



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

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اللغة الإنجليزية ١

كتاب الطالب Student's Book





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كتاب الطالب **Student's Book**

H. Q. Mitchell - Marileni Malkogianni

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Hello

1. WHAT'S YOUR NAME?

A. Listen and read.



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



NOTE

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

2. GREETING AND SAYING GOODBYE



A. Listen and read.

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

How are you?	Not bad.
How's it going?	So-so.
What's up?	Not much.
How's everything?	I'm OK, thank you. Great!
	I'm fine.
	I'm very well. And you?

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

B. Talk in pairs as in the example.

*Hello.
Hi.
How are you?
I'm OK, thanks. And you?
I'm fine.
See you later, then.
Take care.*

3. COUNTRIES AND NATIONALITIES



A. Match, then listen and check your answers.

COUNTRIES

Australia
Bahrain
Brazil
Canada
China
Egypt
France
Hungary
Ireland
Italy
Jordan
Mexico
Morocco
New Zealand
Saudi Arabia
South Africa
Spain
Turkey
UK
USA

NATIONALITIES

Spanish
Mexican
British
Bahraini
Hungarian
American
Italian
French
Chinese
Jordanian
South African
Egyptian
Australian
Turkish
Brazilian
Canadian
Saudi
Irish
New Zealander
Moroccan



B. Talk in pairs.

Where are you from?

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

NOTE

in + city/country
I live in Jeddah.

4. NUMBERS



A. Listen and repeat.

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

20 twenty 30 thirty
40 forty 50 fifty
60 sixty 70 seventy
80 eighty 90 ninety
100 one hundred

NOTE

21 twenty-one
33 thirty-three
45 forty-five
57 fifty-seven
68 sixty-eight

B. Talk in pairs.

What's your phone number?

01723 305 899

NOTE

for telephone numbers:
0 = oh, 99 = double nine

C. Talk in pairs.

How old are you?

I'm 26 (years old).

Hello

5. OBJECTS IN A CLASSROOM

A. Listen and repeat.



backpack



book



pen



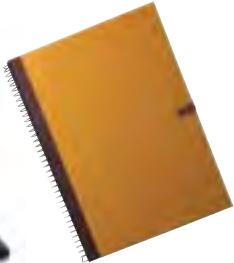
chair



desk



laptop



notebook



folder



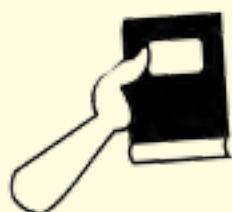
pencil



dictionary

B. Read, 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.

6. CLASSROOM LANGUAGE



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

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

What's the answer to question...?

I don't understand. Can you speak more slowly?

How do you say... in English?

What does this word mean? Can I go out?

Write sentences. Look at the board.

Be quiet, please. Can you repeat that?

Listen to the CD. Close your books.

That's right. Read the text.

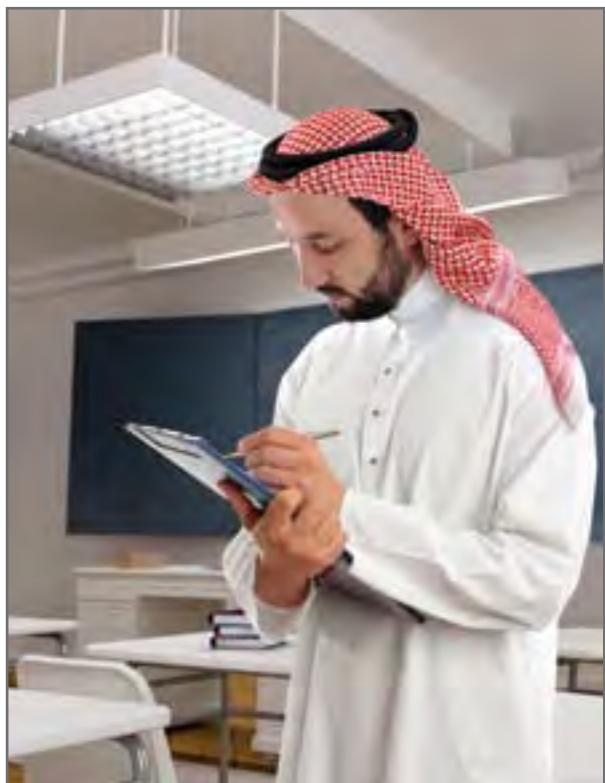
Open your books. Any questions? Turn to page...

NOTE

IMPERATIVE

affirmative = Close your books!

negative = Don't close your books!





1

Me, myself and I



Discuss:

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

Flick through the module and find...

- ▶ a survey about men's and women's favourite things
- ▶ a phone conversation
- ▶ 3 advertisements for part-time jobs
- ▶ a photo album of people one knows
- ▶ a high school form asking for personal information

In this module you will learn...

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

1a Pleasure to meet you

1. READ



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



Emad Hello there! I'm Emad. I'm a new student.

John Hi, Emad. Pleasure to meet you. I'm John. I'm a new student, too.

Emad Nice to meet you, too, John.

John How do you spell your name? Is it with double M?

Emad No, it isn't. It's E – M – A – D. I'm from Kuwait.

John Oh, I see. And what's your address?

Emad It's 87 Airport Street.

John Really? I live in Airport Street, too. We're neighbours.

Emad That's great.

John Hey, Emad. They need players for the college football team. The coach is from Kuwait, too.

Emad Really? I love football!

John Come to practice tomorrow, then.

Emad That's great! Thanks.

B. Read again and answer the questions.

1. Who's new at the college?
2. Who's from Kuwait?
3. What's Emad's address?
4. Where is the football coach from?
5. When is football practice?

NOTE

What's your address?

It's 57 Airport Street.

I live at 11 Hail Street.

2. GRAMMAR

THE VERB **be**

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

A: Are you a football player?

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

A: Are you Mexican?

B: Yes, we are. We're from Mexico City.

A: Is Omar in your class?

B: No, he isn't. He's in class 10A.

A: Is Amy a teacher?

B: Yes, she is.

A: Who are they?

B: They're my friends.

A: Are they Hungarian?

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

Grammar Reference p. 128

3. PRACTICE

Complete the dialogues.

1.

A: Who's that with Lana?

B: That's Samia. _____ a student at the college.

A: _____ Lana and Samia friends?

B: Well, yes, but _____ best friends.

2.

A: Hello, my name's Sami.

B: Hi, _____ Fred. Nice to meet you.

A: Fred? Is that from Alfred?

B: No, _____. It's from Frederick.

3.

A: Hello, _____ Abdullah Al Ahmed?

B: No, I'm Jafar Karim.

A: Oh sorry. _____ your address 7 Friday Street?

B: Yes, _____.

4.

A: Look! There's Harry and Brian.

B: _____ in the football team?

A: Yes, _____ great players.

B: Who _____ that?

A: That's Don Davis. _____ the coach.

4. PRONUNCIATION



A. Listen and repeat the alphabet.

A a B b C c D d E e F f G g H h
I i J j K k L l M m N n O o P p Q q
R r S s T t U u V v W w X x Y y Z z

B. Now spell your name.

5. LISTEN



Listen and complete the form.

The Pioneer High School

FIRST NAME: _____

SURNAME: _____

ADDRESS: _____

TEL No.: _____

6. SPEAK

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

first name	
surname	
address	
phone number	

What's your name?

James Whitton.

How do you spell your surname?

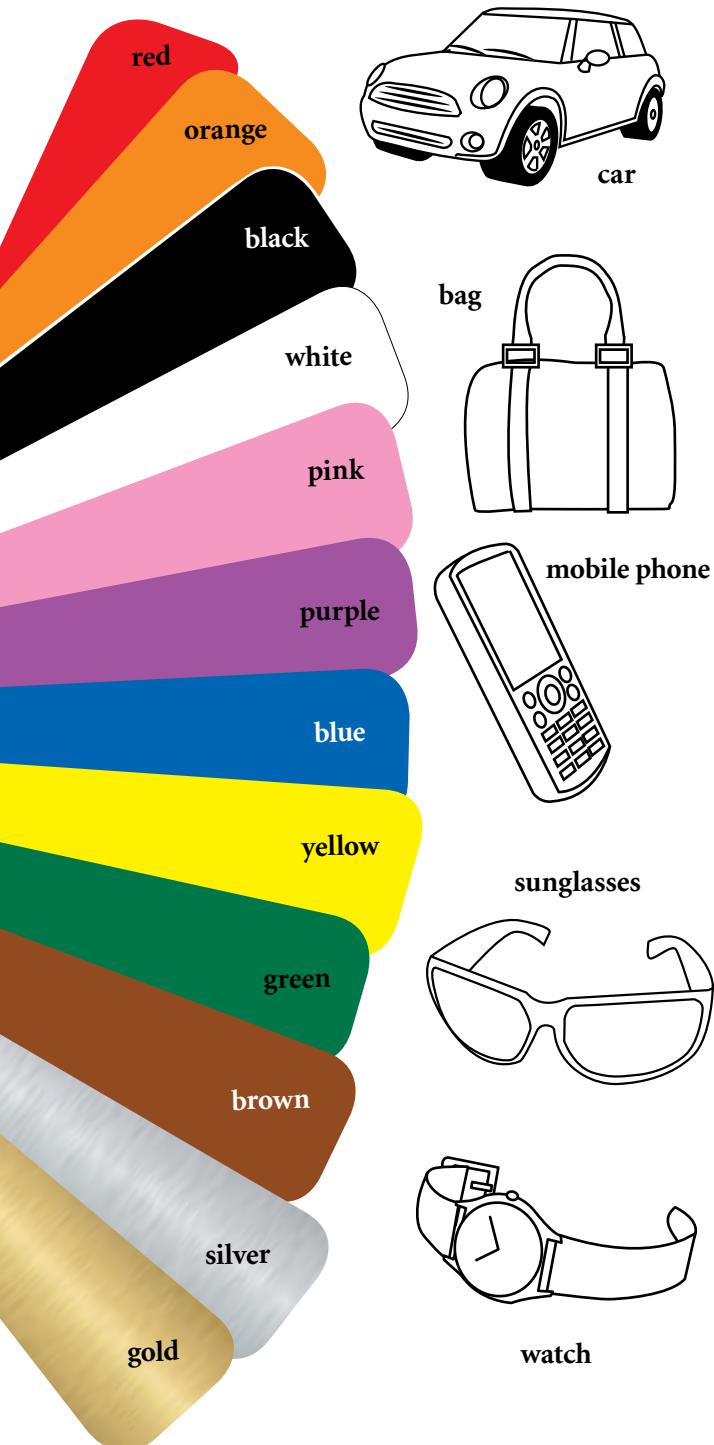
W-H-I-T-T-O-N

1b My favourites

1. VOCABULARY



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



My car is white.

My sunglasses are black.

NOTE

light blue



dark blue



2. READ



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

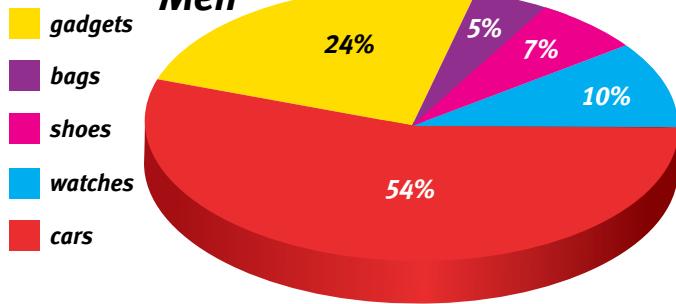
cars gadgets bags shoes watches

B. Listen, read and check your answers.

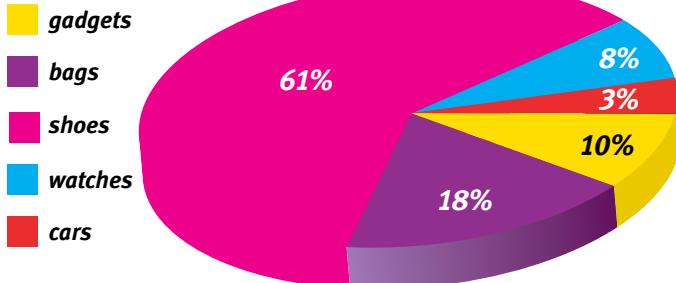
Favourite things

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

Men



Women



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

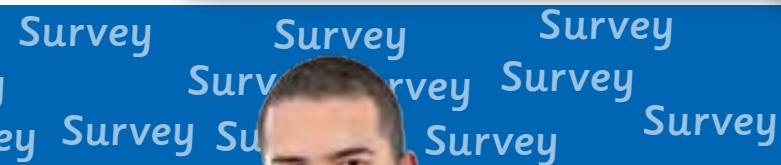
3. GRAMMAR

A. THESE/THOSE - PLURALS

Complete the table.

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

NOTE
man - men
woman - women
child - children



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



This is Hana's collection of shoes. Some of her shoes are quite expensive. "I have 10 pairs of shoes. High heels are very nice and these are some of my favourites," says Hana.

C. Read again and complete the sentences.

1. 54% of men like _____ .
2. _____ of women like gadgets.
3. 5% of _____ like bags.
4. _____ of women like shoes.
5. Mohammed has 5 _____ .
6. Hana has _____ pairs of shoes.

B. POSSESSIVE ADJECTIVES

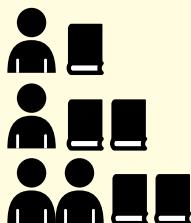
Match. What are the words in bold followed by?

- | | |
|----------------------------|----------------------------------|
| I'm Diane. | Their coach is Mexican. |
| He's/She's Italian. | Our address is 33 Heraa Street. |
| He's/She's my best friend. | My best friend is from Egypt. |
| We're brothers. | His/Her surname is Alberti. |
| They're football players. | His/Her number is 020 8446 2035. |

C. POSSESSIVE CASE

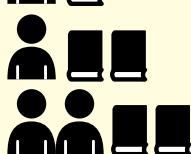
Match the phrases with the pictures.

my brother's book



my brother's books

my brothers' books



Grammar Reference p. 128

4. PRACTICE

Circle the correct words.

1. A: Are **these** / **those** your bags over there?
B: No, they aren't. **These** / **Those** are my bags here.
A: Ah, I know. They're **Manal** / **Manal's**.
2. A: That's your **brother's** / **brothers'** car, right?
B: No, **his** / **your** car's light blue. That's dark blue.
A: Is that **you** / **your** car over there?
B: No, it isn't. It's my **parents'** / **parent's** car.
3. A: Are these **women's** / **womens'** shoes?
B: No, they aren't. But **these** / **those** over there are.
A: Thanks.
4. A: Is that **Kareems'** / **Kareem's** mobile phone?
B: No. **His** / **He's** mobile phone is silver. It's that **man's** / **men's** over there.

5. SPEAK

GAME

Talk in pairs.

Student A go to page 120.

Student B go to page 123.

1c I can do it

1. VOCABULARY



Match. Then listen and check your answers.

What do they do?

NOTE

a waiter
an architect



- | | |
|--------------------|--------------------------|
| photographer | <input type="checkbox"/> |
| secretary | <input type="checkbox"/> |
| salesperson | <input type="checkbox"/> |
| architect | <input type="checkbox"/> |
| delivery person | <input type="checkbox"/> |
| waiter | <input type="checkbox"/> |
| shop assistant | <input type="checkbox"/> |
| barber/hairdresser | <input type="checkbox"/> |



2. READ



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

Musa Hello, I'm Musa Ahmad. I'm here about the part-time photographer's job.

Man Hello, Musa. Can you use a computer?

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

Man And how old are you?

Musa I'm eighteen. In the morning I go to school, but I can work every day in the afternoon.

Man I see.

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

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



Mr Karim

Good morning. I'm Ameer Karim. I'm here about the job of a salesperson.

Man Welcome to Carsales, Mr Karim. How many languages can you speak?

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

Man I see. Can you drive?

I can ride a motorbike.

Man Yes, but can you drive a car?

No, but I can learn.

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

3. GRAMMAR

THE VERB can

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

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

Can Ali **ride** a motorbike? ↗ Yes, he **can**.
↗ No, he **can't**.

Grammar Reference p. 128

4. PRACTICE

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

1.

A: What do you do, Ms Archer?

B: I'm a teacher.

A: _____ (you / speak) Spanish?

B: No, _____, but I

_____ (speak) French and Chinese.

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

B: No, _____.

2.

A: Is Khalid a pizza delivery person?

B: Yes, he works at Pizza Palace.

A: _____ (he / ride) a motorbike?

B: Yes, _____.

B. Read again and decide what Musa and Mr Karim can and can't do. Put a ✓ or an X.

Musa ↗ use a camera
↗ use a computer
↗ work full-time

Mr Karim ↗ speak Spanish well
↗ speak French well
↗ drive a car
↗ ride a motorbike

5. SPEAK

Talk in pairs. Read the advertisement below.

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

Lifetek International
needs an architect

The ideal applicant:

- is between 25 and 35
- can use a computer well
- can speak two languages
- can work full-time

Tel: 07789 245 226

6. WRITE

Read the advertisements below and imagine that you're applying for one of these part-time jobs. Answer the questions and say what you can and can't do.

The International High School
needs a French teacher

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

Call us at: 020 4445 7788

particularly interested in the care of pregnant women with diabetes, and in standardising care by education and joint policy-making.

Sally was a wonderful nurse, combining caring with pragmatism and a determination to get things done. She had vision, flair and common sense and faced considerable challenges in her life. She became a single mother when her daughters, Nicola and Hannah, were small, in very difficult circumstances. But she got on with her life and took a five-year BSc at Surrey University, graduating in 2000. She became a midwife and has now advanced

"I love my hair"

HAIRDRESSER NEEDED

Can you work from 9 - 5?
Can you speak a foreign language?
Are you outgoing?

Then this is the job for you!

General Hospital

is looking for a doctor
Can you take care of people?
Can you work well with others?
Can you work long hours?

Then this is the job for you!

1d What time?

1. VOCABULARY



A. Match. Then listen and check your answers.

What's the time?

It's two o'clock.



1. It's five past two.



2. It's a quarter past two.



3. It's half past two.



4. It's a quarter to three.



5. It's ten to three.



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

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



1.



2.



3.



busy	<input type="checkbox"/>
hungry	<input type="checkbox"/>
thirsty	<input type="checkbox"/>
tired	<input type="checkbox"/>
bored	<input type="checkbox"/>



5.

2. READ



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

1.

Woman Excuse me, what's the time?

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

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

2.

Ted Hey, let's go out tonight.

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

Ted Come on, I'm bored.

Peter OK, then. Let's go to the new café on Blue Street.

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

Peter Isn't it a bit late?

Ted OK, what about half past eight?

Peter Fine. Meet you there.

3.

Saad Hey, Sami, what's the time?

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

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

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

NOTE

am = from midnight to noon

pm = from noon to midnight

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

1. What time does the shop open?

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

2. What time are Ted and Peter meeting?

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

3. Who's tired?

- a. Ted
- b. Peter
- c. Ted and Peter

4. What time is lunch break?

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

5. Who's hungry?

- a. Saad
- b. Sami
- c. Saad and Sami



a



b



c

3. PRONUNCIATION

Listen and repeat. Notice the pronunciation and rhythm.



1. A: What's the time?

B: It's a quarter past two.

2. A: What's the time?

B: It's half past twelve.

3. A: What's the time?

B: It's ten to nine.

4. LISTEN



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

1. Tony is _____.

- a. tired b. bored

2. Stanley _____ late.

- a. is b. isn't

3. It's _____.

- a. 6:50 b. 7:10

5. SPEAK

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

Let's...

Is eight/nine, etc. o'clock OK with you?

Isn't it a bit late/early?

No, I'm tired/busy/hungry, etc.

What about...?

Sounds good.

Fine. Meet you there.

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

Don't forget to use
the prompts given.



1e People I know

1. VOCABULARY



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



2. READ



A. Look at the people in Ali's photo album below. What can you tell about them? Read and match the photos with the texts. Then listen and check your answers.



1.



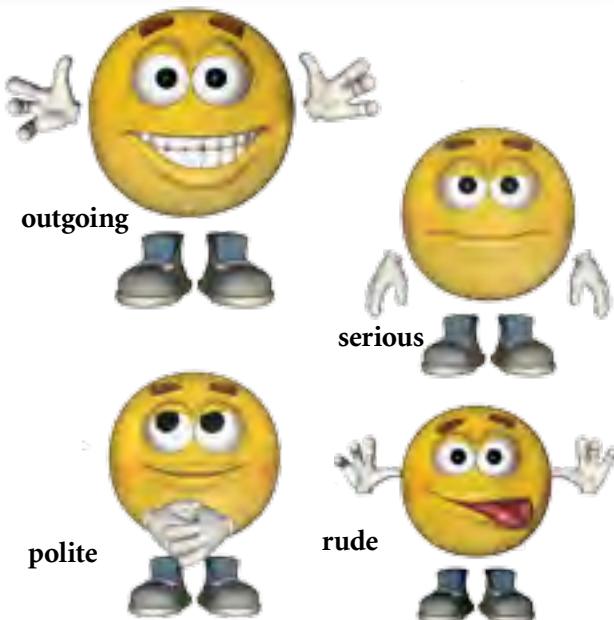
2.



3.

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

TIP



3. SPEAK

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

age	
hobby	
job	
personality	

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

4. WRITE

Punctuation

In English:

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

Capital letters

Use capital letters:

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

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

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

c. Andy is my best friend. He's a photographer. He's unemployed at the moment, but we spend a lot of time together working on some of his photos. He's a hard-working person and his work is brilliant.

B. Read again and answer the questions.

- Who doesn't have a job?
- Who's a lifeguard?
- What's Dr Ahmed like?
- Who is a university student?
- Who lives near Ali's house?

B. Write a paragraph about a new classmate so that you can introduce the person to a friend of yours.

Remember to check punctuation and capital letters in your writing.



1 Round-up

VOCABULARY

A. Circle the correct words.

1. My brother can take really nice pictures. He's a **photographer / salesperson**.
2. This pair of **bags / shoes** is very expensive.
3. Their teacher is very **funny / rude**. They like her a lot.
4. I'm really **hungry / busy**. I can't wait till lunch break.
5. Adam can't work as a secretary because he can't **use / type** a computer.
6. Let's go out together **midnight / tonight**.
7. James is really **hard-working / lazy**. He has a full-time job as a photographer and a part-time job as a waiter.
8. Alan can't **ride / learn** a motorbike, so he can't work as a delivery person.

B. Complete the table.

5:05	
8:00	
	It's ten to twelve. / It's eleven fifty.
9:15	
	It's half past seven. / It's seven thirty.
3:45	

GRAMMAR

C. Choose a, b or c.

1. Look at _____ watches over there. They're really nice!
a. these b. that c. those
2. My _____ mobile phone is black. It isn't purple.
a. friend's b. friend c. friends'
3. We live in Oxford. _____ address is 180 Banbury Road.
a. Our b. We c. Their
4. _____ books here are Ben's.
a. These b. Those c. This
5. That's my brother. _____ name is Hassan.
a. His b. She c. Her
6. That is the _____ school over there.
a. children b. children's c. childrens'

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

- A: Hello, Mr Atkins. You're here about the secretary's job, right?
- B: Yes.
- A: So, (1) _____ (you / speak) Chinese?
- B: No, (2) _____. But I (3) _____ (learn).
- A: I see. How many languages (4) _____ (you/speak)?
- B: Two. I (5) _____ (speak) French and Spanish.
- A: And (6) _____ (you / use) a computer?
- B: Of course. I (7) _____ (type) and look for information on the Internet.
- A: Thank you, Mr Atkins. We'll call you.

E. Complete the dialogues.

1. A: _____ an architect?
B: No, _____. I'm a photographer.
2. A: Can you ride a motorbike?
B: No, I can't. This _____ my motorbike.
_____ my brother's.
3. A: That _____ his best friend, Saad.
_____ a football player.
B: Really? _____ Moroccan, too?
A: No, _____. _____ Saudi.
4. A: Who are they? _____ waiters?
B: Yes, _____.

COMMUNICATION

F. Complete the dialogues. Choose a or b.

1. A: What do you do?

B: _____

- a. I'm fine, thanks.
b. I'm a hairdresser.

2. A: What's the time?

B: _____

- a. It's a quarter past two.
b. Let's meet at two o'clock.

3. A: What are you like?

B: _____

a. I'm polite and shy.

b. I like shoes and bags.

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

B: _____

a. In twenty minutes.

b. Sounds good.

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

B: _____

a. Fine. Meet you there.

b. OK, what about nine?

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

a. Pleasure to meet you

b. I see

c. How do you spell that

d. Excuse me

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

B: Yes. And who are you?

A: I'm Andy Thomas. (2) _____ .

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

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

B: Great! What's your name again?

A: Andy Thomas.

B: (3) _____ ?

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

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

A: Thank you.

H. Answer the questions.

1. What's your address?

2. What's your phone number?

3. How do you spell your name?

4. What's your favourite colour?

5. Can you use a computer?

LISTEN

Listen to three dialogues and choose a or b.

1. What can Louise do?

- a. use a computer b. speak French

2. What's Oliver like?

- a. He's polite. b. He's outgoing.

3. What colour is Craig's mobile phone?

- a. silver b. gold

SPEAK

Talk in pairs.

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

hairdresser/barber	secretary / personal assistant
delivery person	shop assistant

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

Student B: Answer Student A's questions.

SELF-ASSESSMENT

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

Now I can...

- › introduce myself and others
- › exchange basic personal information (job, address, etc.)
- › talk about my possessions
- › describe objects
- › talk about my and other people's abilities
- › tell the time
- › describe my and other people's personality
- › write about myself

Culture page

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



The History behind a name

Do you know what your name or surname means? Names usually mean something about the personality of people, while some surnames tell us about the history of a family.

For example, in Arabic, some common names with beautiful meanings are:

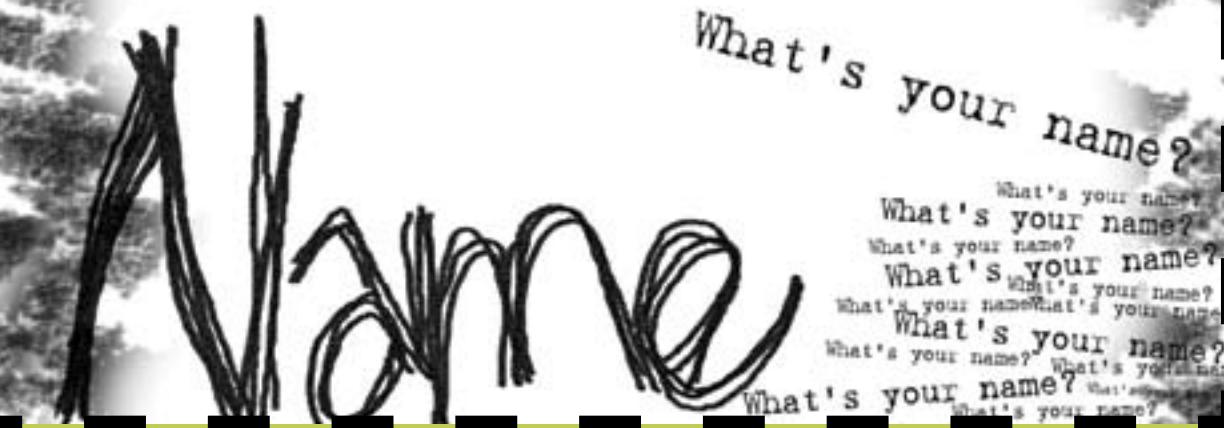
Karim, which means *generous*

Ameer, which means *prince*

Jameel, which means *beautiful*

Also, 'ibn' means 'the son of' and bint means 'the daughter of'. Therefore, Bassam ibn Ameen ibn Musa Al-Ahmed means Bassam, who is the son of Ameen, and grandson of Musa. Al-Ahmed is Bassam's family name.

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



- B. Read again and answer the questions.

1. What do most names tell us?

2. What does 'bint' mean?

3. What do Davidson and Robertson mean?

4. In which countries do surnames begin with 'Mac' or 'Mc'?



2

Day by day



Discuss:

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

Flick through the module and find...

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

In this module you will learn...

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

2a Home life

1. VOCABULARY



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



have breakfast /
lunch / dinner



hoover



do the washing-up



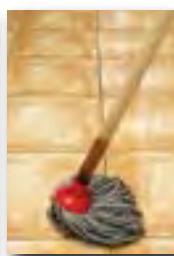
study / do homework



clean the windows



cook



mop the floor

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

Wednesday Friday Monday

Saturday Thursday

Sunday Tuesday

2. READ



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

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



A helping hand



Ahmed Al-Naser is not like other university students. He starts his day early in the morning. He gets up at 7:30, but he doesn't go to university. He goes to Mr Al Saad's house and they have breakfast together. Mr Al Saad is 78 years old and needs help around the house, but most of all he needs company. Ahmed does volunteer work and helps out elderly people.

"I cook, do a bit of housework, but Mr Al Saad and I also chat or go to the park. We go there every day and I help him walk," he says.

During the week, Ahmed doesn't see his friends. When he finishes work, he goes to university. He goes home at about 8pm and then he studies. He has a busy day, but he doesn't mind. "Mr Al Saad is like a grandfather to me. I can see my friends at the weekend," says Ahmed.

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

- | | |
|--|---|
| 1. Ahmed goes to university early in the morning. <input type="checkbox"/> | 4. Ahmed goes to the park with Mr Al Saad every day. <input type="checkbox"/> |
| 2. Ahmed has breakfast with Mr Al Saad. <input type="checkbox"/> | 5. Ahmed goes out with friends on weekdays. <input type="checkbox"/> |
| 3. Ahmed helps Mr Al Saad to cook. <input type="checkbox"/> | |

3. GRAMMAR

PRESENT SIMPLE (Affirmative-Negative) - PREPOSITIONS OF TIME

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

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

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

- | | |
|----------------------|---|
| <input type="text"/> | Monday / Tuesdays, etc.
weekdays
Friday evenings, etc. |
| <input type="text"/> | nine o'clock / half past three
the weekend
night / midnight |
| <input type="text"/> | the morning / afternoon / evening |

Grammar Reference p. 129

4. PRACTICE

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

1. I _____ (not play) football the weekend. I _____ (play) tennis.
2. Bill _____ (finish) work 3 o'clock the afternoon.
3. My parents _____ (not cook) Friday evenings. They _____ (go) to a restaurant.
4. Mark _____ (study) five seven every day.
5. Angela _____ (not do) housework weekdays.

6. SPEAK

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

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


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

5. PRONUNCIATION

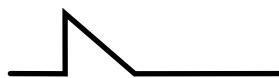
A. Listen and repeat. What's the difference between **a**, **b** and **c**?

- a. cooks b. goes c. uses

B. Now listen and tick the sound you hear.

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

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


...gets up early...

7. WRITE

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


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

2b First day on the job

1. VOCABULARY



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

hotel

hospital

newspaper office



doctor



receptionist



reporter



editor



chef



graphic designer



bellboy



nurse

2. READ



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



Hamid Good morning, Omar Ali?

Omar Yes. Good morning.

Hamid I'm Hamid Mahmud. Welcome to the Daily News.
Do you know your way around?

Omar No, I don't.

Hamid OK, let me show you. That office over there is the photographers' office.

Omar Do the reporters work there, too?

Hamid No, they don't. They're on a different floor.
Through those doors is the cafeteria.

Omar When do we have a lunch break?

Hamid Are you hungry already?

Omar No, it's just...

Hamid I'm only joking. Lunch is from 1:30 till 2:30.
Now, the graphic designers are in that office
and my office is just here.

Omar And where's the editor's office?

Hamid Erm...it's here.

Omar Oh, so you're the editor. You're my boss.

Hamid That's right. OK, let's go upstairs and find your desk.

B. Read again and answer the questions.

1. Where are Hamid and Omar?
2. Do the reporters and photographers work in the same office?
3. Where do people at the Daily News have lunch?
4. What time does the lunch break start?
5. Does Omar work on the same floor as the editor?

3. GRAMMAR

PRESENT SIMPLE (Questions)

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

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

Grammar Reference p. 129

4. PRACTICE

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

1. Man 1 _____ your friend _____ (work) at the hospital?

Man 2 Yes, _____. He's a doctor. He _____ (work) until 1am every day.

Man 1 Really? And when _____ he _____ (start) work?

Man 2 He _____ (start) at 3pm.

2. Woman 1 When _____ you _____ (clean) your house?

Woman 2 Oh, I don't. You see, I _____ (live) with my sister and she _____ (do) all the housework. She _____ (not work).

Woman 1 Really? _____ she _____ (cook), too?

Woman 2 Well, we _____ (cook) together.

5. LISTEN



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

- | | |
|--------------|-----------------|
| 1. Mr Baxter | a. receptionist |
| 2. Tony | b. chef |
| 3. Sam | c. bellboy |

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

- | | |
|---|--------------------------|
| 1. Mr Baxter doesn't work on Tuesdays. | <input type="checkbox"/> |
| 2. John has a letter for the chef. | <input type="checkbox"/> |
| 3. Mr Baxter has an office at the hotel. | <input type="checkbox"/> |
| 4. John meets Mr Baxter at the hotel reception. | <input type="checkbox"/> |

6. SPEAK

Talk in pairs.



Student A: Imagine that you are doing a survey on teenagers' summer jobs. Interview Student B and complete the form. Then ask Student B questions about a friend.

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

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

7. WRITE

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



I am a part-time...

2c At your leisure

1. VOCABULARY

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

- | | |
|----------|------------------------|
| 1. watch | out with friends |
| 2. talk | shopping at the mall |
| 3. hang | a magazine / newspaper |
| 4. go | TV |
| 5. take | up a sport |
| 6. read | on the phone |

B. Now match the activities with the pictures below.



a



b



c



d



e



f

2. READ

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

1.

- Salma** What about going shopping?
Faten I don't know. I'd like to go for a coffee today.
I don't have money to go shopping.
Salma Come on! Oh look! These shoes are amazing!
I'd like to try them on.
Faten But they are pink! You can't stand pink shoes,
right?
Salma I know. But I can check the colours they have.
Let's go inside.
Faten Urghhh!

2.

- Harry** I'm out of breath!
Tom Let's stop running for a while.
Harry In a bit. You know how much I love jogging.
Tom Yes, I do. So, what do you think of my idea?
Harry It's fantastic! We can come here every morning
and jog before school.
Tom Yeah, and this place is amazing! Full of trees
and people. Do you want to come again
tomorrow then?
Harry Sure. I'd love to.

3.

- Tonia** Listen to this. We have a new student at school.
Jane Really? What is this person like?
Tonia Her name is Leena. She's really nice. She's funny
and very outgoing.
Jane Is she a good student?
Tonia She is, actually. And she's also very active. She
likes painting and hanging out with her friends.
Jane I'd like to meet her some time.
Tonia Good idea! I can invite her to my house next
weekend and we can spend some time together.
Jane Great!

B. Read again and complete the sentences with names.

1. _____ doesn't want to go shopping.
2. _____ enjoys going jogging.
3. _____ is a good student and a funny person.
4. _____ wants to buy a pair of shoes.
5. _____ likes her new classmate.
6. _____ is very tired.
7. _____ would like to have coffee.
8. _____ enjoys spending time with her friends.

3. GRAMMAR

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

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

I like going out.
I'd like to go out tonight.

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

like don't like would like

1. We **hate** watching TV.
2. I **enjoy** hanging out with friends.
3. Nasir and Faisal **love** sports.
4. I **want** to go to the park.
5. My parents **can't stand** rude people.

Grammar Reference p. 130

4. PRACTICE

Complete with the correct form of the words in brackets.

1.
A: _____ (you / like) to come to the park with me tomorrow?
B: Sorry, I can't. I want _____ (spend) some time with my sister tomorrow.
A: Your sister?
B: Yes. I like _____ (spend) time with my sister.
A: OK. What about Monday?
B: That's fine. _____ (you / like) jogging?
A: Not really. I enjoy _____ (walk) only.
B: OK, then.

2.
A: Would you like _____ (go) out tonight?
B: No, I'm tired. I'd like _____ (stay) at home.
A: Oh, OK. Do you want _____ (cook) dinner?
B: Come on Ed. You know I can't stand _____ (cook).

5. LISTEN



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

SURVEY: FREE TIME

MALE

FEMALE

1. Do you like hanging out with your friends?

Yes

No

2. When do you hang out with your friends?

On weekdays

At the weekend

3. How do you like spending your time with your friends?

watch TV

play computer games

talk on the phone

other

go shopping

4. Where do you go when you go out with your friends?

a friend's house

the park

the mall

a café

the sports centre

other

5. Do you like talking on the phone?

Yes

No

6. What do you talk about?

school

other people (e.g. family, friends, etc.)

shopping

sports (e.g. football)

problems

other

6. SPEAK

Talk in pairs. Make plans for today.

*What do you want to do today? /
Where would you like to go today?*

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

OK. What do you think of...?

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

OK then, let's go...

2d Techno world

1. VOCABULARY



Match. Then listen and check your answers.

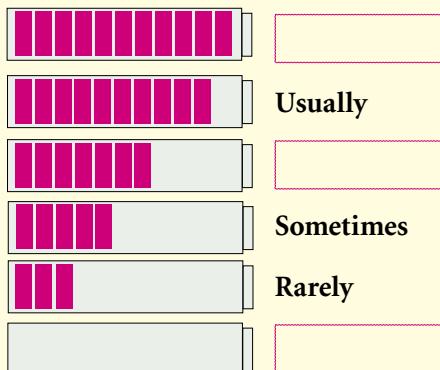


2. GRAMMAR

ADVERBS OF FREQUENCY

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

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



Grammar Reference p. 130

3. SPEAK

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

I usually download information from the Net.

I rarely check my e-mails.

4. READ Do the quiz.

Do you spend your

1. How often do you send SMS messages?

- a. Never. I only like talking on the phone.
- b. Rarely.
- c. All the time.

2. How many hours a day do you watch TV?

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

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

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

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

- a. Never.
- b. Once a week.
- c. Three times a day or more.

life in front of a screen?

5. Do you play video games?

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

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

- a. Shopping, then dinner at a restaurant.
- b. Coffee at a café, then a walk in the park.
- c. A visit to a friend's house to play computer games.

Your score is...

Mostly a's

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

Mostly b's

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

Mostly c's

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

5. PRONUNCIATION



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

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

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

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

6. SPEAK

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

	Sun	Mon	Tue	Wed	Thurs	Fri	Sat
check / e-mails							
watch TV							
surf / Net							
hang out with friends							
go / shopping							
read books							

How often do you check your e-mails?

Every day./ Rarely. Only once a week.

How often do you play computer games?

Three times a week./ I never play computer games.

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

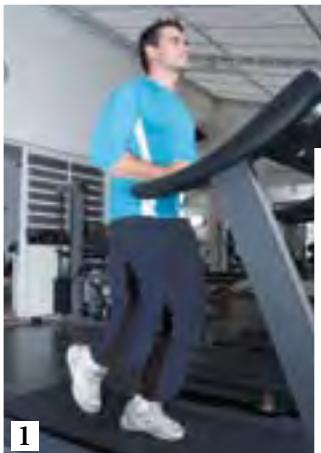


2e At the gym

1. VOCABULARY



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



1



2



3



4



5

- TIP**
Learn whole
phrases (eg.
verb + noun)
not just
isolated words.
- take karate lessons
 - lift weights
 - run on a treadmill
 - use machines
 - do kickboxing

-
-
-
-
-

2. READ

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

- a. What do your students think about their famous karate champion teacher?
- b. What about the future?
- c. How do you spend your free time?
- d. Salman, you are three times national karate champion. What's your secret?

This week we interview...

Salman Malik
KARATE
CHAMPION

1

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

2

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

3

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

4

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

3. LISTEN



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

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

B. Listen again and complete the sentences below.

1. The gym is open _____ hours a day.
2. You can play basketball, football and _____ at the sports centre.
3. Karate lessons start at three o'clock on _____.
4. You can hang out with your friends at the _____.
5. The sports centre is near _____.



B. Read again and answer the questions.

1. How often does Salman train?
2. Where does Salman teach karate?
3. What age groups does he teach?
4. Who says hello to Salman on the streets?
5. What do his students want to do?
6. When are the European championships?

4. SPEAK

CLASS SURVEY

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

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

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

5. WRITE

Word order

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

Subject + verb + object

Jack reads magazines in the evenings.

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

1. day / Tony / cooks / every / lunch
2. stand / I / can't / TV / watching
3. to / an / my / become / editor / wants / brother
4. SMS / Susan / her / sends / to / messages / friends
5. windows / week / we / the / once / clean / a

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

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



2 Round-up

VOCABULARY

A. Match.

- | | |
|-------------|-------------------------|
| 1. do | a. shopping at the mall |
| 2. clean | b. dinner |
| 3. go | c. homework |
| 4. take up | d. with friends |
| 5. hang out | e. the windows |
| 6. have | f. a sport |

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

Thursdays	receptionist	invite
screen	graphic designer	Saturday

1. I always do my homework on _____, just before the week starts.
2. Don't _____ Tom to your place. He's a rude person.
3. His best friend is a _____ at the Grand Hotel.
4. I go to bed late on _____. You see, I don't work on Fridays.
5. The editor wants a new _____ for the magazine.
6. There's something wrong with the _____. I can't see anything on TV.

GRAMMAR

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

1. A: _____ you _____ (like) my new mobile phone?

B: Yes, _____.

A: It _____ (have) a camera, too.

B: _____ you _____ (have) any good pictures?

A: No, _____.

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

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

A: What about football?

B: He _____ (not like) football.

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

at from on in during on at to

1. Do you usually go to the park _____ the week, or _____ the weekend?
2. My cousin plays video games every day, _____ 5:00 _____ 6:00.
3. I never go out with friends _____ Friday evening.
4. What do you eat for breakfast _____ the morning?
5. _____ Mondays, I teach karate at the sports centre.
6. The lesson starts _____ 8 o'clock.

E. Use the prompts to write sentences.

1. Fatima / never / do / housework / Fridays

2. Jamal / want / go / mall

3. Hamid / usually / not work / Saturdays

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

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

6. Anna / hate / walk / to work

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

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

COMMUNICATION

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

- a. I'm only joking.
- b. All right.
- c. What kind of restaurant is it?
- d. I'd love to.
- e. Let me show you.

Joe Hey, there's a new restaurant at the mall.

Let's go!

Ken (1) _____

Joe It's an Italian restaurant.

Ken What? You know I don't like Italian food.

Joe (2) _____ Of course I know. It's a French restaurant.

Ken I know that restaurant. There's an article about it in this magazine. (3) _____

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

Ken (4) _____

Joe Meet you there at 7pm?

Ken (5) _____ See you later.

G. Complete the questions for the answers below.

1. A: _____ dinner?

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

2. A: _____ shopping?

B: We usually go on Thursdays.

3. A: _____ magazines?

B: No, he doesn't.

4. A: _____ shopping?

B: At the mall.

5. A: _____ the washing-up?

B: Twice a week only.

6. A: _____ karate lessons?

B: Yes, they do. They love karate.

SPEAK

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

Free time

park	walk / ride bike / jog / etc.
mall	shopping / coffee / etc.
gym	kickboxing / machines / etc.

At home

housework	clean windows / hoover / etc.
friends	hang out / watch TV / etc.
computer	check e-mails / surf Net / download information / etc.

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

...
Do you like...?

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

What's your favourite...?

WRITE

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



Lisa loves going to the mall, but she can't stand...

SELF-ASSESSMENT

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

Now I can...

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

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



Phishing top danger

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

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

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



B. Read again and answer the questions.

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

POEM

"Day by day"

Go to page 126.





Changes

Discuss:

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

Flick through the module and find...

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

In this module you will learn...

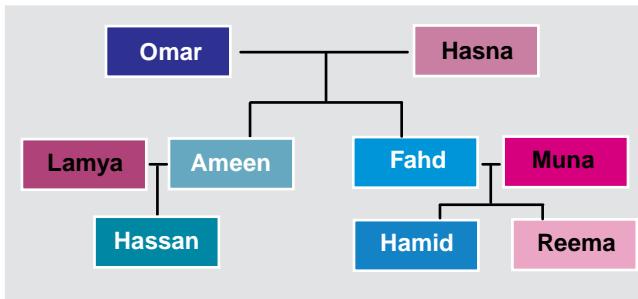
- to talk about your family
- to talk about things that are happening now
- to talk about temporary situations
- to talk about future arrangements
- to write an informal letter giving your news
- to talk about furniture, appliances and rooms
- to express possession
- to describe your neighbourhood/town/city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

3a Life changes

1. VOCABULARY

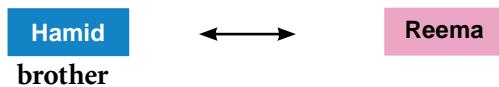


Look at the family tree and complete the activity with the words in the box. Then listen and check your answers.

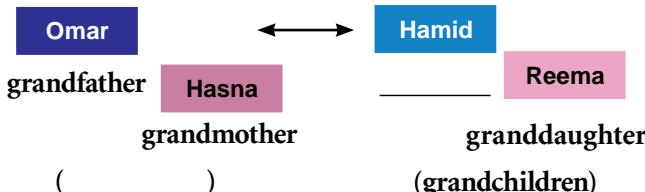


husband grandparents cousin sister
mother grandson wife daughter aunt

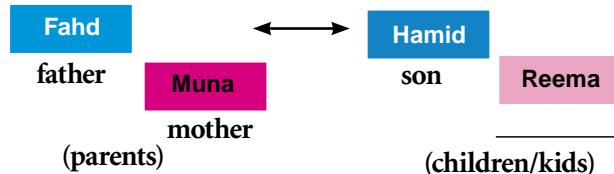
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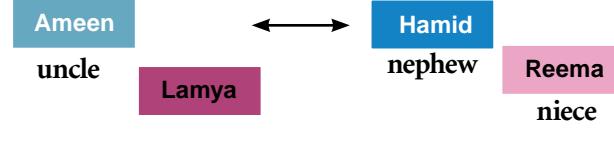
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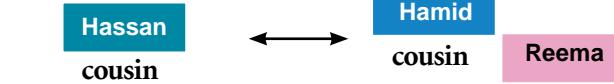
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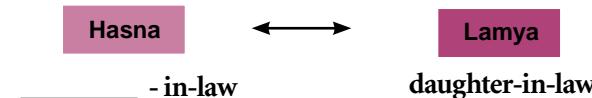
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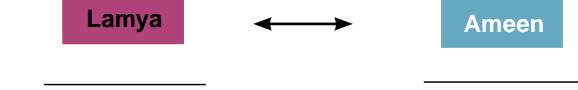
5.



6.



7.



2. READ

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

Lana So, Salma. Long time no see! What are you doing here?

Salma I'm shopping with my cousin. She's looking for a dress at the moment. She's in that shop over there.

Lana Do you have the day off?

Salma The week off and I'm spending a lot of time in shops.

Lana Are you looking for anything in particular?

- Salma** Actually I am. I'm looking for white shoes.
- Lana** There's a lovely pair of pink shoes in that shop on Bosley Street.
- Salma** No, I need white. Guess what! I'm getting married!
- Lana** Oh, that's wonderful news. Congratulations! When's the big day?
- Salma** In two months. We're having the wedding in Swindon.
- Lana** So, who's coming?
- Salma** Well, all my family, including my aunt and uncle from Australia. My friends from work are coming, and you're coming, right?
- Lana** Of course!

B. Read again and answer the questions.

1. What is Salma's cousin doing?
2. What is Salma looking for in the shops?
3. What's in the shop on Bosley Street?
4. When is Salma getting married?
5. Who lives in Australia?

3. GRAMMAR

PRESENT PROGRESSIVE

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

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

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

Are you **going** shopping tomorrow?

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

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

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

What does the Present Progressive refer to?

Match.

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

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

Grammar Reference p.130

4. PRACTICE

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

1.

Vicky Hey, what _____ you _____ (do) at home? It's Friday. Let's go out for coffee.

Sandy I can't. I _____ (clean) the house. You see, my mother-in-law _____ (come) tomorrow.

2.

Josh Where are Uncle Harry and Aunt Anna?

Will They _____ (get) ready for their trip.

Josh Where _____ they _____ (go)?

Will To China.

3.

Eric Is Robert in his office?

Bill No, he isn't. He _____ (not work) this week.

Eric Really?

Bill Yes. He _____ (look for) a new flat.

5. SPEAK

GUESSING GAME: WHO IS IT?

Go to page 119.

6. WRITE

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

get married buy a car/house/flat

take karate/driving lessons

learn French/Spanish/Italian, etc. start university


- X

Dear,

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

Guess what! _____

Take care,

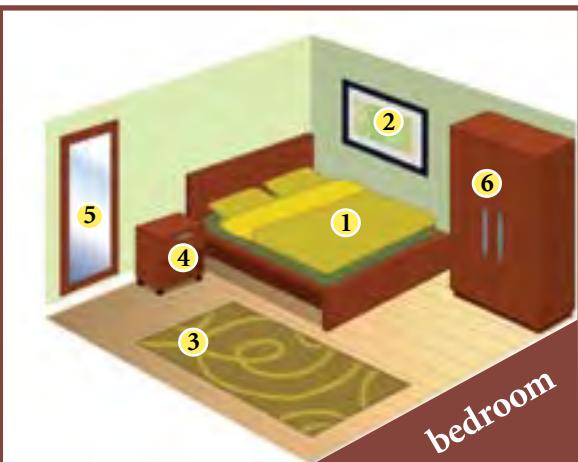
3b Let's move it

1. VOCABULARY



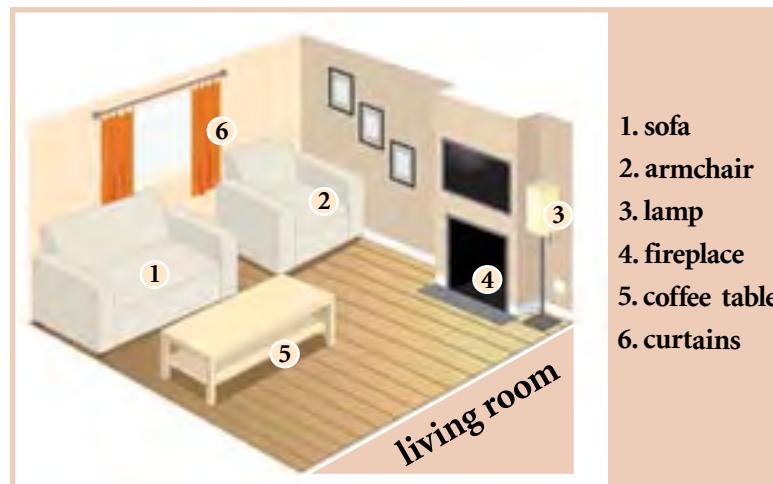
A. Listen and repeat. Which of the items below do you have in your home?

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

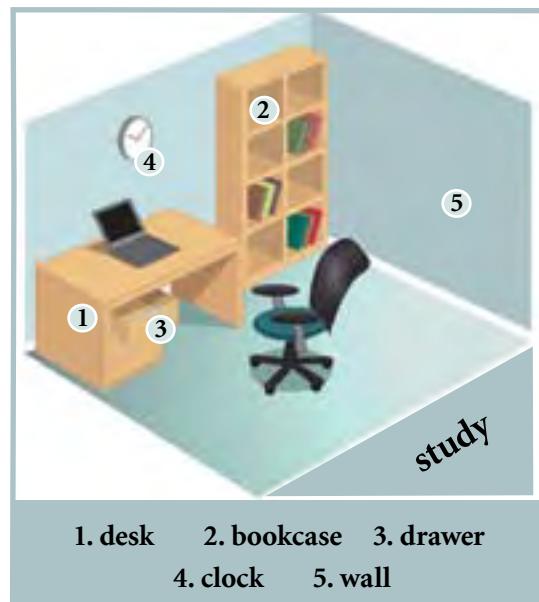


Put words in groups to learn new vocabulary.

TIP



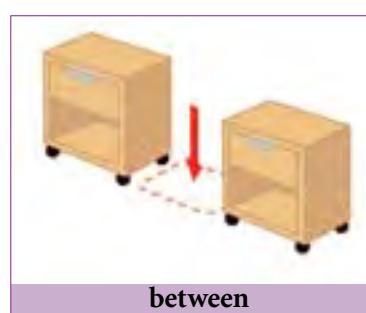
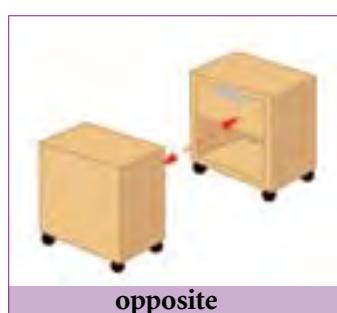
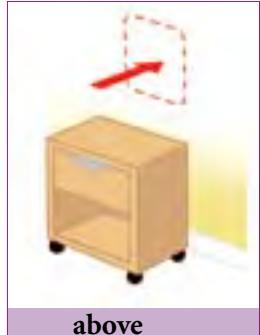
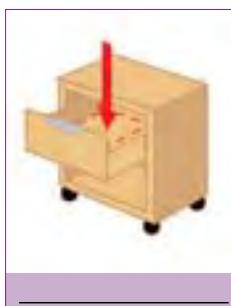
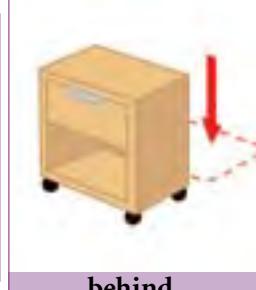
- 1. sofa
- 2. armchair
- 3. lamp
- 4. fireplace
- 5. coffee table
- 6. curtains



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

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

in next to under on



2. READ

A. Listen and read. Which two rooms from activity 1 are Faisal and his wife, Hala, talking about?



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

Hala So what?

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

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

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

Hala Looks fantastic!

Faisal OK. What about this room?

Hala Looks good, but I have a problem. Whose computer is that on the desk? Is it yours or mine?

Faisal Yours, of course.

Hala That's OK. I work in the study after all.

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

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

B. Read again and answer the questions.

- What's special about the computer program Faisal has?
- Who wants to rearrange the furniture?
- Where's the armchair in their house now?
- Where do they decide to put the sofa?
- Who works in the study?

3. GRAMMAR

POSSESSIVE PRONOUNS

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

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

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

Complete the table below with the words in the box.

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

Grammar Reference p.131

4. PRACTICE

Circle the correct words.

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

5. LISTEN

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

- What does the married couple decide to buy?
a. a painting **b.** a mirror **c.** a painting and a mirror
- Where do they put the rug?
a. next to the bookcase **b.** in front of the bed **c.** under the bed
- Whose camera is in the drawer?
a. Karen's **b.** Lenny's **c.** Dad's

6. SPEAK

Talk in pairs. Go to page 119.

3C Around town

1. VOCABULARY



Match. Then listen and check.



1



2



3



4



5



6



7



8



9

stadium

museum

bank

post office

shopping centre/mall

library

bookshop

car park

underground station

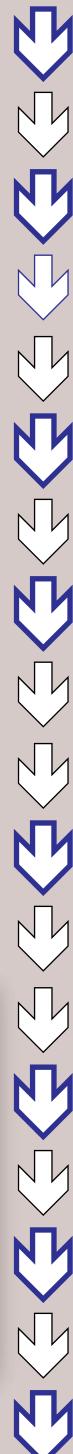
2. READ



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



LA VILLE SOUTERRAINE MONTREAL'S UNDERGROUND CITY



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

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

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

B. Read again and complete the sentences.

1. Montreal's underground city is very big. It's _____.
2. Montreal's underground city has _____ underground stations.
3. You can visit _____ shops in Montreal's underground city.
4. Montreal's underground city has _____ entrances.
5. Most parts of Montreal's underground city close at _____.
6. Montrealers find the underground city convenient especially in _____.



5. LISTEN



A. Listen to a man talking. Where do you think he is?

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

1. First, the tourists are going shopping in the city centre.
2. The Space Needle is the last place the group is visiting.
3. The tourists aren't having lunch later.
4. You can buy food at Pike Place.
5. The group is going to watch a football match.

3. GRAMMAR

A. There is/There are

Read and complete.

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

B. a(n) vs the

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

Grammar Reference p.131

4. PRACTICE

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

1.

A: There's / Is there ____ car park near here?

B: Yes, there is / are two. There's / Is there ____ car park on Heera Street and another one on Corniche Street, but ____ car park on Heera Street is ____ small.

A: OK, thanks.



2.

A: Hi, ____ Ryan! What are you doing here?

B: I need ____ books for my project on ____ China. I'm looking for ____ bookshop.

A: There is / isn't ____ bookshop in ____ shopping centre.

B: Really? Is / Are there ____ underground station near ____ shopping centre?

A: No, there isn't / aren't, but you can take bus B48.

B: Great!

6. SPEAK

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

Is there a library in your town?

Yes, there is.

Where is it?

It's next to the supermarket.

Are there two shopping centres in your town?

No, there aren't.

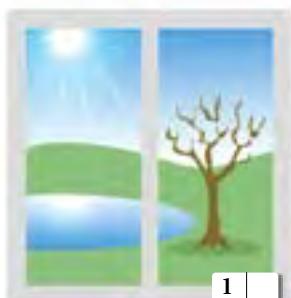
3d Rain or shine

1. VOCABULARY



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

What's the weather like?



1



2



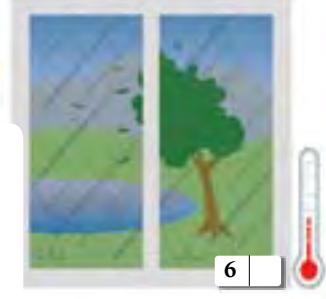
3



4



5



6

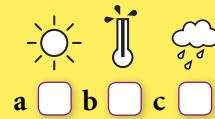


7

2. READ



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



a

b

c



1.

Weather forecaster: And before I bring you the weather, we have a picture from Ameen Salman of his son eating ice cream. Well, temperatures in Qassim are about 46°C and the usual temperature for this time of year is about 38°C. So, we're looking at a heatwave. OK, let's go to...



2.

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

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

Peter Why?

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

Peter It's raining now, too.

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

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

Steven Really? That's kind of you.

Peter No problem.

3. GRAMMAR

Present Simple vs Present Progressive

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

My brother **goes** to the gym every day.
Now he's at home and he's **watching** TV.

Grammar Reference p.131



3.

Amro Are you watching the news?

Yusef No, I'm watching a documentary about climate change.

Amro Any good?

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

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

Yusef Exactly.

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

1. Yusef is watching the news.
2. Steven likes cloudy weather.
3. It's raining outside Yusef's house.
4. The temperature in Qassim today is 38°C.
5. Peter hasn't got a car.

4. PRACTICE

Circle the correct words.

1.

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

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

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

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

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

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

2.

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

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

A: Come on. Let's go out.

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

5. PRONUNCIATION



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

a. heatwave b. because

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

temperature documentary around interesting
 outside problem rarely beautiful

6. LISTEN

Listen to two friends talking and answer the questions.

1. What's the weather usually like in Milan at this time of year?
2. What's it like today?
3. What is the temperature?
4. What does Daniel have in his bag?
5. Who has Daniel's umbrella?
6. Who's meeting Daniel at the airport?

7. SPEAK

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

What's the weather like in spring?
It usually.../It's usually...

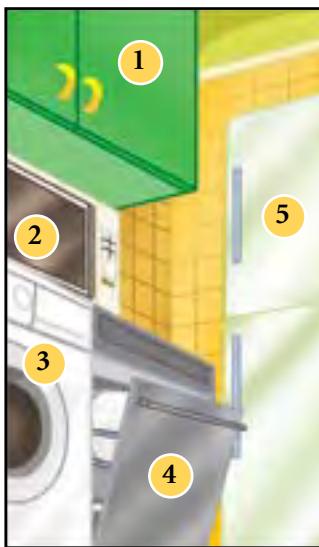


3e Home sweet home

1. VOCABULARY



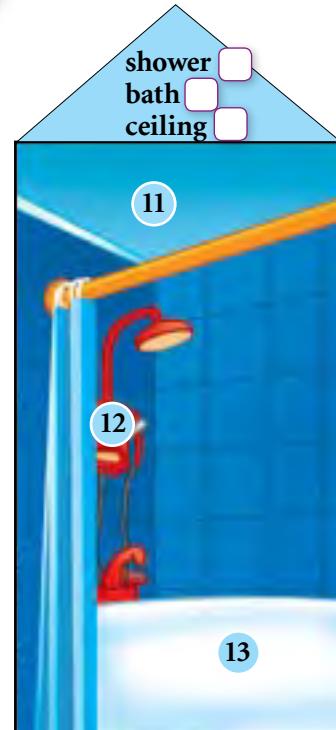
Match. Then listen and check your answers.



fridge
washing machine
cupboard
dishwasher
microwave



stairs
balcony
garden
garage
air conditioner



shower
bath
ceiling

2. READ

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

Read the text quickly to understand the main idea.

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

B. Listen and read.

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



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

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

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

3. PRONUNCIATION



A. Listen and repeat.

- a. bed b. very c. window

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

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



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

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

4. SPEAK

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

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

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

I live in the...

5. WRITE

Set phrases for letters and e-mails

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

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

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

back
tell
what
dear
going
life
all
fine

1.
Guess ____ !
I have new furniture and I even have a new TV too.

2.
____ John,
How's ____ ? I hope you're ____ .

3.
Well, that's ____ for now.
Write ____ soon,
Rana

4.
Hi Mary,
How's it ____ ? I'm writing to ____ you about my new house.

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

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



3 Round-up

VOCABULARY

A. Match.

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

B. Complete with the words in the box.

stadium uncle cloudy nephew drawer

1. My _____ Ahmed is my sister's son.
2. Is that your _____ over there or your dad?
3. England and France are playing at Wembley _____ tomorrow.
4. Hey, come and see what's in this _____!
5. It isn't raining today, but it's a bit _____.

C. Circle the correct words.

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

D. Circle the correct words.

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

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

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

GRAMMAR

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

1.
A: Hey, Abdullah. What _____ you _____ (do)?
B: I _____ (get) my backpack ready for my trip.
A: Really? Where _____ you _____ (go)?
B: I _____ (visit) my cousin.
A: So, _____ you _____ (go) to Abha?
B: Yes, I am. My brother and I _____ (go) together.
2.
A: _____ Kyle _____ (work) today?
B: No, he has the day off.
A: Oh, so where is he? _____ he _____ (visit) his parents?
B: No, he _____ (not visit) his parents.
He's at the furniture shop. He _____ (look for) furniture for his new flat.
A: Really? _____ he _____ (buy) a new TV, too?
B: I don't know. Why?
A: Because I want his old one.

F. Choose a, b or c.

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

G. Circle the correct words.

1.

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

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

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

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

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

2.

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

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

A: But you never go / are never going to cafés!

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

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

COMMUNICATION

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

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

A: Hi, Richie. (1) _____

B: Hello there. How's it going?

A: Great! Hey, I'm going to the park. Do you want to come?

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

A: Why? (3) _____

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

A: That's great!

B: Yeah. Thanks anyway.

A: (5) _____ Maybe another time.

B: Sure.

SPEAK

Talk in pairs.

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

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

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



How do you like your new house?

...

How many rooms...?

There are...

Is there...?

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

What is there in the...?

There is...

What's the neighbourhood like?

WRITE

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

SELF-ASSESSMENT

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

Now I can...

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

Culture page

Life in Tornado Alley

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



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

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

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

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

B. Read again and answer the questions.

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



4

Feeling good



Discuss:

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

Flick through the module and find...

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

In this module you will learn...

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

4a What's on the menu?

1. VOCABULARY



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

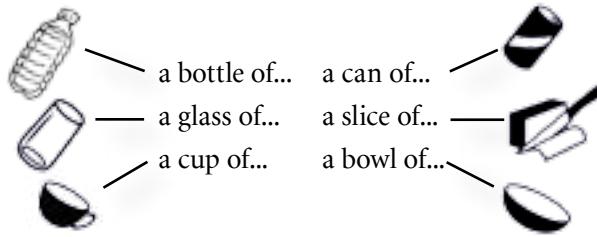
salads desserts drinks
starters main courses

Tom's restaurant

1.	chicken soup mushroom soup	
2.	tomato salad garden salad	
3.	steak and chips vegetarian pizza lasagne grilled fish with rice club sandwich	
4.	apple pie ice cream chocolate cake	
5.	water orange juice coffee tea coke	

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

coffee	water	coke
pizza	soup	milk



2. READ

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

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

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



1. Waiter Are you ready to order?

Steve Yes, I'm ready. I'd like some mushroom soup to start.

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

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

Waiter It's just cheese and tomato.

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

Waiter No, but we can add some onions.

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

Waiter Is that all?

Steve Yes, I think so.

Waiter What would you like to drink?

Steve I'd like a glass of mineral water, please.

3. GRAMMAR

COUNTABLE AND UNCOUNTABLE NOUNS some/any/no

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

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

- a. We use **_____** with uncountable and plural countable nouns in affirmative sentences and offers.
- b. We use **_____** with uncountable and plural countable nouns in questions and negative sentences.
- c. We use **_____** instead of *not any* with uncountable and plural countable nouns in affirmative sentences.

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2. Waiter Are you ready to order?

Hamza Yes. Is there any meat in the lasagne?

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

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

Waiter All our pasta dishes come with a garden salad.

Hamza Good.

Waiter Anything else?

Hamza No, that's all.

Waiter Would you like to see the dessert menu?

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

Waiter Oh, I'm sorry... There you go. Can I take your menu?

Hamza Here you are.

4. PRACTICE

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

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

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

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

2. A: Would you like _____ pizza?

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

A: Don't worry. There are _____
mushrooms. Here take a slice.

3. A: Do you like the rice, Dad?

B: Well, it's not bad, but there's _____ salt in it.

4. A: Is there _____ orange juice in the fridge?
B: Let me see. Hmm... There's _____ orange
juice but there is _____ coke.

5. SPEAK

ROLE PLAY

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

Student A: Imagine you work at Tom's Restaurant. Take Student B's and C's orders. Use the phrases in the box.

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

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

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

Are you ready to order?
Yes, I'd like some...

4b Eat right

1. VOCABULARY



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

Vegetables:



Fruit:



2. READ



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

A rainbow on your plate

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

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



3. GRAMMAR

How much? / How many?

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

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

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

COUNTABLE	UNCOUNTABLE	BOTH
How many		

Grammar Reference p.132

So,
add a
little
colour
to your
meals.

4. PRACTICE

Circle the correct words.

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

5. LISTEN



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

1. White fruit and vegetables help keep our _____ healthy.
a. eyes b. heart
2. The couple doesn't need to buy any _____.
a. strawberries b. cherries
3. The man orders _____ for dessert.
a. a fruit salad b. ice cream

6. SPEAK

Talk in pairs.

Student A go to page 121.

Student B go to page 124.

7. WRITE

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

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

B. Read again and tick.

protect against cancer

protect against heart disease

help you have healthy eyes

help you have a good memory



4C Helping others

1. READ

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



Get involved: NEPAL

Become a volunteer and experience Nepali culture for 10 days!

Come and help us change children's lives!

Date:
25th November - 5th December

- visits to orphanages
- workshops:
Children draw paintings and learn how to make their paintings more artistic.
Children learn how to take pictures.
- Fund-raisers:
We organise painting exhibitions, etc.
We make and sell cakes.

B. Listen and read the e-mail. Why is Ron writing to Mark?

Dear Mark,

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

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

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

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

Take care,
Ron

C. Read again and answer the questions below.

- Who is a member of "Get involved"?
- How does "Get involved" raise money?
- Where's Ron going and who with?
- What is Ron looking for?
- Does Ron know any other volunteers?

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

- they _____
- them _____
- there _____
- him _____

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

TIP

E. Discuss the following:

- The Prophet Mohammed (P.B.U.H.) said “*I and the guardian of the orphan will be in Heaven like that*,” indicating his forefinger and middle finger.

- What do you know about this organisation?



2. GRAMMAR

OBJECT PERSONAL PRONOUNS

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

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

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

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

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

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

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

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3. PRACTICE

Complete with subject or object personal pronouns.

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

4. PRONUNCIATION

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

- a. wish b. need c. time

B. Listen and tick the sound you hear.

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

5. LISTEN

Listen to a telephone conversation between Mark and Ron from activity 1B and complete the sentences.

- The children are _____.
- The exhibition is on _____.
- The children are painting _____ from all over the world on one of the orphanage walls tomorrow.
- Ron doesn't have a _____ with him.

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



4d Healthy body, healthy mind

1. VOCABULARY

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

backache

ill

stomach ache

toothache

headache

temperature

sore throat

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



I have a(n) (2) _____.



My back hurts. I have (3) _____.



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



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



My tooth hurts. I have (6) _____.



I feel dizzy.



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



I have a rash.



2. READ

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

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

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

Doctor Hmm... Do you have any allergies?

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

Doctor Do you have any other problems?

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

Doctor Do you ever feel dizzy?

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

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

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

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

Mr Hill What should I do?

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

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

Doctor I can give you a cream.

Mr Hill Thank you very much.



3. GRAMMAR

THE VERB **should**

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

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

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

Grammar Reference p.132

4. PRACTICE

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

1. Andy starts work at 9:00. It's 8:45 and he's still in bed.
(**get up**) _____

2. Steven wants to play tennis but his arm hurts.
(**play**) _____

3. Terry's car is very old.
(**buy**) _____

4. Mariam wants to go shopping but she has the flu.
(**go**) _____



B. Read again and answer the questions.

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

5. PRONUNCIATION



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

You **should** go to the gym.

You **shouldn't** go to the gym.

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

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

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

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

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

6. SPEAK

ROLE PLAY

Talk in pairs.

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

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

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

What seems to be the problem?

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

Do you have any other problems?

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

You should/shouldn't...

4e Get in shape

1. VOCABULARY



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

1. I **work out** at the gym three times a week.
2. My friends and I like exercising so we go to the gym and **do aerobics**.
3. Henry decided to **join the gym** because he wants to lose weight.
4. John wants to **be fit** so he goes jogging every morning.

- a. to sign up at the gym
- b. to be healthy and strong
- c. to exercise
- d. to do exercises usually in classes

2. READ



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

Keep fit, Stay fit



with Kenny Adams

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

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

Power Plate®

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



Tae bo

Aerobics is very good exercise but some people get bored of it after a while. A good idea is to do aerobics and learn martial arts moves, like tae kwon do or boxing at the same time. That's what tae bo is. Are you stressed out? Then tae bo is for you. You can stay fit and release the stress by punching and kicking at the same time.



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

1. Sam Willis is very active.
2. Kenny Adams reads many letters like Sam's.
3. You should work out only for an hour on Power Plate®.
4. Famous people go to the gym only to use Power Plate®.
5. Tae bo combines exercise with martial arts.

3. LISTEN

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

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

B. Listen again and complete the sentences.

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

4. SPEAK

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

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

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

I think he shouldn't spend...

You're right. Maybe he should...

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

5. WRITE

Linking words

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

A. Circle the correct words.

Kickboxing

Kickboxing is like Thai boxing

(1) so / but in Thai boxing

you can kick below the belt.

Kickboxing is a good way to

keep fit (2) so / and a lot of

people take up this sport. It's

very popular (3) and / but you

can't do it in every gym (4) and /

because you need to have a

kickboxing coach. Some people

love martial arts (5) because /

so they take up kickboxing

(6) but / because it is a type of

martial art. It's also good for you

if you are stressed out.

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

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

4 Round-up

VOCABULARY

A. Write:

three vegetables
_____, _____, _____

three kinds of fruit
_____, _____, _____

three ailments
_____, _____, _____

three drinks
_____, _____, _____

B. Circle the correct words.

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

GRAMMAR

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

1.

A: Do you want _____ orange juice?

B: No, thanks. Do we have _____ coke?

A: Well, there's _____ coke in the fridge but there's a can in the cupboard.

B: No, thanks. I can't drink it warm.

2.

A: Let's make _____ chicken sandwiches. We have _____ chicken in the fridge.

B: Great. Oh no! We don't have _____ cheese.

A: Go to the supermarket and get _____ cheese, then.

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

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

E. Complete with subject or object personal pronouns.

1. Hisham and Murad go jogging every morning.

_____ love _____ .

2. A: Would you like some grapes?

B: No, thanks. _____ don't like _____. Sue loves grapes. Give some to _____.

3. Bring _____ a menu, please. We'd like to order.

4. A: How does Jim get to work?

B: Well, _____ doesn't have a car so Tom gives _____ a lift every day.

F. Circle the correct words.

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

COMMUNICATION

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

a. What does that come with?

b. What seems to be the problem?

c. You shouldn't eat lots of chocolate.

d. Are you ready to order?

e. I'm afraid we don't have any today.

f. What about the food you eat?

1.

Waiter (1) _____

Man Yes, I am. I'd like the lasagne.

Waiter (2) _____

Man That's OK.

Waiter The mushroom soup is very good.

Man (3) _____

Waiter A garden salad.

Man OK, that sounds nice.

2.

Man Good afternoon, Doctor.

Doctor Hello. (4) _____

Man It's my head. I get headaches all the time.

Doctor Do you work a lot?

Man No, and I sleep for eight hours every night.

Doctor (5) _____

Man I know I should eat lots of fruit and vegetables, so I do. But I also love chocolate.

Doctor Hmm... (6) _____ It can give you headaches, you know.

Man Really? I should stop eating it, then.

SPEAK

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



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

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



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

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

WRITE

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

SELF-ASSESSMENT

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

Now I can...

- › order food
- › take an order
- › talk about my food preferences
- › offer something
- › accept and refuse an offer
- › talk and write about my eating habits
- › ask and answer about quantity
- › express an opinion
- › ask for and give advice
- › talk about ailments

Cross-curricular page

Home Economics

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



Healthy Smoothie recipes

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



Blueberry Smoothie

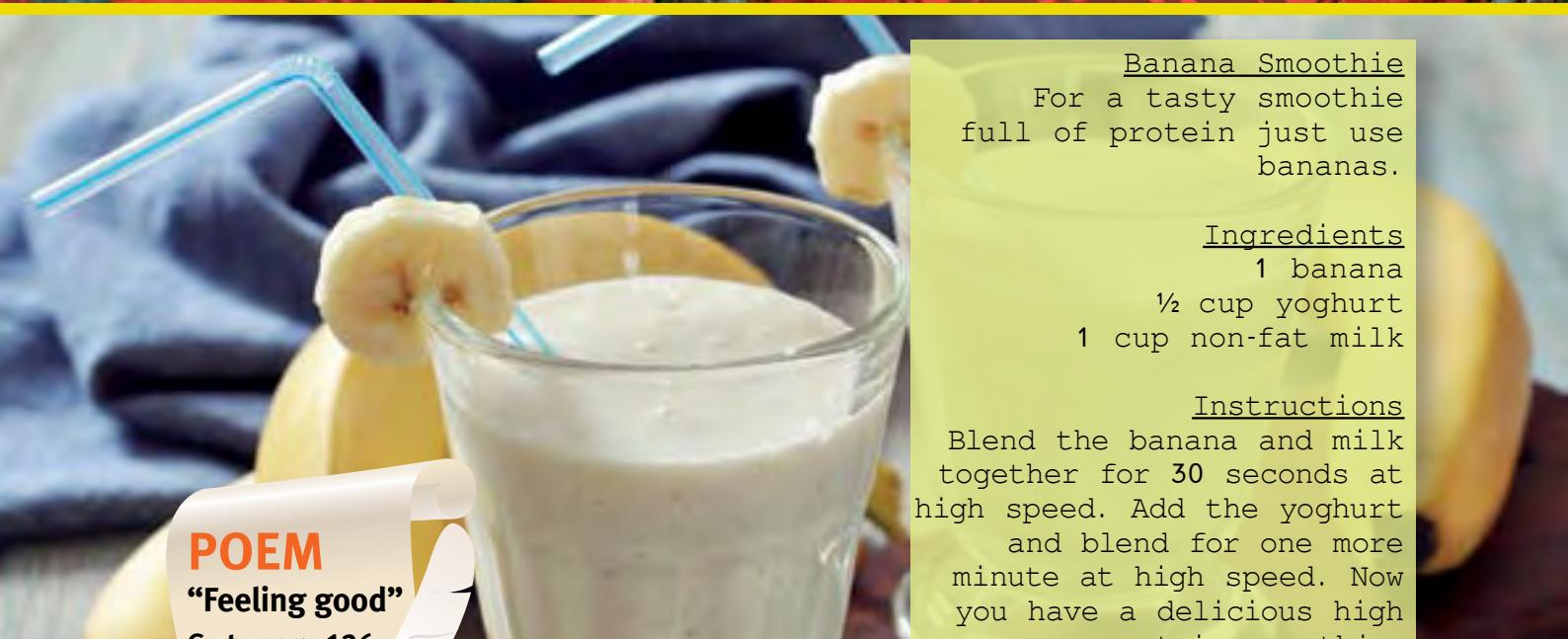
Blueberries have lots of vitamins. Why not enjoy blueberries and their great taste in a smoothie?

Ingredients

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

Instructions

Blend the blueberries with the yoghurt and milk for about one minute and enjoy!



Banana Smoothie

For a tasty smoothie full of protein just use bananas.

Ingredients

1 banana
½ cup yoghurt
1 cup non-fat milk

Instructions

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

POEM

“Feeling good”

Go to page 126.

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

5

Thinking back



Discuss:

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

Flick through the module and find...

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

In this module you will learn...

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



5a How embarrassing!

1. READ



- A. Read the title of the magazine page below and look at the pictures.
What is it about? Listen, read and check your answers.

Red in the face?

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

Mahmud



B. Read again and complete the sentences.

1. Before the interview, Mahmud had a sandwich with _____ and got a _____.
2. He saw his face in _____.
3. Mahmud went to the interview and, luckily, he got _____.
4. Carl started running on _____ when he saw some _____.
5. The treadmill stopped when _____ went out.
6. When the teenagers saw Carl fly into the window, they _____.

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

Carl

2.GRAMMAR

PAST SIMPLE (affirmative – negative)

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

- A: Last night I **stayed** at home. I **didn't go** out. What about you?
B: I **went** to the mall with Mike, but we **didn't like** it there.

Regular Verbs

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

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

Irregular Verbs

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

For a list of irregular verbs go to p.137

Time Expressions

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

Grammar Reference p.132

3.PRACTICE

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

1. Ameer _____ (leave) work at 7 o'clock yesterday, but he _____ (not go) home. He _____ (go) out with Osamah.
2. Andy and his friends _____ (have) a great time at the restaurant last night. They _____ (eat) a lot.
3. I'm really hungry. I _____ (not have) breakfast this morning.
4. Yesterday I _____ (surf) the Internet to find information about hotels in Paris.
5. Last weekend Stacey _____ (paint) her bedroom light blue, but she _____ (not like) it. So, she _____ (change) it to yellow.

4.PRONUNCIATION



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

- a. looked b. loved c. started

B. Listen and tick the sound you hear.

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

5.LISTEN



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

1.



a



b

2.



a



b

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



6.SPEAK

Talk in pairs about a day out.

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

I stayed at home and I...

5b School days

1. VOCABULARY

A. Match the collocations with the pictures.

Then listen and check your answers.

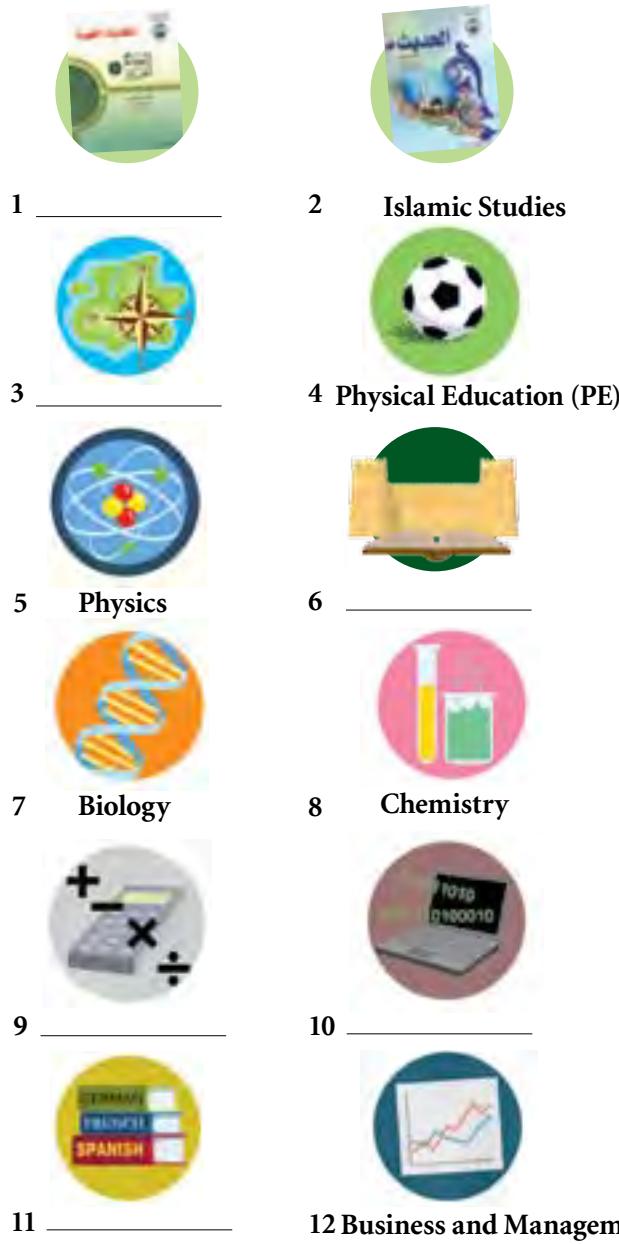


- a. take an Art course b. pass an exam / a test
 c. fail an exam / a test d. get a degree

B. Label the pictures with the subjects in the box.

Then listen and check your answers.

Geography Information Technology (IT) Maths
 Arabic History Modern Languages



2. READ

A. Look at the picture. What do you think the dialogue is about? Listen, read and find out.

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

**NOTE**

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

B. Read again and answer the questions.

1. Where did Jim go yesterday?
2. Who did Jim meet up with?
3. What did Victor do to become a PE teacher?
4. When did Mr Armstrong leave the school?
5. Who is Mr Adams?
6. Did Mr Adams remember Kyle?
7. Where is Suva?

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

take fail forget find
tell teach speak meet

3. GRAMMAR**PAST SIMPLE (Questions)**

Read the examples and complete the blanks.

- A: Who _____ you see at the reunion?
B: I saw Miss Charles, our Maths teacher.

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

Grammar Reference p.132

4. PRACTICE

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

1. A: _____ you _____ (pass) your Biology exam?
B: No, _____. I _____ (fail).
A: _____ you _____ (study) at all?
B: Yes, of course _____, but I _____ (find) it difficult.
2. A: _____ your dad _____ (get) his History degree at Columbia University?
B: No, _____. He _____ (go) to Harvard.
3. A: What courses _____ you _____ (take) at college?
B: I _____ (take) Art History.
A: _____ you _____ (like) it?
B: Yes, _____.

5. PRONUNCIATION

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

Did you take a Biology course?

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

1. When did you start school?
2. Did you pass your exams?
3. Did you go out last night?
4. Who did you see at the reunion?
5. Did you study for the test?

6. LISTEN

Listen to Lina and Noor talking about their exam results and answer the questions.

1. Who has her exam results?
2. What did Lina pass?
3. What course did Noor take?
4. Where does Lina want to study?
5. What does Noor want to become?

7. SPEAK

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

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

When did you start school?

I started in ...

What subjects did you like best?

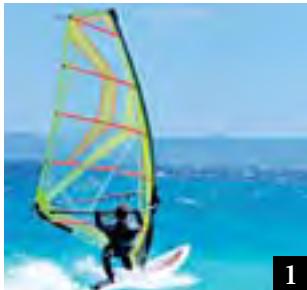
...

5C How was your holiday?

1. VOCABULARY



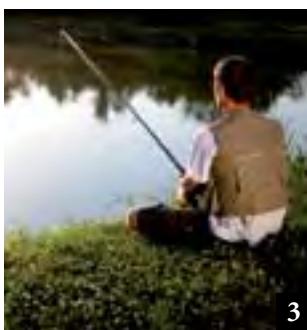
Match the holiday activities with the pictures.
Then listen and check your answers. Which of
these activities do you do when you go on holiday?



1



2



3



4



5



6



7



8

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



9

2. READ

A. Listen and read. Did Ikram have a good time on his holiday last year?



Lucas Wow! Nice view!

Ikram I suppose so.

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

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

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

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

Lucas Why? What happened?

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

Lucas You spent three hours up here?

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

Lucas What did you do?

Ikram We waited. We just sat up here. It was a terrible experience.

Lucas I can imagine.

Ikram Oh, why did I come skiing again?

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

Ikram OK, that doesn't sound dangerous.

B. Read again and write I for Ikram, L for Lucas or T for Tony in the boxes.

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



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

think wait

happen sit spend stop

3.GRAMMAR

PAST SIMPLE of the verb *be*

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

A: Where **were** you yesterday?

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

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

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

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

Grammar Reference p.133

4. PRACTICE

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

1. A: Where **_____** you last weekend?
B: I **_____** in Paris and it **_____** fantastic!
A: **_____** you there with friends?
B: I **_____** with Jack. We went sightseeing every day. The museums **_____** wonderful.
2. A: We went horse riding with the kids yesterday.
B: And how **_____** it?
A: Well, let's just say it **_____** a good experience.
B: Why? What happened?
A: Well, Brian loved it, but the girls **_____** terrified of the horses. Can you believe it?
3. A: Did you like the hotel?
B: No! It **_____** horrible! There **_____** any air conditioners and it **_____** so hot.
And I also needed to check my e-mails but there **_____** a computer in the hotel!

5.SPEAK

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

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

Where were you last summer?

I was...

Who were you with?

I was...

6.WRITE

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



Last summer...

5d Fame

1. VOCABULARY



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

- a. Alexander Graham Bell invented the telephone.
- b. Picasso painted Guernica in 1937.
- c. The "Tinder Spark" is one of Al Ma'arri's collections of poetry.
- d. Sir Arthur Conan Doyle wrote a lot of stories about the famous detective Sherlock Holmes.

1. poet

2. writer

3. scientist

4. artist

2. READ



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

B. Read and match the books with the paragraphs 1-4 below. Then listen and check your answers.

They made it!

1. []

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

2. []

He was born in Catalonia, Spain and he spent a lot of time close to nature because of the rheumatic fevers he suffered from at a very early age. This connection with nature helped him use natural shapes and themes for his work later. As an architect, he developed his own style and one of his famous works is *Casa Batló*.

3. []

He couldn't see after the age of four due to smallpox but he became a great philosopher, poet and writer. He was born in Syria and he travelled to the centre of Baghdad. A lot of people wanted to attend his lectures on poetry and grammar.

4. []

He was a famous Geographer and Egyptologist. His works include "The Tabula Rogeriana". People could see the entire Eurasian continent on this map, but it actually shows the northern part of the African continent. At an early age, he spent time travelling through North Africa and Spain, so he could give detailed information on these areas.

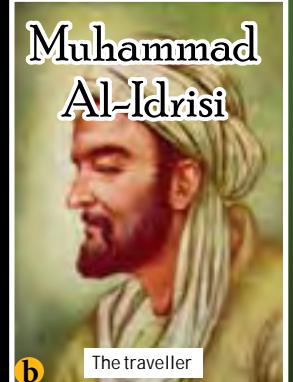
Gaudí



A great artist

a

Muhammad
Al-Idrisi



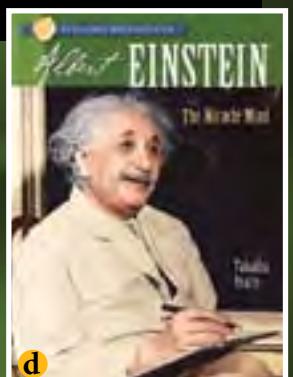
The traveller

AL MA'ARRI



c The Great Sceptic

EINSTEIN
The Miracle Mind



d

3. GRAMMAR

THE VERB could

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

A: Could Andy write at the age of 4?
B: No, he **couldn't**. But he **could** read.

A: Jessica is 4 years old now. **Can** she **write**?
B: No, she **can't**. But she **can** read.

Grammar Reference p.133

4. PRACTICE

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

1.

A: Here is an old picture from a sports day.
B: Do you still go running? You _____ (run) really fast at school. I remember.
A: No, I _____ (not go) running any more.

2.

A: _____ (you / speak) Japanese?
B: Yes, _____.
A: But you _____ (not speak) Japanese a few years ago.
B: I know. I spent a year in Japan.
A: _____ (you / write) in Japanese, too?
B: No, _____.

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

- Albert Einstein's teachers helped him get over his reading problems.
- Gaudí didn't enjoy spending time in nature.
- Al Ma'arri was born blind.
- "The Tabula Rogeriana" was the only map Al-Idrisi made.
- Al-Idrisi travelled a lot when he was young.

5. GRAMMAR

ADJECTIVES - ADVERBS OF MANNER

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

Grammar Reference p.133

6. PRACTICE

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!

7. SPEAK

INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 121.

Student B go to page 124.

8. WRITE

Use the information from activity 7 about Alexander Graham Bell and write a short biography about him.

5e A story to tell

Try to guess the meaning of unknown words.

Tip

1. VOCABULARY



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

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

A man **stole** a golden statue.

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

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

And luckily the police **caught** him.



2. READ



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



Chapter 1: Who am I?

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

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

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

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

3. LISTEN

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

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

1. Mr Minter and the man go downstairs to talk.

2. The house isn't Mr Minter's.

3. Mr Minter works at a hotel.

4. Mr Minter saw the burglar.

5. Mr Minter remembers something from his life.

6. The burglar hit Mr Minter in the face with his gun.

7. The burglar stole money from the hotel.

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



a



b



c



d



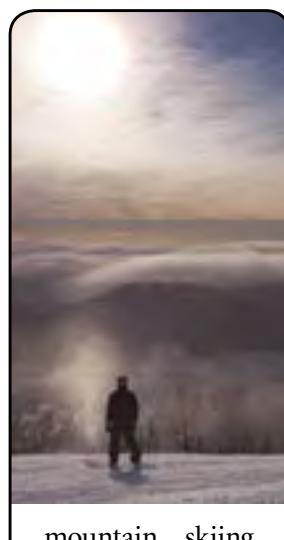
e

4. SPEAK

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



strange man burglar
museum steal police



mountain skiing
accident hurt
dark cold

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

5. WRITE

A story

When writing a story:

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

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

*He wanted to kill you, but **luckily**, we caught him. The burglar hit me on the head and, **unfortunately**, I lost my memory.*

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

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

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

1. I was shocked when I saw the burglar but, _____, he didn't see me.

2. _____, Debbie lost her purse.

3. Yesterday, I was at a friend's house. _____, the lights went out.

4. We were in the park when _____, we saw a strange man in front of us. We were terrified!

5. Last weekend I decided to go swimming but, _____, it started raining.

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

Write the events in chronological order.

Use the Past Simple and the adverbs **suddenly**, **luckily**, **unfortunately**.

TIP

5 Round-up

VOCABULARY

A. Match.

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

B. Circle the correct words.

1. What courses did you **get / take** at college?
2. Shhh! **Hide / Wave** in the wardrobe and don't come out! There's a burglar in our house!
3. Listen! The phone is **hitting / ringing**!
4. That man over there **stole / forgot** my bag! Let's call the police.
5. Mazin couldn't speak at the **age / space** of two.
6. From this window you can see the **international / entire** city. The view is amazing.

C. Choose a, b or c.

1. _____, when I got to the gym last night, the lights went out and I couldn't work out.
a. Unfortunately b. Luckily c. Suddenly
2. Did the police catch the _____? He was dangerous and he had a gun.
a. burglar b. writer c. poet
3. Please, _____ to ring Kelly tonight.
a. remember b. imagine c. forget
4. What's that _____? Did you hit your head?
a. voice b. bump c. lecture
5. It's not _____ to swim in the sea when there isn't a lifeguard on the beach.
a. terrible b. safe c. shocked

6. My sister was born blind but she went to school, got a degree in Biology and now she's a _____.
a. burglar b. teenager c. scientist

GRAMMAR

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

1.

A: Guess what! I (1) _____ (see) Mr Jackson last night!

B: Who's he?

A: Don't you remember him? He (2) _____ (be) the Maths teacher at our school.

B: Really? I (3) _____ (think) his name was Jones.

A: No. Mr Jones (4) _____ (teach) English.

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

2.

A: What's wrong? You look very tired.

B: I (7) _____ (not sleep) well last night.

A: Why? (8) _____ (you/have) work to do?

B: No, but I (9) _____ (hear) a loud noise at around 2am and (10) _____ (wake up). I (11) _____ (not can) sleep after that.

A: What (12) _____ (be) it?

B: I don't know.

E. Circle the correct words.

1. Bassam speaks Japanese very **good / well**. He lived in Japan when he was a teenager.
2. That was a very **dangerous / dangerously** thing to do. Don't do it again.
3. Lucy is still a baby. She can't speak **clear / clearly**.
4. That lift isn't **safe / safely**. We should use this one.
5. Don't speak **loud / loudly**! I have a terrible headache.
6. I can **easy / easily** pass the Biology test but I need your help in Physics.

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

1. _____ run fast when you were 5 years old?
a. Can you b. Could you c. Were you
2. Nourah _____ terrified after the burglary at her house.
a. wasn't b. were c. was
3. Murad and Bill got their degree three years _____.
a. last b. ago c. yesterday
4. What time _____ Jack leave this morning?
a. was b. could c. did
5. Did you _____ up basketball at the age of seven?
a. take b. took c. taking
6. Sami _____ his sunglasses. Do you know where they are?
a. could find b. can't find c. can find

COMMUNICATION

G. Choose **a** or **b**.

1. I was very tired and fell asleep in class yesterday.
a. How embarrassing!
b. For a couple of hours.
2. I'm going to the school reunion tonight!
a. Look out!
b. Have a great time!
3. What's the matter?
a. You missed out.
b. I failed the test.
4. Oh, no! There's a burglar in the house!
a. OK. Calm down and call the police!
b. All I could say was "Help!"
5. The phone is ringing.
a. Pick it up!
b. Get away!

H. Complete the questions for the answers below.

1. A: _____ your degree?
B: I got it in 2003.
2. A: _____ fishing yesterday?
B: No, we didn't, but we went scuba-diving.
3. A: _____ when you were four years old?
B: No, of course I couldn't read!
4. A: _____?
B: I was born in 1992.
5. A: Where _____ the burglar?
B: The police caught him in the park.

SPEAK

Talk in pairs.

Student A: Imagine that you went out with your cousins yesterday. Tell Student B about it.

Student B: Student A went out with his/her cousins yesterday and you want to know all about it. Ask him/her:
• where they went
• what they did
• who else was with them
• if anything interesting happened

WRITE

Write an e-mail to a friend of yours giving him/her your news about the day you spent with your cousins. Use the ideas you discussed in the speaking activity.

SELF-ASSESSMENT

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

Now I can...

- › use the Past Simple
- › talk about past experiences and events
- › talk about my school/college/university years
- › talk and write about past holidays
- › talk and write about famous people
- › say what I could do in the past
- › talk about my talents and abilities
- › tell a story
- › write a story

Culture page

- A. Look at the pictures and the title of the text. What do you know about the education system in your country? Do you know anything about the British education system? Listen, read and check your answers.



The Saudi vs the British education system



The Saudi education system

Basic Education

Saudi basic education has three stages: the pre-school level, mostly found in big cities, the elementary level for children aged 6-12 and the intermediate level, for children from 12-15.

Secondary education

Secondary education in Saudi Arabia lasts three years for students from 15-18. Saudi students can choose between general and specialised education, for example technical or religious.

Higher education

Saudi Arabia has 32 state and private universities and colleges and you need about 4 to 6 years to get a degree. Many Saudi universities, like King Saud University and KAUST are among the best in the world.

The British education system

Primary Education

Primary education starts at the age of 5. Primary schools consist of infant schools for students five to seven years old, junior schools for children seven to eleven years old and combined infant and junior schools for both age groups.

Secondary education

From the age of 11-14, students study subjects like Maths, Science, English, etc. At the age of 14, they start preparing for their GCSE exams, with which they finish compulsory education. Then, they can look for a job or continue for two years to get their A-levels, the entrance exams for university.

Higher education

About 1/3 of young people go on to higher education at the age of 18. You usually need three years to get a degree. Nearly all UK universities and colleges are public institutions and they have a good reputation worldwide. The most famous universities are Oxford and Cambridge.



B. Read the text again and answer the questions.

1. Which are the three stages of Saudi basic education?
2. At what age does secondary education finish in Saudi Arabia?
3. How many years do you need to get a degree in Saudi Arabia and how many in Britain?
4. How many young British people go to higher education?
5. What are some world-famous universities in the UK?



6

Events

Discuss:

- What kind of events do you attend?
- Do you celebrate important events in your life with other people?
- How do you celebrate important events in your life?

Flick through the module and find...

- students at a school library
- people talking on the phone
- an e-mail inviting someone to an event
- a festival
- a poster advertising Teacher's Day

In this module you will learn...

- to talk about future arrangements
- to write an e-mail giving information
- to make requests and respond to them
- to express obligation
- to describe an event
- to make suggestions
- to talk about animals
- to wish people well in different situations
- to invite someone to an event
- to accept and refuse an invitation
- to write an e-mail of invitation

6a Don't miss it!

1. VOCABULARY

Complete with the missing words. Then listen and check your answers.

S	M	T	W	T	F	S
1 st first	2 nd second	3 rd third	4 th <input type="text"/>	5 th fifth	6 th sixth	7 th seventh
8 th eighth	9 th ninth	10 th <input type="text"/>	11 th eleventh	12 th twelfth	13 th thirteenth	14 th fourteenth
15 th fifteenth	16 th sixteenth	17 th seventeenth	18 th eighteenth	19 th nineteenth	20 th twentieth	21 st twenty-first
22 nd twenty-second	23 rd twenty-third	24 th twenty-fourth	25 th <input type="text"/>	26 th twenty-sixth	27 th twenty-seventh	28 th twenty-eighth
29 th twenty-ninth	30 th thirtieth	31 st <input type="text"/>				

NOTE

Dates:
We write: 23 May or 23rd May
We say: the twenty-third of May
in + seasons/months
on + dates

tenth
July
November
thirty-first
twenty-fifth
April
fourth
September

2. READ

A. Read the poster. Then listen and read the dialogue. Which of the activities are the boys going to take part in?

Come to this year's
TEACHER'S DAY

Don't miss it!

Tuesday, 28th February

A lot of activities are going to take place, so join in the fun!

- Indoor and outdoor games like a scrabble® contest or football – Teachers vs Students. There are going to be great prizes for the winners.
- Students are going to give speeches presenting their favourite teachers and thanking them for their work.

11am – 12:30pm

Awards ceremony:

We honour our teachers, that's why we organise this ceremony to give each of them an award for their efforts.



3. GRAMMAR

FUTURE *going to*

Read the examples and complete the rule.

A: What are you **going to do** this summer?

B: I'm **going to visit** my cousins in Canada in July.

A: Is the event **going to take place** next weekend?

B: Yes, it is, but it **isn't going to take place** at school.

It's **going to take place** in the park.

verb **be** + _____ + base form of verb

Grammar Reference p.133

4. PRACTICE

Complete the sentences with the Future *going to* and the verbs in the box.

build not buy be have come not go

1. What time _____ you _____ your lunch break?
2. They _____ a new supermarket in my neighbourhood next year.
3. Abdulrehman _____ to the gym next Saturday because he's working.
4. We _____ clothes this week because we don't have the money.
5. I _____ in Madrid from 10th to 13th May.
6. _____ Tony _____ with us to the event?

5. SPEAK

Talk in pairs.

Student A: Look at the poster in activity 2 and decide which activities you are going to take part in. Then answer Student B's questions about your plans for next Tuesday.

Student B: Ask Student A questions about his/her plans for next Tuesday. Use the prompts given.

- What / do / next Tuesday?
- Which / activities / take part in?
- What time / go?
- Who / go / with?

What are you going to do next Tuesday?

I'm going (to go) to the Teacher's Day event.

- Saud Hey, did you see the poster about Tuesday's event?
Salah What event?
Saud It's Teacher's Day, remember?
Salah Oh, right. Where is it going to take place?
Saud Here at school, of course.
Salah So? Are you going to take part this year?
Saud Well, I'm thinking about it. The scrabble® contest sounds interesting.
Salah You're definitely taking part in that. You're very good at scrabble®.
Murad Yeah, I remember last year. You won first prize.
Salah There's also going to be a football match on that day. Are you interested?
Murad Football? Are you kidding? I'm in.
Salah Me too. Our team is going to win, I'm sure.
Saud Of course. You're so much better than the teachers.
Murad Ha ha ha!

B. Read again and answer the questions.

1. When is the awards ceremony going to take place?
2. What kind of events are going to take place on Teacher's Day?
3. Who is good at scrabble?
4. Who wants to take part in the football match?
5. When did Saud win first prize?

6. WRITE

Write an e-mail to a friend giving him/her information about the Teacher's Day event and telling him/her about the activities you are going to attend. Use ideas from activity 5.

6b Can you do me a favour?

1. VOCABULARY



Listen to the pairs of sentences. Can you guess what the highlighted words/phrases mean?

1. Please take my dress to the dry-cleaner's. It's dirty.
Please pick up my dress from the dry-cleaner's.
2. I sometimes borrow clothes from my friends because I don't have many.
I sometimes lend clothes to my friends.
3. Jake made/arranged an appointment with the dentist for next Monday.
Jake cancelled his appointment with the dentist because he had work to do.

TIP

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

2. READ



A. Listen and read.



Hamid Hello?
Salman Hi, Hamid. It's me Salman. Can you talk?
Hamid Sure, what's up, Salman? Is everything ready for the awards ceremony?
Salman Almost, I just have to make a couple of phone calls.
Hamid Could you pick up my suit from the dry-cleaner's?
Salman Of course. Anything else?
Hamid Will you arrange an appointment with my doctor for tomorrow?
Salman Of course, I will.
Hamid And did you book a limo for the awards ceremony?
Salman But I'm going to give you a lift there. It's not far.
Hamid No, I have to arrive in a limo, Salman. It's my big night. Can you arrange it?
Salman Let me see what I can do.



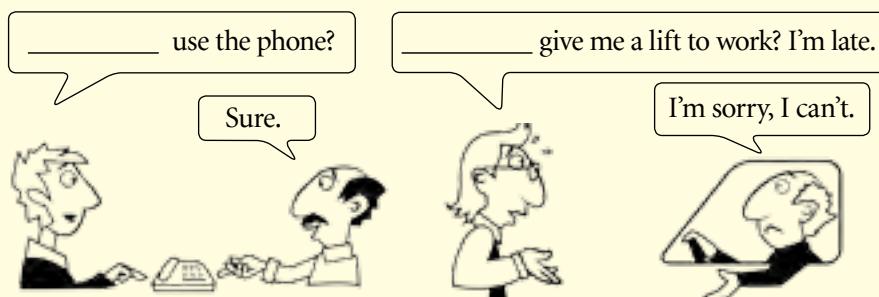
Omar Good afternoon. Ali's Limos, how may I help you?
Salman Hello, I need a limo for the evening of the 17th. Could you...
Omar I'm afraid we're fully booked for that evening. Is it for the awards ceremony?
Salman That's right. What am I going to do? Hamid isn't going to be happy. I have to find a limo for him.
Omar Hamid Saad? The football player?
Salman That's right. He's going to get an award for the Best Player of the year. I'm his PA.
Omar Listen, a friend of mine is a big fan of Hamid, and he owns a limo company, too.
Salman Would you give him a call for me?
Omar Certainly. Don't worry, we can't let Hamid arrive without a limo, can we?
Salman Great.

3.GRAMMAR

A. *can, could, may, will, would* for requests

Look and complete the dialogues with the phrases in the box. Can you think of any other answers to the requests?

Can I Can you Will you May I Would you Could I Could you



Grammar Reference p.134

4.PRACTICE

Write requests and then write answers refusing and giving an excuse with *have to*. Use the prompts given.

1. A: give me / lift / station?

B: sorry / go shopping

A: Could you give me a lift to the station?

B: I'm sorry, I have to go shopping.

2. A: borrow / camera?

B: afraid / give / to / brother

A: _____

B: _____

3. A: come / dentist / with me?

B: sorry / study

A: _____

B: _____

4. A: lend / car?

B: afraid / pick up / parents / from station

A: _____

B: _____

B. Read again and answer the questions.

- What is happening on the evening of the 17th?
- Who is Hamid Saad?
- Who does Hamid want to see tomorrow?
- How does Hamid want to arrive at the ceremony?
- Why does Salman call Omar?
- What is Omar going to do to help Salman?

B. THE VERB *have to* (affirmative)

Read the examples. When do we use the verb *have to*?

- When you go to the library, you **have to** be quiet.
- Mark **has to** get up early tomorrow because he has a meeting at 9am.

5.PRONUNCIATION



Listen and repeat. What do you notice about the intonation of the questions below?

1. May I have a glass of water?

2. Could you drive us to the shopping centre?

3. Would you please help me with the housework?

4. Can you lend me some money?

5. Will you pick up the children from school?

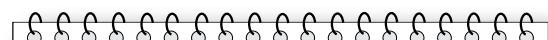
6. Could I please borrow this jacket?

6.LISTEN



A. Listen to a conversation. What's the relationship between the two men?

B. Listen again and tick the things Mr Atkinson has to do today.



Monday 21st

phone John Black

meet Mr Hunter

go to dentist's

phone Dad

7.SPEAK

Talk in pairs. Make requests and respond to them.

Can you do me a favour? Will you give me a lift to...?

Sure... / I'm sorry, but...

6C Protect nature

1. VOCABULARY

Listen and repeat. Which of these animals are farm animals, wild animals or both?



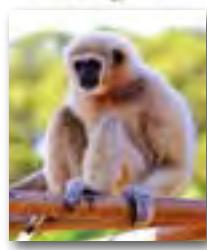
cow



camel



shark



monkey



rabbit



sheep



bear



chicken



duck



goat



elephant



tiger

2. READ

A. Look at the picture. Where do you think the people in the dialogue are? Listen, read and find out.



Peter Hi, Clive.

Clive Peter! I don't often see you in the library. What's going on?

Peter I'm looking for information about World Animal Day.

Clive Oh, you started working on the project!

Peter That's right.

Clive What are all these leaflets?

Peter Our teacher gave them to us. They are about stopping animal cruelty.

Clive Oh, let me see...

Peter Here. There are lots of interesting facts about farm animals.

Clive That's true. The way some farm animals live is terrible.

Peter Hey, why don't you join me? We can work together.

Clive Good idea! Thanks!

Peter You know, it's sad that so many people agree with animal testing.

Clive I know. Everyone should be against the idea.

Peter Yeah... They try to tell you that it helps science and saves lives.

Clive Yes, but why do all these animals have to die?

Peter I agree. There are other ways, you know.

Clive It's not just that. So many people wear leather jackets.

Peter I know. Lots of boys in our school wear them too.

3.GRAMMAR

LET'S... , HOW ABOUT...? , WHY DON'T WE/YOU...?

Complete the sentences below with *find* or *finding*.
When do we use the expressions in bold?

Let's _____ information about animal cruelty.

How about _____ information about animal cruelty?

Why don't we _____ information about animal cruelty?

Grammar Reference p.134

4.PRACTICE

Complete with *Let's*, *How about* or *Why don't*.

A: It's Amy's graduation tomorrow and I need to get her something. (1) _____ giving me a few ideas?

B: (2) _____ you get her a leather jacket?

A: She doesn't like wearing leather. And I don't want to buy her clothes again.

B: Then (3) _____ getting her a pet this year?

A: Fantastic idea! (4) _____ go to the pet shop.

B: I think I saw a nice little rabbit there yesterday.

(5) _____ you buy her that?

A: Maybe. (6) _____ visit the pet shop for ideas.

B: OK.

Clive Yes, and they don't think that a cow died so that they can wear that jacket.

Peter You know what? Are you free later?

Clive Not really.

Peter That's a shame.

Clive Why are you asking?

Peter There is a new vegetarian restaurant just round the corner.

Clive Well, I have lots of homework today.
How about having lunch there tomorrow?

Peter That's great. Let's do that!

B. Read again and write P for Peter, C for Clive or B for Both.

1. This person doesn't usually study in the library.
2. This person is against animal testing.
3. This person believes that some farm animals live in terrible conditions.
4. This person is probably a vegetarian.
5. This person invites the other one out to lunch the next day.
6. This person is busy today.

5.PRONUNCIATION



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

- a. cat b. duck c. farm

B. Listen and tick the sound you hear.

	cat /æ/	duck /ʌ/	farm /a:/
heart			
rabbit			
lunch			
jacket			
thanks			
monkey			

6.SPEAK

Talk in small groups. Look at the picture. Imagine that you and your friends want to do something to save the river and the fish. Discuss and make suggestions using the prompts, as in the example.



- make / posters
- organise / river clean up day
- give out / leaflets
- write article / newspaper
- ask / people / for help



Let's do something to save the river.

OK. How about making...?

Great idea. Why don't we also...?

6d Let's celebrate!

1. READ

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

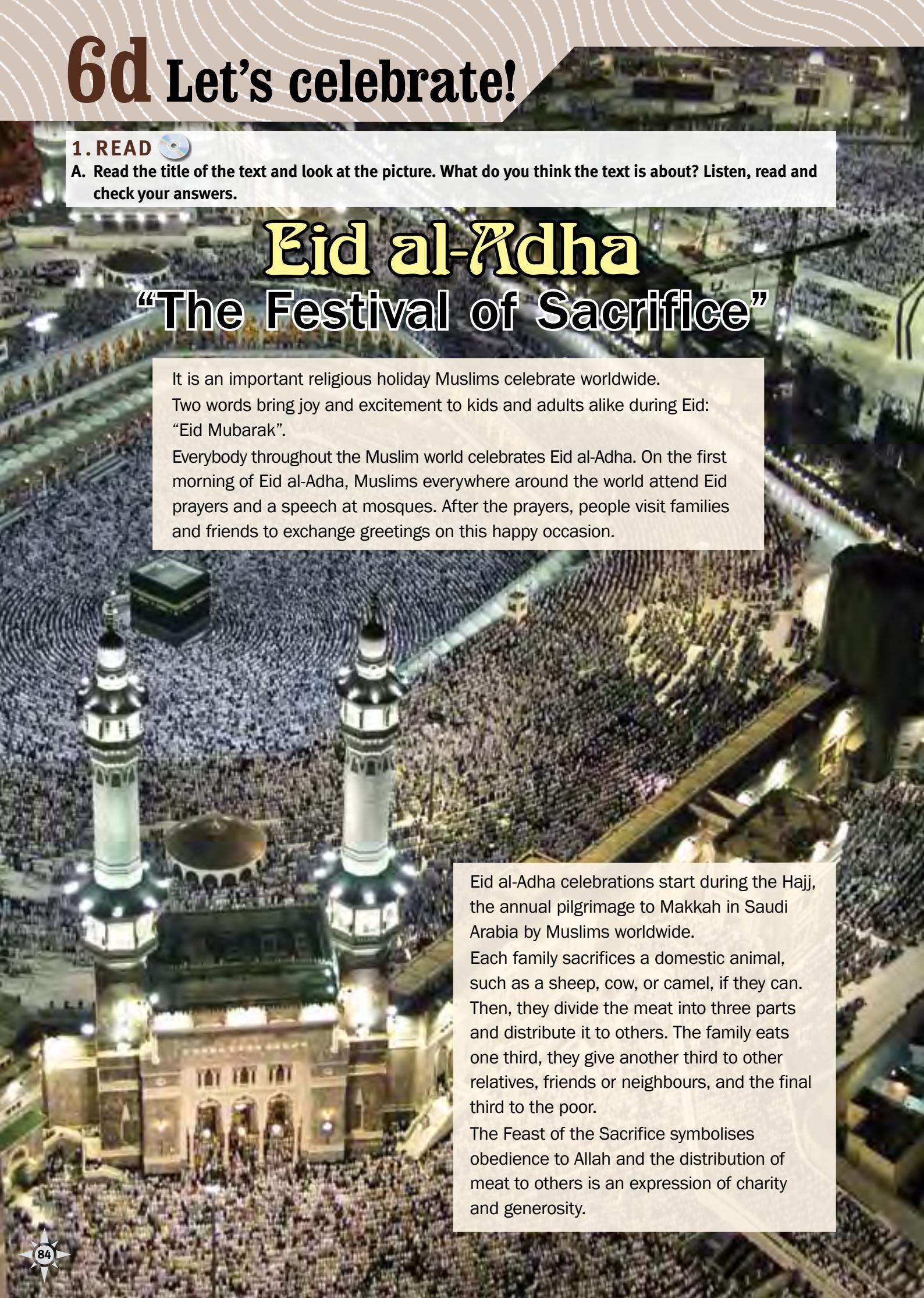
Eid al-Adha

“The Festival of Sacrifice”

It is an important religious holiday Muslims celebrate worldwide.

Two words bring joy and excitement to kids and adults alike during Eid: “Eid Mubarak”.

Everybody throughout the Muslim world celebrates Eid al-Adha. On the first morning of Eid al-Adha, Muslims everywhere around the world attend Eid prayers and a speech at mosques. After the prayers, people visit families and friends to exchange greetings on this happy occasion.



Eid al-Adha celebrations start during the Hajj, the annual pilgrimage to Makkah in Saudi Arabia by Muslims worldwide.

Each family sacrifices a domestic animal, such as a sheep, cow, or camel, if they can. Then, they divide the meat into three parts and distribute it to others. The family eats one third, they give another third to other relatives, friends or neighbours, and the final third to the poor.

The Feast of the Sacrifice symbolises obedience to Allah and the distribution of meat to others is an expression of charity and generosity.

2. VOCABULARY



Complete the sentences below. Use the words in bold and the endings **-or** and **-er**. Then listen and check your answers.

1. Jonathan can **swim** very well. He's a great _____.
2. Matt **runs** really fast. He wants to become a _____.
3. A lot of people **visit** Paris every year. All _____ want to go to the Eiffel Tower.
4. I'm sure that John is going to **win** this race. He was last year's _____, too.
5. Adam is never happy when he **loses** a match. He doesn't like being a _____.

3. GRAMMAR

COMPOUNDS of *some*, *any*, *no*, *every*

Read the examples. Which one refers to people, which to things and which to places? What is the difference between **anything** and **nothing**?

- Mark came fifth in the race so he didn't win **anything**.
- I have **nothing** to wear to the interview.
- **Everyone** at the park wanted to take part in the race.
- Let's go **somewhere** tonight. 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.134

B. Read again and complete the sentences.

1. Eid al-Adha is also called _____.
2. People visit friends and families to _____.
3. Muslims attend prayers _____.
4. _____ is the annual pilgrimage to Makkah.
5. People divide the sacrificed animal _____.

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. LISTEN



Listen to part of a radio show. A reporter is talking about a race. Complete the flyer below.

WORLD IRONMAN CHAMPIONSHIP

in Kailua-Kona in (1) _____

(2) _____ 3.8km!

Ride (3) _____ km!

(4) _____ 42km!

Date: 17th (5) _____

6. SPEAK

Talk in pairs. Discuss an event that takes place in your city/town. Talk about the following:

- What is the event called?
- When does the event take place?
- What do people do during the event?
- Who takes part in the event?
- Is it dangerous at all?
- What does the winner get?

6e Special days

1. VOCABULARY



Match the phrases a-d with the pictures 1-4. Then listen and check your answers.

- a. Happy Eid!
- b. Congratulations!
- c. Have a nice trip!
- d. Get well soon!



1



2



3



4

2. READ



A. Listen and read the e-mails below.

Why is Sarah sending the e-mail to her friends? Who is going to her place?

Hi everyone,

Just a quick e-mail to let you know that I'm expecting you at my house after my graduation. The ceremony is on Wednesday 20th, but it finishes early, so we're going to come to my place after that. Don't worry, I'm going to take care of everything. There's going to be a lot of my mum's delicious food, drinks and of course a lot of games. Actually, I had an idea and I want you to help me out. I can suggest some games, but maybe somebody doesn't like them, so why don't we each prepare a game for that day? I'm going to have one of my board games ready of course! That's all. I hope you can come. I'm sure it's going to be great!

Waiting for a reply,
Sarah

Hello Sarah,

Your idea of a get-together after the graduation is perfect, but I'm sorry I can't make it. You see, my family and I are going away on holiday on the 21st and our flight is early in the morning. I hope you have a great time. I can lend you one of my board games if you want. And I want to see lots of pictures, OK?

Sorry again,
Lana



3. LISTEN



Listen to Dan inviting four friends to his place after the graduation ceremony and match the names with the sentences.

- | | |
|---------|--|
| Freddie | a. would like to go but can't. |
| Will | b. doesn't want to go and isn't going. |
| Sam | c. wants to go and is going. |
| Andy | d. doesn't want to go but is going. |

While listening, try to understand the general idea, not every single word.



Hi Sarah,

Thanks for inviting me to your place. I'd love to come! Who else is going to be there? I'm going to think of ideas for games. You know how much I love playing games! I'm really looking forward to it. It's going to be brilliant!

See you later,
Fatima

B. Read again and complete the e-mail below written by one of Sarah's friends.



I had a great time at Sarah's last (1) _____. She organised a get-together after (2) _____. It was at her (3) _____ and there were a lot of girls there. Fatima came and she had a lot of (4) _____ for games. We had great fun. Unfortunately, (5) _____ couldn't come because her (6) _____ was very early on Thursday morning. She went on holiday with her family.

4. SPEAK & WRITE

Set phrases to invite and accept or refuse an invitation

Inviting

AT THE BEGINNING

- Would you like to come to...?
- How about coming to...?
- I'm writing to invite you to...
- I'd like to invite you to...
- I just want to let you know that I...

AT THE END

- I hope you can make it.
- I really want you to come.
- Waiting for your reply.

Accepting

- I'm writing to thank you for the invitation.
- Sounds great/perfect/brilliant!
- Thanks for inviting me.
- I'd love to come.
- How could I say no?
- I'm really looking forward to it.

Refusing

- I'm sorry but I have to...
- I'm afraid I can't make it because...
- I'd like to come but... Maybe some other time.
- It was nice of you to invite me but...

A. ROLE PLAY

Talk in groups of three. Use expressions from above.

Student A: Invite your friends to an event / on a holiday. Tell them all about your plans and answer their questions.

Student B: Refuse Student A's invitation and give a reason.

Student C: Accept Student A's invitation and ask him/her questions to find out:

- | | |
|--------------------|---------------------|
| • Where / go? | • Who / go with? |
| • When / go? | • Where / meet? |
| • What / do there? | • What time / meet? |

*Would you like to...?
I'm afraid I....
Sure! Sounds...*

B. Write an e-mail to a friend inviting him/her to an event / on a holiday.

Don't forget to use set phrases to invite in your e-mail.



6 Round-up

VOCABULARY

A. Write:

three months
_____, _____, _____

three animals
_____, _____, _____

three ordinals
_____, _____, _____

B. Choose a, b or c.

1. The ____ of the competition gets £2000.

- a. winner b. visitor c. loser

2. Can you ____ the kids from school? I'm very busy.

- a. arrange b. pick up c. wear

3. Karen, can you ____ an appointment with Zoe for tomorrow? I have to see her.

- a. cancel b. take c. arrange

4. Can I ____ your pencil? I don't have one.

- a. borrow b. lend c. own

5. Charlie's ____ ceremony is next week.

- a. graduation b. celebration c. leaflet

6. All ____ to the zoo want to see the sharks.

- a. people b. visitors c. visits

7. The event is going to be great. Don't ____ it!

- a. miss b. cancel c. lose

8. My brother wants to take ____ in the poetry competition.

- a. up b. place c. part

GRAMMAR

C. Complete the dialogues with the Future *going to* of the verbs in brackets.

1.

A: Let's go to the festival tomorrow.

B: I'm afraid I can't. I _____ (visit) my cousin tomorrow.

A: Come on! You have to come.

B: Where _____ it _____ (take) place?

A: In the city centre. So, _____ you _____ (come)?

B: OK, but I _____ (go) to my cousin's first.

2.

A: _____ you _____ (take) part in the race, Mark?

B: Of course. And I _____ (win) first prize. The winner _____ (get) £1000.

A: Really? Then I _____ (take) part, too.

B: _____ you actually _____ (swim) for two hours?

A: No, I'm only joking.

D. Complete the dialogues with compounds of *some, any, no and every*.

1.

A: There's _____ here. What time is the meeting?

B: In five minutes. Where did _____ go?

A: Maybe they went to the office upstairs. Come on let's check it out. I think I can hear _____.

2.

A: Where did you go last weekend?

B: _____. I stayed at home.

A: What did you do?

B: _____. much. I was very tired and I slept all day.

A: You're so lazy. Get up! Let's do _____ or go _____.

3.

A: I can't find my sunglasses _____.

B: Did you look under the furniture?

A: Yes, I did. I looked _____. I even looked in the car.

B: Maybe _____ took them.

A: Who?

B: Your sister.

A: No, I don't think so. She never takes _____ without telling me.

E. Circle the correct words.

1. Tina can't go out. She **have to / has to** study.

2. **Can / May** you book a hotel room for us in Dammam?

3. Greg is ill. How about **give / giving** him a call?

4. Why don't you **wear / wearing** your leather jacket tonight?

5. **Will / May** I use your phone?

6. Let's go to bed. We **have to / getting** up early tomorrow morning.

COMMUNICATION

F. What would you say in the following situations? Use the words in bold.

1. You want a glass of water. (**could**)

2. A friend wants to go out with you, but you can't make it tonight. (**afraid**)

3. You want to invite a friend for lunch. (**how**)

G. Match.

1. Which lecture are you going to attend?
2. I'm not looking forward to my trip.
3. Don't miss the football match tonight.
4. Do me a favour, please.
5. I'm taking part in an art competition.

4. You want your PA to arrange an appointment with the dentist. (**will**)

5. A friend wants you to go shopping with him/her, but you have an appointment with the dentist. (**have to**)

6. You want to borrow your friend's camera. (**can**)

- a. Good luck!
- b. Certainly.
- c. That's a shame.
- d. Well, I'm definitely going to the one Mr Peters is giving.
- e. I'm going to watch it from the start. That's for sure.

SPEAK

Talk in pairs. Use the ideas below and make up a conversation.

Student A

Answer the telephone.

Greet your friend and ask him/her how he/she is.

Tell your friend that you have something to do, but that you are free tomorrow.

Accept the invitation and ask where he/she wants to go.

Discuss the places and choose where you want to go.

Thank your friend and say goodbye.

Student B

Greet your friend and say it's you speaking on the phone.

Say how you are and then ask your friend what he/she is doing today.

Invite your friend to go somewhere tomorrow.

Suggest different places.

Agree with your friend's choice.

Say goodbye.

WRITE

Look at a friend's e-mail below and write an e-mail to reply. In your e-mail you should:

- thank your friend
- say that you can't go
- give an excuse
- suggest going somewhere with this person next weekend

The screenshot shows an email window with the following details:
- To: [empty]
- From: [empty]
- Subject: [empty]
- Body:
 Hi!
 I'm bored of staying at home alone all the time. Why don't you come over? We can have dinner and play a board game on Friday evening. I'm thinking of inviting other friends, too. I'm going to make pizza. I hope you can make it.

SELF-ASSESSMENT

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

Now I can...

- › make future arrangements
- › write an e-mail giving information
- › make requests and respond to them
- › express obligation
- › talk about an event in my city/town
- › make suggestions
- › talk about animals
- › wish people well in different situations
- › invite someone to an event
- › accept and refuse an invitation
- › write an e-mail of invitation

Cross-curricular page

Science

A. What do *endangered*, *extinct in the wild* and *extinct* mean? Listen, read and find out.



ANIMALS in DANGER

endangered

extinct in the wild

extinct

The Arabian Oryx lives in Saudi Arabia and in some other parts of the Middle East. There are about 1000 Arabian Oryx in the wild, mainly in the desert. They are not great runners but they can walk over 70 km in one night! They can also live without water for several weeks!



The blue whale is the biggest animal ever to live on Earth. Blue whales can be 33 metres long and weigh 180 tonnes. They're endangered because people (whalers) hunt them.

At the Charles Darwin Research Station on the island of Santa Cruz there is a giant tortoise. His name is Lonesome George and he is the last known Pinta island tortoise in the world.

He is 60-90 years old and he is in good health. He is quite lonely, though.



POEM

“Do me a favour”

Go to page 127.



There are about 150 Barbary lions in the world and they all live in zoos. They are very big animals and can weigh up to 270kg. There were Barbary lions in the Tower of London from the 13th century until 1835 when zookeepers moved them to London Zoo.



The Thylacine, also called the Tasmanian Tiger or Wolf, became extinct in Australia thousands of years ago, but continued to live on the island of Tasmania until the 20th century. People hunted them till extinction and the last one died in a zoo in 1936.



Dodos lived on the island of Mauritius and they became extinct in the 17th century. When sailors first arrived on the island, they didn't hunt them very much because they didn't taste nice. But the sailors destroyed the forest and brought other animals, like cats and rats onto the island. These animals ate dodo eggs and now dodos don't exist any more.



B. Read again and answer the questions.

- Where does the Arabian Oryx live?
- Why are blue whales an endangered species?
- Where does Lonesome George live?
- How many Barbary lions are there in the world today?
- When did the Thylacine become extinct?
- Why didn't the sailors hunt dodos?

Optional

One of a kind

7

Discuss:

- ▶ Do you enjoy visiting unique places?
- ▶ What characteristics make someone unique?

Flick through the module and find...

- ▶ personal heroes
- ▶ unusual means of transport
- ▶ lifetime friendships
- ▶ clothes and accessories
- ▶ one of the highest buildings in the world

In this module you will learn...

- ▶ to talk about prices
- ▶ to express preference
- ▶ to talk about clothes
- ▶ to ask for and give an opinion
- ▶ to use language related to shopping
- ▶ to identify and describe objects
- ▶ to talk about sizes
- ▶ to make comparisons
- ▶ to ask for and give directions
- ▶ to read a map
- ▶ to talk and write about places in a city/town
- ▶ to describe people (physical appearance, personality)
- ▶ to write a description of a person
- ▶ to distinguish between British and American English

7a A perfect fit

1. VOCABULARY



A. Look and match. Then listen and check your answers.

abaya	<input type="checkbox"/>	thobe	<input type="checkbox"/>	hat	<input type="checkbox"/>
sandals	<input type="checkbox"/>	shirt	<input type="checkbox"/>	tie	<input type="checkbox"/>
trainers	<input type="checkbox"/>	jumper	<input type="checkbox"/>	scarf	<input type="checkbox"/>
skirt	<input type="checkbox"/>	belt	<input type="checkbox"/>	gloves	<input type="checkbox"/>
trousers	<input type="checkbox"/>	earrings	<input type="checkbox"/>		

Fashion



2. READ

A. What do you think the dialogue is about?

Listen, read and find out.

- Alya How about new pyjamas for Maria?
 Ruba Good idea. These checked ones are nice and they're quite cheap.
 Alya Are they cotton?
 Ruba 80%, and 20% polyester.
 Alya That's OK.
 Ruba What size is she? These ones don't look big enough for her.
 Alya They're OK. They're for children aged between five and six years old. Look, they also have them in light blue.
 Ruba Nice! Let's get those blue ones then.

B. Read again. Which pyjamas do they buy?
 Complete the tag below.

Colour: _____ checked
 Material: _____ & _____
 Size: 5-6 yrs

B. Listen and repeat.
 Then say how much the clothes on the left cost in your country.

Prices

£16.99 = sixteen pounds and ninety-nine pence

€285.50 = two hundred and eighty-five euros and fifty cents

\$1430.70 = one thousand four hundred and thirty dollars and seventy cents

SAR 25.50 = twenty-five saudi riyal and fifty halala

C. Listen and read.

What does the man buy?



Shop assistant So, did you find a jumper?

Man Yes, I prefer this black one.

Shop assistant What size did you choose?

Man Medium. The large one was too big on me. I also tried on these blue trousers and they fit me very well.

Shop assistant Nice. And we have a 30% discount on those trousers.

Man Really? How much are they, then?

Shop assistant Let me see... This pair costs £20.

Man Great.

Shop assistant Would you like to pay in cash or by credit card?

Man Credit card.

Shop assistant OK. That's £95 altogether.

Man Oh no! I don't have it with me. It's OK, here's £100.

Shop assistant Thank you very much. Here's £5 change and your receipt.

D. Read again and complete the missing information on the receipt.

ITEM	COLOUR	SIZE	DISCOUNT	PRICE
Jumper	[]	[]	0%	75
[]	[]	small	[]	[]

TOTAL: 95
 CASH: []
 CHANGE: []

3.GRAMMAR

A. one / ones

Read the examples. What do the words **one** and **ones** refer to?

The black jacket is nice but I like the blue **one**.

I think these gloves are horrible. I prefer the red **ones**.

B. too / enough

Read the examples. What's the difference between **too** and **enough**?

This T-shirt doesn't fit me.
It's **too small**. / It isn't **big enough**.



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4.PRACTICE

Circle the correct words.

1.

A: Look at those trainers!

B: Which (1) **one** / **ones**?

A: The brown (2) **one** / **ones** over there.

B: Oh, yes. They're lovely and you can wear them with a pair of trousers.

A: Yeah with my brown (3) **one** / **ones**. How much are they?

B: SAR 760.

A: Oh! That's (4) **too** / **enough** expensive for me. Come on, let's look somewhere else.

2.

A: Did any of those jumpers fit you, or were they all (5) **too** / **enough** small?

B: I don't think I'm slim (6) **too** / **enough** for this kind of jumper.

A: This yellow (7) **one** / **ones** was OK.

B: No, I didn't like that (8) **one** / **ones**. Yellow isn't my colour.

A: Don't worry, I can find something else for you.

B: I'd like a pair of these gloves, too. Could you please try to find some green (9) **one** / **ones**?

A: OK.

5.PRONUNCIATION

A. Listen and repeat. Notice the stressed words and how the stress affects the meaning.

I prefer the **red** skirt. (I don't want any other colour.)

I prefer the red **skirt**. (I don't want any other item of clothing.)

B. Listen and repeat. Underline the stressed word in the sentences.

1. I don't have a leather bag.

2. I think Melanie has a purple bag.

3. Ryan has short black hair.

4. How much are the brown sandals?

5. I'd like the cotton shirt, please.

6. Can I try on the silver earrings?

6.SPEAK

ROLE PLAY

Student A go to page 122.

Student B go to page 125.

7b Good looks

1. VOCABULARY

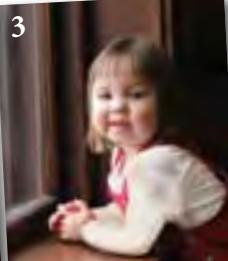


Match the pictures with the sentences. Then listen and check your answers.

- a. Brooke is a slim girl with long straight brown hair.
- b. Hassan is a middle-aged man. He's overweight.
- c. Salman is a handsome tall man in his late 20s. He has short dark hair.
- d. Sandy is a cute chubby girl and she has fair hair.
- e. William is Sandy's brother. He has curly fair hair.
- f. Maya is a girl with medium-length wavy black hair.



1



3



4



5



6

2. READ



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

Lifetime Friendships



It is true that we make friends who have similar personalities to ours even if they live separate lives. Also, they complete us, because friends usually have some characteristics that we don't. For example, Tom says he found a brother in his best friend, Fred: "Fred is a great friend. I feel that we understand each other completely, like brothers do. He is better than me in many ways. For example, he is never aggressive and helps me calm down when I am upset."



3. GRAMMAR

COMPARATIVE FORMS

Read the examples below. How do we form the comparative form of adjectives?

Mike and Tom are brothers. Mike is **tall** but Tom is **taller than him**.

Ken and Musa are friends. Ken is **handsome** but Musa is **more handsome than him**.

Complete the table with the correct form of the adjectives.

Comparative Form	
short	
old	
	funnier
	bigger
	more handsome
good	better
bad	worse
much/many	more
far	farther/further

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Some people say that it's not only the personality between friends that is similar, but also sometimes we look like them in many ways. Is this true? Have a look at the pictures.

Gary is a young schoolboy. He's short and slim and he likes spending time at home with his best friend, Danny. They usually read books or play games. Both Gary and Danny have blue eyes, but Gary admits that Danny is a little more handsome than he is.

Tyler is in his early 30s. He is tall and so is his best friend, Andrew. Everybody tells them they look like brothers, because they both have fair hair and green eyes. They both own motorbikes and love riding them. Tyler says Andrew is funnier than him, but he is better at sports than Andrew.

B. Read again. Who do the sentences refer to?

1. This person is in his early 30s. _____
2. This person is calmer than his friend. _____
3. This person thinks his friend is more handsome than he is. _____
4. This person is not as good as his friend at sports. _____

4. PRACTICE

Complete with the comparative form of the adjectives in brackets.

1. A: Who's that man over there? Brian?
B: No, I don't think so. Brian's _____ (short) and a bit _____ (chubby). Also his hair is _____ (short) than that man's.
A: Yeah, you're right and I think Brian is _____ (handsome) than him.
2. A: So? What did you think of the Maths exam?
B: Well, it was _____ (difficult) than the Physics exam. I'm sure I'm going to fail again.
A: I thought it was _____ (easy) than last year.
3. A: So, which sofa should we buy?
B: I like this red sofa. It's _____ (big) and _____ (modern) than that blue sofa.
A: Yeah, but I think I like this one here. It's _____ (colourful).

5. SPEAK

Talk in pairs. Look at the pictures of the two men below and take turns to compare them using some of the adjectives in the box.



handsome
young
old
tall
short
chubby
slim

*Nawaf is younger than Ashraf.
Yes, he is. And I think he's taller.*

6. WRITE

Write a few sentences to compare the men above.

7c Getting there

1. VOCABULARY

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



by plane

- by bus
- by train
- by underground
- on foot
- by tram

by ship

by underground

by tram

2. READ

A. Listen and read. Do you know any other unusual means of transport?

Different ways to GET AROUND

Ethan

Last year, my son and I were in Buraydah and decided to go camel riding. It's common for people to travel around the desert by camel, but camel riding is also the most popular way for visitors to visit the desert. A camel is a very tall animal, so I was trying not to look down. As we were riding, a snake attacked my camel, and it started running around like crazy. Luckily, nothing happened, but I was terrified.



Daniel

A couple of years ago I visited my cousin in the States. That was when I first rode the Segway PT, and I was amazed. You see, the Segway is the best and quickest way to get around the city. You can avoid crowded buses and heavy traffic and it is environmentally friendly too. So, when I got back home, I ordered one over the Net. Of course, I couldn't afford the latest model so I got the cheapest one on the market. The Segway is so convenient!



Neil

My family and I visited Thailand last June and we had an unbelievable experience. It is an amazing place and it looks even better when you are on top of the largest land animal in the world. Elephant rides are popular with tourists, but they're also the most expensive way to travel. The truth is that it was worth every penny.



B. Read again and find what the words in bold refer to.

1. Ethan went to Buraydah with **him**.
2. **This** is very popular with visitors in Buraydah.
3. **This** attacked Ethan's camel.
4. Daniel saw the Segway **there** for the first time.
5. Daniel would like to avoid **these**.
6. Daniel didn't have money for **one**.
7. Neil was **there** with **them** last year.
8. In Thailand you can travel on **this**.

3. GRAMMAR

SUPERLATIVE FORMS

Read the examples below. How do we form the superlative form of adjectives?

The underground is cheaper than a taxi, but the bus is **the cheapest** of the three.

The underground is more expensive than the bus but a taxi is **the most expensive** of the three.

Complete the table with the correct form of the adjectives.

	Comparative Form	Superlative Form
warm	warmer	
rude	ruder	
		the laziest
big		
different		the most different
		the best
bad		the worst
much/many		
	farther/further	

Grammar Reference p.134

4. PRACTICE

Complete with the correct form of the adjectives in brackets.

1. It was the _____ (terrible) experience of my life. I was terrified and I don't think I can do water sports again.
2. One of the _____ (convenient) ways to get around the city is by bus.
3. The book is _____ (bad) than I thought. I don't think you should read it. There's another book I can lend you and it's _____ (interesting) than this one.
4. I usually go to work by bike. It's _____ (quick) than other means of transport and it's also the _____ (cheap).

5. LISTEN



A. Listen to three people calling a radio phone-in programme and match the names with the means of transport. There is one extra means of transport which you do not need to use.

Lenny

by car

Steve

by bus

Rob

on foot

by underground

B. Listen again and match the names with the phrases. There is one extra phrase which you do not need to use.

Lenny

thinks that everybody should take part in Car Free Day.

Steve

would like every day to be Car Free Day.

Rob

thinks that people travel by car because buses are too crowded.

believes that people in cities don't need cars.

6. SPEAK

Talk in pairs. Discuss the following.

- Which means of transport do you usually use? Why?
- Which means of transport do you like or don't like? Why?

I usually travel by... because it's cheaper than...

I go everywhere by... but I don't like it because...

7d Worth visiting

1. READ

A. What kind of information would someone ask at the entrance and at the top of the Empire State Building? Listen, read and compare your answers.

At the entrance...

Guard Hi, welcome to the Empire State Building.
Man Good morning. Which way do I go?
Guard Just go straight and take the escalators up to the second floor. Then, go through security.
Man OK, can I leave my jacket anywhere?
Guard I'm sorry, there's no coatroom here.
Man It's OK, I can carry it. Where do I go after security?
Guard Turn right and go straight to the ticket purchase line. Then, follow the rest of the people to the elevators.
Man Thanks a lot.
Guard You're welcome.

At the top...

Man Wow! This is brilliant. Is that Central Park over there?
Guide Yes, it is. And that's Fifth Avenue going towards Harlem.
Man I know, I went shopping there yesterday.
Guide You should go to Macy's, too.
Man Where is it?
Guide Can you see that red sign down there?
Man Yes.
Guide Well, that's Macy's. When you come out of the main entrance, turn left and then left again. That's 34th Street. Go straight, past Broadway, and Macy's is on your right. You can't miss it. It's the world's largest store! It's pretty awesome.
Man Thanks a lot.



B. Read again and match the American words from the text with their British equivalents below.

- | | |
|-------------|--------------|
| 1. line | a. brilliant |
| 2. elevator | b. shop |
| 3. store | c. queue |
| 4. awesome | d. lift |

C. Read again and answer the questions.

- What do visitors use to get to the second floor?
- Where can visitors leave their jackets?
- What do visitors have to do after security?
- What street can you take to get to Harlem?
- What did the man do yesterday?
- Where is Macy's?

2. VOCABULARY

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

from down around out

up
down
around
out
through
to
into
past
from

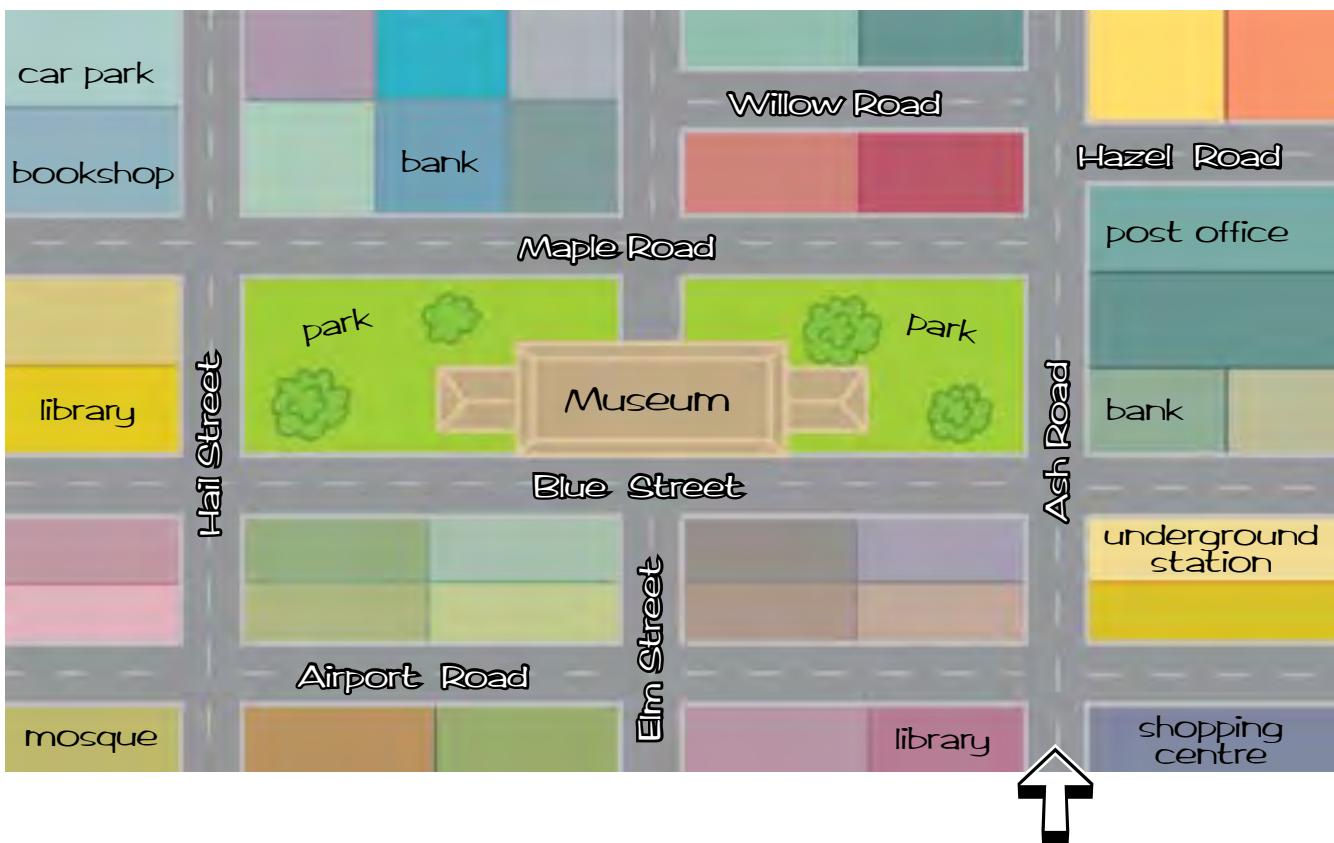
3. LISTEN



A. Listen to two people talking. Where are they?

- a. in a taxi
- b. in their car
- c. walking down the street

B. Listen again and draw the route on the map below.



4. SPEAK

Talk in pairs.

Student A: Look at the map above and complete it with names of different places to visit. Student B is visiting your city but doesn't know where to go. Suggest places and give him/her directions. Use the phrases in the box.

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

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

So, what's there to see in your city?

Why don't you visit the...?

That's a good idea. How do I get there?

Go down Ash Road and...

5. WRITE

Below is part of a letter you have received from a friend who wants to visit your town/city for a weekend. Write a reply telling him/her about a place to visit and giving him/her directions. Answer the questions below.

Unfortunately, I'm going to stay for a weekend only, but we're definitely going to meet. I'm staying at a hotel in the city centre. Which place can I visit? Is there anything near the hotel, like a museum or something that I can visit?

- Where is this place?
- What's it like?
- Why is it interesting?
- What can you do there?
- How do you get there?

7e What a character!

1. READ

A. Read the title of the magazine page below and look at the pictures. What is it about? Listen, read and check your answers.

PERSONAL HEROES

Everybody has a person they admire and want to be like. Today, we give some of our readers the opportunity to show how grateful they are to their personal heroes. They help them become better people and that's the most important thing!



This is my uncle Ahmed! He's a firefighter and I admire him because he risks his life every day to save other people. He's a very honest and brave man. In fact, he was in the local newspaper once because he went into a burning house and rescued an old woman. He's also very active. We spend a lot of time together and I learn a lot about the dangers of his job. Actually, I always have a great time when he's around, but not just because we play and tell jokes. He teaches me how important it is to be able to help others and become a good person. That's why I'd like to be like him when I grow up.

Ali

I have so many things to say about my brother. The most important, though, is that I truly admire him. Adil was born deaf and he went to a special school. Although he had a lot of difficulties, he always acted like any other ordinary person and that's amazing to me. He's very funny and friendly, but he's also hard-working and he takes part in a lot of volunteer work. We like hanging out together of course, but we also argue a lot, like all brothers do.

Sami



2. LISTEN



A. Listen to three people talking about their personal heroes and match the speakers with the sentences.

- | | |
|---------|---|
| John | a. admires a person at work. |
| Anthony | b. admires a person from school/university. |
| Phil | c. admired a member of his family. |

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

- | | |
|--|--------------------------|
| 1. Anthony didn't have a hero when he was a child. | <input type="checkbox"/> |
| 2. Phil's hero used to carry a gun. | <input type="checkbox"/> |
| 3. Andy, Anthony's personal hero, can't see. | <input type="checkbox"/> |
| 4. Phil's hero is a bit lazy. | <input type="checkbox"/> |
| 5. Andy is very helpful. | <input type="checkbox"/> |

B. Read the texts again and complete the sentences below.

1. As a firefighter, Ahmed, _____ his life every day.
2. Ahmed tells his _____ all about his job.
3. _____ play a lot and tell jokes.
4. _____ didn't go to a normal school.
5. Adil does a lot of _____ work.
6. Adil and Sami _____ a lot.

C. Use a dictionary to check what the following words mean.

rescue brave deaf act argue

Use a dictionary to find out what unknown words in a text mean.



3. PRONUNCIATION



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

a. honest b. short c. old

B. Listen and tick the sound you hear.

	honest /ɒ/	short /ɔ:/	old /əʊ/
alone			
small			
boring			
job			
walk			
though			
hero			

4. SPEAK

Think of someone you admire and present this person to the class. Answer the questions below. Use some of the words in the box.

- Why do you admire this person?
- What is he/she like?

honest funny friendly kind outgoing
helpful clever shy serious hard-working

5. WRITE

Paragraphing

When writing a description of a person, group relevant information together and put it in the same paragraph.

Paragraph 1:

- Say who this person is.
- Write about his/her appearance.

Paragraph 2:

- Write about his/her character.

A. Read the sentences and decide which paragraph each sentence should be in. Write 1 or 2.

- a. He's friendly and kind.
- b. She's my favourite cousin.
- c. I met him at the gym.
- d. He has short fair hair.
- e. He's a bit shy but he's very hard-working.

B. Write a description of somebody you know. Write two paragraphs as shown above.

Remember to check the word order in your writing:
 - adjective + noun
Steve is a funny person.
 - verb be + adjective
Steve is funny.



7 Round-up

VOCABULARY

A. Cross out the odd word. Then add one more.

1. earrings - trousers - jumper - skirt - _____
2. hat - scarf - belt - shirt - _____
3. overweight - owner - handsome - chubby - _____
4. plane - tram - traffic - ship - _____

B. Match. Then use the correct form of the phrases to complete the sentences.

have	around
get	in cash
look	a look
go	like
pay	straight ahead

1. I don't have my credit card with me so I'd like to _____.
2. A: Excuse me, where's the post office?
B: Turn left here and then _____. It's on your left, next to a supermarket.
3. A: How do you usually _____ in the city?
B: By bus.
4. A: _____ at this word. Do you know what it means?
B: No, I don't. Where's the dictionary?
5. Tom _____ his father, Adam.

C. Circle the correct words.

1. You can't **avoid** / **afford** to buy a new car. You just got a new house.
2. Excuse me, you didn't give me a **receipt** / **change** for the shirt.
3. Go **through** / **past** the bank and the museum is on your right.
4. I was really **amazed** / **unbelievable** when I heard that Jack passed the test.

5. Thank you very much for the information. It was very **kind** / **helpful**.
6. Ben's brother is a tall, **slim** / **wavy** man in his late 20s.
7. The man walked **towards** / **into** the bank, but he didn't enter. Suddenly, he turned **down** / **around** and left.

GRAMMAR

D. Complete with **one** or **ones**.

1. A: Which earrings are you going to buy?
B: The silver _____, I think. I like them better.
A: Yeah, the gold _____ don't match your clothes.
2. Carol has two brothers. The _____ with the short wavy hair is Alex, and the _____ with the straight hair and green eyes is Paul.
3. A: I'm getting a club sandwich. Are you getting _____, too?
B: I don't know.
A: They also have salads. Do you want _____?
B: No, I want two of those sandwiches over there.
A: Do you mean the _____ with chicken?
B: Yes.

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

1. A: Why don't you get this jumper?
B: I can't afford it. It's _____ (expensive) for me.
2. I can't stand this place. It is _____ (crowded) in here.
3. I didn't have _____ (money) to go out this weekend. So I stayed at home.
4. Last night it was _____ (hot) and I couldn't sleep.
5. I can't wear this hat. It's not _____ (trendy) for me.
6. This shirt doesn't look good on you. It isn't _____ (big).

F. Complete with the comparative or superlative form of the adjectives in brackets.

1. Karen's cat, Bruce, is the _____ (aggressive) cat in our neighbourhood.
2. Murad has lots of friends. He's the _____ (friendly) boy at school.
3. I have to take the bus to work every day. My house is _____ (far) from work than yours.
4. Lamya is _____ (young) than her sister Salwa, but Lamya is _____ (tall) than Salwa.
5. Barbara and Kim didn't pass the Biology test. It was _____ (difficult) than last year's.
6. I don't want to learn how to ride a motorbike. I think it's the _____ (dangerous) way to get around.
7. Dennis is one of the _____ (good) players in the team and Gary is one of the _____ (bad).
8. The underground is the _____ (popular) means of transport. It's also _____ (fast) than other means of transport.

COMMUNICATION

G. Complete the dialogue.

- Shop assistant (1)_____?
- Man Yes, (2)_____ this shirt in black?
- Shop assistant Yes, we do.
- Man Great! Can I try it on?
- Shop assistant Sure. (3)_____?
- Man Medium.
- Shop assistant Here you are.
-
- Shop assistant So, (4)_____?
- Man Yes, I think it fits me very well.
(5)_____?
- Shop assistant There's a discount, so it's €70.
- Man Great.
- Shop assistant (6)_____?
- Man In cash. Here's €100.
- Shop assistant Thank you very much.
(7)_____ and your receipt.
- Man Thanks.

SPEAK

Discuss in pairs and complete the sentences below.

HOW WELL DO YOU KNOW YOUR CLASSMATES?

- _____ is the funniest person in the class.
- _____ is the friendliest person in the class.
- _____ is the trendiest person in the class.
- _____ is the most helpful person in the class.
- _____ is the kindest person in the class.
- _____ is the youngest person in the class.
- _____ is the tallest person in the class.
- _____ is the shyest person in the class.
- _____ is the most interesting person in the class.
- _____ is the best student in the class.

Who do you think is the funniest person in the class?

I think it's...

Well, ... is funny, but I think ... is funnier than him/her.

WRITE

Choose two people, two buildings or two books and write a paragraph comparing them.

SELF-ASSESSMENT

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

Now I can...

- › identify and describe clothes
- › talk about sizes
- › talk about prices
- › express preference
- › ask for and give an opinion
- › use language related to shopping
- › make comparisons
- › ask for and give directions
- › read a map
- › talk and write about places in a city
- › describe people (physical appearance, personality)

Culture page

A. Look at the title of the text and the pictures. What are a few of the driving laws in your country? Listen, read and compare your answers.



Driving Around

Do you think that driving laws are the same all over the world? Well, they aren't and this sometimes makes driving difficult. Take Saudi Arabia and the UK for example.

Similarities

- Traffic lights mean the same thing everywhere. Red means stop, green means go and amber means get ready to stop.
- You have to wear your seat belt at all times.
- You have to keep to the speed limit. You also have to drive slowly in front of schools.

Differences

- In Saudi Arabia, you have to be 18 to drive a car or ride a motorbike, but in the UK you have to be 17 to drive a car and you need to be at least 16 to ride a motorbike.
- In Saudi Arabia, as well as most parts of the world, people drive on the right side of the road, but in the UK and a few other places, they drive on the left!
- Saudi Arabia has an organisation to help drivers called the Arabian Automobile Association (AAA) and the UK has a similar organisation called The Automobile Association (the AA).

So, be extra careful if travelling from Saudi Arabia to the UK or another country. Driving laws could be very different!

B. Read again and answer the questions.

1. What does amber mean in most countries?
2. How do you have to drive in front of schools?
3. In which country do people have to be at least 18 to ride a motorbike?
4. Where do they drive on the left side of the road?
5. What is the AAA?



Optional

Adventure

8



Discuss:

- ▶ Do you enjoy doing adventurous things?
- ▶ How do they make you feel?
- ▶ Would you like more adventure in your life?

Flick through the module and find...

- ▶ a man sailing
- ▶ a holiday destination for extreme campers
- ▶ a man with car problems
- ▶ a quiz about how adventurous you are
- ▶ a text about a South American country

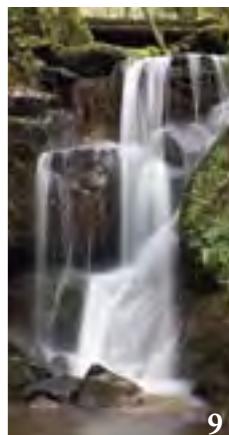
In this module you will learn...

- ▶ to talk about experiences you have had
- ▶ to make a questionnaire about experiences
- ▶ to report commands and requests
- ▶ to talk about different countries
- ▶ to write information about a country
- ▶ to write an e-mail to a friend giving your news

8a I dare you!

1. VOCABULARY

Match. Then listen and check. Can you name any famous geographical features?



- desert
- forest
- island
- mountain
- volcano
- lake
- waterfall
- river
- cave

2. READ

A. Do the quiz.

Are you adventurous enough?

1. Have you ever explored a dark cave?



2. Have you ever camped out in the wild all night long?



3. Have you ever climbed up a really steep mountain?



4. Have you ever jumped off the top of a waterfall?



5. Have you ever swum in a river?



6. Have you ever eaten a spider or a snake?



3.GRAMMAR

PRESENT PERFECT SIMPLE

Read the dialogues below. How do we form the Present Perfect Simple of regular and irregular verbs?

A: Have you ever travelled by plane?

B: Yes, I have. I've travelled by plane twice. What about you?

A: I haven't travelled by plane, but I've always wanted to.

A: Jack wants to come horse riding with us.

B: Has he ridden a horse before?

A: No, he hasn't, but he can ride a motorbike and he's never had an accident.

B: Well, it's not the same thing!

Complete the table below.

Irregular verbs		
Base Form	Past Simple	Past Participle
ride	rode	
swim	swam	
see		seen
have	had	
eat	ate	
drive		driven
do	did	
meet		met
spend		spent

For a list of irregular verbs go to page 137

Grammar Reference p.135

Mostly ✓

You can't stand living a boring life. After all, you think that life is too short and you should live it to the full. You have tried some adventurous things, but you're willing to do more. There are so many things you've always wanted to try. Why not? Just be careful!



Mostly ✗

Why don't you look up the word "adventure" in a dictionary? You have never done anything really exciting in your life, right? What are you waiting for? Just try to make your life a bit more interesting. Don't be predictable!

B. Discuss the results of the quiz.

4.PRACTICE

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

1.

A: _____ you _____ (ever / spend) your summer holidays in the mountains?

B: Yes, _____, and I _____ (camp) in the mountains once, too. What about you?

A: No, _____. We always go to an island in the summer.

2.

A: Dennis _____ (visit) Egypt twice, but he _____ (not visit) the Pyramids.

B: Really? I have.

3.

A: _____ Tom _____ (ever / try) windsurfing?

B: No, _____. Actually, he _____ (never / do) any water sports. He hates the sea.

A: I _____ (not meet) anyone like him before.

5.SPEAK

Talk in pairs. Use the ideas below and your own to make a questionnaire for your partner. Then ask and answer questions.



• climb: volcano/tree



• swim: lake/with sharks



• see: wild animal



• ride: elephant/motorbike/

horse

• explore: desert/forest

• spend the night: cave/forest/desert

• eat: camel/shark

• try: scuba-diving/mountain biking/horse riding

6.WRITE

Use your partner's answers from activity 5 and write a few sentences about him/her.

8b That's life!

1. VOCABULARY

Listen and repeat. Have any of these things ever happened to you?



The lift is out of order and I'm stuck in it.



I'm lost.



My car has broken down and I can't fix it. I need a mechanic.



I've lost my keys and wallet.
I've lost my purse.



I've run out of petrol.



2. READ

A. Look at the pictures. What do you think happened to the man? Listen, read and check your answers.

Harry Where have you been?

Steve It's a long story.

Harry You missed the 10 o'clock meeting. You've never missed a meeting before.

Steve I know, I know. Where's Mr Miller?

Harry He's gone to the bank. He was really angry when you didn't show up.

Steve Well, it wasn't exactly my fault.

Harry What happened?

Steve I had a car accident on my way to the office.

Harry Are you OK?

Steve Yeah, I'm fine, and the car is OK, too. The other guy's car is pretty bad, though. Anyway, I drove off and about 100 metres down the road, I got a flat tyre.

Harry No! How unlucky!

Steve Tell me about it! I had a nightmare trying to change it. Have you ever changed a tyre?

Harry Yes, I have, many times. The last time I changed one was last year when I was on holiday.

Steve Well, it was my first time and I had trouble changing it. It took me about an hour.

Harry So, that's why you're late.

Steve You haven't heard it all. After the tyre, I drove down the road a bit and the car just stopped.

Harry Why?

Steve No petrol. So, I pushed it to the side of the road and walked to a petrol station.

Harry Unbelievable!

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

1. Steve wasn't at the 10 o'clock meeting.
2. Mr Miller is Steve's boss.
3. Steve had an accident on the way home from work.
4. Steve couldn't drive his car after the crash.
5. It was Steve's first time changing a tyre.
6. Steve had to push his car because he ran out of petrol.

3. GRAMMAR

PRESENT PERFECT SIMPLE vs PAST SIMPLE

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

I've **lost** my sunglasses. Can you help me find them?

I **lost** my sunglasses at the beach yesterday. Now I have to buy new ones.



Naim **has gone** to the dentist. = He is there now.
Jafar **has been** to the dentist twice this year. = He has visited the dentist twice but he is not there now.

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4. PRACTICE

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

1. A: Where were you this morning?

B: I _____ (go) to the museum.

A: I _____ (always / want) to go there but I _____ (never / be). What's it like?

B: Very interesting.

2. A: Let's have pasta for dinner.

B: But we _____ (eat) pasta three times this week.

A: Yeah, but we _____ (not have) pasta last night.

B: OK then. Make some pasta.

3. A: Oh no! I can't find my credit card!

B: What?

A: I _____ (never / lose) my credit card before. What do I do now?

B: Don't worry, Alan _____ (lose) his last year. All you do is call the credit card company.

A: OK. Give me the phone.

5. PRONUNCIATION

A. Listen and repeat. What do you notice about the pronunciation of the letter *h* in the word *have*?

Where have you been?

B. Listen and repeat.

1. How many times have you run out of petrol?
2. Where did he go?
3. Which places have you visited?
4. Can you tell her?
5. What have you lost?
6. Has he ever ridden a camel?

6. LISTEN

Listen to two people talking about their misfortunes and write R for Rick, J for John or B for both.

1. This person has got stuck in a lift.
2. This person has got lost in a forest.
3. This person has lost his keys.
4. This person has lost a wallet.

7. SPEAK

Student A: Choose one of the misfortunes from the box and answer Student B's questions.

be / stuck in lift

lose / keys / wallet / purse / mobile, etc.

run out of petrol

have / accident

car / break down

have / flat tyre

get lost

Student B: Ask Student A questions to find out about his/her misfortune. Use the prompts in the box.

- where / happen?
- when / happen?
- what / do?
- who / call?

Have you ever lost your keys?

Yes, I have.

Where did it happen?

It happened in the city centre.

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



8C All aboard

1. VOCABULARY

Listen and repeat. Have you ever used the items shown in the pictures?



helmet



rope



compass



penknife



seat belt



life jacket



whistle

2. READ

A. Look at the picture. Who do you think the man is?
Listen, read and find out.

Wear your life jackets at all times, but don't use the whistle. It's for emergencies only. You can find life jackets on the port side. Please, wait here. I need to get some more rope.

Tom I have to say, our sailing instructor is a bit scary.

Larry A bit? He looks like a pirate. He knows what he's doing, though.

Tom That's true. I hope we don't get seasick.

Larry No, the sea doesn't look rough at all.

Tom OK. Let's get our life jackets.

Larry But we're still in the port.

Tom He told us to wear them at all times.

Larry OK, OK. Where did he say they were?

Tom They are on the port side.

Larry What does that mean?

Tom Don't you pay attention to anything? Port means left and starboard means right.

Larry Why can't we just say left and right?

Tom Because that's what sailors say. Here's a life jacket. Put it on.

Larry Give it here. Ah, here's the whistle. *Phttt!*

Tom Don't blow it. He told us not to use it. Only in an emergency. Besides, it's bad luck to blow a whistle on a boat.

Larry How do you know?

Tom I read it somewhere. You know, you're starting to annoy me. I'm going for a walk.

Larry But he asked us to wait here.

Tom I'm not going far.



Look for key words/phrases to understand the main ideas.



B. Read again and find phrases that prove the following.

1. The sailing instructor has an unusual appearance.
2. Tom is worried about not feeling well during the trip.
3. Tom wants to do exactly what the instructor said.
4. Larry didn't pay attention to what the instructor said.
5. Sailors speak differently.

3. GRAMMAR

REPORTED SPEECH (Commands-Requests)

Read the examples below and answer the questions.

Bill, give me the rope, please.

Alan **asked** Bill to give him the rope.

Wear your life jacket. Don't forget that!

The instructor **told** him to **wear** his life jacket. He **told** him **not to forget** that.

- Which verb do we use to report requests and which one to report commands?
- How do we report **Don't**?

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4. PRACTICE

Look, read and report what the people said.

1. "Use your compass, Ken," said James.
James told Ken _____.

2. "Don't blow the whistle, Rida," said Rida's father.
Rida's father told him _____.

3. "Get me a glass of water, please," said Mr Kent to his grandson.
Mr Kent asked his grandson _____.

4. "Please pay attention, Carol," said the teacher.
The teacher asked Carol _____.

5. LISTEN



Listen to a sailing instructor talking to a man and complete the form below.

Name: Ian Nelson
Age: _____

Experience: _____ years

Equipment:

- life jacket
- penknife
- compass

Boat size:

- 7-9m
- 10-13m
- 14m+

6. SPEAK

Talk in pairs.

Student A: Imagine you are one of the people below and think of five commands or requests they might say. Then tell Student B.

- sailing instructor
- gym instructor
- teacher
- boss
- doctor

Student B: Listen to Student A's commands or requests and report them to the class.

Please put your life jacket on.

The sailing instructor asked me to put my life jacket on.

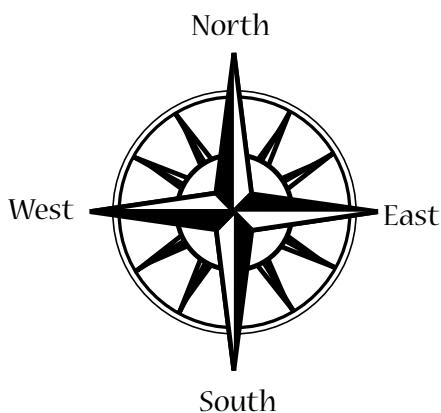
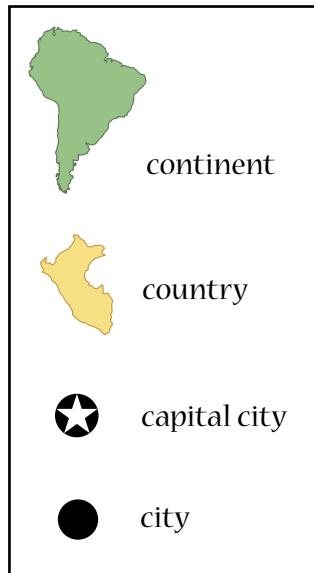
While speaking, use vocabulary and language you've learnt.



8d Exciting places

1. VOCABULARY

Listen and repeat. Then talk about your country.



2. READ

A. Look at the words in red in the text below.
Do you know anything about Peru? Listen, read and check your answers.

ALL ABOUT

Peru is a country in western South America. Its population is about 28 million and the official language is Spanish. Lima is the capital city of Peru and it is also the largest city in the country.

The Andes lie on the western coast of South America and are the longest mountain range in the world. The highest mountain in the Peruvian Andes is Huascarán at 6768 metres.

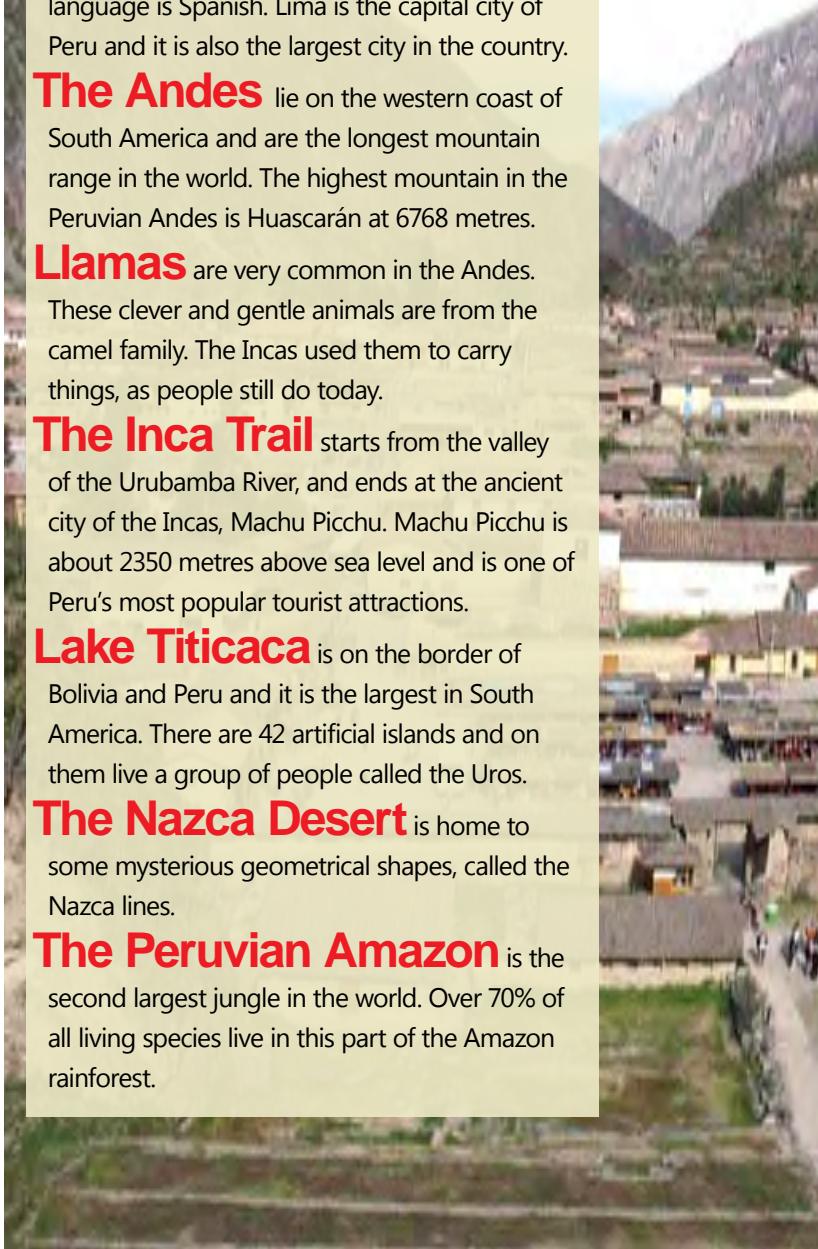
Llamas are very common in the Andes. These clever and gentle animals are from the camel family. The Incas used them to carry things, as people still do today.

The Inca Trail starts from the valley of the Urubamba River, and ends at the ancient city of the Incas, Machu Picchu. Machu Picchu is about 2350 metres above sea level and is one of Peru's most popular tourist attractions.

Lake Titicaca is on the border of Bolivia and Peru and it is the largest in South America. There are 42 artificial islands and on them live a group of people called the Uros.

The Nazca Desert is home to some mysterious geometrical shapes, called the Nazca lines.

The Peruvian Amazon is the second largest jungle in the world. Over 70% of all living species live in this part of the Amazon rainforest.





PERU

B. Read again and complete the fact file below.

PERU

Location:



Capital:

Population:

Official language:

Highest mountain:

Largest lake:

Decide in which part of
the text you can find the
information you need.



C. Read again and complete the sentences.

1. The Andes are _____ in the world.
2. People in Peru use _____ to carry things.
3. _____ is an ancient Inca city.
4. The Uros live on _____ in Lake Titicaca.
5. In the Nazca Desert you can see the _____.
6. The part of the Amazon rainforest in Peru is called
_____.

3. PRONUNCIATION



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

a. foot b. food

B. Listen and tick the sound you hear.

	foot /ʊ/	food /u:/
scuba		
cook		
put		
group		
canoe		
push		
tooth		
suitable		

4. LISTEN

A. Answer the questions about South America
below.

How much do you know about South America?

1. Which South American country's name means "Cold Water"?
a. Chile b. Venezuela
2. Which is the smallest country in South America?
a. Ecuador b. Suriname
3. Which country in South America has the biggest population?
a. Brazil b. Colombia
4. How many countries are there in South America?
a. 10 b. 12
5. Where hasn't it rained for 400 years?
a. Atacama Desert b. Nazca Desert
6. Which vegetables grew in the Andes thousands of years ago?
a. mushrooms b. potatoes
7. Which is the highest waterfall?
a. Angel Falls b. Tugela Falls

B. Listen and check your answers.

5. SPEAK

INFORMATION GAP ACTIVITY

Talk in pairs.

Student A go to page 122.

Student B go to page 125.

6. WRITE

Use the information from activity 5 to write about one of the countries.

8e Action sports

1. VOCABULARY



Listen and repeat. Have you ever tried any of the activities below? Which one would you like to try?



surfing



white-water rafting



bungee jumping



rock climbing



waterskiing



hang-gliding



diving

2. READ



A. Read the brochure quickly and match the headings with the paragraphs. Then listen, read and check your answers.

- a. Survival skills
- b. Staff
- c. Fun in the water
- d. Aim of the programmes
- e. Useful information
- f. Extreme fun

EXTREME SUMMER CAMP

Do you want to add some adventure to your summer holidays and have an unforgettable experience? Join one of our extreme sports programmes. They're suitable for kids, teenagers and adults.

1.

All programmes help campers learn survival skills and build their self-confidence. Of course, the staff make changes to the activities according to the age of the campers. This means there are simpler activities for the young ones and more difficult ones for the older campers.

2.

Extreme Summer Camp has a group of well-trained instructors. All of them have had training in first aid and CPR, and are here to help the campers. And, of course, they are all experienced group leaders.

Activities:

3.

Go camping in the forest and learn how to survive outdoors: make a fire, use a compass, build a shelter.

4.

Feel the excitement and thrills we have to offer. Try everything from rock climbing to hang-gliding and bungee jumping and feel your adrenaline rising.

5.

Campers can do water sports like surfing or waterskiing or explore the underwater world and learn all its secrets. The scuba-diving instructors can help you learn everything you need to become a professional.

6.

Each programme has a different price. The staff can help you choose the best holiday for you! Registration starts on 15th April 6-8pm.

B. Read again and answer the questions below.

1. Who can become a camper at *Extreme Summer Camp*?
2. Are the programmes the same for all ages?
3. Who knows first aid and CPR at the camp?
4. What do campers learn so they can survive outdoors?
5. What extreme sports can people do at the camp?

C. Read again. What do the following words refer to?

1. They (intro.): _____
2. their (par.1): _____
3. ones (par.1, line 4): _____
4. them (par.2): _____
5. here (par.2): _____
6. its (par.5) _____



3.WRITE

Using tenses

When writing, be careful which tenses you use.

- Use the **Present Simple** to describe a place or to say what people usually do there.
- Use the **Present Progressive** to mention what you are doing, and for your future arrangements.
- Use the **Past Simple** to describe what you did and when you did it.
- Use the **Present Perfect Simple** to talk about what you have already done.
- Use the **Future going to** for your future plans.

A. Write as many time expressions as you can under each heading.

Present Simple	Present Progressive	Past Simple	Present Perfect	Future going to
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Avoiding repetition

When writing, don't use the same words all the time.

Use words like:

- | | |
|----------------------|--------------|
| • he/she/it/we/they | • here/there |
| • him/her/it/us/them | • this/that |

There's a beautiful forest near here.

We're going camping in ~~the forest~~ next weekend.
~~there~~

B. Replace the words in red in the sentences below.

1. My friends and I went surfing last week. **My friends and I** had a fantastic time!
2. My cousins are going white-water rafting tomorrow. Can I go with **my cousins**?
3. This is a wonderful camp. We come **to this camp** every summer.
4. I'm going rock climbing with some people from work and I'm looking forward to **going rock climbing**.

C. Imagine you are at the Extreme Summer Camp for your holiday. Write an e-mail to a friend telling him/her about it. Use the ideas below and the brochure in activity 2.

- Mention where you are.
- Say what the camp is like and what people usually do there.
- Say what you are doing at the moment.
- Say what you did yesterday / what you have done so far.
- Say what you are going to do today / tomorrow.
- Say how you feel.

After you finish, check your writing. Check punctuation, capital letters, word order, spelling, grammar, vocabulary and linking words.

8 Round-up

VOCABULARY

A. Match.

- | | |
|-----------|-------------|
| 1. petrol | a. tyre |
| 2. life | b. aid |
| 3. seat | c. station |
| 4. flat | d. jumping |
| 5. bungee | e. climbing |
| 6. rock | f. belt |
| 7. first | g. jacket |

B. Complete with the words in the box.

down up out on to on of up at

1. Yesterday evening we ran _____ of milk and I had to go to the supermarket to get some.
2. You can't use that lift. It's out _____ order.
3. Last Tuesday was a nightmare. My car broke _____ and I was late for an important meeting.
4. Charlie is late but don't worry. He's _____ his way.
5. Why don't you put _____ your jacket? It's a bit chilly.
6. Murad is really angry because Tom didn't show _____ at his graduation ceremony.
7. When you ride your motorbike, you should wear your helmet _____ all times.
8. According _____ the dictionary, *port* means left in sailing.
9. Where's the dictionary? I need to look _____ a word.

C. Circle the correct words.

1. These clothes aren't **suitable** / **useful** for children.
2. Brazil has the largest **attraction** / **population** in South America.
3. At the camp we learnt how to build a **shelter** / **leader**. It was really interesting.
4. I don't know anything about our new neighbours. They're a bit **adventurous** / **mysterious**.
5. Steve, I'm trying to sleep. Tell James to stop **fixing** / **blowing** his whistle. I hate that noise.
6. The **mechanic** / **instructor** told us to use our compass when sailing.

GRAMMAR

D. Complete with the Present Perfect Simple of the verbs in the box.

see camp climb run not make

1. I _____ a fire before so I don't know how to do it. Can you help me?
2. _____ you ever _____ in the forest?
3. Liam _____ never _____ a real horse in his life. Can you believe it?
4. Our group leader _____ Mount Fuji twice. He's a really active person.
5. My father _____ never _____ out of petrol, but I have.

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

1. A: _____ you _____ (ever / try) any extreme sports?
B: Yes. In fact, last summer I _____ (be) at an adventure camp and _____ (do) lots of water sports.
A: _____ you _____ (try) scuba-diving?
B: Yes, I _____ (love) it!
2. My parents _____ (travel) to the Amazon rainforest two years ago. They _____ (enjoy) their trip, but they _____ (think) it was quite a dangerous place. I _____ (not be) there, but I don't think I want to go. I'm not that adventurous.

F. Complete with **been** or **gone**.

1. A: Dennis and Ken sent me an e-mail last night. They've _____ to Beijing on holiday.
B: But they've _____ there twice before.
A: Well, they love China.
2. A: Is Billy here?
B: No. He's _____ to the dentist. He had a terrible toothache this morning.
A: Oh, I haven't _____ to the dentist lately, but I have to go because I have a terrible toothache, too.
3. A: Has Bilal ever _____ to that new Italian restaurant?
B: No. He doesn't like Italian food, but I've _____ there once and I just loved the food.

G. Circle the correct words.

- Ali hasn't tried waterskiing **ago** / **before**.
- Sami took his car to the mechanic **yesterday** / **before** morning.
- Have you **ever** / **once** had a flat tyre?
- I lost my keys two days **ago** / **before** and I still can't find them.
- I've **ever** / **never** explored a cave, but I'd really love to experience something like that.
- Where were you **last** / **before** night?

H. Rewrite the sentences using Reported Speech.

- "Wear your seat belt," Dad said to Rob.

2. "Look up the words in your dictionaries," the teacher told the students.

3. "Help me build a shelter, please," Bill said to Alan.

4. "Turn left and go straight ahead," the security guard told us.

5. "Tell me your secret, please," Bassam said to Mike.

COMMUNICATION

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

- You don't have much time left, I have to say.
- I'm going to study all night long.
- Tell me about it.
- I have no trouble studying at night.
- It took me almost a week.

Sue This project is really difficult.

Tina (1) _____ I finished mine last night and I was so tired.

Sue Really? How long did it take you?

Tina (2) _____

Sue Oh no, we have to give it to Mrs Baxton in two days.

Tina (3) _____

Sue Don't worry, I can do it.

Tina How? What are you going to do?

Sue (4) _____

Tina I can't study during the night.

Sue I can. (5) _____

Tina You're lucky.

SPEAK

GROUP SURVEY

A. Talk in groups of four. Use the prompts in the table and ask each other questions. Note down the answers in the table.

	You	Student 1	Student 2	Student 3
try / ever / white-water rafting				
meet friends / last weekend				
go camping / last summer				
visit / ancient city				
go shopping / two days ago				
use / ever / compass				

Have you ever tried white-water rafting?

Yes, I have. / No, I haven't.

Did you meet...?

Yes...

B. Report your answers to the class.

Two people in my group have tried white-water rafting.

WRITE

Write about five things you've always wanted to do but never have.

(1) I have always wanted to try bungee jumping
(2) but I've never tried it. I've been too scared.

SELF-ASSESSMENT

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

Now I can...

- talk about my experiences
- report commands and requests
- talk and write about different countries
- write an e-mail to a friend giving my news using different tenses

Cross-curricular page

PE

A. What do you know about ice hockey? Listen, read and check your answers.



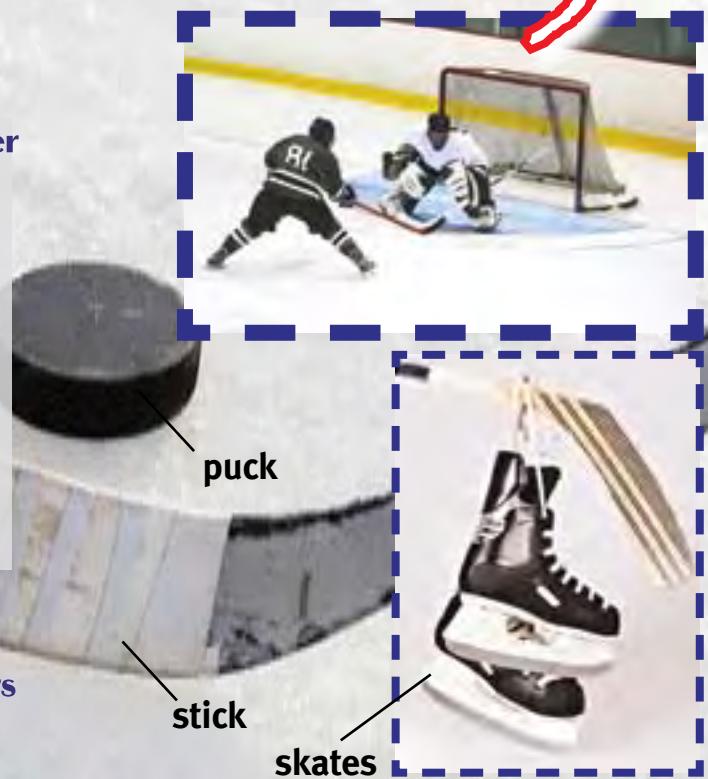
ICE HOCKEY

History

Ice Hockey, or hockey, is an exciting winter sport played on an ice rink. The modern game started in Montreal, on 3rd March, 1875. In the USA, the first hockey game was between Yale University and Johns Hopkins University in 1893. Today, the National Hockey League (NHL) is the largest organisation for the sport in the US and Canada, and hockey is the official winter sport of Canada.

The game

There are six players in each team. Players skate on the ice and try to score a goal by shooting the puck into the other team's goal. There are three twenty-minute periods. If there is a tie at the end, there can be an extra "sudden death" overtime period, or even a shootout. In a shootout, the players take turns trying to shoot the puck into the other team's goal.



Rules

There are referees and officials on and near the ice to make sure no one breaks the rules. When players break the rules, they go to the "penalty box" and sit there (for two, four or five minutes) until their penalty is over. Examples of offences are: moving the puck with your hands, raising your stick too high (high-sticking) or tripping another player.



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

1. Two universities played in the first hockey game in the USA.
2. You can score a goal by hitting the puck into the other team's goal.
3. A game is usually about an hour long.
4. All games end with a shootout.
5. High-sticking can send a player to the penalty box.

Pairwork activities

3a

Talk in pairs.

STUDENT A: Choose a person from the people in the picture, but don't tell Student B. Answer Student B's questions.

STUDENT B: Ask questions to find out who Student A has chosen, as in the example.



3b

Talk in pairs. Look at the picture below. Imagine that you and your partner are flatmates and you want to rearrange the furniture in the room. Discuss as in the example.



The coffee table is in front of the fireplace. Let's put it next to the...

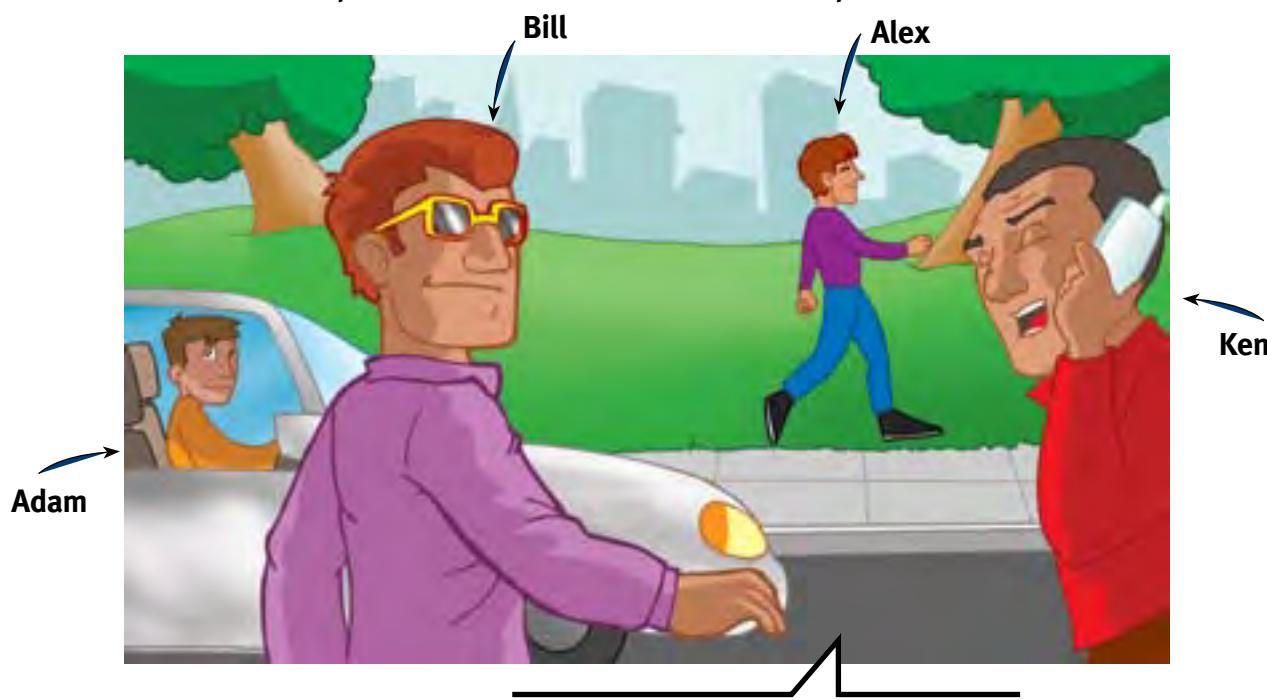
That's fantastic/horrible. Let's...

Pairwork activities

1b

STUDENT A

Ask and answer questions to find four differences in the picture.



Is Adam's car silver in your picture?

No, it isn't. It's black./His car is black.

1c

STUDENT A

You have interviewed Ameer Abdullah. Talk to Student B as in the example.

JOBSEARCH

NAME: *Ameer Abdullah*

AGE: *25*



What can you do?

use a computer

drive a car ride a motorbike

speak languages: French English Other Spanish

Work: part-time

full-time

Ameer Abdullah is 25 years old.

Can he...?

...Now, what about Khaled Hassan?

...

... is the best person for the job.

4b

STUDENT A

Imagine that you and Student B want to make the salad in the recipe book below. Ask Student B how much / how many of the ingredients you have.



Ingredients

- 2 tomatoes
- 1 carrot
- 1 onion
- 3 peppers
- cheese
- 5 mushrooms
- chicken

How much/many... do we have?

We have a few / lots of, etc.

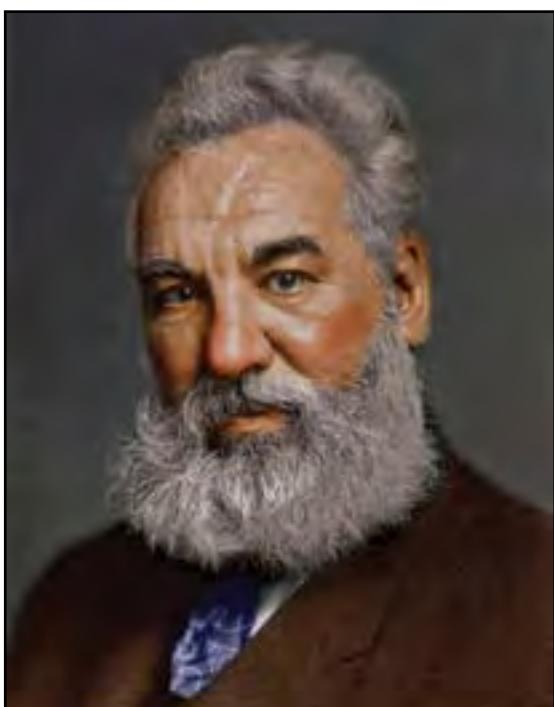
OK then. Let's buy... / We don't need any...



5d

STUDENT A

A. Look at the information about Alexander Graham Bell and answer Student B's questions.



Name: Alexander Graham Bell

Born (when, where): in _____, in the UK

Career: scientist, inventor

Famous for: _____

Awards: Volta prize (_____)

Number of children: 4

Died (when, where): in 1922, in _____

B. Ask Student B questions about Alexander Graham Bell and complete the missing information. Use the prompts given in the box.

- | | |
|----------------------|-----------------------|
| • When / born? | • When / get / award? |
| • What / famous for? | • Where / die? |

Pairwork activities

7a

STUDENT A

Imagine that you are in a clothes shop and you want to buy some clothes. Decide what items and colours you want. Student B is the shop assistant. Talk with him/her using some of the phrases in the box.

Do you have any...?

I'd like...

I'm looking for...

Can I try it/them on?

Do you have it/them in...?

It's/They're too...

It/They isn't/aren't... enough.

I think it/they fits/fit me very well.

I prefer the... one/ones.

How much is/are...?

How much does it / do they cost?



8d

STUDENT A

A. Read the information about Egypt and answer Student B's questions.

Egypt

Capital: Cairo
Population: about 82 million
Official language: Arabic
Longest river: Nile
Highest mountain: Gebel Katarina



B. Now ask Student B questions about Morocco to complete the fact file.

Morocco

Capital: _____
Population: _____
Official language: _____
Longest river: _____
Highest mountain: _____



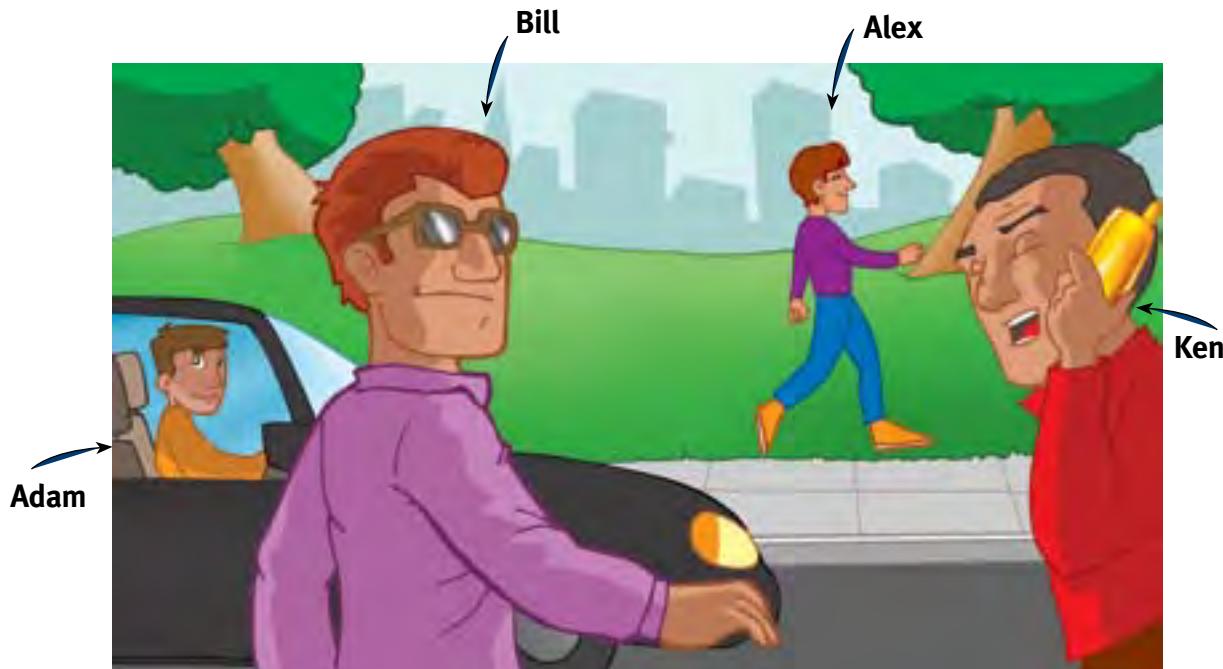
What is the capital city of Morocco?
It's... _____

1b

STUDENT B

Ask and answer questions to find four differences in the picture.

*Is Adam's car black in your picture?
No, it isn't. It's silver./His car is silver.*



1c

STUDENT B

You have interviewed Khaled Hassan. Talk to Student A as in the example.

JOBSEARCH

NAME: *Khaled Hassan*

AGE: 34



What can you do?

use a computer

drive a car ride a motorbike

speak languages: English Spanish Other French

Work: part-time

full-time

Khaled Hassan is 34 years old.

Can he...?

...Now, what about Ameer Abdullah?

...

... is the best person for the job.

Pairwork activities

4b

STUDENT B

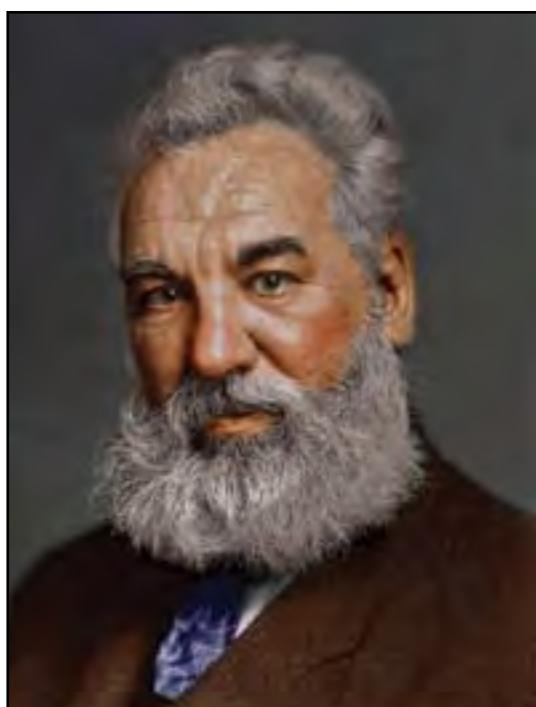
Imagine that you and Student A want to make a salad. Look at the picture and answer Student A's questions.



5d

STUDENT B

A. Ask Student A questions about Alexander Graham Bell and complete the missing information below. Use the prompts given in the box.



- Where / born?
- What / award / get?
- How many children / have?
- When / die?

Name: Alexander Graham Bell
Born (when, where): in 1847, in _____
Career: scientist, inventor
Famous for: inventing the telephone
Awards: _____ (1880)
Number of children: _____
Died (when, where): in _____, in Canada

STUDENT B

B. Look at the information about Alexander Graham Bell and answer Student A's questions.

7a

STUDENT B

Imagine that you are a shop assistant in a clothes shop and that you sell the items shown in the pictures. Student A is a customer. Talk with him/her using some of the phrases in the box.

Can/May I help you?

What size are you?

We have it/them only in...

I'm afraid we...

Would you like to try it/them on?

Does it /Do they fit you?

What do you think of...?

How about this/these... one/ones?

Here you are.

We have a...% discount.

Would you like to pay in cash or by credit card?



Price: SAR 80.00



Price: SAR 90.00



Price: SAR 20.00



Price: SAR 25.50



Price: SAR 70.00



Price: SAR 60.00

8d

STUDENT B

A. Ask Student A questions about Egypt to complete the fact file.

Egypt

Capital: _____

Population: _____

Official language: _____

Longest river: _____

Highest mountain: _____



What is the capital city of Egypt?

It's...

B. Now read the information about Morocco and answer Student A's questions.

Morocco

Capital: Rabat

Population: about 35 million

Official language: Arabic

Longest river: Draa

Highest mountain: Jebel Toubkal



Poems

MODULE 2

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



SUNDAY

Day

MONDAY

by

TUESDAY

day

WEDNESDAY

THURSDAY



Sunday/Saturday mornings off to work I go
Mondays, I do karate/homework, you know
On Tuesdays, I hang out with friends
And Wednesdays, I'm at the house/gym till ten

Thursday nights/mornings, I go out with friends
Then comes the best time, the weekend/evening!
On Fridays, I get up very early/late
Saturdays, I read the paper all day

Day by day, from Sunday to Saturday
Life's so great, and I always say
Day by day, at the weekend, on weekdays
Life's so great, in every way

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



MODULE 4

FEELING GOOD

know fruit good eating gym
fit people should healthy

There's something we all know
But few _____ really do
Not everyone wants to join a _____
For some of us that's a really bad dream
So, come on everyone let's go
Get in shape, it's _____ for you

Something else we _____ all do
Stop eating food that's harmful
And always eat _____ food
Like lots of _____ and vegetables!

The last thing we need to _____
Are different ways to work out
Is the gym nothing but a nightmare?
Why don't we get some fresh air?

Feeling good is what we need
That's why we have to keep _____
_____ well just like we should
Makes us feel really good!



MODULE 6

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



Do me a favour

Could you do me a favour?
Could you **help/need** me please?
When you go to the supermarket,
Could you get me some **meat/cheese**?

Could you do me a favour?
Could I **borrow/lend** your bike?
I only need it for a while and
I can **bring/greet** it to your house, if you like

help

Could you do me a favour?
Could you give me **a call/an award**?
I can't find my mobile
Why did I buy one so **fast/small**?

Could you do me a favour?
Could you **borrow/lend** me your car?
I'm a very **safe/young** driver
And I'm not going to go far

MODULE 8

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



Wonderful world

friend world Asia places sit trip

Do you ever _____ alone in your room
And wonder what there is to do?
Well, my friend, don't worry at all
The _____ is out there waiting just for you!
Africa! _____ ! Where do you wanna be?
Pyramids and temples
There are lots of things to see

Do you want to take an interesting _____
But don't know where to go?
Well, my _____, don't worry at all
I can tell you about all the _____ I know
Europe! America! Or even Down Under!
What else is left?
There's always Antarctica!

Grammar Reference

Hello

★ this/that

- We use **this** to point out a person, an animal or a thing that is close to us.
This is my pen.
- We use **that** to point out a person, an animal or a thing that is far from us.
That is a book.

★ Imperative

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

Module 1

★ The verb *be*

Affirmative		Negative	
FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
I am	I'm	I am not	I'm not
You are	You're	You are not	You aren't
He is	He's	He is not	He isn't
She is	She's	She is not	She isn't
It is	It's	It is not	It isn't
We are	We're	We are not	We aren't
You are	You're	You are not	You aren't
They are	They're	They are not	They aren't

Questions	Short answers	
Am I?	Yes, I am.	No, I'm not.
Are you?	Yes, you are.	No, you aren't.
Is he?	Yes, he is.	No, he isn't.
Is she?	Yes, she is.	No, she isn't.
Is it?	Yes, it is.	No, it isn't.
Are we?	Yes, we are.	No, we aren't.
Are you?	Yes, you are.	No, you aren't.
Are they?	Yes, they are.	No, they aren't.

I'm not a teacher. I'm a police officer.

- We use short forms when we speak and full forms when we write.

★ these/those

Singular	Plural
this	these
that	those

- We use **this/these** to point out people, animals or things that are close to us.
This is my pen. These are my pens.
- We use **that/those** to point out people, animals or things that are far from us.
That is a book. Those are books.

★ Plural nouns

- | Regular nouns |
|---|
| <ul style="list-style-type: none"> Most nouns take -s.
bag → bags,
pen → pens Nouns ending in -s, -ch, -sh, -x, -o take -es.
box → boxes,
watch → watches Nouns ending in a consonant + y, drop the -y and take -ies.
country → countries
BUT
boy → boys Nouns ending in -f or -fe take -ves.
wife → wives |

Irregular nouns	
man	→ men
woman	→ women
child	→ children
foot	→ feet
tooth	→ teeth

★ Possessive Adjectives

Personal Pronouns	Possessive Adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

- Possessive Adjectives go before nouns, without articles.
She is my friend. Her name is Emma.

★ Possessive Case

- We use the **possessive case** to express possession.

Formation	
Singular nouns take 's.	<i>This is the girl's bag.</i> <i>This is Tom's car.</i>
Regular plural nouns take '.	<i>That's my parents' house.</i>
Irregular plural nouns take 's.	<i>Here's the children's room.</i>

★ a/an

- We use **a** when the next word begins with a consonant sound (s, t, x...).
a book a student
- We use **an** when the next word begins with a vowel sound (a, e, i, o, u, etc.).
an architect an electrician

★ The verb *can*

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I can read	I cannot read	I can't read
You can read	You cannot read	You can't read
He can read	He cannot read	He can't read
She can read	She cannot read	She can't read
It can read	It cannot read	It can't read
We can read	We cannot read	We can't read
You can read	You cannot read	You can't read
They can read	They cannot read	They can't read

Questions	Short answers
Can I read?	Yes, I can.
Can you read?	Yes, you can.
Can he read?	Yes, he can.
Can she read?	Yes, she can.
Can it read?	Yes, it can.
Can we read?	Yes, we can.
Can you read?	Yes, you can.
Can they read?	Yes, they can.
No, I can't.	No, you can't.
No, he can't.	No, she can't.
No, it can't.	No, we can't.
No, you can't.	No, they can't.

Questions	Short answers
Do I work?	Yes, I do.
Do you work?	Yes, you do.
Does he work?	Yes, he does.
Does she work?	Yes, she does.
Does it work?	Yes, it does.
Do we work?	Yes, we do.
Do you work?	Yes, you do.
Do they work?	Yes, they do.
No, I don't.	No, you don't.
No, he doesn't.	No, she doesn't.
No, it doesn't.	No, we don't.
No, you don't.	No, they don't.

We use **can**:

- to express ability.
He can swim.
- to offer help.
Can I help you?
- to make a request.
Can I speak to Dan, please?

The verb **can** is a modal verb. It doesn't take an *-s* in the third person singular, it doesn't form the negative and question form with *do/does*, and it is always followed by the base form of the verb.

NOTE No *-s* in the 3rd person singular after **does/doesn't**.

Formation of the 3rd person singular (he/she/it)

• Most verbs take <i>-s</i> . <i>I eat → He eats</i>	<i>I like → He likes</i>
• Verbs ending in <i>-ss, -sh, -ch, -x, -o</i> take <i>-es</i> . <i>I watch → He watches</i>	<i>I go → He goes</i>
• Verbs ending in a consonant + <i>y</i> , drop the <i>-y</i> and take <i>-ies</i> . <i>I tidy → He tidies</i> BUT <i>I play → He plays</i>	

We use the **Present Simple**:

- for habits or actions that happen regularly.
I watch TV every day.
He goes to the park at the weekend.
- for situations that are always the same.
We live in Dubai.
I like ice cream.
- for daily schedules.
He starts work at 8:30 every day.

Prepositions of time

- **at:** *at six o'clock/at two thirty*
at noon/at night/at midnight
at the weekend/at the weekends
- **in:** *in the morning/afternoon/evening*
in my free time
- **on:** *on Friday, etc.*
on Friday morning,
on weekdays, etc.

NOTE

- **till/until**
We usually work till 5pm.
- **during**
I never go out during the week.
- **from...to...**
Jack works from Saturday to Tuesday.

Module 2

Present Simple

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I work	I do not work	I don't work
You work	You do not work	You don't work
He works	He does not work	He doesn't work
She works	She does not work	She doesn't work
It works	It does not work	It doesn't work
We work	We do not work	We don't work
You work	You do not work	You don't work
They work	They do not work	They don't work

Present Simple (Yes/No questions, Wh-questions)

- Questions which start with **Do/Does** have a Yes/No answer.
A: *Do you like ice cream?*
B: *Yes, I do. / No, I don't.*
- We use **Who, What, Where, When, etc.** to ask questions and request information.
A: *When do you go to the mall?*
B: *On Thursdays.*

★ like / love / enjoy / hate / can't stand + -ing would like / want + to

like / love / enjoy / hate / can't stand + -ing
I enjoy hanging out with friends.
Pablo can't stand going to museums.

like / love / enjoy / hate / can't stand + noun
I like watches. Tom hates gadgets.

would like / want + to
I'd like to go to the park.
Beth wants to stay at home.

NOTE

We use **like** + -ing to:

- say what we like in general:
I like going to the mall.
Do you like tennis?

We use **would like** to:

- to say what we want to do and to make offers, invitations and requests.
I'd like to go to the park.
Would you like to play tennis with me this afternoon?

★ Adverbs of frequency

*	**	***	****	*****
never	rarely	sometimes	often	usually

always

We use **adverbs of frequency** to talk about how often we do something. We place them:

- **before** the main verb.
John often plays football on 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.*

Module 3

★ Present Progressive

Affirmative	
FULL FORMS	SHORT FORMS
I am playing	I'm playing
You are playing	You're playing
He is playing	He's playing
She is playing	She's playing
It is playing	It's playing
We are playing	We're playing
You are playing	You're playing
They are playing	They're playing

Negative	
FULL FORMS	SHORT FORMS
I am not playing	I'm not playing
You are not playing	You aren't playing
He is not playing	He isn't playing
She is not playing	She isn't playing
It is not playing	It isn't playing
We are not playing	We aren't playing
You are not playing	You aren't playing
They are not playing	They aren't playing

Questions	Short answers
Am I playing?	Yes, I am.
Are you playing?	Yes, you are.
Is he playing?	Yes, he is.
Is she playing?	Yes, she is.
Is it playing?	Yes, it is.
Are we playing?	Yes, we are.
Are you playing?	Yes, you are.
Are they playing?	Yes, they are.

- We use the **Present Progressive** for actions that are happening at the moment of speaking.
What is Kelly doing now? She's talking on the phone.
- for temporary states.
I'm working at a supermarket these days.
- for future arrangements.
We're going on holiday to France next year.

★ Formation of -ing

Most verbs take -ing. <i>talk → talking</i>
Verbs ending in -e, drop the -e before the -ing. <i>come → coming</i>
Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ing. <i>stop → stopping</i>
Verbs with two or more syllables ending in one stressed vowel + one consonant, double the consonant before the -ing. <i>begin → beginning BUT answer → answering</i>
Verbs ending in one vowel + -l, double the -l before the -ing. <i>travel → travelling BUT sail → sailing</i>
Verbs ending in -ie take -ying. <i>die → dying</i>

TIME EXPRESSIONS

now, at the moment
 today, these days
 tomorrow, next week, etc.

★ Whose...?

- We use **whose** to ask about possession.
 A: *Whose book is this?*
 B: *It's my book.*

★ Possessive Adjectives - Possessive Pronouns

Possessive Adjectives	Possessive Pronouns
my	mine
your	yours
his	his
her	hers
its	-
our	ours
your	yours
their	theirs

- **Possessive adjectives** always go before nouns and do not take articles before them.
Her hat is green.
- **Possessive pronouns** replace *possessive adjectives + noun*, so they are never followed by nouns. They can be used as short answers to questions starting with *whose*.
Your bag is brown, but mine is black.
That cat is hers.
Whose is this ball? It's his.

★ There is / There are

	Affirmative		Negative	
	FULL FORMS	SHORT FORMS	FULL FORMS	SHORT FORMS
Singular	There is	There's	There is not	There isn't
Plural	There are	✗	There are not	There aren't
Questions		Short answers		
Singular	Is there...?	Yes, there is.	No, there isn't.	
Plural	Are there...?	Yes, there are.	No, there aren't.	

- We use **there is** before singular nouns.
There's a bedroom downstairs.
- We use **there are** before plural nouns.
Are there two armchairs in the room?

★ Articles: *a(n)* vs *the*

a/an + singular nouns

- when we mention something for the first time
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.

★ Present Simple vs Present Progressive

- We use the **Present Simple** for habits, repeated actions and permanent states.
Tom plays table tennis every day.
- We use the **Present Progressive** for actions happening at the moment of speaking, for temporary states and for future arrangements.
Tom is playing table tennis now.

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.

★ Why? / Because...

- We use **why** to ask the reason why something happens.
 - We use **because** to give the reason why something happens.
- A: *Why did you open the window?*
B: *Because it's hot in here.*

Module 4

★ Countable and Uncountable nouns

- **Countable nouns** have both a singular and a plural form and we can count them. We use *a/an* and numbers before countable nouns.
a table - two tables
- **Uncountable nouns** only have a singular form and we cannot count them.
cheese - meat - milk
- We don't use *a/an* or numbers before uncountable nouns but we often use *some* and *any*.
A: *Is there any milk?*
B: *No, but there's some yoghurt.*

	Singular	Plural
Countable nouns	a carrot	carrots
Uncountable nouns	milk	✗

★ some/any/no

- **some + uncountable / plural countable nouns** in affirmative sentences and offers.
There is some orange juice in the fridge.
Would you like some chips?
- **any + uncountable / plural countable nouns** in questions and negative sentences.
Is there any orange juice in the fridge?
There aren't any chips on the table.
- **no (= not any) + uncountable / plural countable nouns** in affirmative sentences to give a negative meaning.
There is no cheese in the fridge. = There isn't any cheese in the fridge.

★ How much...? / How many...?

- We use **How much...?** with uncountable nouns to ask about the quantity of something.
How much water is in the bottle?
- We use **How many...?** with plural countable nouns to ask about the number of something.
How many students are there in the classroom?

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

- We use **much** with uncountable nouns, in questions and in negative sentences.
We don't have much money.
- We use **many** with plural countable nouns, usually in questions and in negative sentences.
There aren't many books in the bookcase.
- We use **a lot of/lots of** with uncountable and plural countable nouns, usually in affirmative sentences.
There is a lot of coffee in my cup.
There are lots of apples in the fridge.
- We use **a little** with uncountable nouns, in affirmative sentences.
There is a little cheese on the table.
- We use **a few** with plural countable nouns, in affirmative sentences.
There are a few magazines on the table.

★ Object Personal Pronouns

Personal	Pronouns
subject	object
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

- Subject personal pronouns** are used as subjects and go before the verb.
Look at that cat. It's huge.
- Object personal pronouns** are used after verbs as objects or after prepositions.
Look at him! He's my brother.

★ The verb **should**

Affirmative

I / You / He / She / It / We / You / They should go

Negative

I / You / He / She / It / We / You / They shouldn't go

Questions

Should I / you / he / she / it / we / you / they go?

We use **should**:

- to ask for and give advice.
What should I do? You shouldn't work so hard.
- to express an opinion.
I think the children should eat more fruit.
- to make a suggestion.
We should go to the mall. There's a nice café there.

Module 5

★ Past Simple of regular verbs

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I played	I did not play	I didn't play
You played	You did not play	You didn't play
He played	He did not play	He didn't play
She played	She did not play	She didn't play
It played	It did not play	It didn't play
We played	We did not play	We didn't play
You played	You did not play	You didn't play
They played	They did not play	They didn't play

Questions	Short answers	
Did I play?	Yes, I did.	No, I didn't.
Did you play?	Yes, you did.	No, you didn't.
Did he play?	Yes, he did.	No, he didn't.
Did she play?	Yes, she did.	No, she didn't.
Did it play?	Yes, it did.	No, it didn't.
Did we play?	Yes, we did.	No, we didn't.
Did you play?	Yes, you did.	No, you didn't.
Did they play?	Yes, they did.	No, they didn't.

Formation of the Past Simple of regular verbs

Most verbs take -ed.	start → started
Verbs ending in -e, take -d.	care → cared
Verbs ending in a consonant + -y, drop the -y and take -ied.	try → tried BUT play → played
Verbs with one syllable ending in one vowel + one consonant, double the consonant before the -ed.	stop → stopped
Verbs with two or more syllables ending in a stressed vowel + one consonant, double the consonant before the -ed.	prefer → preferred BUT answer → answered
Verbs ending in one vowel + -l, double the -l before the -ed.	travel → travelled BUT sail → sailed

★ Past Simple of irregular verbs

- Irregular verbs don't take -ed in the Past Simple.

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

NOTE Look at the list of irregular verbs on page 137.

We use the **Past Simple** for:

- actions that started and were completed at a specific time in the past.
We bought our house five years ago.
- habitual or repeated actions in the past.
I always went to bed early when I lived with my parents.
- completed actions that happened one after the other in the past.
Yesterday I got up at 8am, had breakfast and left for school.

TIME EXPRESSIONS

yesterday / yesterday morning, etc.
in + years / centuries
last night / week / month / year
last Wednesday / Friday, etc.
last summer / winter, etc.
two days / a week / three months ago

★ Past Simple (Yes/No questions, Wh-questions)

- Questions which start with **Did** have a Yes/No answer.
A: Did you go to Ken's house last night?
B: Yes, I did. / No, I didn't.
- We use **Who, What, Where, When, etc.** to ask questions and request information.
A: What did you do last night?
B: I stayed at home.

★ Past Simple of **be**

Affirmative	Negative	
	FULL FORMS	SHORT FORMS
I was	I was not	I wasn't
You were	You were not	You weren't
He was	He was not	He wasn't
She was	She was not	She wasn't
It was	It was not	It wasn't
We were	We were not	We weren't
You were	You were not	You weren't
They were	They were not	They weren't

Questions	Short answers	
Was I?	Yes, I was.	No, I wasn't.
Were you?	Yes, you were.	No, you weren't.
Was he?	Yes, he was.	No, he wasn't.
Was she?	Yes, she was.	No, she wasn't.
Was it?	Yes, it was.	No, it wasn't.
Were we?	Yes, we were.	No, we weren't.
Were you?	Yes, you were.	No, you weren't.
Were they?	Yes, they were.	No, they weren't.

★ There was / There were

Affirmative	Negative	Questions	Short Answers
There was	There wasn't	Was there?	Yes, there was. No, there wasn't.
There were	There weren't	Were there?	Yes, there were. No, there weren't.

★ The verb **could**

Affirmative	Negative	Questions
I He/She/It could drive. We/You/They	I He/She/It could not drive. We/You/They	I Could he/she/it drive? we/you/they

Short answers
Yes, he/she/it could. we/you/they

- We use **could** to talk about ability in the past.
My brother could play tennis when he was seven.

★ Adjectives

- We use adjectives **before nouns** and **after the verb be**.
That's a beautiful jacket. That jacket is beautiful.
- Adjectives are the same in singular and in plural.
I have a trendy shirt. I have trendy shirts.

★ Adverbs of manner

- Adverbs of manner describe how something happens.

We form most adverbs of manner by adding -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 -ly .	terrible → terribly
Irregular adverbs	good → well fast → fast hard → hard late → late early → early

Module 6

★ Future going to

Affirmative	
FULL FORMS	SHORT FORMS
I am going to work	I'm going to work
You are going to work	You're going to work
He is going to work	He's going to work
She is going to work	She's going to work
It is going to work	It's going to work
We are going to work	We're going to work
You are going to work	You're going to work
They are going to work	They're going to work

Negative	
FULL FORMS	SHORT FORMS
I am not going to work	I'm not going to work
You are not going to work	You aren't going to work
He is not going to work	He isn't going to work
She is not going to work	She isn't going to work
It is not going to work	It isn't going to work
We are not going to work	We aren't going to work
You are not going to work	You aren't going to work
They are not going to work	They aren't going to work

Questions	Short answers
Am I going to work?	Yes, I am.
Are you going to work?	Yes, you are.
Is he going to work?	Yes, he is.
Is she going to work?	Yes, she is.
Is it going to work?	Yes, it is.
Are we going to work?	Yes, we are.
Are you going to work?	Yes, you are.
Are they going to work?	Yes, they are.

We use the **Future going to** to express future plans.
Ben is going to buy a car next week.

TIME EXPRESSIONS	NOTE
tomorrow, tonight next week/month/Monday, etc. soon in an hour/a year, etc.	It isn't necessary to say or write to go with the Future <i>going to</i> . <i>Ted's going (to go) jogging next weekend.</i>

★ Which?

- We use **which** when we want to select one from a group of things or people.
- A:** *Which colour do you like for the kitchen?*
B: *I like yellow.*

★ can / could / may / will / would for requests

The verbs can, could, may, will, would :
• are followed by the base form of the verb.
• are the same in all persons in the singular and plural.
• do not form the question and negative forms with <i>do</i> .

- To make polite requests and ask for a favour we use:
Can I/you...?, Could I/you...?, May I...?, Will you...?, Would you...?
Could and would are more polite than will and can.
May I open the window?
Can / Will / Would you help me with the exercise?
Could/ Would you please get me a glass of water?

★ The verb **have to** (affirmative)

Affirmative	
I/We/You/They	have to study.
He/She/It	has to study.

- We use **have to** to express obligation in the present and in the future.
Molly has to do the washing-up today.

★ Compounds of **some, any, no and every**

	some	any	no	every
People	someone somebody	anyone anybody	no one nobody	everyone everybody
Things	something	anything	nothing	everything
Places	somewhere	anywhere	nowhere	everywhere

- These compounds always go with singular verbs.
Someone is behind the door.

- We use the compounds of **some, no and every** in affirmative sentences.

Everybody here works very hard.

- We use the compounds of **any** in questions and negative sentences.

I can't find my glasses anywhere.

★ Let's... / How about...? / Why don't we/you...?

To make suggestions we use:

- let's + the base form of the verb.**

Let's go 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 7

★ one / ones

- We use **one** when we don't want to repeat a singular countable noun.

Which coat is yours? The black one.

- We use **ones** when we don't want to repeat a plural countable noun.

Which shoes do you like? The brown ones.

★ too / enough

- We use **too** before adjectives and adverbs. **Too** has a negative meaning and it means "more than necessary".

This coffee is too hot. I can't drink it.

- We use **enough** after adjectives and adverbs, but before nouns. **Enough** has a positive meaning.

The weather is warm enough for a picnic.

There's enough food in the fridge.

★ Comparative and Superlative forms

- We use the **comparative** of adjectives when we compare two people, animals or things.

- We use the **superlative** of adjectives when we compare one person, animal or thing with several of the same kind.

FORMATION	
Comparative:	adjective + -er } + than more + adjective
	<i>John is older than Peter.</i>
Superlative:	the+ adjective + -est } + of / in most + adjective
	<i>My watch is more expensive than yours.</i>
	<i>John is the oldest boy in his class.</i>
	<i>This watch is the most expensive of all.</i>

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

Module 8

★ Present Perfect Simple

Affirmative

FULL FORMS	SHORT FORMS
I have played	I've played
You have played	You've played
He has played	He's played
She has played	She's played
It has played	It's played
We have played	We've played
You have played	You've played
They have played	They've played

Negative

FULL FORMS	SHORT FORMS
I have not played	I haven't played
You have not played	You haven't played
He has not played	He hasn't played
She has not played	She hasn't played
It has not played	It hasn't played
We have not played	We haven't played
You have not played	You haven't played
They have not played	They haven't played

Questions

Short answers

Have I played?	Yes, I have.	No, I haven't.
Have you played?	Yes, you have.	No, you haven't.
Has he played?	Yes, he has.	No, he hasn't.
Has she played?	Yes, she has.	No, she hasn't.
Has it played?	Yes, it has.	No, it hasn't.
Have we played?	Yes, we have.	No, we haven't.
Have you played?	Yes, you have.	No, you haven't.
Have they played?	Yes, they have.	No, they haven't.

- We form the **Present Perfect Simple** with *have/has* and the past participle of the verb. The past participle of regular verbs is the same as the Past Simple (verb + **-ed**).

- For a list of irregular verbs go to page 137.

We use the **Present Perfect Simple**:

- for actions which happened in the past, but we don't mention when exactly.

I've visited the National History Museum, so I don't want to go there again.

- for actions that happened in the past and their results are obvious in the present.

Look! Jerry has broken his leg!

Time Expressions

always, ever, never, before, once, twice, etc.

★ Present Perfect Simple vs Past Simple

We use the Present Perfect Simple:

- for actions that happened in the past, but we don't say when exactly.

I have visited Rome.

- with the time expressions: ever, never, before, always, once, twice, etc.

We use the Past Simple:

- for actions that happened at a definite time in the past. We say when.

I visited Rome last year.

- with the time expressions: yesterday, in 1995, ago, last week/month, etc.

• **have/has gone** means that someone has gone somewhere and is still there.

Bill has gone to the supermarket.

(He's still there).

• **have/has been** means that someone has visited a place but has come back.

Bill has been to Barcelona. *(Now he's back).*

★ Reported Speech (Commands-Requests)

- When we repeat the exact words that someone said, we usually use the verb **say** and put the words in quotation marks. This is called Direct Speech.

Martin said, "Call Mr Roberts at the office."

- We use Reported Speech when we report the meaning of what somebody said, but not with the exact words.

Martin told me to call Mr Roberts at the office.

- We usually use **tell** when we report commands and **ask** when we report requests.

Direct Speech

Affirmative	"Give me a lift to the station," said Joe.
-------------	--

Reported Speech

ask or tell + to + base form of the verb
Joe asked me to give him a lift to the station.

Negative	"Don't use the computer," said Harry.
----------	---------------------------------------

ask or tell + not to + base form of the verb
Harry told me not to use the computer.

Learning Tips

In class

How to learn better in class

- Look at the board and take notes.
- Listen carefully to your teacher and the CD.
- Ask your teacher when you don't understand.
- Speak in English as much as possible.
- Take part in pairwork and group work activities.

Outside the class

How to learn better outside the class

- Read the dialogues and texts from your book and listen to your CD.
- Read the dialogues and texts aloud and sometimes record yourself.
- Study the vocabulary and grammar and then do your homework.
- Read selected texts from magazines and newspapers in English.

Vocabulary

How to learn vocabulary better

- Write down new words in a notebook. Together with the English word:
 - write the translation in your language,
 - write an example sentence,
 - draw or stick a picture.
- Put words in groups or use diagrams.
- Learn whole phrases (eg. verb+noun) not just isolated words.
- Learn new words in context (in sentences describing situations). This way, it is easier to remember them.
- When you learn new words, you must remember if they are verbs, nouns, adjectives, etc.
- Refer to the Word List.
- Practise the spelling and pronunciation of new words.
- Look up unknown words in a dictionary.
- Regularly revise words you have learnt.
- Try to use words you have recently learnt when you speak or write.

Grammar

How to learn grammar better

- Refer to the Grammar Reference.
- Use grammar tables.
- Have a grammar notebook.
In it write:
 - tips and/or rules in your language,
 - example sentences,
 - important grammatical points
e.g. irregular verbs.
- Make a note of grammatical errors that you often make.

Speak

How to do better when doing speaking tasks

- Before you speak, make sure you understand the task and how you should use the prompts.
- Look at the example and use the prompts given.
- Use the language you have learnt.
- Don't be afraid to make mistakes when you speak.
- Speak only in English.

Read

How to do better when doing reading tasks

- Before you read, try to predict what the text is about with the help of the pictures.
- Look for key words in the text to understand the main ideas.
- Try to guess the meaning of unknown words.
- Read the text quickly to understand the main idea.
- Read the text carefully to understand specific details.
- Decide in which part of the text you can find the information you need.
- Use a dictionary to find out what unknown words in the text mean.
- Make sure you understand who or what the pronouns (he, it, this, them, etc.) refer to in the text.

Listen

How to do better when doing listening tasks

- Before you listen, look at the pictures and read the questions.
- Before you listen, try to predict what the speakers are going to talk about.
- Before you listen, try to predict what kind of information is missing.
- While listening, try to understand the general idea, not every single word.
- While listening, don't assume that an answer is correct just because the speakers mention a word that is in the activity. Listen carefully before you answer.

Write

How to do better when doing writing tasks

- Make sure you understand what you are asked to write.
- Plan your writing and make notes before you write.
- Do not write very short sentences. Join your ideas with *and*, *but*, *or* and *because*.
- When you write to a friend, start and finish your letter/e-mail in an appropriate way. Remember to use set phrases.
- When you narrate events, write the events in chronological order. Use adverbs like *suddenly*, *luckily*, *unfortunately* to make your writing more interesting.
- Write your first draft and correct it. Then write your final draft.
- Write neatly.
- After you finish, check your writing. Check punctuation and capital letters, word order, spelling, linking words, grammar and vocabulary.

Irregular verbs

Base form	Past Simple	Past Participle	Base form	Past Simple	Past Participle
be	was/were	been	learn	learnt / learned	learnt / learned
become	became	become	leave	left	left
begin	began	begun	lend	lent	lent
blow	blew	blown	let	let	let
break	broke	broken	lose	lost	lost
bring	brought	brought	make	made	made
build	built	built	mean	meant	meant
buy	bought	bought	meet	met	met
catch	caught	caught	pay	paid	paid
choose	chose	chosen	put	put	put
come	came	come	read	read	read
cost	cost	cost	ride	rode	ridden
do	did	done	ring	rang	rung
draw	drew	drawn	run	ran	run
drink	drank	drunk	say	said	said
drive	drove	driven	see	saw	seen
eat	ate	eaten	sell	sold	sold
fall	fell	fallen	send	sent	sent
feed	fed	fed	show	Showed	shown
feel	felt	felt	sit	sat	sat
fight	fought	fought	sleep	slept	slept
find	found	found	speak	spoke	spoken
fly	flew	flown	spend	spent	spent
forget	forgot	forgotten	stand	stood	stood
get	got	got	steal	stole	stolen
give	gave	given	swim	swam	swum
go	went	gone	take	took	taken
grow	grew	grown	teach	taught	taught
hang	hung	hung	tell	told	told
have	had	had	think	thought	thought
hear	heard	heard	throw	threw	thrown
hide	hid	hidden	understand	understood	understood
hit	hit	hit	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

British and American English

spelling

British English	American English
cancelled	canceled
centre	center
colour	color
doughnut	donut (also doughnut)
favour	favor
favourite	favorite
grey	gray
lasagne	lasagna
metre	meter
neighbour	neighbor
offence	offense
organise	organize
organisation	organization
programme	program
pyjamas	pajamas
recognise	recognize
stomach ache	stomachache
tyre	tire
traveller	traveler
yoghurt, yogurt	yogurt

grammar and usage

British English	American English
I have backache	I have a backache
I have toothache	I have a toothache
at the weekend	on the weekend
in hospital	in the hospital
in the team	on the team
4 January	January 4
4th January	January 4th
It's ten past six.	It's ten after six.
Turn right into Bell Street.	Turn right onto Bell Street.

words and phrases

British English	American English
angry	mad
athletics	track and field
aubergine	eggplant
autumn	fall
bath	bathtub
bedside table	nightstand
bellboy	bellhop
bin	garbage can
biscuit	cookie
brackets	parentheses
café	coffee shop
car park	parking lot, parking garage
chemist's	drugstore
chips	french fries, fries
city centre	downtown, downtown area
clever	smart, intelligent
come round	come over
cooker	stove, oven
crisps	potato chips
CV	résumé
do the washing	do the laundry
do the washing-up	do the dishes
exclamation mark	exclamation point
fair (hair)	blonde (hair)
flat	apartment
flatmate	roommate
flick	flip
football	soccer
free time, spare time	spare time
fridge	refrigerator
full stop	period
garden	yard
ground floor	first floor
handbag	purse
have a shower	take a shower
holiday	vacation
horse riding	horseback riding
h Hoover (verb)	vacuum
I have a temperature	I have a fever
ill	sick
jumper	sweater
lift	elevator
Live life to the full	Live life to the fullest
Maths	Math
match	game
mobile phone	cell phone
motorbike	motorcycle
mum / mummy	mom / mommy
opposite	across from
painkiller	pain reliever
PE	Gym
penknife	pocketknife
petrol	gas
primary school	elementary school, grade school
rubbish	garbage, trash
shop	store
shop assistant	salesperson
soft drink	soda, pop
starters	appetizers
stay fit	stay in shape
surname	last name
tick (✓)	check (✓)
tidy my room	clean my room
torch	flashlight
trainers	sneakers
trousers	pants
underground	subway
use the underground	ride the subway
wardrobe	closet

Word list

Hello

but
here
student
surname
teacher
there

Numbers 0-100

Countries-Nationalities

Australia - Australian
Bahrain - Bahraini
Brazil - Brazilian
Canada - Canadian
China - Chinese
Egypt - Egyptian
France - French
Hungary - Hungarian
Ireland - Irish
Italy - Italian
Mexico - Mexican
Morocco - Moroccan
New Zealand - New Zealander
Saudi Arabia - Saudi Arabian
South Africa - South African
Spain - Spanish
Turkey - Turkish
UK - British
USA - American

Classroom objects

backpack
book
chair
desk
dictionary
folder
laptop
notebook
pen
pencil

Classroom language

Any questions?
Be quiet, please
Can I go out?
Can you repeat that?
Can you speak more slowly?
Close your books
How do you say... in English?
I don't know
I don't understand
Listen to the CD
Look at the board
Open your books
Read the text
Speak in English
That's right
Turn to page...
What does this word mean?
What's the answer to question...?
Write sentences

Greetings and saying goodbye

And you?
Bye
Good afternoon
Good evening
Good morning
Good night
Goodbye
Great!
Have a nice day

Have a nice weekend

Hello
Hi
How are you?
How's everything?
I'm fine
I'm OK
I'm very well
Not bad
Not much
See you
See you later
See you tomorrow
So-so
Take care
Thank you
Thanks
What's up?

Phrases

How old are you? I'm... (years old).
I live in...
What's your name? I'm.../My name's...
What's your number?
Where are you from? I'm from...

Titles

Mr
Mrs
Miss
Ms

1a
coach
college
first name
love
neighbour
need
new
player
practice
street
surname
team

Phrases

How do you spell?
I live at + address
Nice to meet you (too)
Pleasure to meet you
Really?
What's your address?
Who...?

1b

a pair of
about
bag
car
child - children
dark
expensive
favourite
gadget
have
high heels
light
like
man - men
mobile phone
per cent (%)

really
shopping
some
sunglasses
thing
up to date
very
watch (n)
woman - women

Words/phrases related to time

am
at/past/to
early
half
half an hour
late
midnight
minute
noon
now
o'clock
pm
quarter
till
tonight
What's the time?

Phrases

Come on
Excuse me
I can't wait
Is... OK with you?
Let's...
Meet you there
OK, then
Sounds good
Stop talking
What about...?

1c

basketball
be good at
brilliant
football
interesting
lifeguard
professor
single
spend time
sports centre
sports freak
swimming
together
unemployed
university
work (n)

Personality adjectives

active
funny
hard-working
lazy
outgoing
polite
rude
serious
shy

Phrases

What is... like?
2a
chat
during
every day

finish
from...to...
help (out)
in the morning/
afternoon/evening
mind
or
other
people
say
start
until
walk
weekday
when

Everyday activities

clean the windows
cook
do homework
do housework
do the washing-up
get up
have breakfast/lunch/
dinner
hoover
mop the floor
study

Days of the week

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

2b

boss
cafeteria
different
door
find
floor
hospital
hotel
just
newspaper
office
so
upstairs

Jobs

bellboy
chef
doctor
editor
graphic designer
nurse
receptionist
reporter

Phrases

I'm only joking
Let me show you
Over there
When...?

2c

actually
again
amazing
café

can't stand
check
fantastic
full of
inside
invite
jog
meet
next
nice
paint (v)
place
run
stop
tree
try on (clothes)

Free-time activities

go shopping at the mall
hang out with friends
read a magazine/
newspaper
take up a sport
talk on the phone
watch TV

Phrases

Come on
for a while
Good idea!
I'd like to
I'd love to
I'm out of breath!
In a bit
Right?
Sure
What do you think of...?

2d

a lot of
eyes
get
health
life
more
restaurant
TV programme
visit (n)
wake up
way

Adverbs of frequency

always
usually
often
sometimes
rarely
never

Words/phrases related to technology

check e-mails
download information
play video games
screen
send SMS messages
surf the Net

Phrases

all the time
How often? Once / Twice /
... times a day / week...

2e

adult
anyway
become
champion
dream (n)
eat
famous
food
future
hard
healthy
hope
interview (v)
little
my own
neighbourhood
recognise
teach
train (v)
year

Phrases related to the gym

do kickboxing
lift weights
run on a treadmill
take karate lessons
use machines

Phrases

Well,...

3a

at the moment
dress
get married
have a day off
lovely
month
news
wedding

Family

aunt
cousin
daughter
grandchildren
granddaughter
grandparents
grandson
husband
kids
mother-in-law
nephew
niece
sister-in-law
son
uncle
wife

Phrases

Congratulations!
Guess what!
Long time no see

3b

after all
bedroom
curtains
decide
drawer
fireplace
living room
move

problem
put
rearrange
special
study (n)
wall

Furniture

armchair
bed
bedside table
bookcase
clock
coffee table
lamp
mirror
painting
rug
sofa
wardrobe

Prepositions of place

above
behind
between
in
in front of
next to
on
opposite
under

Phrases

How's that?
It looks...
So what?
We need a change
Whose...?

3c

any more
area
around
bus
city centre
convenient
entrance
especially
ground
in fact
many
popular
tourist
town
visit
world

Places in a city

bank
bookshop
car park
library
museum
post office
shopping centre/mall
stadium
underground station

3d

at this time of year
beautiful
because
depressed

documentary
exactly
give sb a lift
lake
outside
quite
the news
today
umbrella
Seasons
spring
summer
autumn
winter

Words related to the weather

chilly
cloudy
cold
degrees
foggy
heatwave
hot
rain
snow
sunny
temperature
warm
windy

Phrases

Any good?
Don't worry
I mean...
I'm a bit down
No problem
That's all
That's kind of you
That's true
What's wrong (with you)?
Why...?

3e

answer (v)
ask
balcony
bath
bathroom
both
building
bus driver
ceiling
cupboard
downstairs
even
garage
garden
happy
kitchen
large
leather
shower
stairs
suburbs
tell
view

Appliances

air conditioner
dishwasher
fridge

microwave
washing machine
Phrases for letters/e-mails
Best wishes
Bye for now
Dear...
How's life?
Say hello to everyone
Write back soon
Yours

4a

add
dish
drink
medium
menu
slice
take
vegetarian

Containers

a bottle of...
a bowl of...
a can of...
a cup of...
a glass of...

Food and drink

apple pie
cheese
chicken
chips
club sandwich
coke
fish
lasagne
meat
milk
mushroom
onion
orange juice
pasta
pepper
rice
salad
salt
soup
steak
tea
tomato
water

Food courses

starters
main course
dessert

Phrases

Anything else?
Are you ready to order?
Here you are
I think so
I'm afraid...
Is that all?
Maybe later
One more thing
There you go
What does that come with?
Would you like...?

4b

cancer
colourful
each
easy
heart
important
include
keep
meal
memory
plate
protect (against)
try
type of
vitamin

Fruit

apple
apricot
banana
blueberries
cherry
dates
grapes
lemon
orange
peach
plums
strawberry
watermelon

Vegetables

aubergine
carrot
lettuce
peas
peppers
potato
spinach

4c

activity
another
believe
build
change (v)
culture
event
excited about
experience (v)
get involved
member
organisation
organise
orphan
poor
raise money
sell
volunteer (n)

Phrases

Any ideas?
Wish me luck

4d

allergic
as well
cream
do tests
exercise
feel

give
harmful
hurt
medicine
painkiller
relax
sleep
stress

Parts of the body

arm
back
head
stomach
tooth

Ailments

allergy
backache
dizzy
headache
ill
rash
sore throat
stomach ache
temperature
the flu
toothache

Phrases

What seems to be the problem?

4e

after a while
at all
be/get bored of
before
boring
common
interested
letter
make sure
nowadays
receive
sit
stand
strong
trendy

Phrases related to fitness

be/keep fit
do aerobics
go jogging
join the gym
work out

5a

a couple of
ago
all over
explain
face
fly
get scared
get tired
go out (lights)
last week, etc.
laugh
leave
lift (n)
luckily
side
suddenly
teenager

terrible
unfortunately
yesterday

Phrases
How embarrassing!

5b

capital (city)
completely
exactly
fail an exam/a test
find sth difficult
forget
get a degree
have a great time
pass an exam/a test
remember
reunion
take a course

Academic subjects

Arabic
Biology
Business and Management
Chemistry
Geography
History
Information Technology (IT)
Islamic Studies
Maths
Modern Languages
Physical Education (PE)
Physics

Phrases
You missed out

5c

adventure
be afraid of heights
be stuck
dangerous
experience (n)
happen
imagine
island
jump
loud
noise
panic (v)
ski lift
terrified
tropical

Holiday activities

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

Phrases
Calm down
I suppose so
What's the matter?

5d

at the age of
attend
award
be born

blind
century
connection
continent
develop
due to
entire
fast
fever
get over
grammar
invent
lecture
map
natural
nature
part
poetry
shape
smallpox
still
style
suffer from
travel
young

Professions
artist
philosopher
poet
scientist
writer

5e

bump
dress in
enter
fall (down)
hear
huge
in no time
lose my memory
mate
pick up the phone
point
ring (v)
safe
security guard
shocked
shout
trap
voice
wave (v)
wonder (v)

Words related to crime

burglar
burglary
catch
get away
grab
gun
hide
hit
kill
police
steal

Phrases
All I could say was...
Look out!

6a
ceremony
contest

definitely
effort
honour (v)
indoor
miss
outdoor
poster
present
prize
speech
take part in
take place
vs
win
winner

Months

January
February
March
April
May
June
July
August
September
October
November
December

Ordinals

first
second
third, etc.

Phrases
Are you kidding?
I'm in
Me too

6b

almost
appointment
arrange
arrive
book (v)
borrow
cancel
company
dentist
dirty
do sb a favour
dry-cleaner's
far
fully booked
give sb a call
lend
make a phone call
meeting
own (v)
pick up sb from a place
suit
without

Phrases
Certainly
How may I help you?

6c
agree
be against
be into
die
farm
jacket

leaflet
round the corner
save
science
wear

Animals

bear
camel
chicken
cow
duck
elephant
goat
monkey
rabbit
shark
sheep
tiger

Phrases

Are you free?
Not really
That's a shame
What's going on?

6d

annual
celebrate
celebration
championship
charity
distribute
distribution
divide
exchange
excitement
expression
festival
generosity
joy
last (v)
loser
mosque
occasion
prayer
race
relative
runner
sacrifice (v/n)
swim
swimmer
symbolise
visitor
worldwide

6e

board game
expect
flight
graduation
perfect
prepare
reply
suggest
take care of

Wishes

Get well soon!
Have a nice trip!
Happy Eid!

Phrases

How could I say no?
I can't make it

I'm really looking forward to it
Let me know
Maybe some other time

7a
choose
cotton
fit (v)
polyester
prefer
total
try on
very much

Clothes and accessories

abaya
belt
earrings
gloves
hat
jumper
pyjamas
sandals
scarf
shirt
skirt
thobe
tie
trainers
trousers

Words related to money

cash
change
cheap
cost
credit card
discount
pay
price
receipt

Phrases

How much is it?
What size are you?

7b
admit
aggressive
have a look
look like
owner
separate
similar

Words/phrases related to appearance

chubby
curly
fair
hair
handsome
in his early/late 20s, etc.
long
medium-length
middle-aged
overweight
short
slim
tall
wavy

7c
afford
amazed
attack
avoid
crowded
heavy
on foot
traffic
truth
unbelievable

Means of transport

boat
plane
ship
train
tram

Phrases

It's worth every penny

7d
avenue
carry
coatroom
escalator
follow
queue
sign
the rest

Prepositions of movement

around
down
from...to
into
out of
past
through
towards
up

Directions

Go straight on/ahead
It's on your left/right
Turn left/right at/into

Phrases

You're welcome

7e
act (v)
admire
character
danger
deaf
difficulty
firefighter
grateful
grow up
hero
joke
normal
personal
rescue
risk (v)
truly

Adjectives describing personality

brave
clever
friendly
helpful

honest
kind

8a
adventurous
be willing to
camp (v)
climb
explore
in the wild
look up
snake
spider

Geographical features

cave
desert
forest
island
lake
mountain
river
volcano
waterfall

Phrases
Live your life to the full

8b
angry
be lost
break down
fault
fix
flat tyre
guy
have trouble + ing
keys
mechanic
nightmare
on one's way
out of order
petrol
petrol station
pretty (bad)
purse
push
run out of
show up
wallet

Phrases
How unlucky
It took me...
It's a long story
Tell me about it

8c
annoy
at all times
besides
blow (v)
emergency
get seasick
instructor
pay attention
port
put on
rough
sailing
sailor
scary

Equipment

compass
helmet
life jacket
penknife
rope
seat belt
whistle

Phrases

I have to say

8d
ancient
attraction
border
coast
end (v)
gentle
group
high
hiker
jungle
mountain range
mysterious
official language
part
population
rainforest
shape

Points of the compass

east
north
south
west

8e
according to
aim
camper
experienced
extreme
first aid
leader
make a fire
offer
professional
secret
shelter
simple
staff
suitable
survive
thrill
underwater
unforgettable
useful
well-trained

Action sports

bungee jumping
diving
hang-gliding
rock climbing
surfing
waterskiing
white-water rafting

STUDENT'S AUDIO CD TRACK LIST

Track	Module/lesson	Exercise	Track	Module/lesson	Exercise
1	Titles		23	Poem	Feeling Good
2	Hello	1. What's your name?	24	5a	1. READ / A
3	1a	1. READ / A	25	5b	2. READ / A
4	1b	2. READ / B	26	5c	2. READ / A
5	1c	2. READ / A	27	Culture page	The Saudi vs the British Education System
6	1d	2. READ / A	28	6a	2. READ / A
7	Culture page	The history behind a name	29	6b	2. READ / A
8	2a	2. READ / A	30	6c	2. READ / A
9	2b	2. READ / A	31	6d	1. READ / A
10	2c	2. READ / A	32	Cross-curricular page	Animals in Danger
11	Cross-curricular page	Phishing for danger	33	Poem	Do me a Favour
12	Poem	Day by Day	34	7a	2. READ / A
13	3a	2. READ / A	35	7a	2. READ / C
14	3b	2. READ / A	36	7b	2. READ / A
15	3c	2. READ / A	37	7c	2. READ / A
16	3d	2. READ / A	38	7d	1. READ / A
17	Culture page	Life in Tornado Alley	39	Culture page	Driving Around
18	4a	2. READ / A	40	8b	2. READ / A
19	4b	2. READ / A	41	8c	2. READ / A
20	4c	1. READ / A	42	8d	2. READ / A
21	4d	2. READ / A	43	Cross-curricular page	Ice Hockey
22	Cross-curricular page	Healthy Smoothie Recipes	44	Poem	Wonderful World

Traveller 1

Student's Book

H. Q. Mitchell - Marileni Malkogianni

Published by: Tatweer Company for Educational Services

Published under special agreement between MM Publications and Tatweer Company for Educational Services (contract no. 2013/0040) for use in the KSA

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MM Publications

Edition 2016-2017

ISBN: 978-618-05-0547-4

ISBN: _____

Traveller

is an exciting course that takes learners from **Beginner** to **Advanced** level. It follows the modular approach and is organised into topic-based modules.

Course Features:

- Motivating and contemporary topics with multicultural and cross-curricular information
- 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
- Practical tips helping students to become autonomous learners
- A round-up section in each module providing regular revision and consolidation
- A grammar reference section
- Culture/cross-curricular pages

The image shows four book covers for the KSA-Edition Traveller 1 course. Each cover features a blue and white design with the title 'Traveller 1' prominently displayed. The 'Student's Book' and 'Teacher's Manual' covers include a small image of a travel map. The 'Workbook' and 'Workbook Teacher's Edition' covers feature a large, stylized image of a bridge or archway over water. All covers mention 'English Language' and 'Level One'.

Student's Book

Workbook

Teacher's Manual

Workbook Teacher's Edition

Digital Material:

- Student's CD
- Class CD
- Tests
- Model lesson
- Interactive Whiteboard Material

Name of student

Name of school



CEFR

A1

A2

B1

B2

C1

C2



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