before the meeting starts?
7. I sent a letter to Joe, but I didn't **receive a reply**.
 - a. phone someone because they phoned you
 - b. get an answer
 - c. continue to communicate
 - d. speak to someone for a short time
 - e. send a short letter or note
 - f. stop communicating
 - g. phone someone



3.GRAMMAR

PAST SIMPLE

A. Read the examples and match them with the uses of the Past Simple.

1. ... the Internet **appeared** and communication was never the same again.

2. A few decades ago, people **wrote** letters.

- a. a habitual or repeated action in the past
- b. an action that happened at a specific time in the past

B. Look at the text on page 8 and find the Past Simple of the verbs below.

call →
write →

have →
be →

USED TO

Read the example below and choose the correct meaning **a** or **b**.

Friends **used to visit** you when you were unwell.

- a. Friends visited you when you were unwell in the past and still do so today.
b. Friends visited you when you were unwell in the past but they don't any more.

Affirmative	Negative	Question
used to	didn't use to	Did ... use to?

Grammar Reference pp. 84, 85

5.SPEAKING

Think of a few people that you know well (friends, parents, grandparents, etc.). Look at the different ways of communication below and discuss the following questions with the class or talk in small groups.

- How do they usually keep in touch with others?
- How did they use to communicate in the past?
Why?

mobile phone

e-mail

note

letter

face-to-face communication

My parents used to communicate by sending letters.

Mine too, but now my mother sends e-mails.

4.PRACTICE

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

A: (1) _____ you _____ (call)
Faisal about tomorrow?

B: What's happening tomorrow?

A: We (2) _____ (talk) about this yesterday.

B: When?

A: When we (3) _____ (be) on the bus.
I (4) _____ (tell) you all about it.

B: Sorry, I (5) _____ (not can) hear you very well on the bus. It (6) _____ (be) quite noisy.

A: But you (7) _____ (not say) anything!

B: Look, I'm sorry, OK?

A: Let's talk about it again.

B. Complete with the correct form of **used to** and the verbs in the box.

be not drink play sleep call send

1. I _____ computer games when I was a teenager, but I'm bored of them now.

2. _____ you _____ a lot of e-mails when you were at university?

3. I _____ water at all, but now I try to have eight glasses a day.

4. Harry _____ for ten hours a night, but now he doesn't.

5. The baby's hair _____ dark brown, but now it's fair.

6. My teacher _____ me Smithie at school.



1c That's me

1. VOCABULARY

PHRASES DESCRIBING LIKE AND DISLIKE

Read the sentences. Which of the phrases in bold mean *like* and which *dislike*?

1. Tom is a **big fan of** Manchester United. He never misses a match.
2. Hamid **can't stand** reading late at night.
3. Alice is **interested in** art. She has twenty paintings in her house.
4. Huda is **fond of** children. She wants to become a teacher.
5. Henry **finds** science-fiction books **boring**. He rarely reads them.
6. Linda **hates** Geography. She never studies.
7. My brother and I **are** really **into** rock climbing.
We go rock climbing every year.

2. GRAMMAR

PREPOSITIONS OF TIME

Read the dialogue and underline the prepositions of time. Then complete the table below with *on*, *in* or *at*.

Andy Let's meet tomorrow at 6:00.

Keith I'm afraid I can't. On Wednesdays I work from 10:30 till 6:30.

Andy OK, then. Do you want to meet in the evening, at around 8:00?

Keith Sure, and we can go to the new Italian restaurant. I went there two weeks ago and the food was delicious.

nine o'clock / the weekend
noon / night / midday / midnight
the age of five

the morning / the afternoon / the evening
August / autumn / 2008 / the 21st century

Tuesday / 4 July
a winter's night / a cold morning
a Sunday afternoon

Other prepositions of time:

during from ... to / till / until before after ago

Grammar Reference p. 85

3. PRACTICE

Complete the sentences with prepositions of time.

1. Nasir is meeting Ali _____ noon.
2. Paul always reads newspapers _____ Sunday afternoon.
3. I usually drink a warm cup of milk _____ the morning.
4. Hashim takes lots of photos _____ his holiday.
5. Susan's graduation is _____ June.
6. I was in Spain _____ 29 January.
7. My brother left ten minutes _____ .

4. INTONATION



A. Listen and repeat. What do you notice about the stressing of *in* and *at* in the two sentences?

I sometimes read books in the evenings.

Let's visit Salman at the weekend.

B. Listen and repeat.

1. Saud worked from eight to seven last year.

2. There were no mobile phones in the 19th century.

3. I usually do housework on Mondays.

4. Jack called at noon.

5. SPEAKING

Talk in pairs about the things you like and don't like. Use some of the ideas in the box.

I'm fond of jogging.

How often do you go jogging?

About four times a week.

When do you find the time to go?

I usually go in the morning before I go to work.

What about you?

Oh, I hate jogging. I find it boring.



football

jogging

Maths

table tennis

swimming

History

6. LISTENING



A. Discuss.

- Have you ever taken part in a competition?
- What kind of competition was it?
- Do you have any special skills or talents?

B. Listen to three people introducing themselves and decide what kind of competition they are taking part in. Choose a, b or c.

- a. general knowledge competition
- b. poetry competition
- c. spelling competition

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

- 1. Sunil is studying at a university in Bangalore, India.
- 2. Sunil thinks poetry is boring.
- 3. James works part-time at a barber's shop.
- 4. James can't stand art galleries.
- 5. The man didn't know Julian's name.
- 6. Julian is a Mathematics teacher.



7. WRITING A SHORT TEXT PRESENTING YOURSELF



A. Read a student's entry in his school's yearbook and answer the questions.

My name is Abdullah and I'm an 18-year-old Saudi student. I can't believe school is over! Now it's time to get ready for university and I can't wait! I will study Engineering at the University of Bristol, in England. My Greek friend, John, will also study in Bristol, so he is going to be my flatmate, because I don't like being alone. We are both looking for someone to share the expenses with. I am a big fan of sports, especially football. So, my friends and I practise three times a week. I am into reading and going for walks in my free time. Another thing I am interested in is poetry, so I recently joined a poetry group. I think my poems are nice and I'm improving. I usually study for my classes in the afternoon or late at night, but I always get up early.

1. Who is writing this entry?
2. Who is going to read it?
3. What words does the writer use to link his ideas?



B. Imagine that you've decided to write something similar. Tick which of the following you would include.

name

interests

age

what you did last week

your life story

things you don't like

what you're studying

where you're going on holiday

where your parents live

WRITING TASK

C. Now write an entry for your school's yearbook and say a few things about yourself. Expand on the ideas you have ticked in activity B. Your reply should be between 80-100 words.

TIP

When writing a paragraph presenting yourself:

- include only relevant information.
- use the appropriate tenses. Use the **Present Simple** for routines, the **Present Progressive** for temporary situations and the **Past Simple** for past events.
- link your ideas. Use - **and** to join similar ideas.
 - **but** to join two opposite ideas.
 - **so** to express result / consequence.
 - **because** to show reason.
 - **or** to show alternative.

1d Good role models

1. READING



A. Discuss.

- What's a role model?
- Which of the famous people you know are good role models?
Why?

B. Read the texts and find out why the two people are good role models.



ABDULAZIZ AL-FAISAL

Saudi Prince Abdulaziz Al-Faisal is the rising star of the GT3 racing scene. With the Al-Faisal racing team and the Prince **behind the wheel**, the sport has become more popular, especially with people in Saudi Arabia and other Middle-Eastern countries.

Prince Abdulaziz began racing in 2005 in Formula BMW as a hobby. One thing was clear. He was very talented and he soon won races and championships.

Today, the Prince doesn't have much free time on his hands because he spends many hours racing every day. Few people know that race car drivers need to train hard and be very fit. They need to have strong, muscular bodies and very little body fat.

In 2011 he became the first Saudi driver to win the FIA GT3 European championship in Portugal and in 2012 he won a Porsche GT3 Cup Challenge in Qatar. The future is bright for the Prince.



ED STAFFORD

Ed Stafford is a **well-known** English explorer and a former army captain. In August 2010, he became the first man in history to walk the entire length of the Amazon River. Ed Stafford has led many expeditions all over the world and he always wanted to try things that seemed impossible to others.

During his expeditions, Ed came across many difficulties since he spent a lot of time in the wild. He also **became aware** of the environmental problems our planet faces. He realised that he **was in a position to** use his experience to educate people. In fact, in 2009 he started writing a blog about the Prince's Rainforests Project aiming at children and schools and he intends to do much more.



C. Read again and complete with the names Abdulaziz or Ed.

1. _____

has made people of his country love what he does.

2. _____

achieved something that nobody else from his country has ever done.

3. _____

tries to make people aware of environmental issues.

4. _____

turned a hobby into a career.

5. _____

needs to be very fit for his job.

6. _____

used to be in the army.

D. Look at the highlighted words/phrases in the texts and choose the correct meaning *a* or *b*.

1. behind the wheel

- a.** driving a car
- b.** training at the gym

2. well-known

- a.** famous
- b.** clever

3. became aware of

- a.** realised
- b.** got bored with

4. was in a position to

- a.** could
- b.** was at the right place

E. Discuss.

- Do you know of any other famous people who are good role models for young people?
- Why do you consider them role models?

2. VOCABULARY

WORDS EASILY CONFUSED

Circle the correct words.

1. Did your team **win** / **beat** the match today?
2. I **won** / **beat** my brother at tennis yesterday.
3. It's not **clear** / **clean** why he left the company.
4. Make sure your hands are **clear** / **clean** before you eat.
5. Skiing isn't very **popular** / **well-known** in my country.
6. He became internationally **popular** / **well-known** after winning the award.
7. I don't speak French, so I couldn't really **understand** / **realise** her.
8. I didn't **understand** / **realise** you worked at home.

3. GRAMMAR

QUANTIFIERS: some, any, no, much, many, a lot of, lots of, (a) few, (a) little

A. Read the dialogue below and complete the rules.

A: Is there **any** coffee left?

B: Yeah, there is. Have **some**.

A: Can I have **some** milk?

B: I'm sorry, there's **no** milk left.

A: How about biscuits?

B: Sorry, we don't have **any**.

Use _____ in affirmative sentences, offers and requests.

Use _____ in questions and negative sentences.

Use _____ in affirmative sentences to give a negative meaning.

B. Read the extract from the text about Prince Abdulaziz Al-Faisal and complete the rules with **much, **many**, **(a) few** and **(a) little**. Which of the words in bold can we replace with **a lot of / lots of**?**

Today, the Prince doesn't have **much** free time on his hands because he spends **many** hours racing every day. **Few** people know that race car drivers need to train hard and be **very fit**. They need to have strong, muscular bodies and very **little** body fat.

Use _____ and _____ before plural countable nouns.

Use _____ and _____ before uncountable nouns.

Use **a lot of / lots of** before uncountable or plural countable nouns.

C. Read the examples and notice the words in bold. Which of them means **enough and which means **not enough**?**

- I have **a little** money on me; perhaps we can buy a sandwich.
- I don't think we can buy it; I have **very little** money on me.

Grammar Reference p. 85

4. PRACTICE

Read and circle the correct words.

1.

Tom Hey, Joe. Are you going to the gym again?

Joe Yep. I have (1) **lots of / much** time on my hands these days, so I go to the gym every day now.

Tom Wow! I do very (2) **a little / little** exercise. I have (3) **no / any** free time.

2.

Tony James has played in (4) **many / much** football matches. (5) **Few / A few** players train so hard before playing. That's why he doesn't see his friends (6) **much / a lot of**. He is a very good player but he doesn't have (7) **any / some** free time.

1e Friendly faces

1. VOCABULARY

ADJECTIVES DESCRIBING PERSONALITY

Read the sentences below and match the words in bold with the definitions a-h.

1. I can't talk to Bill about anything. He's so **quick-tempered!**
2. One of Mark's bad qualities is that he's **bossy**. He keeps telling us what to do and what not to do!
3. Jake is so **lazy**. He just sits there all day doing nothing.
4. Don't be **shy**. Come and say hello to my family.
5. Bander is an **outgoing** person and loves meeting people.
6. My sister's an **honest** person. She never lies.
7. A very **kind** young man helped me carry my shopping bags up the stairs.
8. Ibrahim is a **confident** man, so job interviews are very easy for him.

- a. not wanting to work / not very active
- b. believing in yourself and your abilities
- c. fond of telling people what to do
- d. friendly, enjoying meeting other people
- e. always telling the truth
- f. afraid to meet or talk to other people
- g. becoming angry quickly
- h. helpful and friendly

Learn new words in context (in sentences describing situations). This way, it is easier to remember them.

3. SPEAKING

Talk in groups and discuss the following.
Use the prompts in the box.

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- How can you describe the ideal friend?

- My friends are...
- We usually get along fine, but we sometimes argue about...
- I think/believe I am / am not a good friend because...
- The ideal friend should be...

2. LISTENING

A. Listen to two people talking about three teachers.
Match the people with the pictures.



- a. Mr Smith b. Mr Green c. Mr Khaled

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

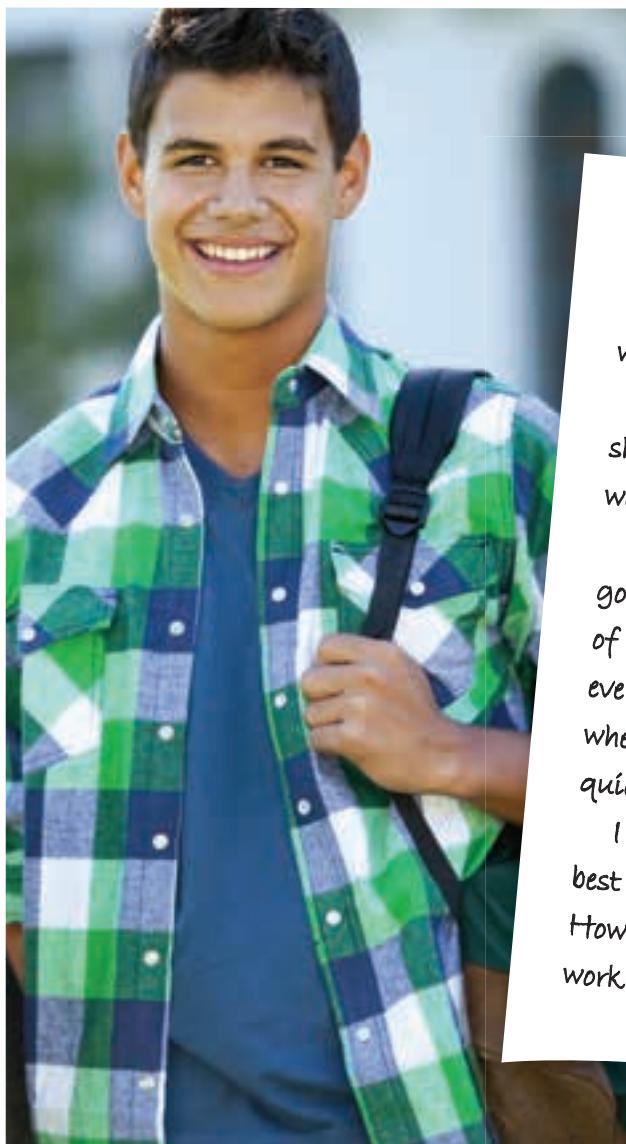
1. The two speakers are classmates.
2. Mr Smith teaches Mathematics.
3. Mr Green is not quick-tempered.
4. One of the speakers threw a bottle outside the window.
5. Both speakers hate Mathematics.

4. WRITING A DESCRIPTION OF A PERSON



A. Discuss.

- What does the boy below look like?
- What do you think he's like?



C. Read the following statements and tick the ones that apply to the description above.

The writer:

1. uses a variety of adjectives
2. gives details about how they met
3. uses the past tense only
4. suggests how this person can change personality
5. groups related ideas together
6. gives his general opinion about the person
7. gives some examples to explain what he means

B. Read the description of the boy below and compare your answers in activity A. In which paragraph does the writer:

- describe the person's personality?
- introduce the person?
- describe how he feels about this person?
- describe the person's appearance?

A person I've recently met

Hamid is a new boy at college. He started a few weeks ago, but he already seems to have many friends.

He's tall and slim and he's very popular. He has short dark brown hair and brown eyes. He usually wears really nice clothes and he always looks good.

Hamid is clever, confident and he always gets good marks. He is also outgoing and has a good sense of humour. Of course, he tries to be friendly with everyone, but I'm not so sure he is very honest. Also when I work with him on assignments, he can be very quick-tempered. He often gets angry for silly reasons.

I don't think Hamid and I are going to become best friends because we don't always get along well. However, he is good fun to be with, and whenever we work together, we get good marks, so that's something.

WRITING TASK

D. Write a description of a person you have recently met.

Your description should be between 100-120 words.

Go to the Workbook, p. 18.



When writing a description of a person:

- group related ideas together. Organise your description into paragraphs as shown above.
- use a variety of adjectives to describe the person's appearance and personality.
- use examples to explain what you mean.
- give your general opinion about this person in the last paragraph.

1 Round-up

VOCABULARY

A. Choose a, b or c.

1. I want to have a _____ with you tonight.
a. talk b. word c. reply
2. Ryan doesn't get _____ with his brother.
They always argue.
a. over b. up c. along
3. Ted is _____ in modern art.
a. interested b. fond c. a fan
4. The athletes _____ really hard weeks before the race.
a. allowed b. beat c. trained
5. Do you want to keep in _____?
a. note b. message c. touch
6. I get very _____ when people lie to me.
a. angry b. honest c. confident

GRAMMAR

B. Complete the dialogues with the Present Simple or the Present Progressive of the verbs in brackets.

1.
A: Where _____ James _____ (go)?
B: To the sports centre. He _____ (want) to play table tennis with Ryan.
A: But today it's Friday. The sports centre _____ (not open) at the weekend.
B: Oh! James _____ (not know) that! Give him a call.
2.
A: What a mess!
B: Yeah. Tom and I _____ (paint) the house this week.
A: _____ you _____ (need) any help? I'm free.
B: No, thanks. Tom's brother _____ (come) later today.
A: OK, then. So, what colour _____ you _____ (paint) the kitchen?
B: I'm not sure. I _____ (want) light yellow walls, but Tom _____ (not like) yellow.

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

1.
A: Why _____ (be) Ken angry at Jim yesterday?
B: Because Jim _____ (break) his mobile phone and he _____ (not want) to buy him a new one.
2.
A: _____ your mum _____ (tell) you that I _____ (call) last night?
B: Yes, she _____ (tell) me, but I _____ (not can) return your call. Sorry.
A: Where _____ (you / be)?
B: At home, but my little brother _____ (have) an assignment for school and he _____ (need) my help.

D. Circle the correct words.

1. Is your graduation **in** / **on** 11 February?
2. Every year, **from** / **during** March **in** / **till** September, my grandfather lives on the island. **In** / **At** the winter, he comes to the city.
3. I began reading newspapers **at** / **in** the age of ten.
4. Abdulaziz usually goes to bed **during** / **at** midnight.
5. I lost touch with my classmates years **before** / **ago**.

E. Complete with the correct form of *used to* and the verbs in the box.

visit drive work not eat live

1. Huda _____ strawberries and cherries, but now she loves them.
2. Saud _____ his friends every weekend, but now he doesn't have time.
3. I _____ to university, but now I take the bus.
4. A: _____ you _____ in London?
B: Yes, I _____ in a bank there.

F. Circle the correct words.

1.
A: There are very **little** / **few** / **no** chairs in the living room. Where is everyone going to sit?
B: Don't worry. There are **some** / **lots** / **few** chairs in the kitchen, too.
2.
A: Would you like **much** / **some** / **any** milk in your coffee?
B: Yes, please and **little** / **a little** / **a few** sugar.
3.
A: I receive **a lot of** / **much** / **no** e-mails every day.
B: Really? Some days I don't receive **some** / **no** / **any**.

SPEAKING

Read the questions in the questionnaire and answer them for your partner. Then ask your partner and see how many answers you got right.

HOW WELL DO YOU KNOW YOUR FRIEND?	YOUR ANSWERS ABOUT YOUR FRIEND	YOUR FRIEND'S ANSWERS	RIGHT OR WRONG?
Does he/she like talking on the phone?			
Does he/she send e-mails?			
What are his/her interests?			
How often does he/she meet his/her friends?			
What's his/her favourite book?			
What did he/she do last weekend?			
What did he/she use to do, but doesn't any more?			
What's his/her best quality?			

So, do you like talking on the phone?

Yes.../No...

Oh, my answer is right/wrong!



COMMUNICATION

Complete the dialogue with the phrases a-e. There is one extra phrase which you do not need to use.

- a. You can't be serious!
- b. He's good fun to be with.
- c. Sounds brilliant!
- d. What does he look like?
- e. I have other plans.

Tom Do you remember Pete from the computer course?

Len I'm not sure. (1) _____

Tom He has dark hair and brown eyes.

Len Oh! I remember him. What's he like?

Tom (2) _____ We're even going bungee jumping together next week.

Len (3) _____

Tom I am! He's really into extreme sports. Hey, do you fancy coming with us?

Len No, thanks. (4) _____

LISTENING



Listen to four short dialogues and choose a or b.

1. Why didn't Andy go to the museum?
 - a. Because he didn't receive a message.
 - b. Because he was busy.
2. What's Sam a fan of?
 - a. Football.
 - b. Formula 1 races.
3. What's true about Ann's friend?
 - a. She's helpful, but bossy.
 - b. She's quick-tempered and rude.
4. What did Mike use to be?
 - a. A waiter.
 - b. A chef.

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 the present and past
- › talk about past habits
- › use quantifiers
- › talk about people's likes and dislikes
- › describe people and write a description of a person
- › use *and, but, so, because, or*

Culture page

A. Look at the pictures and the title of the text.
What do you know about this university?
Listen, read and check your answers.



KING ABDULAZIZ UNIVERSITY (KAU)

King Abdulaziz University is one of the most distinguished higher education institutions in the Kingdom of Saudi Arabia. King Faisal was the head of the committee that established this university in Jeddah, in 1967. At first, it was a private university, but in 1971 it became a state university. During the first year the university started its educational programmes with 68 male and 30 female students, but the government's support soon turned KAU into a modern institution. Now the staff consists of more than 2000 people and the male and female students who currently attend amount to about 80,000.



The success of KAU is obvious both in terms of the number of students and the number of scientific and theoretical fields it offers.

Since both male and female students study at KAU, there are two separate campuses, according to Islamic Law. Both of them have all the cultural, recreational and athletic facilities students need, including a library with the most up-to-date equipment available for both students and teaching staff.



The aim of the institution is to offer higher education to all students in western Saudi Arabia. This is why, apart from the regular students' programme, KAU has an external programme. It also established the Deanship of Distant Teaching to keep up with the continuous development in learning and teaching technology.

B. Read and answer the questions.

1. Where is King Abdulaziz University?
2. When did KAU become a state university?
3. How many students study at KAU now?
4. Why are there two different campuses at KAU?
5. Can KAU students do any sports on the campus?
6. How does the university try to help all students get a higher education?



2

What an experience!

Discuss:

- ▶ Can you think of any unforgettable moments in your life?
- ▶ Do you get excited about new experiences, or do they frighten you?

Flick through the module and find...

- ▶ a text about a personal experience in an Asian country
- ▶ an e-mail from a university student
- ▶ friends showing their holiday photos
- ▶ a website with helpful tips on surviving in the desert
- ▶ a man being chased by a swarm of bees

In this module you will...

- ▶ learn to describe your feelings and emotions
- ▶ learn to use the Past Progressive
- ▶ learn to narrate a story and experiences
- ▶ learn to write a story
- ▶ talk about unusual food and what it's like
- ▶ learn to use the Present Perfect Simple
- ▶ learn to write an e-mail giving news

2a What happened?

1. LISTENING & READING



A. Discuss.

- What makes an interesting holiday experience?
- What's your opinion about the following activities?

hiking

cycling

rock climbing

scuba diving

sightseeing

shopping



B. Look at the pictures. What do you think the dialogue is about? Listen and check your answers.

Frank Let me show you some pictures from our cycling trip in the South of France.

Tony OK. How was it?

Frank It was nice, but it was a bit tiring.

Martin Look! Here's one outside the hotel on our first day.

Frank We were tired from the car journey. So, we didn't ride much that day.

Martin But the next day we went on a long ride.

Frank Too long. We decided to go to this gorge, but the hills were really steep in that area.

Martin Frank was pushing his bike most of the way up.

Frank Yes, you weren't helping at all. You were taking pictures of me all the time. Here's one.

Tony It looks very muddy.

Martin And that's before the rain. The water came down like a river.

Tony Sounds dangerous.

Martin No, actually, it was exciting.

Frank Yeah, and when we managed to reach the top, we were amazed!

Martin The view down into the gorge was fantastic!

Tony Did you take any pictures there?

Martin Sorry, but with all that rain, the camera got wet and stopped working.

Tony So, all that effort and no pictures to show for it.

Frank I'm afraid so.

C. Read the dialogue and answer the questions.

1. Who was with Frank on the cycling trip?
2. What did they do on the second day?
3. Why did Frank have trouble on the journey to the gorge?
4. Why wasn't Martin helping Frank?
5. Why didn't they take pictures of the gorge?

2. VOCABULARY

ADJECTIVES ENDING IN -ED AND -ING

A. Read the examples. What's the difference between **tired** and **tiring**?

- We were **tired** from the car journey.
- It was nice, but it was a bit **tiring**.



B. Circle the correct words.

1. We left early because the lecture was **bored** / **boring**.
2. Nasir was **surprised** / **surprising** to see an old school friend on the train.
3. I'm not going near that snake! I'm **frightened** / **frightening**.
4. Everyone was **excited** / **exciting** about the graduation.
5. Henry's son can do an **amazed** / **amazing** trick with a tennis ball.
6. I travel quite a lot and I always meet **interested** / **interesting** people.

3. GRAMMAR

PAST PROGRESSIVE

A. Read the examples, notice the words in bold and match them with the rules.

1. I **was painting** my room all day yesterday.
2. I **painted** it blue.

- a. an action that was completed in the past.
- b. an action that was in progress in the past.

B. Read the examples and complete the rule about the formation of the Past Progressive.

- Frank **was pushing** his bike most of the way up.
- You **were taking** pictures of me all the time.

Past Progressive

_____ or _____ + verb + _____

Grammar Reference p. 85

4. PRACTICE

Complete with the Past Progressive of the verbs in brackets.

1.

A: Hey, Ali. Where were you and Mohammad yesterday? I _____ (call) your house all day.

B: Well, it was Friday and we _____ (not work) so we went to the beach. We _____ (have) a great time and we decided to spend the whole day there.

2.

A: So, did you enjoy your trip or _____ it _____ (rain)?

B: No, it _____ (not rain), but it was very cold.

3.

A: I saw you in the bookshop on Tuesday. What _____ you _____ (look for)?

B: A book about scuba diving. Why didn't you talk to me?

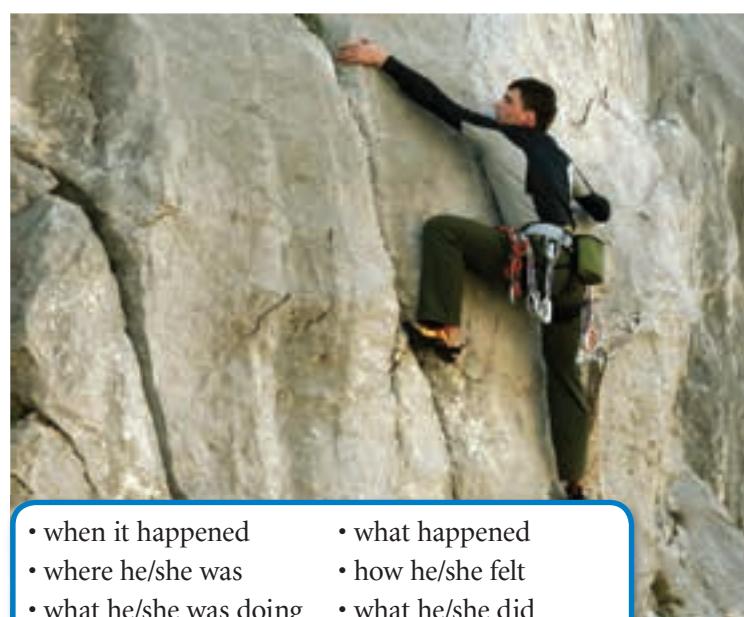
A: I couldn't. I _____ (drive) to work.

5. SPEAKING

Talk in pairs.

Student A: Think of an adventurous experience you once had. Answer Student B's questions.

Student B: Imagine you are a reporter. Interview Student A about an adventurous experience he/she once had. Ask him/her questions using the prompts below.



- when it happened
- where he/she was
- what he/she was doing
- who was with him/her
- what happened
- how he/she felt
- what he/she did
- what happened then

So, when did it happen?

It happened last year.

2b Just taste it!

1. READING

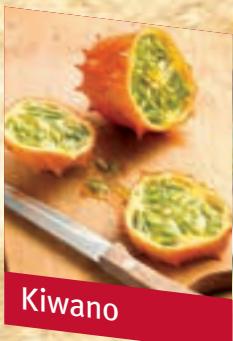


A. Discuss.

- What's your favourite dish? What's in it?
- Would you ever eat the things shown in the pictures?
If you had to, in which order would you try them?



Pitaya



Kiwano



Custard apple



Seaweed



Dragon fruit



Jackfruit



Durian

B. Read the story and choose the best title a, b or c.

a. The Market in Singapore

b. A strange fruit

c. Afraid of new experiences

A few years ago, I was working in Singapore. During my first week there, while I was travelling on the underground, I saw a strange sign saying 'NO DURIANS' with a picture of a crossed out fruit. I wondered why they were forbidden. It wasn't until later that I found out that they smell really, really bad, but they're very tasty and healthy. For this reason, many people in Southeast Asia eat them. I was very curious and decided to try for myself.

As I was walking through a market place, a very strong smell hit me. It smelt like someone had left some onions and other vegetables to rot. However, I realised that I was standing next to a stall selling durians. 'I'd like to try a bit of durian,' I told the merchant and he said with a smile, 'At your own risk!' He then took a durian from a box, cut it in half with a large knife and then cut a piece of the fruit.

When he handed it to me, I started having second thoughts. 'What does it taste like?' I wondered. As I was raising the fruit to my lips, I suddenly felt sick and a bit dizzy, but I began to eat.

The durian was thick and creamy like butter and had a fresh and sweet taste. As soon as I finished eating the piece, the merchant offered me some more. I actually finished the entire fruit. The man looked at me for a response. 'Yummy! That was tasty!' I said, so the merchant put three in a bag for me to take home. Unfortunately, I had to walk all the way, because I wasn't allowed on the underground.



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

1. The writer saw durians in an advertisement for the first time.
2. In Singapore, they sell durians only in markets.
3. The writer thought the strong smell was rotten food.
4. The writer cut the durian, then ate a piece.
5. The merchant served the fruit with some cream and butter.
6. The writer enjoyed the durian and wanted some more.

<input type="checkbox"/>

D. Look at the highlighted words in the text and match them with their meanings a-e.

1. merchant
2. handed
3. raising
4. entire
5. response

- a. answer
- b. moving something upwards
- c. whole
- d. gave
- e. a person that sells things

E. Discuss.

- What do you think of the writer's experience?
- Would you ever try durians? Why?/Why not?

2. VOCABULARY

ADJECTIVES DESCRIBING FOOD

Look at the table below and tick (✓) the appropriate columns for *cake* and *pizza*.



	coffee	lemons	cake	pizza
sweet	✓			
bitter	✓			
salty				
spicy				
fresh	✓	✓		
sour		✓		



3. GRAMMAR

PAST SIMPLE vs PAST PROGRESSIVE - TIME CLAUSES (WHEN, WHILE, AS, AS SOON AS)

Read the examples and notice the words in bold. Then match them with a-c.

1. While I **was travelling** on the underground, I **saw** a strange sign.
2. I **was looking** at the merchant while he **was cutting** the fruit in half.
3. As soon as I **finished** eating the piece, the merchant **offered** me some more.

- a. The two actions were happening at the same time.
- b. The two actions happened one after the other.
- c. One action was in progress when the other happened.

Grammar Reference p. 86

4. PRACTICE

Complete the text with the Past Simple or the Past Progressive of the verbs in brackets.

I (1) _____ (watch) TV when my sister (2) _____ (walk) into the house with a paper bag. There were vegetables in it. She (3) _____ (want) to make something different for dinner. She (4) _____ (leave) the bag on the table, (5) _____ (open) the fridge and (6) _____ (start) taking out some of the vegetables. 'You're going to love this!' she (7) _____ (say). As she (8) _____ (take) the vegetables out of the fridge, some snails (9) _____ (get) out of the bag. As soon as I (10) _____ (see) them, I (11) _____ (begin) shouting: 'They're moving! They're alive!' and my sister (12) _____ (laugh) and (13) _____ (say) 'Come on! It's just a snail!'

5. SPEAKING

Talk in small groups. Discuss the questions below.

- Do you like trying unusual food?
- Have you ever had a strange food experience?
- Where were you? What happened?
- How did you feel before and after tasting the food?
- What did the food taste like?

2C Believe it or not!

1. VOCABULARY

ADVERBS AND ADVERBIAL PHRASES

Match the words on the left with their synonyms on the right. Then use some of them to complete the sentences 1-5. In some cases there is more than one answer.

suddenly	in the end
finally	to my surprise
fortunately	unluckily
amazingly	all of a sudden
then	luckily
unfortunately	after that

1. We were having dinner when _____ the lights went out.
2. Saud had a car accident last night, but _____ he didn't get hurt.
3. Bushra _____ found her book under the sofa.
4. Dan wanted to go swimming on Sunday, but _____ it was raining.
5. When he realised that someone was following him, he ran home, locked the door and _____ he called the police.

When you learn new words, it's a good idea to learn any synonyms and/or opposites.

TIP

2. LISTENING



A. Discuss.

- Have you ever seen a swarm of bees? If yes, how did you feel?
- Are there any insects you are afraid of? Why?

B. You will hear a telephone conversation between Sam and his friend, Joe, who had a bad experience with bees. Before you listen, look at the picture and guess which of the words below will be mentioned. Then listen and check your answers.

Before you listen, try to predict what the speakers are going to talk about.

TIP

swarm faint sting hospital flowers kill hide buzz police honey river

C. Listen again and put the sentences in the correct order. Write 1-7.

- a. Joe jumped in the river. d. Joe saw lots of bees in his garden. f. A bee stung Joe.
 b. Joe killed a bee. e. Joe ran home. g. Joe ran onto a bus.
 c. Joe went to his brother's house.

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. I'm bored in here.

Complete the table.

	PEOPLE	THINGS	PLACES
some	someone somebody	_____	somewhere
any	anyone	_____	_____
no	no one	_____	nowhere
every	_____	everything	_____

Grammar Reference p.86

4. PRACTICE

Circle the correct words.

1. Kelly went shopping last Saturday, but she didn't buy **something / anything / nothing**. **Everything / Everywhere / Something** was expensive.
2. 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.
3. A: Where's Nawaf?
 B: Look in his room.
 A: I did, but there's **someone / anyone / no one** there. He's **anywhere / everywhere / nowhere** in the house.
4. I called **everywhere / everybody / somebody** and told them to come to my place on Friday. I have **anything / everything / nothing** ready and I'm really excited!

5. SPEAKING

Talk in pairs.

Student A go to page 80.

Student B go to page 82.

6.WRITING A STORY



A. Discuss.

- Has anything unbelievable ever happened to you?
- What happened?

B. Read the story and answer the questions.

- What is the purpose of each of the paragraphs?
- What tenses are used?



Can I give you a hand?

It was a warm summer evening. Paul was returning home when he saw two men outside the house of his neighbour, Tom Baker. They were carrying his furniture into a van.

He knew that Tom was moving out in a few days, so he walked up to one of the men and said, 'Hello, can I give you a hand?' The man just stood there, looking at Paul. That's when the other man said, 'That would be great.' As soon as Paul helped them finish, the two men quickly got into the van, thanked him and left. Later, while Paul was having dinner, the doorbell rang. It was Tom and he looked very upset. 'Someone broke into my house and took everything!', he shouted. Paul froze. 'I'm so stupid!' he thought.

Fortunately, Paul gave a clear description of the men to the police and they found the burglars after only an hour. Paul helped move everything back into the empty house, but he's never offered to help a neighbour again.

C. Look at the following questions and decide in which paragraph each of them has been answered. Write 1, 2 or 3.

Who is/are the main character(s) and what was/were the main character(s) doing?

What happened in the end?

What did the main character(s) do and what happened?

Where did the story take place?

When did the story take place?

How does/do the main character(s) feel now?

How did the main character(s) feel?

TIP

WRITING TASK

D. Look at the stories on pages 80 and 82, choose one and write it out. Answer the questions mentioned above. Your story should be between 100-120 words.

When writing a story:

- write the events in chronological order. Use **past tenses** (Past Simple and Past Progressive).
- use **time linkers** (*when, while, as, as soon as, etc.*).
- use **adverbs and adverbial phrases** (*suddenly, fortunately, in the end, to my surprise, etc.*).
- use **adjectives describing feelings** (*surprised, amazed, frightened, upset, etc.*).
- use **direct speech, questions and exclamations** to make your story more interesting.
- organise it into paragraphs as shown above.

2d Adventure

1. READING



A. Discuss.

- What do you know about deserts?
- Which of the following do you associate with the desert?



B. Read the text on the right quickly and match the headings a-e with the paragraphs 1-4. There is one extra heading you do not need to use.

- a. Weather
- b. The best time to visit
- c. A word of warning
- d. What is it?
- e. Nature

Look for key words in each paragraph to understand the main ideas.



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

1. According to the text, what is true about the Antarctic?
 - a. It's bigger than the Sahara.
 - b. It's a kind of desert.
 - c. There's no life there.
2. Why does the writer mention camels and cacti?
 - a. Because they have been in the desert for centuries.
 - b. Because they can live without water for a long time.
 - c. Because people cannot survive in the desert without them.
3. Which of the following would be most useful when travelling in the desert?
 - a. a hat
 - b. a pair of shorts
 - c. a pair of boots
4. What is not true about Keith?
 - a. He found the advice useful.
 - b. He spent only a week in North Africa.
 - c. He visited the desert.

HAVE YOU EVER THOUGHT OF EXPLORING THE DESERT?

Deserts cover a third of the Earth's surface and they have always been of great interest to people. The **extreme** conditions make them a mysterious and at the same time an unfriendly place.

1. [] It's a large area of land with very little water and very few plants. Many deserts are places with extreme heat and lots of sand. One of the biggest deserts is the Sahara in Africa. But did you know that the Antarctic is the biggest cold desert?

2. [] During the day, the temperature in the Sahara can reach 50°C, but at night it can **drop** to below zero. Deserts receive very little rainfall, but when it rains, it pours! After that, months can pass without any rain at all.

3. [] Amazingly, some animals and plants can **survive** in the desert. A good example is the camel. Camels can drink large amounts of water in one day and survive for seven days without drinking again! As for plants, cacti are very common. They **store** water in their leaves, roots and stems.

4. [] The desert is a dangerous place, so be prepared and never travel alone. Heat stroke, **severe** sunburn and insect bites are possible dangers. So, keep your head and body covered. In other words, dress like the locals. Clothes should be long, light and loose. And of course, don't forget to have lots of water with you.

Comments
I've travelled to lots of places around the world, but my last trip was something else! I travelled around North Africa for a month and I spent a week in the Sahara. Your information helped a lot. Thanks.

Posted by Keith Sheffield at 18:09

2e Broaden your mind

1. GRAMMAR

PRESENT PERFECT SIMPLE with *for, since, yet, already*

A. Read the dialogue. When did Fred move to the city?

A: How long have you had this house, Fred?

B: I've had it **for two years**, since I moved to this city, actually.

for + period of time

e.g. two years, a week, six months, an hour, five minutes

since + a point in time

e.g. Sunday, yesterday, two o'clock, last May, last week

B. Read the following dialogue and complete the rules with the words in the box.

been gone already yet

A: Andy is a reporter from London and he travels abroad all the time. He **has already been** to the USA and China, but he **hasn't been** to France yet.

B: Really? Where is he now?

A: He **has gone** to New York. He's coming back next Tuesday.

Use _____ in affirmative sentences and put it between have/has and the past participle.

Use _____ in questions and negative sentences and put it at the end of the sentence.

Use have/has _____ to a place when someone is still at that place.

Use have/has _____ to a place when someone has returned from that place.

Grammar Reference p. 86

2. PRACTICE

Complete the dialogues with the Present Perfect Simple of the verbs below and circle the correct words.

be not return not check tell
call go not see

1.

Jason What's wrong, Dan?

Dan Where's Harry?

Jason He _____ already / yet.

Dan From where? Where is he?

Jason He _____ to the library.

Dan But I need the car. I _____ him so many times that I need the car on Mondays!

Jason Why don't you phone him?

Dan I _____ already / yet _____ him three times, but there's no answer!

2.

Mike Hey, Sean. I _____ you for / since last year. When did you return from New York?

Sean In August. Didn't you get my e-mails?

Mike I _____ my e-mails for / since a month. Sorry. Anyway, let's go for coffee and talk about New York.

Sean OK. _____ you ever _____ there?

Mike No, but I want to go.

3. LISTENING

A. Discuss.

- Have you ever lived abroad?
- Would you like to live abroad? Why? Why not?

B. Listen to three people talking about living in a foreign country. Match the people with the statements a-d. There is one extra statement which you do not need to use.

- | | |
|------|---|
| Ryan | a. has improved his Spanish a lot recently. |
| Jake | b. took a course, but it didn't help. |
| Phil | c. wants to improve his Spanish to make his job easier. |
| | d. is living in Spain to learn the language. |

4. SPEAKING

A. Discuss.

- Do you like learning foreign languages?
- Is learning English easy for you?

B. Talk in pairs. Which of the following do you think help when learning English? Why? Which of these do you do?

- take a (summer) course in an English-speaking country
- visit an English-speaking country for some time
- read books/magazines/newspapers in English
- surf the Net
- communicate with people who speak English

5.WRITING AN E-MAIL GIVING NEWS



A. Discuss.

- Do you like writing e-mails to family members or friends?
- What do you usually write to them about?

B. Read the e-mail below. Why is Fred writing to Abdul-Rahman?

Hello Abdul-Rahman,

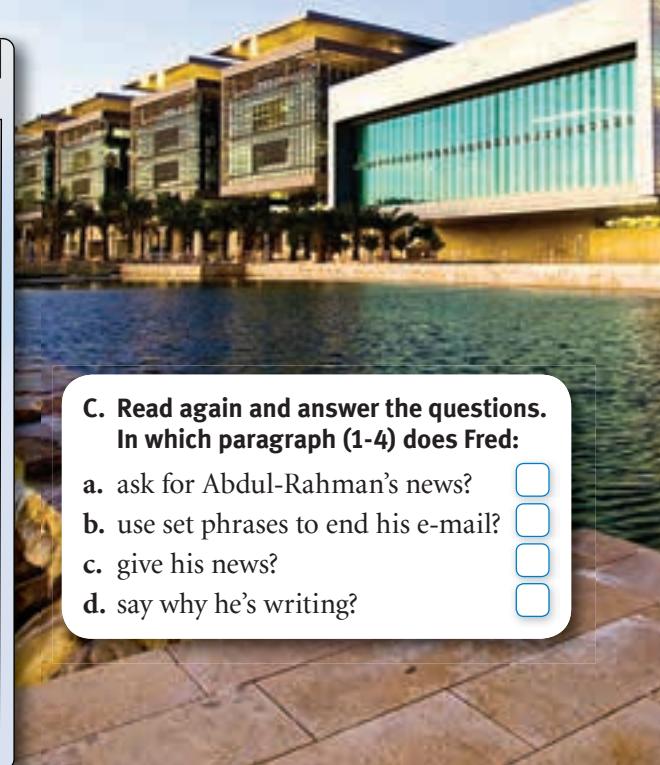
How are things? Sorry I haven't written for so long, but I've been very busy with university. However, guess what! I have some great news.

I am coming to Thuwal for my Master's. The King Abdullah University of Science and Technology accepted me! I am looking forward to it, but I haven't organised things yet and I'm a bit stressed. Luckily, some friends in Saudi Arabia are helping me arrange my accommodation. Anyway, I don't know exactly when I'm coming, but I'm looking forward to seeing you again after all these years.

So, what about you? What have you been up to? Do you still study hard like you used to?

Well, that's all for now. Write back soon!

Yours,
Fred



C. Read again and answer the questions. In which paragraph (1-4) does Fred:

- ask for Abdul-Rahman's news?
- use set phrases to end his e-mail?
- give his news?
- say why he's writing?

D. Look at the table below with the phrases Fred has used in his e-mail and complete it with the phrases given.

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Hello Abdul- Rahman,	How are things? Sorry I haven't written for so long, but...	Well, that's all for now. Write back soon.	Yours,

- Say hi to everyone.
- Dear Jamie,
- I'm looking forward to hearing from you.
- Thanks for your e-mail.
- I'm writing to tell you about...
- Take care,
- Hi! How have you been?
- Bye for now,
- I must go now.

For more set phrases, see page 79



WRITING TASK

E. Imagine a friend has sent you a similar e-mail. Write an e-mail to reply to him/her. Say how happy you are that he/she is coming to your city to study and give him/her your news. Your e-mail should be between 80-100 words.

Go to the Workbook, p. 30.

When writing an e-mail giving news:

- start with *Hi/Hello/Dear + first name*.
- use set phrases to begin and end your e-mail.
- sign off with a set phrase and your first name under this.
- organise it into paragraphs as shown above.
- use expressions (e.g. *well, of course, anyway, you know*).

- use standard grammar and spelling conventions. Don't use forms such as *wanna, CU L8R, etc.*
- use short forms (e.g. *I'm, don't*).
- use exclamations (e.g. *Guess what!*) and direct questions (e.g. *What have you been up to?*).

2 Round-up

VOCABULARY

A. Choose *a*, *b* or *c*.

1. It took a lot of effort, but in the end we _____ to carry the bookcase up the stairs.
a. offered b. managed c. reached
2. Salman was very _____ to see his father at the station.
a. surprise b. surprising c. surprised
3. I can't drink this coffee. It's too _____.
a. salty b. sweet c. spicy
4. Can you _____ this rope with that knife over there?
a. cut b. bite c. raise
5. Anne was watering the flowers when, _____, a bee stung her.
a. amazingly b. fortunately c. all of a sudden
6. When I saw the _____, I knew a storm was on its way.
a. lightning b. thunder c. ice
7. You should water this plant more often. Its _____ are turning yellow.
a. roots b. leaves c. stems
8. Lots of _____ visitors come to this museum.
a. dizzy b. abroad c. foreign

GRAMMAR

B. Complete with the Past Simple or the Past Progressive of the verbs in brackets.

1.
I (1) _____ (drive) to a friend's house last night when, suddenly, a van (2) _____ (crash) into the back of me. I (3) _____ (get) out of my car, but the van just (4) _____ (drive) away.
2.
Last night Jim (5) _____ (have) a frightening experience. While he (6) _____ (walk) home, he (7) _____ (see) a man dressed in black in his neighbour's garden. He (8) _____ (break) into the house! He immediately (9) _____ (call) the police and they (10) _____ (catch) him.

C. Complete with the Past Simple or the Present Perfect Simple of the verbs in brackets.



A: Hi Steve!

B: Hi Dave! How's Rome? (1) _____ you _____ (visit) the Colosseum yet?

A: Of course. I (2) _____ (go) there on my first day.

B: (3) _____ you _____ (eat) anything nice?

A: Are you joking? I (4) _____ (already / try) lots of things. For lunch today, I (5) _____ (have) the most amazing pizza. Nothing like the pizza at home.

B: I know. I (6) _____ (be) to Italy a few times and the food is just fantastic! (7) _____ you _____ (try) gnocchi yet?

A: No, I (8) _____ (go) to a restaurant last night and it (9) _____ (be) on the menu, but I (10) _____ (not try) it.

B: You should, it's delicious.

A: OK.

D. Circle the correct words.

1. Roger has **just** / **since** come back from the supermarket. Do you want to talk to him?
2. I've **already** / **ever** seen this football match. Let's watch something else.
3. Sameer has **before** / **never** been scuba-diving **before** / **ago**, so he's really looking forward to it.
4. Have you rang your brother about that job interview **yet** / **ever**?
5. I haven't spoken to Hamza **for** / **since** ten years.
6. Have you **before** / **ever** ridden a camel?

COMMUNICATION

E. Complete with the phrases a-e. There is one extra phrase which you do not need to use.

- a. I'm afraid so.
- b. How are things?
- c. Can you give me a hand?
- d. In other words, you don't want to help.
- e. You can follow the match and help at the same time.

A: Hello, Gavin. Can I ask you something?

B: Sure.

A: I'm moving house tomorrow afternoon.

(1) _____

B: Sorry, but there's a football match I really want to see.

A: And it's in the afternoon, right?

B: (2) _____

A: Why don't you listen to it on the radio?

(3) _____

B: Sorry, I'm really looking forward to this match.

A: (4) _____

B: Don't be like that. I can come after the match and help tidy up.

A: OK, thanks.

LISTENING



Listen and choose the correct answer a, b or c.

1. How did Lenny feel on his hiking trip?
 - a. bored
 - b. excited
 - c. frightened
2. What did Bob eat in France?
 - a. snails
 - b. frogs' legs
 - c. cactus
3. What was Marcus doing when a bee stung him?
 - a. He was cycling.
 - b. He was talking on the phone.
 - c. He was eating.
4. Who has visited a desert before?
 - a. the grandfather
 - b. the grandson
 - c. both

SPEAKING

Work in small groups. Make up a story using as many of the pictures and words/phrases in the box as possible. Then tell your story to the class.



accident



hang



lost



reach



frightened



warning

dangerous



shout

get hurt

cut



below zero



survive

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 how I feel
- › narrate and write a story
- › use the Past Progressive and time clauses
- › use the Present Perfect Simple
- › describe food
- › write an e-mail giving news

Task 2 p. 71

Cross-curricular page

History

A. Discuss.

- Do you know of any famous explorers?
- What did they discover?

B. Who is Ibn Battuta? Read and find out.



A great explorer

In Abu Abdullah Muhammad Ibn Battuta was born in 1304 in Tangier, Morocco. He came from a rich family and studied Muslim Law like his father. Ibn Battuta was an amazing traveller. In his lifetime, he travelled 75,000 miles and visited over 40 countries from West Africa to India.

When he was 21, he left home to go to Makkah on Hajj. His dream was to visit all the countries of the Muslim world and 'never, if possible, cover a road a second time.' Ibn Battuta travelled on foot, with caravans (because it was safer than travelling alone), but also on horse, camel or by boat. But which places did he visit? He started from the Middle-Eastern countries like Egypt and Syria and then visited Makkah. From there, he went to Iraq, Persia and East Africa.

Also, he explored the Black Sea area and then travelled to countries like India, Ceylon, and Spain.

After 29 years of travelling, Ibn Battuta decided to write a book about his adventures with the help of a young man, Ibn Juzayy. The title of the 1000-page book was 'A gift to those who contemplate*' the wonders of cities and the marvels of travelling', but people also know it as 'The Journey' or 'Rihla'.

Ibn Battuta was a very important and respected man, who is famous around the world because of his travels and his spirit of adventure.

*think about, consider

POEM "Broaden your mind"

Go to page 78.



C. Read again and answer the questions.

1. Where was Ibn Battuta from?
2. Why did Ibn Battuta start his travels?
3. How did Ibn Battuta travel?
4. How many years did his travels last?
5. What was the title of Ibn Battuta's book?





3

Going places

Discuss:

- Do you enjoy visiting new places?
- Which place in the world would you most like to visit?

Flick through the module and find...

- a brochure about a region in China
- an unhappy passenger
- an interview with a caving expert
- different places to stay when travelling
- a city in Saudi Arabia

In this module you will...

- learn language related to travelling by plane
- learn to make requests and ask for permission
- learn to express ability
- learn to express obligation, lack of obligation and prohibition
- learn to ask for information using indirect questions
- learn to write an e-mail asking for information
- discuss different types of holiday and holiday destinations
- learn to make comparisons
- talk about cities and places and the facilities they include
- learn to write a description of a place

3a What's your destination?

1. LISTENING & READING

A. Discuss.

- Do you find travelling enjoyable or stressful? Why?
- What's the worst thing that's happened to you while travelling?

B. Look at the man in the picture. How does he feel? What do you think has happened to him? Listen and check your answers.

At the check-in desk in Madrid...



At lost luggage in London Heathrow...

Check-in clerk Good afternoon. Where are you flying to?
Passenger London Heathrow.
Check-in clerk May I see your passport, please?
Passenger There you go. Could I have an aisle seat?
Check-in clerk Sure. How many bags are you checking in?
Passenger Just this one. Can I take this smaller one on the plane with me?
Check-in clerk Let me see. Could you put it on the conveyor belt?
Passenger There.
Check-in clerk Hmm... I'm sorry, but it's too heavy for hand luggage. You have to check it in.
Passenger But I have important stuff in there.
Check-in clerk Sorry.

C. Read the dialogues and answer the questions.

1. Where would the passenger like to sit on the plane?
2. How many bags does the passenger check in?
3. What is LHR?
4. What's the bad news?
5. Where is Lehu?
6. Who is going to bring the passenger's lost luggage to him?
7. What is in the passenger's lost bag?

Attendant I have some good news and some bad news. The good news is that we were able to find your bag.

Passenger At last! You know, I didn't even want to check that one in. What's the bad news?

Attendant Well, there's been a bit of a mix-up. Let me explain. The airport code for London Heathrow is LHR, but the baggage handler thought your bag had LHP on it. An easy mistake to make.

Passenger LHP? What airport is that?

Attendant Lehu.

Passenger Le where?

Attendant It's in Papua New Guinea.

Passenger What!?

Attendant We've arranged to fly your bag directly here as soon as possible. Can you give me an address here in London? We can arrange for a courier to bring it to you.

Passenger Yes, I've written the address in my notebook... Oh no!

Attendant Is there a problem?

Passenger Yes. My notebook is in Papua New Guinea!

2. VOCABULARY

WORDS RELATED TO TRAVELLING BY PLANE

Read the text and try to guess the meaning of the words/phrases in bold.



Lee arrived at the airport at 6am. He was going away on a business trip but before leaving, he wanted to see his friend, Oliver. Oliver was coming back from a trip abroad and was arriving at 6:15. Lee waited for him at **arrivals**. When Oliver's plane **landed**, they went to a café. When it was time for Lee to leave, he went to **departures** and checked in his suitcase. Unfortunately, there was a two-hour **delay**. However, while he was waiting, he fell asleep. Luckily, someone woke him up just before his plane **took off**! He ran to the **gate** and was the last passenger to **board** the plane. He showed his **boarding card** to the **flight attendant** and went to his seat.



TIP

To guess the meaning of an unknown word:

- read the words before and after the unknown word and think of the situation.
- try to figure out what part of speech (verb, noun, etc.) the unknown word is.
- see if the unknown word is similar to other words in English or in your own language.

3. GRAMMAR

CAN, COULD, MAY, BE ABLE TO

Read the examples below and decide what the words in bold express: ability, permission or request.

- *May I see your passport, please?*
- *Can I take this smaller one on the plane with me?*
- *We can arrange for a courier to bring it to you.*
- *The good news is that we were able to find your bag.*
- *Could you put it on the conveyor belt?*

NOTE

We use **can** or **is/are able to** to express ability in the present.

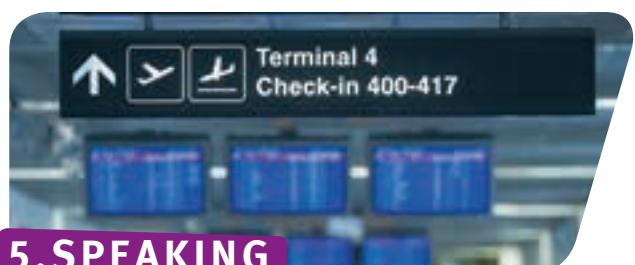
We use **could** or **was/were able to** to express ability in the past.

Grammar Reference pp. 86, 87

4. PRACTICE

Read the situations and form sentences using the words in brackets.

1. You want to borrow your friend's mobile phone.
What do you say?
_____ (can)
2. You couldn't meet your brother at the airport yesterday. Apologise to him.
_____ (able)
3. You're thirsty. Ask the flight attendant for some water.
_____ (could)
4. You are not able to find your boarding card. Tell the clerk.
_____ (can)
5. You want to use your laptop on the plane. Ask for permission.
_____ (may)



5. SPEAKING

ROLE PLAY

Talk in pairs.

Student A: Imagine that you are the check-in clerk and that Student B is a passenger checking in his/her luggage. Discuss using the prompts in the box and answer Student B's questions.

where / fly / to?
passport and ticket / please?
how many / bags / check in?
put on / conveyor belt / please?

Student B: Imagine that you are a passenger checking in your luggage and that Student A is a check-in clerk. Discuss and use the prompts in the box to ask Student A questions.

have / aisle-window seat / please?
check in / this bag / too?
take / laptop, mobile phone, etc. / on plane?

Before you speak, make sure you understand the task and how you should use the prompts.

TIP

3b Dos and don'ts

1. READING



A. Discuss.

- Do you like exploring new places?
- How does it make you feel?

B. Read the text quickly and match the questions a-e with the paragraphs 1-5.

- a. Do you need special training?
- b. How did it all start?
- c. Apart from strong boots and helmets, what safety equipment do you need?
- d. Why is caving so popular?
- e. What's the most important thing to remember?

Caving



» INTERVIEW

They're dark, cold, wet and dangerous places. So, why do people explore them?

Who better to ask than the country's top caver

Clive Stewart!

1.

Well, up until the late 19th century, scientists explored caves for study. In 1889, Edouard-Alfred Martel used ropes and ladders to go down vertical caves over 100m deep because he liked exploration. Today, we call these caves 'potholes' and they are the most popular with cavers.

2.

It's the thrill of the unknown and discovering new places. Sometimes, you have to walk through waist-high water or climb a slippery rock face, and you think, 'What am I doing?' But then you discover a huge underground cave with beautiful rock formations and it all seems worth it. Of course, half the fun is trying to get back out of the cave.

3.

Most caving clubs have special programmes for beginners. They must learn the basic skills above ground first. They aren't allowed to take part otherwise. You have to be physically fit for caving and the minimum age for club members is usually 16.

4.

Never explore caves alone, always in groups. And you mustn't go without an experienced caver. Also, it's a good idea to leave a note of your trip and the time you expect to return with someone. Caving can be dangerous. It's very easy for accidents to happen, but rescuing people is very difficult, sometimes impossible.

5.

Without light you are lost. So, each person must have a headlamp and at least one extra, as well as batteries. You need some strong ropes and a first-aid kit is necessary, too. You don't have to wear special clothing, as long as what you wear is warm and waterproof.

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

1. Scientists started cave exploration in the 19th century.
2. Cavers enjoy getting into caves more than getting out.
3. You do the first part of the training in a cave.
4. Teens under 16 can't go cave exploring.
5. Only experienced cavers should explore caves alone.
6. All members of a group must have more than one light.
7. Special clothes are necessary.

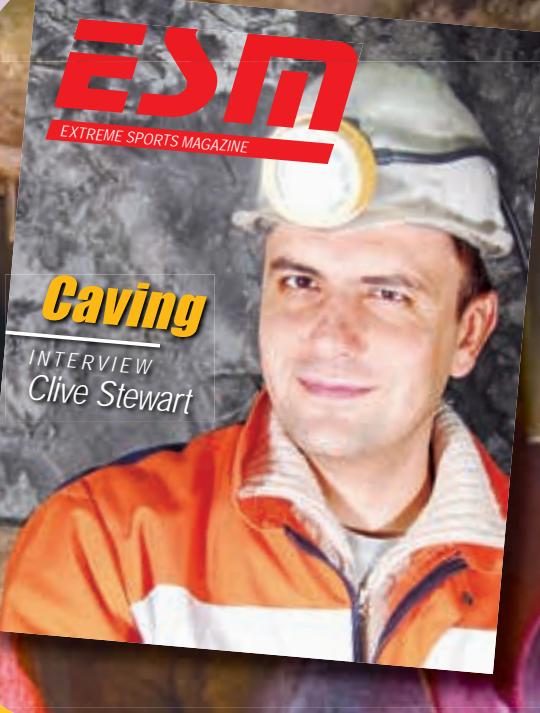
D. Look at the highlighted words in the text and match them with the meanings a-f.

1. vertical
2. thrill
3. formations
4. beginners
5. the minimum
6. waterproof

- a. excitement
- b. shapes
- c. going straight up or down
- d. not letting water in
- e. people starting to learn
- f. the smallest possible

E. Discuss.

- Would you like to start cave exploration?
Why? / Why not?



2. VOCABULARY

WORD BUILDING

NOTE

A lot of nouns are formed by adding a suffix (-ion, -ation, -ment, -ance, -al) to a verb.

Look at the nouns below and write the verb which they derive from.

1. form → formation
2. _____ → excitement
3. _____ → appearance
4. _____ → exploration
5. _____ → performance
6. _____ → preparation
7. _____ → survival
8. _____ → improvement
9. _____ → discussion
10. _____ → communication
11. _____ → arrival
12. _____ → organisation

3. GRAMMAR

HAVE TO, DON'T HAVE TO, MUST, MUSTN'T, NEED TO, DON'T NEED TO, NEEDN'T

Read the examples and decide what each of them means. Choose **a**, **b** or **c**.

You **have to** be physically fit.

You **don't have to** wear special clothing.

Each person **must** have a headlamp.

You **mustn't** go without an experienced caver.

You **need to** have safety equipment.

Experienced cavers **don't need to** take a training course.

You **needn't** buy special clothing.

a. It is necessary.

b. It isn't necessary.

c. Don't do it!

Grammar Reference p. 87

4. PRACTICE

Look at the signs and make sentences using **have to**, **don't have to**, **need to**, **don't need to**, **must** or **mustn't**.

WEAR A HELMET AT ALL TIMES



Gainsborough Gallery

TICKET OFFICE →

Channel Funpark

Tuesday's entrance
FREE!

NO BIKES ALLOWED IN THE PARK

NO FLASH PHOTOGRAPHY

5. SPEAKING

GAME

Work in groups of four. Look at the places below. One student chooses one of the places and the other three in the group have to find out which place it is by asking questions about what you **have to**, **don't have to**, **mustn't**, etc. do there. Use the ideas in the box.

train

plane

school

stadium

park

gallery

wear seat belt eat use mobile
buy tickets take pictures

Do you have to wear a seat belt there?

No, you don't.

Can you eat there?

3C Where to stay

1. VOCABULARY

ACCOMMODATION

Which of the words in the box relate to the different types of accommodation shown? There may be more than one answer.

high prices
room service
tent
air conditioning
shower
swimming pool
buffet
Wi-Fi connection
business centre
sleeping bag



B&B (bed and breakfast)



hotel



campsite



youth hostel

2. GRAMMAR

INDIRECT QUESTIONS

Read the dialogues, notice the phrases in bold and answer the questions that follow.

DIRECT QUESTION

A: **Where's the library?**

B: It's straight ahead, next to the post office.

INDIRECT QUESTION

A: **Excuse me sir, could you tell me where the library is?**

B: Sure. It's straight ahead, next to the post office.

- Which of the two questions is more formal?
- What is the difference in word order in the two bold phrases?

Grammar Reference p. 87

3. INTONATION



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

- What time is your flight?
- Do you know what time your flight is?

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

1. Could you tell me where Nasir went?
2. Where did you get this tent?
3. Do you know why he is upset?
4. When are you visiting Munich?
5. How often do you go camping?
6. Can you tell us which hotels you've stayed at?

4. PRACTICE

Read the direct questions and form indirect questions.

1. What time does the gym open? → Excuse me, can you tell me _____?
2. Where is the swimming pool? → Do you know _____?
3. Where did you stay? → Can _____?
4. How much did you pay? → Could _____?
5. When is Tom's graduation? → Do _____?

5. LISTENING



A. Discuss.

- Where do you usually stay when you go on holiday?
- Have you ever had to complain at a hotel? Why?
- What is the worst experience you've had at a hotel?

6. SPEAKING

INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 80.

Student B go to page 82.

- B. Listen to a conversation at a hotel between a man and the receptionist. What is the man complaining about?

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

- The man sent an e-mail to the hotel from his room.
- The receptionist tried to ring the man but the phone didn't work.
- The man couldn't use the Internet in his room.
- The receptionist didn't understand the man's e-mail.
- The man wants to change to a different room.
- There aren't any other rooms available.
- The man can't talk to the receptionist because he has to go to a meeting.

7. WRITING AN E-MAIL ASKING FOR INFORMATION



- A. Below is an e-mail Peter has sent to his friend, Gavin. Gavin recently stayed at a campsite and was very pleased with it. Peter wants to go camping this summer and would like some information about it. What do you think Peter is going to ask about? Read and check your answers.

Hi Gavin,

How are things? Listen, you stayed at a campsite last summer and you really liked it there, right? Well, I need some information. Could you tell me a bit more about it?

Firstly, can you hire tents there, or do I have to bring my own? Also, does it have showers and what are they like? Finally, could you tell me how much it costs? Do you pay daily or every week?

I'm planning to go next month, so please send me a reply with any information. Thanks a lot.

Bye for now,
Peter

B. Read again and answer the following questions.

- How many questions does Peter ask about the campsite?
- Which words does he use to list them?
- What kind of questions has he used?

C. Look at the ideas below. Tick the kind of information you would ask about if you wanted to know more about a hotel.

prices	<input type="checkbox"/>
Wi-Fi connection	<input type="checkbox"/>
business centre	<input type="checkbox"/>
gym	<input type="checkbox"/>
swimming pool	<input type="checkbox"/>
balcony	<input type="checkbox"/>

parking	<input type="checkbox"/>
air conditioning	<input type="checkbox"/>
TV	<input type="checkbox"/>
location	<input type="checkbox"/>
close to public transport	<input type="checkbox"/>
view	<input type="checkbox"/>

WRITING TASK

- D. You are planning a trip to Paris. Your friend recently stayed at a hotel there and was very pleased with it. Write an e-mail to your friend asking for more information about the hotel. Choose three ideas from activity C. Your e-mail should be between 80-100 words.



When writing an e-mail asking for information:

- use set phrases to say why you are writing (e.g. I'm interested in... so..., I want some information about..., I'd like to know...).
- use words/phrases to list your questions (e.g. firstly, first of all, next, then, also, finally).
- don't use direct questions only. Use indirect questions, too (e.g. Can/Could you tell me...?, Do you know...?).
- end by saying thanks and mentioning that you'd like a reply as soon as possible.

3d Natural beauty

1. VOCABULARY

GEOGRAPHICAL FEATURES

Look at the pictures and the words. Which of these types of geographical features exist in or near the area where you live?

volcano



cliff



waterfall



coast



jungle



mountain range

2. READING



A. Look at the pictures and the map on pages 48 and 49. What do you know or can you guess about Sichuan?

B. Read the text and tick the topics that are mentioned.

hotels	nature	museum	animals
food	history	places of interest	

Come to Sichuan!

With its beautiful scenery, friendly people and great food, Sichuan Province in China is the ideal holiday destination.

Sichuan is in Southwest China and it has many mountains, including the Himalayas to the west. The famous Yangtze River runs through China, from west to east, crossing Sichuan. The Yangtze isn't as long as the Amazon or the Nile, but it's the longest river in Asia.

There are lots of impressive sights in Sichuan. A very common form of Chinese art are the beautiful carved lion statues that visitors will see outside palaces and other important buildings.

Don't miss Mount Emei. Here you can visit sights or just take photos of the many waterfalls. For one of the most

beautiful sceneries in the country, visit Jiuzhaigou Valley. Jiuzhaigou Valley, in the north of Sichuan, is one of the most spectacular places in China with snow-covered mountains, colourful lakes and beautiful forests.

Chengdu is the capital of Sichuan and is the cultural and industrial centre of the region. Chengdu is also home to the Chengdu Giant Panda Research Base, one of the most important centres in the world for the protection of the Giant Panda. The Research Centre has developed into China Panda City with a museum and a zoo.

After all that sightseeing, you must definitely have something to eat. The Sichuanese cook with a lot of chilli peppers and garlic, and Sichuanese food is hotter and spicier than other types of Chinese cuisine, but it's delicious!



C. Read again and answer the questions.

- What's the mountain range to the West of Sichuan called?
- Where can you see carved lions?
- Where can you see beautiful scenery and lakes?
- What's the capital of this Province?
- What do the Sichuanese use in their cooking?

D. Look at the highlighted words in the text and choose the correct meaning a or b.

- | | |
|----------------|----------------|
| 1. spectacular | 3. developed |
| a. impressive | a. grown |
| b. important | b. built |
| 2. region | 4. definitely |
| a. area | a. fortunately |
| b. mountain | b. surely |

E. Discuss.

- Would you like to visit Sichuan?
- Which places in Sichuan would you like to visit most? Why?



3. GRAMMAR

COMPARISONS

A. Look at the examples below and answer the questions that follow.

- Sichuanese food is **hotter** than other types of Chinese cuisine.
- The Yangtze is **the longest** river in Asia.
- For one of **the most beautiful** sceneries in the country, visit Jiuzhaigou Valley.
- The scenery is **more spectacular** than anything I've seen so far.

- Which of the examples above include adjectives in the comparative form and which in the superlative form?
- Which word do we usually use **after** adjectives in the comparative form and which **before** adjectives in the superlative form?

B. Read the example and decide what it means. Choose a, b or c.

*The Yangtze isn't **as long** as the Amazon.*

- a. The Yangtze is longer.
- b. The Amazon is longer.
- c. The two rivers are the same length.

Grammar Reference p. 87

4. PRACTICE

Complete the dialogue with the correct form of the adjectives in brackets. Add **the** where necessary.

- A: Let's have dinner at *La Playa* tonight.
B: No way! That's one of (1) _____ (bad) restaurants in town. Dan was there last week and he says it's horrible!
A: Well, it's (2) _____ (good) than the restaurant in our neighbourhood.
B: Yeah, the food in *Sabroso* isn't as (3) _____ (tasty) as it used to be.
A: *Sabroso* is also (4) _____ (expensive) than *La Playa*.
B: I know! Why don't we go to *La Scala* in the shopping centre? It's not as (5) _____ (quiet) as the other places, but the food is good.
A: OK. It's also (6) _____ (cheap) restaurant in the shopping centre.

5. SPEAKING

Go to page 81.

3e Urban life

1. VOCABULARY

ADJECTIVES DESCRIBING PLACES

A. Read the sentences below and match the adjectives in bold with the definitions a-h.

1. The bus was **crowded** and I couldn't get on.
2. When I get tired of life in the city, I go to the countryside. It's so **peaceful** there.
3. You can find lots of books about **ancient** history in the library.
4. I live in a **noisy** neighbourhood and can't sleep at night!
5. Don't worry; the streets around here are **safe** for the children to play in.
6. The town square is a **popular** meeting place for teenagers.
7. We went on a tour around the town and saw many **historic** buildings.
8. The town centre has a great variety of **cosy** cafés and restaurants.

B. Use some of the adjectives above to describe your city/town.

2. SPEAKING

Talk in pairs. The three people below have been offered jobs in the three cities presented. Read the information, discuss and decide which city is the most suitable for each person. Give reasons for your choices.

When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree*, *I don't know about that*.)

TIP



Karim Salman, 23

Likes: art, eating out, travelling
Dislikes: shopping, nature



Ryan Aberson, 34

Likes: sports, reading, shopping
Dislikes: art



Harry Perl, 41

Likes: museums, nature, swimming
Dislikes: going out



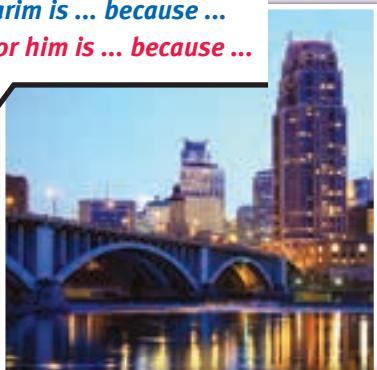
Chicago, Illinois

- beautiful parks and beaches
- lots of sports facilities
- museums



New York City, New York

- museums and galleries
- world famous shops
- huge variety of restaurants



Minneapolis, Minnesota

- lakes and parks with sports activities
- large shopping centre

3. LISTENING



A. Discuss.

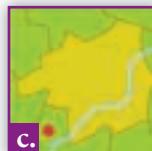
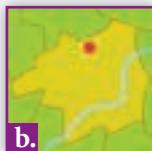
- What are the advantages and disadvantages of living in a city?

B. Listen to Bob talking to a friend about his new life.

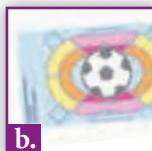
What is his opinion about life in the city?

C. Listen again and choose the correct picture a, b or c.

1. Where does Bob live?



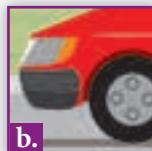
2. Where does Bob go every weekend?



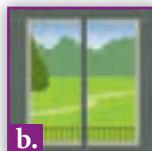
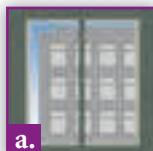
Before you listen, read the rubric carefully and look at the pictures, maps, etc. This will give you an idea of what to listen for.

TIP

3. How does Bob get to work?



4. What can Bob see out of his window?



4. WRITING A DESCRIPTION OF A PLACE



A. Discuss.

- What is the most interesting place you've ever visited?
- Why did you like it?

Yanbu

Yanbu, on Saudi Arabia's western coast, is one of the most relaxing cities I have ever visited. Yanbu is made up of three villages, Al-Balad, Al-Nakheel and Yanbu Al-Sina'iya, which are all very close to each other.

Yanbu is one of the oldest cities of the Kingdom and has many interesting places to see. If you walk along some of the narrow streets of the old part of the city, you will see a museum and numerous impressive buildings, some of which are extremely old and offer a fascinating look into the history of Yanbu. This area used to be the home of Lawrence of Arabia.

There is also a variety of options for recreation. Yanbu's beautiful beaches and opportunities for water sports, such as scuba diving or snorkelling on Barracuda Beach and Coral Gardens attract many tourists every year. There are also many places to shop and restaurants where you can try Saudi cuisine.

Yanbu is a very beautiful city and I had a fantastic time there. It was an unforgettable experience and I hope to visit this wonderful city again.



B. Read the text and choose a, b or c.

The text is:

- a. part of a story that happened in Yanbu.
- b. a description of Yanbu.
- c. an advertisement about a holiday in Yanbu.

C. Read again and answer the following questions.

1. In which paragraph (1-4) does the writer:

- describe what tourists can do there?
- say how he/she feels about the place?
- describe some places in the city?
- give general information about the place?

2. Which adjectives does the writer use to make the description more lively?

WRITING TASK

- D. Write a description of a place you've visited. Your description should be between 100-120 words.

Go to the Workbook, p. 42.

TIP

When writing a description of a place:

- before you start, write down some ideas.
- develop your ideas and write about the most important or interesting features of the place.
- divide your text into paragraphs as shown above.
- use a variety of adjectives to make your description lively.

3 Round-up

VOCABULARY

A. Choose a, b or c.

1. I need a(n) _____ to reach that shelf.
a. helmet b. ladder c. equipment
2. There were only fifty _____ on the plane.
a. destinations b. passports c. passengers
3. A: Where's Kim?
B: She's _____ dinner.
a. preparing b. discovering c. expecting
4. You should go to the south _____ of France. There are lots of beautiful towns by the sea.
a. valley b. coast c. cliff
5. Abdulaziz lives in a _____ area. It's nice and quiet.
a. crowded b. comfortable c. peaceful
6. We had a(n) _____ time in New York last winter.
a. cosy b. unforgettable c. suitable
7. You can _____ a car and explore the island. It's beautiful.
a. hire b. include c. attract
8. Excuse me, sir. You're not _____ to use your mobile in here.
a. necessary b. possible c. allowed

B. Match.

- | | |
|-------------|---------------|
| 1. public | a. card |
| 2. room | b. attendant |
| 3. boarding | c. service |
| 4. youth | d. connection |
| 5. Wi-Fi | e. transport |
| 6. flight | f. range |
| 7. mountain | g. hostel |

GRAMMAR

C. Circle the correct words.

- Andy Hey, Oliver (1) **could** / **may** you drive me to the airport tomorrow evening?
- Oliver At what time?
- Andy Well, my departure time is 10:00, so I (2) **need** / **must** to be there at around 8:00.
- Oliver OK, then. I'm working till 7:00 and then I just (3) **could** / **have to** get my car from the garage. So I (4) **can** / **may** come by your house at 7:30.
- Andy That sounds fine. But you (5) **don't have to** / **mustn't** be late. I don't want to miss my flight.
- Oliver You (6) **needn't** / **don't need** worry.
- Andy Thanks. Oh, one more thing... (7) **May** / **Must** I borrow your camera?
- Oliver Yes, of course.

D. Complete with the correct form of the adjectives in brackets.

1. This is the _____ (dark) cave I've ever been in.
2. Mrs Nuha's class is _____ (noisy) than Mrs Afaf's.
3. The black armchair is not as _____ (comfortable) as the brown one.
4. Ben bought the _____ (impressive) painting in the gallery.
5. My hand luggage was as _____ (heavy) as my suitcase so I had to check it in.
6. Sunday is the _____ (bad) day of the week for me.
7. The food was _____ (spicy) than we expected and we had trouble eating it.

E. Read the direct questions and form indirect questions.

1. Who is that man?
Do you know _____ ?
2. What does this word mean?
Excuse me, can you tell me _____ ?
3. Where's the bathroom?
Can _____ ?
4. When did Mr Carter leave the building?
Do you _____ ?
5. How much do these boots cost?
Could _____ ?

COMMUNICATION

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

- a. I have to be in Coleridge as soon as possible.
b. It's about as quick as the underground.
c. Could you tell me where the nearest underground station is?
d. Could you help me?
e. You don't have to take the underground.

Mr Green Excuse me. (1) _____

Stan Sure. Do you want me to carry one of your bags?

Mr Green No, I'm fine. (2) _____

Stan There is no underground today.

Mr Green Oh, dear.

Stan Where do you want to go?

Mr Green (3) _____

Stan Don't worry. (4) _____ You can take the number 45 bus.

Mr Green How long does it take?

Stan (5) _____ There's a bus stop over there.

Mr Green Thank you.

Stan No problem.

LISTENING



Listen and choose *a*, *b* or *c*.

1. What must the passengers on flight T315 do?
 - a. They must go to gate 4.
 - b. They must wait at gate 16.
 - c. They must board the plane from gate 16.
2. What did Dan think about the B&B?
 - a. It was as good as a hotel.
 - b. It was more expensive than a hotel.
 - c. It was worse than a hotel.
3. Where are the people staying?
 - a. at a house in the mountains
 - b. at a campsite
 - c. at a hotel by the beach

SPEAKING

Talk in pairs. Imagine that you and your partner are going on a camping trip. Look at the pictures and discuss which five objects you would take with you and why. Use the phrases in the box.

It would be a good idea to ...
I think it would be better to ...
We should(n't) take ... because ...
I think we need ... because ...
... is/are useful/necessary.



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 requests and ask for permission
- › express ability
- › express obligation, lack of obligation and prohibition
- › ask for information using indirect questions
- › make comparisons
- › use language related to travelling by plane
- › discuss different types of holiday and holiday destinations
- › describe places and write a description of a place

Culture page

Do the quiz.

QUIZ!

Famous landmarks

1

The Makkah Clock Royal Tower is located in the heart of Makkah, only a few steps away from the Al Haram and the Holy Ka'aba. It is one of the tallest buildings in the world and it's more than five times larger than Big Ben. The Tower features a 40-metre clock that is visible from a great distance. From what distance can the clock be seen at night?

- a. 5 km
- b. 40 km
- c. 17 km

5

The Romans built Hadrian's Wall 2000 years ago. But which two countries does it separate?

- a. France and Italy
- b. England and Scotland
- c. Wales and England

2

The beautiful Sheikh Zayed Grand Mosque is one of the world's largest mosques and can be found in Abu Dhabi. But how many people can it hold?

- a. 40,000
- b. 30,000
- c. 20,000

6

The Taj Mahal is a marble white monument located in Agra, India. But who was it built for?

- a. the Emperor's wife
- b. the Emperor's father
- c. the Emperor

3

The New Library of Alexandria in Egypt has millions of books, a planetarium, research centres and museums, to mention just a few. But how many museums has it got?

- a. 24
- b. 14
- c. 4

7

Uluru is a huge rock in the middle of Australia. At sunset it glows a bright colour. But which colour?



4

Niagara Falls lies between Canada and the USA. 3160 tons of water flows over it every second. In 1901, Annie Edson Taylor became the first woman to go over the falls. But what did she do it in?



- a. a boat
- b. a barrel
- c. a basket

8

The Eiffel Tower is a very famous tower in the centre of Paris. It's made of metal and it's 320 metres tall. But how much does it weigh?

- a. 10,000 tonnes
- b. 20,000 tonnes
- c. 25,000 tonnes

ANSWERS: 1. C / 2. a / 3. C / 4. b / 5. b / 6. a / 7. b / 8. a



Nowadays



Discuss:

- ▶ How is life different from ten years ago?
- ▶ What do you think the major changes in your lifetime will be?

Flick through the module and find...

- ▶ notes and SMS messages
- ▶ two friends in an art gallery
- ▶ two opinions about computers
- ▶ advertisements about unusual gadgets
- ▶ four wrong predictions

In this module you will...

- ▶ discuss buying things and prices
- ▶ learn to make promises, on-the-spot decisions and requests
- ▶ learn to refer to the future by using appropriate tenses
- ▶ learn to express your opinion and make predictions about the future
- ▶ read and write notes and SMS messages
- ▶ learn to use abbreviations
- ▶ learn to use *too* and *enough*
- ▶ learn to define people, places and things by using relative pronouns and adverbs
- ▶ learn to describe gadgets and talk about their positive and negative aspects

4a Is it worth buying?



1. LISTENING & READING

A. Discuss.

- What do you think of modern art?

B. Listen to the dialogue. Why are the two men at an art gallery?

Lee So, which one do you want to buy?

Jack It's that one over there.

Lee It's huge. Where are you going to put it?

Jack In my living room, right next to the window.

Lee Does it fit?

Jack Just about. It's a powerful image, don't you think?

Lee You're crazy. And why did you bring *me* here?
I don't know anything about art.

Jack Well, I was getting to that.

Lee By the way, how much is it?

Jack £7500.

Lee Are you serious? Can you afford it?

Jack Not exactly. I'm a bit short. That's why I was thinking...

Lee Here we go.

Jack Will you lend me some money? Not all of it, just half, maybe.

Lee I can't believe this.

Jack Please. I'll pay you back at the end of next month.

Lee I don't know. What is it supposed to be, anyway?

Jack It's called *December*.

Lee It looks like a big egg to me. What a waste of money!

Jack It's worth buying, trust me.

Lee Go on then, I'll help you out.

Jack Fantastic!

Lee How are you going to get it home?

Jack As soon as the exhibition is over, they'll deliver it to me.

Lee And pay more money I expect. Forget it. I'll help you carry it home.

Jack What?

Lee I'm only kidding!

C. Read the dialogue and find statements that prove the following.

1. Lee thinks the painting is too big for Jack's house.
2. Jack asked Lee to come to the gallery.
3. Lee is not an art expert.
4. Lee thinks the painting is too expensive.
5. Jack doesn't need to borrow the whole amount.
6. Jack is very fond of the painting.
7. Jack doesn't have to carry the painting home.

2. VOCABULARY

WORDS EASILY CONFUSED

Circle the correct words.

1. Todd is usually **broke** / **short** by the end of the month.
2. I can't buy a new mobile because I'm a bit **broke** / **short** of cash at the moment.
3. Could you **lend** / **borrow** me €50 for tonight?
4. Can I **lend** / **borrow** your car to go to work?
5. A: That's €5.49 altogether.
B: I only have a 100-euro **note** / **coin**. Is that OK?
A: Do you have 50 cents?
B: Let me see. I have some **notes** / **coins** in my pocket. Yes, here you are.
A: Thanks. Here's your change.
6. That was a lovely meal. Let's ask for the **bill** / **receipt**.
7. Here are your new shoes. Your **bill** / **receipt** is in the bag.
8. I want to buy a new car, but I can't **afford** / **save** it.
9. Adam is **affording** / **saving** up for a new laptop.

3. GRAMMAR

FUTURE *will*

Read the examples and match them with their uses. Which verb form is used after *will*?

1. Will you **lend** me some money?
2. I'll **pay** you back at the end of next month.
3. Go on then, I'll **help** you out.

- a. on-the-spot decision
b. promise
c. request

NOTE Use the Future **going to** and the Present Progressive for future plans and arrangements.
I'm going to put the painting over the sofa.
Hasan is coming with us to the art exhibition tomorrow.

TIME CLAUSES

Read the example and complete the rule.

As soon as the exhibition **is** over, they'll deliver it to me.

Time Clause (referring to the future)	Main Clause
when, after, before, until, as soon as	+ <input type="text"/> Simple Future <i>will</i>

Grammar Reference p. 88

4. PRACTICE

Complete with the Present Simple or the Future *will* of the words in brackets.

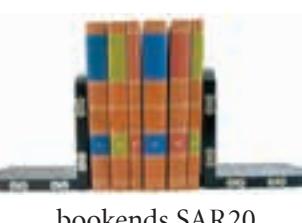
1. A: Ken, _____ (you / give) me the newspaper, please?
B: Sorry, but I'm reading it.
A: I _____ (give) it back immediately, I promise. I just want to see the weather forecast for tomorrow.
B: No, you _____ (get) it as soon as I _____ (finish).
A: Forget it. I _____ (check) it on the Internet.
B: Good idea.
2. A: Where are you going?
B: To the shopping centre.
A: _____ (you / do) me a favour before you _____ (leave)?
B: I don't know, what is it?
A: I need to take these boxes upstairs.
B: I don't have enough time. I _____ (help) you when I _____ (get) back, OK?

5. SPEAKING

Talk in pairs.

Student A: Imagine that you are looking for items to decorate your house. You have only SAR70 to spend. Discuss with Student B and choose three items from below. If you need more money, ask Student B to lend you some.

Student B: Student A is looking for items to decorate his/her house. Discuss and help him/her choose three items from below.

		
digital photo frame SAR70	painting SAR42	poster SAR37
		
lamp SAR35	bookends SAR20	vase SAR30

What do you think of this painting?
It's not bad, but can you afford it?

4b Only time will tell

1. READING



A. Discuss.

- What do you know about the following?

the Wright brothers

IBM

rockets

TV



'Man will not fly for 50 years.'

Wilbur Wright, to his brother Orville (1901)

In 1901, the Wright brothers tried out their flying machine for the first time but were very disappointed when they didn't succeed. However, two years later, in 1903, they took to the skies and entered the history books. And only 18 years after Wilbur made his prediction, Captain John Alcock and Lieutenant Arthur Whitten Brown made the first non-stop transatlantic flight from Newfoundland, Canada to Ireland.



'I think there's a world market for about five computers.'

Thomas J. Watson, chairman of the board of IBM (1943)

This prediction seems ridiculous today, but it was true for ten years after Watson said it. Even so, today there are about 2 billion computers in use in the world, and experts predict that this number will continue to grow.



'Television won't last because people will soon get tired of staring at a plywood box every night.'

Darryl Zanuck (1946)

Zanuck definitely got it wrong about television. The total number of TV sets in the world is over 1.5 billion. In the USA, where the TV plays a major role in everyday life, there are over 2000 TV channels and on average, a TV set is on for 6 hours and 47 minutes every day.



'A rocket will never be able to leave the Earth's atmosphere.'

New York Times (1936)

At the time, it was hard to imagine that sending a rocket into space would be possible. However, some years later, the first unmanned rocket left the Earth's atmosphere. Not only that, but in the next years it was possible to send humans to space. Most people know Yuri Gagarin, the first human in outer space (1961) and Neil Armstrong, the first man on the moon (1969).

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

- The Wright brothers flew a plane for the first time in 1901.
- The first non-stop transatlantic flight was in 1918.
- In 1950, the world market didn't have a need for computers.
- Zanuck predicted that people wouldn't like watching TV.
- In the USA, people have their TV sets on for about 7 hours a day.
- Yuri Gagarin was on the first rocket ever to leave the Earth's atmosphere.

D. Look at the highlighted words in the text and match them with the meanings a-f.

- | | | |
|-----------------|--------------------------|---|
| 1. disappointed | <input type="checkbox"/> | a. very large or important |
| 2. succeed | <input type="checkbox"/> | b. not fail |
| 3. ridiculous | <input type="checkbox"/> | c. continue to exist |
| 4. predict | <input type="checkbox"/> | d. say that something will happen in the future |
| 5. last | <input type="checkbox"/> | e. unhappy because something didn't happen |
| 6. major | <input type="checkbox"/> | f. very silly |

2. VOCABULARY

EXPRESSIONS WITH *make*

Complete the sentences with the correct form of the expressions in the box.

make mistakes
make a decision
make plans
make sure

make money
make predictions
make a phone call

- Ed never knows what he wants. He just can't _____ about anything.
- I've already _____ for the weekend. I'm going to visit my parents in Bath.
- I need to _____ to Sami before we leave.
- _____ you close the window before you leave the office.
- It's not easy to _____ about the weather.
- Robert _____ when he speaks Italian.
- Harry thinks he can _____ without working.

3. GRAMMAR

***will* FOR PREDICTIONS**

Read the examples. What do the phrases in bold express?

- *Man will not fly* for 50 years.
- *Television won't last* because people will soon get tired of it.

will have to, will be able to

Read the examples below. Which of the verbs in bold means **must** and which means **will manage to**?

- *Trevor finished this assignment so he will be able to go out tonight.*
- *George gave me some money, but I will have to pay him back by Monday.*

Grammar Reference p. 88

4. PRACTICE

Complete the dialogues with ***will, won't, will have to, will be able to*** or ***won't be able to***.

1.

A: Oh no! The lift isn't working! We _____ use it.

B: Then we _____ take the stairs.

A: With all these heavy bags? I _____ do it.

B: Yes, you _____. I live on the second floor.

A: All right then.

2.

A: What do you think about flying cars?

B: Well, there _____ be any in our lifetime, that's for sure.

A: Why not?

B: I don't think scientists _____ create them soon. Anyway, they _____ be too dangerous.

A: You think so?

B: Yeah, people _____ drive them, and there _____ be accidents all the time.

A: Maybe, you're right.

5. SPEAKING

Talk in pairs. Make predictions about the future.

Talk about:

- your area/
neighbourhood
- technology
- transport
- your own future
(family, job, etc.)

I think there won't be any parks in my neighbourhood in the future.

4C A quick note

1. VOCABULARY

Look at the abbreviations below and answer the questions.

- What do you think they stand for?
- Where would you see them?
- Why do we use them?

St asap Rd PTO min. hr No.
tel. e.g. Dr kg Mon Sept

2. GRAMMAR

ADJECTIVES - ADVERBS

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

- This is an **easy** exercise. I can do it **easily**.
- Jack is a **bad** person. He treats people **badly**.

_____ 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

3. PRACTICE

A. Circle the correct words.

1. A: Your brother paints **beautiful** / **beautifully**.
B: Yes, he's very **good** / **well**.
A: Do you paint **good** / **well**, too?
B: No, I don't.
2. A: John 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!

B. Look, read and say what the problem is, using **too** or **enough** and the words in brackets.



1. I can't buy it.
(expensive) (cheap)



2. This hat doesn't fit her.
(big) (small)

Grammar Reference p. 88

4. INTONATION



A. Listen and repeat. Which words are stressed?

This coffee isn't sweet enough.

That light is too bright.

B. Read and underline the main stress in the sentences. Then listen and check your answers.

1. Ted isn't old enough to drive.
2. There aren't enough books for everyone.
3. We're too tired to go out.
4. I'm not tall enough for the basketball team.
5. This food is too salty.

5. LISTENING



A. Discuss.

- Look at the three texts below. What are they?

B. Listen to three short phone calls and complete the missing information.



TIP

Before you listen, try to predict what kind of information is missing. Make sure that your answers make sense.

6. WRITING

NOTES / MESSAGES

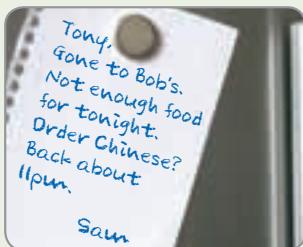


A. Discuss.

- Do you often leave notes to your family and friends? What are they usually about?

B. Read through the texts below and answer the questions.

1. Where would you find the notes?
2. What would you actually say if you were speaking to the person?
3. How is the SMS message different from the notes?



C. Read the sentences and write T for True or F for False.

1. In notes/messages, we only give the important information.
2. In notes/messages, we always write full sentences.
3. In notes/messages, we can use abbreviations.
4. In notes/messages, we don't always use articles and prepositions.
5. In SMS messages, we greet and sign off by writing names.

WRITING TASK

D. Read the situations below and write a note and an SMS message.

- You want some things from the supermarket, but you can't go. Write a note asking your friend to go, telling him/her what you need. Tell him/her why you can't go and what time you'll be back.
- A cousin has invited you to his/her house for dinner. Write an SMS message to thank him/her and say that you will be a bit late. Give an excuse.

TIP

When writing a note:

- greet and sign off when appropriate.
- keep the text short and give only the important information.
- remember that you don't have to write full sentences (e.g. you don't have to use articles, prepositions, pronouns, certain verbs like *be*, *have*, etc.).
- you can use abbreviations.

When writing an SMS message:

- you don't need to write a greeting or to sign off.
- you can use abbreviations and SMS language.

See page 79 for a list of abbreviations and SMS dictionary

4d What an idea!

1. READING



A. Discuss.

- Which of the items on the right do you use?
- How often do you use them?
- Could you live without them?



B. Look at the pictures below. What do you think these gadgets do? Read and check your answers.

a

USB desk vac

A great place where you can use this USB hoover is in your office. It's perfect for those who hate dirty desks. This handy gadget plugs into the USB port of your computer and cleans up dust and crumbs in seconds. So keep your desk clean and your boss happy.

Buy the USB desk vac today!

£13

b

Radio trainers

Listen to the news or a live football match while you are on the run! Now you can travel in style with these new radio trainers. They come with wireless headphones and they have a battery life of six hours. Your friends will be amazed! They are the trainers everyone will want to have.

Buy now and get moving!

£149.99

c

Car Coffee Maker

These days our cars are like mobile homes. They have radios, hands-free phones, TVs and even game consoles. So, why not install a coffee maker, too? Just imagine, you're late for work and you don't have time to make a cup of coffee. The new Car Coffee Maker is the answer to your problem. It's perfect for drivers who love luxury. Just press a button and drive while the machine makes your coffee.

Arrive at work ready for action!

£80

d

Solarjacket

Order today!

The days of dead batteries are over. Everyone who owns a mobile phone will find this clever gadget very useful. The jacket has panels which use the sun to create energy. So, you can charge your mobile phone and anything else that has a battery. It's very useful, helps you become environmentally friendly and looks great!

£60

3. GRAMMAR

C. Read the texts again and the statements 1-5. Which gadget do they refer to? Write *a, b, c or d.*

1. This gadget works on batteries.
2. You need a computer to use this gadget.
3. This gadget is a good time-saver.
4. This gadget is good for the environment.
5. You can use this gadget at work.

D. Look at the words below from the texts. What do you think they mean?

USB

wireless

headphones

coffee maker

hands-free

game console

E. Discuss.

- Which of the gadgets on page 62 would you like to have? Why?
- Which do you consider a waste of money? Why?

2. VOCABULARY

COLLOCATIONS

Match the verbs with the nouns.

1. charge
2. download
3. install
4. enter
5. turn on / shut down
6. press

a. the software / an antivirus program

b. the on/off button / ENTER

c. a username / a password

d. a battery / a mobile / a digital camera

e. information from the Net

f. a computer / a laptop

RELATIVE PRONOUNS (who, which, that) AND ADVERBS (where)

A. Read the examples below. What do the words in bold refer to?

*It's perfect for drivers **who** / **that** love luxury.*

*The jacket has panels **which** / **that** use the sun to create energy.*

*They are the trainers (**which** / **that**) everyone will want to have.*

*A great place **where** you can use this USB hoover is in your office.*

B. Read the examples again and complete the rules.

Use:

- _____ and **that** for people.
- _____ and **that** for things, animals and ideas.
- _____ for places.

NOTE

We can omit **who**, **which** and **that** when they refer to the object of the verb.

Grammar Reference p. 88

4. PRACTICE

Complete the dialogues with **who**, **which**, **that** or **where**. If they can be omitted, put them in brackets.

1.

A: Is that the laptop (1) _____ you bought last week?

B: Yeah.

A: It's nice. Where did you get it from?

B: From the shop (2) _____ you used to work. In fact, the man (3) _____ sold it to me knew you.

A: Did he? What was his name?

B: Alan Taylor.

A: Oh, he was one of the people (4) _____ I hung out with while I was there.

2.

A: Dan, can I borrow your green shirt?

B: Which one?

A: The one (5) _____ you were wearing yesterday.

B: Go on then. Are you going out?

A: Yeah, I'm meeting Ben. You know, the boy (6) _____ is in my computer class.

B: Where are you going?

A: To Ricky's.

B: Where?

A: You know, the café (7) _____ is in the park. It's the place (8) _____ his brother works.

B: Have fun!

5. SPEAKING

GAME

Go to page 81.

4e Can you live without it?

1. VOCABULARY

WORD BUILDING

NOTE

A lot of adjectives are formed by adding a suffix (-ful, -less) to a verb or noun.

A. Read the examples below. What's the difference between *useful* and *useless*?

- This book is very *useful*. I learnt a lot about cooking from it.
- My new mobile phone is *useless*. It never works when I need it.

B. Complete with the correct form of the words in capitals.

1. Don't be afraid of the horse. It's _____. **HARM**
2. Malik is a _____ businessman. **SUCCESS**
3. Don't let Anna do the washing-up. She is very _____. **CARE**
4. I have nobody to talk to. I feel _____. **HELP**
5. I asked my brother to help me fix my computer, but he wasn't very _____. He doesn't know much about computers. **HELP**
6. I went to the park yesterday. It was _____. **BEAUTY**
7. I love living in the country because it's very _____. **PEACE**
8. Sweets are _____ to your teeth. **HARM**
9. Please be _____ with that knife. **CARE**

2. LISTENING

A. Discuss.

- Do you have a mobile phone?
- When do you use it?

B. Listen to four people talking about mobile phones and match the names with the statements. There is one extra statement which you do not need to use.

- | | |
|----------|---|
| Frank | a. Mobiles can be annoying. |
| Brad | b. Children don't use mobile phones more than adults. |
| Roger | c. Mobiles can be very expensive. |
| Jonathan | d. Mobiles can be harmful to your health. |
| | e. Mobiles are helpful when you need them. |

3. SPEAKING

Talk in groups of four. What do you think of mobile phones? Discuss the positive and negative aspects of having a mobile phone, using the ideas in the box. Write notes in the table below and then use your notes to present your arguments to the class. Give reasons for your answers.

I believe ...

I disagree. In my opinion ...

You're right. I also think ...

Talk about:

- size
- cost
- what they're used for
- people's health
- if people can become addicted
- if they can be annoying

POSITIVE	NEGATIVE
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

4.WRITING A PARAGRAPH EXPRESSING AN OPINION



A. Discuss.

- How important are computers in your life?

B. Read the texts below and answer the questions.

1. In which text does the writer have a positive opinion about computers? How can you tell?
2. Which words/phrases do the writers use to list their points? Underline them.
3. Which phrases do the writers use to state their final opinion?

» YOUR VIEWS

CAN WE DO WITHOUT : COMPUTERS?.....



JACK MORRIS, LONDON

It is true that computers are very popular nowadays, but they can do more harm than good. First of all, they are harmful to our health. Using a computer for too many hours can damage your eyes and cause backaches. What is more, children, teenagers and even adults can easily become addicted to computers and spend hours in front of the screen instead of socialising with other people. Lastly, computers that have an Internet connection are useful, but they are not safe. They can get viruses which can destroy all the programs and delete information. Personally, I believe that computers are not as important or useful as many people think and we can definitely do without them.

COM>14

STAN WHITE, BATH

Computers help people in more than one way and are becoming more and more popular with people of all ages. To begin with, computers are very useful as they help us organise our work and, as a result, we work faster. Also, we can store important information or photos on the computer and with one click open the file we need. In addition, people who have an Internet connection can download a great amount of information, as well as keep in touch with family and friends. In my opinion, computers are an important part of our lives and we cannot live without them.

COM>15

C. Complete the text with the correct words.

In my (1) _____, the TV is a very important invention. (2) _____ of all, it's a popular form of entertainment for many people. In (3) _____, there are lots of programmes, like documentaries that inform you about the world. You can (4) _____ watch the news. (5) _____, it is a very cheap form of entertainment.

WRITING TASK

- D. Imagine that your school magazine has asked you to write your opinion about mobile phones. Write a paragraph using the ideas in the speaking activity. Your paragraph should be between 80-100 words. **Go to the Workbook, p. 54.**

TIP

When writing a paragraph expressing your opinion:

- use linking words to list points: *firstly, first of all, to begin with, secondly, also, in addition, what is more, finally, lastly.*
- use phrases like: *In my opinion..., Personally I believe...*
- give reasons to support your opinion, by using clear examples.

4 Round-up

VOCABULARY

A. Circle the correct words.

1. Ronan **lent / borrowed** me €100 last month and I still haven't given it back.
 2. When I got to the supermarket, I realised I only had a few **cash / coins** on me.
 3. He looks **ridiculous / annoying** in that outfit.
 4. This gadget doesn't work. I think the **batteries / headphones** are dead.
 5. I'm getting really tired **about / of** being alone.
 6. This little gadget is very **handy / harmful**. You should buy one.
 7. This **invention / prediction** is going to change the world as we know it.
 8. Oh no! I think I've **entered / deleted** an important file. I can't find it anywhere.
 9. My brother spends all his free time playing computer games. He's **addicted / installed** to them!

B. Complete the sentences with the correct form of *make* or *do*.

1. I think you've _____ a spelling mistake.
 2. In 1996, Greg opened his own shop, but he didn't _____ much money, so he closed it down.
 3. Can eating these leaves _____ you any harm?
 4. Have you _____ any plans for the weekend?
 5. Where's your phone? I need to _____ a phone call.
 6. Drinking soft drinks all day won't _____ you any good, you know.
 7. My TV broke down, but I think I can _____ without it for a while.
 8. Who usually _____ the decisions in this company?
 9. Please, _____ sure that you get a receipt from that shop.

GRAMMAR

C. Choose a , b or c .

1. As soon as I get home, I _____ you.
a. call b. am calling c. will call
 2. I'm sorry, but you _____ go outside to use your mobile phone.
a. won't have to b. will have to c. will be able to
 3. I'll fix the washing machine before I _____.
a. will be able to leave b. will leave c. leave
 4. I _____ you back. I promise.
a. will pay b. will have to pay c. pay
 5. You _____ use the printer today. It's out of order.
a. won't be able to b. won't have to c. will be able to
 6. _____ shut down the computers? I'm running late.
a. Will you have to b. Do you c. Will you
 7. OK, OK, I _____ you the money.
a. will have to lend b. will lend c. lend

D. Complete with *too* or *enough* and the words in brackets.

1. I won't buy the coffee maker. It's _____ (expensive) and I don't have _____ (money) with me.
 2. Jake is _____ (tired) to go out tonight.
 3. We can't go to the shopping centre on foot. It isn't _____ (close).
 4. Of course I won't lend Sam my car! He isn't _____ (careful)!
 5. I don't like this painting. It's _____ (colourful).

E. Complete the sentences with *who*, *which*, *that* or *where*. If they can be omitted, put them in brackets.

1. Is this the digital photo frame _____ you bought from the Internet?
 2. *Wensley's* is a café _____ lots of university students socialise.
 3. Is this the hoover _____ doesn't work?
 4. That's the waiter _____ gave me the wrong change.
 5. There are two lifts in this building _____ are out of order.
 6. My cousin is a person _____ gets disappointed very easily.
 7. *Old Trafford* is the stadium _____ Manchester United play.
 8. Do you remember the man _____ we met on the bus? He's a successful businessman.

COMMUNICATION

F. Choose *a* or *b*.

1. A: Are you sure about this?

B: _____ I know what I'm doing.

- a. Go on then. b. Trust me.

2. A: I lent my car to Dave last week.

B: _____ He's a terrible driver.

- a. Here we go! b. You're crazy!

3. A: Dan spent €400 on a new coat, and it's horrible!

B: _____

- a. What a waste of money! b. That's not enough money!

4. A: Did you really win the competition?

B: _____

- a. I was just kidding. b. I was getting to that.

LISTENING

A. Listen to two friends at a department store and match the presents with the people. There are two extra presents that you do not need to use.

Paul Stephen Gary



SPEAKING

Talk in pairs. The pictures below show how some things will change in the future. Discuss the positive and negative aspects of each change. Use the prompts given.

Video phone watch



- see others while talk
- Internet
- watch TV
- small screen
- can't use with friends

Flying car



- no traffic
- speed
- dangerous
- need special licence

Cooking machine



- no cooking needed
- tasty food
- clean kitchen
- difficult to clean
- not learn to cook

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

1. Paul likes to show people photographs from his holidays.
2. The two boys don't like the presents Stephen buys them.
3. The boys think a big TV set is a good present for Stephen.
4. The vase is not very expensive.
5. Gary bought a new laptop recently.
6. The gadgets are on the first floor of the department store.

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 promises, on-the-spot decisions, requests and predictions
- › use the Future *will* and the Future *going to*
- › express my opinion
- › write notes and messages
- › use abbreviations
- › use *too* and *enough*
- › define people, places, things
- › describe gadgets and talk about their positive and negative aspects
- › use words related to money

Cross-curricular page

Science

A. Discuss.

- Do you think it's important to protect the environment?
- What do you do to protect the environment?

B. Why do you think people install gardens on their roofs? Read and find out.



GREEN ROOFS

The hanging gardens of Babylon were one of the seven wonders of the ancient world. It's unknown what they looked like, but they were probably some kind of rooftop gardens. In the modern world, green roofs are environmentally friendly and are becoming very popular in cities. So, it seems people of the ancient world were eco-friendly, too.

A green roof works well in all seasons. In summer, it keeps the temperature low in the house and in winter, it keeps the heat inside and warms up the house. Also, green roofs absorb rain very well and help prevent flooding. A green roof can also make a roof much nicer to look at. There are two types of green roofs, intensive and extensive:

Intensive roofs

These are like normal gardens, but on your roof. You can have flowers, bushes or even trees. However, they need at least 30cm of soil and aren't suitable for most buildings. They need big buildings with strong roofs that can take the weight of all the soil and plants. They aren't easy to look after, but they can be very attractive.

Extensive roofs

These roof gardens have grass and don't need much soil. You can install them on any roof and there's a great variety of grasses that you can use. Plants that you find on cliffs survive very well, too. Extensive roofs are more common than intensive roofs and they're easier to look after.

Green roofs can be expensive, but they are worth it. Just think of the many advantages for your home and for the environment, especially in major cities. Imagine looking out from one of the modern wonders of the world, the Empire State Building, and seeing a sea of green rooftops. That's what cities should be like.

POEM

"Modern life"

Go to page 78.



C. Read again and answer the questions.

1. According to the text, why were people of the ancient world eco-friendly?
2. Why is a house with a green roof useful in winter?
3. On what kind of green roof can you have trees?
4. What kind of buildings can have intensive roofs?
5. Where can you install an extensive roof?
6. What are the best kind of plants for extensive roofs?

Task 1

A. A man is phoning Mr Thompson's office and talking to his secretary. Listen to the conversation, look at Mr Thompson's schedule below and complete the white boxes.



January

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	TODAY 9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Task 1

B. Make notes about your weekly schedule (activities you do during a typical week), last week's activities and next week's plans or arrangements. You can write about classes/exams, sports, entertainment, trips, etc. Then talk in pairs. Ask your partner questions to learn about his/her schedule.

YOU

A TYPICAL WEEK	
Sun
Mon
Tue
Wed
Thu
Fri
Sat

LAST WEEK	
Sun
Mon
Tue
Wed
Thu
Fri
Sat

NEXT WEEK	
Sun
Mon
Tue
Wed
Thu
Fri
Sat

YOUR PARTNER

A TYPICAL WEEK	
Sun
Mon
Tue
Wed
Thu
Fri
Sat

LAST WEEK	
Sun
Mon
Tue
Wed
Thu
Fri
Sat

NEXT WEEK	
Sun
Mon
Tue
Wed
Thu
Fri
Sat

What did you do last week?

**On Sunday morning I... and
in the afternoon...**

What do you usually do at the weekend?

I usually ...

What about you?

Well, I rarely... My friends and I regularly...

Next week my friends and I are...

What about your plans for next week?

I'm...

C. Present your partner's weekly schedule, last week's activities and next week's plans or arrangements in class. Listen to your classmates' schedules and then vote for the most interesting / busiest schedule, as well as the most exciting week.

70

Task 2

A. After years, three friends meet at a school reunion.

Listen and decide if the statements below are True or False.



1. Tom and Frank have opened a restaurant.
2. Frank is a professional photographer.
3. Mark hasn't travelled very much.
4. Mark got married three years ago.



Task 2

B. Imagine that you are at a reunion with your classmates from primary school. Talk in pairs. Interview each other and complete the questionnaire about what your partner has/hasn't done since primary school.

Have you worked since then?

Yes, I have. I worked as a waiter last summer.

That's interesting. Where did you work?

I worked at an Italian restaurant in the city centre.

Have you

changed your image since then? How?

moved to a new town/country? Which one?

ever worked? Where? When?

won a competition? When?

done anything interesting/exciting? What?

met anyone famous? Who? Where? When?

talked to anyone from our old school? Who? When?

YES NO



C. Give a presentation of what your partner has/hasn't done based on the results of the questionnaire.

Task 3

A. Is it important to learn a few things about a country before visiting it?
Read the text below and answer the questions that follow.



A journey to South India is a fascinating opportunity, but be sure to do some homework before packing.

The **Dos** and **Don'ts** for travellers to South India.

- India has an amazing culture which is very different from what you are probably used to. So, although Indians are usually very friendly and helpful, you must show respect for their culture.
- When you visit a friend's house in India, you need to remove your shoes. This means you have to check that your socks are clean and don't have any holes!
- You must never refuse food when you are at an Indian person's home. Indians usually eat with their hands or use chappati bread, so watch what other people are doing and do the same.
- You don't need to dress in Indian clothing, but you have to pack some comfortable clothes that cover most of your body. Long trousers and shirts are a good idea for men, as well as for women. Also, since in South India one minute it's sunny and the next it's raining, especially during the summer months, you need to pack some waterproof clothes and an umbrella, too!
- You mustn't stand too close to Indian men or women because it is rude. Also, remember that Indians never hug or kiss their friends in public!
- Finally, India is full of colours and amazing images you will want to remember. However, you must always ask for permission before you photograph something or someone; in some places you are not allowed to take photos.

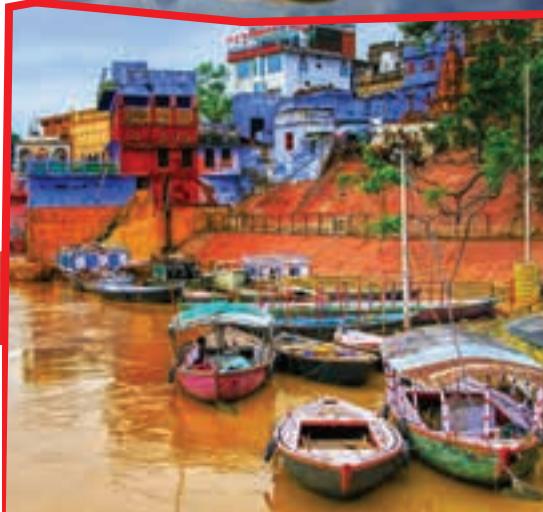
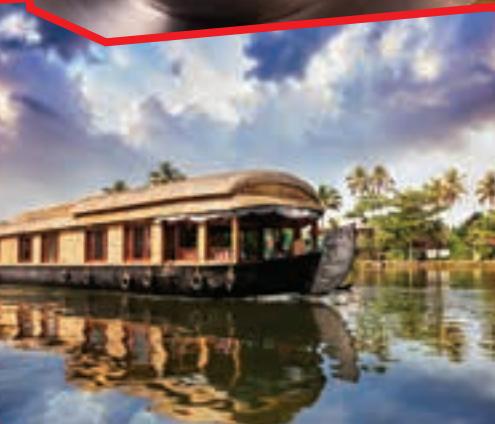
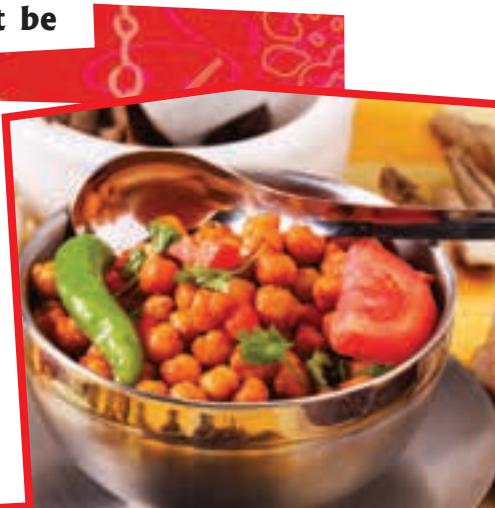
1. What must you do when you visit a friend's house in India?

2. How do Indians usually eat?

3. What kind of clothes should you take with you when travelling to South India?

4. What is the weather like in South India?

5. What do you need to do before you take pictures?



Task 3

B. Look at the following checklist. What are some culture Dos and Don'ts which apply in your country that visitors should know about? Are there more points you want to add to the checklist? Talk in pairs and take some notes.

- how to talk to people
- what to wear
- what to do when you visit people

- _____
- _____
- _____



C. Write down the rules you came up with in the previous exercise using *must*, *mustn't*, *have to*, *don't have to*, *need to*, *don't need to* and *needn't* to create a survival guide for someone who is visiting your country for the first time.



Task 4

A. Sally is at a department store doing some shopping. Because she is the 1,000th customer of the week, she has the right to select one of the items shown in the picture. She is on the phone with her mum, who helps her decide. Listen to the conversation and number the items according to the order in which they are mentioned. There are three items which are not mentioned.



Task 4

B. Talk in pairs. Student A, go to page 77. Student B, look at the objects below, ask Student A questions as in the example and finally decide which object you want to buy and why.



1



2



3



4

What is this used for?

It is an appliance which... It costs...

Is there something which is under \$100?

Yes, there is the..., which...

Now Student B, look at the information below and answer Student A's questions as in the example.



Item	Price	Use	✓
TV	\$800	It is a high definition TV with amazing sound.	
monitor	\$50	It is on offer (50% off).	
DVD player	\$60	It plays DVDs.	
projector	\$140	It shows photos/videos on a screen.	

C. Talk in pairs. Create a strange or crazy gadget/tool to be used in the future. Write notes about what it will look like, its characteristics and what it will do or what people will use it for. Then present your gadget/tool to the class.

Our gadget is... which is a... that can...
It will have... and will be able to...
It won't be too... but will...
The people who will use it will...

Task 4

Student A, look at the information below and answer Student B's questions as in the example.



Item	Price	Use	✓
bread maker	\$200	It makes and bakes bread.	
toaster	\$40	It toasts slices of bread.	
microwave	\$130	It heats food.	
electric carving knife	\$45	It slices cooked meat.	

Now, Student A, look at the objects below, ask Student B questions as in the example and finally decide which object you want to buy and why.



Poems

MODULE 2

Circle the correct words. Then
listen and check your answers.



Broaden your mind
And see what you can find
Life's an adventure
So, broaden your mind

Get out there, don't just **stay / go** indoors
Travel to somewhere you've never been **again / before**
You **learn / talk** about cultures and lots lots more
Visit a city, the **choice / place** is yours!

BROADEN YOUR MIND

Maybe it's time to learn something **new / now**
Life is too **short / long** and that is the truth
Read a book, **play / start** a hobby, it's up to you
You'll be **surprised / interested** with what you can do

Be adventurous with what you **eat / taste**
Try mixing veggies with your favourite kind of **meat / meal**
Add some **spices / honey** to make your meal complete
Eat exotic food and **give / have** yourself a treat

MODULE 4

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



free speed fridge late install
communicate change without about

MODERN LIFE

Modern life, tell me what it's _____?

Buying things that you can do _____

Rushing around at super fast _____

Let me tell you, what we all need...

Just slow down

Take a look around

And take it easy



Modern life, let's _____
An SMS to say you'll be _____
A note on the _____, please call me
Too many e-mails for you to read

Modern life, plug in and _____
the latest gadgets, I want them all!

Modern life, it's too much for me
Let me out, I want to be _____
I need a _____, and I need it now
One thing's for sure, I need to slow down

Writing section

2e

AN E-MAIL GIVING NEWS

Use appropriate phrases to begin and end your e-mails.

Greetings	Set phrases for opening paragraph	Set phrases for closing paragraph	Signature endings
Hello Gwen, Dear Jamie, Hi Lucy! Dear Dad, Dear Uncle Larry,	How are things? Sorry I haven't written for so long, but... Thanks for your e-mail. I'm writing to tell you about... Hi! How have you been? How are you? How's it going? How's life? I hope you're fine. Guess what! I have some great news. It was nice to hear from you. What have you been up to?	Well, that's all for now. Write back soon. Give my regards to everyone. I'm looking forward to hearing from you. I must go now. Say hello to everyone.	Yours, Take care, Bye for now, See you soon, Best wishes, Keep in touch,

4c

NOTES / MESSAGES

SMS MESSAGE DICTIONARY

@	= at	BCOZ	= because	M8	= mate
2DAY	= today	CING	= seeing	PLZ	= please
2MORO	= tomorrow	CU	= see you	R	= are
2NITE	= tonight	FRND	= friend	THX	= thanks
4EVER	= forever	GR8	= great	U	= you
4	= for	H8	= hate	W8	= wait
B	= be	L8	= late	XLNT	= excellent
B4	= before	L8R	= later	Y	= why

COMMON ABBREVIATIONS

4WD	= four-wheel drive	m	= metre(s)
ad	= advertisement	MA	= Master of Arts
am	= ante meridiem (before noon)	min.	= minute
asap	= as soon as possible	Mon	= Monday (Tue/Wed/Thur/Fri/Sat/Sun)
Ave.	= avenue	Mt	= mountain
BA	= Bachelor of Arts	No.	= number
BSc	= Bachelor of Science	p.	= page
C	= Celsius (centigrade)	PIN	= personal identification number
cm	= centimetre(s)	pm	= post meridiem (after noon)
Dept	= department	pp.	= pages
Dr	= doctor / Drive	PS	= postscript (written at the end of a letter to add information)
e.g.	= for example	PTO	= please turn over
etc.	= et cetera (and other similar things)	Rd	= road
hr(s)	= hour(s)	sec	= second
info	= information	St	= Street
Jan	= January (Feb/Mar/Apr/Jun/Jul/Aug/Sept/Oct/Nov/Dec)	tel.	= telephone number
kg	= kilogram(s)	uni	= university
km	= kilometre(s)	vs	= versus
kph	= kilometres per hour		

Speaking activities

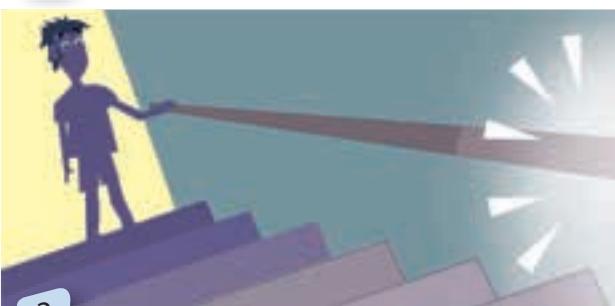
2c

STUDENT A

A. The pictures below tell a story. Tell Student B what happened in the four pictures and let him/her guess what happened at the end of the story. Use the words/phrases in the box and start like this:

It was three o'clock in the morning. Jim was sleeping when ...

wake up noise frightened brother empty decide
go downstairs check it out strange light surprised



B. Listen to Student B's story and guess the ending.

3c

STUDENT A

A. Imagine that you work at the Sheringham Hotel. Look at the information below and answer Student B's questions.



Prices per night:

Single room (sleeps 1) €37.99

Double room (sleeps 2) €55.99

All rooms have air conditioning & shower

Breakfast served 7:30 - 9:30

Extra information

- swimming pool
- business centre
- Wi-Fi connection

Sheringham Hotel, how can I help you?

I'd like some information about your hotel.

Certainly.

First of all, could you tell me how much...?

...

Also, can you tell me...

B. Imagine that you want to stay at the Longbourne Youth Hostel. Student B works there. Use the prompts to ask for information.

- how much / cost / per night?
- where / be / hostel?
- how far / from underground?

3d

Talk in pairs. Look at the three types of holiday below. Which of them do you prefer and why? Compare the three places using the adjectives given.

interesting

boring

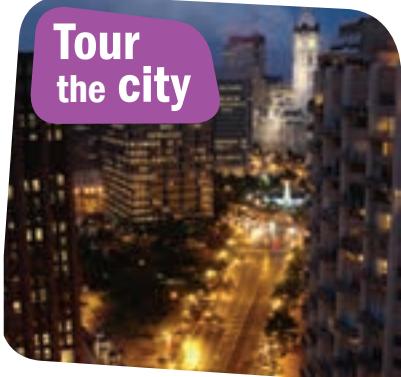
cheap

expensive

relaxing

tiring

Tour
the city



A luxury holiday
on the beach



Experience nature
in the mountains



*I think a holiday in the mountains is more interesting than a holiday in the city.
Yes, but it's more tiring because you go hiking...*

4d

GAME

Student A: Choose one of the words below without telling Student B. Describe it to him/her.
Student B: Guess what Student A is describing.

fast food restaurant

laptop

waiter

office worker

mobile phone

coffee

cleaner

computer engineer

shop assistant

coffee maker

headphones

battery

shopping centre

hoover



*It's something that you drink in the morning.
Is it a ...?*

Speaking activities

2c

STUDENT B

A. Listen to Student A's story and guess the ending.

B. The pictures below tell a story. Tell Student A what happened in the four pictures and let him/her guess what happened at the end of the story. Use the words/phrases in the box and start like this:

It was a nice spring afternoon. Ted was relaxing in his back garden when ...

hear strange noise
decide follow

surprised gap
behind bushes



3c

STUDENT B

A. Imagine that you want to stay at the Sheringham Hotel. Student A works there. Use the prompts to ask for information.

- how much / room / cost?
- what time / breakfast?
- what / have / rooms?
- what / extra facilities / hotel / offer?

Sheringham Hotel, how can I help you?

I'd like some information about your hotel.

Certainly.

First of all, could you tell me how much...?

...

Also, can you tell me...

B. Imagine that you work at the Longbourne Youth Hostel. Look at the information below and answer Student A's questions.

Longbourne
YOUTH HOSTEL

Prices per night:
Adults: €16.00
Under 18: €12.50
(Price includes breakfast)

Extra information

- big TV room
- in the city centre
- 2-minute walk to underground

Hello

Grammar Reference

★ 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 Kuwait.
- 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.
- Where?: We ask about the position of a person or thing.
A: Where is the ball?
B: It's under the table.
- Why?: We ask the reason why something happens.
A: Why did you open the window?
B: Because it's hot in here.
- Which?: We ask for a particular choice from a limited number of things or people.
A: Which colour do you like for the kitchen?
B: I like yellow.

★ Imperative

- We form the **affirmative** imperative with the base form of the verb.
Listen to the teacher!
- 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!

★ Articles: *a(n)* vs *the*

a/an + singular nouns

- when we mention something for the first time
There's a microwave in the kitchen.
- when we talk about jobs
He's a doctor.

no a/an before plural nouns

Cats are great pets.

the + singular or plural nouns

- when we talk about something specific
There are two cats outside. The black cat is called Tom.
- when we talk about something unique
The sun is hot.

no articles

- before possessive adjectives
My cat is white.
- before proper nouns
Fiona is thirteen years old.
London is in England.
- when we talk about something in general
Rabbits are friendly animals.

★ this/that - these/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.*

★ There is / There are

- 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?

★ Plural nouns

- 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

★ 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.

★ 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> <i>Here's the children's room.</i>

Grammar Reference

★ 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 to Jim's house.

- **How about...? + -ing form.**

How about playing computer games?

- **Why don't we/you...? + the base form of the verb.**

Why don't we go shopping today?

Module 1

★ Present Simple vs Present Progressive

PRESENT SIMPLE					
Affirmative		Negative			
I	work	I	don't	work	
He/She/It	works	He/She/It	doesn't	work	
We/You/They	work	We/You/They	don't	work	
Questions					
Do	I	work?			
Does	he/she/it	work?			
Do	we/you/they	work?			

PRESENT PROGRESSIVE					
Affirmative		Negative			
I	am working	I	'm not	working	
He/She/It	is working	He/She/It	isn't	working	
We/You/They	are working	We/You/They	aren't	working	
Questions					
Am	I	working?			
Is	he/she/it	working?			
Are	we/you/they	working?			

We use the Present Simple:

- for permanent states.
Ben lives in London.
- for habits or actions that happen regularly.
We always have breakfast at eight.
- for general truths.
The Earth goes round the sun.

We use the Present Progressive:

- for temporary states.
I'm taking driving lessons this month.
- for actions happening at the moment of speaking.
Mark is sleeping now.
- for future arrangements.
We're flying to Acapulco tonight.

TIME EXPRESSIONS	
Present Simple	Present Progressive
usually, always, often, etc. every day/week, etc. in the morning/spring, etc. on Mondays/Monday morning, etc. at the weekend, etc. once/twice/three times, etc. a week/day, etc.	now, at the moment, today, these days, this week/year, etc. tonight, tomorrow, etc. next week/year, etc.

★ Stative Verbs

The following verbs are not normally used in progressive tenses:

- **Verbs of the senses:**

feel, hear, smell, taste, seem, look (=seem), appear, etc.

- **Verbs of emotion:**

like, dislike, love, hate, want, need, prefer, etc.

- **Verbs of perception and opinion:**

know, mean, think, understand, remember, forget, imagine, hope, believe, etc.

- **Other verbs:**

be, have, own, belong, cost, etc.

★ 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 Thursdays.

Peter doesn't always eat breakfast.

- **after** the verb **be**.

Musa 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 to the gym?*

B: *I go to the gym twice a week, but I never go on Wednesdays.*

★ Past Simple

Affirmative	
I/He/She/It	worked/went
We/You/They	
Negative	
I/He/She/It	didn't work/go
We/You/They	
Questions	
Did	I/he/she/it we/you/they
	work/go?

NOTE

Irregular verbs in the Past Simple don't take -ed. Look at the list of irregular verbs on page 89.

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.

I made a sandwich, turned on the TV and watched the match.

TIME EXPRESSIONS

last night / week / year, etc.
yesterday, ago, in 1999, etc.

NOTE

The Past Simple of the verb *can* is **could**.
The Past Simple of the verb *be* is **was/were**.

★ Used to

Affirmative		
I/He/She/It	used to play	
We/You/They		
Negative		
I/He/She/It	didn't use to play	
We/You/They		
Questions		
Did	I/he/she/it we/you/they	use to play?

- We use **used to** to talk about something that happened regularly in the past, but no longer does.
We used to go skateboarding every afternoon when we were young.

★ Prepositions of Time

at	at six o'clock / at half past two at noon / at night / at midnight / at midday at the weekend at breakfast/lunch/dinner at fifteen / at the age of twenty at the moment
in	in the morning/afternoon/evening in April in spring/winter/autumn/summer in 2006 / in the 20th century in my free time
on	on Friday on Friday morning/afternoon, etc. on weekdays on 15th May
during	I met him during my trip to Venice.
after	He left after lunch.
before	He arrived before midnight.
from... till/until/to	We usually work from nine till/until/ to five.
ago	I came back from work an hour ago.

★ Quantifiers

(some/any/no/much/many/a lot of/lots of/
(a) little/(a) few)

- We use **some + uncountable / plural countable nouns** in affirmative sentences and offers.
*There is some orange juice in the fridge.
Would you like some chips?*
- We use **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.*
- We use **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.)

- We use **much** with uncountable nouns, in questions and negative sentences.
We don't have much money.
- We use **many** with plural countable nouns, usually in questions and 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.
- We use **little** with uncountable nouns, when there's not enough of something.
We've got very little time.
- We use **few** with plural countable nouns when there are not enough of them.
There are very few tomatoes left.

For emphasis we can use:

- very, so, too + little/few**
There's very little milk in my coffee.
- only + a little/a few**
He's got only a few friends.

NOTE

When **some, any, much, many, a lot, lots, a little, a few** are used as pronouns, they are not followed by nouns.

*Do you have any money? No, I don't have any.
I don't need any more hats. I have lots.*

Module 2**★ Past Progressive**

Affirmative		
I/He/She/It	was working	
We/You/They	were working	
Negative		
I/He/She/It	wasn't working	
We/You/They	weren't working	
Questions		
Was	I/he/she/it	working?
Were	we/you/they	working?

We use the **Past Progressive**:

- for actions that were happening at a specific point of time in the past.
I was watching TV at 7 o'clock yesterday evening.
- to describe background scenes to a story.
Jack was walking in the forest and it was raining.
- for actions that were happening at the same time in the past. In this case, we usually use **while**.
While I was watching TV, my mother was cooking.

Grammar Reference

★ Past Simple vs Past Progressive

Time clauses (when, while, as, as soon as)

- We use the **Past Progressive** and the **Past Simple** in the same sentence when one action interrupted another in the past. We use the **Past Progressive** for the longer action and the **Past Simple** for the shorter action. In this case we usually use **while**, **when** or **as**.

*As/While I was driving, I saw a boy in the street.
I was sleeping when the telephone rang.*

NOTE

We use **as soon as** with the **Past Simple**.
As soon as they left, we started cleaning up the house.

★ 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.

★ Present Perfect Simple

Affirmative

I	have	
He/She/It	has	worked/brought
We/You/They	have	

Negative

I	haven't	
He/She/It	hasn't	worked/brought
We/You/They	haven't	

Questions

Have	I	
Has	he/she/it	worked/brought
Have	we/you/they	

We use the **Present Perfect Simple**:

- for an action which happened in the past, but we don't mention when exactly.
I've travelled to the UAE twice.
- to talk about a state which started in the past and continues up to the present.
I have lived in Athens since 1990. (I still live in Athens.)
- for an action which happened in the past and finished, but the results are obvious in the present.
*I'm tired. I've just finished studying.
Look! Jerry has broken his leg!*

NOTE Irregular verbs on page 89.

TIME EXPRESSIONS

for, since, already, just, yet, recently, lately, ever, never, how long, once, twice, before, so far, etc.

★ since/for

- since + a point in time**
It refers to the time when the action started.
I've had this collection since 1999.
- for + a period of time**
It refers to the duration of the action.
I've had this collection for six years.
- Present Perfect Simple + since + Past Simple**
To indicate when an action which started in the past and continues up to the present started.
Sam has written five books since he became a writer.

★ yet/already

- yet** is used only with the question and negative form of verbs. It is placed at the end of the sentence.
*Have you finished yet?
He hasn't arrived yet.*
- already** is used with the affirmative and question form of verbs. It is placed between the auxiliary and the main verb, or at the end of the sentence for emphasis.
*I've already seen that documentary.
You've finished eating already!*

★ have/has gone, have/has been

- have/has gone** means that someone has gone somewhere and is still there.
The Greens have gone to Rome. (= They are still in Rome.)
- have/has been** means that someone has visited a place, but has come back.
Ian has been to the new shopping centre. (He visited the new shopping centre at some point in the past, but he's not there any more.)

★ Present Perfect Simple vs Past Simple

- We use the **Present Perfect Simple** for actions that happened at some time in the past, but the exact time is not mentioned.
I have heard this story before.
- We use the **Past Simple** for actions that happened at a definite time in the past and the time is mentioned.
I heard this story on the radio last night.

Module 3

★ can/could/may

- We use **Can I..?, Could I..?, May I..?** to ask for permission.
*Can/Could/May I go to the festival?
Yes, you can/may.
No, you can't/may not.*
- We use **Can I..?, Could I..?, May I..?** to offer help and make requests.
*Can/Could/May I help you?
Can/Could/May I have some more cake?*
- We use **Can/Could you..?** to make polite requests and ask for a favour. **Could** is more polite.
Can/Could you help me open the door?

NOTE

We use **shall** to make suggestions or to offer to do something. **Shall** is used only in the first person singular and plural (I, we).

Shall we go away for the weekend? Shall I help you?

★ can / could / be able to

- We use **can** to express ability in the present.
The baby can speak.
- We use **could** to express ability in the past.
I could climb trees when I was young.
- **Be able to** expresses ability and can be formed in all tenses. It is mainly used in tenses where we cannot use *can*.
I haven't been able to go shopping since last month.

★ Have to / Don't have to / Need (to) / Needn't / Don't need to / Must / Mustn't

- We use **must** and **have to** to express obligation in the present or future.
I must buy Ted a present for his graduation.
You have to wear a helmet when you go go-karting.
- We use **need to** when it is necessary for us to do something. (We have no other choice.)
I need to talk to you.
- We use **don't have to**, **don't need to** and **needn't** when it isn't necessary for us to do something.
You don't have to go out if you don't want to.
You don't need to give me back the money.
He needn't buy me a present.
- We use **mustn't** when we are not allowed to do something.
You mustn't use your mobile phone inside the building.

NOTE

The past tense of **have to** and **must** is **had to**.

Need is used:

- as a **main verb** in all tenses, in the affirmative, negative and question form. It is followed by **to + base form** and forms the negative and question form with auxiliary verbs.
- as a **modal verb** only in the negative and question form of the **Present Simple**. It is followed by a **base form** and forms the negative and question form without auxiliary verbs.

Affirmative

I	need to go
He/She/It	needs to go
We/You/They	need to go

Negative

I	don't need to go	I	
He/She/It	doesn't need to go	He/She/It	needn't go
We/You/They	don't need to go	We/You/They	

Questions

Do I	I
Does he/she/it need to go?	Need he/she/it go?
Do we/you/they	we/you/they

★ Indirect questions

We use indirect questions when we ask for information. Indirect questions begin with phrases like:
Can/Could you tell me...? Do you know...? I'd like to know...

DIRECT QUESTION

Question word + **Verb** + **Subject**
Where is the post office?

INDIRECT QUESTION

Phrase + **Question word** + **Subject** + **Verb**
Can you tell me where the post office is?

★ 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
more + adjective } + than
John is older than Peter.
My watch is more expensive than yours.

Superlative: the + adjective + -est
most + adjective } + of / in
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 further	the farthest the furthest
many / much	more	the most
little	less	the least

★ Other Forms of Comparison

as + adjective + as

My car is as fast as yours. (= My car and your car are equally fast.)

not as + adjective + as

He's not as clever as you are. (= You are cleverer than he is.)

Grammar Reference

Module 4

★ Future will

Affirmative	Negative
I He/She/It We/You/They will work	I He/She/It We/You/They will not / won't work
Questions	
Will I he/she/it work? we/you/they	

We use the **Future will** for:

- offers. *I'll help you with everything.*
- promises. *I promise, I'll be there for you.*
- requests. *Will you do me a favour?*
- on-the-spot decisions. *Fine, I'll meet you in an hour.*
- predictions, usually with the verbs **think** and **believe**.
I think he will be a great teacher one day.

TIME EXPRESSIONS

tomorrow, tonight, soon, next week/month,
in an hour/week, etc.

NOTE

It isn't necessary to say or write **to go** with the Future *going to*.
Ted's going (to go) jogging next weekend.

TIME EXPRESSIONS

tomorrow, tonight
next week/month/Monday, etc.
soon
in an hour/a year, etc.

★ will have to, will be able to

- **Will have to** expresses obligation in the future.
We'll have to train hard to take part in the race.
- **Will be able to** expresses ability in the future.
When I go to Spain, I'll be able to practise my Spanish.

★ Adjectives - Adverbs of manner

- Adverbs of manner describe how something happens.
- We form most adverbs of manner by adding *-ly* to the adjective.
quiet → quietly
careful → carefully
- Adjectives ending in a consonant + *-y*, drop the *-y* and take *-ily*.
easy → easily
- Adjectives ending in *-le*, drop the *-e* and take *-y*.
terrible → terribly

Irregular adverbs

good	→	well
fast	→	fast
hard	→	hard
late	→	late
early	→	early

★ too / enough

- We use **too** before adjectives and adverbs. **Too** has a negative meaning and it means 'more than necessary'.
These shoes are too big. I need a smaller size.
- We use **enough** after adjectives and adverbs, but before nouns. **Enough** has a positive meaning.
*The water isn't warm enough. We can't go swimming.
We have enough food for tonight.*

★ Relative pronouns (who, which, that) and adverbs (where)

The relative pronouns **who**, **which**, **that** and the adverb **where** introduce relative clauses.

	Pronouns	Examples
PEOPLE	who/that	<i>The man who/that is driving that car is my uncle. The teacher (who/that) I like the most is Mrs Robins.</i>
THINGS ANIMALS IDEAS	which/that	<i>The bag which/that is on the table is mine. The documentary (which/that) I watched last night was terrible.</i>
PLACE	Adverb where	<i>The place where I live is beautiful.</i>

NOTE

- **Who**, **which** and **that** can be omitted when they refer to the object.
- **Where** can never be omitted or replaced with **that**.

NOTE

When the **time clause** comes before the **main clause**, the two clauses are separated by a **comma**.

★ Future going to

Affirmative
I He/She/It We/You/They am going to work is going to work are going to work
Negative
I He/She/It We/You/They 'm not going to work isn't going to work aren't going to work
Questions
Am I going to work? Is he/she/it going to work? Are we/you/they going to work?

We use the **Future going to** to express future plans.
Ben is going to buy a car next week.

Irregular verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	mean	meant	meant
break	broke	broken	meet	met	met
bring	brought	brought	pay	paid	paid
build	built	built	put	put	put
burn	burnt/burned	burnt/burned	read	read	read
buy	bought	bought	ride	rode	ridden
catch	caught	caught	ring	rang	rung
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
deal	dealt	dealt	send	sent	sent
do	did	done	set	set	set
draw	drew	drawn	shake	shook	shaken
dream	dreamt/dreamed	dreamt/dreamed	shoot	shot	shot
drink	drank	drunk	show	Showed	shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt/smelled	smelt/smelled
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt/spelled	spelt/spelled
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	spill	spilt/spilled	spilt/spilled
freeze	froze	frozen	spread	spread	spread
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	sting	stung	stung
grow	grew	grown	swim	swam	swum
hang	hung	hung	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	throw	threw	thrown
hold	held	held	understand	understood	understood
hurt	hurt	hurt	wake	woke	woken
keep	kept	kept	wear	wore	worn
know	knew	known	win	won	won
learn	learnt/learned	learnt/learned	withdraw	withdrew	withdrawn
leave	left	left	write	wrote	written
lend	lent	lent			

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 pair work 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.
- Watch TV programmes 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 (e.g. 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.
- When you learn new words, it's a good idea to learn any synonyms and/or opposites.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary. There, you can find a lot of useful information about a word: pronunciation, word class (noun, verb, etc.), meaning and example sentence.
- 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.
- When talking to another person, listen carefully to him/her and respond to what he/she is saying (e.g. *I agree*, *I don't know about that*). Also, show interest or surprise by using phrases like *Really?*, *Did you?*, etc.
- 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 title and the pictures.
- Look for key words in the text to understand the main ideas.
- Try to understand which of the words in the text are really important. Try to guess the meaning of as many of these words as possible from the context. Use the following strategies:
 - Read the words before and after the unknown word and think of the situation.
 - Try to figure out what part of speech (verb, noun, etc.) the unknown word is.
 - See if the unknown word is similar to other words in English or in your own language.
- 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.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) and the adverbs (here, there, etc.) refer to in the text.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Before you start writing, think about the topic carefully and try to come up with ideas which are relevant to it. Make notes of the information you want to include. You can also make a mind map to organise your ideas.
- Plan your paragraphs. Before you start, think of the ideas you are going to include in each paragraph.
- Group relevant information together and put it in the same paragraph.
- Do not write very short sentences. Use linking words (*and, but, or, so, because*) to join your ideas.
- Use linking words/phrases to add something (e.g. *in addition, what is more, also*), to express contrast (e.g. *but, however*), to express result (e.g. *as a result*) and to give reason (e.g. *that's why*). This will make your writing flow.
- Use time linkers (e.g. *first, firstly, then, next, after that, later, finally, when, before, while, as, as soon as*) to show the order in which events happen.
- Use a variety of adjectives (e.g. *spectacular, shocked*) and adverbs/adverbial phrases (e.g. *luckily, all of a sudden*) in your writing to make it more interesting.
- Use words like *he, she, it, them, there*, etc. to avoid repeating the same words.
- When you write to a friend, start and finish your letter/e-mail in an appropriate way. Remember to use set phrases.
- 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.

Listen

How to do better when doing listening tasks

- Before you listen, read the rubric carefully and look at the pictures, maps, etc. Try to predict what the speakers are going to talk about.
- Before you listen, read the statements or questions carefully. This will give you an idea of what to listen for.
- While listening, try to understand the general idea, not every single word.
- Listen for key words to understand the main ideas.
- 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.
- Pay attention to the speakers' tone of voice to understand how they feel.
- When completing sentences, make sure that your answers make sense.

British and American English

spelling

British English	American English
apologise	apologize
cancelled	canceled
centre	center
chilli	chili
colour	color
cosy	cozy
doughnut	donut (also doughnut)
favour	favor
favourite	favorite
grey	gray
humour	humor
lasagne	lasagna
metre	meter
neighbour	neighbor
offence	offense
organise	organize
organisation	organization
practise	practice
programme	program
pyjamas	pajamas
realise	realize
recognise	recognize
socialise	socialize
tyre	tire
travelled	traveled
traveller	traveler
yoghurt, yogurt	yogurt

words and phrases

British English	American English
aluminium foil	aluminum foil
angry	mad
athletics	track and field
aubergine	eggplant
autumn	fall
banknote, note	bill
bathroom (in a public place)	restroom
bill (at a restaurant)	check
bin	garbage can
biscuit	cookie
block of flats	apartment building
boarding card	boarding pass
brackets	parentheses
café	coffee shop
car park	parking lot, parking garage
caving	spelunking
chemist's	drugstore, pharmacy
chips	french fries, fries
city centre	downtown, downtown area
clever	smart, intelligent
cookery course	cooking class
crisps	potato chips
CV	résumé
do the washing	do the laundry
do the washing-up	do the dishes
doctor's surgery	doctor's office
driving licence	driver's license
fair (hair)	blonde (hair)
flat	apartment
flatmate	roommate
football	soccer
fridge	refrigerator
full stop	period
garden	yard
ground floor	first floor
hairdresser's	hair salon
handbag	purse
holiday	vacation
hoover (verb)	vacuum
ill	sick
jumper	sweater
lift	elevator
luggage	baggage
mark	grade
match	game
Maths	Math
mobile phone	cell phone
motorbike	motorcycle
mum / mummy	mom / mommy
newsreader	news anchor
PE	Gym
petrol	gas
phone, ring, call	call
presenter	host
primary school	elementary school, grade school
queue	line
railway station	train station
rubbish	garbage, trash
secondary school	high school
shop	store
shop assistant	salesperson
surname	last name
sweets	candy
table tennis	Ping-Pong
taxi rank	taxi stand
telly	TV
tick (✓)	check (✓)
tin, can	can
torch	flashlight
trainers	sneakers
trousers	pants
TV/radio programme	TV/radio show
underground	subway

grammar and usage

British English	American English
I have backache	I have a backache
I have toothache	I have a toothache
in hospital	in the hospital
at the weekend	on the weekend
in the team	on the team
4(th) January	January 4(th)
quarter past two	a quarter after two
I'm studying History.	I'm majoring in History.
attend a course	take a class
hire a car	rent a car
have a shower	take a shower
have a temperature	have a fever
tidy my room	clean my room
learnt	learned
smelt	smelled
dreamt	dreamed
spelt	spelled
spilt	spilled

word list

Hello

ask
backpack
become
box
cherry
dictionary
difficult
easy
far
floor
forget
help
lamp
magazine
map
messy
mirror
move
newspaper
Saudi Arabia
scarf
shelf
subject
subway
thanks
traffic lights
use
wait
wallet
want
watch
year

Greetings and saying goodbye

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?
I'm fine. And you?
I'm OK.
I'm very well.
Not bad.
See you.
See you later.
See you tomorrow.
So-so.

Take care.

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.
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 the first question?
Write sentences.

School Subjects
Arabic
Biology
Business Management
Chemistry
Geography
History
Islamic Studies
Information Technology (IT)
Maths
Modern Languages
Physical Education
Physics

Prepositions of place

above
behind
between
in
in front of
next to
on
opposite
under

Prepositions of movement

around
down
from...to
into
out of
past
through
towards
up

Places

bank
bookshop
car park
library
mosque
museum
park
post office
shopping centre
underground station

Directions

Go down...
Go straight (on/ahead).
How do I get to...?
It's on your left/right.
Take a taxi.
Turn left/right at... / into...
Street/Road.

Walk past...

Phrases
Come on.
Excuse me,...
Here you are.
How old are you?
I'm.../My name's...
I'm from...
let's go
Nice to meet you!
No problem.
What's your name?
Where are you from?

regularly
take time
user
Words/phrases:
communication
communicate
drop sb a line
give sb a call
have a word with
keep in touch
lose touch
message
note
receive a reply
return a call

1a

agree
all the time
at least
channel
cool
fancy (v)
pretty (adv)
switch
telly
tunnel
Conversational English
Got to go
Hold on
How could I say no?
How's it going?
I can't make it
I have other plans
I suppose so
I'm afraid...
Nice one!
Nothing much
Sounds brilliant!
That would be great
What are you up to?
What's up?
You can't be serious

1b

(photo) album
appear
attach
click
continue
decade
display (v)
each other
gift
immediately
instantly
leave
meeting
next door
online
option
probably
promise
real
recently

1c

barber
be over
especially
expenses
improve
join
look for
miss (v)
part-time
poetry
practise
rarely
share
spelling
table tennis
yearbook
Phrases: like/dislike
be a fan of
be fond of
be interested in
be into
can't stand
find...boring / interesting

1d

aim (v)
army
beat (v)
begin
bright
championship
clear (adj)
come across
environmental
expedition
explorer
fat (n)
former
future
lead
race
realise
role model

word list

strong
talented
train (v)
well-known

Phrases

become aware of
be behind the wheel
be fit
be in a position to
have time on one's hands

1e

ability
argue
assignment
college
fun to be with
get along
ideal
interview
lie (v)
mark (n)
quality
reason
sense of humour
tell the truth
whenever

Personality adjectives

active
bossy
confident
helpful
honest
kind
lazy
outgoing
quick-tempered
shy

Phrases

What does he look like?
What is he like?

2a

actually
area
effort
experience (n)
hill

I'm afraid so

journey

manage

muddy

push

rain (n)

reach

top

wet

Activities

cycling
hiking
scuba-diving
sightseeing

Adjectives: -ed/-ing
amazed / amazing
bored / boring
excited / exciting
frightened / frightening
interested / interesting
surprised / surprising
tired / tiring

2b

afraid of
be allowed to
curious
cut
dizzy
entire
feel
hand (v)
knife
lips
market
offer
piece
raise
response
rot
rotten
sick
sign (n)
smell
smile
snail
strange
suddenly
taste (v/n)
underground
wonder (v)

Adjectives: food

bitter
creamy
fresh
healthy
salty
sour
spicy
sweet
tasty
thick

2c

bee
believe it or not
break into
burglar
description
doorbell
empty
faint
follow
freeze
get hurt
give sb a hand
hide
honey
kill

lock (v)
return
ring (v)
sting
stupid
swarm
take place
thank (v)
upset
van

Adverbs / adverbial phrases
all of a sudden
amazingly
(un)fortunately
in the end
(un)luckily
to my surprise

2d

according to
alive
at the same time
be prepared
bite
common
condition
cover (v)
danger
dress (v)
explore
extreme
light (adj)
locals
loose
mysterious
pass (v)
(im)possible
severe
store (v)
sunburn
survive
unfriendly
warning

Words: nature

cactus
camel
desert
earth
insect
land
leaf
plant
root
sand
stem

Words: weather

below zero
degrees (°)
drop
heat
high (temperature)
ice
lightning
low (temperature)
snow

storm
thunder
Phrases
in other words
It was something else

2e

abroad
accept
accommodation
arrange
exactly
foreign
organise
stressed
take a course
Phrases for letters/e-mails
How are things?
I must go now
I'm looking forward to...
Sorry I haven't written for
so long
Take care
What have you been up to?

3a

as soon as possible
at last
bring
clerk
explain
go away
lost
mix-up (n)
stuff

Words: travelling by plane

aisle seat
arrival
baggage
board (v)
boarding card
business trip
check in
conveyor belt
delay (n)
departure
destination
flight attendant
gate
land (v)
(hand) luggage
passenger
passport
suitcase
take off

3b

as well as
basic skills
battery
beginners
cave
club
communication
deep
discover

discussion
equipment
excitement
expect
experienced
exploration
extra
first-aid kit
formation
ground
helmet
huge
improvement
ladder
minimum
necessary
organisation
performance
physically fit
preparation
prepare
rescue
safety
scientist
special
survival
take part
thrill
unknown
waterproof
worth

3c

close (adj)
cost (v)
daily
hire
pay
plan (v)
price
public transport
Words: accommodation and facilities
air conditioning
B&B
buffet
business centre
campsite
parking
receptionist
room service
sleeping bag
swimming pool
tent
Wi-Fi connection
youth hostel

3d

capital
chilli peppers
colourful
definitely
develop
garlic
giant

grow
impressive
include
lion
panda
protection
research (n)
scenery
spectacular
statue
visitor
zoo
Geographical features
cliff
coast
jungle
mountain range
valley
volcano
waterfall

3e

attract
countryside
full of
such as
(go on a) tour
tourist
variety
Adjectives describing places
ancient
calm
comfortable
cosy
crowded
dangerous
fascinating
historic
narrow
noisy
numerous
peaceful
popular
safe
suitable
unforgettable
wonderful

4a

bookend
deliver
digital photo frame
exhibition
expert
fit (v)
image
pocket
powerful
vase
Words/phrases: money
afford
amount
be broke
be short of
bill

borrow
cash (n)
change (n)
coin
lend
note
pay sb back
receipt
save
Conversational English
By the way,...
Go on then
Here we go
I was getting to that
I'm kidding
Just about
Trust me
What a waste of money!
What is it supposed to be?
You're crazy

4b

atmosphere
correct
disappointed
example
exist
fail
get tired of
imagine
last (v)
machine
major
non-stop
nowadays
on average
play a role
predict
ridiculous
rocket
sky
succeed
technology
television
total
TV set
Expressions with make
make a decision
make a mistake
make a phone call
make a prediction
make money
make sure

4c

cancel
instead
out of order
paper
run late
stuck

4d

come with
create

dust
energy
environment
environmentally friendly
handy
in seconds
luxury
own (v)
ready for action
solar
useful

Words/phrases: gadgets/technology

antivirus program
button
charge (a battery)
coffee maker
dead battery
download
enter
file
hands-free
headphones
hoover (n)
install
password
plug in
press
shut down
software
turn sth on
username
wireless

4e

addicted
adult
annoying
cause (v)
damage (v)
delete
destroy
disagree
harmful
harmless
helpless
invention
socialise
successful
useless
Expressions with do
do good
do harm
do without

Linking words / phrases

as a result
first of all
in addition
in my opinion
lastly
personally
to begin with
what is more

STUDENT'S AUDIO CD TRACK LIST

Track	Module/lesson	Exercise		
1	Titles	1. Making friends / A	19	Cross-curricular page
2	Hello	WB Listening activity	20	Poem
3	Hello	3. What a mess! / A	21	3a
4	Hello	5. Whose is it? / A	22	3a
5	Hello		23	3b
6	1a	1. Listening & reading	24	3c
7	1b	1. Reading	25	3d
8	1c	7. Writing	26	3e
9	1d	1. Reading	27	Culture page
10	1d	WB Listening activity	28	4a
11	1e	4. Writing	29	4a
12	Culture page	King Abdulaziz University (KAU)	30	4b
13	2a	1. Listening & reading	31	4c
14	2b	1. Reading	32	4d
15	2b	WB Listening activity	33	4e
16	2c	6. Writing	34	Cross-curricular page
17	2d	1. Reading	35	Poem
18	2e	5. Writing		

Traveller 1

Student's Book

H. Q. Mitchell - Marilena Malkogianni

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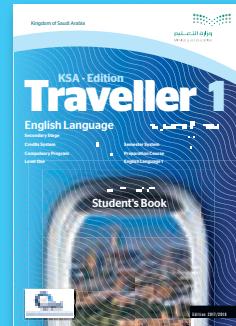
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Traveller

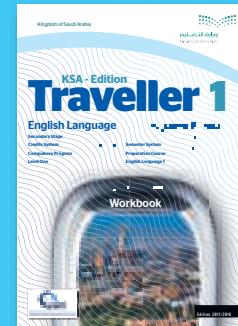
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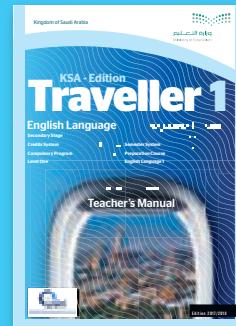
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- Lively dialogues presenting real spoken English
- An integrated approach to the development of the four skills
- Special emphasis on vocabulary building
- Grammar presented and practised in context
- Systematic development of reading and listening skills and subskills
- A variety of communicative tasks
- Step-by-step approach to writing
- Activities encouraging personal response
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- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- Competence-based tasks
- Culture/cross-curricular pages



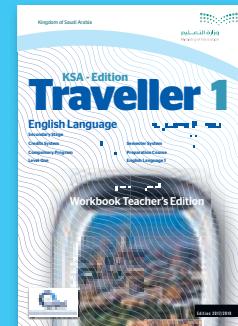
Student's Book



Workbook



Teacher's Manual



Workbook Teacher's Edition

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- Model lesson
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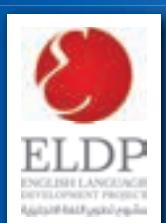


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